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ARTICLE

A STRUCTURAL EQUATION MODEL ON CHINESE ELEMENTARY CHILDREN'S PERCEPTION OF PEERS ANDTEACHERS, BEHAVIORAL ENGAGEMENT AND ACHIEVEMENT IN ENGLISH CLASS

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ABSTRACT

This study investigates the relationships among third-grade students' perceived peer relatedness, teacher relatedness, and classroom behavioral engagement in English classes. Using a sample of 180 students, we adapted and translated measures from established instruments to fit the Chinese elementary school context, focusing on students' perceptions of respect, appreciation, and comfort from peers and teachers. Data collection involved a standardized questionnaire administered in October 2020, with informed consent obtained from parents. Our findings indicate significant correlations between peer and teacher relatedness and students' engagement in English class. The study's reliability and validity are supported by Cronbach's alpha values ranging from 0.77 to 0.79 and high fit indices for the measurement models. These results highlight the importance of supportive peer and teacher relationships in enhancing students' academic engagement.

KEYWORDS

Elementary Children; Peer Relatedness; Teacher Relatedness; Class Engagement; Self-Determination Theory; SEM Model

1. INTRODUCTION

School transition is not a brand-new topic to explore. Researchers [1-3] have conducted studies focusing on the school transitions as children move from elementary to middle school or middle school to high school. However, researchers have not paid much attention on transitions between elementary grades, particularly from lower grades to upper grades. It can be difficult for some elementary school students in lower grades to go through a significant transition as they enter the third grade. In some region of China, like in Ningguo City, Anhui province, third-graders will suddenly face a newly added English course to which they have not been exposed previously. The required English course for third graders is common practice across the nation. Encountering with a fast-paced congested classroom learning environment, grade transition in elementary school could be an unusual challenge for Chinese third graders as they face the sharp change of curriculum with the newly added English course, fresh English class climate, and fluctuation of teacher-student and student-student relationships.

The grade transition with the change of curriculum may become a drainage divide for elementary students because it is not unusual to see a perplexing phenomenon that some students undergo stagnation and declines in the classroom behavioral engagement, resulting in academic underachievement. The concept of student engagement was initially revealed during 1980s. It is a way to understand and curtail students' alienation and boredom. Behavioral engagement, one type of student engagement, refers to the involvement in academic and extracurricular activities and includes indicators such as school attendance and participation in class activities" [4]. We defined students' classroom behavioral engagement as third graders' participation in English class activities.

Self-determination theory (SDT) provides two explanations for the behavioral disengagement. One is the inadequateness of intrinsic motivation and another is the absent integration and internalization of extrinsic motivation [5]. The term intrinsic motivation is conceptualized as the behaviors that inherently self-authored and endorsed by identified interests and values, whereas extrinsic motivation relates to the performance to attain outcome that are externally curtailed by social pressures [5]. Through analysis of the potential factors which influence individual's motivation, SDT posits that there are three fundamental psychological needs inherently rooted in humanity: the need for competence, autonomy and relatedness, all of which are deemed as factors that can either enhance or undermine intrinsic motivation and self-regulation [5]. The theory has been used to study the relationship between student's intrinsic motivation and their engagement in school [3]. Researchers have collected abundant empirical evidence about the relationship of competence and autonomy on academic engagement [6-8], whereas only a handful of studies have directly examined how perceived relatedness among those involved in the classroom predicts school engagement [3]. Deci & Ryan (2000) stated that relatedness plays a more distal role in the maintenance of intrinsic motivation [9]. In recent years, relatedness becomes a focus in SDT [2, 3, 10]. The term relatedness was defined as a need to acquire sense of belonging and connectedness facilitated by others' respect and caring [11], and it is one of the essential psychological needs facilitating individual's growth of intrinsic motivation and internalization of extrinsic motivation [5]. In this study, perceived relatedness with teachers and classroom peers are defined as children's perception of connectedness with English teacher

and classmates including perceived social interaction, acknowledgment, respect and appreciation.

Social relationships are fundamentally for human to process their needs and belongingness. SDT implies that a child's relatedness with peers and the teacher might have an influence on students' intrinsic motivation or on the process of internalization under extrinsic motivation through the manifestation of their class engagement and disengagement. Ryan and Patrick (2001) revealed the significant disparities between students' emotional bonds with classmates and their bonds with friends outside the classroom [12]. The revelation narrows down the earlier broad discussion of peer relatedness into peers in a specific class setting with identified courses. In light of SDT, Mikami et al. (2017) proposed a cross-lagged path model to the relations between behavioral engagement, peer relatedness and academic performance [3]. They found that participants' relatedness with classroom peers and their prior year achievement score predicted a progressive increase in class behavioral engagement of an academic year [3]. However, Mikami et al. (2017) pays more attention to the relatedness with classroom peers than to the relations between the perceived relatedness with teachers and behavioral engagement [3].

Another study (León & Liew, 2017) has examined adolescents' relatedness with peers and the teacher, and the results showed that lower relatedness with teachers does not necessarily bring about lower grades if the students have at least moderate classmate relatedness [2]. This study combined students' perceived relatedness both with teachers and classmates, where the findings stressed the social ties with class peers and teachers for understanding the patterns of relatedness [2]. What's more, researchers (Guay, Denault & Renauld, 2017) also found that early adolescents' relatedness with teachers positively predicted the intrinsic and identified regulation for school-based learning activities [13].

The classroom learning environment plays a critical role on student motivation and behavioral engagement in class. Researchers also used qualitative method to explore children's perceptions of what influenced their engagement and performance in school from the perspective of the SDT [14]; they offer an in-depth thematic analysis of the perceptions of non-cognitive factors of Indian adolescents. The thematic analysis suggested that Indian and Indian immigrant adolescents were mainly extrinsically motivated in school learning, who deemed classroom teachers as controlling rather than supportive and responsive. This climate was not conducive to developing their intrinsic motivation. Researchers [2, 3, 13] mainly studied American students in middle school while Areepattamannil, Freeman and Klinger (2018) studied India adolescents but expanded the sample diversity of into a different cultural context [14]. These studies revealed the importance of the classroom learning environment although they each had a different focus on the classroom relationships. Mikami et al. (2017) focused on relationship between the classroom peers and adolescents' class engagement, showing that the classroom peers play an indispensable role in providing significant emotional support and assistance for early adolescents [3]. León & Liew (2017) focused more on the relatedness with teacher and classmates in the classroom and students' school adjustment [2]. Areepattamannil, Freeman and Klinger (2018) stressed on potential factors affecting adolescents' engagement and performance in school, particularly on teachers' expectations and support, ignoring adolescents' perception of classroom peers in the classroom learning environment [14]. Studies represent a cluster of studies on early adolescents' transition from elementary to middle school in different cultural backgrounds. They provide a backdrop for the current study which will turn to a different age group (Grade 3) in another culture (China).

2. CURRENT STUDY

The current study extends the earlier research to examine Chinese third graders' relatedness with peers and the teacher, their prior academic performance, and class behavioral engagement. Guided by the SDT, this study used SEM modeling to explore the complexity among these variables. The purpose of this study is to assess the possible causal relationship between Chinese third graders' perceived relatedness with class peers and English teachers, prior academic performance and class behavioral engagement in English class at Chinese public elementary school. Two research hypotheses will be tested. First, Chinese third graders' perceived relatedness with peers and teaches would have a positive influence on classroom behavioral engagement. Second,

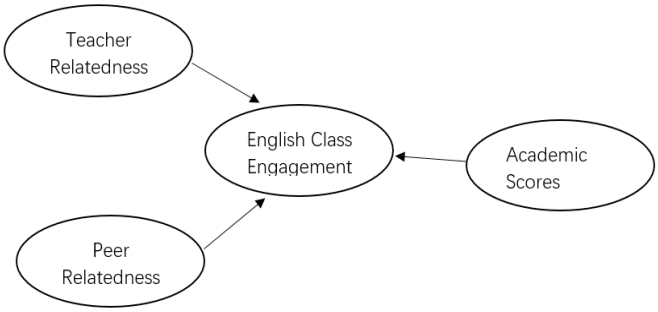

Figure 1: The proposed structural model

students' prior academic performance (exam score before finishing questionnaire) has a positive influence on third grade classroom behavioral engagement. The two hypotheses are to be tested using SEM model that contains these four latent variables in order to verify the sustainability of each hypothesis.

3. METHOD

3.1 Participants

Participants were 180 third graders (49% girls and 51% boys) at a public elementary school in the southeast China. They were all in the first semester of the third grade when they were recruited to take part in this study. The average age of this sample (M_{age} = 9), and the age ranges from eight to ten (44% 9-year-old and 53% 10-year-old). The age distribution is equivalent to 4th or 5th grades in U.S system.

3.2 Instrument

Data collection used 5-point Likert scale questionnaire and prior English exam scores. The questionnaire consisted of eighteen items and it was randomly ordered. Since all instruments were English version, we translated these instruments from English to Chinese and revised it 3 times involving Chinese elementary teachers and education researchers' suggestions.

3.2.1 Peer Relatedness

Measure of peer relatedness was adapted from León and Liew (2017) which consists of five items that relate to students perceived respect, appreciation, sympathy and comfort from classroom peers and their own feelings of whether they get along well with classmates or not. The original 7-point Likert scale for the items in this measure was shortened to a 5-point Likert scale to adapt to the third graders' use (1= strongly disagree to 5=strongly agree). Besides, one item was added that related to acknowledgement "My classroom peers respect me and listen to my thoughts" (see more in appendix A). The original internal consistency for the scale was 0.93. Based on children's perceived relatedness in classroom, this study narrowed down the broad concept *peers* into more specific one *classroom peers*.

3.2.2 Teacher Relatedness

Measure of teacher relatedness was also adapted from 7 Likert Scale designed by León and Liew (2017) [2]. This study specify *teacher* into *English teacher* and add a new item related to acknowledgment, which is "My English teacher respects me and listens to my thoughts" (see more in appendix A). The measure of peer relatedness and teacher relatedness share same question stem. The internal consistency was 0.88.

In regard to the validity of these two measures, comparative fit index (CFI) was 0.99 and Tucker-Lewis index (TLI) was 0.98, which indicated that these are adequate relatedness scale [2].

3.2.3 Class Behavioral Engagement

The Research Assessment Package for Schools - Elementary version (RAPS-E) is developed by Dr. James P. Connell in 1998, cofounder and president of the Institute for Research and Reform in Education (www.irre.org) [15]. It consists of two parts: RAPS-SE (a survey given

to students to assess their level of engagement in elementary school) and RAPS-TE (a survey designed for teacher to obtain their reports of student engagement in elementary school). The initial alpha reliability of RAPS-SE ongoing engagement composite was 0.66, which is not very high. Under discussions of other education researchers, we made adaptations of six items by specifying the school engagement into English class engagement and by changing school setting into English class. Items of RAPS-SE measured third graders' participation in English class, including their preparation, endeavors, attention in class and the accomplishment of assignments, such as "I came to the English class with preparation" and "I pay attention in English class" (see more in appendix A).

A pilot test was conducted to verify the adaptation of each instrument and the result indicates of good reliability with Cronbach's alpha of 0.77 in peer relatedness, 0.79 in teacher relatedness measure, and 0.78 of class engagement measure. For the measure of academic performance, we directly collected the prior exam scores in English class.

3.3 Procedure

Data collection finished in the late October 2020 when third graders are around the time of midterm exams. Paper questionnaire followed the administrative instructions step by step in a standard process with permission of participants' school. Parents were asked for informed consent form without any requests or obligation (see a copy of the consent form in the appendix B). A school staffer, not the class teacher, administered the questionnaire and was available to answer students' questions as needed. The staffer read a set of standard instructions to students and read aloud all items in each classroom. Students with a signed parental consent form completed the questionnaire once, which took around 15 minutes.

3.4 Descriptive Statistics and Preliminary Analyses

There are 11 sample questionnaires that contain missing data (with 17 missing values in total). Since the sample size was relatively small, we decided to use mean replacement (the grand mean of items that contain missing value) to replace the missing values. After imputation of missing values, the sample size was one hundred eighty sample. The Kolmogorov-Smirnov and Shapiro-Wilk Tests were used to check the distribution normality. The results showed that none of the variables showed univariate normality (p<.001, indicating a violation of the univariate normality assumption). The descriptive statistics are displayed in Table 1.

The procedure of parceling items was used to reduce the complexity of SEM model because there are four latent factors (perceived teacher relatedness, perceived peer relatedness, prior academic performance and behavioral engagement) in the study and there of them were measured with six items. Given the limited sample size (n=180), parceling the original six items of each latent factors into two measured indicators help reduce the number of parameters and improve the variable continuity. Hence, Exploratory factor analysis (EFA) was conducted to find the factor loadings of each indicator through component matrix. Reordering the factor loadings from high to low (as Table 2 presented), the study parceled TR2, TR4 and TR6 as first measured indicator; TR1, TR3 and TR5 as the second indicator of teacher relatedness. For the measure of perceived peer relatedness, we parceled PR1, PR3 and PR5 as first indicator and PR2, PR6 and PR4 as second indicator. The measures of class engagement were grouped into two parcels as well, with CE2, CE3 and CE1 in one; and CE4, CE6 and CE5 in the other. Together, six indicators were created form the original eighteen variables for further data analysis. The reliability of measures also increased after parceling (with Cronbach's alpha of 0.83 in peer relatedness, 0.74 in class engagement, and 0.80 in teacher relatedness). To sum, the model consisted of four latent variables; they were measured by six indicators from parceling and one directly measured variable (English scores). The latent variable peer relatedness consisted of two indicators: PR1_Parceling (PR1, PR3 and PR5) and PR2_Parceling (PR2, PR6 and PR4). The latent factor teacher relatedness was composed of TR1_Parceling (TR2, TR4 and TR6) and TR2_Parceling (TR1, TR3 and TR5). Two indicators of CE1_Parceling (CE2, CE3 and CE1) and CE2_Parceling (CE4, CE6 and CE5) formed the latent variable of class engagement. Another latent factor academic performance consisted of direct measure of English exam scores.

The two-step procedure introduced by Kelloway (2015) was followed to analyze the proposed structural model [16]. Confirmatory factor analysis (CFA) was used to test the adequacy of the measurement model before the structural model was evaluated. The measurement model and the structural model were estimated using maximum likelihood method in Mplus [16]. McDonald and Ho (2002) suggested that when reporting the structural equations analyses, "the sample covariance and correlation

Table 1: Descriptive statistics with mean, standard deviation and reliability estimates

Means, Standard Deviation, Reliability Estimates and Indicators Inter-Item Correlation Matrix																					
	Min	Max	Mean	Std	TR1	TR2	TR3	TR4	TR5	TR6	PR1	PR2	PR3	PR4	PR5	PR6	CE1	CE2	CE3	CE4	CE5	CE6
TR1	2	5	4.44	0.75	1.00																	
TR2	1	5	3.96	1.20	0.56	1.00																
TR3	1	5	4.07	0.94	0.43	0.42	1.00															
TR4	1	5	4.05	1.06	0.42	0.54	0.51	1.00														
TR5	1	5	4.12	1.19	0.34	0.39	0.30	0.37	1.00													
TR6	1	5	4.11	1.04	0.45	0.40	0.42	0.31	0.17	1.00												
PR1	1	5	3.51	1.31	0.44	0.56	0.46	0.31	0.28	0.40	1.00											
PR2	1	5	3.35	1.24	0.31	0.44	0.37	0.20	0.19	0.27	0.63	1.00										
PR3	1	5	4.25	0.98	0.21	0.36	0.29	0.22	0.21	0.22	0.49	0.38	1.00									
PR4	1	5	4.43	0.92	0.32	0.31	0.18	0.23	0.18	0.11	0.41	0.24	0.46	1.00								
PR5	1	5	4.10	1.13	0.23	0.29	0.35	0.14	0.24	0.24	0.34	0.37	0.26	0.23	1.00							
PR6	1	5	3.94	1.11	0.22	0.36	0.44	0.30	0.14	0.39	0.40	0.48	0.31	0.07	0.26	1.00						
CE1	1	5	4.43	0.83	0.29	0.36	0.35	0.18	0.17	0.31	0.46	0.36	0.40	0.22	0.14	0.32	1.00					
CE2	1	5	4.22	0.92	0.25	0.26	0.47	0.32	0.24	0.31	0.39	0.32	0.18	0.14	0.14	0.38	0.49	1.00				
CE3	1	5	4.34	0.90	0.35	0.38	0.34	0.29	0.26	0.37	0.35	0.34	0.23	0.25	0.13	0.39	0.30	0.49	1.00			
CE4	1	5	4.48	0.72	0.31	0.42	0.35	0.30	0.27	0.35	0.33	0.29	0.11	0.15	0.10	0.35	0.38	0.56	0.56	1.00		
CE5	1	5	4.70	0.67	0.13	0.17	0.31	0.27	0.03	0.24	0.12	0.07	0.10	0.08	0.03	0.16	0.27	0.39	0.19	0.20	1.00	
CE6	1	5	4.29	1.08	0.14	0.24	0.22	0.25	0.22	0.34	0.29	0.17	0.18	0.15	0.10	0.19	0.21	0.41	0.32	0.43	0.43	1.00

matrix gives the reader a great deal of freedom to formulate and valuate plausible alternative models" (p.71) [17]. Hence, the covariance matrix was provided in Table 3.

Hu and Bentler (1999) suggested that a value greater than 0.95 for CFI and a value lower than 0.06 for RMSEA are necessary for researchers to conclude that there is a sufficient fit between the hypothesized model and the observed data structure [18]. Based on the SEM guidelines, this study evaluates the model fit using model chi-square value, standard root-mean square (SRMR), root-mean-square error of approximation (RMSEA), and comparative fit index (CFI).

Table 2: Component matrix in EFA

	Component
TR2	0.79
TR1	0.76
TR4	0.75
TR3	0.73
TR6	0.64
TR5	0.58
	Component
PR1	0.83
PR2	0.78
PR3	0.72
PR6	0.61
PR5	0.57
PR4	0.56
	Component
CE2	0.82
CE4	0.78
CE3	0.70
CE6	0.66
CE1	0.63
CE5	0.55

4. RESULTS

The initial result of CFA showed that the model fit indices were not good, $\chi 2(12, N=180) = 77.84$, $p<.001$; RMSEA=.18, SRMR=.22, and CFI=.82). The modification index indicated that adding the correlation between peer relatedness and teacher relatedness can reduce the value of 41.83 of chi square. The greater value of modification index brings the better predicted improvement in the overall fit if the path were added in the model [19]. The measures of these two latent factors shared the same question stem and were adapted from one instrument from León and Liew (2017), which provide empirical justification for this change. After adding the modification, the model indices significantly passed the basic threshold in the guidelines and presented good fit indices over the prior model $\chi 2(11, N=180) = 12.2$, p=.35; RMSEA=.03, SRMR=.05, and CFI=1) [2]. The factor loading of all measured variables on latent variables were significant at $p<.001$(presented in Table 4), which implied that the indicators of adequately measured the corresponding latent factors.

Although the modification indices suggest that other changes could further improve the model fit indices, we did not further modify the model as there are no other theoretical supports to justify those modifications. The structural model was evaluated in which peer relatedness, teacher relatedness and prior academic performance are exogeneous variables and class engagement is the endogenous variable. The structural model (*Figure 2*) presents superb fit indices with $\chi 2(11, N=180) = 12.2$, p=.35; RMSEA=.03, SRMR=.05, and CFI=1), which shares the same fit indices of the modified measurement model.

The standard and unstandardized direct effects and the total effects were summarized as Table 5. It is clear that there is a significant path coefficient from third graders' perceived teacher

relatedness to class behavioral engagement ($\beta = .57$, $p<.001$); and there was a significant path coefficient from academic performance to class engagement ($\beta = .15$; $p<.05$). However, the path coefficient from peer

Table 3: Covariance matrix of parceling variables

	ENGSCORE	PR1_PAR	PR2_PAR	TR1_PAR	TR2_PAR	CE1_PAR	CE2_PAR
ENGSCORE	74.86						
PR1_PAR	1.68	6.76					
PR2_PAR	2.67	4.36	5.58				
TR1_PAR	2.67	2.97	2.39	4.72			
TR2_PAR	3.38	3.55	3.21	3.78	6.65		
CE1_PAR	3.06	1.91	1.92	1.73	2.15	3.5	
CE2_PAR	3.72	1.92	2.19	2.05	2.82	2.33	4.46

Table 4: Standardized model results

	Estimate	S.E.	Est./S.E.	Two-Tailed P value
TCHERELA BY				
TR1_PAR	0.789	0.043	18.253	0.000
TR2_PAR	0.856	0.045	18.938	0.000
PEERRELA BY				
PR1_PAR	0.84	0.045	18.524	0.000
PR2_PAR	0.845	0.047	17.968	0.000
CLASENGA BY				
CE1_PAR	0.739	0.057	12.953	0.000
CE2_PAR	0.787	0.042	18.718	0.000

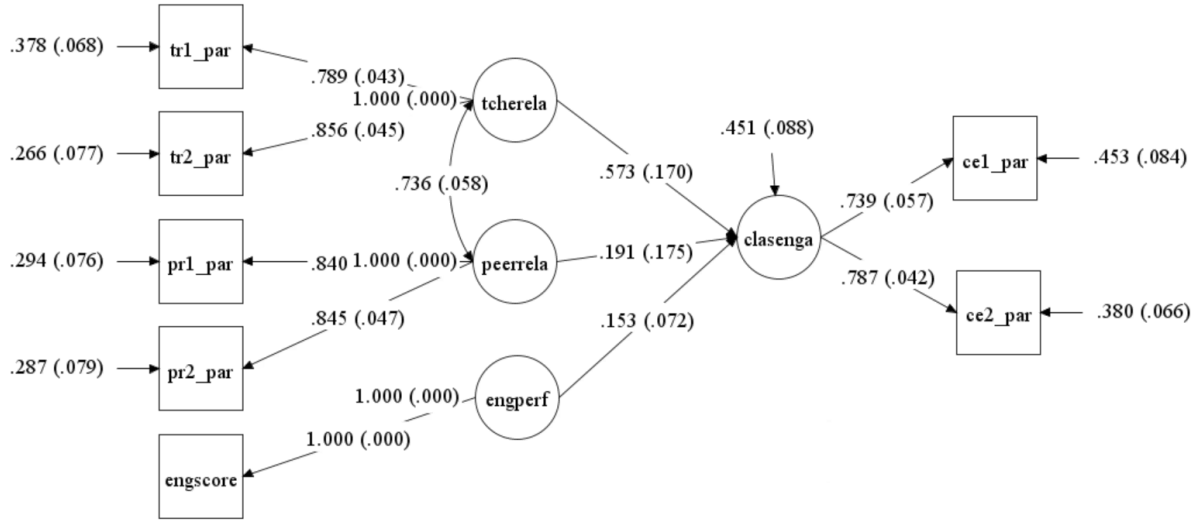

Figure 2: Structural equations model of relations between peer relatedness, teacher relatedness, academic performance and class engagement (N=180). All parameter estimates were significant at $p<.05$, except for the path from peer relation to class engagement ($p=.28$).

Table 5: Effect size

To	From	Standardized Effects			Unstandardized Effects		
Endogenous variables	Exogenous variables	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects
Class Behavioral Engagement	Teacher Relatedness	0.57	0	0.57***	0.46	0	0.46***
	Peer Relatedness	0.19	0	0.19	0.12	0	0.12
	Academic Score	0.15	0	0.15*	0.02	0	0.02*

Notes: *$p<.05$; **$p<.01$; ***$p<.001$

relatedness to class engagement was not significant (β =.19, $p=.28$) in the model. Results only partially support the first hypothesis that perceived teacher relatedness, not perceived peer relatedness, among Chinese third graders have a positive relation to classroom engagement. Results also supports the second hypothesis that prior academic performance has a positive relation with third graders class behavioral engagement. The final structural model from turns out to support previous research on the associations between relatedness, prior academic performance and class behavioral engagement.

5. DISCUSSION

The purpose of this study is to use a SEM model to assess the casual associations between third graders' perceived peer relatedness, teacher relatedness, prior academic performance and class behavioral engagement. Previously researchers paid attention mainly to adolescents' relatedness during the transition from elementary school to middle school. This study focused on an early elementary grade transitions based on the challenge of newly added English curriculum for Chinese third graders.

SDT emphasized that relatedness is one of the human needs, which influence individual's motivation. Specifically, children's relatedness with peers and the teacher might have positive an influence on students' intrinsic motivation or the process of internalization under extrinsic motivation through class behavioral engagement. The results indicated that relatedness is an important psychological need that can improve students' behavioral engagement, especially the perceived teacher relatedness of third grade students. The main finding is that highly perceived teacher relatedness brings about active class behavioral engagement among Chinese 3rd grade students in their first English class in school. Besides, prior academic performance on English subject also positively related to the English class behavioral engagement. These findings can encourage elementary school English teachers for third grade to pay attention to create activities to increase the teacher-student interaction and student corporation between students when students go through third grade transitions.

However, some issues need to be taken into consideration and for further exploration. First, the data failed to meet the assumption of univariate normality. Kline (2010) pointed out the violation of normality requirement in default maximum likelihood estimation would affect the model test statistics [18]. Browne (1984) developed an asymptotically distribution-free (ADF) estimator to deal with the nonnormal data [16]. However, it requires a large sample size (minimum 400-500 cases; [18]). Future study could extend the sample size to adequately meet the assumption of univariate normality. Second, the results showed that third graders perceived peer relatedness was not significantly associated with the class engagement, which differs from the finding of Mikami et al. (2017) who studied adolescents in the transition from elementary school to middle school [3]. Since this research focus on a different age group (sample was much younger than other studies), the inconsistency in findings might be related to a developmental change. Future research could examine the underlying reasons of the non-significant result through group comparison of ages in SEM under the topic of peer relatedness.

6. CONCLUSION

As other researcher suggested, the need for social connectedness with teachers exerts powerful influence on students' behavioral engagement in class. The current study turned into a different age group and focus on a sample with Chinese cultural background, which adds nuances for an understanding of children's behavioral engagement in class. The current findings underscored that third graders' perceived teacher relatedness greatly contributed to their behavioral engagement in English class. An implication for the Chinese elementary school teachers is that they may particularly pay attention the teacher-student interaction in the

classroom. It can be helpful for the Chinese elementary school to increase and enhance students' connectedness with the English teacher as a way to facilitate the third graders' transition into a new English curriculum.

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Appendix A: Measures of peer relatedness, teacher relatedness and class behavioral engagement

Latent Variables	Parceled Indicators	Item Code	English Descriptions of Measured Variables	Chinese Version	Questionnaire Number
Perceived Peer Relatedness (PEERRELA)	PR1_par	PR1	My classroom peers respect me and listen to my thoughts	班里同学尊重我，而且愿意听我的想法	Q11
		PR3	I get along well with my classmates.	我和班里同学们玩儿得很好，关系不错	Q16
		PR5	I feel comfortable with my classmates.	和班里同学在一起，我觉得很自在	Q8
	PR2_par	PR2	My classmates value and appreciate me.	班里同学都看得起我、夸我,说我好	Q2
		PR6	I feel great sympathy for my classroom peers.	我比较能体谅班级同学们的感受	Q5
		PR4	I think of my classmates as good friends.	我觉得班里同学是我的好朋友	Q14
Perceived Teacher Relatedness (TCHERELA)	TR1_par	TR1	My English teacher respects me and listens to my thoughts	英语老师很尊重我，而且愿意了解我的想法	Q1
		TR3	I get on well with my English teacher.	我和英语老师相处得很好，关系不错	Q7
		TR5	I feel comfortable and happy in English class.	在英语课上，我觉得很自在，很开心	Q17
	TR2__par	TR2	My English teacher values and appreciates me.	英语老师很重视我、觉得我不错	Q13
		TR4	I think of my English teacher as a friend.	我觉得英语老师是我的朋友	Q10
		TR6	I feel much sympathy for my English teacher.	我能理解英语老师思路	Q18
Class Behavioral Engagement (CLASENGA)	CE1__par	CE2	I try very hard in English class.	在英语课上，我主动参与，积极回答问题	Q6
		CE3	When I am in English class, I just act as if I am working	在英语课上，我假装做做样子	Q9
		CE1	I come to the English class with preparation.	上英语课前，我总会做好课前的预习准备	Q15
	CE2_par	CE4	I pay attention in English class	在英语课上，我认真听课，没有想其他事情	Q4
		CE6	I work very hard on my English schoolwork.	写英语作业时，我很用心	Q3
		CE5	I don't work very hard on English schoolwork.	做英语作业时，我不是很努力	Q12
Academic Performance	None	Eng Scor	English Score of Previous English Exam (100 points in total)		

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