



## The Development of À La Carte-based Blended Learning for EFL Speaking Skills

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### ABSTRACT

Information and communication technology development has called for blended learning to expand the quality of higher education. During the Covid-19 pandemic, education institutions worldwide shifted to blended learning to meet the challenge. Nevertheless, like any disruptive innovations in their early stage, blended learning faced unsatisfied outcomes, especially in English-speaking courses in Chinese colleges. The current blended learning model remains in a traditional teacher-center, bottom-up order, emphasizing rote memorization that has little relevance to the students, thus hindering students' learning motivation and self-efficacy. The big class size has also caused overload tasks to the teachers who have insufficient experiences and specific knowledge and skills to tackle the issue. The study offers the development of an innovative blended learning model in the form of À la Carte to facilitate English-speaking skills learning and teaching. The aim is to determine the innovation's effectiveness in enhancing EFL students' motivation and self-efficacy in learning English-speaking skills. The study adopted two credible



theories, namely social cognitive theory, and self-determination theory; four source models of self-efficacy, self-determination theory and Keller's ARCS model were used to guide the development. It resulted in six practical principles used to guide the development of lesson plans of ÀLC-based blended learning for an English-speaking skills lesson for Cangzhou Technical College students. A quasi-experimental research design was conducted to investigate the effectiveness of the ÀLC model using 70 first-year students from two classes, ÀLC-based blended learning (experimental group) and existing blended learning at CTC (control group). Findings indicated significant differences between the two groups' motivation and self-efficacy. The developed theoretical framework and the ÀLC-based blended learning lesson plan were appropriate and feasible to improve students' motivation and self-efficacy in learning the language.

**Keywords:** Àla Carte model; blended learning; speaking skills; motivation; self-efficacy

## INTRODUCTION

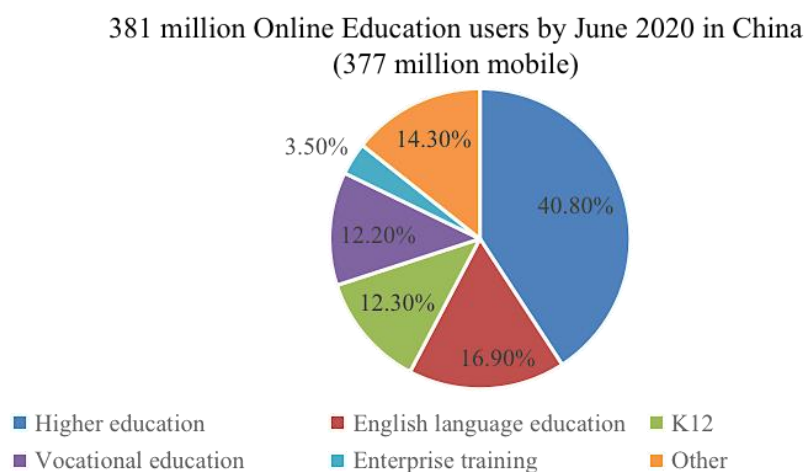
Countries worldwide sustain improving efficiency and effectiveness by integrating information and communication technology into teaching and learning (Kozma & Voogt, 2003). The move advocates blended learning as a viable and economically appropriate means of promoting quality higher education (Thorne, 2003). However, most countries' blended learning practices are implanted into traditional education rather than pursuing innovative possibilities (Floris et al., 2020). For instance, the learning paths have already been determined, thus limiting students' choices and autonomy. At the same time, their perceived abilities are affected by regular examinations, highly competitive performance-oriented education settings, and social comparisons among their peers, particularly in subject domains where they are challenged (Archambault et al., 2010). Consequently, it deduces the traditional motivational models of blended learning as somewhat pointless in sustaining students' self-efficacy.

Peng and Fu (2021) identify blended learning as an effective learning and instructional design approach to improve students' motivation and positive attitudes toward learning English. Blended learning integrates traditional face-to-face learning and teaching and distributed learning systems with computer-based technologies. It combines different media into a single deliverable approach (Stein & Graham, 2014). For instance, this type of learning may simultaneously utilize media such as text, audio, and video or asynchronously with brick-and-mortar learning methods in one course. However, related literature has also reported contradictory findings (Celik & Aytin, 2014). Some teachers found that students in traditional classes who were less motivated displayed visual cues or facial expressions that they were not ready to learn in an online learning environment. Therefore, research on the new model of technology-enhanced blended learning should focus on how it could motivate students consistently.

This study proposes the Àla Carte model (ÀLC). It is one of the sub-models of blended learning in which students can choose courses that work for them entirely online, with an online teacher present both online and in the non-digital space of the school (Nass et al., 2021). The two primary features of the ÀLC model are student-centered and ubiquitous learning. Students can decide their places of study. For instance, they can also set their learning goals based on their own needs; therefore, the combination of needs and goals could motivate students in the learning

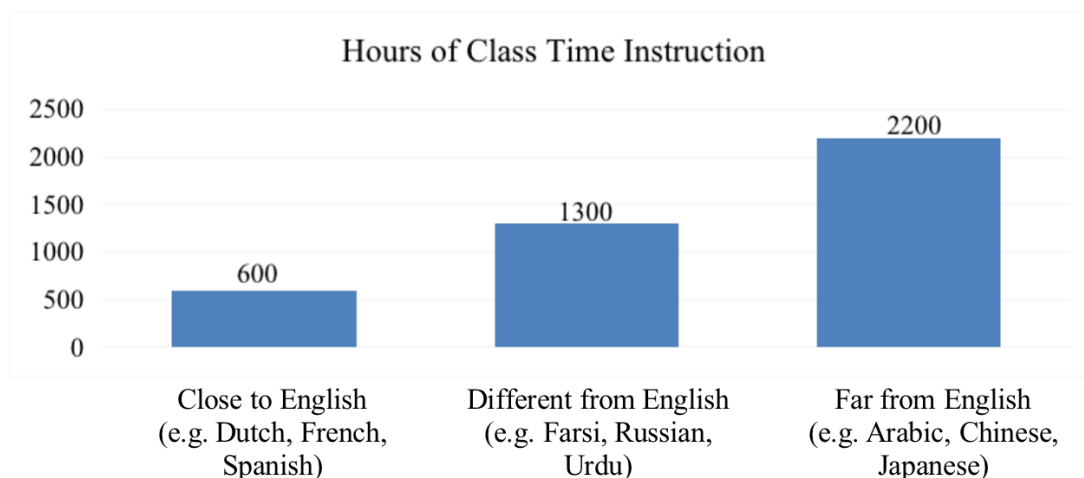
process. The ubiquitous learning environment enables students in the ALC model to learn anywhere and anytime. This open and prosperous system ensures all users reach the most attainment levels and encourages joint participation in constructing this knowledge base through all interfaces.

On a similar note, English is a ‘must’ in the school curriculum from primary to higher education in China. Since English is among the most dominant language of communication worldwide, it makes the language worth learning (Incelli, 2021). Moreover, Seraj and Habil (2021) assert that the advantage of the Internet of Things (IoT) as a means of global communication requires high-level English-speaking skills, especially in the era of the Fourth Industrial Revolution. China also recognizes the strategic importance of integrating ICT with education and carries out the ‘Modernization of Chinese Education 2035’ policy. However, it is disheartening to note that with the largest share of time and money investment in online English and higher education (Figure 1), many Chinese students still lack basic English-speaking skills (Amoah & Yeboah, 2021).



*Note.* The data were obtained from China Business Industry Research Institute  
*Figure 1: China’s Online Education Segments*

The first challenge is that Chinese is far from the English language (Figure 2). The diversity of language principles leads to learning difficulties (Shimanskaya & Slobakova, 2019). Secondly, the current blended learning model for English-speaking in China is confined only to online or offline classes as a subject. Most Chinese students spend a lot of time and energy learning English online and offline but to no avail. The language was not used in daily conversation, which is common in Asian countries (Yakovleva, 2021). Finally, blended learning practices in China are mostly a bottom-up order, through teachers, as the provider of knowledge, pass their knowledge to the students directly. From the beginning of words and sentences to the entire speech paragraph or adopting the traditional drilling practice, imitation, and evaluation, China students are merely passive receivers of knowledge. The emphasis is on the rote memorization of words and sounds that have little relevance to the students (Jiang & Zhang, 2021), thus hindering students’ learning motivation and self-perceived academic ability.



*Note. The data were taken from Zurawsky (2006) in foreign language instruction: Implementing the best teaching methods. Research Points, 4(1). American Educational Research Association (AERA). 241*

*Figure 2: Languages by the Degree of Difficulty*

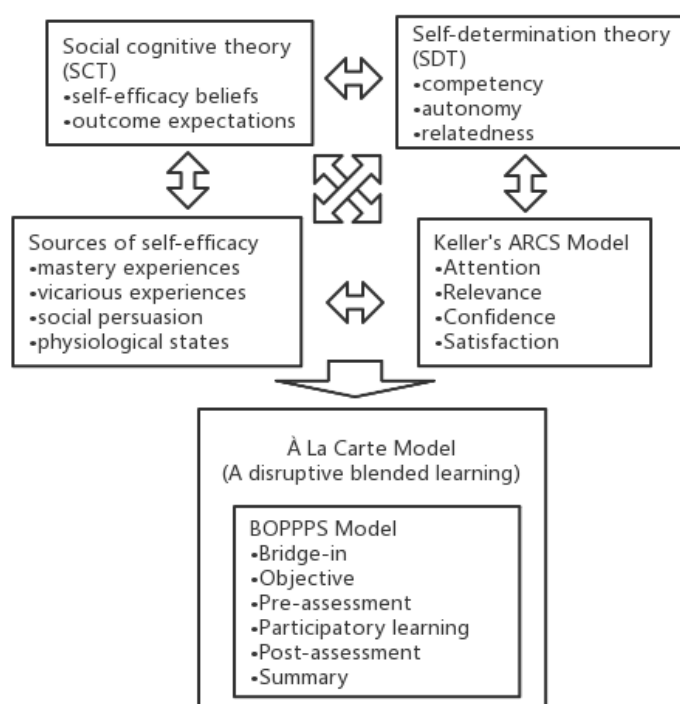
As an English course lecturer and a team member of the Research and Development of Cangzhou Technical College (CTC), the researcher of this study is authorized to get primary sources of the college's academic affairs. According to the college authority, only 2259 students compared to 5075 students enrolled in the English-speaking blended learning course in the second semester of 2020-2021; only 290 students passed. The course uses the traditional lecture-based teaching method to teach speaking skills in an EFL context where learners take passive roles, preventing them from developing their speaking skills. Chen and Goh (2011) pointed out the challenge with the class size, which is too large (around 30 to 60 on average), a common problem in China. Close observation showed teachers had too much work to handle in large-size class teaching. Subsequently, the teachers' limited practice led to low confidence and a scarcity of specific linguistic knowledge to cater to the matter. In addition, low-level learners who had to labour more effort eventually lost interest and motivation; high-level learners mastered swiftly due to a lack of challenges, hence gaining less happiness in achievement. These drawbacks identified at CTC resulted in students' low motivation and self-efficacy.

Furthermore, according to a local survey, the problems of English-speaking blended learning in CTC include low attendance and unsatisfactory learning outcomes due to low motivation. In-depth interviews with ten students indicated that most students prefer offline classes, despite online classes' convenience features and benefits for self-learning ability. Also, a questionnaire survey with 85 researchers using the ARCS Model found that 36.6 per cent of the students had problems maintaining interest, 41.2 per cent felt they could not comprehensively apply what they learned from the online course, and 80 per cent of students faced social pressure or academic needs, with only 20 per cent for interest.

Notably, here lies the need for an effective model of blended learning to improve English-speaking learning and teaching in China's colleges. This study aims to develop an effective À La Carte-based blended learning for English-speaking skills to enhance CTC students' motivation and self-efficacy in learning the language.

## LITERATURE REVIEW

The literature aids in forming a framework for educators' practical and feasible guidelines in yielding the power of innovation. The study identified the appropriate theories and models to guide its development. Figure 3 illustrates the study's inter-connected variables and items in developing an effective À La Carte-based blended learning for English speaking skills.



*Note. The framework consists of the inter-connected variables and items adopted from the Social Cognitive Theory (Bandura, 1986; 2009) and Self-determination Theory (Sibold, 2016).*

*Figure 3: The Study Theoretical Framework*

Bandura (1986) put forth the Social Cognitive Theory (SCT), which is the framework of how individuals acquire knowledge (Bandura, 2009) and how learners see themselves in the social groups that they belong to. According to Schunk and Usher (2019), the theory characterizes intrinsic motivation that features self-efficacy, social comparison, goals, outcome expectations, values, and attribution. Since students with greater self-efficacy are more likely to take up challenging tasks, have more interest and recover quicker from disappointments, their motivation to learn is consequently high (Zimmerman, 2000). The motivation for learners' actions is based on environmental factors and personal beliefs, such as the value of goals and expectations of achievement. A sense of academic self-efficacy among students gives them the confidence,





motivation, and ability to make informed decisions and participate successfully in learning activities to achieve higher performance and outcomes. In a word, increased motivation for learning boosts academic self-efficacy; conversely, high learning self-efficacy levels can bolster motivation.

### *Self-determination Theory*

Self-determination Theory (SDT) is the mechanics for understanding the process that initiates, directs, and maintains goal-oriented behavior's quality, consistency, and persistence. It examined social and environmental factors influencing motivation, eventually leading to optimal sustenance (Ryan & Deci, 2000). The three posts of SDT are autonomy, relatedness, and competence (Sibold, 2016), which are well encouraged in the ÀLC model.

### *Self-efficacy*

Self-efficacy is a student's belief in their ability to produce specific outcomes rather than their actual skills (Yang, 2017). Students who can solve complex problems tend to have high self-efficacy (Zimmerman, 2000). A student with good English-speaking skills may have low self-efficacy because they may think that a high score is not achievable with the existing assessment criteria of the course. The design of the ÀLC model in this study allows students to choose the difficulty level of their tasks. In return, the students are rewarded students based on the completion of the task. Autonomy gives them more control over their learning progress, boosting their confidence and self-regulation abilities. Moreover, self-efficacies from academic confidence differ from general perceptions because these differences in performance come from specific evaluations that cater to each situation. Therefore, this study administered pre-treatment and post-treatment tests on the students' English-speaking skill self-efficacy instead of using a general perception test.

Bandura (1986) developed four sources of self-efficacy. The sources are mastery experience, vicarious experiences, social persuasion, and physiological and emotional states, critical influences in developing self-efficacy. Researchers have confirmed this model in mathematics, engineering, and sports (Usher & Pajares, 2009). However, only a few studies are related to the specific domain of English learning, especially for speaking skills. Hence, to form English-speaking skill self-efficacy beliefs, the researchers integrate details that may influence the evaluation of students' capability. The students were given information that may affect their self-efficacy beliefs rather than directly evaluating the students' self-efficacy through the four sources of efficacy. The four sources of the self-efficacy model were injected into developing the ÀLC blended learning model.

### *Motivation*

Motivation is an individual's interest in participating in meaningful activities (Wlodkowski, 1999). It can also be considered as any reason for taking any action. It consists of characteristics like initiating action and providing and continuing direction. There is considerable evidence that motivation positively impacts an individual's educational success, especially in Language learning (Dörnyei, 1994). Therefore, it is necessary to research students' motivation when developing a blended learning model. The motivational process stressed by SCT, from the goals set and perceptions of progress to self-efficacy of the learning, varies and alters all the time (Bandura, 2009). Schunk and Usher (2019) suggest increasing motivational research under SCT through real-time analysis. A microanalytic approach involving pre- and post-treatment tests through self-



assessment was used in this study. This study expanded the SCT motivation research focus on moment-to-moment personal, behavioral, and environmental changes. Keller (1987) developed the motivation model of attention, relevance, confidence, and satisfaction (ARCS) and provided a framework for designing instructional materials with a higher motivational appeal. It was injected into the development of the ÀLC model and formed my instruments to test the effectiveness of the ÀLC blended learning model.

Based on the self-determination theory, the ÀLC model is effective because it allows students to feel autonomous and competent and experience relevance (Ryan & Deci, 2000). Students can choose how they would like to present their learning in the course, facilitating a broader conversation about assessment based on individual abilities and confidence levels. Sibold (2016) indicates that the ÀLC model may simultaneously improve student motivation and self-efficacy and allow instructors to connect with students individually according to their learning styles, balancing the workload on the academic calendar. In this way, students are more likely to approach assignments highly motivated and may have greater self-efficacy as they interact with the course content in personally relevant ways.

## METHODOLOGY

### *Research Design*

A quasi-experimental design was employed to measure the effect of the ÀLC blended learning model on the students' self-efficacy and learning motivation. It involves two groups: independent variables, i.e., blended learning based on the ÀLC model (experimental group) and existing blended learning as the control group (Table 1). Both groups were given treatments and questionnaires. The result was computed and compared to determine the motivational and self-efficacy (dependent variables) effectiveness of the ÀLC model. However, considering the institution's limitations, individual students cannot be randomly assigned to a single treatment. The nonequivalent control group design was adopted, whereby similar entire classes based on the pretest results were randomly selected as either the experimental or the control group.

The purpose of the pretest is to ensure the comparability of the two groups before the treatment. Then, a posttest allows the researchers to determine the direct effects of the treatment on the outcome variables. The control group is to determine whether any observed changes in the experimental group, from the pretest to the posttest, result from the experimental treatment or be attributed to other influences such as testing effects. Time-related confounds are minimized because the experimental and control groups are tested simultaneously. The sample size is  $n = 70$  students, with 35 for each group. The population is 5740 students, the entire first-year non-English-major students of CTC. To ensure the initial English-speaking skills level of the two selected classes is equivalent, all the classes in this grade were pretested.



Table 1

Differences between the Experimental Class and Compared Class

Experimental Class (BL based on the ALC)	Compared Class (Existing BL in CTC)
<p>Asynchronous online material that relies on software and asynchronous instruction</p>	<p>Synchronous teacher lectures online or face-to-face</p>
ChaoXing Platform (as a learning content management system)	ChaoXing Platform (as online meeting app: Tencent meeting function)
<ul style="list-style-type: none"> <li>- Students do self-study via e-learning technology on the ChaoXing platform using devices like computers, laptops, or mobile phones.</li> <li>- Expanding the boundaries of teaching time and space: learning anytime and anywhere</li> </ul>	<ul style="list-style-type: none"> <li>- Mirror the traditional face-to-face classes with almost no change</li> <li>- Students have little chance to control their learning path (time or space)</li> </ul>

### Research Instruments

Two questionnaires were formed in this study, the Blended Learning Motivation Questionnaire (BLMQ) and the English-speaking Self-efficacy Questionnaire (ESQ). The BLMQ was modified from Keller's (2010) Instructional Materials Motivation Survey (IMMS) based on the ARCS model (Cronbach's  $\alpha = 0.96$ ). The original 36 items refer to the text, pages, exercises, illustrations, writing, words, stories, and pictures of instructional materials combined into the study course. Eighteen items refer to the whole instrument that formed the final BLMQ. Considering there is no one-measure fits-all, the ESQ was explicitly designed based on the four English-speaking skills of this course objectives (12 items in total, with three for each skill).

The two questionnaires were validated through a pilot study by SPSS software to test their reliability and validity. All items were rated on a 5-point Likert scale, from 1 (Not True) to 5 (Very True). As shown in Table 1, values of average variance extracted (AVE) are greater than or equal to 0.5, which proves the convergence efficiency; a composite reliability (CR) value between 0.6 and 0.7 is acceptable, but at more advanced stages, it must be higher than 0.7 (Shrestha, 2021). Table 2 presents the alpha value of the items higher than 0.7 to indicate acceptable reliability and 0.8 or higher for higher reliability (Lai, 2021).





Table 1  
AVE and CR for the Convergent Validity

Factors		AVE	CR
Motivation	Attention	0.795	0.939
	Relevance	0.703	0.875
	Confidence	0.564	0.654
	Satisfaction	0.694	0.948
Self-efficacy	Language	0.767	0.908
	Delivery	0.703	0.877
	Topic	0.738	0.894
	Organization	0.805	0.925

Table 2  
Cronbach's Alpha Values for the Instruments

Items	Cronbach's $\alpha$ value	No. of items
Motivation	0.890	18
- Attention	0.936	4
- Relevance	0.880	3
- Confidence	0.892	2
- Satisfaction	0.947	8
Self-efficacy	0.959	12
- Language	0.905	3
- Delivery	0.874	3
- Topic	0.920	3
- Organization	0.893	3

## RESULTS AND DISCUSSION

*What are the ALC-based principles in developing blended learning English Speaking Skills learning and teaching at CTC?*

Prior to the development, a document analysis of related theories, models and elements was conducted to determine appropriate principles of ALC-based blended learning for CTC students' English-speaking skills. The analysis concluded six principles which were later integrated into the lesson plan for the experimental class of the study (Table 3).

1. *Attention*: It is to attract and maintain students' attention through teaching situation design, guide learning needs, stimulate interest through active inquiries, and make students willing to learn.
2. *Relevance*: The teaching should be related to the relevant needs of students, and students'



- professional knowledge background, social life, personal needs, preferences, career planning and other links, meet the learning needs so that students learn actively.
3. *Physiological States*: It should not lead to EFL learners' emotional anxiety and physical stress when performing a particular English-speaking learning task.
  4. *Vicarious Experiences*: It should promote modelling experience from students, teachers, and others online or offline and refers to the experience obtained by observing competent teachers and peer EFL learners. It also includes a self-modelling experience that represents learners' expectations for their success in speaking English.
  5. *Confidence and Mastery Experiences*: It is to propose learning objectives and evaluation standards to students, set diversified and multi-level learning difficulty levels according to students' skills and abilities, support and help students solve problems, achieve goals through students' efforts, experience pride in success, enhance learning confidence, and make students like learning.
  6. *Satisfaction and Social Persuasion*: Timely feedback on the learning results by teachers or peers, through recognition, praise, and other reinforcement means to sustain their good learning behavior, and feel the learning value, so that students continue to learn.




### *How are English speaking skills learned via ÀLC-based blended learning at CTC?*



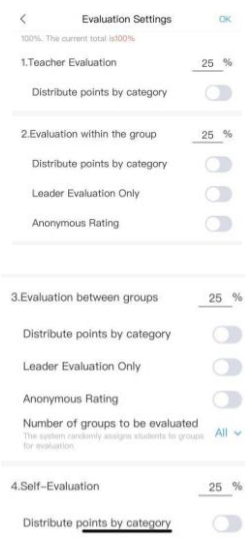

Table 3 presents an example lesson plan based on the theoretical framework (Figure 3) of the ÀLC blended learning model, which was used to develop the teaching and learning of English-speaking skills for CTC students.

Table 3

An Example of a Lesson Plan for English-speaking Skills ÀLC-based Blended Learning

Task	Talk about the working procedure of a traditional Chinese craft	
BOPPPS	<u>Learning Activities based on ÀLC Principles:</u> <ul style="list-style-type: none"> <li>- Attention (A)</li> <li>- Relevance (R)</li> <li>- Confidence (C)</li> <li>- Satisfaction (S)</li> <li>- Mastery experience (ME)</li> <li>- Vicarious experiences (VE)</li> <li>- Social persuasion (SP)</li> <li>- Physiological states (PS)</li> </ul>	Prototype
B Bridge-in	<u>Watching Video (A)</u> About "black technology" of ancient Chinese people: Mortise and tenon craftsmanship, which makes the wooden building stand for thousands of years without nails or glue.	

<p>O Objective</p>	<p><u>Vote to understand learning objectives (R), (PS)</u></p> <p>Use mortise and tenon craftsmanship as an example to learn how to describe a procedure using English orally.</p>	
<p>P Pre-assessment</p>	<ol style="list-style-type: none"> <li><u>Answer Questions (C), (S), (ME)</u> Do you know the procedure of mortise and tenon craftsmanship? Could you show me an example?</li> <li><u>Stimulate Recall of Prior Knowledge (R), (PS)</u> The students are majoring in Building Operations; hence, they could answer the question based on their content knowledge.</li> <li><u>Sit for the Quiz (C) (S) (ME)</u> Provide the linking words in describing the procedure.</li> </ol>	
<p>P Participatory Learning</p>	<ol style="list-style-type: none"> <li><u>Learn Content through Mind Mapping (R)</u></li> <li><u>Watch the MOOC (R) (VE) (PS):</u> <ol style="list-style-type: none"> <li>Decide the structure of the description.</li> <li>Learn about the grammar in describing the procedure.</li> <li>Learn about linking words (based on John's understanding of linking words, learn more linking words to increase the variety of language).</li> <li>Learn about professional words and phrases in describing wooden works.</li> </ol> </li> <li><u>Form a Group Speaking Task (C), (S), (ME), (SP), (VE)</u> Using the grammar, vocabulary, and phrases learned through MOOC, the students are encouraged to share their descriptions of the traditional craftsmanship on TikTok.</li> </ol>	

		 																																				
P Post-assessment	<p><u>Teacher-student Interaction (C), (S), (ME), (SP)</u></p> <p><u>Student Interaction (C), (S), (ME), (SP)</u></p> <p><u>Self-evaluation and Other Types of Evaluation (A), (C), (S), (ME), (SP)</u></p> <p><u>Sample of Assessment Sheet:</u></p> <table><tr><td>The pronunciation and intonation are basically correct</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Expression is coherent</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Grammar</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Vocabulary</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Rich in emotion and infectious</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Appropriate eye contact and body language</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	The pronunciation and intonation are basically correct	1	2	3	4	5	Expression is coherent	1	2	3	4	5	Grammar	1	2	3	4	5	Vocabulary	1	2	3	4	5	Rich in emotion and infectious	1	2	3	4	5	Appropriate eye contact and body language	1	2	3	4	5	
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Appropriate eye contact and body language	1	2	3	4	5																																	
S Summary	<p><u>Enhance Retention and Transfer (S), (ME), (SP), (VE)</u></p> <p>Ask students to do an after-class task to share traditional Chinese craftsmanship with one of the students from the other country.</p>																																					

*Is there any significant difference between ÀLC-based BL and the existing BL for English-speaking skills based on CTC students' motivations?*

Table 4 presents the difference in the student's motivation mean scores between the experimental class (English-speaking skills using ÀLC-based BL) and the control class (existing BL). The results indicated that the students using ÀLC-based BL were more motivated compared to the class taught using existing BL.



Table 4

Comparison of Mean Scores and Standard Deviations between the Classes for the CTC Students' Motivations

Class	N	Mean	SD
ÀLC-based BL	35	3.836	1.202
Existing BL	35	2.276	1.182
Total	70		

*Is there any significant difference between ÀLC-based BL and the existing BL for English-speaking skills based on CTC students' self-efficacy?*

Table 5 shows the pretest and posttest difference between the mean scores for the CTC students' self-efficacy in learning English-speaking skills using ÀLC- based BL and those via existing BL. The results indicated that the CTC students using ÀLC-based BL perceived higher self-efficacy.

Table 5

Comparison of Mean Scores and Standard Deviations between the Classes for the CTC Students' Self-efficacy

Class	N	Pretest Mean	SD	Posttest Mean	SD	Mean Gain
ÀLC-based BL	35	2.521	0.908	2.887	1.063	0.366
Existing BL	35	2.535	0.969	2.606	0.948	0.071
Total	70					

The overall results show a promising future for ÀLC-based BL at the CTC. The developed ÀLC-based BL formed based on the six identified principles was feasible to implement and proven to enhance the students' motivation and self-efficacy in learning speaking skills. The development is to overcome the students' lack of motivation and self-efficacy in learning the language. It is also a measure to tackle the problems related to big English class sizes that have caused an overburdened workload for the teachers. The findings present the students' true acceptance of the innovation in the BL learning and teaching of the skill after undergoing the lesson.

## CONCLUSION & RECOMMENDATIONS

In this era of information technology, blended learning in education is encouraged, especially during and after the Covid-19 emergency. Nevertheless, if an institution promotes BL, careful consideration in designing lesson plans has to be with a clear goal and structured steps. This study offers six practical principles for developing the ÀLC-based blended learning model to improve students with low motivation and self-efficacy in learning English-speaking skills. The theoretical framework for the instructional design presented in this research provides substantial knowledge for blended curriculum designers to appropriately innovate this type of learning structured by credible and robust theories and models required in developing blended learning based on the ÀLC



model. The findings are extended to educators, textbook and reference book writers, or others involved in the design of blended learning, not only in facilitating learning and teaching English language speaking skills, to other languages, language skills and other subjects.

Based on the findings of this study, the following recommendations were made: the development of blended learning should be incorporated in designing lesson plans to maximize learning; to develop the ÀLC model for English-speaking skills. The solidify its effectiveness, the approach should be taught continuously and consistently to avoid students' decline in motivation and self-efficacy to learn. Subject matter experts and instructional and course designers are highly recommended to adopt the six principles clarified in this study.

However, there are also some limitations of this study. Firstly, under the dynamic COVID-zero strategy, blended learning was encouraged in China by the end of 2022 (Liu, Liu & Liang, 2022). Nevertheless, national education policies might change from time to time. Another limitation is that the research has only been carried out at CTC. The sample was from first-year students with similar motivation and self-efficacy in English-speaking skills. Thus, the results of this study may not cover students of other grades and other higher vocational colleges in China.

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