

## **A STUDY ON STUDENTS' PARTICIPATION IN ENGLISH CLASSROOM ACTIVITIES AT VOCATIONAL HIGH SCHOOL IN KUNMING, YUNNAN PROVINCE, CHINA**

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**Abstract:** The purpose of this study was to understand the current situation of vocational high school students' participation in English classroom activities at vocational high schools, and to compare the students' participation levels with different background variables in Guandu District, Kunming, Yunnan Province. This research applied a quantitative method mainly through questionnaires, a total of 272 questionnaires were collected and analyzed by the researcher. Descriptive statistics, mean, standard deviation, and independent samples t-test were used to analyze the level and compare differences. The study found there were significant differences of vocational high school students' participation in English classroom activities compared with different grade and home locations, though no significant differences of students' participation in English classroom activities with gender. Finally, discussion and recommendations on the results of the study were provided such as the teachers should improve the diversity and interactivity of senior class activities, increase the feedback channels of students with rural backgrounds, and adopt different evaluation models for different students to improve the participation of students in English classroom activities of vocational high schools in Guandu District, Kunming City, Yunnan Province of China.

**Keywords:** Vocational High School Students, Participation in English Classroom Activities, Guandu District Vocational Higher School

### **Introduction**

The objective of this study is to investigate English classroom activities and student engagement within vocational high schools located in the Guandu District of Kunming, Yunnan Province. Researching classroom practices and the level of student involvement in English education at vocational secondary schools is integral to the advancement of vocational secondary education. As society evolves and the economy progresses, the demand for vocational secondary education intensifies.

English, being the international lingua franca and a vital communication tool across various disciplines and professions, has emerged as a critical subject within the vocational secondary educational curriculum. The goal of examining English instruction in vocational high schools is to identify effective teaching methods and strategies tailored to vocational students, thereby enhancing their English proficiency and professional competence. English education in vocational upper secondary schools encounters several challenges, including the widespread observation that students tend to have a fragile foundation in English, particularly those from rural backgrounds and non-English majors.

Vocational education is designed to nurture practical skills, hence the emphasis on practicality and vocational focus within English teaching. The distinctive age and learning characteristics of vocational students necessitate higher standards for the planning and design of English instruction.

The renowned American educator, Tyler (1949), was the first to propose the concept of student participation, using it to describe the time students dedicate to schoolwork and its subsequent impact. Tyler (1949) emphasized that learning is fundamentally rooted in a learner's personal experiences and interactions with their environment, highlighting the importance of active engagement. Students' active participation and involvement in the learning process are crucial for achieving academic success and personal satisfaction. The sense of satisfaction derived from accomplishing academic goals continually fuels students' motivation to participate actively in learning, thus creating a positive feedback loop.

Jackson (1992) and Newman (1992) built upon Tyler's work, underscoring the significance of behavioral, emotional, and cognitive engagement in classroom activities. In China, research into English classroom activities at vocational high schools has developed, focusing on activity effectiveness, design principles, and implementation strategies (Zhu, 2017). Activity-based instruction has been shown to boost student enthusiasm, initiative, and creativity. Guandu District Vocational High School in Kunming, Yunnan, predominantly employs traditional teaching methods within the English classroom. To enhance student engagement, it is recommended that teachers decrease lecture time, encourage active participation, and relate lessons to students' everyday experiences (Wang, 2021). Yuan (2022) emphasizes the importance of aligning classroom activities with curriculum content and learning objectives. In Yunnan, a scarcity of qualified English instructors and an overemphasis on knowledge transmission rather than skill development have negatively impacted students' English proficiency, particularly in writing. Practical training and an effective training framework are crucial for improving students' writing abilities. Additionally, students may face challenges due to a less-than-ideal English language environment, which can impede their expressive and writing skills.

### **Research Objectives**

In response to the research questions, the following research objectives are proposed.

- 1) To survey the information about different demographic background variables of students at vocational

high schools in Guandu District, Kunming, Yunnan Province.

- 2) To determine the current level of students' participation in English classroom activities at vocational high schools in Guandu District, Kunming, Yunnan Province.
- 3) To analyze the differences in the level of participation in English classroom activities of students at vocational high schools in Guandu District, Kunming City, Yunnan Province, under different background variables.

## **Literature Review**

### ***Connotation of English Classroom Activities and Its Related Research***

In the wake of educational reforms, English instruction has evolved to embrace a multifaceted approach, emphasizing the enhancement of overall teaching quality. This transformation necessitates educators to adopt suitable methodologies that accentuate students' active role, fostering their engagement and participation in classroom activities. These activities are pivotal in bolstering the efficiency and quality of English education, as they cultivate independent thinking and the foundational competencies essential for English proficiency, as noted by Gao (2020) and Zhang (2022).

English classroom activities are a vibrant component of instruction, enriching the learning experience. Notably, reading classes dominate the curriculum in vocational secondary schools. These activities, ranging from movie viewings to song, debates, role-plays, and group discussions, cater to diverse learning styles and enhance students' holistic development. However, vocational students often lack a clear learning direction and confidence in English, leading to superficial understanding. To address this, teachers must innovate and integrate activities that inculcate effective listening habits and facilitate deeper comprehension, as proposed by Yao (2014). By diversifying teaching methods, educators can nurture students' English learning capabilities and equip them with the knowledge and skills essential for their academic and personal growth.

Research on English classroom activities has highlighted their role in fostering student self-expression, interaction, and problem-solving skills, which are crucial for developing creativity (Liu, 2018). Effective task design is key to enhancing teaching efficacy. Addressing the inefficiencies in secondary school English teaching, Xu (2011) proposed a five-point strategy: aligning activities with objectives, creating relevant contexts, considering cognitive levels, fostering knowledge internalization, and promoting interaction.

Yu (2009) suggested strategies to boost student participation, such as setting goals, ordering participation, elaborating activity content, using varied methods, and transforming the teacher-centered approach to encourage student initiative. Zhang (2009) emphasized the impact of post-reading activities on teaching quality and student proficiency, advocating for authenticity and practice in their design.

Wang (2011) examined the balance of input and output activities, advocating for a mix of

controlled and communicative exercises, while Dai (2011) underscored the importance of activity variety, thematic focus, and language support for effective post-reading output.

Teacher influence is significant. Feng (2003), Liu (2004), and Zheng (2006) explored factors limiting student participation, proposing ways to stimulate active engagement. Song (2022) analyzed these factors systematically and offered practical strategies to enhance participation.

Morganett (2001) discussed the impact of classroom layout and teacher-student relationships on participation. Yang (2003) found that student motivation directly affects classroom engagement, which, in turn, influences teaching effectiveness. The monotonous nature of some activities can diminish student interest, but context creation and multimedia integration can significantly enhance participation.

In summary, research underscores the need for thoughtful activity design that promotes student-centered learning, encourages active participation, and leverages modern teaching tools to create engaging and effective English language classrooms.

### ***Connotations of Student Engagement and Its Related Research***

Student engagement is conceptualized as the active involvement of students in learning activities, encompassing both physiological and psychological dimensions (Astin, 1984). It is a critical variable in interactive teaching, where students are seen as the primary agents in their educational journey. The level of student progress is directly proportional to their participation in classroom activities.

Since the 1970s, American educational researchers have developed various survey scales to measure student engagement, including the CIRP Freshmen Survey, CSEQ, and NSSE. These scales integrate students' subjective learning experiences with the objective educational environment, indicating that effective classroom teaching fosters active cooperative learning, robust teacher-student interaction, and a positive classroom and school atmosphere.

Jackson (1992) have contributed to the understanding of student engagement through their focus on curriculum experience and classroom participation. Kong (2000, 2003) provides a representative definition of student engagement in the Chinese context, outlining it as an active and individualized curricular experience that includes social connections and psychological ties to teaching materials. He further elaborates on the concept by proposing three dimensions of student participation: behavioral, affective, and cognitive.

Behavioral participation refers to the physical involvement of students in learning activities, while affective participation relates to their emotional responses and connections. Cognitive participation pertains to the mental effort and depth of understanding in the learning process. Kong's research also highlights the impact of teacher behavior on student engagement, affecting students' behavioral tendencies, emotional states, and cognitive engagement.

### 1) Behavioral Engagement

Behavioral engagement refers to the physical and psychological effort students invest in academic activities, which significantly correlates with their educational outcomes (Astin, 1984). Astin's theory emphasizes the importance of student motivation, the design of the educational environment, and the value of non-classroom experiences in enhancing student involvement.

Scarcella and Krashen's (1980) comprehensible input hypothesis and Long's (1981) negotiation and interaction theory highlight the role of teacher-student interaction in language learning. Classroom participation, which includes target language practice, is crucial for enhancing student engagement.

Zheng (2015) and Liu (2018) have highlighted the effectiveness of various introduction activities in English classrooms, demonstrating their impact on student learning states and performance. These activities not only facilitate engagement but also improve comprehensive language abilities.

### 2) Cognitive Engagement

Cognitive engagement is about the mental effort and depth of understanding that students bring to their learning experiences. Astin (1984) emphasized that participation is not just physical; it also involves psychological investment, highlighting the importance of the quality of participation in relation to personal learning and development. Students who are seriously engaged in activities, whether curricular or extracurricular, demonstrate their overall quality and ability, contributing directly to the outcomes (Chan, 2021).

Erickson (1992) found that cognitive processes significantly impact learners' knowledge acquisition. The complexity of these processes affects students' ability to engage with the material, and their cognitive engagement is influenced by their understanding of the teaching goals and their own skill levels. This suggests that teaching strategies should be tailored to maximize students' cognitive engagement, taking into account their varying abilities and backgrounds.

### 3) Emotional Engagement

Emotional engagement in learning is a critical aspect of student participation, as outlined by Astin (1984) and further explored by Erickson (1992). Astin posits that students' change and development are the result of their efforts and engagement interacting with school resources. Erickson emphasizes the importance of emotional connections in learning, suggesting that students' emotions are influenced by their previous experiences and their engagement with current social issues.

Brown (1989) underscores the role of learners' emotional states in determining the success of classroom tasks. Emotional engagement is not just about behaviors; it also encompasses the emotional aspects of learning, such as motivation, social and cultural understanding, and psychological characteristics.

Lenora (1989) highlights the cyclical nature of student engagement, where academic achievements and emotional activities are interdependent. Newman (1992) views student participation

as a psychological activity, distinguishing between intentional and cognitive forms, emphasizing the interplay between these elements.

Despite various interpretations, student engagement is generally understood within the framework of these three dimensions. This multifaceted approach allows for a comprehensive analysis of students' participation in classroom activities, capturing their thoughts, behaviors, and attitudes.

***Previous Studies on Differences in Student Engagement in English Classroom Activities across Demographic Background Variables***

Studies have increasingly explored student engagement in Chinese classrooms across various demographic backgrounds. This is reflective of China's emphasis on education reform and enhancing educational effectiveness. Scholars have examined student participation from diverse disciplinary perspectives, including pedagogy, sociology, and psychology, contributing to a rich theoretical foundation and empirical research.

Several factors influence student engagement, including oral proficiency, academic performance, and teacher encouragement. Students with higher oral scores and grades tend to be more active and willing to participate in classroom activities. Teachers' role in promoting participation is pivotal, as their encouragement can significantly impact students' engagement levels.

Student factors, such as seat position, academic performance, and self-confidence, also play a role. Students sitting in the front or middle rows are generally more active, while those in the back may feel less involved. Students with better performance often exhibit higher participation due to a sense of achievement and superiority.

Research by Mary and Sarah (1993) has highlighted the impact of teaching strategies, gender, social class, and the overall classroom atmosphere on student engagement. Hu (2014), Zhao (2015), and Ren (2016) have observed varying levels of student engagement in vocational high schools, with some studies suggesting concerns about cognitive and emotional participation. Xi (2018) found that rural students generally exhibit lower engagement than urban students, attributed to factors such as late English exposure, teacher limitations, and parental attitudes.

Cao (2021) and Ding (2021) have highlighted the role of classroom leadership positions in motivating student participation, with students in leadership roles demonstrating a stronger sense of responsibility and engagement.

***Introduction to the Current Situation of Students' Participation in English Classroom Activities at vocational high schools in Guandu District, Kunming, Yunnan Province, China***

The classroom is a pivotal venue for quality education, with classroom teaching activities being the fundamental means by which schools organize educational activities. These activities are instrumental in imparting knowledge, fostering innovation and creativity, abstract thinking, independent learning, logical reasoning, language expression, and other essential skills. The

effectiveness of classroom teaching heavily relies on student participation, necessitating English teachers at vocational high schools to cultivate student engagement, study its current state, and address any issues to enhance teaching and learning efficiency.

In Guandu District Vocational High School in Kunming, Yunnan Province, the interaction between teachers and students in English classes is limited. The focus is often on lecture-style teaching and practice, neglecting the development of students' listening, speaking, reading, writing, and communication skills. This approach fails to engage students actively, affecting the overall teaching effectiveness. Furthermore, a prevalent issue in English classrooms is student non-participation. Teachers may lack a comprehensive understanding of student engagement, leading to a superficially active classroom that does not truly involve students. This necessitates a thorough examination of student participation in English classroom activities at vocational high schools in Guandu District, Kunming City, Yunnan Province.

The overall engagement of students in cognitive, behavioral, and affective dimensions is notably low. In-depth analysis reveals low levels of cognitive and affective engagement, with higher behavioral engagement. Students tend to rely on shallow and dependent strategies rather than deep strategies in cognitive engagement, and their affective engagement is more negative than positive.

Correlation analysis among these dimensions indicates strong correlations between cognitive and behavioral engagement, cognitive and affective engagement, as well as between behavioral and affective engagement. The survey results further reveal that various factors influence student participation, including gender, grade level, urban/rural background, and leadership roles. Teachers must effectively design classroom activities to foster student engagement and enhance their participation, thereby empowering students and transforming the low participation status quo.

## **Methodology**

The objectives of this study were the vocational high school students in Guandu District, Kunming City, Yunnan Province, a total of 935 students. According to the sample size requirement of Krejcie and Morgan (1970), a total of 272 questionnaires were distributed through convenient sampling, and 261 valid samples were collected, with a return rate of 96%, accounting for a certain proportion of vocational high school students in the school. The basic information of vocational high school students in the school can be fed back, which had certain representativeness and statistical value.

In this study, the questionnaire on students' participation in English classroom activities at vocational high schools in Guandu District, Kunming City, Yunnan Province was adapted from the questionnaire on students' participation in mathematics classroom activities by Kong (2003) and the questionnaire on students' participation in English classroom activities by Sue (2014). The questionnaire was divided into two parts, the first part was to measure the information of students' demographic

background variables, and the second part was the situation of students' participation in English classroom activities at vocational high schools. The Cronbach's  $\alpha$  coefficient was 0.821, greater than 0.7, and the Cronbach's  $\alpha$  coefficient was between 0.720-0.864, which indicated that the scale designed by the final questionnaire had good reliability and data validity. The KMO coefficient of this quantitative questionnaire is 0.817, and the P value obtained by Bartlett's spherical test was 0.002 less than 0.05, it can be considered that the questionnaire has good validity.

## Results

### *Statistical Analysis*

Details of demographic information of students are shown in Table 1 below.

**Table 1:** Demographic Information of Students in Vocational Upper Secondary Schools

Background Variables	Classification	N	Percentage
Gender	Boys	141	54.0
	Girls	120	46.0
Leader Status	Yes	91	34.9
	No	170	65.1
Grades	Grade 1	88	33.7
	Grade 2	82	31.4
	Grade 3	91	34.9
Home Location	Urban	178	68.2

In this study, the mean value of each dimension was analyzed by using descriptive statistics, and then analyze the standard deviation and other methods to determine the participation of vocational high school students in Guandu District Vocational High school of Kunming City, Yunnan Province in classroom activities, including the students' attitudes towards classroom activities, and the content of the students' participation in the classroom in the three dimensions, and the results of the analysis are as follows:

In terms of behavioral participation, the teacher's explanation in class was still more stimulating, and can make students more willing to speak in class, will try to cooperate with the teacher, and pay more attention to the teacher's explanations. In terms of behavioral participation, the teacher's explanation in the classroom is still more stimulating, which can make students more willing to speak in the classroom, try to cooperate with the teacher, and pay more attention to the teacher's explanation. This feedback showed that the teachers' teaching effect is better, the relationship between teachers and students is better, the teachers can effectively organize the classroom atmosphere, and pay more attention to the students, and can help the students to summarize their learning problems.

Through the current scoring situation of the students' cognitive motivation to learn English, there are some students who are not motivated to learn English, and there are still a lot of frustration



and nervousness about learning English, especially for English tests. This makes some students say that they don't like English classes and are tired of English tests and exercises. This can reflect the students' attitudes towards the classroom practice of English subjects, students are tired of the repeated practice and hate the exercises, and the standard deviation is small, which means that the differences between the different students of this indicator are small, and the attitudes towards the exercises are more uniform, and it also reflects the students' perception of the English classroom activities, especially in the classroom to do the exercises, which is not liked by the students. It also reflects that students' perception of English classroom activities, especially doing exercises in the classroom, is not liked by students. The students' ratings of the indicators of the dimensions of emotional involvement are low. Students' attitudes towards English participation are more inclined to anxiety and more boredom, which can feedback that students do not have a lot of emotional involvement in English classroom activities, and the use of classroom activities to enhance the increase in interest in English learning does not bring positive effects to students. On the contrary, there were more aversions and students were more tired of learning English. As shown in the table, students were more likely to give higher scores to the indicators of feeling worried, nervous, and disgusted, all of which were above 3, while the scores of feeling happy, contented, and pleased were below 3, which already reflected the students' emotional involvement in English classroom activities.

As shown in Table 2, on the dimension of students' participation in English classroom activities, from the behavioral participation, the ratings are from 2.82 to 3.05, which can be said that the current students' behavioral participation in the classroom activities from the behavioral point of view is less. In terms of cognitive participation, the scores ranged from 2.8 to 3.81, indicating that the students' cognitive participation is strong, which can better evaluate the students' cognitive attitude towards participation in classroom activities. In terms of affective participation, the scores ranged from 2.45 to 3.52, which is still moderate, indicating that the students' affective participation in classroom activities has a certain foundation, but there is still a certain gap.

**Table 2:** Overall Reflection of Students' Classroom Participation

Dimension	Indicators	Mean	SD	Analysis
Behavioral Engagement	Concentrate on The Lesson	3.05	0.499	High
	Drill Down on The Exercises	2.82	0.509	Low
Cognitive Engagement	Superficial	3.67	1.362	High
	In-Depth	2.80	0.589	Low
	Dependent on The Teacher	3.81	0.731	High
Emotional Engagement	Sense of Fun	2.68	0.682	Low
	A Sense of Accomplishment	2.45	0.436	Low
	A Sense of Anxiety	3.52	0.398	High
	Boredom	3.43	0.862	High
Total		3.03		High

### *Differences Analysis*

As shown in Table 3, the P values in the one-way ANOVA table were all greater than 0.05, indicating that there was no significant difference between students of different genders. That implied that to carry out classroom activities in English, teachers do not need to care many differences between students of different genders. Teachers can grasp their situation in the classroom in a unified way, which can better maintain the sense of interaction in the classroom. However, girls' willingness to participate in classroom activities is lower than boys', which needs to encourage girls to participate more in classroom activities. Teachers should master students' psychology. In the design of classroom activities, students of different genders can participate in it and understand the ultimate purpose of classroom activity design.

**Table 3:** Differences in The Participation of Students with Different Genders

Dimension	Gender	N	Mean	SD	T	P
Emotional Engagement	Boys	141	3.05	4.341	0.839	0.557
	Girls	120	3.16	3.151		
Cognitive Engagement	Boys	141	3.42	5.417	1.174	0.619
	Girls	120	3.50	4.563		
Behavioral Engagement	Boys	141	3.59	0.496	1.895	0.703
	Girls	120	3.33	1.613		

As shown in Table 4, the P values in the ANOVA table were all less than 0.05, indicating that there were significant differences in the participation of students with different grades. That implied if teachers want to carry out classroom activities in English, they need to consider the actual learning situation of students of different grades, grasp their participation in the classroom, and can better maintain the sense of interaction in the classroom. According to the differences in the participation of students' classroom activities in different grades, the willingness of students in different grades to participate was different.

**Table 4:** Differences in The Participation of Students with Different Grades

Dimension	Grade	N	Mean	SD	T	P
Emotional Engagement	Grade 1	88	3.19	2.731	1.779	0.011
	Grade 2	82	3.00	0.897		
	Grade 3	91	2.76	1.452		
Cognitive Engagement	Grade 1	88	3.77	1.417	0.984	0.007
	Grade 2	82	3.52	3.594		
	Grade 3	91	3.38	1.563		
Behavioral Engagement	Grade 1	88	3.59	0.936	1.511	0.002
	Grade 2	82	3.15	1.594		
	Grade 3	91	2.71	0.448		

As shown in Table 5, the P values in one-way ANOVA table were all less than 0.05, indicating

that there were significant differences between students from different home locations. That is to say, to carry out classroom activities in English, teachers need to take into account the situation of students from different home locations and compare the differences of their participation in the classroom. In addition, teachers should master the psychology of students with different home locations, guide students in the classroom, and control students at different levels. In the design of classroom activities, students with different home locations can participate in the classroom activities. At the same time, they can understand the basic knowledge of classroom activities through the content of topics at different levels.

**Table 5:** Differences in The Participation of Students with Different Home Locations

Dimension	Home Location	N	Mean	SD	T	P
Emotional Engagement	Urban	178	3.05	0.535	-0.39	0.007
	Rural	83	2.86	0.688		
Cognitive Engagement	Urban	178	3.62	0.441	-0.374	0.019
	Rural	83	3.36	0.651		
Behavioral Engagement	Urban	178	3.56	1.052	-0.395	0.003
	Rural	83	3.02	1.121		

As shown in Table 7, the P values in the one-way ANOVA table were all greater than 0.05, indicating that there was no significant difference between students who are class cadres or not. That implied if teachers want to carry out classroom activities in English, it was not necessary to make differences between students who were class leaders or not, and we can grasp their situation in the classroom in a unified way, which can better maintain the sense of interaction in the classroom. However, students who were not class cadres are less willing to participate in classroom activities than students who were class cadres. This requires students who were not class cadres to participate more in classroom activities. Teachers should master students' psychology. In the design of classroom activities, all students can participate in it and understand the ultimate purpose of classroom activity design.

**Table 7:** Differences in The Participation of Students with Different Leader Status

Dimension	Leader Status	N	Mean	SD	T	P
Emotional Engagement	Yes	141	3.33	0.761	0.476	0.572
	No	120	3.28	0.821		
Cognitive Engagement	Yes	141	3.54	0.757	0.975	0.125
	No	120	3.35	0.856		
Behavioral Engagement	Yes	141	3.69	0.496	0.867	0.303
	No	120	3.43	0.613		

According to the results of the above difference analysis, there was no significant difference between students of different genders and students who are class cadres or not in English classroom

participation, but there were significant differences between students of different grades and home locations in English classroom participation.

## **Discussion**

Based on the above findings, the present study would like to discuss the following aspects.

First of all, the findings of this study show that the distribution of students at vocational high schools and the proportion of male and female students are different, with male students outnumbering female students. Overall, the willingness to participate in English classroom activities of students at vocational high schools in Guandu District, Kunming City, Yunnan Province, is average, with the willingness of junior students being higher than that of senior students, and the willingness of urban students being significantly higher than that of rural students.

Secondly, by analyzing the classroom participation of vocational upper secondary school students of different genders, different grades, different home locations, and whether they are class cadres in this study, there are four areas of discussion as follows.

There was no significant difference in the willingness of vocational high school students of different genders to participate in English classroom activities. Because the content of classroom activities provided by the Vocational High School of Guandu District Vocational High School in Kunming City, Yunnan Province has no obvious particularity, and there was no significant difference in the willingness of boys and girls to participate, which was also relatively consistent with the actual situation of the content system.

As the research results of Morganett (2001) showed, most of the subjects can basically actively participate in English classroom learning, their attitude towards classroom participation was positive. In general, there was no significant difference between boys and girls in English classroom participation except for concentration and dependence.

There were significant differences in the willingness of vocational high school students of different grades to participate in English classroom activities. The higher the grade, the lower the willingness to participate in the classroom, and the lower the grade, the stronger the willingness to participate in classroom activities, which also verified the research results of Hu (2014), that is, the lower grade students have better willingness to participate than the higher-grade students and would be more interested in classroom teacher interaction and activities.

There were significant differences in the willingness of vocational high school students to participate in English classroom activities among vocational high schools in Guandu District, Kunming City, Yunnan Province with different home locations. The willingness of urban students to participate in English classroom activities is higher than that of rural students. Urban students have more desire to perform and desire to participate in classroom activities. Therefore, vocational high school students

from cities and towns have more significant willingness to participate in English classroom activities. Just like Xi's (2018) analysis of the current situation of rural students' English classroom learning, rural students have some fear psychology in English subjects, and are influenced by schools, teachers, and families, which leads to their lower willingness to participate in classroom activities than urban students.

There was no significant difference in the willingness of vocational high school students to participate in English classroom activities whether they are class cadres or not. Because the content of classroom activities provided by the Vocational High School of Guandu District Vocational High School in Kunming City, Yunnan Province has no obvious particularity, there is no significant difference in the participation willingness of students who are class cadres or not, and it is also relatively consistent with the actual situation of the content system.

## **Conclusions**

A study of the current situation of students' classroom participation at vocational high schools in Guandu District, Kunming, Yunnan Province, included the following aspects.

1. In this study, the proportion of male students in the vocational high school in Guandu District, Kunming City, Yunnan Province, was higher, and the student body comprised students from the first to the third year of high school, with a slightly higher proportion of high school students than in the other two grades, and a higher proportion of students whose hukou was in towns and cities.

2. Overall, the participation of students in English classroom activities in the vocational high school in Guandu District, Kunming, Yunnan Province was generally at the medium level.

3. The variability in participation in English classroom activities varies among students at vocational high school in Guandu District, Kunming City, Yunnan Province who were of different genders, grades, home locations, and whether they were class leader or not.

1) There was no significant difference in the participation of vocational high school students of different genders in English classroom activities in Guandu District, Kunming, Yunnan Province.

2) There were significant differences in students' participation in English classroom activities among different grades of vocational high schools in Guandu District, Kunming City, Yunnan Province. The lower the grade, the higher the students' participation in English classroom activities, which indicated that the lower grade students want to participate in classroom activities designed by teachers more.

3) There were significant differences in the participation at vocational high school students in English classroom activities in Guandu District, Kunming, Yunnan Province, with different home locations. Among them, urban students' classroom participation was higher than that of rural students, their interaction with teachers was stronger, and the effect of participating in classroom activities was more obvious.

4) There was no significant difference in the participation of vocational high school students in English classroom activities whether they were class cadres or not.

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