
The Relationship between Teacher's Level of Autonomy Support and Students' Level of Engagement in Speaking Lessons at a Secondary School

Chinh Nguyen Thi^[1], Que Nguyen Thi^{[2]*}^[1]Van Han Secondary School, Thai Nguyen, Vietnam^[2]Thai Nguyen University of Sciences, Vietnam

Abstract. Autonomy support is a recently defined role for teachers which is expected to help learners engage autonomously inside and outside classrooms. This study employs correlational research design to determine the teacher's level of autonomy support and students' engagement in speaking lessons and the relationship between them. A total of 110 students of grade 7 at a secondary school in Vietnam participated in the study. Results of the study revealed that the teacher's level of autonomy support was used at high level of frequency by grade 7 students. Additionally, the level of students' engagement in speaking lessons was also measured at medium level. Significantly, there was a linear, positive and rather strong correlation between teachers' level of autonomy support and their level of engagement in speaking lessons. Suggestions and recommendations will thereby be given to ensure the successful teaching and learning of English-speaking skills in an EFL setting.

Key words: autonomy support, students' engagement, relationship, speaking lessons

Introduction

The definition of autonomy in language learning to gain widespread acceptance was formulated by Holec (1981), who described it as "the ability to take charge of one's own learning" (p. 3). Elaborating on this definition, Holec stated that to take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of learning. That autonomy involves control over three major levels of the teaching and learning process namely learning management, cognitive processing and the content of learning (Benson, 2001, p. 50). Holec's definition clearly focuses more on learning management than it does on cognitive processes or learning content.

Autonomy support refers to teachers' promotion of volitional functioning and teachers' fostering of a sense of initiative and interest in students. Autonomy support is contrasted with a controlling interpersonal style, that is, a style where teachers ignore the students' perspective and pressure the students to think, act, or feel in a particular way (Deci et al., 1981; Reeve et al., 2004). Respectively, students who perceive their teachers as autonomy supportive are more likely to experience higher levels of intrinsic motivation due to a satisfaction of basic needs.

The autonomy is extremely important to students; However, many students are frequently distracted in their study and other activities related to the English lessons. In speaking lecture, teacher spends a lot of time to speak and instructs students to do various exercises regardless the understanding of their learners. For a long time, students are passive and dependent on the teacher's methodology because they do not need to think about whatever they should carry out. This is the reason why they are not be motivated in speaking lessons and the teacher are really into other language skills instead of speaking skill. It is crucial that the teacher should provide students with autonomy support and create some effective methods in order to engage students in speaking lessons.

Student's engagement is a multidimensional construct that is generally concerned with behavioral, emotional and cognitive components (Fredricks et al., 2004). Their work recapitulated a number of ideas and definitions related to engagement and compresses the term into three main categories namely behavioral, emotional, and cognitive engagements.

* Corresponding Author

There are many factors that affect student engagement in classes. Interaction between teachers and students and teacher behaviors can significantly affect the engagement of students (Jang et al., 2010). Especially, respectful professional relationships and interaction are seen as ways to improve student engagement in the classroom (Parsons & Taylor, 2011). As part of this process, autonomy support is seen as an important teacher behavior affecting student engagement (Reeve et al., 2004). When the autonomous motives of students such as interests, needs, and preferences are supported by teachers using interesting and relevant learning activities, student engagement can be seen to increase (Assor et al., 2002).

The role of teacher autonomy support is central to students' engagement. However, there is a scarcity of empirical evidence on the mediating role of personal best goals between autonomy support and student engagement in speaking. This study attempted to examine the relationship between teachers' level of autonomy support and their students' level of engagement in speaking lessons by grade 7 students at a secondary school in Thai Nguyen province of Vietnam.

Methodology

The study employed the correlational research design to determine whether there was a correlation between teachers' level of autonomy support in students' point of view and their level of engagement in speaking lessons. The respondents of this study were 110 students studying in grade 7 in their second semester of the academic year of 2021-2022 at a secondary school in Vietnam.

The research instrument used in the study is a questionnaire developed by from Standage et al. (2005) and Williams and Deci (1996) to collect data of the teacher's use of autonomy support; and another questionnaire of students' engagement in speaking adapted from Tiep, Nguyen Van (2019) using the Likert's scale rating from 1 to 5.

The data gathered were described statistically using mean, Correlation coefficient R, R squares and Pair Samples T Test for the inferential analysis.

Results and Discussion

The following are findings and interpretation of the data with supported research results and evidence.

Demographic Information of the Participants

Table 1. Students' background information

Students' background information	Participants	
Age	12	
Gender	47	Male (42.7 %)
	63	Female (57.3 %)
Years of studying English	0	< 1 year (0 %)
	0	1-3 years (0%)
	105	3-5 years (95.5 %)
	5	> 5 years (4.5 %)

A total of 110 students participated in the study in which 47 were males and 63 were females. Their ages were 12 and they were all studying at grade 7 at a Secondary school in Dong Hy District, Thai Nguyen province. Moreover, a majority of students supposed that they were studying English from 3 to 5 years which accounted for 95.5%. However, only 4.5% of the students claimed that they have been approaching English for more than 5 years.

Level of Teacher's Autonomy Support

Autonomy support

Table 2. Level of Teacher's Autonomy Support perceived by students

No.	Statements	Mean	SD	Interpretation
1	I felt that the teacher provided us with choices and options in speaking classes.	3.85	1.02	High Degree
2	I felt understood by the teacher when speaking in English.	3.57	0.98	High Degree
3	I was able to be open with the teacher during the sessions.	3.70	0.97	High Degree
4	The teacher showed confidence in our abilities to do well.	3.85	0.88	High Degree
5	I feel that the teacher accepted us no matter how our English levels are.	4.05	0.86	High Degree
6	The teacher helped us to really understand the goals of the session and what we need to do.	3.93	0.76	High Degree
7	The teacher encouraged us to ask questions.	3.75	0.88	High Degree
8	I feel a lot of trust in our teacher.	4.05	0.92	High Degree
9	The teacher answered our questions fully and carefully.	4.04	0.88	High Degree
10	The teacher handled our emotions very well.	3.71	0.86	High Degree
11	I felt that the teacher care about us as friends.	3.95	0.79	High Degree
12	I don't feel very good about the way the teacher talked to us.	2.56	1.39	Low Degree
13	The teacher tried to understand how we see things before suggesting new ways to do things.	3.72	0.95	High Degree
14	I felt that I could share my feelings with the teacher.	3.47	1.02	High Degree
15	The teacher listened to how we would like to do things.	3.81	0.84	High Degree
	Overall	3.73	0.93	High Degree

Table 2 used by students in grade 7 at a secondary school in Thai Nguyen province shows the mean frequency scores of fifteen statements under Autonomy support to get information about the teacher's autonomy support. The participants were familiar with these suggestions and instructions in Autonomy support. The data obviously reveals that in general, the level of teacher's autonomy support was assessed as **High Degree** with an overall mean of 3.73 and a SD of 0.93.

However, it is remarkable that students were reported feeling I don't feel very good about the way the teacher talked to us as "Low Degree" (M= 2.56, SD = 1.39).

This finding suggested that students at this Secondary school were mostly satisfied with their teachers' autonomy support and they could get support to find some solutions during speaking lessons from the teachers. On the other hand, a few students were not motivated by the methodology which the teacher talked and instructed to the learners.

Competence support**Table 3. Level of Teacher's Autonomy Support perceived by students**

No.	Statements	Mean	SD	Interpretation
16	The teacher helped us to improve in speaking skills.	3.84	0.88	High Degree
17	The teacher made us feel like we are good at doing things.	3.70	0.94	High Degree
18	I felt that the teacher liked us to do well.	4.21	0.81	Very High Degree
19	The teacher made us feel like we are able to do the activities in the lessons.	3.84	0.87	High Degree
20	The teacher created a good environment for us to perform the tasks well.	3.92	0.91	High Degree
	Overall	3.90	0.88	High Degree

The second category about competence support is shown in Table 3. Commonly, the suggestions were reported as “**High Degree**” or used at a high frequency by the students at the determined secondary school as can be understood from its mean of 3.90.

It is significant that the participants considered claiming *I felt that the teacher liked us to do well* ($M= 4.21$, $SD = 0.81$) as the most frequently comments among all comments with the interpretation of “High Degree” or at a high frequency.

These statistics recommended the teacher created a great environment for students, motivated them to participate in the speaking activities as well as encouraged them feel comfortable during lessons.

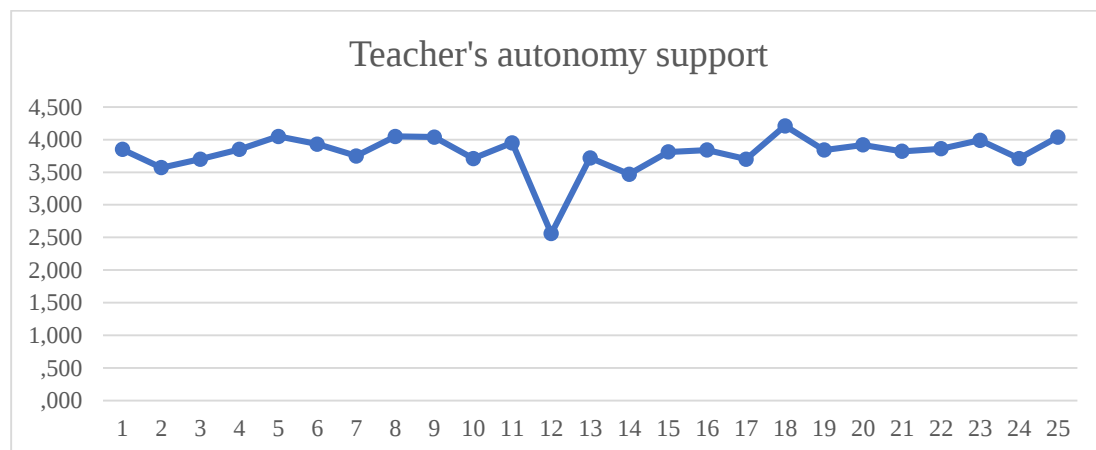
Relatedness support**Table 4. Level of Teacher's Autonomy Support perceived by students**

No.	Statements	Mean	SD	Interpretation
21	The teacher supported us inside and outside classrooms.	3.82	0.81	High Degree
22	The teacher encouraged us to work together in practice.	3.86	0.95	High Degree
23	The teacher had respect for us.	3.99	0.87	High Degree
24	The teachers were interested in us.	3.71	0.86	High Degree
25	I felt that the teacher was friendly towards us.	4.04	0.87	High Degree
	Overall	3.88	0.87	High Degree

The last category about relatedness support is presented in Table 4. Generally, the suggestions were shown as “**High Degree**” or used at a high frequency by the students as can be understood from its mean of 3.88 and the SD of 0.87.

It is considerable that the learners believed claiming *The teacher encouraged us to work together in practice* ($M= 3.86$, $SD = 0.95$) as the most frequently comments among all comments with the interpretation of “High Degree” or at a high frequency.

These data suggested the teachers were really into encouraging students to work in pairs or in groups in the speaking lessons. Therefore, the learners had a lot of useful opportunities to exchange knowledge and practice together to enhance both their input information and confidence during class. In short, the teacher's autonomy support is necessary for students in each type of autonomy support.

Distribution of level of teacher's autonomy support**Figure 1. Distribution on the Level of Teacher's Autonomy Support**

The distribution on the Level of Teacher's Autonomy Support can be observed in Figure 4.1. It is noticeable that a majority of students believed that their English teachers supported them in the speaking lessons scattered at the high frequency from 3.70 to 4.05; While only 4% belonged to very high frequency level (statement 18) and the same percent was low degree (statement 12).

It is also remarkable to indicate that most of the statements rated as high and very high frequency belong to competence support and relatedness support such as creating a good English environment for students and the teachers' engagement to push the learners up. Only the way teachers talked and instructed to the students were described at low frequency level.

Students' Level of Engagement in Speaking Lessons*General Level of Engagement in Speaking Lessons***Table 5. General Level of Engagement in Speaking Lessons**

No.	Strategy Category	Mean	SD	Interpretation	Rank
1	Emotional engagement	3.06	1.10	Medium Frequency	1
2	Cognitive engagement	3.02	1.11	Medium Frequency	2
3	Behavioral engagement	2.91	1.13	Medium Frequency	3
	Overall	3.00	1.11	Medium Frequency	

General Level of Engagement in Speaking Lessons with three categories used by students in grade 7 at a Secondary school in Dong Hy District were reported in Table 5. Congruent with results of each feature, the overall interpretation was also classified as **Medium Frequency** with an overall mean of **3.00** and SD of **1.11**.

As shown from the results, Emotional engagement outstood other strategies as it rank first in the level of frequency with the overall mean of 3.06 and an interpretation of "Medium Use". This was followed by two other categories containing Cognitive and Behavioral engagement with the lower means of 3.02 and 2.91 respectively and an interpretation of "Medium Use".

This finding indicated that emotional, cognitive, and behavioral engagement had an average level. It is obvious the students need to be encouraged to participating speaking activities, practicing speaking English not only in the classrooms but also at home, and in taking the instructors' considerations to improve the learners' confidence and ability with the foreign language. The reasons why the emotional engagement was realized easily by the students and

the teachers because the emotion is the simplest manner to transmit the information from people to people. In this secondary school, a rich English environment need to be created and enable students to get real opportunities to communicate with teachers, friends, and someone in many different circumstances without being under pressure by upcoming examinations or traditional teaching and learning methodology.

Specific Level of Engagement in Speaking Lessons

As mentioned above, in order to answer the second research question concerning with the level of student's engagement in speaking lessons, a checklist was adapted by Skinner et al. (2009) and redesigned on the base of the characteristics of learners' engagement including responsibilities toward learning, and English learning activities both inside and outside the classroom. The data collected from the learners at a Secondary school in Dong Hy District was computed and analyzed as follow:

Emotional engagement

Table 6. Students' Emotional engagement in speaking lessons

No.	Statements	Mean	SD	Interpretation
1	I feel motivated to participate in English speaking lessons.	3.32	1.06	Medium Frequency
2	I feel comfortable talking with my classmates in English.	2.66	1.13	Medium Frequency
3	I feel focused during English speaking activities.	3.19	1.14	Medium Frequency
4	I feel excited by the activities in English speaking lessons.	3.45	1.07	High Frequency
5	I look forward to the next lesson when the lesson is over.	3.35	1.10	Medium Frequency
6	I am interested in new topics in the speaking lessons.	3.35	1.07	Medium Frequency
7	I am anxious when practicing new topics.	3.09	1.18	Medium Frequency
8	I am bored when practicing speaking with my classmates.	2.05	1.08	Low Frequency
	Overall	3.06	1.10	Medium Frequency

Table 6 indicated the results of the individual items obtained from the checklist and the result of these items as a whole, which shows that the degree of students' emotional engagement in speaking was at **Medium level** ($M = 3.06$, $SD = 1.10$).

To be more specific, it is noticeable that the study revealed participants to be highly engaged in learning with **High Degree** in an aspect when "*I feel excited by the activities in English speaking lessons*" ($M = 3.45$, $SD = 1.07$). The results uncovered the fact that students at the Secondary school most frequently were keen on participating some activities such as pair-work, group-work, and discussions in small groups in speaking classes. This is understandable because taking part in some instructors' tasks is the best way to release stress in comparison with other lessons. Furthermore, students had a lot of real opportunities to experience of practicing with their classmates through speaking English. Therefore, learners tended to be interested in the designed activities and work with together effectively. This is a really good signal for learning since when students feel motivated in speaking lessons, they grow confidence about their language learning, and they can know what and how to communicate fluently.

Secondly, students were reported to be engaged at **Medium Degree** in a wide range of aspects in their responsibilities towards speaking English inside and outside their classrooms. Some of the categories can be mentioned as “*I look forward to the next lesson when the lesson is over*” (M = 3.35), “*I am interested in new topics in the speaking lessons*” (M = 3.35), “*I feel motivated to participate in English speaking lessons*” (M = 3.32), “*I feel focused during English speaking activities*” (M = 3.19), “*I am anxious when practicing new topics*” (M = 3.09), and “*I feel comfortable talking with my classmates in English*” (M = 2.66). It is obvious that most students of grade 7 at this Secondary school were rated moderate in the degree of engagement in terms of their engagement towards English speaking lessons.

Thirdly, students were rated with a **Low Degree** in only one aspect of “*I am bored when practicing speaking with my classmates*” (M = 2.05). It is suggested that many students at the Secondary school were not able to be motivated by chatting with their friends during practicing English in class. As a result, they were not confident in presenting the language and unable to speak English outside the classroom environment. Moreover, they often feel fatigued and disinterested in speaking with even their classmates when practicing the language.

This can be explained by the fact that students at the Secondary school in particular and students in Vietnamese Secondary schools in general do not get any opportunities or are frequently reluctant to take chances to talk to foreigners in English. It was believed that speaking English is one of the most challenging skills to the learners because the teachers and students were focusing on the grammar and taking some useful actions to pass the upcoming examinations. This result is the learners did not have any reasons to speak English fluently while they did not need to use them regularly.

In short, the results obtained from the checklist related to the students’ emotional engagement had an average level. This can be interpreted that the learners were normally engaged in speaking lessons. However, some of learners in the category of emotional engagement were found at low level. Therefore, the students need to be motivated more in order that they can take part in the speaking lessons joyfully and effectively.

Cognitive engagement

Table 7. Students’ Cognitive engagement in speaking lessons

No.	Statements	Mean	SD	Interpretation
9	I practice speaking English at home and in class even when I do not have a test.	2.60	1.00	Low Frequency
10	If I do not know how to pronounce a word, I actively look it up in the dictionary or ask someone.	3.08	1.02	Medium Frequency
11	When teacher gives out a speaking activity, I get ready to participate in.	3.13	1.16	Medium Frequency
12	I get positive feedback from teacher.	3.14	1.11	Medium Frequency
13	I want to talk to my teacher/friends in English in class.	2.70	1.07	Medium Frequency
14	When learning new information (vocabulary/structures/expressions/...) in speaking, I try to put the ideas in my own words.	3.01	1.19	Medium Frequency
15	When speaking, I try to connect what I am learning with my own experiences.	3.24	1.10	Medium Frequency
16	When speaking, I often use mother tongue (Vietnamese) to generate my ideas and then translate those into English.	3.44	1.18	High Frequency

17	I often share my speaking ideas with my teacher and friends.	2.84	1.19	Medium Frequency
	Overall	3.02	1.11	Medium Frequency

Table 7 illustrated the results of the individual items obtained from the checklist and the result of these items as a whole, which shows that the degree of students' cognitive engagement in speaking was at **Medium Frequency** ($M = 3.02$, $SD = 1.11$).

Looking at the table in more specific details, it is obvious that the study presented participants to be highly engaged in learning with **High Frequency** in an aspect "*When speaking, I often use mother tongue (Vietnamese) to generate my ideas and then translate those into English*" ($M = 3.44$, $SD = 1.18$). The results revealed the fact that students at the Secondary school were fond of using mother tongue when brainstorming ideas and after that translating those into English. It became a common habit for many students because they could not think about sentences or suggestions in English immediately. Moreover, students had a lot of limitations in vocabulary in their mother tongue as well as drawbacks of employing meaningful statements and combining isolated thoughts or concepts. Therefore, learners seemed to depend too much on translation. This is one of the reasons which make students could not generate a complete sentence and they always communicate in their mother tongue in comparisons with the target language, English.

Secondly, students were noted to be engaged at **Medium Frequency** in a wide range of aspects towards speaking English in classrooms. Some of the categories can be seen as "*When speaking, I try to connect what I am learning with my own experiences*" ($M = 3.24$), "*I get positive feedback from teacher*" ($M = 3.14$), "*When teacher gives out a speaking activity, I get ready to participate in*" ($M = 3.13$), "*If I do not know how to pronounce a word, I actively look it up in the dictionary or ask someone*" ($M = 3.08$), "*When learning new information (vocabulary/structures/ expressions/...) in speaking, I try to put the ideas in my own words*" ($M = 3.01$), "*I often share my speaking ideas with my teacher and friends*" ($M = 2.84$), and "*I want to talk to my teacher/friends in English in class*" ($M = 2.70$). It is clear that a majority of students were rated medium in the degree of engagement in terms of their cognitive engagement towards English speaking lessons.

Thirdly, students were evaluated with a **Low Frequency** in only one aspect of "*I practice speaking English at home and in class even when I do not have a test*" ($M = 2.60$). It is suggested that many students at the Secondary school spent their time to practice speaking English to prepare for the test or the examination. Therefore, they did not use English at home and at school because of the rare frequency.

This can be illustrated by the fact that students in this area do not have environment to talk to foreigners in English. It was actually challenged to the learners because the teachers and students need to get high marks in grammar sections and pass the valuable examinations. As a result, the learners continued to learn English in the traditional methodology and thoughts while the social demands have altered.

In conclusion, the results gained from the checklist related to the students' cognitive engagement had an average level. This can be interpreted that the learners were normally engaged in speaking lessons. However, some of learners in the category of cognitive engagement were found at low level. Hence, the students need to be encouraged to practice speaking English not only in classrooms but also at school.

Behavioral engagement

Table 8. Students' Behavioral engagement in speaking lessons

No.	Statements	Mean	SD	Interpretation
18	I always pay attention in speaking activities.	3.26	1.10	Medium Frequency
19	I raise my hand to answer in English when the teacher asks a question.	2.89	1.15	Medium Frequency
20	I actively participate in all English speaking activities.	2.94	1.13	Medium Frequency
21	I strictly follow the teacher's instructions and lesson's regulations.	3.42	1.08	High Frequency
22	When I am in class, I am ready to present my opinions in English.	2.76	1.16	Medium Frequency
23	When teacher gives out a speaking activity, my mind wanders.	2.45	1.17	Low Frequency
24	If I have a problem when speaking or if I don't know a word/phrase to speak, I will ignore it.	2.20	1.16	Low Frequency
25	If I have a problem when speaking or if I don't know a word/phrase to speak, I go over it again and try to practice speaking the words until I understand it.	3.36	1.12	Medium Frequency
	Overall	2.91	1.13	Medium Frequency

Table 8 demonstrated the results of the individual items obtained from the checklist and the result of these items as a whole, which shows that the degree of students' behavioral engagement in speaking was at **Medium level** ($M = 2.91$, $SD = 1.13$).

Specifically, it is remarkable that the study revealed participants to be highly engaged in learning with **High Degree** in an aspect when "*I strictly follow the teacher's instructions and lesson's regulations*" ($M = 3.42$, $SD = 1.08$). The results uncovered the fact that students at the Secondary school were often paid attention to the lessons and they could carry out some activities based on the teachers' instructions as well as class's regulations. This is understandable because the students in the remote area were friendly and studious. Furthermore, students spent their time to go to school and always gave the instructors admiration and appreciation. Therefore, learners obeyed the teachers' instructions and were good students in classrooms. This is a really good signal for learning since when students listened to the teachers, they could understand what the teachers said and instructed them carefully in order that they completed their tasks in speaking English more effectively.

Secondly, students were shown to be engaged at **Medium Degree** in a wide range of aspects towards speaking English inside and outside their classrooms. Some of the categories can be named as "*If I have a problem when speaking or if I don't know a word/phrase to speak, I go over it again and try to practice speaking the words until I understand it*" ($M = 3.36$), "*I always pay attention in speaking activities*" ($M = 3.26$), "*I actively participate in all English speaking activities*" ($M = 2.94$), and "*When I am in class, I am ready to present my opinions in English*" ($M = 2.76$). It is obvious that a majority of students of grade 7 at this Secondary school were rated moderate in the degree of engagement in terms of their behavioral engagement towards English speaking lessons.

Thirdly, students were rated with a **Low Degree** in only two aspects of "*When teacher gives out a speaking activity, my mind wanders*" ($M = 2.45$) and "*If I have a problem when speaking or if I don't know a word/phrase to speak, I will ignore it*" ($M = 2.20$). It is suggested

that some students at the Secondary school were not able to be motivated by teachers' activities in speaking class. They did not concentrate on speaking because their mind wandered with many reasons such as sleeping, lacking vocabulary to present the ideas, and feeling stress when pronouncing a word or a sentence. Moreover, other students thought that when they had difficulties in speaking classes, they ignored them and let the time fly. Consequently, they were not confident in employing the language and the knowledge would blank.

This can be explained by the fact that the number of students in a class at Secondary school were very crowded. In addition, the students' levels were extremely different, and some classes had disabled children. These were the reasons why the students did not have enough consideration from their teachers as well as concentration from theirs. It was believed that speaking English is one of the most challenging skills to the learners because they need to have much time and a rich English environment to practice. The omitting some words or phrases which the learners did not know was the main reason for feeling tired and scared of speaking English both in class and at home.

In short, the results obtained from the checklist related to the students' behavioral engagement had an average level. This can be interpreted that the learners were normally engaged in speaking lessons. However, some of learners in the category of behavioral engagement were found at low level. Therefore, the students need to be considerate more in order that they can be excited about the speaking lessons.

Distribution of students' level of engagement in English speaking lessons

Figure 2 below illustrated clearer the results of individual items of students' engagement in speaking lessons obtained from the checklist.

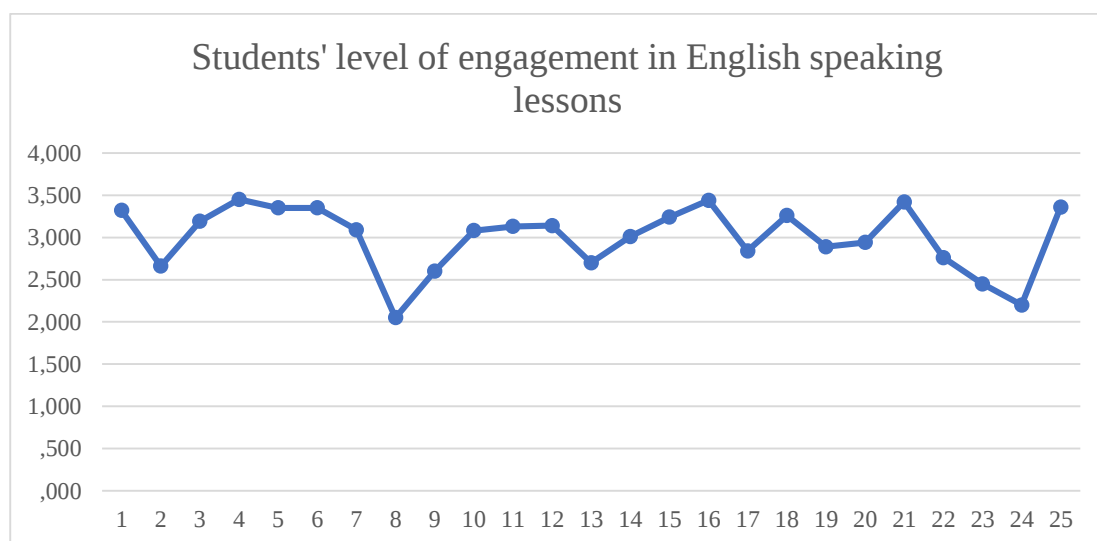


Figure 2. Distribution of students' levels of engagement

As can be seen from the above figure, about three-fourths of students' engagement in speaking lessons scattered at the Medium Degree from 2.66 to 3.36 (accounting for 72%). A slight number of students' engagement was leveled at High and Low Degree (28%) while four aspects were rated as Low Degree (Items 8, 9, 23, and 24). It is also noticeable to show that most of the strategies rated as high and medium frequency belong to strategy related to students' emotional and cognitive engagement towards learning in while items concerning behavioral engagement to employ English inside classroom were mostly described at low or medium level.

Relationship between Teacher's Autonomy Support and Students' Level of Engagement in Speaking

The form of the association between level of the teacher's autonomy support and level of students' engagement in speaking lessons were examined by plotting them on a graph using SPSS.

The results of determining the form, direction and degree of correlation on a graph and by regression analysis.

The linear relationship between the teachers' level of autonomy support and the students' level of engagement in speaking lessons

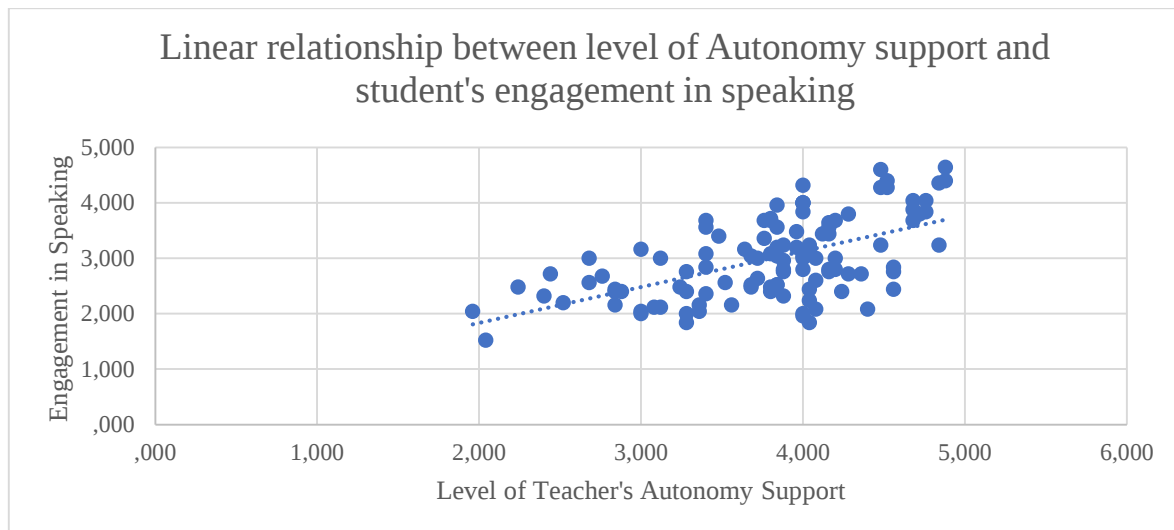


Figure 3. The linear relationship between the teachers' level of autonomy support and the students' level of engagement in speaking lessons

This plot provided useful information about the form of the association-whether the scores are linear or curvilinear. As can be seen from Figure 4.3, the correlation between the students' level of teacher's autonomy support and students' engagement in speaking lessons was linear pattern. The direction of the association was positive. The spread of the scores displays a moderate to high correlation between the two variables.

The results of regression of analyses

Table 9. The results of regression of analyses between the teachers' level of autonomy support and the students' level of engagement in speaking lessons

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.832	1	18.832	53.746	.000 ^a
	Residual	37.842	108	.350		
	Total	56.674	109			

a. Predictors: (Constant), Level of Autonomy Support

b. Dependent Variable: Engagement in Speaking

It is obvious from the table that $F = 53.746$ and $P\text{-value} = 0.000$ which is smaller than 0.05, so it can be affirmed that the linear pattern exists. This further confirms that there was a

correlation between two variables: teachers' level of autonomy support and students' level of engagement in speaking lessons.

The coefficient size of the relationship between the teachers' level of autonomy support and the students' level of engagement in speaking lessons

Table 10. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.576 ^a	.322	.326	.59194

a. Predictors: (Constant), Autonomy Support

Table 10 clearly indicates the coefficient size of the relationship between two variables. It is obvious that the size of the coefficient is illustrated by $R = 0.576$ ($0.5 \leq R < 0.7$) and $R^2 = 0.322$ ($0.25 \leq R^2 < 0.5$) which shows a **rather large or strong correlation** between two variables. It means that teachers' autonomy support was much related to students' engagement in speaking lessons. In other words, teachers' level of autonomy support predicted level of students' engagement in speaking at a rather large or strong level.

Table 11. Coefficient size in the pattern

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.540	.339		6.594	.000
	Autonomy Support	.647	.088	.576	7.331	.000

a. Dependent Variable: Engagement in Speaking

As can be seen from Table 11, $t_1 = 7.331$ and $p\text{-value} = 0.000$ which is significantly smaller than 0.05. Therefore, it is affirmed that there is a positive correlation between two variables. This means that when the teacher's autonomy support increases, it causes the students' engagement to boost.

$P\text{-value} = 0.000$ which is remarkably lower than 0.05, the Null hypothesis is rejected, so it can be affirmed that the linear pattern exists. This means that there was a remarkable correlation between two variables: the teacher's autonomy support and the students' engagement in speaking lessons.

In summary, figure 4.3 indicated the linear relationship between the level of teacher's autonomy support and level of students' engagement in speaking lessons and this correlation was affirmed by regression with the results of $F = 53.746$ and $p\text{-value} = 0.000$ which is significantly smaller than 0.05 and $R = 0.567$. Consequently, the null hypothesis was rejected and the alternative one was accepted.

The following section determined whether the correlation is statistically significant or not.

The results of determining the relationship between the teachers' level of autonomy support and the students' level of engagement in speaking with Paired Samples T-test

Table 12. Mean and SD of the scores of the two variables

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Autonomy Support	3.7862	110	.64292	.06130
Engagement in Speaking	2.9876	110	.72107	.06875

Table 12 demonstrates the mean value, the number of cases, standard deviation and standard error for the two variables of teacher's autonomy support and students' engagement in speaking lessons compared in the Paired samples T-test.

The correlation of two variables was illustrated in Table 13.

Table 13. The correlation between the teachers' level of autonomy support and the students' level of engagement in speaking

Correlations			
		Learner Autonomy	Vocab Learning Strategies
Autonomy Support	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	145	110
Engagement in Speaking	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	110	110
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation of determination between teacher's level of autonomy support and students' level of engagement is 0.576; $r = 0.576$ and the remarkable value ($p=0.000$) which indicated that there was a positive linear relationship between the teacher's autonomy support and students' engagement. As shown clearly in Table 4.13, the correlation coefficient 0.576), and the significant value ($P = 0.000$) is very small (<0.05), so the result revealed that the teacher's autonomy support and students' engagement were significantly positively and linearly correlated. This means that the teacher's autonomy support increases with students' engagement. In other words, the more teacher's autonomy support employ, the more students' engagement they are and teacher's autonomy support predicts students' engagement in speaking lessons.

Table 14. The Paired Samples Test Analysis of the scores between 2 variables

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Autonomy Support - Engagement in Speaking	.079855	.63152	.06021	.067920	.91789	13.262	109	.000

Table 14 further affirms that teacher's level of autonomy support and level of students' engagement were rather strongly and positively correlated ($r=0.576$, $p < 0.005$). There was a remarkable difference between teacher's level of autonomy support and level of students' engagement ($t_{109} = 13.262$). On average, teacher's level of autonomy support was 0.79855 points higher than students' level of engagement (95% confidence interval of the difference).

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

Here are major findings of the study:

1. The teacher's level of autonomy support was used at high level of frequency by grade 7 students at studied secondary school. To be more specific, the most frequently used strategies was Competence support among all the high use categories.
2. The levels of students' engagement by these participants was measured at medium level. Specifically, a majority of students of grade 7 at studied secondary school were rated at moderate level or lack of English environment and considerations from the teachers.
3. There is a linear, positive and rather strong correlation between teachers' level of autonomy support in students' point of view and their level of engagement in speaking lessons. This means that the teacher's autonomy support increases students' engagement. In other words, the more teacher's autonomy support, the more students' engagement and teacher's autonomy support predicts students' engagement in speaking lessons.

Recommendations

In order to make students engage more in speaking lessons as well as help students become more autonomous in learning, some issues should be considered as follows.

Firstly, since the students' engagement in speaking lessons was much related to or dependent on teachers' autonomy support. Therefore, it is important that teachers should provide students with frequent positive support in autonomous learning to enhance students' emotional, cognitive, and behavioral engagement in speaking.

Secondly, a rich English environment needs to be created and enable students to get real opportunities to communicate with teachers, friends, and someone in many different circumstances without being under pressure by upcoming examinations or traditional teaching and learning methodology.

Thirdly, the findings found that the students were not willing to talk to foreigners or use English outside classroom contexts, therefore, extracurricular activities outside schools should be encouraged, particularly activities which involved communication with foreigners.

In addition, the results also revealed the fact that students here were fond of using mother tongue when brainstorming ideas and after that translating those into English. It became a common habit and prevented them from generating a complete sentence in the target language, English. Therefore, teachers should encourage or organize some activities for students use English promptly and more frequently.

The finding also showed that many students were not motivated to speak English outside classrooms because they had to spend time practicing and preparing for the written tests or examination. As a result, the learners continued to learn English in the traditional way to pass the exams while the social demands have altered. Hence, it is suggested that format of English testing should be changed and involve speaking as a compulsory element. Therefore, students will find the necessity to practice speaking English more frequently not only in classrooms but also at home.

However, improving learner autonomy also depends on many other factors, such as teachers, motivation and attitude, belief, society and education, previous learning. Hence, teacher should be autonomous first, and then create an autonomous learning environment in

relation to a specific context to cultivate the learners who can continue their lifelong learning independently. Therefore, for learners to be actively involved in learning process, they should share their responsibility with their teachers for their learning outcome.

In short, to promote students' autonomy effectively, the above implications raised from the study should be considered, especially using teacher's autonomy support in English speaking lessons to enhance their learners' engagement in learning, thereby, their learning outcomes will be ensured.

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