

A study on learning engagement of English majors in the ideological and political theory course

Liu Zhuoting

Northwest Normal University, Lanzhou, Gansu, China

Abstract: *As successors of the new era, college students' ideological and moral quality is related to the development and prosperity of our country. English majors are extremely important to the development of China's diplomatic cause. As the main position of ideological and political education for college students, ideological and political course has become a compulsory course for every college student. In recent years, scholars attach great importance to the research on learning engagement, and several researchers have carried out research on students' learning engagement in ideological and political theory course. Based on the three-dimensional model of Fredricks et al., using a combination of quantitative and qualitative research methods, this study aims at 91 English Majors in a university of foreign languages to explore the current situation and influencing factors of English majors' learning engagement in ideological and political theory course through questionnaire, semi-structured interview, note analysis and classroom observation. The research shows that English majors extend certain behavioral engagement, emotional engagement and cognitive engagement in ideological and political theory course. Besides, learning engagement is influenced by personal factors such as interest in the curriculum itself, the help of the curriculum to the future development, as well as contextual factors such as the way of performance evaluation and the learning atmosphere of peers. This study not only enriches the research field of learning engagement, but also provides feasible suggestions for teachers to better design courses and improve students' learning engagement in ideological and political theory course.*

Keywords: *Learning Engagement, English Majors, Ideological and Political Theory Course*

1. Introduction

This part is mainly composed of three parts: research background, research objectives and research significance of this study. The research significance is divided into theoretical significance and significance.

1.1 Background of the study

In 2019, President presided over a forum for teachers of ideological and political studies at the He stressed that teachers are supposed to cultivate students with the Thought on Socialism with Characteristics for a New Era and fulfill the fundamental task of cultivating people with good morality and sound mind. Since then, the ideological and political education of college students has attracted and more attention, and the ideological and political course has become the main approach to educate college students.

The study of learning engagement started from 1930s in the United States. Since the middle and late 1980s, foreign scholars have conducted in-depth research on learning engagement from multiple perspectives. For another, the research on learning engagement in our country started in the late 20th century. At present, college students' learning engagement has gradually become a hot topic in the field of educational research. Several scholars have introduced the learning engagement theory into the education research of ideological and political courses, for example, "The primary reason why high school students are unwilling to study ideological and political course is boring and difficult to understand," (Qi 29), "The overall performance of students' learning engagement in ideological and political courses in higher vocational colleges is general, with low behavioral engagement and engagement, but high cognitive engagement" (Zhou 88).

Moreover, most scholars' research on ideological and political lessons only stays at the level of college students, and there are few studies on college students specialized in a certain major, such as

English major.

1.2 Objectives of the study

In the existing research at home and abroad, the theoretical and empirical research on college students' learning engagement has been gradually improved. However, the research on learning engagement of foreign language students is relatively less. What's more, as the national education department realized the importance of ideological and political education for college students, ideological and political courses have become a fairly important means to cultivate students' correct moral quality and values. Therefore, it is necessary to study the learning engagement of foreign language major students in ideological and political courses.

Taking the *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics* course as an example, basically, this study aims to explore the English major students' learning engagement in the class from emotional, behavioral and cognitive aspects, and its influencing factors from the perspectives of individual and environment. Thirdly, the study is designed to provide some reference for the research and practice of learning engagement.

1.3 Significance of the study

This study aims to explore the situation and influencing factors of students' engagement in ideological and political theory course, which has certain theoretical and practical significance.

1) Theoretical significance

Previous studies have shown that college students have a clear understanding of ideological and political theory courses, but their actions and emotional experience in the actual learning process are not quite ideal. Therefore, the study of students' learning engagement in the ideological and political course is of great significance to understand the situation and its inside reason, analyse related factors affecting college students' ideological and political theory course and further put forward certain strategies to improve college students' learning engagement. At the same time, it can enrich the field on learning engagement theory.

2) Practical significance

It is particularly important for English majors to receive the ideological and political education in that they will make great contributions to China's diplomatic and other undertakings in the future. Thus, the study is extremely helpful to improve the quality of education of Chinese ideological and political theory courses and to encourage college students to strengthen their learning engagement on the ideological and political theory course. Most important of all, the research has certain guiding significance for teachers' classroom teaching.

2. Literature Review

The literature review of this paper will mainly introduce two parts: learning engagement and ideological and political theory course.

2.1 Learning engagement

The concept of learning engagement first appeared in the field of Educational Psychology. Students' learning engagement mainly refers to the behavior that students carry out psychological construction and invest more capital in order to go deep into corresponding courses and professional learning, or pay more efforts to obtain more learning achievements, which leads to the construction and development direction of students' future academic road and personality growth. It is the degree of effort or investment of students in the process of learning, in contrast to superficial participation, apathy, or lack of interest (Newmann 11). Learning engagement can be considered as an important indicator to measure the quality of students learning process, as well as a vital index to forecast academic achievement.

To begin with, researchers concluded that students who are highly engaged at school are more likely to learn more, earn higher grades, and pursue higher education (Sciarra, Seirup 7). At the same time, learning engagement will have an impact on learners' learning resilience, academic achievement,

classroom learning satisfaction and so on (Appleton et al.). Besides, another researcher has come up with three new functions of student engagement, which refer that engagement fully mediates the motivation-to-achievement relation, changes the learning environment and changes motivation (Reeve 163).

With the development of the research, the concept of learning engagement gradually covers the actual behavior and personal feelings of learners. For example, Finn put forward a model of student engagement dimension, which consists of participation and identification. Besides, in the context of language learning and use, engagement with language is a cognitive, affective, or social process in which the learner is the agent and language is the object (and sometimes vehicle) (Svalberg 6). Nevertheless, I am in favor of the definition proposed by Fredricks. He argued that learning engagement is the organic integration of “behavioral engagement”, “emotional engagement” and “cognitive engagement” and proposed another model of learning engagement dimension, which is made up of three core components: behavioral (action), cognitive (thinking) and emotional (feeling) dimensions (Xu, Fan 39).

First and foremost, behavioral engagement refers to students' concentration, effort and persistence of activities in the learning process. It is a kind of performance and dynamic contribution of learners in the learning process, such as taking notes in the class, following the classroom rules, participating in discussions, etc. Behavioral engagement corresponds with the amount and quality of learners' active participation in learning, and early research operationalized behavioral engagement by measuring word counts and turn counts.

Secondly, cognitive engagement means that the mental efforts made by students using a lot of cognitive strategies and learning strategies to understand and master what they have learned, and mental activities in the process of learning, such as problem solving, active self-regulation and so on. Learners are cognitively engaged when they exhibit deliberate, selective, and sustained attention to achieve a given task or learning goals.

Last but not least, emotional engagement is the multidimensional construct of students' positive emotional experience in learning, such as interest, enthusiasm, happiness, anger, anxiety, etc. It is defined as students' affective response or attitude in the process of learning to learning activities and to the people involved in those activities.

2.2 Ideological and political theory course

The course of ideological and political theory plays an important role in cultivating the correct values and moral quality of college students. It is the most direct and easiest way to implement education. At present, the courses of ideological and political theory generally accepted in universities mainly include *Ideological and Moral Cultivation and Legal Basis*, *Outline of Modern and Contemporary Chinese History*, *Introduction to the Basic Principles of Marxism*, and *Introduction to MAO Zedong Thought and Socialism with Chinese Characteristics*. This paper mainly takes *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics* course as an example for detailed research.

There have been a great number of studies on ideological and political theory course. Some researchers pointed out that the current learning engagement of students in ideological and political theory courses in colleges and universities reflects the advantages and disadvantages of indoctrination teaching method. In the face of multiculturalism, diversity, conflict of modern society, in order to attract college students to increase good atmosphere of learning into the ideological and political theory course, teachers are suggested to adopt the integrated use of teaching method, to insist on principles of instilling in teaching content while use the strategy of not instilling in teaching form. It is advisable to use methods alternately in stages. (Xie 98)

In addition, researchers took the "post-90s" college students as the research objects to investigate the overall situation of their learning engagement in the ideological and political theory course, reflecting the subjective learning aspect of college students' ideological and political theory course. They found that some "post-90s" college Students possess the pragmatic learning psychology and utilitarian mentality (Huang, Jiao). Furthermore, there are still other researchers who surveyed the current state of students' learning engagement in ideological and political course in colleges and universities and analyzed what caused such situation. In the meanwhile, they put forward several feasible measures to improve students' learning engagement in teaching ideological and political theory course and speed up the realization of the goal of ideological and political education (Wang, Fan).

Therefore, there is still a lack of research on foreign language majors' learning engagement on ideological and political theory course. This study, therefore, mainly focuses on English majors.

3. Research Methodology

In this section, it is mainly about the research design, which includes research questions, research context, participants, research instruments and how to collect and analyze the data.

3.1 Research questions

With the help of various research tools, this study mainly has the following problems to be solved:

- 1) How do English majors engage in the study of ideological and political theory course?
- 2) What are the possible factors that affect the learning engagement of English majors in ideological and political theory course?

3.2 Research context

The course of *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics* is a required course for college students, at the same time, its importance can rival that of the technical curriculum. The course lasts for 18 weeks and each class is 1.5 hours. There are online course three times and the rest is traditional classroom teaching. The teaching model teacher adopted is mainly teaching by using powerpoint and other multimedia to assist textbook. The learning content of this course mainly consists of three parts: Mao Zedong Thought, Deng Xiaoping Theory, the Theoretical System of Socialism with Chinese Characteristics. According to the teaching schedule, the whole book is completed in two semesters. Therefore, the first two parts are finished in this semester, namely, Mao Zedong Thought, Deng Xiaoping Theory. In this study, the learning engagement of students not majoring in ideology and politics is investigated, English majors as an example.

3.3 Participants

The participants are 91 junior students from school of English in a foreign language university in Northeast of China. They are English-major participants (78 females and 13 males) who attend the course of *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics*. Of the student sample, all indicated a willingness to participate in the study. Participants are predominantly female (85.7%) between the age of 20 and 24. All of the students have 10 to 12 years English learning experience. I contact respondents by WeChat messages and asked them to participate in the research after explaining the nature and the scope of the study. In addition, interviews are conducted in person and transcribed into texts based on responses. I interviewed three students according to their own willingness and classroom observation, two of them are girls. No personal information is collected, in the meantime, the whole survey is voluntary and anonymous.

3.4 Research instruments

This study adopts the research methods of a combination of qualitative and quantitative. Generally speaking, the research data is collected by using questionnaire, semi-structured interviews, classroom observation and the analysis of notes taken in the class.

There are three parts in the questionnaire. The first part is mainly about personal information such as gender. The second part is the core of the questionnaire. The design refers to Wang Shu's Survey of Chinese College Students' Engagement in Learning, which is formed based on the National Survey of Student Engagement, NSSE. And I adapt it according to the specific situation of this study. Finally, the revised version of Learning Engagement Questionnaire is composed of 21 questions in three dimensions, namely, emotional engagement, cognitive engagement and behavioral engagement. What is more, Likert 5-grade scale is adopted, with 1-5 indicating from "completely disagree" to "completely agree". In the third part, an open question is set to investigate students' attitudes and opinions of learning ideological and political theory course. After sending the questionnaire, SPSS will be used to test the validity and reliability of the questionnaire. In the experiment, questionnaire is distributed through Questionnaire Star.

In addition, according to the different degree of engagement, 3 students are selected for semi-structured interviews. (Student A has the highest degree of learning engagement, followed by Student B, and finally student C has the lowest degree of learning engagement.) Each interview lasts for approximately ten minutes. The theme of interview focuses on their attitudes and suggestions toward the course of *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics*, for example, any problems encountered in the learning process and factors hindering or promoting the learning of the course. The purpose of student interview is to elicit more information about their awareness and perception towards the course, in the meantime, to supplement the result of questionnaire.

3.5 Data collection and data analysis

First of all, a questionnaire survey is conducted on 91 English majors of 2019 in the school of English to understand their learning engagement in ideological and political theory course and the possible factors affecting their learning engagement. Then, participants' notes are collected (including photos, recordings, book notes, etc.) to further understand their behavior engagement. In addition, classroom observation is also adopted, which will be observed three times at the beginning, middle and end of the semester. Last but not least, three representative students are selected for interview to supplement the collection results of the questionnaire. At this time, more subjective questions are investigated, for instance, what possible factors influencing their learning engagement, from their point of view, how to improve their learning engagement in ideological and political course and so on. After the interviews, the recordings are transcribed into texts to analyse.

4. Results and Discussion

This section reports the results of data analysis to address the research questions. Section A illustrates the answer to the first research question----“ How do English majors engage in the study of ideological and political theory course?” Section B discusses the second research question---- “What are the possible factors that affect the learning engagement of English majors in ideological and political theory course? ”

4.1 Situation of learning engagement of English majors in the course

According to the data collected by research tools like questionnaire, interview and so on, learning engagement in the course of ideological and political theory can be described from three dimensions: behavioral engagement, cognitive engagement and emotional engagement.

1) Behavioral engagement

Table 1 Behavioral Engagement of Participants

Questions	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I often preview and mark before class	23.08	24.18	29.67	10.99	12.09
I can concentrate on listening and taking notes in class and actively interact with teacher	3.3	13.19	46.15	23.08	14.29
After class, I discuss the content of Ideological and political theory course with my classmates	8.79	19.78	47.25	9.89	14.29
I can share relevant learning resources with my classmates	3.3	10.99	38.46	28.57	18.68
I often do other course assignments or something unrelated to the class	14.29	23.08	27.47	23.08	12.09
I always don't go to class for various reasons	67.03	18.68	4.4	4.4	5.49

As shown in Table 1, nearly 23 percent of the respondents can preview and mark some important contents before class. Therefore, it is obvious that students do not pay enough attention to the course of *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese*

Characteristics.

On the one hand, more than 35 percent of the students could listen carefully in class, take notes properly and interact with the teacher, on the other hand, what shocked us is that almost the same proportion of participants will do things unrelated to the course in class like doing assignments of other courses.

A good news is that nearly half of the students could share learning resources related to the course with each other. Nevertheless, when it comes to discussing relevant content which they have learned in class with peers, only about 30 percent of participants do it. More than 65% of the participants could not talk over it with classmates.

In addition, when asked how much they engage in the course of *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics*, they said,

In my opinion, my engagement in Ideological and political theory course needs to be strengthened. I can listen carefully and take notes, but I can't concentrate as much as I study professional courses, and the review after class is not very timely. Generally speaking, I don't invest enough time.(student A)

Indeed, I am trying to listen carefully, but there are a great number of students in the classroom. It's too noisy to follow teacher's step. I am easy to be affected.(student B)

I really do not invest much in the course of Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics because the lecture is fairly boring. It can be said that I think the course is the most relaxing period in a busy week.(student C)

Therefore, it can be concluded that participants did not devote too much in the course of *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics* and one of them even regard it as a moment to relax. Meanwhile, they have a certain amount of behavioral engagement in the preview and during class. The review, however, is not good enough.

2) Emotional engagement

As shown in Table 2, It can be easily seen that more than 30 percent of the respondents are very interested in the course, they would look forward to the weekly ideological and political course and pay much attention to the information related to the course.

Table 2 Emotional Engagement of Participants

Questions	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I look forward to the weekly ideological and political theory course	6.59	14.29	47.25	15.38	16.48
I always pay attention to the information related to the course	3.3	16.48	48.35	18.68	13.19
I answer questions in class in order to get extra grades	10.99	16.48	34.07	27.47	10.99
I will feel fulfilled after class	6.59	17.58	39.56	23.08	13.19
I don't like the teaching method of the course	25.27	27.47	26.37	14.29	6.59
I think it is necessary to set up the course	4.4	2.2	28.57	32.97	31.87

Nevertheless, most of students do not show much interest in the course. Furthermore, there are nearly 40 percent of participants who answer questions asked by teacher in order to get extra grades rather than volunteer to express their opinions on the questions.

In addition, more than 60 percent of respondents are conscious of the importance and significance to set up this kind of course. However, attention is needed to improve the appropriate teaching method as a result of more than 20 percent of participants' disfavour of it. Lastly, less than half of respondents would have a sense of achievement after class, which may be related to their degree of engagement.

When it comes to whether they like the teaching method of *the course of Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics*, and their attitudes and feelings about class, three students hold different opinions:

I prefer the traditional face-to-face teaching method, because we can communicate with teachers in real time at a close distance. Besides, my attitude towards the course is very rigorous because it not only cultivates students' knowledge learning, but also improves our thinking, which is extremely important for our college students. Moreover, in this class, we can follow the current events, add our own understanding and views, and understand the theme and melody of today's world.(student A)

I am quite interested in the course, especially about the part of Deng Xiaoping theory. I think that this kind of course need to be studied. In addition to coping with the final examination, the most important thing is to lay a good foundation for the postgraduate entrance examination. Secondly, we will have a certain improvement in our personal thoughts and values.(student B)

I don't like the method of teaching in class. From my point of view, it would be better to design more questions for us to discuss with classmates or some group projects, which attracts me more. (student C)

On the whole, respondents like this kind of teaching method because it is convenient to exchange ideas. What students do not like is that they hope to have more activities or projects to activate their enthusiasm. Moreover, participants' attitudes towards this course are that some students study for the test, others believe that the course can inspire their thoughts and keep up with the social status quo.

3) Cognitive engagement

Table 3 Cognitive Engagement of participants

Questions	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
I usually reflect and evaluate my study of the lesson	8.79	21.98	32.97	17.58	18.68
I can study the course from a critical perspective	3.3	15.38	45.05	17.58	18.68
I can associate the content of course with other courses (such as <i>Cross-cultural Communication</i>)	6.59	12.09	45.05	19.78	16.48
I always explain social problems with the contents of course	3.3	7.69	43.96	29.67	15.38
I think it is necessary to study textbook in connection with current situation	0	4.4	32.97	39.56	23.08

In Table 3, more than 35 percent of participants could study *the course of Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics* from a critical perspective, and they can also reflect and evaluate their study, more importantly, they can relate the content studies in the course to other courses like *Cross-cultural Communication*.

However, what stands out is that less than five percent of the respondents believe it is not necessary to combine the contents of the textbook with the current situation. In the meanwhile, there are less than half of students who explained or analyzed social problems with what they learned in class. Generally speaking, participants show a certain cognitive engagement.

Moreover, when asked it they could think critically, student C said, "*Personally, I can hardly do critical learning, but I think it is necessary to think more comprehensively, at the same time, my way of thinking can be further sublimated.*" Student B responded, "*I think it is still necessary to critically study the ideological and political theory course, but I can hardly do it. Basically, I almost accept all the contents, because I think most of the contents in the course are positive and inspiring.*" Student A replied, "*Occasionally, I will critically study the content. At present, I do not do well enough, but I still think it is very necessary because we must get the best of it and we can not blindly accept the viewpoint in the book, we should have our own thinking and understanding so that we can better realize the value and significance of Ideological and political education.*" Hence, it can be concluded that students hold a positive attitude towards critical thinking, but not many of them can really do it.

4.2 Influencing factors of learning engagement of English majors in the course

For English majors, learning engagement in *the course of Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics* is affected by many factors. The following mainly describes students' engagement affected by the personal factors and contextual

factors.

1) Personal factors

For one thing, the most influential factors are the fondness for teachers' teaching methods and the help of ideological and political course for postgraduate entrance examination and employment, which account for 76.3% and 72.5% respectively. And therefore, most of participants engage in the course of ideological and political theory as a result of teacher's teaching methods and the benefits of course itself to themselves.

For another, the main factors affecting their learning engagement are interest in the course and ideal related career in the future, which occupy 59.3% and 53.8%. It is true that interest is the best teacher. Once you are interested, you will naturally and actively engage more time in learning it. What is more understandable is the direction of future employment. Many of students will go to work after graduating from university, so it is necessary and advisable to put more effort into the field they want to be engaged in in the future.

2) Contextual factors

First of all, the biggest contextual factor that affects the degree of learning engagement is that class performance counts towards the course scores. Teachers rate students according to their performance in class, so it becomes a key factor influencing learning engagement.

The next two most influential factors are peers' strong learning atmosphere and fear of teachers' questions in class. Yes, the environment is extremely important. Not all the students want to be different while most of students study hard. In consequence, under the influence of classmates, students have to engage more in the course. It also shows that sometimes it is necessary for the teacher to ask questions in class, so as to attract students' attention and promote them engage more.

Last but not least, teacher's expectations also affect student engagement. To put it in a nutshell, students listen carefully in class to live up to the teacher's expectations. What is more, another respondent added that teachers who are profound and humorous are more popular, which enables students invest more in the course.

5. Conclusion

Ideological and political theory course in colleges and universities is of great significance to cultivate students' Ideological and political literacy and strengthen students' moral quality. Consequently, ideological and political education should be paid close attention to. The degree of students' learning engagement is related to their future learning achievements and the future development direction. This part mainly shows the major findings of this study, the enlightenment to teaching, the limitations of this study and suggestions for future research.

5.1 Major findings

This study was conducted under the background that the country attaches great importance to ideological and political education and researchers pay more attention to the topic of learning engagement. In order to provide some references for the research, this study, through a combination of quantitative and qualitative research methods, studied the learning engagement in *the course of Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics* and its influencing factors of 91 English majors in a foreign language university in Northeast China.

It was found that participants had relatively high behavioral, cognitive and emotional engagement. When it comes to the behavior engagement, quite a number of students could listen to the class carefully, preview before class, discuss the content of course after class and so on, but there are still nearly ten percent of students will skip class for various reasons. As for cognitive engagement, most students have realized the importance of the course and reflected on their own shortcomings, and they also gave their own opinions and suggestions for the class. With regard to emotional engagement, some of respondents enjoy the course and the teacher's teaching style. Nearly 40 percent of the participants answer the questions just to get points.

Students' learning engagement is mainly affected by personal factors and contextual factors. From the perspective of personal factors, students think that the interest and helpfulness of the course are the

main driving forces for them to engage more. While the main contextual factors affecting their learning engagement are the strive for course grade, fear of teacher's questions, teacher's expectation and so on.

5.2 Pedagogical implications

Generally speaking, students have enough understanding of the importance of ideological and political theory courses, but not enough to put them into practice. Therefore, the following suggestions can be used for reference to improve students' engagement.

The first one is about changing students' views on this kind of course. We are supposed to realize its importance, not only for our own personal interests in the future. It is worth learning for everyone. Then from the teacher's point of view, it is advisable for teachers to make the classroom atmosphere as interesting as possible and mobilize students' enthusiasm for learning. In addition, from the level of social or school, more ideological and political contents should be disseminated, such as holding lectures and debating contests to encourage students to devote themselves to the course of ideological and political theory.

5.3 Limitations and implications for future research

In the process of research, out of the limitation of research ability and the restriction of human and material resources, there are some deficiencies in this study, which are mainly reflected in the following two aspects:

One is about the research tools. The questionnaire is mainly from students' self-evaluation, which has a certain subjectivity, which is difficult to deeply explore quality of their learning engagement. In addition, errors are inevitable in the process of analyzing data.

The other is the restriction of subjects. The sample selected in this study is only 91 undergraduates from Northeast Foreign Studies University, which is not enough to represent the learning participation of all English majors, and is only valid in some research scopes. Moreover, the data including the learning situation and influencing factors are all collected from the point of view of students, and there is no objective evaluation of students' learning engagement from the perspective of teachers.

In view of the limitations of the above research, there are two suggestions for future research:

First one is about the improvement of the instruments. The dimensions of influencing factors should be more detailed and interview are supposed to be personalized according to different groups.

The second one is that it is advisable to study a larger sample of students and adopt the experimental design method to better investigate so as to realize the popularization and applicability of research conclusions.

References

- [1] Fredricks, Jennifer A. "Engagement in School and Out-of-School Contexts: A Multidimensional View of Engagement." *Theory Into Practice*. Vol.50, No. 4(2011): 327-335.
- [2] James, et al. "Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct." *Psychology in the Schools*. Vol.45, No. 5(2008): 369-386.
- [3] Newmann, Fred M., ed. *Student Engagement and Achievement in American Secondary Schools*. New York: Teachers College Press, 1992.
- [4] Reeve, J., ed. *A Self-determination Theory Perspective on Student Engagement*. US:Springer, 2012.
- [5] Sciarra, Daniel T. and Seirup, Holly J. "The Multidimensionality of School Engagement and Math Achievement among Racial Groups." *Professional School Counseling*. Vol.11, No. 4(2008): 402.
- [6] Svalberg, Marie-Louise. "Engagement with Language: Interrogating a construct." *Language Awareness*. Vol.18, No. 3-4(2009): 242-258.