

Describing the English Context of Chengdu Textile College in Sichuan Province

Wen Deng^{1,*}, Maria Virginia Kitan²

¹ Chengdu Textile College, Sichuan 610000, China

² University of Baguio, Baguio 2600, Philippines

* Corresponding author: Wen Deng (Email: 20221407@s.ubaguio.edu)

Abstract: This study examines the current state of English language education at Chengdu Textile College in Sichuan Province. It aims to offer practical recommendations for improving higher vocational English teaching at the college. The research employed a quantitative approach, using an online questionnaire to survey third-year Business English students. The data collected was systematically analyzed, focusing on student motivations, teaching methods, curriculum implementation, and teacher support. Key findings indicate that students are primarily motivated by academic requirements and lack intrinsic motivation. Teaching methods are moderately effective, with room for improvement in interactive and multimedia approaches. While curriculum alignment with students' abilities is relatively strong, more learning resources and interactive activities are needed. Teacher support is considered satisfactory, emphasizing one-on-one tutoring and self-study resources. Additionally, the study identifies challenges in English learning, including translation difficulties, fear of public speaking, comprehension issues, vocabulary retention, pronunciation, and grammar. Thus, the study proposes strategies such as creating a conducive learning environment, incorporating real-world work-related content, increasing English listening and speaking classes, minimizing classroom distractions, and establishing a designated area for morning reading. This research provides practical recommendations for educators and administrators at Chengdu Textile College to enhance the English learning experience and prepare students for future global opportunities. The findings can serve as a reference for improving higher vocational English education in China, ultimately enhancing students' language proficiency and future career prospects.

Keywords: English language education, Communication skills, Teaching strategies, Language acquisition, Learning motivation.

1. Introduction

1.1. Background of the Study

Language is important in advancing human civilization. Among international languages, English is particularly vital in the economy, politics, and culture. The strategic implementation of China's "One Belt, One Road" policy has elevated English into a crucial bridge for communication and cooperation between China and other countries, bringing more opportunities for English learners. At the same time, the surge in demand for excellent individuals proficient in English along the policy underscores the imperative for higher vocational colleges to bolster international interactions. Although it presents growth opportunities, it also increases the challenges and complexities of English teaching, highlighting the importance of effective English teaching in higher vocational colleges.

Moreover, the acceleration of globalization coupled with the development of the post-epidemic era heightens cross-border cooperation to promote global progress in medical treatment, science and technology, culture, and other undertakings. Therefore, English emerged as a potent instrument for international communication. Mastering English well can help students better serve China's modernization and promote friendly exchanges. Consequently, practical significance in English learning and prospects for advancing higher vocational English teaching have been presented.

The latest English Curriculum Standards for Higher Vocational Programs, issued by China's Ministry of Education

in 2021, clearly stipulated the importance of English in higher vocational education, posing opportunities and challenges. In this aspect, higher vocational education teachers need to seize this favorable moment to shape the development of higher vocational English teaching. Meanwhile, higher vocational colleges should make corresponding adjustments in teaching quality, highlighting the importance of effective English teaching in developing higher vocational education.

A study by Ma (2022) showed that conventional teaching methods continue to dominate higher vocational colleges, and several problems arise, including students' passive engagement in class, irregular attendance, and playing mobile phones. Consequently, students need more interest and satisfactory learning outcomes. Thus, teachers in higher vocational colleges should invigorate classroom dynamics and enhance students' English language proficiency.

This paper, taking Chengdu Textile College as an example, through rigorous analysis to understand the current situation of English teaching and identify prevalent problems, offering corresponding teaching strategies and constructive feedback for English teachers and providing a reference for higher vocational English education in China.

1.2. Literature Review

1.2.1. Research on Foreign Language Teaching

Most research outside China is about foreign language teaching. Nazarov (2022) highlighted the need to address the lack of an immersive language environment, focusing on new technologies such as multimedia tools in the teaching process, video equipment, and training computer programs for foreign language instruction. Tursunovich (2022)

emphasized that effective foreign language education involves language skills such as listening, speaking, reading, and writing, and communication and expression. Pedagogical strategies, such as vocabulary games, language exercises, and interpersonal communication, are effective in mastering a foreign language (Onishchuk et al., 2020).

However, more research has been delved into improving English teaching in China. Li (2022) emphasized teaching reforms in higher vocational colleges to enhance students' adaptability to real-world job requirements. Cooperative learning, advocated by Wang (2020), emerges as an efficient approach to English teaching, which can improve students' overall language competence. Furthermore, Jiang (2021) highlighted learner-centered teaching, acknowledging that teachers' knowledge of the concept still needs to be improved, and its implementation requires a balance between teaching and learning.

Furthermore, the integration of information technology has significantly enriched English teaching. Sheng (2021) stated the benefits of diverse teaching modes grounded in technology, which can broaden students' horizons and improve their independent learning skills. However, Wang (2021) mentioned that information technology, while improving English teaching quality, cannot replace English teachers because they still play a real-time guidance role in English teaching. Hierarchical teaching, proposed by Chen (2019), is identified as an effective way to improve academic performance because it is adapted to students' characteristics and proficiency levels. Thus, teachers should adopt new teaching methods in higher vocational English teaching to stimulate students' interest. Additionally, Zheng (2021) presented a compelling argument focusing on incorporating ethical and political education into English courses to cultivate students' English skills, civic values, and patriotism.

1.2.2. Research on Second Language Acquisition

Effective language learning requires a balanced emphasis on input and output, and teachers can assist students on the right track in English language learning with proper strategies. Clouston (2018) offered specific ways for teachers to facilitate student interaction and encourage meaningful language use. For example, teachers can teach students how to bridge communication breakdowns in pair work and give enough time and tasks for class activities to help students push output.

Hashim and Tadris (2018) also explored the influence of school settings and routines on students' confidence and optimism in learning English as a second language with a study among all-girl secondary school students in Selangor, Malaysia, which demonstrated that school settings and routines help students boost confidence and maintain optimism in learning English.

Furthermore, for second language acquisition, motivations still vary. Khan and Takkac (2021) identified career development and cross-cultural communication as significant motivators for new immigrants learning English based on a study regarding language barriers in Canada. Lyu and Lam (2023) stressed the importance of conversational style in facilitating reading comprehension, particularly for undergraduate and graduate students new to second language acquisition. Additionally, Wang et al. (2021) underscored the efficiency of blended learning designs. They suggested that blended learning designs can create a favorable EFL learning environment and help learners gain positive perceptions of English learning.

In conclusion, the literature highlights evolving trends and strategies in foreign language studies and second language acquisition. Even if many studies can be found in China, most of them focused on English teaching in the following aspects: integrating information technology, incorporating political and ethical education into English teaching, learner-centered approaches, and distinctive teaching for students' interests, all of which focused on theories but the practicability still awaits to be verified, and those researchers did not carry out in-depth studies on English teaching in higher vocational colleges and give practical teaching measures. The research on second language acquisition mainly focused on immigrants, female students in secondary schools, undergraduates, and graduate students. However, few studies have been done on English second language acquisition in higher vocational colleges.

Therefore, this paper takes Chengdu Textile College as a research subject, which will offer significance and value to the study of English teaching and hold the potential to offer recommendations and references for enhancing English language teaching and enriching the overall English learning experience in higher vocational colleges in China.

1.3. Theoretical Framework

1.3.1. Lev Vygotsky- Zone of Proximal Development(ZPD)

It focuses on the idea that learners have a range of abilities and skills. ZPD represents the difference between what a learner can do independently and what they can do with guidance, support, or instruction from a more knowledgeable person, such as a teacher, peer, or tutor. It also emphasizes the importance of social interactions and collaboration in learning. Lev Vygotsky believed learners can benefit from interaction with peers or instructors who can provide support and guidance. Collaborative activities, discussions, and interactions with peer classmates and teachers can stimulate the construction of knowledge.

1.3.2. Jean Piaget - Cognitive Constructivism

Jean Piaget's cognitive constructivism emphasizes the active role of learners in constructing their understanding of the world through interactions with their environment. Because knowledge is actively constructed, learning is presented as a process of active discovery. The role of the instructor is not to drill knowledge into students through repetition or to goad them into learning through rewards or punishments. Rather, the role of the teacher is to facilitate discovery by providing necessary resources and guiding learners. Thus, Teachers must consider the learner's current knowledge when constructing the curriculum and structuring new materials.

1.3.3. Abraham Maslow-Hierarchy of Needs

Maslow proposed a hierarchical model of human needs, focusing on creating a good environment for learners to perceive the world, develop an understanding of the world, and reach the highest level of self-actualization. It is clear that Maslow's philosophy focuses on individual self-worth, promotes overall development, and recognizes that students may be at different stages of fulfilling their needs. Thus, different teaching methods for students should be adopted in different stages. In English teaching at higher vocational colleges, teachers should adopt different teaching styles for different students due to the varying levels of students and their acceptance ability of knowledge. Consequently, students' participation in English learning and the quality of English teaching can be improved.

1.3.4. Motivation Theory

Motivation theory refers to the behavior and goal management that someone produces towards something. The main manifestation of it is the consciousness that a person spontaneously pursues a goal he wants to achieve. Motivation is the source and power to stimulate students' learning of English. It allows them to combine English with their future employment, motivating them to learn English well to have a better competitive advantage at work. There is a strong relationship between motivation and learning, showing that good and positive motivation of students can improve students' learning efficiency. Therefore, for higher vocational English teaching, teachers should pay attention to improving students' learning motivation and make it have a positive impact in the classroom.

1.3.5. Differentiated Instruction

The theory emphasizes the diversity of students' learning styles, abilities, and backgrounds in a single classroom. It seeks to create a supportive learning environment to maximize students' potential for knowledge acquisition. Teachers must provide various learning activities catering to students' learning styles and abilities. Therefore, teachers can divide students into different groups. For example, teachers can add some extracurricular knowledge for students with good English scores. Teachers should choose suitable content for students with poor English, explain in detail, and encourage them to participate in group activities.

1.4. Significance of the Study

Firstly, the study is poised to improve students' English comprehensive abilities in English through targeted teaching strategies and methods. It is helpful to improve students' confidence and arouse their motivation in English learning.

Secondly, by comprehensively grasping the current landscape of English instruction, English teachers in higher vocational colleges can gain invaluable insights into classroom realities and challenges encountered by students, thereby improving teaching methods, enhancing teaching quality, and providing references for teachers' training and upgrading teaching ability in China.

Thirdly, the study influences policymakers and academic administrators. They can formulate pragmatic policies by comprehending the current English teaching situation, refining educational curricula, and teachers' career development.

1.5. Objectives of the Study

The study aims to provide reasonable suggestions and strategies for higher vocational English teaching in Chengdu Textile College. Specifically, the study focuses on the following objectives.

1). To describe the current situation in the English language teaching environment by examining factors such as student motivations, teaching methods, curriculum implementation, and teacher support.

2). To analyze the challenges encountered in English teaching and learning.

3). To propose effective strategies and recommendations to enhance the English language learning experience at Chengdu Textile College.

2. Design and Methodology

2.1. Study Design

Due to geographical constraints, the study used quantitative research utilizing an online questionnaire survey. The participants primarily consisted of third-year students majoring in Business English. The selection of participants ensured objective and non-discriminatory procedures.

Questionnaire Development: Initially, the researcher drafted the questionnaire items, incorporating problems and questions related to English language education. Then, the preliminary questionnaire was submitted to the advisor for feedback. Subsequently, experts validated the questionnaire to enhance its practicality and relevance. The researcher refined the questionnaire items and constructed a structured online survey after the validation process.

Online Survey Administration: The online survey was distributed to the participants. Clear instructions and informed consent were provided to ensure ethical considerations.

Data Analysis: The collected data was subjected to a systematic analysis employing descriptive statistics, such as mean, to understand the current state and situation of the English language context in Chengdu Textile College.

2.2. Population of the Study

The study aims to delve into the English context at Chengdu Textile College, focusing on the experiences of students in Business English. The chosen population included 159 third-year students from three classes who started their studies in September 2021 at Chengdu Textile College. The selection of this population was based on the following reasons.

Firstly, after 2 years of English language study, the students have entered their third year since September 2023. This timing gave them a unique vantage to reflect upon their English language proficiency accurately, the problems encountered during their first two years of language learning, and their progress. Their insights were particularly valuable in gauging the effectiveness of the English language education provided by Chengdu Textile College.

Secondly, by their anticipated graduation in June 2024, these students will have engaged in internships. This junction allows them to investigate their perceptions of English learning and its relevance to future employment prospects. Their viewpoints can provide insights into the real-world application of their English language skills.

2.3. Data Gathering Tools

A structured online survey questionnaire was used to collect data. The questionnaire was a closed questionnaire, including multiple-choice questions and open-ended questions. For validity, the content was submitted in advance to the adviser and the experts for review and feedback. The questionnaire was revised to meet the objectives of the study.

This study obtained the data through an online questionnaire, "Questionnaire Star." The researcher conducted a reliability test among sample participants to ensure authenticity, validity, and reliability.

2.3.1. Literature Analysis

To deeply analyze the concepts and theories of English teaching in higher vocational colleges, this study analyzed the domestic and international literature and collected corresponding data, such as domestic and international

databases, Internet sites, paper materials, relevant books, etc. In this way, the researcher understood the current English teaching situation in higher vocational institutions and provided an in-depth theoretical foundation for this study.

2.3.2. Questionnaire

Online questionnaires were used to gather quantitative data on student motivations, teaching methods, curriculum implementation, teacher support, problems of English learning encountered by students, etc. Finally, quantitative analysis was used to obtain reliable data for final results.

2.4. Data Gathering Procedures

Before sending out the questionnaire, the researcher obtained permission from the department dean at Chengdu Textile Higher Education College. Then, the researcher communicated with each English teacher to get help. Upon agreement, the researcher distributed the questionnaire through the online system "Questionnaire Star." Sample students were selected for the test. Through the reliability test, the researcher found out whether the length, content, and question settings were appropriate and then modified accordingly. The questionnaire was then distributed to other participants when it passed the reliability test.

The selection of participants ensured objective and non-discriminatory procedures. The researcher informed the participants of the intention of this questionnaire in advance to ensure the transparency of this questionnaire. It was also promised to the participants that the data and content obtained would only be used for this research, not for any other intention and that the data and content would be kept strictly confidential.

2.5. Treatment of Data

The collected data was presented and summarized through the mean value for the study results. Tabular representation was employed to depict the distribution and characteristics of the data. In this way, students' common problems and challenges in English learning at Chengdu Textile College could be identified. Through this approach, the researcher obtained an objective overview of the prevalent issues and trends within the English learning environment. Moreover, the researcher gave meaningful discussions.

The data analysis was essential in ensuring the value of this study. By statistically evaluating the data, the researcher could confidently gain insights, thus contributing to a comprehensive understanding of the challenges and opportunities within the English context at Chengdu Textile College. This methodological approach assured the reliability and validity, enhancing the credibility of the study's outcomes and implications.

2.6. Ethical Considerations

The questionnaire survey involved students in Business English at Chengdu Textile College, whose participation played an important role in acquiring data and the study quality. Participants could refuse or voluntarily withdraw their participation from the questionnaire throughout the study.

The researcher informed the participants about the purpose, nature, possible hazards, and risks of administering this questionnaire. Their personal information, privacy, and the content of the questionnaire responses needed to be kept strictly confidential.

In the process of questionnaire implementation, if the

participants encountered potential risks or hazards, the researcher needed to take timely and effective measures to reduce the risks to improve the reliability of the data.

Additionally, the research used a coding system in any order. Moreover, the researcher informed the participants that the study's results would only be used for this study.

3. Results and Discussions

3.1. Current Situation in the English Language Teaching Environment

The study's first objective is to describe the current situation in the English language teaching environment by examining factors such as student motivations, teaching methods, curriculum implementation, and teacher support.

Table 1. On Student Motivation Factor

Student Motivation Factor	Mean	Interpretation
Personal interest and passion	2.06	Corresponds a little
Career advancement opportunities	2.10	Corresponds a little
Academic requirements	2.48	Corresponds a little
Peer influence	2.37	Corresponds a little
Learning environment	1.97	Corresponds a little
Overall Mean	2.20	Corresponds a little

The table shows that academic requirements have the highest mean among all the factors, indicating that academic requirements are the most motivating factor. Students may feel compelled to learn English because it is a mandatory part of their academic curriculum in higher vocational education. The result is compatible with the idea that students often prioritize academic success and compliance with the school's requirements. The hierarchy of needs (Maslow, 1943) stresses that academic success fulfills a basic need for achievement.

Next in rank is peer influence, which moderately impacts students. Students might be influenced by their peers. However, it may not be the most dominant motivator due to the diversity of student attitudes and interests within the college. Inyang (2020) suggests observing others can motivate individuals to engage in a particular behavior. Peer group significantly influences students' academic performance in the English Language. Based on this, students should be on the type of friends they keep so as not to fall into the company of bad friends who may influence them negatively. Thus, encouraging positive peer interactions and study groups could enhance motivation. Cognitive constructivism (Piaget, 1950) also emphasizes the active role of learners in constructing their understanding of the world through interactions with their peers in the environment.

Another factor that should be considered is career advancement opportunities. The result from the table suggests that students see this as a slightly low motivating factor. Students might not strongly believe that learning English will significantly impact their career opportunities because of a perception that other factors play a more dominant role in career development. However, it should be noted that when the practicability of English learning is improved, students will be motivated, and their learning quality will be enhanced (Zhang, 2022). Thus, the college should consider

incorporating career-related English training to increase students' motivation.

Moreover, students' interest and passion is 2.06, suggesting that students at Chengdu Textile College may need to be more motivated by personal interest and passion for learning English. Students may not perceive English as a subject of personal fascination or intrinsic motivation, and this lack of personal interest could affect their overall motivation. Motivation theory (Deci & Ryan, 1985) suggests that intrinsic motivation is essential, which is the source and power to stimulate students' learning of English. When students' intrinsic motivation is boosted, they will be eager to learn English.

The lowest mean from the table is a learning environment, representing that students find the English learning environment less motivating. Possible reasons include uninspiring classrooms, lack of engaging teaching methods, or inadequate facilities, which may not create an environment that fosters students' motivation. Hazimi (2023) stated that a strong connection exists between the quality of the learning environment and class atmosphere and their impact on student motivation and academic achievement. When students find themselves in a supportive, respectful, and engaging setting, they are more likely to be motivated to learn. Therefore, the classroom environment and campus learning environment positively enhance students' motivation and English learning.

To conclude, the overall mean reflects a modest level of motivation, with no single factor strongly driving students' motivation. A combination of these factors may influence students' motivation, suggesting that when students have a high level of motivation, the English learning environment will be improved. Thus, the college can focus on enhancing student motivation and creating a more stimulating learning environment.

Table 2. On Teaching Method Factor

Teaching Methods	Mean	Interpretation
Traditional classroom lectures	2.22	Slightly Effective
Group discussions and collaborative projects	2.22	Slightly Effective
Use of language labs and multimedia tools	1.91	Slightly Effective
Self-study and independent learning	2.21	Slightly Effective
Overall Mean	2.14	Slightly Effective

Table 2 presents the teaching methods' effectiveness in the English learning environment. The mean score for traditional classroom lectures is moderately high, indicating that students perceive this method as more effective because traditional lectures are a familiar and structured teaching approach. Gagne (1985) suggested that structured presentations can facilitate learning, which makes it easier for students to follow. However, teachers should consider incorporating more interactive elements within lectures to enhance effectiveness and promote active engagement.

Like traditional lectures, group discussions and collaborative projects are also viewed as slightly effective because learning is a social process where individuals construct knowledge through interactions with others and their environment, aligning with social constructivism (Vygotsky, 1978), which emphasizes that collaborative activities, discussions, and interactions with peer classmates

and teachers can stimulate the construction of knowledge. To maximize effectiveness, instructors should encourage meaningful dialogue, reflection, and cooperation among students so that learners can construct knowledge through interactions with others and the environment.

Self-study and independent learning are slightly effective. The effectiveness of self-study and independent learning may be related to students' self-regulation skills, including setting goals, managing time, and monitoring one's progress. Yang (2017) mentioned that students' self-regulation and independent learning contribute to the perceived effectiveness. Thus, instructors should support students in developing self-regulation skills to make this method more effective.

Moreover, language labs and multimedia tools are rated the lowest, with a mean value of 1.91, indicating that students find this method less effective due to technical issues, limited access, or unfamiliarity with these resources. However, the fact is that multimedia can enhance students' learning, inspire students' enthusiasm, and optimize the learning environment through multiple ways, but challenges in implementation may exist (Guan, Song, & Li, 2018). Based on the data, there is room for improvement in the use of language labs and multimedia tools. The college may need to assess the training and resources available for teachers and students in utilizing technology and multimedia tools, invest in better technology, or adopt a more diversified and technology-enhanced approach to improve effectiveness.

Lastly, the overall mean for teaching methods is 2.14, which means that the teaching methods are perceived as slightly effective on average. Therefore, it is essential to recognize that teaching methods can be improved by incorporating a variety of pedagogical approaches, technology, and multimedia training to cater to students' learning demands.

Table 3. On Curriculum Implementation Factor

Curriculum Aspects	Mean	Interpretation
Clarity of teaching objectives	2.07	Slightly Satisfied
Curriculum alignment with student ability	2.20	Slightly Satisfied
Learning activities	2.08	Slightly Satisfied
Learning Resources	2.12	Slightly Satisfied
Overall Mean	2.12	Slightly Satisfied

The findings show the influence of curriculum aspects on students' English learning. The overall mean for curriculum implementation is 2.12, indicating that, on average, students are slightly satisfied with the curriculum implementation at Chengdu Textile College. This generally positive assessment provides a foundation for further enhancement.

The mean value for curriculum alignment with student ability is 2.20, the highest among all the factors. The possible reason is that the curriculum is better suited to students' skills and capabilities and satisfy students' need to a certain degree. Vygotsky (1978) suggested that learning is most effective within a student's zone of proximal development. While the alignment is generally good, individualized approaches or differentiation strategies could further enhance satisfaction.

The next aspect in rank is learning resources, which suggests that students find learning resources slightly satisfactory. The reasons may include limited resources,

relevance of resources, resource accessibility, or resource quality. Roshni and Sudarshan (2021) emphasized the importance of resources in enhancing learning. They proposed that the full use of resources inside and outside the classroom can create a rich English language learning environment. To improve satisfaction, the college can invest in a wider range of learning materials, provide easy access to these resources, and improve the relevance and quality of resources.

The slightly lower mean for learning activities reveals that students may need help finding the activities in the curriculum highly engaging or interactive. This may be because the activities are not interactive or interesting enough to capture students' attention or because students do not see a clear connection between the activities and the educational goals. Lin (2022), thus, emphasized the importance of carrying out relevant learning activities in class to improve students' active engagement in the learning process and learning effect. To increase satisfaction, instructors can incorporate more interactive, hands-on activities that cater to diverse learning styles.

Additionally, the mean score for clarity of teaching objectives is 2.07, suggesting that students are least satisfied among all the curriculum aspects. In English teaching at higher vocational colleges, the teaching objectives directly affect the teaching content and mode the teacher chooses. If the objectives are not clear, students' learning interests can not be improved, and the value of English teaching can not be realized (Wang, 2019). Therefore, this may necessitate further communication of objectives and expectations based on students' English ability and teaching content to enhance students' satisfaction with English language learning.

In summary, the analysis of curriculum implementation at Chengdu Textile College highlights a generally positive student perception. To continue improving the English language teaching environment, the college should consider refining teaching objectives, incorporating individualized approaches, fostering active learning, and expanding learning resources.

Table 4. On Student Support Factor

Student Support	Mean	Interpretation
Offering additional one-on-one tutoring sessions for personalized help	2.45	Slightly Satisfied
Providing extra practice materials or resources for self-study	2.52	Slightly Satisfied
Organizing group study sessions or facilitating peer support	2.25	Slightly Satisfied
Adapting teaching methods to cater to diverse learners	2.15	Slightly Satisfied
Maintaining a positive learner-teacher relationship	1.86	Slightly Satisfied
Overall Mean	2.25	Slightly Satisfied

Table 4 examines data on student support at Chengdu Textile College. The overall mean for student support is 2.25, which means that students are slightly satisfied with the available support mechanisms, providing a foundation for further enhancements in student support.

Students' satisfaction with providing extra practice materials or resources for self-study is slightly the highest, indicating that students value the availability of supplementary materials for self-study, attributed to the

reasons that the practice materials are relevant to students' study, the materials are diverse, which can attract students' attention, or the quality of materials is up-to-date, satisfying students' demand. Huang (2012) also stated the importance of varied resources in enhancing learning outcomes and extension of class learning, suggesting that incorporating diverse and well-designed learning resources can significantly improve the effectiveness of the learning process.

As for offering additional one-on-one tutoring sessions, the data shows that although this support exists, it slightly satisfies students' needs. Students might value personalized help and support, but the availability, scheduling, or quality of one-on-one tutoring varies. However, one-on-one support, aligned with Vygotsky's theory, Zone of Proximal Development (ZPD) (Vygotsky, 1978), offers a highly personalized and tailored learning experience. Thus, instructors should assess learners' needs, provide support, and note the quality of tutoring.

The result of group study sessions and peer support suggests that students are somewhat satisfied due to scheduling conflicts, participation issues, or a need for clearer learning objectives in group sessions. Vygotsky (1978) emphasized the importance of collaborative learning, peer interactions, and careful planning to enhance learning satisfaction.

Moreover, the slightly satisfied mean for adapting teaching methods to cater to diverse learners is 2.15, meaning there is room for improvement. Students may perceive the teaching methods as needing more responsive to their learning styles and needs. The theory of differentiated instruction (Tomlinson, 2014) emphasizes the diversity of students' learning styles, abilities, and backgrounds and the need to provide various learning activities to meet students' learning styles and abilities, consequently maximizing students' potential for knowledge acquisition.

It is notable from Table 4 that the lowest mean on student support is maintaining a positive learner-teacher relationship, representing that there are challenges in this area. The reasons may include communication issues and rapport building, underscoring the importance of interpersonal relationships in students' classroom experiences through effective communication or a strong sense of rapport (Mainhard et al., 2018). The data suggests the potential for improved communication and relationship-building between learners and teachers in the college.

3.2. Challenges in English Teaching and Learning

The second objective is to analyze students' challenges in English teaching and learning. Based on the open-ended questions of the questionnaire, students generally have the following challenges.

Firstly, students have challenges in English translation. Respondent A mentioned, "Translating complex technical terms from Chinese to English and vice versa is often confusing and time-consuming. It can hinder our understanding of the subject matter." To solve this problem, teachers should discuss how the challenges in English translation impact students' comprehension of technical subjects and the potential consequences for their academic performance.

Secondly, fear of public speaking is another challenge for students in English learning. Respondent B said, "Standing in public and giving an English speech or presentation makes me

nervous. I feel afraid of it every time." To address this challenge, teachers should explore the implications of students' fear of public speaking on their communication ability and reasons for fear of public speaking.

Thirdly, students need help comprehending English instruction in class. Respondent C stated, "I have trouble comprehending English instruction in all classes." Teachers in the college should analyze how difficulties in understanding English instruction in various classes may hinder students' overall learning experience and their ability to engage with course materials.

Fourthly, students need help with English vocabulary retention. Respondent D said, "I am still struggling with English vocabulary retention even if I spend much time on it." Therefore, instructors can discuss the importance of vocabulary retention in language learning and introduce how to retain vocabulary terms for students.

Fifthly, students need help with pronunciation and speaking. Respondent E desired to improve his speaking ability but found it challenging. Teachers in the college, thus, should explore the significance of pronunciation and speaking skills in language learning and how the lack of effective strategies for improvement can impact students' confidence and communication abilities.

Sixthly, English grammar is confusion encountered by students. Respondent F said, "I feel confused about grammar. I do not even know how to write a sentence correctly." Based on this, teachers can examine the role of grammar in English learning and how confusion with grammar rules might affect students' writing skills.

3.3. Strategies and Recommendations for Enhancing the English Learning Experience

The third objective is to propose effective strategies and recommendations to enhance the English language learning experience at Chengdu Textile College.

Firstly, a conducive learning environment can be made. Respondent G, a student at Chengdu Textile College, emphasized the importance of a conducive learning environment for effective English language learning. "I believe that creating a conducive learning environment is crucial. Besides, Improving teaching facilities is essential to enhance our learning experience." It is evident that facilities and resources support learning. Thus, specific improvements can be boosted, such as upgrading classrooms, libraries, or technology resources to enhance the English learning environment, as these improvements can positively impact students' English language acquisition.

Secondly, incorporating real-world work-related content is necessary. Respondent H stressed the importance of practical language skills, suggesting, "We need more real-world work-related content in our English classes to better prepare us for future careers." Respondent H's suggestion to include real-world work-related content in the curriculum is vital because integrating practical, job-relevant materials and activities into English classes can better prepare students for future careers. For instance, industry-specific vocabulary, case studies, or simulations can be created in the classroom, making English learning more engaging and applicable.

Thirdly, English listening and speaking classes should be increased. As Respondent I pointed out, "Increasing the number of English listening and speaking classes could greatly help us improve our language proficiency."

Respondent I highlighted the need for more English listening and speaking classes. In this way, students' language proficiency, fluency, and communication skills can be enhanced. For example, offering additional extracurricular activities, workshops, or conversation partners can positively impact students' speaking and listening abilities.

Fourthly, distractions in the classroom should be minimized. Respondent J suggested, "Implementing strict policies against the use of cell phones can minimize distractions and enhance our focus in class." Aligning with Respondent J's suggestion to reduce distractions, maintaining a focused learning environment is important. Therefore, strategies for implementing policies against cellphone use in classrooms and how these can enhance concentration and participation should be adopted.

Fifthly, a designated area for morning reading should be established. Respondent K proposed a solution to encourage regular English language engagement: "Establishing a designated area for students' morning reading can greatly improve the learning atmosphere." Consequently, students can foster a habit of regular reading, a positive atmosphere for language learning, and interact with other students about English texts.

In summary, to enhance the English language learning experience at Chengdu Textile College, effective strategies and recommendations include creating a conducive learning environment with facility upgrades, integrating real-world work-related content into the curriculum, increasing English listening and speaking classes, minimizing classroom distractions with cellphone use policies, and establishing a designated morning reading area. These measures aim to improve the quality and applicability of English education at the college, enhancing students' language acquisition.

4. Conclusion

In conclusion, this study has thoroughly examined the English language teaching environment at Chengdu Textile College in Sichuan Province, China. It has described the current state of English education, analyzed challenges faced by students, and proposed practical recommendations to enhance the English learning experience. The research highlights that while academic requirements play a significant role in motivating students, intrinsic motivation remains an area to be developed. While generally perceived as slightly effective, teaching methods could benefit from more interactive and technology-enhanced elements, particularly in traditional lectures and self-study. Curriculum alignment and resource accessibility were relatively positive, with room for individualization and interactive activities. Student support services were slightly satisfactory, with opportunities to improve group study sessions, teaching method adaptability, and learner-teacher relationships. The study also identified students' challenges in English learning, ranging from language comprehension to pronunciation. Implementing the suggested strategies will enable the college to create a more effective and supportive English learning environment that addresses these challenges and enhances students' language acquisition.

5. Recommendations

Based on the findings, the study's researcher offers some recommendations to enhance students' English learning experience at Chengdu Textile College.

Firstly, create a conducive learning environment. Facilities and resources play a crucial role in creating a conducive atmosphere for learning. Therefore, upgrading classrooms, libraries, and technology resources can significantly improve the English learning environment, making it more engaging and supportive for students. Secondly, incorporate real-world work-related content. Integrating practical, job-relevant materials and activities into English classes can better prepare students for their future careers, including industry-specific vocabulary, case studies, or simulations, making English learning more relevant and engaging. Thirdly, increase English listening and speaking classes. More opportunities for students to practice listening and speaking skills can boost their language proficiency, fluency, and communication abilities, which can be achieved through additional classes, workshops, and conversation partners. Fourthly, minimize distractions in the classroom. Strict policies against using cell phones in class can be implemented to minimize distractions and enhance students' focus. Fifthly, establishing a designated area for morning reading, for example, creating a dedicated space for students' morning reading, can encourage regular English language engagement. Thus, regular reading and interaction among students about English texts can be fostered, contributing to a positive learning atmosphere.

By implementing these recommendations and addressing the challenges identified in this study, Chengdu Textile College can enhance the English learning experience for its students and improve their language proficiency in an increasingly globalized world.

References

- [1] Chen, Y. W. (2019). Practical application of differentiated instruction in vocational college English teaching. *Asia-Pacific Education*, pp. 7, 154–154.
- [2] Clouston, L. M. (2018). *Second language acquisition applied to English language teaching*. Tesol Press, 19-23.
- [3] Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.
- [4] Gagne, R. M. (1985). *The conditions of learning and theory of instruction*. Holt, Rinehart, and Winston.
- [5] Guan, N., Song, J.X., & Li, D.M. (2018). On the Advantages of Computer Multimedia-aided English Teaching. *Procedia Computer Science*, 131, 727-732
- [6] Hashim, U. H., & Tadris, M. M. (2018). English as a second language (ESL) learning: setting the right environment for second language acquisition. *Jurnal Keguruan dan Ilmu Tarbiyah*, 3(2), 207-215.
- [7] Hazimi, H. (2023). The effect of learning environment on student motivation and student achievement. *International Journal of Psychology and Health Science*.
- [8] Huang, Q.Y. (2012). The discovery and reflection on first-year college students' independent extracurricular language learning. *Teach and Educate*, pp. 4, 96–99.
- [9] Inyang, B. (2020). Peer group influence and academic performance of secondary school students in English. *Social Science Research Network*.
- [10] Jiang, C. (2021). Investigation and analysis of learner-centered vocational college English teaching. *Documentation and Information on Education*, pp. 3, 236–240.
- [11] Khan, S. S., & Takkac, M. (2021). Motivational factors for learning English as a second language acquisition in Canada. *Higher Education Studies*, 11, 160-170.
- [12] Li, C. (2022). Exploration of optimization strategies for vocational college English teaching from the perspective of occupational competencies. *English Square*, pp. 1, 106–108.
- [13] Lin, X. G. (2022). Optimize English teaching methods to improve classroom teaching effect. *Research on teaching and achievement*, pp. 10, 116–118.
- [14] Lyu, M., & Lam, R. (2023). Talking about second language acquisition by Karim Sadeghi, Palgrave Macmillan. *Iranian Journal of Language Teaching Research*, 11(1), 178-181. DOI:10.30466/ijltr.2023.121278.
- [15] Ma, H. (2022). A brief analysis of the present situation and reform strategies of English teaching in higher vocational colleges. *Overseas English*, pp. 2, 226–235.
- [16] Mainhard, T., Oudman, S., & Hornstra, L. (2018). Student emotions in class: Teachers' relative importance and interpersonal relations with students. *Learning and Instruction*, 53, 109-119.
- [17] Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
- [18] Nazarov, R. I. (2022). Teaching a foreign language in a technical university. <https://cyberleninka.ru/article/n/teaching-a-foreign-language-in-a-technical-university/viewer>.
- [19] Onishchuk, I., Ikonnikova, M., Antonenko, T., Kharchenko, I., Shestakova, S., Kuzmenko, N., & Maksymchuk, B. (2020). Characteristics of foreign language education in foreign countries and ways of applying foreign experience in pedagogical universities in Ukraine. DOI: <https://doi.org/10.18662/rem/12.3/308>.
- [20] Piaget, J. (1950). *The psychology of intelligence*. Routledge & Kegan Paul, pp. 89–93.
- [21] Roshni, S., & Sudarshan, M. (2021). Pedagogical processes in learning English language at secondary school level in Sikkim, India. *Journal of English Language Teaching and Learning*.
- [22] Sheng, Z. J. (2021). Research on diversified blended teaching models for vocational college English. *Overseas English*, pp. 6, 253–254.
- [23] Tomlinson, C. A. (2014). *The differentiated classroom: responding to the needs of all learners*. ASCD.
- [24] Tursunovich, R. I. (2022). Development of communicative competence in teaching foreign language for professional purposes. *Proceedings of International Conference on Scientific Research in Natural and Social Sciences*, 2(1), 26–33.
- [25] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- [26] Wang, B. (2019). A study on the orientation and value of college English teaching. *English Square*, pp. 94-95
- [27] Wang, G. Q. (2020). On the application of cooperative learning in college English teaching. *International Education Studies*, pp. 13, 62–66.
- [28] Wang, N., Chen, J. W., Tai, M., & Zhang, J. Y. (2021). Blended learning for Chinese university EFL learners: learning environment and learner perceptions. *Computer Assisted Language Learning*, 34.
- [29] Wang, Y. F. (2021). Exploration of vocational college English teaching in the context of the Internet. *Overseas English*, pp. 12, 264–265.
- [30] Yang, H. (2017). Teaching practice and effect of introducing self-study into English classroom. *Campus English*, pp. 150–151.
- [31] Zhang, J. (2022). Study on motivational strategies of vocational English learning based on career goals. *Overseas English*, 12(6), 229–231.
- [32] Zheng, R. (2021). Practical exploration of ideological and political education in vocational college English teaching. *Overseas English*, pp. 12, 276–277.