

The Effects of EFL Classroom Environment, Collaborative Learning, Students' Motivation in Learning, EFL Teachers' Support on Student's performance: An Empirical Literature Review

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Abstract

EFL Classroom Environment, Collaborative Learning, Teacher Support combined with students' motivation form the basis of students' performance. However, China has also conducted several studies on language learners' classroom performance in the past few decades, but most of these studies are limited to universities or colleges. There are relatively few studies on Secondary school students, let alone further exploring the specific application of classroom performance in practical teaching, which needs to motivate teachers to provide more empirical support for foreign language learner. This study mainly explores the impact of EFL Classroom Environment Collaborative Learning Teacher support on students' performance in English, mediated by students motivation in learning. Litature was collected using online databases such as Google Scholar, Web of Science, and ProQuest. By analyzing the article using inductive analysis and narrative synthesis, we can draw the following conclusions:

(1) It has been confirmed that the EFL classroom environment, collaborative learning, and students motivation have a positive impact on student performance. However, when it comes to micro projects related to classroom performance, there has not been in-depth research yet. Therefore, the background of this study should be extended to schools in other places and countries, and to investigate the classroom performance of English learners at the micro level, in order to enrich and develop classroom performance in the field of foreign language acquisition.

(2) In the future, researchers should encourage teachers to pay more attention to students' performance. To create a harmonious and efficient classroom atmosphere and integrate new teaching methods.

1. Introduction.

In English teaching, Teachers should not only pay attention to language factors, but also fully mobilize students' learning motivation by using non-verbal symbols such as images, sounds, and body movements (Myroslav & Miroszláv, 2024). The classroom environment provides teachers with rich teaching information resources. The environment and context of language use, the

transmission and expression of content are crucial to the teaching effect of teachers. However, traditional classrooms do not effectively utilize classroom resources, which is not conducive to the communication and interaction between teachers and students in the classroom (Durrani et al., 2022). In order to adapt to the requirements of the times, it is necessary to create a barrier-free interactive environment in the classroom, improve the quality and quantity of communication between students and teachers, and transform the learning of English language knowledge from mechanical practice to internalized knowledge and skills (Nikoabadi et al., 2024).

At present, Most English classrooms still use the traditional English teaching method, which is mainly based on teacher lectures. This teaching method puts students in a passive position, lacks the awareness of independent exploration and teamwork learning, and hinders the cultivation of students' independent learning awareness. In this case, a teaching method that can liven up the classroom learning atmosphere and give full play to students' initiative is needed. Teachers need to adapt to the development of the times, innovate educational and teaching concepts, integrate collaborative learning into the teaching process, encourage students to actively carry out learning exchanges and interactions, let students gain new learning experiences, fundamentally consolidate students' English foundation, and improve students' language learning outcomes. Collaborative learning is a commonly used teaching strategy in English classroom teaching. It is used to improve students' classroom learning atmosphere, enhance students' teamwork awareness and lifelong learning awareness, and play an important role in improving students' learning efficiency (Ghavifekr, 2020). Enable students to actively explore knowledge when learning, truly collaborate efficiently with peers, and teachers and students communicate well on an equal basis to improve classroom performance (Haugland et al., 2022)

Self-determination theory believes that in student interaction under the teacher-student dialectical paradigm, teachers, as one of the most important roles in the English teaching environment, have an important impact on students' learning (Mai, 2022). Teachers' behavior and interaction with students are considered crucial in the classroom. Students make judgments about their abilities and efforts based on specific teaching behaviors (Seidel et al., 2021). The key to educational implementation lies in teachers (Markula & Aksela, 2022). To truly achieve learner-centeredness, learners' main role must be effectively played. This requires reflecting on the impact of teachers' behavioral support in the teaching process on learners (Ghaleb, 2024). Teacher support has a positive impact on learners, including learners' mental health, effective learning, reduced anxiety and loneliness, enhanced learning motivation, learning experience and learner satisfaction (Anthonysamy & Singh, 2023). However, there are still few studies aimed at capturing and examining teacher support in the context of English classrooms, especially in secondary school English classrooms (Kwee, 2021).

In foreign language learning, motivation is crucial because it affects learners' enthusiasm, classroom performance and teacher feedback (Dewaele & Li, 2021). Learning motivation is considered to be a key factor in cultivating students' sense of achievement and satisfaction (Filgona et al., 2020), and has aroused widespread research interest and attracted widespread attention from the academic community. Based on this, the purpose of this paper is to evaluate the current literature and discuss the role of EFL classroom environment, collaborative learning, EFL teacher support, and student motivation and classroom performance.

Purpose

The purpose of this paper is to identify and analyze empirical articles on the impact of EFL Classroom Environment, Collaborative Learning, EFL teachers' support and students' motivation in learning on Student's performance in English from 2014 to 2024.

2. Literature Review

2.1 EFL Classroom Environment

Scholars do not have a unified definition of EFL classroom environment. Most of them mainly study English classroom environment from the perspective of English classroom environment. Based on the humanistic environment theory proposed by Moos, (Liu, 2015) defines foreign language classroom environment as "all social psychological factors that exist in the process of foreign language classroom teaching and affect the conduct of teaching activities and their quality and efficiency". In China, English is one of the main foreign languages that students need to learn, and classroom teaching provides them with opportunities to learn English (Liu et al., 2016). Obviously, having a good English classroom environment will have a good impact on students' academic performance and development.

This study defines EFL Classroom Environment as the sum of many physical, social and psychological factors that exist in the foreign language classroom teaching process and affect the development of foreign language teaching activities, the quality and effectiveness of teaching.

The EFL classroom environment in this study is mainly divided into physical, social and psychological environments.

2.2 Collaborative Learning

There is no accurate definition of collaborative learning, and different researchers have given different ideas based on their own understanding and research results.

Dr. (Sharan, 1994) defines collaborative learning as a general term for all methods used to organize and promote classroom teaching. The basic feature of all methods used by learners in the learning process is cooperation. American scholars (Allyn et al., 1992) define collaborative learning as "organized group learning activities that make learning dependent on the information exchange of the social structure between learners in the group, in which each learner is responsible for his own learning and motivated to increase the learning of others". (Mevarech & Light, 1992) define collaborative learning as a learning environment in which learners work together in a team to achieve common goals. (Guskey, 1980) believes that, fundamentally, collaborative learning is a teaching method.

Through the above analysis, this study believes that collaborative learning is a classroom teaching model designed in the context of English classroom, so as to achieve common development and progress.

2.3 EFL Teacher support

Teacher support, a subjective concept, is typically measured through students' perceptions of their teachers' supportive behaviors (Tao et al., 2022). Students' awareness of their teachers' attitudes and emotions significantly impacts their learning behavior (Frenzel et al., 2021).

Scholars have diverse focuses on teacher support research. Foreign researchers emphasize the broad connotation of teacher support, encompassing academic and emotional support, which influences students' perceptions significantly (Gonul Sakiz et al., 2012). Effective teacher support involves recognizing and praising students, thereby boosting their learning enthusiasm and

problem-solving abilities (Mageau & Vallerand, 2003). In contrast, Chinese scholars define teacher support as assistance in both academic and personal realms, stressing the importance of teachers' attitudes in fostering student motivation (Dewaele & Li, 2021; Sun, 2021).

Teachers should respect, understand, and emotionally engage with students, actively listening to their concerns and guiding their behaviors and opinions (Sun, 2021). Based on these definitions, this study defines teacher support as comprising three dimensions: learning support, ability support, and emotional support.

2.4 Student's Motivation in learning

Foreign language learning motivation is defined as the desire to learn and master a foreign language (Papi & Hiver, 2020). It is a crucial factor influencing students' English learning, encompassing both internal and external motivations. Internal motivation refers to the intrinsic desire to learn, while external motivation includes practical goals such as career advancement (Rahardjo & Pertiwi, 2020; Haider, 2022; Bai & Wang, 2021).

English learning motivation enables students to actively engage in learning activities and guides their behavior towards achieving specific goals. Researchers highlight that motivation is dynamic and can fluctuate due to various factors (Seven, 2020; Kruk, 2021).

2.5 Student's performance

There is no consensus on the definition of students' classroom performance. Modern psychology describes behavior as the explicit activity of organisms, including both observable actions and internal cognitive processes (Harris et al., 2022; Hafdi et al., 2023). Classroom performance can be categorized into significant and non-significant behaviors (Seyyedrezaei et al., 2022), and static versus dynamic learning behaviors (Abdulaal et al., 2022).

This study classifies students' classroom performance into three dimensions: behavioral performance (observable actions), cognitive performance (use of cognitive strategies), and emotional performance (interest and value perception in learning) (Sato & Storch, 2022).

2.6 Definition variables

This conceptual framework constructed the gap acknowledge from literature. The system which stresses different connections among the variables is given beneath (shown in Figure).

Independent variable.

Teacher support: involves emotional, academic, and behavioral support provided by the teacher, as well as positive expectations and feedback from the teacher regarding student learning (Kimani, 2021).

EFL classroom environment: involves the physical and psychological features of the classroom such as classroom layout, resource availability, atmosphere, teacher-student interactions, and student relationships (Klang et al., 2021).

Cooperative learning: refers to interactive and collaborative campaigns among students implemented in EFL classrooms aimed at enhancing learning through group work (Klang et al., 2021).

Mediating Variables.

EFL students' motivation in learning: refers to the intrinsic and extrinsic factors that drive students to engage in English language learning and strive to improve their academic performance (Nurjani, 2023).

Dependent Variable.

EFL students' performance: refers to students' performance in English language learning, which is usually measured through exams, assignments and other forms of assessment (Elaish et al., 2023).

The validity of the variables that have been incorporated in this study is very promising as these variables have been studied, researched and developed by previous researchers and scholars. Thus, the variables used in this study have been measured well of their validity (Faliza et al, 2024). The process of identifying these variables was climacteric, and in-depth studies were taken in order to develop a well-founded conceptual framework. The aspirations of this research are to understand the dependent variable as well as to quantify and predict it too (Trafton et al., 2024). In this study, the dependent variable is EFL Students' Performance.

Lastly, Student's Motivation in Learning is the mediating variable, which is also known as that conceptualizes the influence of the independent variables on the dependent variable. In short, all these aforementioned intervening variables and independent variables are tested against the dependent variable to deduce its significance (Noriska et al., 2023).

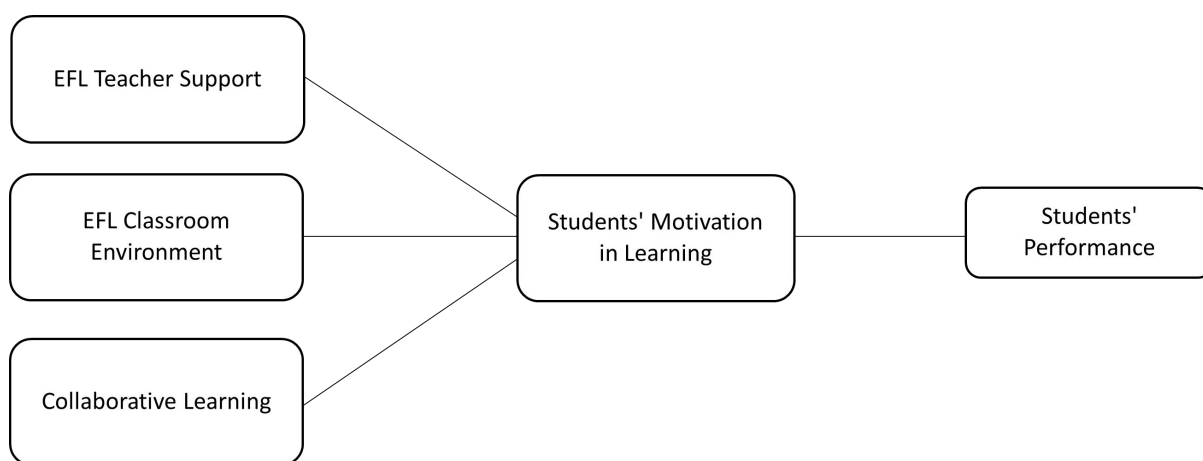


Figure: Conceptual Framework.

2.7 Justifying Relationships between the Variables

2.7.1 Relationship Between EFL Teacher support and Students' Performance

Teachers' teaching behavior and students' classroom performance are strongly correlated (Brokamp et al., 2019), including the effectiveness of teachers' classroom behavior, teacher classroom management, teacher preparation before class, the use of teaching aids, teachers' effective support and encouragement, and teachers' emphasis on homework and exams. (Blazar & Kraft, 2017)'s study has explored the correlation between classroom performance and teachers' teaching behavior, and have explored in depth how to improve students' classroom performance by improving teachers' teaching behavior.(Ayers & Ayers, 2014) found that during the classroom teaching process, teachers' classroom behavioral performance is related to students' emotional performance. Reasonable classroom behaviors implemented by teachers can improve students' enthusiasm for learning and make them willing and dare to express themselves in the classroom.

2.7.2 Relationship Between EFL Classroom Environment and Students' Performance

Students' Performance is closely related to the three dimensions of the human environment divided by (Moos, 1973). (Wang & Holcombe, 2010) explored the relationship between junior high school students' perceptions of the English classroom environment and students' classroom performance. The results show that junior high school students respond differently to different English classroom environments and classroom performances. (Han et al., 2022) study the impact of college English classroom environment on students' English learning. The results found that there is a causal relationship between the college English classroom environment and students' classroom performance. (Cheng, 1994) found that the internal environment of the classroom is related to students' classroom behavior. (Ayers & Ayers, 2014) found that during the classroom teaching process, teachers' classroom behavioral performance is related to students' emotional performance. Reasonable classroom behaviors implemented by teachers can improve students' enthusiasm for learning and make them willing and dare to express themselves in the classroom, while inappropriate classroom behaviors implemented by teachers can undermine students' learning confidence and make students fearful of performing in the classroom. (Ryan & Patrick, 2001) conducted a study on the relationship between 8th grade students' psychosocial environment in mathematics classrooms and changes in classroom performance of 7th to 8th grade students. Research shows that teachers' promotion of interaction and mutual respect in the classroom psychological environment are correlated with changes in students' emotional expressions.

2.7.3 Relationship Between Collaborative Learning and Students' Performance

Collaborative learning is related to students' performance in the context of flipped classrooms (Yildiz Durak, 2022). In the study of flipped classrooms, (Wen et al., 2015) verified the relationship between the flipped classroom teaching model based on collaborative learning and students' classroom performance through questionnaire surveys and discourse analysis, (Hennebry & Fordyce, 2018) investigated students from different countries and proved the relationship between collaborative learning and students' classroom behavior. The study showed that collaborative learning helps to improve students' interest and participation in class. (Erbil, 2020) analyzed that long-term collaborative learning is related to students' positive behavior and can help improve learning efficiency. (Alias et al., 2024) analyzed the relationship between collaborative learning and students' classroom behavior in classroom teaching from the perspective of teachers.

2.7.4 Relationship Between EFL Classroom Environment and Students' Motivation in learning

The classroom is the main environment for students to learn science and construct knowledge, and it is also the most important place that affects students' learning development (Bächtold,

2013). The construction of the learning environment is the basis of teaching methods, and the learning space is a special learning environment. There is a close relationship between learning goals and classroom environment. (Ames, 1992) pointed out that although students' learning goal orientation is related to previous experience, past achievements or parents' goals and beliefs, the classroom still occupies a dominant position. When the classroom emphasizes the meaning of learning, self-referenced evaluation criteria, and self-guided learning opportunities, students may have a stronger purpose for learning. This indicates that the classroom environment can be associated with students' learning enthusiasm and internal and external motivation

2.7.5 Relationship Between Collaborative Learning and Students' Motivation in learning

With the development of science and technology, the hardware facilities of schools have also been upgraded accordingly. This has expanded the scope of application of collaborative learning and made it more practical due to the addition of technology (Hepp et al., 2004). The correlation between collaborative learning and foreign language learning has become closer (Imai, 2007). Since there is no consensus on the concept and structure of motivation in collaborative learning, the factors affecting motivation are also quite different (Schoor et al., 2015). Combined with the classification of non-technical antecedent variables of intrinsic motivation (Tonial, 2009).

2.7.6 Relationship Between EFL Teacher Support and Students' Motivation in learning

Many scholars have conducted extensive research on the impact of teacher relationship support on students, which has a great guiding role in educational practice. Relevant research on the teacher-student relationship (such as Leo et al., 2022; Osterman; Assor & Yitshaki, 2023; Chiu et al., 2024) shows that the emotional expression of concern and understanding and the degree of psychological integration between teachers and students determine children's ability to needs, the need for self-determination, and especially the need for belonging. (Hettinger et al., 2023) showed that positive support from teachers can enable students to have positive emotional and motivational states. Even if students' grades are not ideal, as long as they can feel the teacher's care, they will still maintain their enthusiasm and efforts in learning. (Zhang Gaozi, 2023) focused on the impact of teacher support on the foreign language enjoyment of 403 students in three grades of junior high school, and divided teacher support into four dimensions for investigation. The results show that most junior high school students can feel the support of their English teachers; there are significant differences in students' perceived teacher support by grade; junior high school students' foreign language learning enjoyment is at a high level; most students are in the process of learning foreign languages Everyone can feel happy.

2.7.7 Relationship Between Students' Motivation in learning and Students' Performance

Learning motivation has the function of driving students to carry out learning behavior, and its role is reflected in many aspects of student performance (Pintrich, 2003). The Yerkes-Dodson law reveals that learning motivation is related to academic performance (Khazaei et al., 2021). All students are affected by learning motivation to a certain extent, and those who have a high desire for success will work hard to show themselves (Yahya et al., 2023). Self-determination theory believes that when the psychological needs for autonomy and ability are met, learning motivation and academic achievement will promote each other (Froiland et al., 2012); individuals with learning motivation will persist in performing tasks and are more likely to achieve their goals (Fishbach & Woolley, 2022). At the same time, achieving higher achievements in a given activity will promote perceived ability, thereby generating higher learning motivation (Diaconu-Gherasim et al., 2022).

2.7.8 The mediating role of Students' motivation in learning

In recent years, a large number of studies have shown that learning motivation plays an important role in second language acquisition (Alamer & Al Khateeb, 2023). Motivation is the internal motivation of students to learn English well and is the embodiment of conscious initiative (Huang, 2023). Students can only learn a foreign language well if they know why they learn and have a strong interest and desire to learn. A high level of motivation is conducive to Teacher Support, EFL Classroom Environment and Collaborative Learning. Good classroom learning performance can in turn improve the level of motivation (Mirbabayeva, 2022). Foreign language learners with strong learning motivation have better learning performance than those with weak motivation. Learning motivation gives students a strong motivation, makes them more perseverant, and makes them devote themselves to learning for a long time and steadily (Tolman, 2023).

2.8 A review of the empirical literature on EFL Classroom Environment, Collaborative Learning, EFL Teacher Support and Student Motivation in Learning and Students' Performance.

Numerous studies have explored the impact of EFL Classroom Environment, Collaborative Learning, EFL Teachers' support, Students' Motivation in Learning and Students' Performance, though specific aspects often remain underexplored (Song & Song, 2023; Fansury, 2019; Chen et al., 2021).

Effective English teaching methods and English classroom environment jointly promote the quality of classroom teaching and have a positive impact on students' classroom performance. (Rosyada & Ramadhianti, 2017) At the same time, teacher support positively affects students' classroom performance, and teacher motivation and support play a vital role in students' positive classroom performance (Wang et al., 2022). Studies have shown that an efficient classroom environment and different teaching methods help EFL students' enthusiasm and concentration, making their classroom performance more positive (Li et al.; Xie & Guo, 2023; Sadoughi & Hejazi, 2021).

For instance, (Zhai, 2021) found that classroom environment and collaborative learning significantly affected Chinese students' motivation to learn English. Similarly, (Peng & Fu, 2021) demonstrated a significant relationship between classroom environment, motivation and

performance of students learning English as a foreign language. (Vega-Abarzúa et al., 2022) also highlighted the positive relationship between classroom environment and collaborative learning and EFL students' performance.

Cross-cultural studies, such as those by (Bjerke & Xenofontos, 2024), reveal that the impact of EFL classroom environment on student performance varies by cultural context, underscoring the complexity of these relationships.

(Wei et al., 2019) conducted an experiment on 832 Chinese middle school students, which proved the positive impact of classroom environment on students' performance; (Umar, 2017) conducted a controlled experiment on 257 middle school students, which proved that a better physical classroom environment would make students' classroom performance more positive; (Akoto-Baako & Kissi-Abrokwhah, 2021) conducted a classroom environment study on 327 Ghanaian high school students and found that the classroom psychological environment has a great impact on students' classroom performance, and students' classroom performance is better in a good psychological classroom environment.

As artificial intelligence (AI) technology advances, it will inevitably bring many changes to classroom practice. (Troussas et al., 2023) found that collaborative learning can significantly affect students' classroom performance in the AI era and better meet students' learning needs. (An et al., 2022) conducted an experiment with 501 urban and rural students of different types in China, proving that there is a significant relationship between collaborative learning, EFL students' motivation and classroom performance.

Research on collaborative learning, such as (Cagatan & Quirap, 2024), proved the role of collaborative learning in promoting classroom performance among primary school students. The results of the experiment showed that collaborative learning was effective in promoting the enthusiasm of primary school students in classroom performance; (Qureshi et al., 2023) focused on the development of collaborative learning ability and used structural equation modeling to analyze the impact of collaborative learning on the classroom performance of 400 students at Iqra University. The results showed that collaborative learning had a positive impact on their classroom performance.

The study (Pakarinen et al., 2020) investigated the association between teacher-observed emotional support and preschoolers' classroom performance in Finland. The results showed that the higher the quality of teacher emotional support, the more positive the children's classroom performance. The results highlight the positive role of teacher emotional support on preschoolers' classroom performance.

Overall, the research shows that motivation of English learners is a key factor in language acquisition and is significantly influenced by classroom environment, collaborative learning, and teacher support. This relationship is mediated by factors such as self-efficacy, learning engagement, and academic emotions (Zheng & Zhou, 2022). Effective classroom environment and teaching strategies can foster positive emotions and engagement, ultimately improving students' classroom performance (Monteiro et al., 2021).

In order to have a clearer picture of these empirical studies, a matrix table of these factors is made as follow:

Table 1: The Present Study of EFL Classroom Environment, Collaborative Learning, EFL Teacher Support and EFL Student's Motivation in Learning on EFL Student's performance

Authors & year	Classroom Performance	Methodology	Research context	Findings
Rosyada & Ramadhianti (2017).	Students' Classroom Performance	Quantitative	Indonesian 71secondary school students	The effect is significantly effect
Wang et al. (2022)	EFL learners' behavioral performance	Quantitative	546 university students in China	There is a strong correlation
Sadoughi & Hejazi (2021)	EFL learners' cognitive performance	Quantitative	Iranian learners in Tehran	Significantly effect
Zhai (2021)	Collaborative Learning (writing)	Quantitative	American students of Chinese as a foreign language	A positive effect exists
Vega-Abarzúa et al. (2022)	Collaborative Learning	Quantitative	132 Chillan students	Direct impact
Troussas et al. (2023)	Collaborative Learning	Quantitative	Canadian secondary students (native English speakers)	A positive effect
Cagatan & Quirap (2024)	Collaborative Learning	Quantitative	202 Laguindingan District primary students	Significantly effect
Qureshi et al. (2023).	Collaborative Learning	Quantitative	400 students at Iqra University	A positive effect
Wei et al. (2019)	Classroom Environment	Quantitative	832 Chinese secondary students	Positive mediating effect
Mohammad et al. (2022).	Physical Environment Social Environment Psychological Environment	Quantitative	Iranian 386 EFL learners	Strong predictors
Umar (2017).	Physical Classroom Environment	Quantitative	257 Sudan secondary students	A positive effect
Akoto-Baako & Kissi-Abrokwah (2021)	Psychological Classroom Environment	Quantitative	327 Ghana senior high students	Significantly effect
Zheng & Zhou, (2022)	Students' Extrinsic Motivation and Classroom social environment	Quantitative	115 Chinese students	A positive effect
Monteiro et al., 2021	Classroom environment and collaborative learning	Quantitative	1188 Portuguese students	Having a positive effect
An et al. (2022)	Teachers' support	Quantitative	501 Polish master's degree in English	Significantly effect
Wang et al. (2022)	Teachers' Emotional support	Quantitative	546 Israeli students	There is a strong correlation
Tuan (2012)	Teachers' Ability support and Internal motivation	Quantitative	University for Natural Resources and Environment in Vietnam	The effect is significantly positive
Williams & Burden (1999)	Teachers' learning support and learning environment and confidence and attitude	Quantitative combine Qualitative	Cambridge University Students	There is a correlation
Peng & Fu (2024)	EFL Student's Motivation in Learning(External motivation)	Quantitative	960 United States and Italy secondary students	Positive mediating effect

Gardner & Lambert (1959)	EFL Student's Motivation in Learning (Internal motivation)	Quantitative	299 non-English major undergraduates	Positive mediating effect
Gusmuliana et al. (2021).	Student's Internal motivation	Quantitative	60 students from the English Tadris study program at IAIN Curup	There is a strong correlation
Johnson et al. (2023)	EFL Classroom environment, collaborative learning, and teacher support vary by cultural context	Quantitative	20 secondary Social studies and English language arts educators	Positive and significant impact

3. Discussion

The review summarizes the current research on the influence of EFL classroom environment, collaborative learning, teacher support, and English learning motivation on students. It focuses on introducing the three-dimensional physical and social psychological environment of the EFL classroom environment, collaborative learning, students' internal motivation and internal motivation of English and English learning. External motivation and emotional support and learning support of EFL teachers. The quantitative method dominates this study, focusing on foreign language teachers and students. Part of the discussion section deeply discussed several key points obtained from the literature.

3.1 Comparative Analysis of domestic and foreign EFL classroom environment, collaborative learning and EFL teachers' support Research

In the study of the EFL classroom environment, foreign research showed a qualitative leap. The research on the three dimensions of the classroom environment, the physical and psychological and social environment of the classroom environment has become the mainstream trend of classroom environment research in recent years. The environment that humanistic theory believes that is beneficial is the environment of security, care, acceptance, trust, respect and understanding (Bland & DeRobertis, 2020). According to (Chang-Tik & Goh, 2023), there are several necessary elements to create a social and psychological atmosphere that is conducive to learning. These elements include the atmosphere of mutual respect, collaboration, support, mutual trust, fun and human nature. In a mutually respectful environment, students and educators have rich experience, appreciated and provided learning resources (Hegseth, 2021). Although the research of the international classroom environment is booming, China's classroom environment research is still in its infancy, and there is fewer research on the physical psychological and social environment of the classroom environment in China. According to the author's personal survey, there is only one study (Umar, 2017) clearly proposed the term "physical psychological and social environment". Therefore, it is urgent to conduct empirical research to explore the physical and psychological society of the English classroom environment of Chinese middle schools. , Improve and develop theoretical and practical of the classroom environment.

Collaborative learning was recognized by foreign academic circles as early as the 1970s and 1980s. It has been studied for decades for cooperative learning abroad, and has been widely used

in education and teaching in primary and secondary schools. It conforms to the needs of the times, and has restructured the way of classroom teaching in order to change traditional teaching. It combines the principles of interpersonal communication with the principles of cooperation in teaching psychology to promote the development of cognition. Studies have been mature in cooperative learning abroad.

With the advent of the information technology revolution, collaborative learning has gradually entered the field of teaching in the field of teaching in China, and inspected the "student -centric" flipping classroom teaching. The teaching mode is generally in the form of form, paying attention to the surface phenomenon, and the actual effect is not ideal. In the specific teaching, the phenomenon of "soup is not changed" is serious. Classroom teaching is still mainly taught by teachers. Students are for cooperation. Collaboration does not really become the master of classroom teaching. Collaborative learning is a very innovative and practical learning model. The theory and practical research on collaborative learning is also spread all over the world, and has achieved much progress and development. This has aroused more researchers' attention and exploration of collaborative learning.

Teachers are an important factor in the learning situation and have a significant impact on students. Foreign language teachers play a key role in building an incentive, support, security and friendly environment to improve the performance of students' foreign language classrooms. Support, status adjustment and research results. In contrast, China's research on teachers' support starts late, and often lacks the depth of international research. This triggered people's questioning of whether foreign countries applied to the Chinese background, and emphasized the need for more localized research.

3.2 Students' motivation in learning : A Critical Factor

Students' motivation in learning is widely recognized as crucial for middle school students' foreign language learning. The relationship between motivation and learning performance is indicated by Yerkes Dodson's law, which suggests that there may not necessarily be a completely proportional relationship between motivation and performance. However, researchers have mostly focused on the influence of foreign language learning motivation in universities and adults, and there is relatively little research on foreign language learning motivation in secondary schools. This negligence is problematic because middle school is a critical period for language acquisition. At the same time, middle school students are facing the pressure of further education. The correct foreign language learning motivation in the new English curriculum standard (2017 version, revised in 2020) can play a certain promoting role in students' foreign language learning. Learning motivation directly restricts students' learning enthusiasm, determines their learning direction, and affects their learning performance, Future research should address this gap by investigating motivational factors specific to younger learners.

3.3 Shift from Teacher's teaching to student learning

With the rise of the Chinese economy and the process of globalization, the use of Chinese English is becoming more and more common. Research focus has changed from traditional teachers' teaching to focusing on students' learning experience, and emphasizes students' classroom performance. In China, the main environment of English learning is still classrooms, but the systematic empirical research of middle school students' classroom performance is lacking.

This gap highlights an important area of future research, especially considering the importance of guiding language learning in the Chinese education environment.

3.4 Limited Geographical Scope

Most studies reviewed are conducted in a few countries, such as Indonesia and Iran, focusing on non-English major students. This narrow geographical scope limits the applicability of findings to broader contexts. Expanding research to include diverse educational settings and student populations across different countries would enhance the understanding of EFL Classroom Environment, Collaborative Learning and EFL student motivation in learning globally.

3.5 Theory and conceptual framework

Many empirical research theories have lack new ideas and conceptual frameworks are often similar. This indicates that new theoretical methods need to explore the relationship between EFL classroom environment, collaborative learning, teacher support, Student motivation in learning and students performance. In addition, the mediating role of student motivation is limited in EFL classroom environment, collaborative learning, teacher support, and student classroom performance. Addressing this gap can help understand how students' internal and external motivations affects their learning performance.

3.6 Geographical scope is limited

Most of the studies reviewed are conducted in a few countries such as Indonesia, Iran and Finland, and are mainly targeted at non -English majors. This narrow geographical range makes the research results insufficient in applicability in a wider range of backgrounds. Extend the study to different educational environments and student groups, including different countries, and will enhance the global understanding of teachers' support and English learning motivation.

3.7 Future research direction

According to the discussion, future research should be: Expand geography and population: research in different regions, including different education levels to ensure that the results of the research are widely used.

Pay attention to the secondary school students: Investigate the motivation factors and classroom performance of middle school students, middle school students are a critical period for language learning. Innovation theoretical framework: Develop and test new theoretical models to better understand the complex relationship between classroom environment, collaborative learning, teacher support, motivation, and performance.

Check the role of the intermediary: exploring the motivation of English learning. How to intermediaries EFL classroom environment, collaborative learning, teacher support, and student performance relationships, focusing on the results of cognition and behavior.

In short, although existing research provides valuable insights, solving these gaps will deepen our understanding of EFL classroom environment, collaborative learning, teacher support, and motivation to affect EFL students' performance, and ultimately improve education practice and results.

4. Conclusion

In this empirical review, we have compiled and analyzed the recent rich research literature on EFL classroom environment, collaborative learning, EFL teacher support, and student learning motivation on the impact of classroom performance. There is enough literature to show that the three dimensions and collaborative learning of the classroom environment and the three dimensions supported by teachers and the impact of the external motivation and internal motivation of English learning have greatly improved classroom performance.

However, Research on the influence of classroom environment, collaborative learning and teacher support and student learning motivation on students is still limited. Only (Hoferichter et al., 2022) studied the three dimensions and collaborative learning of the classroom environment, as well as different types of teachers 'support on the performance of students' English classroom performance.

Their research found that the physical environment and social environment and collaborative learning

as well as the emotional support and learning support of teachers is significantly positively correlated with students' psychological expression and the external motivation of English learning, but the classroom psychological environment and Teacher's ability support internal motivation with English learning has no significant correlation with students' English classroom performance.

At the same time, when considering the research theoretical foundation, research background, and research design, the factors affecting classroom performance, that is, EFL classroom environment, collaborative learning, teachers support and empirical research on learning motivation for students, can be blank. It can expand the support theory and research background of supporting theory and research background. Research and design to fill this gap.

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