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Providing choices: Enhancing primary students' learning motivation in Hong Kong ESL classroom through autonomy-supportive teaching

Outline

Abstract

Due to the exam-oriented culture in Hong Kong, students are not provided enough autonomy support by the teacher to make decisions for their own learning, so they tend to be cultivated the habit of obedience which may have an adverse effect on their learning motivation. According to Deci, Vallerand, Pelletier & Ryan (1991), the opportunities of decision-making can fulfill the need for autonomy, and autonomy is one of the essential factors of increasing motivation. Therefore, the purpose of this study is to investigate how the provision of choices as autonomy-supportive teaching to enhance primary students' learning motivation in Hong Kong ESL classroom. The study was conducted through quasi-experimental one group design to compare the differences of students' learning motivation and perceptions toward the high autonomy-supportive teaching in terms of procedural autonomy support and cognitive autonomy support. The same questionnaires (SRQ-A) were distributed to students after they had experienced each type of teaching to investigate and analyze the effect of providing choices on students' learning motivation. A semi-structured interview was also conducted for students at the end of the experiment to validate the evidence from questionnaires as well as to gain students' perceptions of autonomy supportive teaching. While during the experiment, a teaching journal was used to record the researcher's own feelings and understanding within the study for the further discussion of the challenges of implementing autonomy supportive teaching in Hong Kong primary classroom. The findings collected from this teaching experiment reveals that procedural autonomy supportive teaching can trigger students' interest in learning, but cognitive autonomy support plays a vital role in increasing and maintaining their intrinsic motivation in learning English.

1. Introduction

English Language Education is a key learning area for every Hong Kong student, and according to the Education Bureau (EDB, 2017), learner independence should be encouraged through student-centered instruction to enhance learners' experience and English proficiency for lifelong learning. Mashouleh & Jooneghani (2012) elucidate that learner's independence in language education can be interpreted into learner autonomy, and autonomous learning should be supported and scaffolded by the teacher in order to enhance the process of learning and motivation. While in most cases in Hong Kong, the teacher is deemed a dominant figure in the classroom to make decisions for students' learning, so students perceive insufficient choices as autonomous learning to increase learning motivation. While learning motivation has a great effect on students' learning and performance positively, and what they do and learn in the task enhance their motivation as well (Pintrich & Schunk, 2002; Schunk, 1991). Therefore, it is essential for teachers to cultivate learners' a sense of autonomy in learning to enhance their motivation during English as a second language (ESL) learning in Hong Kong.

2. Literature Review

2.1 Theory background of motivation

Supporting and cultivating students autonomous learning in the classroom plays an important role in enhancing their learning motivation, whereas how much choices students can make in the task is an indispensable factor behind motivation. According to the general definition of motivation provided by Pintrich & Schunk (2002), it is a process whereby the goal-directed activity is instigated and sustained instead of a product. Hence, learning motivation cannot be observed directly but can be inferred from people's behavior, such as the choice of task,

persistence, effort, and verbalizations, which strongly relate to The Self-Determination Theory of Motivation (SDT) (Deci & Ryan, 1985) concerned with the impact of choices people make on the motivation. According to SDT, motivation can be sorted into different varieties depending on the reason for making actions. The basic types of motivation are intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in a behavior actively because of a sense of satisfaction within the individual, so it is more autonomous to take actions. On the contrary, extrinsic motivation explains the reasons for behavior that is arisen from external rewards. There are four forms of extrinsic motivation to indicate a continuum of self-determination. The first type is external regulation which is the least autonomous and self-determined. The behaviors are performed to gain a desirable consequence or avoid a negative consequence. The second type is introjection, referring to the action that is controlled and pressured due to internal reasons. The next form with more autonomy is identified regulation that people are motivated by identifying, valuing their own behavior, finding out the importance of taking actions. The last form is integrated regulation which presents the most self-determined of extrinsic motivation that behavior is regulated through valuing them and integrating the other aspects of the self.

2.2 Choice, Autonomy-supportive Teaching, and Motivation

The relationships between motivation, choices, and autonomy-supportive teaching are interwoven, and they play essential roles in the students' quality of learning. According to the sub-theory of motivation (Ryan & Deci, 2000), autonomy is one of the basic psychological needs of people to satisfy and enhance their intrinsic motivation. To fulfill the need for autonomy is to gain a sense of 'choicefulness' or volition based on their ideas and feeling from an authentic self. Hence, the research proposes that providing choices is deemed a practical strategy to serve the

purpose of supporting autonomy. In other words, the choice is not an outcome of motivated activity based on this theory, but it is a medium for making learners feel self-determined and fostering their autonomy to trigger their motivation for learning. The strategy can be implemented in the teaching context that provision of choices by the teacher is a kind of autonomy-supportive teaching to enhance students' motivation for learning. On the other hand, Wawrzyniak-Śliwska (2017) claims that it is a long-term process of fostering learners' autonomy, so learners should be encouraged to learn to take responsibility for their learning at an early stage, otherwise learners have gotten used to relying on the teacher's instruction and their thinking mode has formed due to the immersion of institutionalized learning. Therefore, it is valuable and meaningful to support students' autonomy in their learning at their elementary level by giving opportunities to make decisions for enhancing their motivation.

2.3 Choices and Autonomy-supportive Teaching

The provision of choice can support the autonomy of students to intrigue their learning, and according to Stefanou, Perencevich, DiCintio, & Turner (2014), autonomy-supportive practices can be categorized into three distinct ways which are organizational autonomy support, procedural autonomy support, and cognitive autonomy support. With organizational autonomy support, students can make choices in terms of issues of classroom management, such as choosing the sitting arrangement and group members. Students with procedural autonomy support are offered with opportunities to decide what kind of forms or media will be used by themselves to present their ideas and words, whereas cognitive autonomy support is to give students chances to evaluate work from self-perspectives, for instance, students can solve the

problem in multiple ways. Hence, different types of choices are provided for students in terms of organizational, procedural, and cognitive aspects.

2.4 Motivation and Autonomy-supportive Teaching

Previous studies have shown that autonomy-supportive teaching significantly affects students' learning motivation. The study by Stefanou et al. (2004) observed four groups of students who were respectively taught in conditions of low organization, procedural and cognitive autonomy support, high organizational and procedural but low cognitive autonomy support, low organizational and procedural but high cognitive autonomy support, and all three factors in high autonomy support. The finding shows that organizational and procedural autonomy supports are necessary but insufficient for facilitating and enhancing students' learning motivation whereas cognitive autonomy support is the heart of maximizing motivation and engagement. However, Furtak, Erin & Kunter (2012) got different results based on their experimental classroom-based study. The study embedded four conditions, high/low procedural autonomy support and high/low cognitive autonomy support in a physical science lesson, but organizational autonomy was not included because of the control of lesson organization to create standardized conditions. The finding shows that procedural autonomy support has a more positive effect on students learning and motivation that students perceived more choices and engagement in learning or doing tasks rather than cognitive autonomy support.

Therefore, the previous studies show that autonomy-supportive teaching has a great impact on students' learning motivation, but the controversy is that it is cognitive autonomy support or the procedural aspect takes the main role in enhancing learning motivation in the classroom. What's more, there are scarce articles about conducting autonomy-supportive teaching by providing

choices in the primary classroom, especially in the Hong Kong context. Hence, this research will further explore how the provision of choices in terms of procedural and cognitive aspects as autonomy-supportive teaching affects the learning motivation of Hong Kong primary students in the ESL classroom.

Research questions

1) How does providing choices in terms of procedural and cognitive autonomy support affect students' learning motivation in Hong Kong ESL classroom?

2) What are the students' perceptions of autonomy-supportive teaching?

3) What are the challenges of implementing autonomy-supportive teaching in the primary classroom?

3. Methodology

3.1 The design of the study

Participants experienced two lessons (Appendix 1) with procedural autonomy-supportive teaching and another two lessons with cognitive autonomy-supportive teaching in order to explore how their learning motivation was affected by providing different choices and to gain more reliable perceptions of autonomy-supportive teaching from students through comparing their feedback in questionnaires and interviews. Hence, this research was conducted by adopting the quasi-experimental one group design.

The same group of students experienced two phases in this study, according to Table 1 and Table 2. High cognitive autonomy support was provided for students in phase 1 that they could discuss and found different solutions to questions as well, but in low procedural autonomy support, the

format of the task was the same. While during phase 2, students were taught with high

procedural autonomy support that students had opportunities to decide the way to present their

work, such as drawing, writing, or speaking, combining with low cognitive autonomy support

that there was only one appreciated answer by the teacher.

Choice	During the activity students are given opportunities to:	Autonomy-supportive teaching **phase 1**
Low procedural autonomy support	- Choose different forms to display their ideas or work	- After the input and practice, students needed to design their sandwich recipe with using different action verbs of cooking they just learnt
High cognitive autonomy support	- Discuss and find multiple solutions to problems	- Students received the same worksheet but different designs from them were expected and appreciated

Table 1

Choice	During the activity students are given opportunities to:	Autonomy-supportive teaching **phase 2**
High procedural autonomy support	- Choose different forms to display their ideas or work	- After the input and practice, 3 formats of tasks (drawing, writing, speaking) were provided for students to choose for making a recipe of hamburger
Low cognitive autonomy support	- Discuss and find multiple solutions to problems	- But each task has its standard answers

Table 2

3.11 Procedure

The experiment was conducted in early December of 2019. The data collection includes three parts. In the first part, the same questionnaires were distributed for students at each the end of phase 1 and phase 2 to compare and find out how does providing choices in terms of procedural and cognitive aspects affect or enhance their learning motivation whereas the second part was to conduct an interview after finishing the whole experiment to validate students' feedback from the section one as well as responding to the research question two to gain their own opinions about the autonomy-supportive teaching. The last part was a teaching journal to record the whole period of the experiment to answer the potential challenges of implementing autonomy-supportive teaching in the primary classroom.

3.12 Participants

There were a total of 13 students from the same primary 3 class who participated in this experiment. Criteria of choosing participants: 1) students in the same grade 2) students have time and 3) are willing to participate in the experiment. Although all students had the same opportunities to make decisions for their learning during the experiment, the provision of choices was embedded in the same teaching content, so the teaching content could be chosen more specifically if they were from the same grade. On the other hand, participants were recruited through getting permission from the school and their parents. (Appendix 2).

3.13 Instruments

A quasi-experimental one-group design was adopted in this research, and three instruments, namely questionnaire, interview, and teaching journal, were used to answer research questions.

1. Questionnaire (SRQ-A)

The questionnaire (Appendix 3) was adopted from the Academic Self-Regulation Questionnaire (SRQ-A) which was validated by Ryan and Connell (1989), including a set of closed-ended questions in both Chinese and English, to collect qualitative data about students' learning motivation toward autonomy-supportive teaching. There are a total of 16 questions sorted into 4 categories to represent external regulation, introjected regulation, identified regulation, and intrinsic motivation of learning motivation. The same questionnaire was distributed for participants at the end of each phase, and participants needed to circle a number on a 4-point Likert scale to indicate the extent from 1 (strongly agree) to 4 (strongly disagree).

2. Semi-structured Interview

Because of the limited numbers of participants, all of them were invited for a semi-structured interview (Appendix 4) after complementing the phase 2 to validate responses from questionnaires, but the main purpose of the interview section is to answer the research question two about students' perception on the provision of choice in procedural autonomy support and cognitive autonomy support. The interview was last 5-10 minutes for each interviewee, and conversations were recorded for only research purposes.

3. Teaching Journal

A teaching journal (Appendix 5) was used by the researcher to record her perceptions of conducted teaching and students' reactions immediately after each lesson, and personal understanding, feeling, and attitude were marked down as well throughout the study. It facilitates

the researcher to make a reflection to find out positive aspects and the potential challenges of implementing autonomy-supportive teaching in Hong Kong primary classrooms.

3.14 Data analysis

The data from questionnaires were analyzed through SPSS Software and Excel to calculate the mean and standard deviation of intrinsic motivation, introjected regulation, external regulation, and identified regulation in low autonomy-supportive teaching and high autonomy-supportive teaching respectively in order to make a comparison. If the mean is closer to 1, it shows the participants' higher learning motivation.

Transcription (Appendix 6) of the semi-structured interview was translated into English for thematic analysis (Braun & Clarke, 2012). The data was synthesized into themes based on the salient features with the support and explanation of previous researches.

4. Findings

The results were analyzed to show the difference of learning motivation in procedural autonomy support and cognitive autonomy support, the varied attitudes from the participants toward these two autonomy-supportive teachings as well as the difficulties in carrying out in Hong Kong primary classroom. SPSS Software and Excel were used to analyze the data collected from questionnaires.

4.1 Differences between Learning Motivation in Autonomy-supportive Teaching

The Table 3 at below outlines the results collected from questionnaires that the scale is from 1 (strongly agree) to 4 (strongly disagree) of the different types of learning motivation, namely

external regulation, introjected regulation, identified regulation and intrinsic motivation, between procedural autonomy support and cognitive autonomy support. For the external regulation aspect, the mean of 2.17 was shown in the procedural teaching method, and 2.25 was in the cognitive method. The means of procedural and cognitive autonomy support strategy were 1.92 and 2.08 respectively in the area of introjected regulation. In terms of identified regulation, the procedural method was 2.08, while the cognitive method was 1.83. The mean of the procedural method in the aspect of intrinsic motivation was 2.16, and that of the cognitive method was 1.50. Generally speaking, the results illustrate that the means of procedural autonomy-supportive teaching were closer to 1 in terms of external regulation and introjected regulation, compared to corresponding figures of cognitive method, whereas the opposite trend was witnessed in the areas of identified regulation and intrinsic motivation that the means of cognitive autonomy support strategy got closer to 1, which means that cognitive supportive teaching has a more positive impact on enhancing intrinsic learning motivation.

Results of SRQ-A

SRQ-A (16 items)	Group	Mean	SD
External Regulation (4 items)	Pro	2.17	0.55
	Cog	2.25	0.60
Introjected Regulation (5 items)	Pro	1.92	0.64
	Cog	2.08	0.49
Identified Regulation (3 items)	Pro	2.08	0.49
	Cog	1.83	0.55

| Intrinsic Motivation (4 items) | Pro | 2.16 | 0.37 |
| | Cog | 1.50 | 0.50 |

Table 3

(Note: Pro = Procedural Autonomy Support; Cog = Cognitive Autonomy Support;

SD = Standard Deviation)

4.2 Students' Attitude toward Procedural Autonomy Support and Cognitive Autonomy Support

The results from the interview present students' attitudes toward autonomy-supportive teaching. Generally speaking, the majority of participants show a positive attitude when coming to 'make a choice' by themselves, as some of them said that '*The activity was fun because I could choose the task I like. Finally, I chose drawing*', '*I was excited when I heard that I could choose by myself, I just wanted to start choosing as soon as possible*' and '*it is special, we seldom have change to choose how to do the task, but in this activity, I can choose the way I like to finish that task. It is fun*' in the procedural autonomy-supportive teaching, and '*I like the activity, I could write whatever I like in the recipe*' and '*I really enjoy in designing my own sandwich*' in cognitive autonomy-supportive teaching, whereas the different perspectives between procedural and cognitive autonomy support were spotted as well depended on their interests and purposes in making decisions.

4.21 Students' Attitude toward Procedural Autonomy Support

In the interview, participants showed high motivation and interest when they were provided rights in choosing the task, while the criteria of making the decision focuses more on the format

of tasks instead of contents, as one of the students said '*This activity is novel, but I think no one will choose writing. It is boring. I would prefer drawing*' which aligns with other students' opinions on choosing the different ways of tasks, '*Actually, I chose drawing without any hesitation before I really figured out what I need to do in the drawing task*' and 'I chose the speaking… I think it was more convenient to do it'. Therefore, when their attention was addressed to the choices of functions, participants did not keep their persistence on one task and tended to change it to another one, '*I chose to tell the steps to my partner at the beginning, but later I found [student's name] did the drawing task, it seemed quite interesting, so I decided to change to drawing*' and a similar situation occurred on swinging between the forms of tasks from another student, '*I did not know which one I should choose at first, every task sounds good, so I just wanted to try each one once*'. On the other hand, some participants cared more about the results of their work that whether they got correct answer instead of paying attention to the experiences and feelings during the whole process in procedural autonomy-supportive tasks, one student with lower learning ability mentioned that '*I think I did quite well in this activity because I wrote all steps correctly by myself, I check the answer with [student's name] before you showed the answers.*', and another student showed agreement on the reason for choosing the task, '*I chose drawing because it was the easiest way to complete*'.

4.22 Students' Attitude toward Cognitive Autonomy Support

Participants expressed a sense of involvement and enjoyment during the process of doing cognitive autonomy-supportive tasks in the interview, as one student mentioned that '*I like this activity because I could make what I like. Although I did it a little bit slow, I was just thinking what else I can do to make it better*', which was agreed by another student that '*I felt the time*

passed so quickly. Maybe it was because I too focused on designing my sandwich'. Furthermore, students had a more positive attitude toward their product that they were willing to present their work to others with self-recognition and appreciated differences as well, '*I like my designed sandwich, I also showed it to [student's name], she likes it as well, and said that is creative*', one student said. Another student conveyed the similar perspective that she felt self-satisfaction about her work and was open-minded toward different products from others, '*I like my designed one best, but I think everyone did a good job, [student's name]'s one is really special, I like it as well because I haven't thought about that before*'.

4.3 The Difficulties in Implementing Autonomy-supportive Teaching

The teacher's perspectives and feelings of carrying out autonomy-supportive teaching were noted down in the teaching journal. There are some salient points for each teaching method and general opinions for the whole experiment were marked as well. In terms of teaching with high cognitive autonomy support which aims at giving freedom for students in choosing ways of thinking, but the diversity of products as the teacher expected was not shown from students after the teaching, for example, '*some students just copied the work that the teacher demonstrated for them instead of designing new one by themselves*' written in the journal. While in the high procedural autonomy-supportive teaching, students tended to avoid the task which seemed a challenge for them, as the teacher recorded in the journal '*some students chose the way to present just because that was the easiest one for them*', which may lose the meaning of implementing autonomy-supportive teaching to trigger their motivation to learn. Overall, the same difficulties were spotted as well both in procedural and cognitive teaching methods. Students needed more guidance for understanding and doing the task, '*A lot of follow-up*

instructions and support were needed by students during the task'. In addition, it was time-consuming and difficult in keep balance between ideal and reality of carrying out these two teaching strategies according to the teaching journal, '*I need to spend a lot of time in preparation, like designing the lesson to think about how this kind of teaching method can be adapted into the school-based curriculum with limited resources, classroom space and time*'.

5. Discussion

5.1 Personal Relevance Holds Students' Motivation Longer

According to Assor, A., Kaplan, H., & Roth, G. (2002), there is a strong relationship between the subject's autonomy and one's personal goals, interests or values, which interprets the situation that students showed positive attitudes toward making choices in two autonomy-supportive teaching methods at the beginning, in terms of choosing the way to present their works based on their preference in the high procedural autonomy support lesson or gaining freedom in ways of thinking by designing own recipes in the high cognitive autonomy-supportive task. In other words, the choice was made by students ascribes to personal reasons based on internal effects or external effects. Therefore, having a sense of authority in making decisions by themselves acts as a medium of triggering their learning autonomy, because participants can feel the connection between making choices for doing tasks and personal interests and goals.

Although students' learning motivation was stimulated, their persistence of interest varied in these two teaching methods, which can be explained by the Catch and Hold Theory from Mitchell, M (1993). In the lesson with high procedural and low cognitive autonomy support, the task was designed for providing different ways for students to choose instead of supporting and

encouraging them to express their ideas in the work. It tended to be a stimulus when the diverse formats and functions of a task were more addressed to catch students' attention initially. While the process of experience was not highlighted, all of them followed the same thinking route to deal with the problem in order to achieve only one acceptable answer by the teacher so individuals for being creative and autonomous are weakened, which may result in losing interest in focusing one and swaying between tasks easily due to the less personal relevance. Consequently, students' intrinsic motivation is vulnerable to high procedural autonomy-supportive teaching.

On the other hand, high cognitive autonomy-supportive teaching tends to maintain students' learning motivation longer during the task. The opportunities of making decisions were embedded in the whole process of the activity, which challenged students' cognitive aspects and required students' more deep-level thinking to empower them to take initiative in focusing on thinking in different ways since various answers were appreciated, and the multiple ideas were shown by them reveals their perspectives, values, and interests. Hence, the provision of choices in how to think can engage students with a sense of meaningfulness and involvement in the task because that it is more personally important by viewing the task as a way of expressing themselves despite that there is only one format to present the work. As a result, admittedly procedural autonomy support has a certain positive impact on catching learner's attention by forms of a task, however, cognitive autonomy support, which gives chances for students in thinking and doing actions to reflect their personal interest, plays a more significant role in holding their learning motivation in a task.

5.2 Developing a Positive Learning Environment

Participants from both cognitive autonomy support and procedural autonomy support group showed a high interest in making choices for completing the task, whereas the impulses behind the actions are distinctive in terms of internal factors and external factors due to the influence of the learning environment. According to PAILAL, a positive learning environment, where students feel a sense of ownership linked to evaluation and expectations, and being respected and valued by others to express themselves, contributes to their deep engagement in learning. In other words, it explains the different results of the questionnaires between two teaching methods that students with cognitive autonomy support showed higher agreement in the aspects of identified regulation and intrinsic motivation, compared to corresponding figures in procedural support. Students were encouraged to think in different ways and diverse answers were expected by the teacher and students that make them feel emotionally safe to present their work or ideas comfortably and confidently without fearing being judged by others. Hence, a sense of fulfillment and achievement comes from their self-evaluation and appreciation of their work, regardless of external factors, such as comments from others, which means that it was the intrinsic factor that drove students to perform well in cognitive autonomy-supportive tasks in the open-mindedness and positive learning environment.

While in procedural autonomy-supportive teaching, the results of the external regulation and introjected regulation aspects are highlighted. When the choices offered by the teacher least related to the cognitive aspects of the learning objective, especially in the task that the form and function of the product are emphasized, and the attention to the understanding of the content is little addressed, which may adversely direct students' learning motivation to something less than

an intrinsic desire to learn (Stefanou, et al., 2004). Students' interest was firstly motivated by getting the chance to choose the way to cope with the problem, while the extrinsic regulation shown from them interprets that their motivation of making choices mainly derives from external control that it was easier to get the correct answers to achieve the teacher's expectation, which leads to a sense of pressure in seeking approval from others or self-validation plays. Therefore, the learning environment takes a key role in responsible for students' behavior and their attitude toward learning. High cognitive autonomy-supportive teaching enhances students' intrinsic learning motivation more as it embraces differences in thinking to provide an emotionally safe environment.

5.3 The Difficulties in Implementing Autonomy Supportive Teaching

5.31 Students' Low Confidence

According to Benabou, R., & Tirole, J. (2002), high self-confidence in learning English has a significant impact on the level of intrinsic motivation, and obviously, students' will feel more comfortable and confident when they are clear what they are going to do after a few times of practice, which can prepare them to take further challenges actively. Therefore, it is difficult for a teacher to get immediate feedback of the positive learning effectiveness or acceptance from students when conducting a novel teaching strategy in limited lessons, especially when students have already gotten used to the traditional mode of learning that they follow the teacher's instruction and do the same things with others. It leads to the result that students may show the difficulty in engaging in autonomy-supportive tasks which require more self decision-making with independent thinking, and their confidence in learning may be cracked.

As Turner et al. (2002) mentions, scaffolding plays an important role in supporting cognitive autonomy. Although the teacher wanted to reduce the interference on students' thoughts and to encourage them to think in different ways in cognitive autonomy-supportive teaching, they may feel a sense of unsureness and self-doubt about the self-competence during the task when there were not enough comments given by the teacher on whether they were on the right track. It ultimately causes the situation that some of the students just copied the sample work directly to gain a sense of safety. For the aspect of procedural autonomy-supportive teaching, some students did not really realize the purpose of choosing tasks and tended to think of questions based on the traditional method of learning. The result and product became their priority of doing the task so they were more willing to do the task which seems easiest for them instead of being a risk-taker, which may reduce the effectiveness of using autonomy-supportive teaching. Therefore, more support from the teacher and more time for students to prepare themselves are needed when carrying out innovative teaching methods, especially in elementary classrooms, to enhance their trust and confidence in learning English.

5.32 Minimal Embellishments for Autonomy Supportive Teaching in Hong Kong Primary Classrooms

The school context and social context may restrict the successful implementation of Autonomy support in Hong Kong local primary classrooms so it needs to take a long time to see significant differences in students' learning effectiveness. Autonomy supportive teaching is a kind of bottom-up innovation teaching strategy carried out by the individual teacher based on self-recognizing the problem and interest in helping students to enhance intrinsic learning motivation. Therefore, it is difficult to carry out because of the limited support and resources from the

school, which leads to the unavailability of meaningful and interesting experiences for students, especially in traditional classrooms (Rogat, Witham, & Chinn, 2014). The general definition of autonomy-supportive teaching provides the basic framework and ideas for teachers so that the ways of embedding new strategies for teaching different knowledge in real lessons mainly depend on the conductor's own beliefs and teaching experience without previous cases for referring to or feedback from partners for further improvement. On the other hand, when the school does not give workload sharing and curriculum adaptation for this novel teaching method, it would be time-consuming in terms of the preparation phase of the teacher, and it is hard to keep a balance between the duration of students' interesting experience in a task and limited time of a lesson for catching up the teaching progress required by the school.

Admittedly, inquiry-oriented reforms, authentic activities, and long-term projects are recognized for the potential of enhancing learner autonomy, however, it seems to lead researchers to figure out the limited learning environment which would only afford 'minimal embellishments' for cultivating autonomy due to the difficulties in developing and enacting these teaching methods (Gordova, D. I & Lepper, M. R. 1996). As the results and scores are indispensable figures of representing students' learning performance and strongly emphasized by parents and teachers due to the exam-oriented culture, autonomy-supportive teaching cannot show immediate outcomes and a direct link to what they expect to, so it may be difficult to roll out widely to satisfy different parties. In other words, the concept of autonomy support was derived based on the western learning context, which may not be completely suitable for our Hong Kong students and fit into Hong Kong schools who have different learning foci. It is reasonable to have a limited positive impact on students' learning when constrained to diverse conditions. Therefore, there is

still a long way to go in adapting autonomy-supportive teaching in the local context for better benefit students and wider recognition.

6. Implementation

The autonomy support can be a practical teaching strategy for teachers to flexibly adapt and carry out in Hong Kong ESL classrooms based on the school curriculum to enhance students' intrinsic learning motivation. At the beginning of an activity, procedural autonomy support can be involved to draw students' attention and to trigger their interest through giving different forms of a task for them to choose a way of presenting their ideas. Most importantly it is to combine cognitive autonomy support by providing choices in how to think during the task, such as discussing and dealing with a problem in multiple ways, to hold their intrinsic motivation in learning. Additionally, the teacher needs to be a role model in cultivating a positive learning environment by allowing and encouraging different perspectives so that students will focus on the process of learning experience more with a sense of engagement and emotional safety. Lastly, scaffolding in terms of learning and motivational aspect is needed when implementing autonomy-supportive teaching, such as designing tasks based learners' needs, clear instructions, giving credit for the effort they made and positive feedback or comment on the work, to increase their confidence in doing the task, especially for lower ability students.

7. Limitation

The validity of the findings may be affected due to several limitations in this research. First of all, the size of the sample was not big enough that there were only 13 participants from the same primary 3 class. Besides, the duration of conducting the experiment was constrained to just 4

lessons because of the irresistible factors. Hence, the data collected under these limited conditions may be unable to reflect the salient differences of learning motivation between procedural autonomy support and cognitive autonomy support. What's more, the researcher was a novice teacher in that class at the same time when conducting the experiment. Students' perspective toward the teacher was an inevitable factor of influencing their learning motivation, so the data of their attitudes toward autonomy-supportive teachings may not be objective.

8. Conclusion

In conclusion, this study was carried out to investigate how autonomy-supportive teaching in terms of procedural autonomy support and cognitive autonomy support affects students' motivation in learning English in the Hong Kong ESL primary classroom. The results show that both teaching methods have a positive impact on enhancing students' motivation referring to external and internal factors. Procedural autonomy-supportive teaching can attract students' attention and trigger their learning interest due to its variety of task formats, while cognitive autonomy-supportive teaching plays a more significant role in enhancing and maintaining their intrinsic motivation because of providing a sense of personal relevance and positive learning environment. Hence, it can be a useful and practical teaching method for teachers to use flexibility based on different learning objectives. However, more scaffolding should be provided for students to increase their confidence in trying new learning tasks, and revising and adapting the innovative teaching strategy is important as well to better match students' needs and fit into the local instructional culture. To help students to benefit from the autonomy-supportive teaching more, further studies in observing more cases of differences between the ideal and reality of

implementing this novel teaching strategy by teachers in Hong Kong context and how it can

adapt to local school better to improve students' English learning effectively are required.

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Theme/ topic: Let's party!
Class: Primary 3D (23 pupils)
Student teacher: WU Lingrong, Alisa
Date: 06/12/2019 (Friday)

<table>
<tr>
<td colspan="3" align="center">Lesson: Making a Sandwich Recipe
Phase 1: high cognitive autonomy support with low procedural autonomy support</td>
</tr>
<tr>
<td>Products</td>
<td colspan="2">● Students can identify and use different action verbs of cooking, namely peel, fry, slice, scoop, spread, and sprinkle.</td>
</tr>
<tr>
<td>Previous knowledge</td>
<td colspan="2">● Students have learnt vocabulary related food
e.g. bread, butter, cheese, honey, onions, jam, bacon, etc.
● Students have learnt vocabulary related things in the kitchen
e.g. fork, knife, chopsticks, spoon, pan, pot, etc.
● Students have learnt collective nouns of food
e.g. a jar of, a loaf of, a slice of, etc.</td>
</tr>
<tr>
<td rowspan="2">Language Objectives</td>
<td>Functions/ Structures</td>
<td>● Students can use different verbs to describe the actions of cooking (e.g. Spread peanut butter on the bread, etc.)</td>
</tr>
<tr>
<td>Skills</td>
<td>**Language skills**
● Speaking:
- Pronounce words correctly (e.g. spread, scoop, etc.)
- Providing information in response to the teacher or other students' questions.
- Students use authentic English language to discuss when they are doing pair work and group work.
● Listening
- Students listen to others and the teacher's expression.
● Writing
- Students design their recipes in group and use actions verbs of cooking in sentences.

Generic skills
● Collaboration skills
- Students do pair work to help each other and do group work to practice using action verbs of cooking.
● Communication skills
- Students interact with classmates and express their ideas effectively in pair and group work.
- Students use target action verbs of cooking meaningfully.</td>
</tr>
</table>

| | | ● Creative skills
- Students can create and design their own recipe. | | |
|---|---|---|---|
| Teaching/ Learning Activities | Lesson : | | Purpose
- Clarified what they will learn in this lesson
  - PPT |
| | Introduction | ➤ Introduce the learning object to students that they are going to learn different action verbs of cooking and make a recipe by themselves. | |
| | Input | ➤ Teaching action verbs of cooking
- The teacher shows a video of making Peanut Butter and Banana Sandwich and asks 'How Mr. Bean make the sandwiches
- Read and do the actions of cooking together. | - To focus on learning the action verbs |
| | Practice | ➤ Practice action verbs (group)
1. Matching pictures to the relative action verbs

2. Discussing and writing down more food which can be used with the action verbs of cooking
3. Write down more action verbs in the extra box if they can. | - To practice using action verbs of cooking

- **High cognitive autonomy support with low procedural autonomy support** 2)+3): students can discuss together to find out more then one answer of word to match the target words. |
| | Output | ➤ It is students' turn to make their own Sandwich Recipe (group work)
- Students have one minute to discuss in groups and design what they are going to make
- Each group will get a recipe worksheet
1. Write down the title
2. Students circle ingredients and write down how much they need
3. Write down the steps by using peel, slice, scoop, spread, fry, sprinkle, put, etc.
4. Draw for the sandwich | - **High cognitive autonomy support with low procedural autonomy support**: students can discuss and design their own sandwich on the worksheet |
| | Feedback and assessment | ➤ The teacher gives feedback for some students' work
➤ Demonstration (individual) | - **High cognitive autonomy support with low procedural autonomy support**: different kind of sandwiches are appreciated by the |

		- Students have change to demonstrate how to make a real sandwich by the prepared food materials based on their recipe.	teacher

Theme/ topic: Let's party!
Class: Primary 3D (23 pupils)
Student teacher: WU Lingrong, Alisa
Date: 09/12/2019 (Monday)

<table>
<tr><td colspan="3" align="center">Lesson: Making a hamburger Recipe
Phase 2: high procedural autonomy support with low cognitive autonomy support</td></tr>
<tr>
<td>Products</td>
<td colspan="2">●   Students can identify and use different action verbs of cooking, namely grate, chop, add and pour.</td>
</tr>
<tr>
<td>Previous knowledge</td>
<td colspan="2">●   Students have learnt vocabulary related food
e.g. bread, butter, cheese, honey, onions, jam, bacon, etc.
●   Students have learnt vocabulary related things in the kitchen
e.g. fork, knife, chopsticks, spoon, pan, pot, etc.
●   Students have learnt collective nouns of food
e.g. a jar of, a loaf of, a slice of, etc.</td>
</tr>
<tr>
<td rowspan="2">Language Objectives</td>
<td>Functions/ Structures</td>
<td>●   Students can use different verbs to describe the actions of cooking (e.g. Pour some oil in the pen, etc.)</td>
</tr>
<tr>
<td>Skills</td>
<td>Language skills
●   Speaking:
-   Pronounce words correctly (e.g. chop, grate, etc.)
-   Providing information in response to the teacher or other students' questions.
-   Students give instruction of making a hamburger to their partner
●   Listening
-   Students listen to others and the teacher's expression.
●   Writing
-   Students can choose to write a steps of making a hamburger by use target action verbs of cooking in sentences.

Generic skills
●   Collaboration skills
-   Students do pair work to help each other and tell the steps of making a hamburger to partners.</td>
</tr>
</table>

		• Communication skills - Students interact with classmates and express their ideas effectively in pair work. - Students use target action verbs of cooking meaningfully.	
Teaching/ Learning Activities	Lesson :		Purpose
	Introduction	➤ Introduce the learning object to students that they are going to learn different action verbs of cooking and make a recipe for the chef.	- Clarified what they will learn in this lesson
	Input	Teaching action verbs of cooking (Whole class) - Students watch a video of making a cheese hamburger. After the video, the teacher asks students 'How to make the hamburger?' - Read and do the actions of cooking together.	- To focus on learning target action verbs of cooking
	practice	➤ Practice action verbs (individual)- matching game - Teacher shows the action verb on the screen each time - Students can choose to 1) write the word 2) draw the relative action 3) do the action	- **High procedural autonomy support with low cognitive autonomy support**: there is just only one accepted answer but students can choose different ways to present their understanding
	Output	➤ It is students' turn to show the chef how to make a beef hamburger (pair or individual) - The teacher shows a video of making the hamburger - Students choose the way to present how to make the hamburger by following the video 1) Writing down the steps of making it in sentences 2) Drawing down the process corresponding the key action verbs 3) taking notes (e.g. 1. grate, cheese, 2. grill, beef, etc.) and find a partner to tell how to make the hamburger.	- Students can practice using action verbs of cooking to give instructions - **High procedural autonomy support with low cognitive autonomy support**: there is only one way of making beef hamburger shown in the video, while students can choose different ways to display their understandings to achieve the teacher's expectation

	Feedback and assessment	➤ The teacher gives feedback for some students' work ➤ Demonstration (individual) - Students have change to introduce to whole class how to make a beef hamburger through the way they have chosen.	- **High procedural autonomy support with low cognitive autonomy support**: although students have different ways to present their work, there is only one rustle accepted by the teacher

Appendix 2 (Template of Information Sheet and Consent Form: English Version and Chinese Version)

<div align="center">

INFORMATION SHEET

Providing choices: Enhancing primary students' learning motivation in Hong Kong ESL classroom through autonomy-supportive teaching

</div>

You are invited to participate with your child in a project supervised by <u>Dr WONG, Ming Har Ruth</u> and conducted by <u>WU Lingrong Alisa,</u> who are staff / student of the Faculty of Humanities in The Education University of Hong Kong.

The introduction of the research

A) *The aim of the study*

This research is to investigate how does the provision of choice as autonomy-supportive teaching affect or enhance students' learning motivation, which also helps to improve teachers' teaching and motivate students' learning in English as Second Language classroom.

The methodology of the research

A) *How many participants will include in this study*

Around 23 primary-3 students will be invited to participate in this study through getting permission from their parents.

B) *Procedure of the research*

Participants will experience two types of teaching in phase 1 and 2 in this study. During the phase1, participants are taught in high procedural autonomy support that participants have opportunities to decide the ways to present their work, such as drawing, mind map……. While in the phase 2, high cognitive autonomy support will be provided that they can discuss and find different solutions to questions. After the end of each phase, participants will need to fill in questionnaires which are used for analyzing their learning motivation, and participants may be invited for a interview to share their own perceptions about autonomy-supportive teaching.

- *Period of participation*

participants will take four English lessons to experience two teaching methods.

- *How much time it will take.*

Each lesson will last for 35 minutes

C) *Potential benefits (including compensation for participation)*

This study does not provide you with personal benefits, but the data collected will provide valuable information on the study of motivation for learning.

The potential risks of the research

Your child's participation in the project is voluntary. You and your child/ students have every right to withdraw from the study at any time without negative consequences. All information related to your child will remain confidential, and will be identifiable by codes known only to the researcher.

Describe how results will be potentially disseminated

- This research may be shared in form of thesis and educational presentations.

If you would like to obtain more information about this study, please contact WU Lingrong Alisa at telephone number _____ or their supervisor Dr WONG, Ming Har Ruth at telephone number _____.

If you or your child have/ has any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

WU Lingrong Alisa
Principal Investigator

THE EDUCATION UNIVERSITY OF HONG KONG
Faculty of Humanities

CONSENT TO PARTICIPATE IN RESEARCH

Providing choices: Enhancing primary students' learning motivation in Hong Kong ESL
classroom through autonomy-supportive teaching

I _____ hereby consent to my child participating in the captioned research supervised by Dr WONG, Ming Har Ruth and conducted by WU Lingrong Alisa, who are staff / student of Faculty of Humanities in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, our right to privacy will be retained, i.e., the personal details of my child will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My child's/ students' participation in the project is voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant	
Signature of participant	
Name of Parent or Guardian	
Signature of Parent or Guardian	
Date	

有關資料

通過提供選擇作為教學，提高小學生在香港英語課堂的學習動機

誠邀 貴校/ 貴子女參加<u>黃明霞博士</u>負責監督，<u>吳凌嶸</u>負責執行的研究計劃。他們是香港教育大學人文學院的學生/教員。

研究計劃簡介

A) 本研究的目的是探討 ‘提供選擇’ 作為自主支持教學是如何影響或提高學生的學習動機，這也有助於改善教師的教學，激發學生在英語作為第二語言課堂的學習。

研究方法

A) 參與人數

本研究會通過獲得父母的許可，邀請 23 名三年級小學生參加這項研究。

B) 說明工作及步驟

在本研究中，學生將在第 1 階段和第 2 階段體驗兩種類型的教學。在第一階段，學生將獲得高度程序上的自治支持，學生有機會決定如何展示他們的作品，例如繪畫，思維導圖.......在第 2 階段將提供高度認知自主支持，學生可以討論並找到不同方法去解決問題。每個階段結束後，學生需要填寫用於分析學習動機的問卷，並且學生可能被邀請進行訪問，分享他們對自主支持性教學的看法。

- 學生將參加四次平日英語課堂體驗兩種不同教學方式 （不需額外課外時間）
- 每節課將持續 35 分鐘

C) 說明任何利益 (包括對參與者的補償)

是次研究並不為閣下提供個人利益，但所搜集數據將對研究學習動機的問題提供寶貴的資料。

說明任何風險

貴校/貴子女的參與純屬自願性質。貴校/貴子女享有充分的權利在任何時候決定退出這項研究,更不會因此引致任何不良後果。凡有關 貴子女的資料將會保密,一切資料的編碼只有研究人員得悉。

如何發佈研究結果

- 該研究將以論文和教學演示的形式分享成果。

如閣下想獲得更多有關這項研究的資料,請與吳凌嶸聯絡,電話 ＿＿＿＿ 或聯絡她的導師黃明霞博士,電話 ＿＿＿＿。

如閣下或 貴子女對這項研究的操守有任何意見,可隨時與香港教育大學人類實驗對象操守委員會聯絡(電郵:hrec@eduhk.hk;地址:香港教育大學研究與發展事務處)。

謝謝閣下有興趣參與這項研究。

吳凌嶸
首席研究員

香港教育大學

人文學院

參與研究同意書

通過提供選擇作為教學，提高小學生在香港英語課堂的學習動機

茲同意敝子弟 ＿＿＿＿＿＿＿＿＿ 參加由黃明霞博士負責監督，吳凌嶸執行的研究項目。他們是香港教育大學人文學院的教員/學生。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護敝子弟的隱私,其個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願讓敝子弟參與這項研究。

本人理解本人及敝子弟皆有權在研究過程中提出問題,並在任何時候決定退出研究，更不會因此而對研究工作產生的影響負有任何責任。

參加者姓名:

參加者簽名:

父母姓名或監護人姓名:

父母或監護人簽名:

日期:

Appendix 3 (Template of Questionnaire: English Version/ Chinese Version)

<table>
<tr><td colspan="5">

How does students learning motivation affect by autonomy-supportive teaching

The aim of this research is to analyze the effect of providing choices as autonomy-supportive on students' learning motivation. It also can benefit for teachers' teaching and students' learning in the future. The collected data will be confidential and only used for research purpose.

Please indicate reasons of doing the task

If you are strongly agree with the reason, please circle '1'

If you are partly agree with the reason, please circle '2'

If you are not so agree with the reason, please circle '3'

If you are strongly disagree with the reason, please circle '4'

</td></tr>
<tr><td colspan="5">

Part 1

</td></tr>
<tr><td>Why do I work on my classwork</td><td>Strongly agree</td><td>Partly agree</td><td>Disagree</td><td>Strongly disagree</td></tr>
<tr><td>1. So the teacher will not yell at me.</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>2. Because I want to be a good student.</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>3. Because I want to learn new things from the task.</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>4. Because I feel ashram if I didn't finish the work.</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5. Because I think it is interesting.</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>6. Because doing task in the lesson is a rule.</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>7. Because I enjoy doing my classwork.</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>8. Because doing classwork is important for me.</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td colspan="5">

Part 2
Why do I try to perform good in the task

</td></tr>
<tr><td></td><td>Strongly</td><td>Partly</td><td>Disagree</td><td>Strongly</td></tr>
</table>

	agree	agree		disagree
9. Because it is what I support to do.	1	2	3	4
10. Because I want to be a good students of my teacher.	1	2	3	4
11. Because I enjoy the process of doing task.	1	2	3	4
12. Because I want to know if I am right or wrong.	1	2	3	4
13. Because I will feel bad if I don't do it well.	1	2	3	4
14 Because it is important for me to try to do well in the school.	1	2	3	4
15 Because I will feel proud of myself if I do well	1	2	3	4
16 Because I may get rewards if I do well.	1	2	3	4

研究自主支持性教學如何影響學生學習動機

本研究的目的是分析提供選擇作為自主支持對學生學習動機的影響。它也有利於教師的教學和學生將來的學習。收集的數據將保密，僅用於研究目的。

請說明完成任務的原因

如果您非常同意原因，請圈選'1'

如果您部分同意原因，請圈選'2'

如果您有點不同意原因，請圈選'3'

如果您非常不同意原因，請圈選'4'

第一部份

為什麼我要做課堂活動或課堂作業	非常同意	部分同意	有點不同意	非常不同意
1. 這樣老師就不會指責我。	1	2	3	4
2. 因為我希望老師認為我是個好學生。	1	2	3	4
3. 因為我想從課堂中學習新事物。	1	2	3	4
4. 因為如果沒有完成，我會為自己感到羞恥。	1	2	3	4
5. 因為我覺得課堂活動很有趣。	1	2	3	4
6. 因為做堂課活動是規則。	1	2	3	4
7. 因為我喜歡做我的課堂作業。	1	2	3	4
8. 因為我的課堂作業對我來說很重要。	1	2	3	4

第二部分

為什麼我在課堂活動中嘗試表現良好	非常同意	部分同意	有點不同意	非常不同意
9. 因為我覺得這是我應該做的。	1	2	3	4
10. 所以我的老師會認為我是一個好學生。	1	2	3	4
11. 因為我很享受做任務的過程。	1	2	3	4

12. 因為我想要弄清楚我的做法是對還是錯。	1	2	3	4
13. 因為如果我做得不好，我會覺得自己真的很糟糕。	1	2	3	4
14 因為在學校裡嘗試努力學習對我來說很重要。	1	2	3	4
15 因為如果我做得好，我會為自己感到驕傲。	1	2	3	4
16 因為如果我做得好，我可能會獲得獎勵。	1	2	3	4

Subscales of questions	
External Regulation	1, 6, 9, 15
Introjected Regulation	2, 4, 10, 13, 14
Identified Regulation	3, 8, 14
Intrinsic Motivation	5, 7, 11, 12

Subscales of questions	
External Regulation	1, 6, 9, 15
Introjected Regulation	2, 4, 10, 13, 14
Identified Regulation	3, 8, 14
Intrinsic Motivation	5, 7, 11, 12

Appendix 4 (Template of Semi-structured Interview)

Semi-structured interview questions for students

- Do you like the task/activity in the lesson (phase 1)? And why
- Do you like the task/activity in the lesson (phase 2)? And why
- Which one (more choices vs. without choices) do you feel more motive to engage in English learning？And why?

採訪學生問題大綱

- 你喜歡第一階段的課堂活動或者課堂任務嗎？為什麼？
- 你喜歡第一階段的課堂活動或者課堂任務嗎？為什麼？
- 你覺得那一種的課堂活動讓你更想去參與英語的學習?為什麼？

Appendix 5 (Teaching Journal)

Teaching Journal
Difficulties in Carrying out Autonomy Supportive Teaching

Cognitive supportive teaching lesson (6/12/2019)

Task of making Sandwich Recipe
- Spent too much time in input part and instruction
- No enough time for students to design their work.
- Some students, expecially advanced students did a great job that (be creative, designed by themselves), so I really appriciated.
- However, I found some students may need more support, they just copied or did the almost the same with the provided sample work,
- Overall, students really engaged in this activity.

Procedural supportive teaching (9/12/2019)

- Students needed more time in understanding how each task worked.
- Time-consuming if students chose the one task and the duration of doing the task
- Classroom arrangement when should be improved when student were doing different tasks.
- Some students really tried their best to finish the task, but some students said that the reason of choosing the task was ...... "I think this is the easiest one"
- The teacher needed to keep walking around to answer different questions from students

⇒ Students had positive reaction to these two teaching method, but the teacher needed to spend lots of time in preparing phase before the lesson, keep revising the lesson plans, preparing teaching materials, and thinking about how these teaching strategies can be embeded in the school-curriculum, so it may a little bit difficult to keep using it if the btter adaption doesn't roll out.

Appendix 6 (Transcription of interview)

	Transcript of student 1 interview
L1	T: Do you remember the lesson that we learnt how to make sandwich?
L2	S: Yes
L3	T: Do you like the part that you can discuss with your group mates and design your
L4	own sandwich?
L5	S: Yes, I like making sandwich, I like eating sandwich with strawberry jam, so I make
L6	it, and it is my first time to make a sandwich, so I really enjoy designing it.
L7	T: So you feel enjoyment during the whole process of doing the task.
L8	S: of course, because I can design what I like and I can add anything what I like
L9	when I make the sandwich. I think my strawberry sandwich is tasty, (student's
L10	name) makes peanut butter sandwich, it also looks good, but I don't like peanut butter.
L11	T: how about the lesson which is about how to make hamburger. The task is that you
L12	can choose to write down the steps or drawing down or telling to your partner. Do you
L13	like this activity?
L14	S: yes, it is special, we seldom have change to choose how to do the task, but in this
L15	activity, I can choose the way I like to finish the task. It is fun.
L16	T: which one did you choose?
L17	S: I drew the steps down.
L18	T: how did you feel when you were doing it? Do you like it?
L19	S: yes, because I like drawing so I choose to draw it down, and I think it is easy,
L20	because I can watch the video can follow it.
L21	T: So which activity do you like more?
L22	S: I like making sandwich more, I think it is more interesting.
L23	T: ok, thank you for participating.

	Transcript of student 2 interview
L1	T: we had a lesson of making sandwich, did you design your sandwich?
L2	S: yes, I made peanut sandwich.

L3	T: how do you feel about this activity? Designing sandwich recipe.
L4	S: I think it is not so clear about what I should do at first, I don't have any ideas about
L5	what kind of sandwich I want to make, I don't know how to write the recipe.
L6	T: so did you design one at last?
L7	S: yes, I make a really easy one, just some pepper on it, hahaha
L8	T: it's ok, do you like it?
L9	S: yes, and some of my friends said it is a good idea, very creative.
L10	T: how about the activity that you can choose the way to show how to make the
L11	hamburger? Do you like this activity?
L12	S: it is ok.
L13	T: how did you feel when you can choose the way to finish the task?
L14	S: it is interesting.
L15	T: which one did you choose? Writing it down? Drawing down with key words? Or
L16	making notes then tell to your partner?
L17	S: drawing down.
L18	T: why you choose this one?
L19	S: I think it is easier.
L20	T: so did you did well in this task?
L21	S: yes, because I did it all correct, I compare my work with (student's name), I did
L22	almost the same with her.
L23	T: so which activity do you prefer?
L24	S: I like making sandwich.
L25	T: why?
L26	S: because I can make whatever I want, I like my pepper sandwich, but everyone's
L27	hamburger is the same
L28	T: thank you, this is the end of interview.

Transcript of student 3 interview	
L1	T: Did your remember the lessons about food?
L2	S: sandwich and hamburger?

L3	T: Yes, for the task of making a hamburger, you could choose one of ways to do it, do
L4	you like this kind of task that the teacher gave different tasks for you to choose?
L5	S: yes, I was excited when I heard that I could choose by myself, I just wanted to start
L6	choosing as soon as possible.
L7	T: ok, then how about making sandwiches that you can design one by yourself
L8	S: yes, it was fun too
L9	T: but if you can only choose one, which one do you like better?
L10	S: em, it is hard to choose, if I have to choose one, I would said making the task of
L11	Making hamburger.
L12	T: Why.
L13	S: Because there were different ways to do the task, I think it was really special, I hope
L14	I can have chance to choose different tasks in other lessons
L15	T: so you like to choose the way of doing tasks, which one did you choose to do,
L16	drawing?
L17	S: no, telling partner the steps of making hamburger
L18	T: why did you choose it?
L19	S: Because I cloud talk to my friend, I didn't want to finish the task alone
L20	T: ok, I see, Thank you take part in this interview.

Transcript of student 4 interview	
L1	T: hello, do you remember we did two very interesting in previous lessons? About
L2	making hamburger and sandwich.
L3	S: Yes
L4	T: great, one task is designing your own sandwich, right? So what was your design
L5	sandwich?
L6	S: I added sausages in my sandwich
L7	T: sounds really good, do you like this activity? And why?

L8	S: Yes, I like the activity, I could write whatever I like in the recipe, and design
L9	whatever sandwiches I like
L10	T: yes, every student can use their imagination, how about the activity of making
L11	hamburger? You can choose one from 3 tasks, how do you feel about this activity?
L12	S: I think it was really cool that I could choose one I like to finish.
L13	T: what did you choose
L14	S: writing it down, I knew less students choose it, but I just want to challenge myself
L15	at that time.
L16	T: great, I knew you did really well in the task. But which activity do you like better?
L17	designing one by yourself but everyone got the same worksheet or every student can
L18	choose different ways to do task?
L19	S: I prefer designing one by myself
L20	T: why you like it more?
L21	S: em, it was more fun.
L 22	T: but the tasks that you could choose in the lesson of making hamburger were not
L23	fun?
L24	S: I could choose the way I like to do the task, but I could not write down whatever I
L25	like, I could not choose the ingredients.
L26	T: I see, this is the end of interview, thank you.

Transcript of student 5 interview	
L1	T: hello, have a sit, I'm going to ask you some question about some activities in
L2	previous lessons
L3	S: ok
L4	T: we had a activity that you need to design your own sandwich, right?
L5	S: yes
L6	T: good, do you like this activity that you can design whatever you like?
L7	S: yes, it was interesting
L8	T: do you like your own designing
L9	S: yes, of course, I like my designed sandwich, I also showed it to [student's name],

L10	she likes it as well, and said that is creative
L11	T: how about the another activity, making hamburger, you can choose one from 3 task
L12	to complete.
L13	S: I like it too, it was fun to choose the format of the tasks
L14	T: so which activity do you like better?
L15	S: I like the first one
L16	T: can you tell me why?
L17	S: actually the 3 tasks for me to choose were not so attractive to me, I didn't know how
L18	to draw the steps down, and I'm not good at writing, I think I did better in first activity.
L19	T: ok, Thank you for your participation, it's the end of interview.

Transcript of student 6 interview	
L1	T: hello, I will ask some questions about the two activities, one is making the sandwich
L2	and another one is making hamburger.
L3	S: ok
L4	T: do you like the activity that there were 3 tasks you can choose, the last activity of
L5	making hamburger
L6	S: yes
L7	T: why? What did choose?
L8	S: because this activity is novel, but I think no one will choose writing, it is boring.
L9	I would prefer drawing, I like drawing
L10	T: ok, then how about the designing task that you could design your own recipe,
L11	do you like this activity?
L12	S: I think this activity was fun
L13	T: so which one you like more, designing recipe or the task you chose?
L14	S: I like both of them, I don't know which one I should choose
L15	T: it's ok, thank you for your participant

Transcript of student 7 interview

L1	T: hi, I will ask you some questions about the activities we did last in previous lessons
L2	are you ready?
L3	S: yes
L4	T: ok, we had a activity of designing your own sandwich recipe, right? When we learnt
L5	different action verbs of cooking
L6	S: yes
L7	T: how did you feel about this activity? I think you finished the task at the end right?
L8	S: yes, I like this activity, because I could make what I like. Although I did it a little bit
L9	Slow, I was just thinking what else I can do to make it better
L10	T: great, you did really well, then how about the another activity about making
L11	hamburger, you could choose one task to do from three, what did you choose?
L12	S: I chose to tell the steps to my partner at the beginning, but later I found
L13	[student's name] did the drawing, it seemed quite interesting, so I decided to change
L14	To drawing
L15	T: ok, so actually you tried 2 tasks.
L16	S: yes
L17	T: so which activity do you like more?
L18	S: I like designing the recipe more, it was more interesting.
L19	T: ok, I have finished all questions, thank you

Transcript of student 8 interview	
L1	T: ok, now I will start asking you some questions, did you remember the activity, you
L2	could choose one task to do by yourself, such as speaking, drawing, writing, what did
L3	you choose?
L4	S: actually I chose drawing without any hesitation before I really figured out what I
L5	need to do in the drawing task
L6	T: really? Why?
L7	S: I'm not really interested in other two tasks
L8	T: ok, how about the activity in another lesson that you could design your own recipe,
L9	do you like this activity?

L10	S: yes, it was really fun to design my own one
L11	T: what was your design one, do you remember?
L12	S: yes, it was peanut butter banana sandwich
L13	T: it was the same the teacher's one, so you also like peanut butter
L14	S: yes, I like peanut butter too
L15	T: so which activity do you like more
L16	S: maybe drawing
L17	T: why
L18	S: I like drawing
L19	T: ok, and thank you, this end of interview

Transcript of student 9 interview	
L1	T: hello, sit down please, I will ask you some questions about two classroom activities
L2	do you remember we had one sandwich recipe design activity?
L3	S: yes
L4	T: do you like this activity?
L5	S: yes
L6	T: how do you feel when you were designing your own sandwich
L7	S: I felt the time passed so quickly, maybe it was because I too focused on designing
L8	my own sandwich.
L9	T: you were really enjoy it so you want more time for this activity
L10	S: yes
L11	T: ok, now I will ask you your opinions on another classroom activity, do you
L12	remember we had a task about making hamburger, you had different task to choose
L13	right? We had drawing, writing, speaking.
L14	S: yes
L15	T: so which task did you choose?
L16	S: I chose speaking
L17	T: why did you choose it
L18	S: I think it was more convenient to do it.

L19	T: because you didn't need to spend lots of time on paper work?
L20	S: yes
L21	T: ok, so which classroom activity you like more?
L22	S: maybe the first one (designing sandwich activity)
L23	T: can you tell me why?
L24	S: I think it was more interesting to do this task.
L25	T: ok, thank you, this is the end of interview, you can have a rest now.

Transcript of student 10 interview	
L1	T: have a sit, ok, now I will ask you some questions about classroom activities we had
L2	in previous lessons, ok? We had a activity about making hamburger right? There were
L3	3 tasks for you to choose. Do you like this activity?
L4	S: yes
L5	T: which task did you choose?
L6	S: I chose drawing, but actually I did not know which one I should choose at first,
L7	every task sounds good, so I just wanted to try each one once
L8	T: so you want to experience all
L9	S: yes
L10	T: ok, now I will ask you another activity that is designing your own sandwich, do you
L11	remember it?
L12	S: yes
L13	T: how did feel about this activity?
L14	S: I think it was interesting
L15	T: so you also like this activity too
L16	S: yes
L17	T: why
L18	S: because I can make one by myself
L19	T: so which classroom activity do you prefer, and why?
L20	S: making hamburger, I could chose different tasks, it was more fun
L21	T: ok, thank you this is the end of interview

	Transcript of student 11 interview
L1	T: are you really, I'm going to ask you some questions about classroom activities
L2	S: yes
L3	T: great, let's first talk about the activity of making hamburger, do you remember, you
L4	had 3 different tasks, you just needed to choose one to do
L5	S: yes
L6	T: do you like this activity? Why?
L7	S: yes, the activity was fun, because I could choose the task I like.
L8	T: which task did you choose?
L9	S: finally, I chose drawing
L10	T: ok, we also had another similar activity about making food, it was designing you
L11	own sandwich, right?
L12	S: yes
L13	T: did you enjoy doing this activity?
L14	S: yes
L15	T: so which designed sandwich you think it was the best?
L16	S: em, I like my designed one best, but I think everyone did a good job, [student's
L17	name]'s one is really special, I like it as well I haven't thought about that before
L18	T: ok, so which activity you like more, hamburger one or sandwich one
L19	S: sandwich one
L20	T: why?
L21	S: em, I was happy when I did the task
L22	T: ok, I have asked all my questions, thank you.

	Transcript of student 12 interview
L1	T: ok, do you remember the activity of making hamburger, you had 3 tasks to choose,
L2	speaking, writing and drawing, do you like this activity
L3	S: yes
L4	T: which task did you choose

L5	S: I chose writing
L6	T: how did you feel about this task? Did you think you did a good job?
L7	S: I think I did quite well in this activity, because I wrote all steps correctly by myself.
L8	I check the answer with [student's name] before you showed the answer.
L9	T: so you really did a good job, ok, how about another activity, designing your own
L10	sandwich, did you remember?
L11	S: yes
L12	T: how did you feel about this activity?
L13	S: I think it was really interesting, I like this activity
L14	T: ok, but if you could only choose one activity, which one would you choose?
L15	S: it is hard to choose, em, I would said I like designing sandwich more
L16	T: can you tell me why
L17	S: I think it is more fun to design something by myself
L18	T: ok, thank you, I have asked all my questions.

Transcript of student 13 interview	
L1	T: ok, do you remember we had a activity about making a hamburger, right?
L2	S: yes
L3	T: in this activity you had 3 task to choose, speaking, writing and drawing, which one
L4	did you choose?
L5	S: I chose drawing.
L6	T: why did you choose drawing
L7	S: because it was the easiest way to complete
L8	T: you think it was the easiest one? So you chose it?
L9	S: yes
L10	T: ok, then how about the another activity, it was designing your own sandwich, do
L11	you remember?
L12	S: yes
L13	T: so do you like it, how did you feel when you were doing this activity
L14	S: I like this activity, I think it was fun

L15	T: because you could design whatever you like for your own sandwich?
L16	S: yes
L17	T: ok, so which activity you like more, designing sandwich activity or you could
L18	choose different tasks in making hamburger activity?
L19	S: sandwich activity
L20	T: ok, thank you, this is the end of interview