



## The Effect of Autonomy-Supportive Teaching on Chinese Architectural Higher Vocational Non-English Majored Students' Intrinsic Motivation and Oral English Achievement

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### ABSTRACT

**Purpose:** The development of higher vocational education in China has received significant attention in terms of promoting the practical application of oral English skills among higher vocational students in the globalised technical industry. This is achieved by enhancing intrinsic motivation. The self-determination theory (SDT) was used to look into how autonomy-supportive teaching (AST) and traditional teacher-oriented teaching (TOT) affected the motivation and English-speaking skills of students who were not majoring in English at a Chinese architectural higher vocational college. A quantitative approach was

employed for data analysis. **Method:** A sample of 40 students undergoing AST and another sample of 40 students receiving TOT were randomly selected from the first grade of the building construction major in this college. The pre-test and post-test were administered at the start and conclusion of the semester for comparative analysis. Two participant groups completed an oral English test and responded to the Speaking Motivation Scale (SMS). The collected data was processed using SPSS 26. **Findings:** The intervention's comprehensive scaffolding led to statistical results showing that the experimental group outperformed the control group in terms of intrinsic motivation and oral English achievement. **Implications for Research and Practice:** The study's findings highlight the superior effectiveness of AST over TOT in the specific context of this research.

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## Introduction

The development of higher vocational education has received significant social attention under the in-depth reform of China's education system. Higher education in China plays a crucial role in modern society, serving as a key driver of industrialization and socialisation. Currently, it plays a vital role in promoting societal development, technological innovation, and enhancing China's labour force quality (China, 2022). The prominence of higher vocational education in China has led to increased interest among researchers in studying various aspects of this field. Topics such as curriculum design, teaching strategies, teacher training, technology implementation, school-enterprise cooperation, and quality assurance have become popular areas of research. The increasing number of relevant studies contributes to the advancement of discipline development in higher vocational education, the investigation of its essence and characteristics, and the establishment of theoretical frameworks, paradigms, and foundations.

The English education in Chinese higher vocational colleges has undergone reform and development since the 1950s (Wang, 2019). The Ministry of Education in China has placed significant emphasis on students' learning and practical use of English. The primary objective of oral English education is to provide students with practical verbal communication skills that are applicable to their future technical professions. Oral English proficiency is crucial for architectural and higher vocational students due to the growing globalisation of the industry. Oral English proficiency facilitates collaboration with professionals from diverse cultural backgrounds and provides access to global architectural and construction resources and opportunities. Non-English major students in higher vocational colleges in China face challenges in developing their oral English skills. These challenges stem from factors such as lack of initiative, weaker intrinsic motivation and autonomous learning ability, stronger emotional stress, and perfunctory learning attitudes.

The evolution of society has imposed greater demands on the creativity and sustainability of professionals, necessitating students to possess lifelong learning capabilities (Deng, 2009). In the book *Learning to Survive* (Wei, 1996), a proposition "the illiterate of the future are no longer those who cannot read and write, but those who have not learned how to learn" is made. The concept of motivation in second language acquisition has received significant attention due to its influence on students' attitude, autonomy, and long-term learning outcomes. Extrinsic and intrinsic forms commonly categorize motivation. In language learning, intrinsic motivation is seen as a significant factor for developing a sustainable, effective, and autonomous approach (Deci & Ryan, 2000). The concept of intrinsic motivation is closely linked to learning autonomy and describes individuals' inclination to participate in activities that are inherently satisfying and enjoyable. The concept of intrinsic motivation refers to a desire to learn for the purpose of learning itself, rather than being driven by external rewards like grades or praise. This type of motivation can be strengthened by fulfilling the psychological needs of learners (Deci et al., 2000). Studies have demonstrated that intrinsic motivation is crucial for second language acquisition and progress, as it cultivates a sense of pleasure and engagement in the learning journey.

According to Dörnyei (2009), students can learn more effective strategies by actively engaging in learning activities and actively seeking opportunities for oral English practice

and feedback. Extrinsic motivation is the result of external factors, such as rewards, punishment avoidance, or recognition seeking (Cherry, 2021). However, excessive reliance on external motivation can lead to unstable and dependent learning motivation (Adamma et al., 2018). English teachers in higher education colleges may employ ineffective teaching strategies and lack awareness of how to enhance learners' intrinsic motivation (Dai, 2020). In addition, the presence of large class sizes can further hinder teaching effectiveness by making it difficult for teachers to identify individual students' psychological needs and intrinsic motivational factors and subsequently implement appropriate teaching approaches and strategies (Wang, 2015). Teachers may encounter challenges or a perceived lack of motivation in providing support for learners' psychological needs and promoting autonomy-supportive behaviours (Sarrazin et al., 2006). The class may suffer from a lack of student engagement, limited creativity and problem-solving skills, and excessive reliance on external motivators due to the repetitive teaching strategies employed by teachers (Martin et al., 2013).

This study aims to address the challenges faced by non-English major students and teachers in Chinese higher vocational colleges in regard to oral English learning and intrinsic motivation. The researcher conducted a comparison between autonomy-supportive teaching (AST) strategy and traditional teacher-oriented teaching (TOT) strategy. The objective was to examine the impact of AST and TOT on the intrinsic motivation and oral English achievement of non-English major higher vocational students. Self-determination theory (SDT) closely aligns with the AST approach, which aims to create a learning environment that fosters students' autonomy, competence, and relatedness. These psychological needs are essential for fostering intrinsic motivation and engagement in the learning process. Providing students with choices, self-directed learning opportunities, and supportive feedback can increase their interest, enjoyment, and engagement in the learning process.

Prior research has explored the positive effects of AST on student motivation and achievement across different fields. However, there is a lack of research specifically investigating the impact of AST on non-English major students in Chinese architectural higher vocational institutions. Therefore, this study was conducted to address this research gap. Furthermore, the concept of AST has its origins in western culture and has recently garnered attention from Chinese researchers. However, its practicality in the Chinese context still requires further examination. This research aims to contribute to the understanding of effective teaching strategies and instructional approaches that can enhance the intrinsic motivation and oral English proficiency of architectural higher vocational students. The findings will have practical implications for stakeholders such as policymakers, higher vocational colleges, and English teachers who are involved in promoting, designing, and implementing effective instructional strategies. The ultimate goal is to enhance the confidence and proficiency of non-English major higher vocational students in English oral communication. This will enable them to succeed in their architectural careers in a global context.

## Literature Review

This section provides a review of learning paradigms and theories that form the theoretical framework of the study and are relevant to AST, intrinsic motivation, and

second language acquisition. A literature review and the identification of research gaps in the field follow.

### *Learning Paradigms - Constructivism and Social Constructivism*

Learning paradigms provide a strong basis for educators to create and deliver more effective learning experiences for students. They enable educators to address the diverse needs of students, increase student engagement, promote critical thinking, facilitate collaboration and communication, and respond to evolving educational requirements (Kumar, 2021). Integrating the characteristics of relevant learning paradigms can assist researchers in creating more comprehensive and efficient autonomy-supportive lessons for students in oral English classes.

Constructivism was initially introduced by J. Piaget, a prominent Swiss psychologist known for his significant contributions to the study of cognitive development during the 1960s (Cherry, 2020). This text provides an explanation of the process of learning, the construction of meaning, the formation of concepts, and the essential components of an optimal learning environment. The constructivist learning model emphasises a learner-centred approach with guidance from teachers (Gray, 1997). Students are active knowledge constructors who process information, rather than passive recipients of external stimuli or objects of indoctrination. It is recommended that individuals use the exploratory method to construct knowledge. This involves actively collecting and analysing relevant information and materials, formulating hypotheses about the problems being studied, and attempting to verify them. Additionally, individuals should connect previous and current knowledge and critically analyse their connections (Gray, 1997).

According to McLeod and Adams (1979), constructivism posits that the role of the teacher is to assist and facilitate the process of knowledge construction, rather than simply transmitting knowledge. Teachers have a significant impact on the teaching process. They stimulate students' interest in learning, help them develop motivation for learning, organise collaborative learning activities, ask appropriate questions to stimulate thinking and discussion, and inspire students to discover natural patterns (K.K, 1997). The approach emphasises the importance of students' prior learning experiences, encouraging them to build upon their existing knowledge rather than relying solely on teachers. Teachers can also increase students' motivation and autonomy by questioning and encouraging objections. The desired learning outcomes in constructivism align with the main objectives of autonomy-supportive teaching to some extent (Gray, 1997). Constructivism provides valuable insights for second language teachers and instructional designers. It emphasises the importance of fostering students' motivation, autonomy, and subjective learning initiatives. Teachers achieve this by creating interactive language acquisition environments in the classroom and implementing creative and practical teaching strategies. The ultimate goal is to enhance students' learning performance (Wang, 2008).

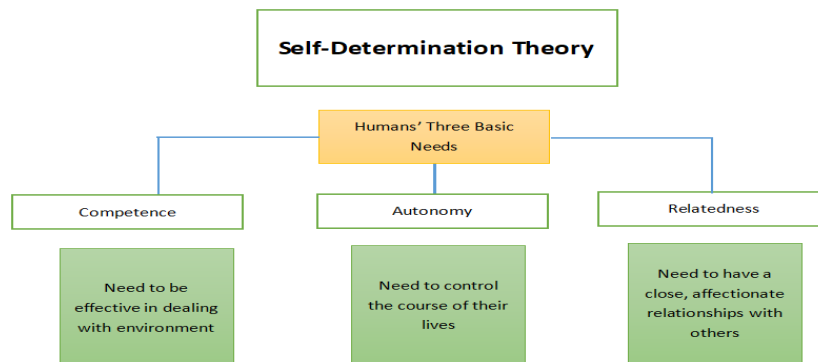
In AST practice, social constructivism is a relevant learning paradigm. Social constructivism is an educational concept that builds upon constructivism, but places greater emphasis on the impact of other individuals and cultural factors on an individual's learning and development. The paradigm suggests that individuals collaborate to construct objects, emphasizing the role of group interactions in an individual's learning (Schreiber & Valle, 2013). Yang and Wilson (2006) suggest that implementing an effective social constructivist

approach in second language classrooms can lead to improved learning outcomes for students. YoucefBeghou and Chelghoum (2020) argue that the social constructivist approach is effective in oral English teaching. This approach involves activities like group work, problem-based learning, and the use of technologies. It relies on teachers acting as guides and students actively participating in interactive activities to facilitate the learning process. The activity occurs within an appropriate educational setting that fosters cooperation and a welcoming ambiance. Consequently, students' communication skills improve significantly, reducing anxiety and increasing self-confidence. The social constructivist approach to curricula emphasizes the organization of broad themes that foster curiosity, questioning, and collaboration in the development of practical and theoretical knowledge. Goals should be negotiated in a manner that encourages students to enhance their interests and abilities. This process should also consider alternative possibilities and consider the holistic development of the individual, including emotions, interests, personal and cultural values, as well as cognition. It is important for students to have multiple opportunities to become proficient in the tools and technologies of the culture. This can be achieved through purposeful use, and it is beneficial to encourage both collaborative group work and individual effort. It is important to offer students opportunities to utilise different modes of representation as tools for attaining both collective and personal comprehension. Students require opportunities to present their work and receive constructive feedback from both their peers and their teacher (Wells, 2009).

#### *Self-Determination Theory*

Self-determination theory (SDT) was initially introduced by Deci and Ryan in the 1980s (Ackerman, 2018). Practical fields such as management, education, and counselling have widely applied the integrated theoretical system on human motivation. The theory encompasses various forms of motivation and evaluates learners' motivation through dynamic observation (James & Gina, 2015). The SDT theory integrates the notion of intrinsic motivation and emphasizes the importance of learning autonomy. It views humans as active organisms with an inherent capacity for psychological growth and development. Self-determination refers to the capacity for individuals to make choices based on their awareness of personal needs and environmental information (Cherry, 2021). Self-Determination Theory (SDT) is a motivational theory that focuses on intrinsic human needs and offers a more effective approach to addressing motivation issues (Cherry, 2021). The theory classifies human motivation into intrinsic and extrinsic motivation, recognizing that both internal factors (such as personal interest and enjoyment) and external factors can motivate individuals (such as rewards or social approval). The theory posits that intrinsic motivation, driven by internal factors, is more beneficial for long-term engagement and well-being than extrinsic motivation. It regards intrinsic motivation as a self-organised state where individuals seek to meet environmental challenges for the sake of experiencing satisfaction from their efforts (Deci et al., 2000).

According to Reeve (2016), in the education field, it is recommended that teachers address students' psychological needs of competence, autonomy, and relatedness in order to improve academic performance. This text explains the process of transitioning from apathy or unwillingness to becoming intrinsically motivated. The ultimate objective is to foster students' internal and active commitment to learning by satisfying their psychological needs during the learning process (Vergara-Morales & Del Valle, 2021).



**Figure 2.1:** Three Components in Self-determination Theory.

**Note.** From “Does motivation mediate the relationship between competence perceptions and patient outcomes among individuals with chronic low back pain? A multiple mediation analysis”, Podlog, Dimmock, Miller & Jackson, 2019.

The graph above illustrates the three components of humans' basic needs in SDT. Competence is the state of feeling capable and effective in one's actions and behaviours. This encompasses the pursuit of personal development, acquisition of new competencies, and the attainment of a feeling of accomplishment. Individuals who perceive themselves as competent are more inclined to engage in activities and demonstrate persistence when confronted with challenges. Autonomy pertains to the desire for individuals to experience a sense of independence and self-determination in their actions. Autonomy encompasses the experience of having options, authority, and the capacity to behave in accordance with one's own principles and preferences. Autonomy is associated with increased initiative, intrinsic motivation, engagement, and well-being in individuals. Relatedness refers to the human desire for social connections, a sense of belonging, and meaningful relationships with others. The experience of understanding, care, and support from others constitutes social support. Individuals with a sense of relatedness are more likely to experience positive emotions, exhibit cooperative behaviour, and maintain motivation. Previous studies have demonstrated the consistent applicability of SDT across different cultural and linguistic contexts (McEown & Oga-Baldwin, 2019). The theory identifies three fundamental psychological needs that are considered universal and shared by individuals across various cultures and language settings. Fulfilling needs contributes to psychological well-being and motivation. The theory provides a versatile conceptual framework that adapts and contextualizes in diverse cultural contexts. It does not prescribe specific behaviours or values but instead focuses on the underlying psychological demands, which may manifest differently across cultures while retaining their core essence. Additional research and exploration will improve the theory's comprehension, applicability, and explanatory capacity.

#### *Krashen's Theory - the Affective Filter Hypothesis*

Stephen Krashen proposed the Affective Filter Hypothesis, which asserts the influence of various affective factors on second language acquisition (González & Tejada, 2020). This hypothesis is a component of Stephen Krashen's comprehensive theory, which encompasses the Acquisition–Learning Hypothesis, the Monitor Hypothesis, the Input Hypothesis, the

Monitor Model, the Affective Filter Hypothesis, and the Natural Order Hypothesis. Krashen (1985) argues that learners acquire language when they encounter "comprehensible input," defined as second-language input that surpasses their current proficiency level. In this context, learners are able to concentrate on comprehending meaning or information rather than the structure of the second language. Language intake can occur when learners engage with language material slightly beyond their current proficiency level, as long as it is interesting and abundant. However, having a large amount of understandable input does not ensure effective language learning. Krashen introduced the concept of an "affective filter" to capture the influences on the second language acquisition process.

The research objective of this study is to examine the Affective Filter Hypothesis, which suggests that learners' emotional states, including motivation, anxiety, and self-confidence, have a significant impact on language acquisition (Krashen, 1982). Krashen (1982) argued that learners with high motivation and low anxiety levels have a reduced "affective filter," which facilitates the intake of second language input during the language acquisition process. Conversely, factors like fear or lack of motivation, which influence a high affective filter, can impede language acquisition by erecting mental barriers that obstruct input. There is a close link between the Affective Filter Hypothesis and AST. The emotional filter concept suggests that the emotional state can influence language acquisition. Tension, anxiety, or unpleasant emotions elevate the affective filter, hindering learners' ability to receive input in a new language and slowing down their language acquisition process. AST's primary goal is to motivate students and promote their autonomy in the learning process. Teachers can reduce learners' affective filters by providing engaging, relevant, and comprehensible learning materials, as well as promoting learner autonomy and initiative. An environment that supports autonomy contributes to creating a positive emotional state that enhances students' motivation, particularly intrinsic motivation, and facilitates more effective language input. The correlation between the application of AST in a second language classroom and the reduction of learners' affective filters, as well as the establishment of an environment conducive to language acquisition, is evident.

#### *Past Literature Review*

Chinese researchers have conducted studies on the oral English learning of Chinese non-English majoring higher vocational students. Their research primarily assessed the effectiveness of various teaching methods in improving students' oral English proficiency. The implementation of innovative approaches included the establishment of wisdom classrooms and language laboratories, as well as the integration of role-play activities, peer tutoring, and task-based teaching. The research focused on students in higher vocational settings and involved contributions from scholars such as Cui (2021), Wang (2015), and Zhang (2015). However, the lack of control groups or empirical studies limited these studies' scope. Lin (2017); Zhou (2022), and Zhong (2010) found that teachers' autonomy-supportive behaviours can improve students' autonomy and learning achievement in oral English classes in Chinese higher vocational colleges. These studies identified a limitation in the research on autonomy-supportive teaching (AST). While some specific autonomy-supportive behaviours of teachers, such as fostering students' confidence and assigning homework based on students' personal preferences, were discussed, there is a lack of empirical evidence on the overall effectiveness of the AST strategy. The use of AST as a teaching strategy has not received much attention or recognition from Chinese researchers.

Furthermore, the implementation of AST in the oral English teaching process in Chinese higher vocational colleges through quasi-experimental studies has been rare. Outside of mainland China, which originally developed and widely applied these concepts, research on SDT and intrinsic motivation has been more extensive. [Alrabai \(2021\)](#), [Rahmanpanah and Mohseni \(2017\)](#), [Dincer and Yesilyurt \(2017\)](#), and [Clabaugh \(2013\)](#) investigated the effects of AST on university students' oral English proficiency, motivation, autonomy, and engagement in Saudi Arabia, Iran, Turkey, and the United States, respectively. The research consistently demonstrates a positive relationship between AST implementation and the variables. However, it's crucial to acknowledge that these studies primarily focused on university participants, without addressing their specific majors. The impact of autonomy-supportive teaching on students' English learning has been extensively analysed at levels of schooling other than higher education. Researchers such as [Phithakmethakun and Chinokul \(2020\)](#), [Jiang et al. \(2019\)](#), and [Wu \(2020\)](#) conducted studies with participants in secondary or primary schools. Their findings consistently indicated that autonomy-supportive teaching had positive effects on learners' motivation and second language achievement.

Several studies have examined the influence of intrinsic motivation on English language learning among university students. These studies have consistently found that enhancing intrinsic motivation can effectively improve students' speaking proficiency. [Alghonaim \(2021\)](#) conducted a study to examine the correlation between intrinsic motivation and speech production among 148 Saudi EFL college students. The study found that the experimental group, which received intrinsic motivation intervention, showed a significantly higher rate of speech production compared to the control group. Several researchers, including [Elizabeth and Ena \(2019\)](#), [Wilona et al. \(2010\)](#), and [Kholifah et al. \(2021\)](#), have investigated the relationship between intrinsic motivation and speaking proficiency in Indonesian university students. Their research aimed to investigate the relationship between these variables and understand the internal motivational factors that influence English language proficiency in a specific context. [Naima \(2013\)](#) conducted a study on the role of intrinsic motivation in developing English-speaking proficiency among third-year students at LMD in Algeria. Naima's findings were consistent with those of other Indonesian researchers, suggesting that intrinsic motivation was more important than extrinsic motivation in improving oral English skills.

[Ngo et al. \(2017\)](#) conducted a study comparing the motivation to learn English among non-English major and English major students at a Vietnamese university. The findings revealed that English-major students exhibited greater levels of intrinsic motivation compared to the other group. However, both groups demonstrated intrinsic motivation, with the only distinction being the degree of motivation. The study found that enhancing intrinsic motivation through specific means improved English learning performance, including oral proficiency, in both groups. The research findings indicate that speaking proficiency in English learning is more strongly and positively associated with internal motivation, which stems from personal interest, pleasure, and satisfaction in the learning process, than with external motivators. This highlights the importance of fostering intrinsic motivation in language learners to enhance their oral communication skills in higher education.

Theoretical and empirical research on second language learning motivation from the Western world has contributed novel ideas and methodologies to the field of Chinese linguistics. The 1980s introduced the study of motivation for second language acquisition



to the Chinese second language teaching community. Gui (1986) and Wang (1989) translated and applied motivation theories to their research on Chinese second language teaching. During this period, China conducted research that primarily focused on three aspects: The first topic discussed was the relationship between motivation and its influencing factors. The second topic focused on the different types of motivation, while the final topic explored various motivating strategies. These studies' primary strength was the use of quantitative research methods, which facilitated a systematic and objective approach to measuring the three aspects. The main limitation of these studies was the narrow focus on the motivation of Chinese university undergraduates, neglecting the higher vocational students. The theoretical framework of self-determination theory supports this study's sole focus on intrinsic motivation in enhancing English proficiency, which sets it apart from previous research. In contrast, the aforementioned research emphasised both intrinsic and extrinsic motivation. Several studies have shown that intrinsic motivation is important for improving oral English skills among non-English major students in Chinese vocational colleges. However, it is important to acknowledge certain limitations. The studies did not examine specific motivational strategies or interventions to enhance oral English proficiency. This highlights the need for future investigations to evaluate the effectiveness of motivational interventions, such as autonomy-supportive teaching, instead of discussing the general obstacles to enhancing intrinsic motivation and providing general advice.

The review of past literature indicates that there has been extensive research on the effectiveness of autonomy-supportive teaching in international studies, primarily involving university-level participants. Furthermore, there is a lack of research in the Chinese higher vocational context that focuses specifically on intrinsic motivation and its influence on oral English achievement, especially in relation to specific majors. The researcher conducted this study based on the identified research gaps. The following section will explain the research methodology.

### Research Methodology

This study utilised a quantitative methodology. A quasi-experimental 2 x 2 non-equivalent group design was used to examine the differential effects of AST and TOT on participants' intrinsic motivation and oral English achievement. The research questions and hypotheses were:

**Q1:** What is the difference in the Chinese architectural higher vocational college students' intrinsic motivation between the AST and TOT strategy?

**Ho1:** There is no significant difference in the Chinese architectural higher vocational college students' intrinsic motivation between the AST and TOT strategy.

**Q2:** What is the difference in the Chinese architectural higher vocational college students' oral English achievement between the AST and TOT strategy?

**Ho2:** There is no significant difference in the Chinese architectural higher vocational college students' oral English achievement between the AST and TOT strategy.

The researcher randomly assigned two out of six classes to the experimental group, which received AST, and the remaining classes to the control group, which received

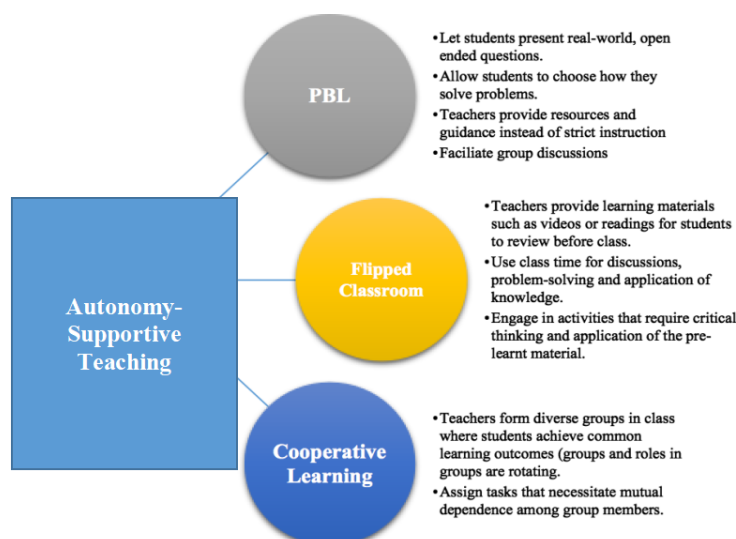
instruction from TOT. The participants were freshmen majoring in building construction at an architectural higher vocational college in Southwest China. The total number of participants in the study was 80, with 40 in each group. Two teachers who met the selection criteria, which included equivalent educational background, teaching experience, certification, teaching style, and understanding of the intervention and study variables, taught two classes. Following the selection process, Teacher X developed a stronger passion for teaching in an autonomy-supportive classroom. Consequently, they assigned Teacher X to the experimental group and Teacher Y to the control group. Both teachers are women and are capable of timely communication. The individual possesses a doctoral degree in English education and has over 5 years of teaching experience. The study spanned 8 weeks, during which all collected data was processed using the statistical package for Social Science Software (SPSS) 26.

The study's quantitative phase included administering pre-test and post-test measures to evaluate students' intrinsic motivation and oral English achievement. The Speaking Motivation Scale (SMS) and the Speaking Test Grading Scale were both used. Yesilyurt (2008) created the Writing Motivation Scale (WMS), which Ali (2011) modified into a five-point Likert scale. The SMS consists of 31 items, organised into three sections and six subsections. The three main sections include amotivation, extrinsic motivation, and intrinsic motivation. In order to align with the research objective, we decided to exclude the sections on extrinsic motivation and amotivation from the scale. Instead, we focused solely on the 11 items related to intrinsic motivation. These items were then translated into Chinese while keeping the English version as well (see Appendix 1). The scale demonstrates strong validity and reliability, as evidenced by a Cronbach's alpha of 0.87 for the intrinsic motivation section (Dincer et al., 2017). The section on intrinsic motivation is divided into three subsections that discuss its key dimensions: knowledge (Items 1, 4, 7), achievement (Items 2, 5, 8, 10), and stimulation (Items 3, 6, 9, 11). A 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5), rates each item. As part of the assessment of their oral English skills, the students were instructed to deliver a 5-minute presentation accompanied by visual aids at both the start and conclusion of the study period. Students have the freedom to independently choose a topic from any of the 10 chapters in the textbook based on their personal interests. Teachers X and Y assessed students' oral English performance by assigning scores based on a grading scale (refer to Appendix 2). This scale was initially created by the Tennessee (2007) and further refined by the researcher with input from three EFL experts to ensure its validity.

The teaching strategies applied in two study groups, AST, and TOT, differ in several aspects: the role of teachers, autonomy and decision-making of students, motivation and engagement, learning environment and interaction, and goal setting and assessment. In an autonomy-supportive classroom, teachers act as facilitators or guides, offering hints or assistance to students as needed and prioritising students' intrinsic motivation and autonomy in their learning. Teachers provide students with increased autonomy and psychological assistance, enabling them to actively engage in setting personal goals, making decisions, and solving problems. This approach aims to cultivate a sense of ownership and responsibility for their own learning. The creation of a collaborative and interactive learning environment promotes active student participation, idea sharing, and peer-to-peer interactions. The classroom culture emphasises respect, cooperation, and shared decision-making. Furthermore, students engage in self-reflection and self-

assessment of their learning in AST. The focus is on intrinsic goals and personal development rather than solely on external evaluations. Teachers in TOT play a central role in making decisions about learning goals, activities, and assessments. Students have limited agency in their learning process. An effective TOT often utilises external motivators, such as grades, rewards, or punishments, to enhance student engagement. Compliance and meeting external expectations are the primary emphasis, with a focus on following instructions, completing assigned tasks, and seeking validation from teachers. Many studies have found that TOT is associated with passive behaviour, a lack of initiative and motivation, dependency, and non-autonomy among EFL learners. This contradicts the core philosophy of AST (Alrabai, 2021).

The researcher developed the AST lesson plans and received input from Teacher X, who underwent a 2-week AST training session prior to implementing the intervention. The instructional activities in the class included student-centred learning and teaching (SCLT) measures such as Problem-Based Learning, Flipped Classroom, and Cooperative Learning, which were found to have similarities in practice with AST. The figure below illustrates the similarities.



**Figure 3.1:** Similarities among AST, PBL, Flipped Classroom and Cooperative Learning in Practice.

The lesson plans were designed based on Reeve's (2016) Three Critical Motivational Moments of AST Flow, in addition to incorporating SCLT activities. The whole learning session was divided into *Pre-Lesson (expectations)*, *During Lesson (scaffolding)* and *post-Lesson (feedback)*. Teacher X also highlighted non-pressuring words and Reeve's six engagement-fostering inner motivational resources (*Autonomy, Competency, Relatedness, Curiosity, Interest, Intrinsic Goals*) in the whole process. The appendix includes the AST flow designed for this study, as well as examples of AST and TOT lesson plans on the same topic. We provide these materials for comparison purposes. Reeve (2016) noted that AST classrooms frequently witness disengagement, misbehaviour, and poor performance, especially when

students fail to demonstrate adaptability during the initial stages of intervention implementation. Teacher X identified common categories of difficulties and implemented the following measures when students faced similar challenges.

Factors	Solving Approaches
Disengagement	<ol style="list-style-type: none"> <li>1. Foster autonomy by providing choices and opportunities for students to have a say in their learning.</li> <li>2. Connect the learning material to students' interests and real-life contexts to enhance their motivation.</li> <li>3. Incorporate active learning strategies such as hands-on activities, discussions, and group work to increase engagement.</li> <li>4. Provide regular feedback and recognition for students' efforts to maintain their motivation.</li> <li>5. Offer varied and stimulating learning experiences to cater to different learning styles and preferences.</li> </ol>
Misbehavior	<ol style="list-style-type: none"> <li>1. Establish clear classroom rules and expectations, and discuss them with students to ensure their understanding.</li> <li>2. Encourage autonomy by involving students in the development of classroom rules and consequences for misbehavior.</li> <li>3. Implement proactive strategies, such as positive behavior reinforcement, to encourage and acknowledge appropriate behavior.</li> <li>4. Address misbehavior privately, focusing on finding the underlying cause and discussing strategies for improvement.</li> <li>5. Offer additional support or resources for students who may be struggling academically or emotionally, as misbehavior can sometimes stem from underlying issues.</li> </ol>
Poor Performance	<ol style="list-style-type: none"> <li>1. Provide differentiated instruction and personalized support based on individual student needs.</li> <li>2. Offer extra assistance, such as additional explanations, one-on-one sessions, or peer tutoring, to help students grasp the material.</li> <li>3. Set clear and achievable learning goals with students, breaking them down into smaller steps to monitor progress.</li> <li>4. Encourage autonomy by involving students in self-assessment and goal-setting, allowing them to take ownership of their learning process.</li> <li>5. Provide constructive feedback that highlights areas of improvement while also acknowledging students' strengths and efforts.</li> <li>6. Offer additional resources or alternative learning strategies to cater to diverse learning styles and abilities.</li> </ol>

Figure 3.2: Three Common Problems and Solving Approaches in AST.

Note. From "Autonomy-supportive teaching: What it is, how to do it", by Reeve, 2016.

### Results and Findings

This section provides detailed explanations of the outcomes obtained from each quantitative data analysis method. It covers the demographic characteristics of the sample, normal distribution, homogeneity, and differences in variables between the experimental and control groups.

Below table illustrates the demographic characteristics of the sampling regarding to the gender.

Table 4.1

Gender Characteristics of the Sampling.

Variable	Attribute	Sampling		Control Group		Experimental Group		$\chi^2$	P
		n	%	n	%	n	%		
Gender	Male	42	52.5%	22	55.0%	20	50.0%	0.201	0.654
	Female	38	47.5%	18	45.0%	20	50.0%		

Table 4.1 displays the gender distribution of students in two study groups. The sample consisted of 42 male students (52.5%) and 38 female students (47.5%), totalling 80 students. The researcher used a chi-square test to compare the gender distribution between the experimental and control groups. The control group consisted of 22 male students and 18 female students, while the experimental group included 20 male students and 20 female students. The results suggest that there was no statistically significant difference in gender distribution between the experimental and control groups ( $p = 0.654, p > 0.05$ ). This study

deemed the demographic baseline characteristics to be equivalent between the experimental and control groups.

The researcher used the Shapiro-Wilk test to evaluate the normality of the variable distribution in the pretest for both study groups. The Levene's Test for Equality of Variances was used to assess the homogeneity of the variances. The independent sample T-test was conducted after confirming homogeneity. The table below displays the results.

**Table 4.2**

*The Results of Shapiro-Wilk Test and Levene's Test (Pre-Test).*

Variables	Control Group		Experimental Group	
	Shapiro-Wilk	p	Shapiro-Wilk	p
Intrinsic Motivation	0.983	0.798	0.969	0.343
Oral English Achievement	0.976	0.544	0.978	0.598

Variable	Control Group		Experimental Group		Levene's Test		t	p	Cohens' d
	Mean	Sd.	Mean	Sd.	F	p			
Intrinsic Motivation	3.490	0.499	3.561	0.563	0.024	0.877	-0.601	0.549	-0.136
Oral English Achievement	3.529	0.563	3.601	0.632	0.419	0.519	-0.539	0.591	-0.122

According to above data, the p-values for intrinsic motivation (Control Group:  $W=0.983$ ,  $p=0.798$ ; Experimental Group:  $W=0.969$ ,  $p=0.343$ ) and oral English achievement (Control Group:  $W=0.976$ ,  $p=0.544$ ; Experimental Group:  $W=0.978$ ,  $p=0.598$ ) in two study groups were all greater than 0.05, indicating that the two variables in both experimental and control groups exhibited a normal distribution in the pretest session. Therefore, Levene's Test for Equality of Variances was able to be employed to assess homogeneity of the variances. As indicated by the mean values, the control group exhibited lower levels in both intrinsic motivation ( $M=3.490$ ,  $SD=0.499$ ) and oral English achievement ( $M=3.529$ ,  $SD=0.563$ ) in contrast to the experimental group, where intrinsic motivation ( $M=3.561$ ,  $SD=0.563$ ) and oral English achievement ( $M=3.601$ ,  $SD=0.632$ ) were reported at higher levels. In addition to it, the test results indicated that the variances of variables in both the experimental and control groups were homogeneous and satisfying the assumption of homogeneity of the variances for this study, as p-values of intrinsic motivation ( $F=0.024$ ,  $p=0.877$ ,  $d=-0.136$ ) and oral English achievement ( $F=0.419$ ,  $p=0.519$ ,  $d=-0.122$ ) variables were all greater than 0.05 as the threshold of Levene's Test. Hence, independent samples T-test was conducted to examine the differences between the experimental and control groups at the beginning of the experimental period. The t-values for intrinsic motivation and oral English achievement were -0.601 and -0.539, respectively. The associated p-values for these variables were 0.549 and 0.591, all exceeding the threshold of 0.05.

The results of Levene's test and the independent samples T-test indicated that there was no significant difference between the control group and the experimental group at the initial stage of the experiment. The findings suggest that the baseline characteristics of the experimental and control groups in this study were comparable. After an 8-week implementation of AST, there were significant performance differences observed between the two study groups. Table 4.3 presents the post-test results.

**Table 4.3***The Results of Shapiro-Wilk Test and Levene's Test (Post-Test).*

Variables	Control Group		Experimental Group	
	Shapiro-Wilk	p	Shapiro-Wilk	p
Intrinsic Motivation	0.985	0.859	0.959	0.151
Oral English Achievement	0.971	0.388	0.969	0.327

Variable	Control Group		Experimental Group		Levene's Test		t	p	Cohens' d	t
	Mean	Sd.	Mean	Sd.	F	p				
Intrinsic Motivation	3.586	0.530	4.265	0.503	0.001	0.974	-5.875	0.000	-1.330	
Oral English Achievement	3.615	0.440	4.317	0.378	1.047	0.309	-7.657	0.000	-1.734	

According to [Table 4.28](#), the p-values for intrinsic motivation (Control Group  $M=0.985$ ,  $p=0.859$ ; Experimental Group:  $M=0.959$ ,  $p=0.151$ ) and oral English achievement (Control Group  $M=0.971$ ,  $p=0.388$ ; Experimental Group:  $M=0.969$ ,  $p=0.327$ ), all reached a higher level than 0.05 in the post test, meaning two variables in both study groups exhibited a normal distribution. Therefore, the Levene's Test for Equality of Variances was conducted. The means of the post-test in the experimental group in intrinsic motivation ( $M=4.265$ ,  $SD=0.503$ ) and oral English achievement ( $M=4.317$ ,  $SD=0.378$ ) were all higher than that in the control group (Intrinsic Motivation:  $M=3.586$ ,  $SD=0.530$ ; Oral English Achievement:  $M=3.615$ ,  $SD=0.440$ ). The variances of intrinsic motivation ( $F=0.001$ ,  $p=0.974$ ,  $d=-1.330$ ) and oral English achievement ( $F=1.047$ ,  $p=0.309$ ,  $d=-1.734$ ) in both study groups satisfied the assumption of homogeneity of the variances. At the end of the experiment, significant differences were observed through independent T-test between the control group and the experimental group in intrinsic motivation ( $t=-5.875$ ,  $p<0.001$ ) and oral English achievement ( $t=-7.657$ ,  $p<0.001$ ). In all cases, the experimental group outperformed the control group, indicating that the group utilizing AST achieved significantly higher end-of-term scores in terms of intrinsic motivation and oral English achievement, compared to the control group receiving TOT. Hypotheses 1 and 2 were thus rejected.

### Conclusion

The study's findings have made a valuable contribution to educational theory and practice by offering evidence-based recommendations for the implementation of AST in Chinese architectural higher vocational colleges. The statistical results indicate that the use of AST, which addresses students' psychological needs for autonomy, competence, and relatedness, has a more significant impact on the variables compared to TOT. This suggests that AST has the potential to improve students' intrinsic motivation and oral English proficiency, as well as prepare them for successful careers in the globalised technical industry. Furthermore, students in higher vocational colleges can fully adopt AST principles by actively participating in AST-oriented courses, collaborating with peers, setting goals, integrating technology, cultivating a growth mindset, and making active contributions to a supportive learning community. The findings empower students to apply AST principles across various subjects and grade levels.

Policymakers should explicitly endorse the use of AST in educational guidelines at both national and institutional levels to enhance the overall learning experience. Highlighting the advantages of student-centred approaches can help institutions align their policies with AST principles more effectively. Policymakers should establish monitoring and evaluation mechanisms to assess the implementation of AST in educational institutions, promoting accountability and improvement. Institutions that have successfully implemented monitoring systems and used data to improve AST practices and enhance student outcomes in oral English achievement can serve as examples for effective evaluation. Policymakers play a crucial role in promoting an educational environment that not only acknowledges the advantages of AST but also actively promotes and facilitates its widespread adoption. The explicit endorsement of AST principles in educational guidelines can be further strengthened by actively promoting these principles at the institutional level. Faculty leaders and members can work together to emphasise the significance of AST in improving oral English learning. They can also offer practical advice on integrating AST into English education policies that are suitable for vocational colleges. Teachers in higher vocational colleges in China can facilitate the incorporation of AST principles in English education classes by employing a bottom-up approach that emphasises collaboration, experimentation, and shared responsibility. By promoting autonomy and continuous improvement at the grassroots level, other higher vocational institutions in different regions of China can establish dynamic oral English learning environments that are in line with the successful model observed in the selected school in this study. The teachers' high initiatives and capabilities contribute to creating a dynamic and effective oral English learning experience for students. This includes professional development, awareness of learners' intrinsic motivation enhancement, strategic teaching, and creating an inclusive and autonomy-supportive learning environment. These efforts aim to enhance students' intrinsic motivation and sustainability in oral English learning.

The research encountered limitations related to small sample size, limited sample selection, geography, and time constraints. These limitations should be addressed in future studies to obtain more generalised results. Furthermore, since both the experimental and control groups were selected from the same college and were easily accessible to the researcher, there is a possibility of data contamination. To mitigate the impact of pollution on the data, both the experimental group and control group were instructed on the same topics as outlined in the textbook.

Despite its limitations, this study provides valuable insights into the positive effects of AST on learners' intrinsic motivation and oral English achievement. It also provides practical recommendations for Chinese policymakers, higher vocational institutions, teachers, and students who are interested in AST's effectiveness. The identified constraints suggest opportunities for further research to enhance and develop our current knowledge of AST in practice, specifically in relation to integrating student-centred learning and teaching activities, constructivist and social constructivist paradigms, self-determination theory, and Krashen's theory. Future research should prioritise investigating the effectiveness of AST on various subjects in English education, including reading, listening, grammar, vocabulary, and writing. Additionally, exploring the impact of AST in other academic disciplines and grade levels is recommended. The lesson flow and plans developed in this study could inspire individuals interested in AST implementation. The dependent variable can incorporate extrinsic motivation in addition to self-determination

theory. Researchers worldwide have shown interest in studying the transition from extrinsic motivation to intrinsic motivation. However, there is a lack of research in the specific context of Chinese higher vocational colleges. Further research should prioritise the development of measuring scales that are more suitable for Chinese higher vocational students. The original design of the instruments used in this study was for university students in a non-Chinese context. Thus, future research could consider redesigning assessment scales to capture a more comprehensive range of precise data.

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## Appendix 1

### Speaking Motivation Scale 口语学习驱动力调查表

本量表包含了你在参与口语老师提供的口语活动（角色扮演、交流游戏、讨论等）中的内驱力有关的项目。

(This scale contains items related to your intrinsic motives in carrying out the speaking activities (role-play, communication game, discussion ,etc. in/out of the classroom) given by your speaking teacher.)

请根据你对每个陈述的同意程度，标出最合适的数字。

(Please mark the number which is most appropriate for your levels of agreement with each statement )

如：我在课堂内外参与口语活动和任务（如角色扮演、信息差距、拼图活动等），是因为.....。

( \* I do the speaking activities and tasks (role-play, information gap, jigsaw activities, etc) in/out of classroom given by my speaking teacher because..... )

\* 1=strongly disagree 2=disagree 3=moderately agree 4=agree 5=strongly agree

非常不同意 不同意 一般同意 同意 非常同意

1. 因为在探索新的表达观点和感受技巧的时候，我能体会到极大的乐趣。

Because I experience a great pleasure while discovering new techniques of expression of ideas and feelings through speaking.

很不同意 Strongly Disagree      ○1                                      ○2                                      ○3                                      ○4                                      ○5                                      很同意 Strongly Agree

2. 因为我认为完成复杂的口语任务能够提高我的学业表现。

Because I think carrying out complex speaking tasks will improve my performance.

很不同意 Strongly Disagree      ○1                                      ○2                                      ○3                                      ○4                                      ○5                                      很同意 Strongly Agree

3. 因为我热爱英语口语。

Because I like Speaking in English.

很不同意 Strongly Disagree      ○1                                      ○2                                      ○3                                      ○4                                      ○5                                      很同意 Strongly Agree

4. 因为我在发现新事物时得到了满足感。

Because I get a satisfaction in finding out new things.

很不同意 Strongly Disagree      ○1                                      ○2                                      ○3                                      ○4                                      ○5                                      很同意 Strongly Agree

5. 因为我在完善自己的外语口语能力的时候感到快乐。

Because I have a pleasure while I am perfecting my abilities in foreign language speaking.

很不同意 Strongly Disagree      ○1                                      ○2                                      ○3                                      ○4                                      ○5                                      很同意 Strongly Agree

6. 因为它让我开心。

Because it makes me happy.

很不同意 Strongly Disagree	○1	○2	○3	○4	○5	很同意 Strongly Agree
7. 因为我了解外语口语有一种兴奋感。 Because I have an excitement in knowing more about the foreign language speaking.						
很不同意 Strongly Disagree	○1	○2	○3	○4	○5	很同意 Strongly Agree
8. 因为当我掌握了高难度的口语活动时，我感到了很大的个人满足感。 Because I feel a lot of personal satisfaction when I master difficult speaking activities.						
很不同意 Strongly Disagree	○1	○2	○3	○4	○5	很同意 Strongly Agree
9. 因为我发现它很有趣。 Because I think it is interesting.						
很不同意 Strongly Disagree	○1	○2	○3	○4	○5	很同意 Strongly Agree
10. 因为当我在英语口语方面做得比我想象的好时，我感觉很好。 Because I feel good when I do better than I thought in Speaking English.						
很不同意 Strongly Disagree	○1	○2	○3	○4	○5	很同意 Strongly Agree
11. 因为当我参与到口语活动中时，我感到非常兴奋。 Because I feel a great excitement when I am involved in speaking activities.						
很不同意 Strongly Disagree	○1	○2	○3	○4	○5	很同意 Strongly Agree

Note. "Turkish EFL Speaking Course Students' Motivational Orientations and Their Instructors' Autonomy Support", by [Ali \(2011\)](#).

## Appendix 2

## Speaking Test Grading Scale

Student Name:  pretest  posttest

		Rating Scale	Poor	Fair	Average	Good	Excellent
	<b>Content</b>		1	2	3	4	5
1	Topic appropriate for audience (holds listeners' attention, appropriate level for education and expertise)						
2	Knowledge of topic (depth of knowledge, well-researched)						
3	Evidence of support and clear reasoning (supporting details, literature cited is thorough and relevant)						
4	Professional and thorough discussion (polite, fields questions/ comments accurately)						
	<b>Organization</b>		1	2	3	4	5
5	Development of idea/clarity of purpose (relevance, stated hypothesis or question)						
6	Clear, engaging introduction, body and conclusion						
7	Logical sequence/smooth flow of ideas (smooth transitions, easy to follow thought process)						
8	Relevant supporting details and examples						
	<b>Visual Aids</b>		1	2	3	4	5
9	General Appearance of aids (background design and color, spacing, layout)						
10	Text (size, font, concise & appropriate wording, grammar, spelling)						
11	Graphics (relevant, informative, complete, appealing)						
	<b>Delivery</b>		1	2	3	4	5
12	Eye Contact						
13	Volume, rate and intonation of speech (too loud or soft, too fast or slow, too many interjections. um. um, monotone voice, etc.)						
14	Vocabulary, pronunciation, articulation						
15	Body language (posture, gestures, facial expressions)						
16	Personal Appearance (appropriate dress, hygiene)						
17	Enthusiasm for topic						
18	Prepared/practiced/rehearsed						

Note. From "Oral Presentation Scoring Guide", by [Tennessee \(2007\)](#).

## Appendix 3

Table 3.6 continued

## Autonomy Supportive Teaching Flow in oral English Class

Phases	Task	(1) Purpose	(2) General Applications
<i>Pre-Lesson (Expectations)</i>	<b>1. Class commences</b>		
	(1) Creating a welcoming atmosphere and good interpersonal relationship		
	<ul style="list-style-type: none"> <li>● Greet students and show genuine interest in their well-being when they enter the classroom (<b>Relatedness</b>)</li> <li>● Engage in casual conversations to build positive classroom climate (<b>Relatedness</b>)</li> </ul>		
	<b>2. Introduction/ Warm-up Activities</b>		
<i>During Lesson (scaffolding)</i>	(1) Foster students' inner motivational resources and show patience for self-paced learning		
	<ul style="list-style-type: none"> <li>● Briefly explain the objectives of the lesson, notify students their autonomy, competence, relatedness, curiosity, interest and intrinsic goals are supported in class, and learn students' previous knowledge on similar topic (<b>Curiosity</b>)</li> <li>● Warm-up activities are designed by allowing students to choose and share information/ opinions in various forms (individually/in group; written reflection/verbal discussions) (<b>Autonomy</b>)</li> </ul>		
	<b>3. Explain Rationale Objectives</b>		
	(1) Help students to clarify why to engage in class		
<i>Post-Lesson (feedback)</i>	(2) Explain to students why the teacher sets class like this, why these activities and learning content are beneficial for their improvement ( <b>Interest/Intrinsic Goals</b> )		
	<b>4. Setting Goals</b>		
	(1) demonstrate students' good leadership of decision making in learning		
	(2) Set goals at the start of class by engaging students in discussion about their learning goals and what they hope to achieve, their reflection on their strengths, areas for improvement and personal interest in oral English ( <b>Intrinsic Goals and Interest</b> )		
<i>During Lesson (scaffolding)</i>	<b>1. Demonstration</b>		
	(1) Give clear instruction to students and offer help when they need		
	<ul style="list-style-type: none"> <li>● Provide choices by offering options for different scenarios, techniques, or strategies to cater to students' individual interests and learning needs. (<b>Autonomy and Interest</b>)</li> <li>● Invite input and collaboration by inviting real-word and open-end questions, comments, and suggestions from students to foster a collaborative and inclusive learning environment, and engaging in a dialogue with students, seeking their perspectives and insights (<b>Relatedness and Competence</b>)</li> <li>● Model the thinking process of students to help them understand the underlying reasoning and strategies involved (<b>Competence</b>)</li> </ul>		
	<ul style="list-style-type: none"> <li>● Encourage student observation and analysis, and provide guidance on what to look for, such as specific cues, non-verbal communication, or problem-solving strategies. (<b>Autonomy and Curiosity</b>)</li> </ul>		
<i>During Lesson (scaffolding)</i>	<b>2. Practice and Games</b>		
	(1) Knowledge reinforcement and interest/curiosity enhancement		
	<ul style="list-style-type: none"> <li>● Provide opportunities for students to practice the demonstrated skill immediately after the demonstration (<b>Competence</b>)</li> <li>● Create a supportive environment where students can experiment, make mistakes, and receive constructive feedback (<b>Autonomy and Relatedness</b>)</li> <li>● Encourage students to apply their observations and insights from the demonstration to their own practice (<b>Autonomy and Competence</b>)</li> <li>● Arrange peer evaluation session and ask students provide constructive feedback and suggestions to each other for improvement. (<b>Relatedness and Competence</b>)</li> </ul>		
	<b>1. Debriefs/questions/feedbacks</b>		
<i>Post-Lesson (feedback)</i>	(1) provide constructive feedback, promote autonomy and intrinsic motivation and encourage reflection and growth		
	<ul style="list-style-type: none"> <li>● positive reinforcement by highlighting accomplishments of students and recognizing their efforts (<b>Relatedness</b>)</li> <li>● specific feedback on skills and behaviors and encourage self-assessment (<b>Autonomy and Intrinsic Goals</b>)</li> <li>● follow-up and ongoing support - assign homework/logs; regular check-ins (<b>Autonomy and Competence</b>)</li> <li>● Set homework to extend learning of students and offer resources to students for previewing next class (<b>Autonomy and Competence</b>)</li> </ul>		

### Appendix 4

#### Autonomy-Supportive Teaching - Lesson Plan.

Improving Oral Skills in English Presentation			
Class Type	Lecture		
Duration	120 minutes		
Teaching Objectives	To provide students with the necessary knowledge, techniques, and practice opportunities to enhance their oral skills in English presentation. The goal is equipping students with the skills they need to plan, deliver, and engage an audience during English presentations effectively with clear and useful visual aids.		
Learning Objectives	1. Identify and explain important components of a presentation like content, organization, delivery and visual aids.		
	2. Develop effective content organization skills and be able to structure presentations in a logical and coherent way. Supportive details and a good flow of idea can be demonstrated.		
Learning Aids	3. Develop confidence and overcome public speaking anxiety.		
	4. Be able to rehearse and practice individually or in group.		
	5. Be able to self-evaluate own presentations and give feedback to the peer.		
	1. Multimedia and Blackboard		
Teaching Strategy	2. Speaking Test Grading Scale		
	3. Handouts with Presentation Tips and Guidelines		
	4. Self-evaluation Form and Checklist		
Autonomy-Supportive Teaching			
Lesson Plan-Autonomy Supportive Teaching			
Phases	Task	Specific Applications	Time Length (as reference)
Pre-Lesson (Expectations)	1. Class Commences	1. Starting class by greeting the students, ask questions like "how are you?" "is everything doing good?" "any problems do you have from last class and homework?"	5mins
	2. Introduction /Warm-up Activities	1. Briefly introduce the topic of the lesson and explain learning objectives to students with encouraging words like "I have confidence that you will be the best learners today". Ask students if there is ability they want to achieve. 2. Engage students by asking them to share their previous experiences with presentations and any challenges they faced. Explain the flow and activities of this lesson. Use the sentences like "here is the plan for today. Does that sound like a good use of our time? Any suggestions? Is there anything in this lesson that we might improve?". 3. Start the warm-up activity: show the video named "good presentation vs. bad presentation" to students and let them work in pair or individually to summarize the key features of a good and bad presentation. Students can report ideas verbally or as written reflection (the teacher helps with reading if students agree with).	15mins
	3. Explain Rational Objectives	1. Ask students to summarize why learning to give a good English presentation is important. 2. Notify students group work is the major activity in this lesson. While for students who prefer independent work, the teacher offer autonomy to them to do so, but they still need to participate in group evaluation.	10mins



4. Setting Goals	<p>1. Distribute self-evaluation form and checklist to students. Students mark what knowledge they want to master from the lesson at the start of the lesson. For example, among four elements of presentation "delivery" "organization" "content" and "visual aids", or three primary types of presentations "Informative Presentation", "Persuasive Presentation", and "Demonstrative Presentations", they can mark any of these items according to their personal interest and previous self-evaluated competence. The rest of unmarked items are encouraged to be mastered after class through homework or self-learning.</p>	5mins
1. Demonstration	<p>1. Show students 3 interesting but informational video clips about 3 primary types of presentations: "Informative Presentation", "Persuasive Presentation", and "Demonstrative Presentations".</p> <p>2. Provide students with handouts that contain tips and guidelines for effective presentations of each type. Ask students to find the additional features of each type of presentations and write on the handouts, share with the class. Provide students guide or hint if needed.</p> <p>3. Offer a general range of presentation topics to students. Divide the class into small groups or as individual, and each group/individual determines a specific presentation topic that interests them. Encourage students to brainstorm and outline their presentation together.</p>	35mins
<b>During-Lesson (Demonstration)</b>	<p>1. Allow each group/individual to plan and practice their presentations autonomously, providing guidance and support as needed.</p> <p>2. Circulate among the groups, offering constructive feedback, asking open-ended questions, and encouraging students to reflect on their progress.</p> <p>3. Emphasize the importance of self-reflection and self-evaluation during the practice session.</p> <p>4. Arrange a peer feedback session, where each group presents their practice presentation to another group.</p> <p>5. Distribute the presentation evaluation rubric and ask students to assess their peers' performances based on the given criteria. Students are able to give constructive suggestions or comments to each other.</p>	35mins
2. Practice	<p>1. Conduct a brief whole-class reflection on the practice session, asking students to share their thoughts, challenges, and areas of improvement. Students are encouraged to come up with and share solutions to challenges in class.</p> <p>2. Approve and praise engagement and improvement of all students in the lesson. Ask about their suggestions to this and next lesson on activities, teaching aids, content and etc.</p>	
<b>Post-Lesson (feedback)</b> Debriefs/questions/feedbacks	<p>3. Provide additional resources or techniques for individual practice, such as online tutorials, recorded presentations for self-evaluation, or recommended reading materials. Students are encouraged to select any resources to self learn after class.</p> <p>4. Assign Homework. Students are encouraged mark on checklist what they learn after class and write down challenges or questions encountered. Teacher solve problems of students at the beginning of next class.</p>	15mins

## Appendix 5

### Traditional Teacher Oriented Teaching - Lesson Plan.

<b>Improving Oral Skills in English Presentation</b>			
Class Type	Lecture		
Duration	120 minutes		
Teaching Objectives	To provide students with the necessary knowledge, techniques, and practice opportunities to enhance their oral skills in English presentation. The goal is equipping students with the skills they need to plan, deliver, and engage an audience during English presentations effectively with clear and useful visual aids.		
Learning Objectives	1. Identify and explain important components of a presentation like content, organization, delivery and visual aids.		
	2. Develop effective content organization skills and be able to structure presentations in a logical and coherent way. Supportive details and a good flow of idea can be demonstrated.		
Learning Aids	3. Develop confidence and overcome public speaking anxiety		
	4. Be able to rehearse and practice individually or in group		
	5. Be able to self-evaluate own presentations and give feedbacks to the peer.		
Teaching Strategy	1. Multimedia and Blackboard		
	2. Speaking Test Grading Scale		
	3. Handouts with Presentation Tips and Guidelines		
	Traditional Teacher Oriented Teaching		
<b>Lesson Plan-Traditional Teacher Oriented Teaching</b>			
Phases	Task	Specific Applications	Time Length (as reference)
<b>Pre-Lesson</b>	1.Introduction	1. Start the lesson by explaining the importance of oral skills in English presentations and how they contribute to effective communication. 2. Share personal experiences and examples of successful presentations to engage students and highlight the desired outcome.	10mins
	2.Warm-up Activities	1.Briefly introduce the topic of the lesson and notify students learning objectives. 2.Explain the flow of and activities in this lesson. 3.Start warm-up activity: show the video named "good presentation vs.bad presentation" to students and let them work in pair to summarize the key features of a good and bad presentation. Students report ideas verbally.	15mins
	3.Explain Rational Objectives	1.Ask students to summarize why learning to give a good English presentation is important. 2.Notify students all in-class activities need to be finished in groups. 1.Show students 3 interesting but informational video clips about 3 primary types of presentations: "Informative Presentation", "Persuasive Presentation", and "Demonstrative Presentations". 2. Distribute Handouts with Presentation Tips and Guidelines	10mins
<b>During-Lesson</b>	1. Teacher-led Instruction	to students, and present a teacher-dominated lecture strictly following the handouts on the key elements and features of a successful presentation on each type of presentation, covering topics such as content, organization, visual aids, delivery. The teacher demonstrates each item in-detailed on the handout, complimentary is not needed from students. 3. Assign a selected presentation topic to students. Divide the class into small groups, each group brainstorms and outlines their presentation together.	35mins

		1. Allow each group plan and practice their presentations. 2. Circulate among the groups, monitor their practice, offer guidance, answer questions, and ensure that students understand the presentation requirements and expectations.	
	2. Practice	3. Emphasize the importance of presentation scores that will influence students' academic performance in the semester. 4. Arrange a peer feedback session, where each group presents their practice presentation to another group. 5. Distribute the presentation evaluation rubric and ask students to assess their peers' performances based on the given criteria. Students are able to give constructive suggestions or comments to each other.	40mins
<b>Post-Lesson</b>	Summary and Conclusion	1. Conduct a brief summary to this lesson and key knowledge. 2. Ask about challenges and problems students encountered in lesson and give them direct solutions. 3. Assign Homework. The teacher marks the grades directly.	10mins