

Vol. 16, No. 1
pp. 29-57
March &
April 2025

Received: 29 April 2024
Received in revised form: 27 June 2024
Accepted: 16 July 2024

Revisiting Classroom Climate: Exploring the Relationship between EFL Students' Disengagement and Demotivation

Qiujie Jiang* 

Abstract

Students' engagement in classroom activities has been at the center of attention these days that affect learners' success, mental health and alternatively, their disengagement impacts their achievement and may also affect their future professional well-being. Motivation is another important contributor to success in education, which is also in line with engagement. Likewise, demotivation has been a concentration point of instructional research; yet, it has not obtained much concentration in the realm of language acquisition. Indeed, English as Foreign Language (EFL) learners' demotivation has an essential role in hindering their learning in the English language learning classroom. The level of these two concepts, namely disengagement and demotivation is influenced by different factors in students and as far as EFL teaching is concerned, one of these factors is school climate which is deemed as a predictor of academic success. Indeed, the learning climate has been attracting the attention of researchers for decades given that this construct improves or prevents student achievement and poor mental health. Nevertheless, its contribution to mitigating learners' demotivation and disengagement has not been scrutinized yet. Accordingly, this review presents the power of the learning climate where EFL students are learning a language and its role in students' demotivation and disengagement. Subsequently, this is followed by giving some implications for EFL teachers, school authorities, and researchers.

Keywords: classroom climate, demotivation, disengagement, EFL context, EFL learners, mental health

* Corresponding Author: Department of Language teaching, Foshan Polytechnic, Foshan 528000, China;
Email: nrtasiamia@126.com; ORCID ID: <https://orcid.org/0009-0008-7918-0521>

1. Introduction

Students' engagement is generally believed to be one of the main contributors to their language success in higher education circumstances (Al-Obaydi et al., 2023; Derakhshan, 2021; Derakhshan & Azari Noughabi, 2024; Mercer & Dörnyei, 2020; Shakki, 2022, 2023; Pan et al., 2023; Wang & Kruk, 2024; Wang & Reynolds, 2024; X. Wang & Wang, 2024; Wang, Wu & Wang, 2024; Wang & Xue, 2024). Along the same line, it is assumed that those EFL students who actively take part in the learning process and are highly eager for their academic education can be more successful in terms of learning associated with other learners (Dai & Wang, 2024; Qi & Wang, 2024; Wang et al., 2021; Wang, Derakhshan, et al., 2024). Consequently, universities and higher education institutes motivate EFL students to make the best of their capabilities, along with learning opportunities and facilities to achieve the highest level of engagement that is not only related to the physical state but also links to mental health and well-being (Broido et al., 2014; Derakhshan et al., 2024; Derakhshan & Shakki, 2024; Pourgharib & Shakki, 2024). Disengagement has established itself as a relevant concept of involvement and therefore be conceptualized differently than mere nonparticipation, and absenteeism (Salmela-Aro et al., 2017). Based on prior research, disengagement can be linked with different types of induction situations, including insufficient design of educational activities (Bergdahl et al., 2019). Moreover, as people are necessarily affective beings whose behaviors are controlled by emotions, lots of attention has been paid to exploring the emotional sphere and its effect on language learning. Several inquiries done over the last three decades indicated that succeeding or failing language learning may not be attributed solely to cognitive reasons; however, emotional factors may help just as needed, if not higher than that (Dörnyei, 2005; Mercer et al., 2018).

Furthermore, it is claimed that the student's motivation can contribute to the enhancement of learning, raising the quality of higher education, and improving learners' well-being and mental health (Derakhshan, 2022; Gao et al., 2024; Wang, Sun, et al., 2022). This is because greatly inspired learners seem to be successful in their education (Derakhshan et al., 2020; Halif et al., 2020; Kirkpatrick et al., 2024; Li et al., 2024; Wang et al., 2024). Historically, researchers viewed student motivation as an individual variable that was seen only as a personal trait; however, motivation is now seen as a variable that is also impacted by external factors (Pintrich & Groot, 1990). Consequently,

motivation and the related topics were investigated from an ecological viewpoint, taking into account the learners in communication with the educational setting (Anderson et al., 2004). On the other hand, as part of the recent revival in motivation inquiries, research has demonstrated that learners' demotivation that could be as a result of mental health issues plays a significant role in learning outcomes (Evans & Tragant, 2020; Kikuchi, 2015; Wu et al., 2024; Zhi et al., 2023). Demotivation, or the specific external factors that decrease or diminish the motivational foundation of a behavioral intention or ongoing action that is known to have had an adverse impact on the learning outcomes of high-school learners in mandatory education contexts (Çankaya, 2018; Dörnyei & Ushioda, 2021; Kikuchi, 2015).

Considering the negative role of disengagement and demotivation, many inquiries have been carried out to inspect the factors that can alleviate these two constructs, with the learning environment seen as a pivotal factor (Kiatkheeree, 2018). Besides, in the process of learning, the learners face a lot of difficulties in modifying the demand of the ill-regulated learning setting that these challenges accordingly influence the learners' mental health and well-being (Dörnyei & Ryan, 2015). As a result, the important contribution of classroom climate to L2 learning has been a concern of many investigations in recent years (Pawlak, 2020; Tu, 2021). Indeed, as pointed out by Loukas and Murphy (2007), school climate, which is also labeled as organizational health, has been characterized by the atmosphere, cultural setting, and social milieu of a school (Cornell et al., 2016). Overall, the classroom climate has been classified into two categories: the physical environment and the contribution of the instructor as a constructive classroom climate creator (Al-Obaydi, 2020). Essentially, instead of influencing the physical features of the school (e.g., educators' payment or physical assets), the research findings related to school climate can contribute to the improvement of the psychosocial school context and the enhancement of inter-group interactions that influence learners' learning and school functioning (Reyes et al., 2012). Given these characteristics of school climate, one can conclude that climate is related to the instructors' behaviors, and how learners or other stakeholders in the educational context behave (Dulay & Karadag, 2017).

Moreover, it is argued that school climate has a vital role in the extent to which a school is successful and effective (Koth et al., 2008). Accordingly, the creation of a constructive

school climate is considered as one of the main prerequisites for the attainment of successful education. More specifically, a positive school climate creates a setting in which individuals value their capacities and knowledge; also, it helps the learners to enhance their academic achievement (Dulay & Karadag, 2017). It follows that teachers have a highly sensitive responsibility regarding the establishment of a positive, constructive classroom environment. In the same vein, Freeman and Anderson (2011) assert that teachers need to provide as positive an environment as possible. The school climate has proved to be an intricate construction that has been defined as the disposition and milieu of a school, such as its rules, standards, and prospects (Petrie, 2014). In the same vein, the climate has been painted as the features and particulars of school life (Cohen et al., 2009). The notion of classroom climate initially emerged in social psychology, originating in the conceptualization of the classroom as a social group. Pavičić Takač and Berka (2014) describe a fruitful classroom climate as a goal-oriented, task-based, calming environment, characterized by both discipline and flexibility. In contrast, Derakhshan et al. (2022) elaborate on a positive classroom climate as a setting where students find learning very exciting and interesting. In a nutshell, viewed from the PP viewpoint, classroom climate makes an important contribution to enhancing L2 learning. It can also foster the student's personal development, as well as the instructors' well-being (Killick, 2006). Additionally, there has been growing interest in the role of school climate and its effects on the learners' progress lately (Bear et al., 2018; Moore et al., 2017; O'Malley et al., 2015; Salle et al., 2018).

Given the fact that English in China is taught as a field of study rather than as a spoken language, the language is learned in the classroom without the learners' access to external environmental support. As a result, the climate of the EFL classroom differs considerably from natural ESL learning. Indeed, having no access to English speakers outside the classroom creates many challenges for EFL teachers (Petrie, 2014). As stated by Frymier (2016) the chance for engaging in authentic communication and environment is deemed as an essential contributor to L2 acquisition. Accordingly, students' engagement as well as the positive atmosphere of the classroom that leads to maximal interaction plays a crucial role in effective learning (Oldfather et al., 1999). In the same vein, Theobald (2006) maintains that the difficulties associated with providing a learning setting that motivates the learners are one of the main challenges faced by L2 teachers in this century. Literature shows that motivation is the alphabet of successful academic engagement in schools (Dincer et al., 2019). Demotivation has a direct association with the

disengagement of the learners (Vidak & Sindik, 2018). Disengagement in terms of the learning process shows the disconnection of the learner to be part of the learning process anymore where the major reason is demotivation to learn (Li, 2021). Although in a learning climate, increasing motivation is a challenging task for the teacher because every learner learns differently and every student is varied in their own ways. But students expect the teacher to guide and encourage them in a constructive context. Based on the literature, a sense of relatedness or belonging at school is related to learners' beliefs for achievement and intrinsic value for school, so it can be stated that both of them are indicators of motivation (Beachboard et al., 2011; Moller et al., 2020). Also, the literature revealed that in classrooms where teachers report they attend to learners' social along with theoretical needs, students reported more help seeking that is an indicator of engagement (Derakhshan et al., 2022). Accordingly, the literature review has been drawn on this recommendation by examining the contribution of learning environments and their impacts on mitigating learners' demotivation and disengagement in L2 learning. Indeed, scrutinizing the learners' disengagement and demotivation can lead the researchers to recognize the primary issues containing external aspects such as school climate. Moreover, based on the researchers' knowledge, there are not enough studies in the EFL context like China that consider the role of school climate on both learners' demotivation and disengagement.

2. Review of the Literature

2.1. Student Disengagement

Disengagement is characterized by a lack of enthusiasm, reduced involvement, and inefficiency that has been allied with mental health (Derakhshan, 2021; Li, 2021). The stress that arises from facing excessively demanding tasks is known as diminished energy (Schaufeli et al., 2002). Disengagement refers to students' lack of involvement in assignments and activities, including abandoning one's work and experiencing negative emotions about the work as a whole (Fredricks et al., 2004). A decreased level of participation, on the other hand, is the sensation of losing enthusiasm for one's job and its significance (Derakhshan & Yin, 2024; Schaufeli et al., 2002). The three aspects forming involvement are behavioral, affectional, and cognitive as they also relate to

disengagement, suggesting a complex concept (Derakhshan et al., 2022; Li & Akram, 2023; Wang et al., 2022; M. Wang & Wang, 2024). Brint and Cantwell (2014) proposed five elements of disengagement rooted in students' principles, motivation, study habits, academic connections, and competitive engagement, that disengagement may happen in one or more elements. Disengagement arises when learners fail to value acquisition, when education is not a primary concern, and when the sole emphasis is on acquiring a score. Motivational disengagement transpires when learners encounter discouragement in pursuing their learning objectives, whereas behavioral disengagement manifests itself through restricted learning prospects, lack of participation in classes, and failure to complete assignments. Relational disengagement occurs when students fail to connect with instructors and classmates, and competitive engagements refer to extracurricular activities that are not academic, including recreational and social pursuits as well as compensated work (Brint & Cantwell, 2014).

2.2. Student Motivation

While motivation is regarded as a primary factor impacting second language learning, Dörnyei (2005) introduced the concept of “demotivation” to refer to specific external elements that diminish or weaken the motivational basis of a behavioral intention or an ongoing activity. Other researchers expanded Dörnyei 's description of demotivation to encompass internal factors (Arai, 2004; Kikuchi, 2015). Henceforth, demotivation in a second language can be understood as a decrease in the level of motivation towards language acquisition caused by specific external or internal factors. Put simply, demotivation does not mean that the learners of a second language completely lack motivation for language acquisition. However, it states that their own motivation has been decreased due to exclusive demotivating elements that are probably associated with the instructor, the students, the topic, or the learning environment. In this manner, Dörnyei and Ushioda (2021) explained that a lack of motivation does not necessarily indicate a decrease or lack of motivation. Instead, it signifies that there are factors that adversely affect or limit a learner's normal level of motivation. As a manifestation of motivating theory, self-determination (SD) theory can be the focus of the present study as it brings focal attention to the role of the teacher (Freeman & Anderson, 2011; Mercer & Dörnyei, 2020). Based on SD theory, intrinsic motivation is concerned with triple psychological desires; the

necessity of autonomy; the necessity of competence, and the necessity of relatedness (Deci & Ryan, 2008). The nature of an individual's performance can lead to autonomy which has a positive correlation with teacher success and hence students' level of motivation (Derakhshan et al., 2020; Li et al., 2020). Individuals experience autonomous behaviors when their conduct is driven by their own determination (Ryan & Deci, 2020). Perceived confidence in one's capacities in a social climate is called competence. Individuals experience competence by being exposed to testing occasions that allow them to reveal their competence (Ryan & Deci, 2009). People's perceived relationship with others is called relatedness. Indeed, relatedness requires people's secure relations with others. Such close relations can be formed with the instructor and/or students in the learning environment that has been connected to constructive results, such as better accomplishment and mental health (Ryan & Deci, 2009). Therefore, relatedness can potentially play an essential role in fostering commitment, particularly in the case of students with a low level of intrinsic motivation. Indeed, people experience relatedness through their perceived affiliation with their colleagues, or with others whom they highly respect (Beachboard et al., 2011; Moller et al., 2020).

2.3. Classroom Climate

According to Eder (2018), classroom climate involves the general learning milieu, social atmosphere, and the affective and physical dimensions of a class. Indeed, classroom climate reflects the stakeholders' perceptions of their experiences related to academic pursuit (Reid & Radhakrishnan, 2003). Furthermore, it is deemed as a collective mental picture of a class, its characteristics, people, and communications (Weber et al., 2021). That is, classroom climate has to do with instructors' and learners' prevalent impressions and outlooks of a classroom, which is constructive or destructive. Generally, students find a positive climate in the classroom pleasant and welcoming, which advocates for education, whereas a negative classroom climate can be unpleasant and destructive for both the instructors and learners. Considering its broad domain, the notion of classroom climate and its operational definition have been given scant attention in the context of L2 instruction. Also, school climate is described as all conditions and circumstances related to a school embedded in social interactions, expectations, perceptions, emotions, and

attitudes that all those involved in school have in common (Chirkina & Khavenson, 2018; Wang & Derakhshan, 2023). It is claimed that a positive classroom climate can be created when both the educator and learners actively take part in relational communications, enjoy classroom empathy, and create the learning environment (Frisby et al., 2014; Luo & Derakhshan, 2024; Sidelinger & Booth-Butterfeld, 2010). Studies indicate that a durable positive classroom climate contributes to enhancing learners' motivation, contentment, learning progress, engagement, involvement, and health, resulting in a decrease in their anxiety and fear (Barr, 2016; Ellis, 2004; Norton, 2008). This constructive, positive environment is very crucial as EFL teachers' and learners' activities in a positive context would result in their increased concentration, relaxed mood, eagerness to achieve higher targets, and their increased efforts to be the best of who they can be. It should be noted that strong interpersonal communication skills are one of the most essential basics of a positive classroom climate.

Cohen et al. (2009) enumerates the following as some of the contributors to a school climate: the structural dimension of the school (i.e., school size); the environmental conditions (i.e., hygienic conditions); safety and discipline (i.e., social conditions, affective aspect, and physical conditions); learners' achievement expectations; the effectiveness of teaching; the degree of collaboration and interaction; a perceived feeling of belonging in a school setting; standards and expectations of peer groups; associations and collaboration between school and home communities; learners' morale; and the value placed on the whole group as a learning community. The combination of these factors generates a setting that has a critical role in the learners' academic life since it has a direct connection with a classroom's learning setting, which contributes to a learner's success or failure (Daggöl, 2019). Furthermore, literature shows that learning climate (in educational settings) can potentially influence learners' internal states and performance, in particular, their self-image, success, and engagement (Marsh et al., 2012).

2.4. Related Studies on the Role of School Climate in EFL Context

The positive climate of the school is seen as a key aspect of effective learning as schools must take into account the individual students' needs and development (Thepa et al., 2013). The role of classroom climate is emphasized by several other researchers (Ghaith, 2003; Heitzmann, 2009). as they have shown that the school climate influences the motivation of

both teachers and students. Regarding the role of school climate on mitigating EFL learners' disengagement and demotivation, SD theory attaches importance to the contribution of several factors including structure, support, and teacher participation concerning the fulfillment of the three core psychological needs, i.e., individual autonomy, competence, and relatedness. Indeed, learners need to be motivated for school and they should participate actively in school tasks. This requires the necessary support that can be provided by the learning environment. Such an environment paves the way for the satisfaction of EFL learners' needs of autonomy, competence, and relatedness that affect the quality of motivation and mental health (Ghaith, 2003). Feeling competent has to do with experiencing one's behavior as successfully endorsed. Feeling competent, learners feel capable of meeting the challenges of their schoolwork (Niemi & Ryan, 2009). Relatedness is concerned with a perceived sense of belonging and affiliation with others. The learners with such a feeling enjoy perceived emotional security, which is necessary to explore the world. Learners with a firm sense of relatedness can have positive responses to challenges; moreover, they can set positive goals, seeking to internalize social regulations and accommodate interpersonal conditions. An intimate, supportive, and constructive association between an instructor and students is essential in meeting learners' need for relatedness. Feeling autonomous is concerned with experiencing one's behavior in a reflective manner which yields self-confirmation. Learners experience autonomy when they desire to invest energy and time in promoting their schoolwork and study (Niemi & Ryan, 2009). Overall, the satisfaction of these needs plays an important role in providing EFL learners with the prospect of being strong-minded and enhancing their inner motivation for school and education.

There is an agreement that school climate plays a main role in learners' engagement in school. According to the findings of studies carried out by these studies, a positive school climate acts as a motivating factor driving learners to improve their potential development, which increases their engagement and participation in academic activities (Dary & Pickeral, 2013; Lenzi et al., 2014; Ostroff et al., 2012). The learners, who have a positive attitude toward their instructors and find them educationally and emotionally helpful, are encouraged to be involved dynamically in their education. Similarly, the teachers who seek to meet learners' needs are satisfied with their teaching as they meet the fundamental needs of relatedness, competence, and autonomy based on SD theory

(Chiu, 2022). Indeed, situated in a positive climate, learners can take part in classroom activities more actively; at the same time, teachers would be more attentive to learners (Wang & Degol, 2016). This is consistent with the study of Dewaele and MacIntyre (2014) who concluded that positive classroom activities can foster FL learners' engagement. Moreover, the study carried out by Perzigian and Braun (2020) proved that numerous factors affect school achievement and among them, the school climate is the most important one that should be taken into account. The relationship between students' perceived EFL classroom climate and their language achievement was examined by Gedamu and Siyawik (2015) and the findings indicated positive and significant relationships between the variables. The results of the study done by Naghsh Daemi et al. (2017) revealed that there was a significant relationship between EFL learners' classroom environment and their self-efficacy. The results can support this paper since self-efficacy is supposed as a component of learners' motivation. Recently, drawing on the attachment theory (AT) and self-determination theory (SDT), Luo and Derakhshan (2024) investigated the interconnectedness between Chinese EFL students' classroom climate, teacher-student relationships, and learning outcomes. They found results a strong and significant correlation among perceived learning outcomes, teacher-student relationship, and classroom climate. It was also reported that both teacher-student relationship and classroom climate were significant predictors of EFL learners' perceived learning outcomes.

3. Conclusion

This study might be significant for language stakeholders as it can add to the literature by especially paying attention to the role of school climate which has a more dominant contribution to alleviating students' demotivation and disengagement in the language learning context. The degree of learner engagement or disengagement is affected by internal and external issues in learners, specifically school climate can be considered as an external issue while motivation or demotivation is regarded as an internal factor that must be maintained by learners. The learning environment comprises a large dimension in the learning and education procedure, and it significantly affects the determination of the learners' learning and engagement; moreover, it can ease the growth of learners' proficiency and cognitive capabilities (Opdenakker & Minnaert, 2011). The association between the students' learning progress and their motivation and engagement can be

clarified through an analysis of the active mechanisms related to social-motivational theories such as SD theory. Based on this theory, instructors' positive relationship with learners can affect language learners' demotivation (Wentzel, 2002). Indeed, a positive school climate contributes to the achievement of effective learning, in part by enchanting learners' perceptions of learning; creating safety in school; decreasing the dropout rates as dropping out has consequences for learners' well-being, and minor mental health. It is argued that the positive, secure, and personalized climate of school raises motivation and learning and encourages flourishing or constructive mental health within school context (Salle et al., 2018). The instructor's communication in the L2 classroom can promote learner motivation. The rapport between teacher and learner embedded in an effective and comfortable communication environment influences both language learner motivation and academic success positively (Shakki, 2023). Besides, the formal skills used by the students in the classroom, their engagement in external communication outside the classroom can foster the association between educators and learners in the EFL context. Accordingly, learners are provided with ample opportunities to share their interests and ideas with their teachers, operating more eagerly (Collie et al., 2016). According to Urdan and Schoenfelder (2006), the learning environment is positively correlated with learner motivation, maintaining that an effective learning setting enhances the learning outcomes, inspiring and boosting the learning spirit and mental health. Based on previous studies, learning climate is a key concept to the extent a student makes progress in learning. This type of environment also plays an important role in the student's cognitive aspects and motivation. Teaching in a school involves a combination of factors including regulated teaching and a calm, warm, and accommodating teacher, the adoption of constructivist methods (e.g., focus on the dynamic role of learners, intellectual challenge), and effective classroom management (Opdenakker & Minnaert, 2011).

The literature review showed that teaching based on SD theory eases language learners' engagement and motivation because advocating education setting assists language students in recognizing and internalizing the worth of the learning tasks and such internalization permits the learners to voluntarily be involved in the learning activities. Therefore, by provoking EFL students' passion, preferences, and tendency to take part in educational tasks through several interferences, educators can decrease EFL students' demotivation levels as these kinds of teachings lowered EFL students' negative

affections, frustration, and feelings of fatigue (Rahmanpanah & Mohseni, 2017). It is worth mentioning that special thoughtfulness should be given to the role of the teacher in the EFL classroom. Indeed, in a learning environment, it is not an easy job to develop learners' motivation. Indeed, a teacher should know that people differ in how they learn so that every learner is the district. So, the teacher needs to act as a guide to stimulate learners to be more dynamic and eager in the classroom which triggers their involvement and consequently brings about success (Muallifah et al., 2020).

According to Derakhshan et al. (2022), the contribution made by the teachers, as well as the styles developed by them are important in establishing a positive classroom climate. He elaborates on three core points in this context. First, establishing intimate relationships with language learners in the classroom is pivotal in generating positive energy among the learners. Second, striking a balance between praising and criticizing. They say that real, timely praise encourages learners to be open to criticism and to heed it. Third, generating energy in the classroom, where many minds are involved in L2 learning. Indeed, learners' demotivation and disengagement have been regarded as significant factors in the classroom thanks to the encouraging climate with lots of energy shaped in the classroom by assistance and collaboration. As a result, EFL teachers are advised to take care of the learners' classroom learning setting and make sure that constructive and encouraging circumstances have been established. Moreover, EFL teachers should take part in training programs on the significant role of classroom climate in instruction. In the same vein, teacher training institutions need to provide insights and evidence on the effects of classroom climate. The features of a positive school climate foster learning efficacy and student engagement as the school climate can create an effective school climate, which leads to the achievement of effective learning.

Also, a positive school climate is in keeping with parents' expectations concerning the learning consequences of their children, stimulating the instructors' creativity to direct the learning process in line with learners' improvement (Sujisha & Manikandan, 2014). School climate influences students' security and eagerness so that they perceive the school climate to be supportive of their optimal development. Therefore, the school climate impacts the extent to which learners engage in school activities, as well as their achievement of academic goals (Wang & Degol, 2016). School climate can either reinforce or slow down student involvement as it can induce positive attitude, optimism,

and positive feeling or negative feeling and pessimism in the language learner. Positive feelings drive the learners to take part in school activities while negative ones deter them from taking part in the activities. Indeed, the role of EFL instructors is essential given that it is seen as an inseparable element of the school setting. Consequently, EFL teachers need to establish a positive climate where learners are encouraged to participate in constructive interaction that can affect their mental health; moreover, such a climate motivates the learners to persevere in learning, which, in turn, results in alleviating disengagement. Indeed, the teachers' emphasis on a student-focused teaching style provides the students with more instructional support and chances to learn. This contributes to the improvement of their relationships with their peers, as well as students' achievement and engagement (Opdenakker & Damme, 2009).

4. Implications and Suggestions for Further Research

Considering the important function of the learning climate, instructors need to create positive environments where learners are encouraged to promote their self-confidence, self-image, mental health, and autonomy. Teachers also should motivate students to form constructive and positive relationships with their classmates. Indeed, learners must be driven to make their own choices and play an active role when it comes to learning. As for teachers, they need to develop a variety of tasks to meet the learners' needs. They also must be cognizant of their impact on learners and teach accordingly. Furthermore, teachers should help the students to identify the causes of their failure and take corrective actions accordingly. For example, if learners misjudge the causes of their failure, it is the teachers' responsibility to guide them. This would render learning more efficient as learners would see for themselves the causes more clearly and objectively. This study may contribute to both EFL teachers and learners as they must be aware that L2 learning is a complex undertaking; therefore, teachers must try their best to exercise more patience and play a supportive role in the classroom to provide a positive and safe setting that removes learners demotivation and encourages them to be involved in the classroom and also take the accountability of their learning. Moreover, students must feel confident and comfortable in the lessons to be capable of joining in the tasks enthusiastically. An aggressive learning climate may lead to bad attitudes toward learning. Classroom activities should have numerous selections to provide opportunities for learners to be

decision-makers and to let the ideas of self-directed learning be spread in their regular learning tasks. In line with the literature review, it can be concluded that a positive and supportive climate of learning can be created through these ways: having kind treatment with the students, trying to remove their concerns, making the classroom a funny space, and paving the way for them to open up freely. Such an environment can lead to students' engagement and motivation and better mental health. EFL teachers can act effectively in providing learners with a pleasant experience where the learners are learning in supportive and friendly learning environments. In any learning climate, teachers must focus on interactive tasks that encourage learners to express themselves. This will let students enjoy the tasks and resources, decreasing their tedium and increasing their engagement. Consequently, it is suggested to use group tasks where the learners work, collaborate, and communicate with others. The presentation of diverse exciting and interesting topics might affect the learners' demotivation, which in turn, affects their disengagement in EFL classroom tasks.

The promotion of language learning needs motivation which assists in developing the students' success as a strong learning setting eases learners' self-adjusted learning that pertains to higher learners' intrinsic motivation (Zimmerman, 2008). It can be challenging for educators to keep students motivated in the language class, though, a beneficial learning setting and constructive enhancement may keep students' interest to engage in various tasks by offering learners engaging subjects and different learning activities to nurture interactions and construct interpersonal links and promote mental health. An attractive and helpful classroom climate takes advantage of communication among the different groups in the classroom, accordingly, instructors need to establish an appropriate climate for learning and present appealing and authentic tasks that engage the learners by intellectually challenging them (Vygotsky, 1978). It lets students have fun with the learning exercises, tasks, and contents, therefore decreasing their fatigue and helping their engagement. Teacher trainers should also promote future teachers' consciousness of the prominence of classroom climate in boosting learners' engagement, motivation, and consequently success (Qu & Wang, 2024; Wang, Gao, et al., 2024).

It should be stated that the fluctuating nature of boredom in the classroom climate and its relationship with other types of emotions either negative or positive such as mental health necessitate additional empirical research. Also, as this study was not experimental,

it did not inspect to find a significant correlation between school climate and student demotivation or disengagement. Therefore, future research investigating causal relations with interferences or a longitudinal scheme is guaranteed as a longitudinal scheme will also indicate that school-setting understanding is dynamic (Wang & Degol, 2016). It shows that school managers and educators have to do empirical studies to take into account various possible factors when dealing with improving the school climate and to inspect which particular sides of the school climate affect learners' mental health and well-being. Also, future research should be done to investigate the association between school climate and students' disengagement or demotivation from the perspectives of stakeholders such as teachers and learners and the school climate has to be taken into account as a notion that affects and is affected by the entire beneficiaries in schools. Prospective studies are recommended to run empirical studies and also triangulate the results by running tests and interviews. More specifically, the researchers can examine the role of other variables associated with student disengagement or demotivation (e.g., characteristics, regulation, and parents' level of support).

Funding

Project of Further Educational Teaching Quality Promotion in 2021 of Foshan Polytechnic "One Transformation and Five Reforms on Enhance of Lingnan Cultural Identity and Communication Power in Further Educational Stage -- Taking Adult English Course as An Example" (No.: 2022JXJY-13); Project of Teaching Quality Promotion in 2023 of Foshan Polytechnic "Practical College English Course-- The Demonstration Course for Ideological and Political Teaching of Teaching Quality Promotion Project in 2023 of Foshan Polytechnic" (No.: 2023SZKC-001); The Research and Practice Project of 2023 Education and Teaching Reform of Guangdong Higher Vocational Public Curriculum Teaching Committee, "Research on the Application-Aided Teaching of Ideological and Political Education -- A Case Study of College English" (No.: GGJCKJZW202337); 2023 Guangdong Higher Vocational Education Teaching Reform Research and Practice Project "Construction and Application of the" spider Web Model "of Curriculum Ideology and Politics Teaching from the Student-oriented Perspective -- Taking College English Course as an Example" (No.: 155).

References

- Al-Obaydi, L. H. (2020). Risk-taking and self-actualization in EFL positive classroom environment. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(3), 352–365. <https://doi.org/10.34050/elsjish.v3i3.10877>.
- Al-Obaydi, L. H., Shakki, F., Tawafak, R. M., Pikhart, M., & Ugla, R. L. (2023). What I know, what I want to know, what I learned: Activating EFL college students' cognitive, behavioral, and emotional engagement through structured feedback in an online environment. *Frontiers in Psychology*, 13: 1083673. <https://doi.org/10.3389/fpsyg.2022.1083673>
- Anderson, A., Hamilton, R. J., & Hattie, J. (2004). Classroom climate and motivated behavior in secondary schools. *Learning Environments Research*, 7(2), 211–225.
- Arai, K. (2004). What 'demotivates' language learners: Qualitative study on demotivational factors and learners' reactions. *Bulletin of Toyo Gakuen University*, 12(3), 39–47.
- Barr, J. J. (2016). Developing a positive classroom climate. *IDEA Paper*, 61(2), 1–9.
- Beachboard, M. R., Beachboard, J. C., Li, W., & Adkison, S. R. (2011). Cohorts and relatedness: Self- determination theory as an explanation of how learning communities affect educational outcomes. *Research in Higher Education*, 52(8), 853–874. <https://doi.org/10.1007/s11162-011-9221-8>
- Bear, G. G., Yang, C., Chen, D., He, X., Xie, J., & Huang, X. (2018). Differences in school climate and student engagement in China and the United States. *School Psychology Quarterly*, 33(2), 323–350. <https://doi.org/10.1037/spq0000247>.
- Bergdahl, N., Nouri, J., Fors, U., & Knutsson, O. (2019). Engagement and performance when learning with technologies in upper secondary school. *Computers and Education*, 149(2), 103–783.
- Brint, S., & Cantwell, A. M. (2014). Conceptualizing, measuring, and analyzing the characteristics of academically disengaged students: Results from UCUES 2010. *Journal of College Student Development*, 55(8), 808–823. <https://doi.org/10.1353/csd.2014.0080>.

- Broido, E., Manning, K., Kinzie, J., & Schuh, J. H. (2014). *One size does not fit all: Traditional and innovative models of student affairs practice* (2nd ed). Routledge. <https://doi.org/10.14426/jsaa.v2i1.52>.
- Çankaya, P. (2018). Demotivation factors in foreign language learning. *Journal of Foreign Language Education and Technology*, 3(1), 1–17.
- Chirkina, T., & Khavenson, T. (2018). School climate. *Russian Education and Society*, 60(2), 133–160. <https://doi.org/10.1080/10609393.2018.1451189>
- Chiu, T. K. F. (2022). Applying the self-determination theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education*, 54(1), 14–30. <https://doi.org/10.1080/15391523.2021.1891998>.
- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), 180–213. <https://doi.org/10.1177/016146810911100108>.
- Collie, R. J., Martin, A. J., Papworth, B., & Ginns, P. (2016). Students' interpersonal relationships, personal best (PB) goals, and academic engagement. *Learning and Individual Differences*, 45(2), 65–76. <https://doi.org/10.1016/j.lindif.2015.12.002>.
- Cornell, D., Shukla, K., & Konold, T. R. (2016) Authoritative school climate and student academic engagement, grades, and aspirations in middle and high schools. *AERA Open*, 2(2), 1–18. <https://doi.org/10.1177/2332858416633184>.
- Daggöl, G. D. (2019). Learning climate and self-efficacy beliefs of high school students in an EFL setting. *Novitas-ROYAL*, 13(1), 19–35.
- Dai, K., & Wang, Y. L. (2024). Enjoyable, anxious, or bored: Investigating Chinese EFL learners' classroom emotions and their engagement in technology-based EMI classrooms. *System*, 123. <https://doi.org/10.1016/j.system.2024.103339>.
- Dary, T., & Pickeral, T. (2013). *School climate: Practices for implementation and sustainability*. National School Climate Center.
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182–185.

- <https://doi.org/10.1037/a0012801>.
- Derakhshan, A. (2021). The predictability of Turkman students' academic engagement through Persian language teachers' nonverbal immediacy and credibility. *Journal of Teaching Persian to Speakers of Other Languages*, 10(1), 3–24. <https://doi.org/10.30479/jtpsol.2021.14654.1506>
- Derakhshan, A. (2022). Revisiting research on positive psychology in second and foreign language education: Trends and directions. *Language Related Research*, 13(5), 1–43. <https://doi.org/10.52547/LRR.13.5.1>
- Derakhshan, A., & Azari Noughabi, M. (2024). A self-determination perspective on the relationships between EFL learners' foreign language peace of mind, foreign language enjoyment, psychological capital, and academic engagement. *Learning and Motivation*. <https://doi.org/10.1016/j.lmot.2024.102025>
- Derakhshan, A., Coombe, C., Arabmofrad, A., & Taghizadeh, M. (2020). Investigating the effects of English language teachers' professional identity and autonomy in their success. *Issues in Language Teaching*, 9(1), 1–28. <https://doi.org/10.22054/ilt.2020.52263.496>.
- Derakhshan, A., & Fathi, J. (2024). Grit and foreign language enjoyment as predictors of EFL learners' online engagement: The mediating role of online learning self-efficacy. *The Asia-Pacific Education Researcher*; 33(4), 759-769. <https://doi.org/10.1007/s40299-023-00745-x>
- Derakhshan, A., Fathi, J., Pawlak, M., & Kruk, M. (2022). Classroom social climate, growth language mindset, and student engagement: the mediating role of boredom in learning English as a foreign language. *Journal of Multilingual and Multicultural Development*, 1–19. <https://doi.org/10.1080/01434632.2022.2099407>.
- Derakhshan, A., Setiawan, S., & Ghafouri, M. (2024). Modeling the interplay of Indonesian and Iranian EFL teachers' apprehension, resilience, organizational mattering, and psychological well-being. *Iranian Journal of Language Teaching Research*, 12(1), 21–43. <https://doi.org/10.30466/ijltr.2024.121416>.
- Derakhshan, A., & Shakki, F. (2024). How innovative are innovative research approaches in the psychology of the language teachers and learners: A state-of-the-

- art review. *Language Related Research*, 15(5), 1–34.
- Derakhshan, A., & Yin, H. (2024). Do positive emotions prompt students to be more active? Unraveling the role of hope, pride, and enjoyment in predicting Chinese and Iranian EFL students' academic engagement. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2024.2329166>.
- Dewaele, J. M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274. <https://doi.org/10.14746/ssllt.2014.4.2.5>.
- Dincer, A., Yeşilyurt, S., Noels, K. A., & Lascano, D. I. V. (2019). Self-determination and classroom engagement of EFL learners: A mixed-methods study of the self-system model of motivational development. *SAGE Open*, 9(2), 1–15. <https://doi.org/10.1177/2158244019853913>.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and Researching Motivation*. Routledge. <https://doi.org/10.4324/9781351006743>.
- Dulay, S., & Karadag, E. (2017). The effect of school climate on student achievement. In E. Karadag (Ed.), *The factors affecting student achievement* (pp.199–213). Springer, Cham. <https://doi.org/10.1007/978-3-319-56083-0-12>.
- Eder, F. (2018). *School and Classroom Climate*. Psychology Verlag's Union.
- Ellis, R. (2004). Individual differences in second language learning. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 525–551). Blackwell.
- Evans, M., & Tragant, E. (2020). Demotivation and dropout in adult EFL learners. *TESL-EJ*, 23(4), 1–20.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.

<https://doi.org/10.3102/00346543074001059>.

- Freeman, D. L., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford University Press.
- Frisby, B. N., Berger, E., Burchett, M., Herovic, E., & Strawser, M. G. (2014). Participation apprehensive students: The influence of face support and instructor–student rapport on classroom participation. *Communication Education*, 63(2), 105–123. <https://doi.org/10.1080/03634523.2014.881516>.
- Frymier, A. B. (2016). Students' motivation to learn. In P. L. Witt (Ed.), *Handbooks of communication science: Communication and learning* (pp. 378–396). De Gruyter Mouton. <https://doi.org/10.1515/9781501502446-016>.
- Gao, Y., Wang, X., & Fan, P. (2024). Exploring male English major's motivation trajectory through complex dynamic systems theory. *Current Psychology*, 43(10), 9089-9100. <https://doi.org/10.1007/s12144-023-05062-6>
- Gedamu, A. D., & Siyawik, Y. A. (2015). The relationship between students' perceived EFL classroom climate and their achievement in English language. *Science, Technology and Arts Research Journal*, 3(4), 187–192. <https://doi.org/10.4314/star.v3i4.27>.
- Ghaith, G. (2003). The relationship between forms of instruction, achievement and perceptions of classroom climate. *Educational Research*, 45(1), 83–93.
- Halif, M. M., Hassan, N., Sumardi, N. A., Omar, A. S., Ali, S., & Aziz, R. A. (2020). Moderating effects of student motivation on the relationship between learning styles and student engagement. *Asian Journal of University Education*, 16(2), 93–103. <https://doi.org/10.24191/ajue.v16i2.10301>.
- Heitzmann, J. (2009) The influence of the classroom climate on students' motivation. In R. Lugossy, J. Horvath & M. Nikolov (Eds.), *UPRT 2008: Empirical Studies in English Applied Linguistics* (pp.207–224). Lingua Franca Csoport.
- Kiatkheeree, P. (2018). Learning environment for second language acquisition: Through the eyes of English teachers in Thailand. *International Journal of Information and Education Technology*, 8(5), 391–395. <https://doi.org/10.18178/ijiet.2018.8.5.1069>.

- Kikuchi, K. (2015). *Demotivation in second language acquisition: Insights from Japan*. Multilingual Matters. <https://doi.org/10.21832/9781783093953>.
- Killick, S. (2006). *Emotional Literacy at the Heart of the School Ethos*. Paul Chapman.
- Kirkpatrick, R., Kirkpatrick, J., & Derakhshan, A. (2024). An investigation into the motivation and attitudes of Japanese students toward learning English: A case of elementary and junior high school students. *Asian Journal of Second and Foreign Language Education*, 9. <https://doi.org/10.1186/s40862-023-00243-z>
- Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2008). A multilevel study of predictors of student perceptions of school climate: The effect of classroom-level factors. *Journal of Educational Psychology*, 100(1), 96–104. <https://doi.org/10.1037/0022-0663.100.1.96>.
- Lenzi, M., Vieno, A., Sharkey, J., Mayworm, A., Scacchi, L., & Pastore, M., et al. (2014). How school can teach civic engagement besides civic education: The role of democratic school climate. *American Journal of Community Psychology*, 54(3–4), 251–261. <https://doi.org/10.1007/s10464-014-9669-8>.
- Li, H. (2021). Classroom enjoyment: Relations with EFL students' disengagement and burnout. *Frontiers in Psychology*, 12, 824443. <https://doi.org/10.3389/fpsyg.2021.824443>.
- Li, S. & Akram, H. (2023). Do emotional regulation behaviors matter in EFL teachers' professional development? A process model approach. *Porta Linguarum An International Journal of Foreign Language Teaching and Learning*, (2023c). <https://doi.org/10.30827/portalin.vi2023c.29654>
- Li, S., Wu, H., & Wang, Y. S. (2024). Positive emotions, self-regulatory capacity, and EFL performance in Chinese senior high school students. *Acta Psychologica*, 1–6. doi:10.1016/j.actpsy.2024.104143
- Li, W., Gao, W., & Sha, J. (2020). Perceived teacher autonomy support and school engagement of Tibetan students in elementary and middle schools: Mediating effect of self-efficacy and academic emotions. *Frontiers in Psychology*, 11(2), 50–58. <https://doi.org/10.3389/fpsyg.2020.00050>.

- Luo, T., & Derakhshan, A. (2024). Examining the role of classroom climate and teacher-student relationships in EFL students' perceived learning outcomes: A self-determination theory perspective. *Learning and Motivation*. <https://doi.org/10.1016/j.lmot.2024.102062>
- Loukas, A., & Murphy, J. L. (2007). Middle school student perceptions of school climate: Examining protective functions on subsequent adjustment problems. *Journal of School Psychology*, 45(3), 293–309. <https://doi.org/10.1016/j.jsp.2006.10.001>.
- Marsh, H. W., Ludtke, O., Nagengast, B., Trautwein, U., Morin, A. J., Abduljabbar, A. S., & Köller, O. (2012). Classroom climate and contextual effects: Conceptual and methodological issues in the evaluation of group-level effects. *Educational Psychologist*, 47(2), 106–124. <https://doi.org/10.1080/00461520.2012.670488>.
- Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press.
- Mercer, S., MacIntyre, P., Gregersen, T., & Talbot, K. (2018). Positive language education: Combining positive education and language education. *Theory and Practice of Second Language Acquisition*, 4(2), 11–31.
- Moller, A. C., Deci, E. L., & Elliot, A. J. (2020). Person-level relatedness and the incremental value of relating. *Personality and Social Psychology Bulletin*, 36(3), 754–767. <https://doi.org/10.1177/0146167210371622>.
- Moore, H., Benbenishty, R., Astor, R. A., & Rice, E. (2017). The positive role of school climate on school victimization, depression, and suicidal ideation among school-attending homeless youth. *Journal of School Violence*, 17(3), 298–310. <https://doi.org/10.1080/15388220.2017.1322518>.
- Muallifah, M., Pali, M., Hitipeuw, I., & Sudgiono, S. (2020). The role of school climate and self-efficacy on student engagement in a junior high school in Malang. *International Journal of Innovation, Creativity and Change*, 13(2), 451–462.
- Naghsh Daemi, M., Tahriri, A., & Mahdavi Zafarghandi, A. (2017). The relationship between classroom environment and EFL learners' academic self-efficacy. *International Journal of Education and Language Studies*, 5(4), 16–25. <https://doi.org/10.7575/aiac.ijels.v.5n.4p.16>.

- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Education and Educational Research*, 7(2), 133–144. <https://doi.org/10.1177%2F1477878509104318>.
- Norton, M. S. (2008). *Human Resource Administration for Educational Leaders*. Sage.
- O'Malley, M., Voight, A., Renshaw, T. L., & Eklund, K. (2015). School climate, family structure, and academic achievement: a study of moderation effects. *School Psychology Quarterly*, 30(1), 142–157. <https://doi:10.1037/spq0000076>.
- Oldfather, P., West, J., White, J., & Wilmarth, J. (1999). *Learning through children's eyes: social constructivism and the desire to learn*. America Psychological Association.
- Opdenakker, M. C., & Damme, J. V. (2009). Class effectiveness in teaching secondary. In V. Dupriez & X. Dumay (Eds.), *Effectiveness in teaching: promises and gray areas* (pp. 55–72). De Boeck.
- Opdenakker, M., & Minnaert, A. (2011). Relationship between learning environment characteristics and academic engagement. *Psychological Reports*, 109(1), 259–284. <https://doi.org/10.2466/09.10.11.PR0.109.4.259-284>.
- Ostroff, C., Kinicki, A. J., Osteroff, C., Kinicki, A. J., & Muhammad, R. S. (2012). *Organizational Culture and Climate*. John Wiley & Sons. <https://doi.org/10.1002/9781118133880.hop212007>.
- Pan, Z., Wang Y., & Derakhshan A. (2023). Unpacking Chinese EFL students' academic engagement and psychological well-being: The roles of language teachers' affective scaffolding. *Journal of Psycholinguistic Research*. <https://doi.org/10.1007/s10936-023-09974-z>
- Pavičić Takać, V., & Berka, N. (2014). Motivation in foreign language learning: A look at type of school environment as a contextual variable. *Ex ELL*, 2(2), 77–103. <https://doi.org/10.1515/exell-2016-0004>.
- Pawlak, M. (2020). Review of directed motivational currents and language education. *Studies in Second Language Learning and Teaching*, 10(4), 807–811. <https://doi.org/>

[10.14746/ssllt.2020.10.4.7](https://doi.org/10.14746/ssllt.2020.10.4.7).

- Perzigian, A., & Braun, M. A. (2020). A Comparison of school climate ratings in urban alternative and traditional high schools. *Journal of Educational Research and Practice*, 10(1), 351–364.
- Petrie, K. (2014). The relationship between school climate and student bullying. *Teach Journal of Christian Education*, 8(1), 26–34.
- Pintrich, P. R., & Groot, E. V. D. (1990). Motivatiol and self-regulated learning components of classroom academic performance. *Jornal of Educacional Psychology*, 82(1), 33–40. <https://doi.org/10.1037/0022-0663.82.1.33>.
- Pourgharib, B., & Shakki, F. (2024). The interplay between English teachers' rapport and immediacy and the students' academic motivation. *Learning and Motivation*, 87, 101991. <https://doi.org/10.1016/j.lmot.2024.101991>
- Qi, S., & Wang, Y. L. (2024). Skeching the ecology of humor in English language classes: Disclosing the determinat factors. *Applied Linguistics Review*, <https://doi.org/10.1515/applirev-2023-0283>
- Qu, J., & Wang, Y. L. (2024). Modelling the interaction between EFL teachers' personality traits, emotion-regulation strategies, and teachers' depression: A structural equation approach. *European Journal of Education*, e12727. <https://doi.org/10.1111/ejed.12727>
- Rahmanpanah, H., & Mohseni, A. (2017). Engagement and motivation in EFL classroom: Humanizing the coursebook or autonomy-supportive teaching climate? *Journal of Languages and Translation*, 7(1), 69–88.
- Reid, L. D., & Radhakrishnan, P. (2003). Race matters: The relation between race and general campus climate. *Cultural Diversity and Ethnic Minority Psychology*, 9(3), 263–275. <https://doi.org/10.1037/1099-9809.9.3.263>.
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Education Psychology*, 104(3), 700–712. <https://doi.org/10.1037/a0027268>.
- Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement. In K.

- R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 171–195). Routledge.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(2), 101–860. <https://doi.org/10.1016/j.cedpsych.2020>.
- Salle, T. L., George, H. P., McCoach, D. B., Polk, T., & Evanovich, L. L. (2018). An examination of school climate, victimization, and mental health problems among middle school students self-identifying with emotional and behavioral disorders. *Behavioral Disorders*, 43(3), 383–392. <https://doi.org/10.1177/0198742918768045>.
- Salmela-Aro, K., Upadaya, K., Hakkarainen, K., Lonka, K., & Alho, K. (2017). The dark side of internet use: Two longitudinal studies of excessive internet use, depressive symptoms, school burnout and engagement among Finnish early and late adolescents. *Journal of Youth and Adolescence*, 46(2), 343–357. <https://doi.org/10.1007/s10964-016-0494-2>.
- Schaufeli, W. B., Salanova, M., González-romá, V., & Bakker, A. B. (2002). None. *Journal of Happiness Studies*, 3(1), 71–92. <https://doi.org/10.1023/A:1015630930326>.
- Shakki, F. (2022). Iranian EFL students' L2 engagement: The effects of teacher-student rapport and teacher support. *Language Related Research*, 13(3), 175–198. <https://doi.org/10.52547/LRR.13.3.8>
- Shakki, F. (2023). Investigating the relationship between EFL learners' engagement and their achievement emotions. *Porta Linguarum An International Journal of Foreign Language Teaching and Learning*, 40(2), 275–294. <https://doi.org/10.30827/portalin.vi40.27338>
- Sideling, R. J., & Booth-Butterfeld, M. (2010). Co-constructing student involvement: An examination of teacher confirmation and student-to-student connectedness in the college classroom. *Communication Education*, 59(2), 165–184. <https://doi.org/10.1080/03634520903390867>.
- Sujisha, T., & Manikandan, K. (2014). Influence of school climate on school engagement

- among higher secondary. *International Journal of Social Science and Interdisciplinary Research*, 3(6), 188–198.
- Theobald, M. A. (2006). *Increasing Student Motivation: Strategies for Middle and High School Teachers*. Corwin.
- Thepa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357–385. <https://doi.org/10.3102/0034654313483907>.
- Tu, X. (2021). The role of classroom culture and psychological safety in EFL students' engagement. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.760903>.
- Urdu, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of School Psychology*, 44(5), 331–349. <https://doi.org/10.1016/j.jsp.2006.04.003>.
- Vidak, N., & Sindik, J. (2018). English language learning demotivation at university students. *Collegium Antropologicum*, 42(2), 111–116.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wang, M., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28(2), 315–352. <https://doi.org/10.1007/s10648-015-9319-1>.
- Wang, M., & Wang, Y. (2024). A structural equation modeling approach in examining EFL students' foreign language enjoyment, trait emotional intelligence, and classroom climate. *Learning and Motivation*. <https://doi.org/10.1016/j.lmot.2024.101981>.
- Wang, X., Gao, Y., Sun, F., & Wang, Q. (2024). Unveiling the tapestry of teacher belief research: Tracing the present and forging the future through bibliometric analysis. *Current Psychology*, 43(17), 15659–15672. <https://doi.org/10.1007/s12144-023-05546-5>
- Wang, X., & Reynolds, B. L. (2024). Beyond the books: Exploring factors shaping Chinese English learners' engagement with large language models for vocabulary

- learning. *Education Sciences*, 14(5), 496. <https://doi.org/10.3390/educsci14050496>
- Wang, X., Sun, F., Wang, Q., & Li, X. (2022). Motivation and affordance: a study of graduate students majoring in translation in China. *Frontiers in Education*, 7, 1010889. <https://doi.org/10.3389/feduc.2022.1010889>
- Wang, X., & Wang, S. (2024). Exploring Chinese EFL learners' engagement with large language models: A self-determination theory perspective. *Learning and Motivation*, 87, 102014. <https://doi.org/10.1016/j.lmot.2024.102014>
- Wang, Y., & Derakhshan, A. (2023). Enhancing Chinese and Iranian EFL students' willingness to attend classes: The role of teacher confirmation and caring. *Porta Linguarum*, 39(1), 165–192. <http://doi.org/10.30827/portalin.vi39.23625>
- Wang, Y., Derakhshan, A., & Azari Noughabi, M. (2022). The interplay of EFL teachers' immunity, work engagement, and psychological well-being: Evidence from four Asian countries. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2092625>
- Wang, Y. L., Derakhshan, A., Pawlak, M., & Mehdizadeh, M. (2024). Exploring the psychometric properties of the grammar learning strategy inventory in the Chinese EFL context. *Studies in Second Language Learning and Teaching*, <https://doi.org/10.14746/sslt.39357>
- Wang, Y. L., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status, and future directions. *Frontiers in Psychology*, 12(2), 1–10. <https://doi.org/10.3389/fpsyg.2021.731721>
- Wang, Y. L., & Kruk, M. (2024). Modeling the interaction between teacher credibility, teacher confirmation, and English major students' academic engagement: A sequential mixed-methods approach. *Studies in Second Language Learning and Teaching*, 14(2), 235–265. <https://doi.org/10.14746/sslt.38418>
- Wang, Y. L. & Xue, L. N. (2024). Using AI-driven chatbots to foster Chinese EFL students' academic engagement: An intervention study. *Computers in Human Behavior*, <https://doi.org/10.1016/j.chb.2024.108353>

- Wang, Y. L., Wu, H. W., & Wang, Y. S. (2024). Engagement and willingness to communicate in the L2 classroom: Identifying the latent profiles and their relationship with achievement emotions. *Journal of Multilingual and Multicultural Development*, <http://doi.org/10.1080/01434632.2024.2379534>.
- Wang, Y. S., Xin, Y., & Chen, L. (2024). Navigating the emotional landscape: Insights into resilience, engagement, and burnout among Chinese High School English as a Foreign Language Learners. *Learning and Motivation*, 86, 101978. <https://doi.org/10.1016/j.lmot.2024.101978>
- Weber, C., Rehder, M., & Vereenoghe, L. (2021). Student-reported classroom climate pre and post-teacher training in restorative practices. *Frontiers in Education*, 6(2), 719357. <https://doi.org/10.3389/feduc.2021.719357>.
- Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73(1), 287–301. <https://doi.org/10.1111/1467-8624.00406>.
- Wu, H., Wang, Y., & Wang, Y. (2024). “To use or not to use?” A mixed-methods study on the determinants of EFL college learners’ behavioral intention to use AI in the distributed learning context. *The International Review of Research in Open and Distributed Learning*, 25(3), 158–178. <https://doi.org/10.19173/irrodl.v25i3.7708>
- Wu, H., Wang, Y. S., & Wang, Y. L. (2024). How burnout, resilience, and engagement interplay among EFL learners: A mixed-methods investigation in the Chinese senior high school context. *Porta Linguarum*, 193–213. <https://doi.org/10.30827/portalin.viIX.29878>
- Zhi, R., Wang Y. S., & Wang Y. L. (2023). The role of emotional intelligence and self-efficacy in EFL teachers’ technology adoption, *The Asia-Pacific Education Researcher*, <https://doi.org/10.1007/s40299-023-00782-6>.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166–183. <https://doi.org/10.3102%2F0002831207312909>.

About the Authors

Qiujie Jiang was born in Chifeng, China, in 1982. From 2002 to 2006, She studied in Jiangxi Normal University and received her bachelor's degree in 2006. From 2009 to 2011, She studied in Guangdong University of Finance and Economics and received her Master's degree in 2011. Currently, she works in Foshan Polytechnic. She has published eleven papers and some textbooks on English teaching. One of the books she wrote, *Advanced professional English*, was selected as the Professional Teaching Textbooks of the 12th Five-Year Plan of National Professional Education. She has won more than 10 prizes in the provincial and municipal teaching competitions. Her research interests are included English teaching and reformation.