

**Utilization of Online Learning Platform, Online Learning Engagement, and English
Proficiency of Non-English Majors in a University in China**

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Abstract

This study used the descriptive-correlational research design to investigate the relationship of the utilization of online learning platform and online learning engagement to the English proficiency among non-English major students in a university in China for the school year 2021-2022 as inputs to an enhanced curriculum for an online College English course. The data of 189 non-English major freshmen in one university of Zhongshan City, Guangdong Province were collected through the researcher-made questionnaires and the national College English test band 4. The data analysis via SPSS displayed that the English proficiency of 189 respondents is in the degree of “Outstanding”. It was discovered that the respondents’ utilization of online learning platform and their online learning engagement have a significant relationship with their English proficiency. Additionally, the 189 respondents’ utilization of online learning platform and their online learning engagement also have the significant relationship, which implies that respondents’ utilization of the online learning platform has a relationship with their English proficiency through their autonomous learning, collaborative learning, and interactive learning. Those findings and conclusions inspired the researcher to put forward the proper construction of online learning resources, effective management of online learning behaviors, and accurate evaluation of online learning processes, which are necessary for an enhanced curriculum for online College English course in China.