



**STUDY ON THE " MICRO-SPEECH BEFORE CLASS " TO
EXERCISE STUDENTS' ORAL EXPRESSION
— CASE STUDY OF NANJING COMMERCIAL COLLEGE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY**

2023



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This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration in International
Business Management

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Title: Study on the "micro-speech before class" to exercise students' oral expression
—— Case study of Nanjing Commercial College
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Degree: Education Management

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Advisor:    2023

Abstract

With the continuous development of the "micro-age," Chinese teachers in vocational colleges should look to society, keep close to the reality of students' life, and boldly change their teaching ideas and modes. This paper aims to study how to use the teaching activities of "micro-speech before class" based on the self-determination theory, by meeting the basic psychological needs of students' growth, to exercise students' oral expression. The objectives of the study are as follows: 1. To find the internal motivation to exercise oral expression by meeting students' autonomy needs. 2. To develop the speech mode to exercise oral expression by meeting students' competence needs. 3. To develop relationships to exercise oral expression by meeting students' relatedness needs.

The total target of this study is students from Nanjing Commercial College. The designated samples were selected from two classes with 100 people. Through the case study method, this paper takes the students of the two classes as representative cases, and collects the data and information related to the topic through interview, observation, group discussion, literature analysis, and other means, and then analyzes and explain, and draw conclusions and recommendations. So, based on the case analysis and the interpretation of the data, combining self-determination theory with micro-speech before class, found that when students meet their basic psychological needs, which are autonomy needs, competence needs, and relatedness needs, it is conducive to the promotion of oral expression ability, also significantly improve the learning participation and social participation.

The research findings are as follows: 1. To get an internal motivation of an interest in oral training, which can meet students' autonomy needs, and exercise oral expression. 2. To construct the micro-speech mode before class, which can meet students' competence needs, and exercise oral expression. 3. To establish harmonious and equal interpersonal relationships, which can meet students' relatedness needs, and exercise oral expression. Of course, there are still some contents that need to be explored by subsequent researchers, such as: 1. Improve the teaching design and grasp

the process of micro-speech before class. We also need to be both standardized and flexible. 2. Consult literature cases, and experience the integration of teaching, learning, and doing under the guidance of Chinese and foreign education management theories. 3. Strengthen classroom practice, and adhere to the micro-speech before class and classroom oral communication training, two modes of oral teaching.

Keywords: self-determination theory, basic psychological needs, micro-speech before class, exercise oral expression

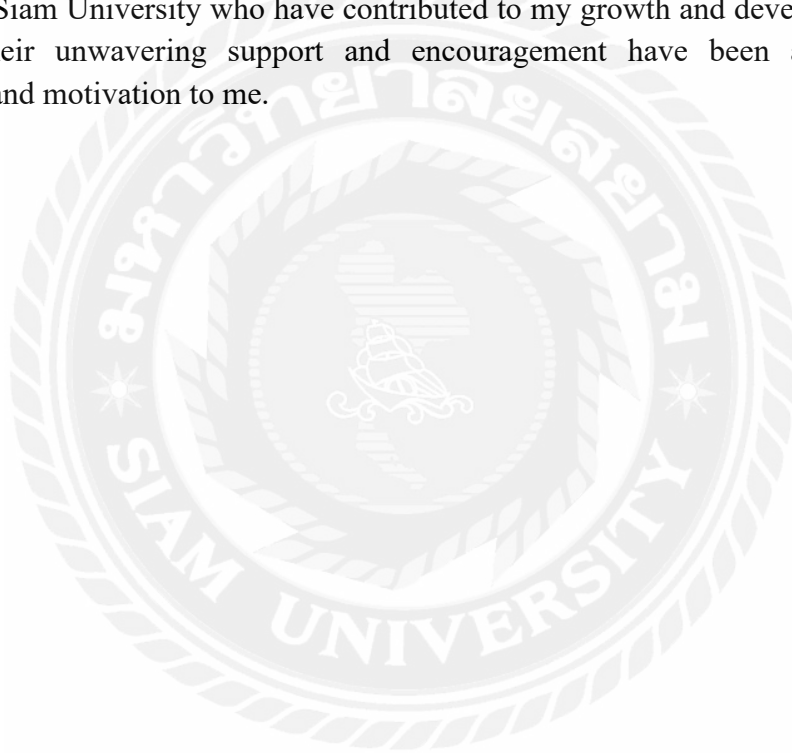


Acknowledgements

I would like to express my deepest gratitude to my advisor Dr. Zhang Li, for his invaluable guidance, support, and encouragement throughout my independent study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, Dean, Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of the Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.



HU JIE
July 9, 2023

Declaration

I, HU JIE, hereby certify that the work embodied in this independent study entitled “Study on the ‘micro-speech before class’ to exercise students' oral expression— Case study of Nanjing Commercial College ” is result of original research and has not been submitted for a higher degree to any other university or institution.

Hu Jie



(HU JIE)

July 9, 2023

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Chapter 1 Introduction

With the continuous development of the times, more and more things are being called micro, and the micro-age has emerged. Eloquence is an essential ability that modern people must have, and it is also one of the necessary qualities of creative and pioneering talents. Therefore, oral communication ability is increasingly important today. Most vocational college students realize that their verbal expression level needs to be improved, but systematic oral training is not included in the Chinese teaching content. Currently, the Chinese class leaves little time for oral training, so is there an efficient and easy way for students to improve their verbal expression ability? Micro-speech before class was born in the context of this era.

The research of "micro-speech before class" based on the self-determination theory has particular academic theoretical value for the theoretical construction of self-determination theory in education. It mainly puts forward an innovative research idea and direction in training students' oral expression. The micro-speech before class starts from meeting students' basic psychological needs, paying attention to the presentation of students' personal feelings and experiences, respecting their right to active participation, encouraging students to take the initiative to obtain and sort out learning materials, and expressing their views and thoughts. Because of its lively form, rich content, and professional orientation, it can effectively exercise students' courage of oral expression, and improve social participation, to enhance their Chinese literacy and professional quality. Therefore, the research in this paper also has guiding value and operational suggestions for the practice of self-determination theory in education.

1.1 Research Background

Society is changing with each passing day. The emergence of micro-age, such as micro-blog, We-Chat, micro-film, and micro-fiction, is not only impacting people's vision, but also changing people's lives. Chinese teachers in vocational colleges should look to society, keep close to the reality of students' lives, and boldly change their teaching ideas and models (Charmaz, 2014). The self-determination theory is a motivation theory proposed by American psychologists Deci and Ryan in the 1980s. It focuses on how social and cultural factors promote or weaken people's will and enterprise, affecting their well-being and behavioral performance. Can the theory, under the guidance of practical teaching activities, exercise the students' oral expression? This is what this paper needs to explore and study.

First of all, With the development of the times, more and more things have been dubbed micro, and human beings have entered a new age, called micro-age (Zhao, 2012). Micro-speech is born in such a background of the time. It is the voice using its audio language, and posture language is body language, is himself or others focus on a topic of personal views, opinions, or position, its purpose or mutual communication, or express demands, or issued initiative (Du, 2015). It is characterized by short, flat,

and fast, and this quick, concise speech form does not take up too much time, and can use idle, spare time to complete effective learning.

Secondly, oral expression ability is one of the essential parts of students' comprehensive quality, which will have a significant influence on students' future employment and life development. In World War II, the United States summed up the three most powerful strategic weapons, which are the atomic bomb, the dollar, and the speech. After the end of World War II, it replaced the nuclear bomb with Internet information (Mu, 2013). In real life, almost all human communication activities are based on oral communication. For example, writing comments, writing logs to express personal views, publishing personal status on QQ and We-Chat, discussing academic issues with others, communicating with Internet sellers on commodity purchases, and so on, all need oral expression as support.

Finally, the core proposition of self-determination theory is that people are born with the internal motivation to explore, grow, and realize their potential. When this internal motivation is supported, higher happiness and satisfaction are felt, as well as a more positive learning attitude and behavioral motivation (Li, 2018). Moreover, the core concepts throughout the theory of self-determination are three basic psychological needs: autonomy, competence, and relatedness. These three basic psychological needs are also considered the most important motivations in human behavior, and meeting these needs contributes to the smooth growth and development of the individual (Deci & Ryan, 2000a; Deci & Ryan, 2000b). At present, this theory has been studied by many experts, scholars, and course teachers, and applied in education.

In a word, in today's increasingly crucial oral communication ability, most vocational school students realize that their verbal expression level needs to be improved. Still, systematic oral training is not included in the Chinese teaching content (Zhang & Ma, 2011). Currently, the Chinese class leaves very little time for oral training, so is there an efficient and easy way for students to improve their verbal expression ability?

1.2 Research Problems

With the continuous improvement of the requirements for oral expression ability in modern society, exercising verbal expression and improving communication ability will become the most essential ability demands for every social person to adapt to current social communication. As the vocational colleges that cultivate the future social talents, they should give full play to the guidance of teachers and students in the Chinese classroom, and give students full time and space to show their eloquence. However, the current Chinese teaching is still the structured mode of teachers' "one speech hall" teaching, and students are in a passive acceptance position, unable to generate the internal motivation of learning (Wu, 2011). When students can not find the internal motivation for oral training, it will be shown as passive coping and speechless. Or the fear of difficulty. It isn't easy to talk. Or, too nervous, talking

nonsense. Unable to find the internal motivation for oral training, students lack enthusiasm and autonomy, and cannot change from passive "I want me to say" to active "I want to say."

Thus, research problem 1: Without finding the internal motivation for oral training, it cannot meet students' autonomy needs, so they can't exercise oral expression.

Studies suggest an appropriate challenge is an essential prerequisite for internal motivation generation (Deci & Kornazheva, 2001). When designing and arranging teaching activities, teachers will pay attention to matching students' knowledge and skills to meet the needs of students' ability development. However, in the process of implementation, the internal motivation and psychological needs of the students themselves are often ignored. It is generally believed that positive feedback on outcomes improves individual internal motivation, while negative feedback impairs internal motivation. However, the study of self-determination theory further found that positive feedback does not lead to increased internal motivation, unless accompanied by a sense of individual autonomy (Brown & Ryan, 2003). Therefore, When the teacher assigns speech tasks, if it is too simple, the students will lose interest in the challenges, their competence will not be fully displayed, and they cannot exercise oral expression; if the task is particularly complex, the students cannot complete, will lose the expression interest, and still cannot exercise oral expression.

Thus, research problem 2: The traditional speech mode is not student-oriented, it cannot meet students' competence needs, so can't exercise oral expression.

Speech is encouraging, targeted, artistic, emotional, and other characteristics. Its core function is to influence, inspire, and listen. So, students are interested in this activity. They are willing to participate in it (Xia, 2016). However, the traditional teaching evaluation is a kind of summary learning terminal evaluation. It is oriented towards identifying students' mastery of knowledge and selecting excellent students. The evaluation content is single, and the evaluation standard is unified. Such speech evaluation, can not consider the students' self-esteem and feelings. Without safe and friendly interpersonal relationships, a lack of belonging among students, public speech will produce fear of shyness, and some students will not even want to walk on the platform.

Thus, research problem 3: Without equal, safe, harmonious, and friendly relationships, it cannot meet students' relatedness needs, so can't exercise oral expression.

1.3 Objective of the study

This paper aims to study how to exercise students' oral expression through the teaching activity of "micro-speech before class" based on self-determination theory. Under the guidance of self-determination theory, can it meet the psychological growth needs of students? Can it improve the potential of self-realization, to exercise oral expression?

First of all, in the teaching activity of "micro-speech before class," can it stimulate students' internal motivation to meet their autonomy needs, so that the students exercise their oral expression in the experience of growth and happiness? Secondly, whether the speech mode can be innovated can not only effectively make up for the lack of class hours, but also mobilize students' positive emotions, stimulate their thirst for knowledge, stimulate students to participate in the process of cognition, preparation, and speech, to meet their competence needs. Finally, whether to create an environment and atmosphere, after the systematic design, implementation, and evaluation of teaching activities, to meet the relatedness needs of students, so that the students exercise their oral expression in a safe and friendly interpersonal relationship?

In conclusion, the three research objectives of this paper are now determined:

1. To find the internal motivation to exercise oral expression by meeting students' autonomy needs.
2. To develop the speech mode to exercise oral expression by meeting students' competence needs.
3. To develop relationships to exercise oral expression by meeting students' relatedness needs.

1.4 Scope of the study

The total target of this study is students from Nanjing Commercial College. The designated samples used in this study selected two classes taught by the researcher through cluster random sampling, one for 14 joint classes of e-commerce and the other for 13 Chinese and American classes of the School of International Education, with a total sample of 100 students.

Nanjing Commercial College is a higher vocational college, which undertakes the mission of cultivating highly skilled and application-oriented professionals for the needs of production, construction, service, and management. The 14 joint class of e-commerce belongs to the Department of Business Administration. Students are active in thinking and have high overall quality, especially in oral communication and comprehensive practice activities in Chinese books, with intense interest. The 13 Chinese and American class belongs to the School of International Education, majoring in International Business. The students aim to study abroad. They usually accept more Western culture, like to show themselves, and do not like to stick to the rules. The student groups of the two classes are roughly the same, slightly different.

The content of this research is how to exercise the oral expression of vocational college students by meeting the basic psychological needs of students through the teaching organization form of "micro-speech before class" under the guidance of self-determination theory. From January 2023 to July 2023, I have consulted more than 50 articles of relevant literature and more than ten books on pedagogy management theory, speech and eloquence training, and Chinese teaching in vocational colleges.

1.5 Research Significance

1. Theoretical Significance:

This paper has particular academic theoretical value for the construction of self-determination theory in education. After more than 40 years of development, the self-determination theory, with the organic dialectical theory as its meta-theory, has a profound philosophical foundation and a perfect theoretical structure (Ren, 2018). In 1999, the first International Conference on Self-determination Theory was held at the University of Rochester in the United States, which rapidly expanded the influence of the theory in the world. In 2010, the fourth academic conference was held in Belgium. The number of participants and studies has increased sharply, showing the research value and development prospects of the theory. In education, self-determination theory provides a theoretical framework to help students actively participate in learning and improve their learning achievements (Wang & Pang, 2009).

First, about student motivation: Self-determination theory emphasizes the importance of individual internal motivation and autonomy to learning. Research shows that when students feel the independent choice for education and can meet their basic psychological needs, they are more likely to show positive learning motivation and higher investment and effort in the learning process.

Secondly, in terms of learning achievement: Self-determination theory holds that an individual's autonomy and motivation level are closely related to learning achievement. Research shows that students are more likely to achieve better learning results when they feel they have control over the learning process and inherently think learning is meaningful for their personal development and growth.

Thirdly, discuss student participation: Self-determination theory focuses on students' active involvement in the school environment and classroom teaching. Research shows that students are more likely to be actively involved in school activities, classroom discussions, and group collaborative learning when they feel supported and respected and considered part of their learning life.

Finally, educational practice: Self-determination theory guides educational practice. According to the idea, educators can promote student motivation and engagement by creating learning environments that support student autonomy and independent choice, providing meaningful learning goals and tasks, and giving student support and feedback.

However, how can we improve students' oral expression ability under the guidance of self-determination theory? Similar academic research is still relatively few. Therefore, this paper presents an innovative research idea and direction for exercising students' oral expression. In other words, under the guidance of self-determination theory, the teaching activities of micro-speech before class are carried out to increase students' perception of autonomy in learning by giving them the right to choose and the opportunity to participate, to improve their learning motivation and investment. Micro-speech before class can stimulate students' curiosity and interest in the upcoming learning content, so they can actively participate in the learning process.

Students can also share their views, experiences, and questions to promote positive interaction in the classroom atmosphere and enhance the learning effect.

2. Practical Significance:

This paper has guiding value for the practice of self-determination theory in education. It can also put forward some forward-looking and operable opinions and suggestions for the educational reform of vocational colleges, which has a substantial improvement value for training the oral expression of vocational school students, and has a significant practical value. For example, when preparing and conducting micro-speech before class, students find that it is necessary to improve their oral skills and speech skills if they want to organize and express their ideas independently. Students need to think, summarize, and sort out the content of their speech. This process of active thinking and expression helps students to deeply understand and consolidate the knowledge they have learned, and improve their ability to remember and apply the knowledge.

Therefore, the micro-speech before class encourages students to take the initiative to obtain and organize learning materials, and express their views and thinking. This is beneficial to cultivating students' learning ability, critical thinking, and communication skills. This autonomous learning experience can strengthen students' positive attitude and initiative towards learning, and lay the foundation for their future education, and growth (Wang & Suo, 2020).

Practice has proved that the micro-speech before Chinese class pays attention to the expression of students' feelings and experience, and respects their right to active participation. Because of its lively form, rich content, and professional orientation, it has stimulated the students' interest in creation, and they learned to collect and sort out information. It has increased the students' essential Chinese abilities of listening, speaking, reading, and writing, cultivated the students' professional ethics, and sentiments, and made a good foundation for learning Chinese in class.

The teaching organization form of micro-speech before class, can become a slight overture before the beautiful movement of the Chinese classroom, or a small spray on the east of the river. Under the guidance of self-determination theory, it can not only effectively mobilize students' independent participation, but also activate the classroom atmosphere, start classroom teaching, effectively exercise students' courage in oral expression, and improve social participation, to enhance Chinese literacy and professional quality.

Chapter 2 Literature Review

2.1 Introduction

This paper mainly studies the theory of management, oral expression training methods, and teaching organization forms. This chapter primarily focuses on literature review and analysis, mainly from the theory of management, oral expression training methods, and teaching organization form.

1. Study the theory of management —— Self-determination theory:

The predecessor of self-determination theory was the cognitive evaluation theory, which first appeared in 1975 and was proposed by Deci and Ryan to reasonably explain the phenomenon of "the weakening effect of external material rewards on internal motivation." In 1985, two scholars put forward two new motivation theories in *Intrinsic Motivation and Self-determination in Human Behavior*, namely the organic integration theory and the causal orientation theory, and the cognitive evaluation theory together constitute the main content of the self-determination theory. In 2000, Deci and Ryan put forward the basic psychological needs theory by abstracting and summarizing the psychological needs that affect individual internal motivation, pointing out that autonomy, competence, and relatedness are the three basic psychological needs of human beings (Deci & Ryan, 2000 a; Deci & Ryan, 2000b). At this point, the self-determination theory has formed four sub-theories that require essential psychological theoretical cohesion, and the academic system tends to be complete (Ryan & Deci, 2000b, January).

2. Study of oral expression training methods —— Speech:

Speech refers to a language communication activity in public, with body language as the auxiliary means, for a specific problem, clearly and ultimately expressing their opinions and propositions, clarify matters or express emotions, propaganda, and agitation (Cen, 2016). In short, public speaking is an art of language, which aims to arouse the feelings of the audience, and awaken the resonance of the audience, to convey the thoughts, opinions, and feels that the speaker wants to express.

3. Study on teaching organization form —— Micro-speech before class:

To cultivate students 'independent learning ability and improve students' oral expression ability, micro-speech before class is specially introduced as a form of teaching organization in the Chinese classroom of vocational colleges. The specific implementation of micro-speech before class requires a planned, systematic, sustainable, and step by step. It guides students' text reading, data collection, speech skills, and methods in the corresponding stage (Jiang, 2017).

In addition, the evaluation of micro-speech before class should be given priority to process evaluation, establish the speaker himself, as the audience of the students, guide the teacher and other multiple subject evaluation mechanisms, auxiliary to incentive evaluation, aims to teach students more comprehensive understanding, pay attention to their growth and progress in micro-speech before class (Chen, 2014).

2.2 Literature Reviews

Li Jingqiu published in 2013 in the exam weekly "In Secondary Vocational Chinese Teaching in the Speech before Class" elaborated: Because of the disadvantages of Chinese teaching in secondary vocational schools, we should constantly study how to improve the teaching methods (Li, 2013). Chen Tongtong published in 2012 in the education and teaching journal "—— Clever Speech Before Class to Improve the Chinese Oral Communication Ability in Secondary Vocational Schools": Under the background of the new curriculum, he opposes "full classroom" and advocates independent, cooperative, and exploratory learning methods (Chen, 2012). Yao Chunlei pointed out in 2011 in a research report, five minutes before Chinese Class in Rural High School, that oral communication ability is the essential quality of every citizen in today's society (Yao, 2011). Lin Yan pointed out that oral communication teaching is an integral part of oral Chinese teaching in secondary vocational schools in 2010 (Lin, 2010).

From the perspective of the present situation of existing research, most of the research and paper writing from the guiding ideology, specific practice, the feasibility of vocational colleges language micro-speech before class and effectiveness, from another side to explore the new way of the reform of Chinese teaching, to play the students' subjective initiative, improve the language learning performance will play a positive role. However, under the guidance of self-determination theory, how to develop more speech themes and change more speech forms with different academic requirements for students of other majors, and different grades, and integrate more prosperous evaluation criteria, but have no more exploration and research on such "different treatment." Therefore, with the help of two classes taught in the Nanjing Commercial College, one is the 14th joint classes of e-commerce major, and the other is the 13th Chinese and American classes of International Education College, which makes case studies for different majors, different grades, and different academic requirements. Between classes, between students, interview observation, group discussion, contrast trials, and record reflection. Develop micro-speech themes that adapt to the learning situation, track and adjust the effect of their activities, think and explore, and finally form research findings.

2.3 Theory of Reviews

1. Self-determination theory

Self-determination theory was proposed by psychologists Edward L. Deci and Richard M. Ryan as a psychological theory in 1985. It is the study of the degree of self-motivation or self-determination of individual behavior, emphasizing the development level of motivation under environmental conditions and the degree of human self-determination. It is essentially a motivation theory (Li, 2018), which explains the driving force behind human motivation and behavior. The approach emphasizes the importance of intro-individual motivation and autonomy for individual behavior and mental health.

Objective content theory is the recent development of self-determination theory, and scholars began to focus on human passion and life goals, and explore the relationship between goal content and mental health through a series of studies. At this point, another important variable in the field of motivation research, — goal, was included in the self-determination theory system, which opens up the space for the further development of the theory. In the process of self-determination theory, around the cognitive evaluation, organic integration research, causal orientation, basic needs research areas, and target content research development formed 17 sets of series evaluation scales. These scales for the relevant empirical research provide experimental tools and implementation of possible (Ryan & Deci, 2002). Due to the strong adsorption power of the theory itself, under the strong advocacy of Deci and Ryan, more and more researchers focus on how to apply the research results of motivation theory to educational practice or other practical activities (Vansteenkiste & Soenens, 2005).

2. Basic psychological needs theory

A significant concern of self-determination theory is the difference between internal and external motivation. Internal motivation is why performing an activity that the action itself is exciting and can constantly meet the needs of the activity executor (White, 1959). Individuals are internally motivated when they can experience positive emotions when completing the task. Instead, external motivation is action because it produces something different from the activity, such as receiving rewards or avoiding punishment (Deci & Ryan, 2008). If people think that their behavior is caused by internal causes, they will have a perception of internal causal relationship positioning. Instead, if people believe their behavior is caused by external causes, they perceive external causality (Ryan & Connell, 1989; Sheldon, 2002; Turban, Tan, Brown, & Sheldon, 2007). Focusing on internal desires can improve individual happiness, but concentrating on external wishes can lead to depression and anxiety (Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004). Self-determination theory holds that the satisfaction of the basic psychological needs of human beings can enhance autonomous motivation, and then affect human behavioral activities.

According to the theory of basic psychological needs, human beings are born with the three most basic psychological needs, which are autonomy, competence, and relatedness. The satisfaction of autonomy needs means that an individual can feel that he can control his behavior under the mechanism of fully understanding the environmental conditions, and make free choices entirely according to his own will, contrary to feeling pressure and being controlled. The satisfaction of competence needs refers to the individual can judge the effectiveness of his behavior and achieve the expected goals. It is the subjective evaluation of his ability, and thinks that he has good performance and achievements when completing the activity tasks. The satisfaction of the relatedness needs means that the individual can feel the care and support of essential others, feel loved in the atmosphere of life, not alone, and have a sense of belonging in the personal, intimate relationship (Ryan & Deci, 2017). When

the basic psychological needs are satisfied, people will have positive behaviors and feel happy. When the needs are not satisfied, they will produce negative behaviors and feel life imbalance and maladjustment.

3. Speech

Speech is the highest, the most perfect, the most aesthetic value of oral expression. The process of learning speech and speech practice is constantly improving verbal expression ability, comprehensive quality, and ability, and a method of continuous self-improvement and ideological sublimation.

Speech-giving can build good interpersonal relationships. The speaker not only needs to have a hanging mouth on the stage and elegant behavior, but even in the audience, his words and deeds should also play an exemplary role. Their speech should be humble and intelligent, and their manners should be decent and generous. Such terms and acts, are not only conducive to creating a peaceful atmosphere, but also conducive to people's communication. For students, with beautiful feelings to move people, beautiful language, and generous appearance to infect people, this is the essential quality that should be cultivated in students (Zhou, 2009).

Speech can edify the sentiment, and sublimate the thought. A speaker must have a high sense of social responsibility, in the speech with the correct moral emotion, rational emotion, and language beauty, to infect the audience. With their own noble and beautiful feeling, they influence and cultivate the pleasing sentiments of the audience, inspire people's realistic action, and promote the construction of civilization in human society. For students, a good speech can not only enhance students' sense of morality, but also enhance students' will, and increase students' confidence and courage. Speech by the feeling and reason, by the spirit of sublimation, and then guide the action, directly affect the real life (Wang, 2009).

Speech can promote cognition and improve oneself. Speaker is not born, but in the continuous practice of speech. The speaker himself must stand at the forefront of the times, bravely explore advanced ideas, and tirelessly absorb a wide range of knowledge. For students, speech is a comprehensive application and embodiment of various qualities, which requires observation, imagination and association, quick thinking, substantial memory, and language expression (Lin & Dong, 2010).

2.4 Research Relevant

Human needs and the self-determination of behavior. This classic review article introduces the core concepts of self-determination theory, including internal motivation, external motivation, and unconscious autonomy, and how these motives are linked to individual demand satisfaction and mental health(Deci & Ryan, 2000).

Basic psychological needs in motivation, development, and wellness. The book is a definitive work of self-determination theory, including psychological needs, the difference between internal and external motivation, and applications in education, employment, sports, and more (Ryan & Deci, 2017).

Self-determination theory and well-being. This chapter introduces the relationship between self-determination theory and well-being and well-being. It discusses how the three psychological demands of autonomy, relevance, and sense of ability affect an individual's subjective well-being and overall well-being (Vansteenkiste & Deci, 2020).

A model of contextual motivation in physical education: Using constructs from self-determination and achievement goal theories to predict physical activity intentions. This article applies self-determination theory to physical education, exploring the motivation and behavioral purpose of students in physical activities. The findings suggest that supporting students' autonomy and meeting their psychological needs can increase their willingness and motivation to participate in physical activity (Standage & Ntoumanis, 2005).

The role of need-supportive teaching and learners' motivational profiles in explaining engagement and disaffection in higher education. This study explored the effectiveness of adopting classroom teaching based on self-determination theory in higher education. The finding is that faculty providing a supportive teaching environment, working with students, and focusing on their autonomy and psychological needs could promote student engagement and positive learning experience (Vanthournout & Donche, 2018).

Pre-class assignments in the flipped classroom: A review of the literature and recommendations for implementation. This article reviews the relevant research on pre-class charges in the flipped classroom, including the application of pre-class micro-talk. It discusses the impact of pre-class tasks on student learning and engagement, and how practical pre-class studies can be designed and implemented (Gurung, 2005).

Increased pre-class preparation underlies student outcome improvement in the flipped classroom. This study explored the effect of using a pre-class micro-talk in a flipped classroom. The results show that requiring students to watch short videos or reading materials before class to prepare for class discussions could improve their academic performance and engagement (Gross & Graham, 2015).

Improved learning in a large-enrollment physics class. This study used the pre-class micro-lecture method to enhance the learning effect of large-scale physics classes. The results showed that students' concept comprehension and problem-solving skills were significantly improved by asking students to watch short videos and solve problems before class (Deslauriers & Wieman, 2011).

Farewell, lecture? This article explores the limitations of the traditional lecture model and proposes a new teaching model with interactive learning and pre-class preparation. Through the combination of micro-speech before class and classroom discussion, the author promotes the students' active learning and thinking abilities (Mazur, 2009).

Teaching by principles: An interactive approach to language pedagogy. This book introduces the principles and methods of language teaching, which includes the

teaching of oral expression. It provides a range of teaching strategies and activities to help learners develop fluent, accurate, and meaningful spoken skills (Brown, 2007).

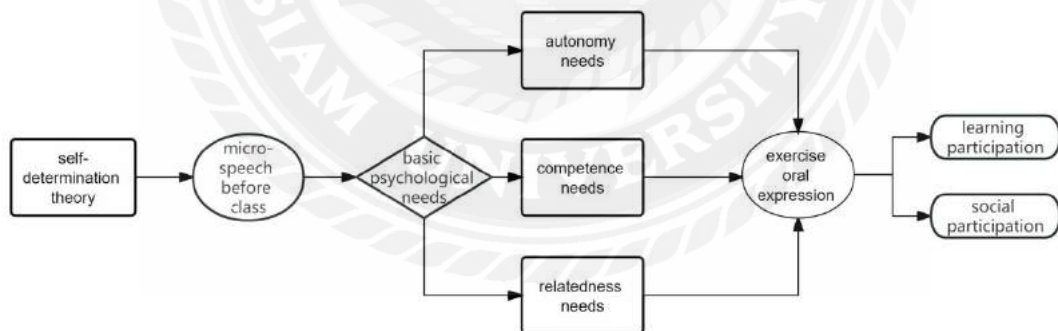
Longman dictionary of language teaching and applied linguistics. This dictionary contains relevant terms and concepts related to language teaching and applied linguistics. It reviews the theoretical and practical aspects of oral expression teaching and learning (Richards & Schmidt, 2013).

Public speaking: An audience-centered approach. This textbook provides a comprehensive guide to public speaking. It introduces the basic principles of speech, preparation process, presentation skills, and response to anxiety to help the speaker communicate effectively with the audience (Beebe & Redmond, 2016).

Oral communication apprehension and avoidance: Current status of research. This review article reviews research on verbal communicative anxiety and avoidance. It explores the effect of speaker anxiety on speech performance and provides some suggestions and strategies to alleviate stress (McCroskey & Payne, 1991).

The art of public speaking. This book is a classic textbook on public speaking. It introduces the basic speech skills, speech structure, language use, and speech style, and the application on different occasions (Lucas, 2009).

2.5 Concept Framework



As shown in the figure, the research idea of this paper is to exercise students' oral expression through using micro-speech before class under the guidance of self-determination theory, by meeting the basic psychological needs of students' growth, which are autonomy, competence, and relatedness, to increase students' learning participation and social participation.

Chapter3 Research Methodology

3.1 Introduction

This paper is a documentary paper, which is a paper clarifying issues through the organization, synthesis, and evaluation of published materials and the investigation of current research progress (Denzin & Lincoln, 2011). This paper aims to study how to use the teaching activities of "micro-speech before class" based on the self-determination theory, by meeting the basic psychological needs of students' growth, to exercise students' oral expression. The researcher in this paper uses the case study method, a social science research method, through analyzing specific cases to explore the existence, development, and evolution of a phenomenon, to reveal the law and essence of the effect of things (Silverman, 2016). The advantage of the case study method is that it can deeply analyze the research object and provide detailed and specific empirical data, which helps improve the credibility and practicability of the research conclusions (Patton, 2014).

1. Study site: Nanjing Commercial College

Nanjing Commercial College is a higher vocational college, which undertakes the mission of cultivating highly skilled and application-oriented professionals for the needs of production, construction, service, and management.

2. Subject investigated: Two classes were selected as representative cases, one for 14 joint classes of e-commerce and the other for 13 Chinese and American classes of the School of International Education with 100 students.

The 14 joint class of e-commerce belongs to the Department of Business Administration. Students are active in thinking and have high overall quality, especially in oral communication and comprehensive practice activities in Chinese books, with intense interest. The 13 Chinese and American class belongs to the School of International Education, majoring in International Business. The students aim to study abroad. They usually accept more Western culture, like to show themselves, and do not like to stick to the rules. The student groups of the two classes are roughly the same, slightly different.

3.2 Case Study

Two classes were selected as representative cases, according to the needs of enterprise post talents, students' interests, the current social hot spots, each semester as a cycle or stage, several semesters between the content, form, requirements of micro-speech before class, to deepen step by step, and constantly improve. The topic of each semester's micro-speech before class can refer to: The first semester, self-confidence cultivation and vision expansion; The second semester, information screening and vision re-expansion; The third semester, field investigation and humanity; The fourth semester, workplace inspirational and independent thinking.

3.2.1 Determine the study content

Observation means that the researcher directly observes and records the behavior and interactions of the participants in the natural environment. The observation can be participatory (the investigator actively participates and experiences with the participant) or non-participatory (the investigator only observes and does not intervene) (Creswell & Poth, 2017). Through observation, students found that at present, employment-oriented vocational education pays attention to practical operation, but ignores the cultivation of oral expression ability. Many students practice excellent skills, but in the difficulties in communication with people, outstanding performance for the class to answer questions when small voice, unclear expression, logical confusion, individual students even dare not to speak. So, the study content is to exercise the oral expression of vocational school students.

3.2.2 Prepare the study methods

This paper mainly collects materials and data related to the topic through observation, interview, group discussion, text analysis, and other means. Interviews are face-to-face or online in-depth interviews with participants to obtain detailed information and perspectives. Interviews can be structured (following a pre-designed list of questions) or unstructured (more open and flexible, allowing participants to speak freely) (Creswell, 2013). Through interviews with students, I can understand students' views on Chinese learning, their interest and habits in speech, their attitude and enthusiasm towards micro-speech before class, as well as the theme and content they want to determine. For example, one student said, " I used to be poor before class. I wanted to sleep or was in a bad mood and wanted to be distracted. But after being induced by the warm atmosphere of 'micro-speech before class,' like a shot of stimulant, the mood immediately excited, so I can conscientiously finish each Chinese class."

Group discussion is organizing a group of participants to capture their views, experiences, and opinions. This approach helps to reveal interactions and common themes among different participants (Morse & Richards, 2002). For example, in the experimental comparison of two classes, the Chinese activity of "I will give you three minutes, micro-speech before class" can be held simultaneously, but different themes can be distinguished. Class 14 of the E-Commerce Major carried a sales micro-speech related to Taobao's sales of "micro-speech before class, show off your treasures"; Class 13 of Chinese and American of International Education carried out an elective "micro-speech before class, appreciate poetry" a micro-speech on poetry appreciation in the textbook "Tang Poetry and Song Ci Selected Works". Conduct group discussions on the focus of the presentation topic.

In the early stage of the study, the researcher consulted various domestic and foreign documents on "self-determination theory," "speech," "micro-speech before class," and "exercise oral expression," and recorded classical theories and detailed examples. Text analysis throughout the whole research stage, that is, the systematic

analysis and interpretation of books, articles, reports, logs, interviews, and other documents and text materials, to understand the topics, views, and patterns (Merriam, 2009).

3.2.3 Implement the Study Methods

This case study mainly adopts three ways of observation record: semi-open observation record sheet, descriptive observation record, and micro-speech records.

1. Semi-open observation record sheet

In the initial stage of the study, the observation list is mainly used to make a semi-open observation, recording the interaction between teachers and students in the teaching activity of "micro-speech before class," observing whether students find the internal motivation of oral training, whether they give full play to their competence, and whether they can build a friendly interpersonal relationship.

2. Descriptive observation record

With students' familiarity with the form, content, requirements, and evaluation criteria of speech, the research began to enter the descriptive observation and recording stage, mainly recording the speech competence and interpersonal relationship experience of students with three different degrees of autonomy in the teaching activity of "micro-speech before class."

3. Micro-speech records

In this study, with the consent of the students, in addition to observing the behavior of students in the teaching activity of "micro-speech before class," the researcher also made a video recording of the whole micro-speech, and truthfully transcribed the content and process of the micro-speech after class to form a case of micro-speech record.

In addition, this case study also used the interview method to interview 100 students in two classes. The first round of interviews was structured among 100 students with two themes: "micro-speech before class" and "exercise oral expression." In the second round of interviews, 30 students were randomly selected to conduct in-depth interviews around the three basic psychological needs of "autonomy needs," "competence needs," and "relatedness needs" in the micro-speech before class teaching activity. Students speak freely and discuss the internal motivation of oral training, whether they can give full play to their speech competence, and whether they feel a harmonious and friendly interpersonal relationship. The researcher was responsible for recording the keywords and organizing them into the manuscripts.

3.2.4 Collect the materials and the data

1. Semi-open observation record sheet

object of observation	time	class	sense of autonomy	sense of competence	sense of relatedness
observe A	22/9/13	13class	good	good	medium
observe B	22/9/14	14class	insufficiency	medium	insufficiency
observe C	22/9/15	13class	excellent	excellent	excellent
observe D	22/9/16	14class	excellent	good	good
observe E	22/9/20	13class	medium	insufficiency	insufficiency
observe F	22/9/21	14class	medium	medium	medium
observe G	22/9/22	13class	insufficiency	insufficiency	insufficiency
observe H	22/9/23	14class	good	insufficiency	medium

Table 3.1 Observation Record (excerpt)

2. Descriptive observation record

object of observation	time	degree of autonomy	describe the record
observe A	22/10/24	good	Student A was able to show deep thinking and unique views, confidently organize the content of the speech, and flexibly deal with problems and interactions. To display depth, confidence, and attraction in a speech.
observe B	22/10/27	medium	Student B is relatively simple, and straightforward in his speech, and relies more on common arguments and opinions. He may be slightly less confident in interaction and question answering, but can usually cope with basic questions.
observe C	22/10/31	insufficiency	Student C lacked deep thinking and unique ideas in her speech, relying on the template or textbook content. When dealing with unexpected situations, she appears hesitant, lacks confidence, and is nervous or anxious.

Table 3.2 Describe Record (excerpt)

3. Micro-speech records

micro-speech records code	time	class	topical	keyword
code 1	22/9/13	13class	poetry appreciation	Tang poetry, Li Bai, romanticism
code 2	22/9/14	14class	product introduction	scarf, hand-woven, warm
code 3	22/9/15	13class	poetry appreciation	Song Ci, Su Shi, bold and unconstrained
code 4	22/9/16	14class	product introduction	smart mobile phone, technology, convenience
code 5	22/9/20	13class	poetry appreciation	Tang poetry, Du Fu, realism
code 6	22/9/21	14class	product introduction	tea, health drinks, tea culture

Table 3.3 Micro-speech records (excerpt)

4. Interview outline of the structured interviews

Interview Questions	Design questions around the two themes of "micro-speech before class" and "exercise oral expression."
Question 1	Do the students have a strong interest in Chinese?
Question 2	Do the students consciously conduct oral expression training for themselves?
Question 3	What is the student's attitude towards the oral activity of conducting micro-speech before class?
Question 4	What teaching methods and what teaching activities are students easy to accept?
Question 5	How well do the students accept the oral communication and Chinese comprehensive practice activities in the textbook?

Table 3.4 First-round interview framework

5. Keywords recording of the semi-structured interviews

basic psychological needs	Keywords record
autonomy needs	interest, enjoy it, like independent thinking, enthusiasm, exploration spirit, self-motivation, etc.
competence needs	adaptive faculty, leadership, flexibility, confidence, strong learning, rich knowledge, execution, etc.
relatedness needs	sense of identity, equality, friendship, self-growth, sustainable development, security, harmony, etc.

Table 3.5 Keywords record of the second round of interviews

3.2.5 Analyse the materials and the data

1. Content of the first round of interviews:

Whether the students have a strong interest in Chinese; whether the students consciously conduct oral expression training; how the students' attitude towards the oral speech before class; what teaching methods are easy for students to accept and what teaching activities to carry out; how do students get the verbal communication and Chinese comprehensive practice activities in the textbook, etc.

2. Data and analysis of the first round of interviews:

Data and analysis of "Students' interest in Chinese": 51% of students choose to like Chinese most, 43% like Chinese class, and only 5% of students choose to have no interest in Chinese class. Thus, it can be seen that Chinese, as a mother language, can easily arouse their interest and enthusiasm, even for vocational school students with a fragile learning foundation.

Data and analysis of "Students' Oral expression ability": 35% of students speak Mandarin at home, 45% of students use dialect and Mandarin mix, 66% of students think their oral expression ability, 66% of students listen to others speak and understand the content, but only 36% of students can grasp the key points of each other, and clear, complete message, 60% of students can only do sometimes, the additional 4% is entirely not. In the oral expression training of self-awareness, only 7% of the students have conscious behavior, 68% of the students typically follow the teacher's teaching content, and training, and 25% of the students have almost no oral training. Therefore, how to show the charm of language in Chinese classrooms and further improve students' verbal expression ability is worth teachers' research and exploration on the development and utilization of new ways.

Data and analysis of "Students' attitude to oral activities of micro-speech before class": 56% of the students had never participated in micro-speech before class, 37% had ever attended, and only 7% had experienced regularly. After the activity began, only 15% of the students were eager to try, 20% were timid, and shy, and the remaining 65% were passive roll calling. On the form of the topic, the data is very average, with 30% of the students wanting to unify the issue, 35% having to prepare separately, and 35% wanting a random selection. For the content of the problem, options are more and more, the most popular for "hot news" turnout of 72%, "international" turnout of 51%, then, "experience" turnout of 45%, "literary knowledge" 24%, "appreciation" 28%, "professional project" 24%, "moral torture" 26%, "education thinking" 21% data are relatively average. It can be seen that students are most interested in hot news about current affairs, because its timeliness, topic degree, and exposure rate powerfully stimulate students' desire to speak, followed by what they see and hear. After all, they have participated in, they have words.

Data and analysis of "Students' ideas on classroom teaching methods and classroom activities": 64% of students are used to passive acceptance, and only 12% actively participate in classroom activities. As for their favorite classroom teaching methods, students choose very average, 31% select teachers to teach, 35% prefer to discuss independently, and 34% choose group assistance. It seems that a variety of teaching organization methods are interspersed, and students are also willing to accept them. For classroom activities, the voter turnout is the highest: group discussion accounted for 64%, second situation simulation was 61%, group debate accounted for 50%, professional experience accounted for 38%, stage performances accounted for 38%, impromptu speech accounted for 26%, results accounted for 25%, recitation accounted for 23%, seems students favorite is team cooperation, rather than single combat, it also reflects the vocational school students worry about their ability is not enough, lack of confidence, so tend to group cooperation, play their respective advantages, complete the teacher task. Finally, when the classroom atmosphere was very active, 55% of the students participated actively, indicating that only stimulating students' interest can improve their initiative.

Data and analysis of "Students' acceptance of oral communication and Chinese comprehensive practice activities in the textbook": 49% of the students said such language training is beneficial for their future careers, 49% thought it would motivate Chinese, and only 2% said it was unhelpful and were dealing with exams. It can be seen that students recognize the oral communication and Chinese comprehensive practice activities in the textbook.

3. Conclusion of the first round of interviews:

Through the data and analysis of the first round of interviews, it is concluded that to change the phenomenon of emphasizing reading over listening and speaking in Chinese vocational colleges, new ways of Chinese teaching can be explored through the teaching organization form of micro-speech before class. To achieve the purpose of improving students 'Chinese ability, exercising students' courage, increasing knowledge, developing healthy personalities and forming sound character, and creating a practical and effective teaching method for teachers to teach and students to learn.

Chapter 4 Finding

4.1 Introduction

In this paper, the researcher designed "micro-speech before class" according to the needs of enterprise talents, topics that students are interested in, and current social events. One semester is one stage, and four semesters are four stages. Each semester's micro-speech in the content, form, and requirements, to deepen step by step, and constantly improve.

1. First semester: Self-confidence cultivation and vision expansion.

For students who have just entered a vocational college, practicing courage and cultivating confidence are the primary goals of the first semester. At the same time, through the collection, sorting, and refining of information, with the help of speech, to achieve the purpose of expanding vision. Therefore, the micro-speech before class in the first semester was conducted on the topic designated by the teacher. In this stage of the speech process, the teacher's demonstration, guidance, comments, and encouragement are significant.

2. Second semester: Information screening and vision re-expansion

At this stage, teachers will no longer provide specific speech topics and content points, instead of the sequential issue of "major international and domestic current affairs in this week," so that students can thoroughly read more current political news and further expand their vision. And screen out considerable information that is valuable within a week for your speech, while making sure the audience is interested and understands it.

3. Third semester: Field investigation and humanity

In this stage, humanistic content can be added to join the excellent traditional Chinese culture, and the choice of field investigation can be added in the way of information screening and acquisition, to guide students to integrate network information and field investigation. At this stage, the speech still adopts a series of themes. Still, the content is no longer current politics, replaced by more humanistic topics with strong regional characteristics, such as "place name culture," "food story of a place," and so on.

4. Fourth semester: Workplace inspirational and independent thinking

To help students complete the workplace role transformation, the topic sequence can be adjusted to "workplace inspirational story." In the speech link setting, it can also increase the on-site defense. Specifically, when the speech is over, the audience can ask two impromptu questions about the content of the speech. This requires students to be fully prepared before the speech, and the randomness of on-site questions, and cultivates students to independent thinking. Innovative thinking is incredibly beneficial.

The systematic, continuous, and advanced teaching activities of "micro-speech before class" in the four semesters have extensively met the basic psychological needs of students' autonomy, competence, and relatedness, stimulated the enthusiasm of students' autonomy to participate in learning and social interaction, and indeed exercised students' oral expression.

4.2 Finding

In the second round of semi-structured interviews, the researcher selected 30 students to conduct in-depth interviews around the three basic psychological needs of "autonomy needs," "competence needs," and "relatedness needs" generated in the micro-speech before class teaching activity. Students speak freely and discuss the internal motivation of oral training, whether they can give full play to their speech competence, and whether they feel a harmonious and friendly interpersonal relationship. The researcher was responsible for recording the keywords and organizing them into the manuscripts.

1. The first research problem is: Without finding the internal motivation for oral training, it cannot meet students' autonomy needs, so can't exercise oral expression.

The first research finding is: To get an internal motivation of an interest in oral training, which can meet students' autonomy needs, and exercise oral expression.

The sense of autonomy refers to the psychological satisfaction needed when people feel they can fully listen to their wishes during the task process, without being influenced by the external environment and other factors (Ryan & Frederick, 1997). A sense of autonomy is not equivalent to laissez-faire, but it is an internal motivation to engage individuals in activities. Supporting a sense of autonomy means providing choices from their perspective and forming a meaningful and reasonable attribution when the option is impossible. The micro-speech before the Chinese class makes the students always in a state of active participation and active activities. The lively form of speech in Chinese classroom teaching, creates a relaxed and harmonious learning atmosphere, with the teacher "teaching in fun," and students "learning in fun," to improve the learning efficiency of Chinese teaching.

Through observation, students with good autonomy can usually show deep thinking and unique views in their speech. They can confidently organize the content of their speech, and can flexibly deal with problems and interactions. They will show a clear structure, adequate preparation, and a deep understanding of the topic. They will use vivid examples, stories, or quotes to support their arguments that will interest and resonate with the audience.

In the second round of in-depth interviews, 30 students all mentioned the word "interest" for the internal motivation of oral training and how to enhance autonomy. The following are the high-frequency keywords record table and the bar chart of the high-frequency vocabulary data compiled by the researcher in the interview "autonomy needs" section.

autonomy needs keywords	times
interest	30
enjoy it	27
enthusiasm	25
like independent thinking	20
exploration spirit	17
self-motivation	17
curiosity	16
thirst for knowledge	10
emulation	9
joy	7
happy	5
wish	3

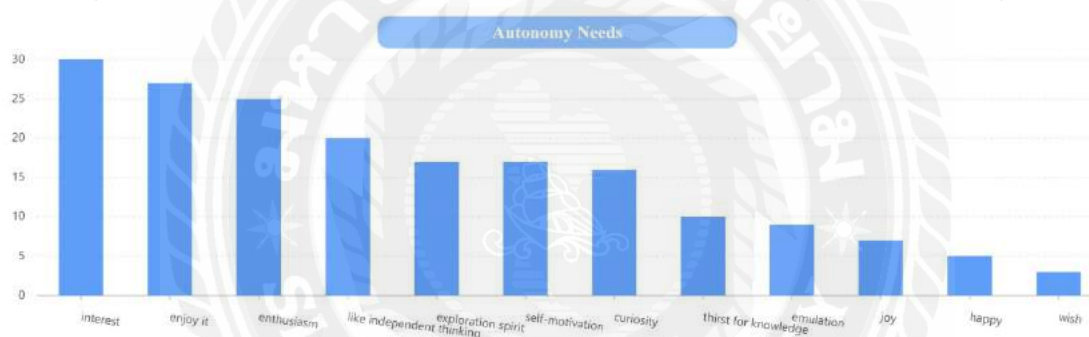


Figure 4.1 "Autonomy Needs" high-frequency vocabulary

In the interview with the students, the researcher found that "interest," "enjoy," and "like" were mentioned the most. The stronger the students' interest, the more they can conduct oral training independently. Interest is the best teacher. It helps to enhance students' autonomy in learning. When students have a strong interest, they will have a strong need for learning, actively engaged in learning, and will no longer feel that learning is a burden. The same is true of oral training. When students have a strong interest in speech, they will actively participate in the collection and sorting of materials. After full speech preparation, their confidence increases, and they desire to express themselves. Want to say, dare to say, oral expression has been exercised. Therefore, to get an internal motivation of an interest in oral training, which can meet students' autonomy needs, and exercise oral expression.

2. The second research problem is: The traditional speech mode is not student-oriented, it cannot meet students' competence needs, so can't exercise oral expression.

The second research finding is: To construct the micro-speech mode before class, which can meet students' competence needs, and exercise oral expression.

Competence is similar to self-efficacy, appearing when individuals feel the effectiveness of self-behavior. It can arise when individuals undertake and master challenging tasks. However, some studies have shown many students' self-efficacy in teaching situations (Li, 2021). Supporting competence means encouraging confidence in overcoming difficulties and giving flexible monitoring and timely feedback. Teachers must design reasonable and systematic teaching activities of micro-speech before Chinese class, and adopt a step-by-step phased theme design and implementation strategy. Then, through such micro-speech training, students realize that only by expanding the scope of reading, expanding the depth of reading, reading more books, reading books, accumulating more, and writing more, can they complete the speech with high quality and quickly improve their oral expression ability.

Through observation, it is found that students with a strong sense of competence can obtain a positive understanding of self-worth experience by showing successful behavior and competence in speech activities. First, they are prepared for their topics and materials and can answer questions or face challenges. Secondly, they can clearly express their thoughts and opinions in their speeches, and the organizational structure is reasonable and easy to understand. Then, the voice, posture, and body language are used to enhance the speech effect. The pace, intonation, and speed of the speech can capture the attention of the audience and make the speech more lively and exciting. In short, they believe in their competence and knowledge, so they show a confident attitude in their speeches.

In the second round of in-depth interviews, 30 students all mentioned the word "flexibility" for the questions of what is student-oriented, the difference between the traditional speech mode and the micro-speech before class mode, and how to make their sense of competence stronger. The following are the high-frequency keywords record table and the high-frequency vocabulary data compiled by the researcher in the interview "competence needs" section.

competence needs keywords	times
flexibility	30
confidence	29
adaptive faculty	28
strong learning	23
rich knowledge	19
leadership	17
execution	16
express oneself	13
innovate	11
change	9
studious	5
self-control	3



Figure 4.2 "Competence Needs" high-frequency vocabulary

In the interview with students, it was found that "flexibility," "self-confidence," and "adaptability" were mentioned the most. The more flexible the oral training method, the stronger the students' sense of competence, and the faster the verbal expression level was improved. Micro-speech before class is an innovative student-oriented speech mode. Different from the fixed traditional speech mode, the evaluation mode is single. It pays more attention to the flexibility of form and the diversity of evaluation. Micro-speech before class is like a warm-up before running. It is also the warm-up before formal class. As soon as the bell rings, students enter the course, and it isn't easy to devote themselves to studying immediately. Micro-speech before class can not only exercise the oral Chinese, but also let the students' learning state through a buffer period, which significantly enhances the students' learning adaptability. Therefore, to construct the micro-speech mode before class, which can meet students' competence needs, and exercise oral expression.

3. The third research problem is: Without equal, safe, harmonious, and friendly relationships, it cannot meet students' relatedness needs, so can't exercise oral expression.

The third research finding is: To establish harmonious and equal interpersonal relationships, which can meet students' relatedness needs, and exercise oral expression.

The sense of relatedness mainly occurs in the process of individuals interacting with and understanding others, including teamwork and interpersonal social (Ryan, Sheldon, Kasser & Deci, 1996). Supporting a sense of relatedness in the teacher-student relationship means accepting students and ignoring their feelings of self-esteem and anxiety. Therefore, when evaluating students' speeches, teachers should first make basic evaluation rules to ensure the quality of micro-speech before class. Then, based on these rules, the process evaluation should be the main, and the mechanism of multi-subject assessment of the speaker himself, teachers, and classmates as the audience should be established to assist the incentive evaluation. The practice has proved that the evaluation mechanism with equal attention to process and result can evaluate students more comprehensively, more conducive to the development of students' potential, and more conducive to the establishment of harmony and equality in interpersonal relationships between teachers and students, between students and students.

Through observation, students with a strong sense of relatedness can connect with the audience in their speech and touch each other's emotions through resonance and understanding. They follow the needs and interests of their audience to establish interaction and sharing with them. They show respect and attention to others in their speeches, pay attention to the feedback and response of the audience, and make timely adjustments to ensure that the speech is consistent with the expectations and needs of the audience. They are willing to work together with others and are eager to share them, showing a relaxed, and confident attitude in their speeches.

In the second round of in-depth interviews, 30 students all mentioned the word "equality" for the best interpersonal relationship, what evaluation methods can be more scientific and objective, and how to make their sense of relatedness stronger. The following are the high-frequency keywords record table and the bar chart of the high-frequency vocabulary data compiled by the researcher in the interview "relatedness needs" section.

relatedness needs keywords	times
equality	30
harmonious	27
friendship	25
security	20
sense of identity	19
self-growth	17
sustainable development	16
sympathetic response	13
group fusion	11
teachers encourage	9
students help	7
help each other	3

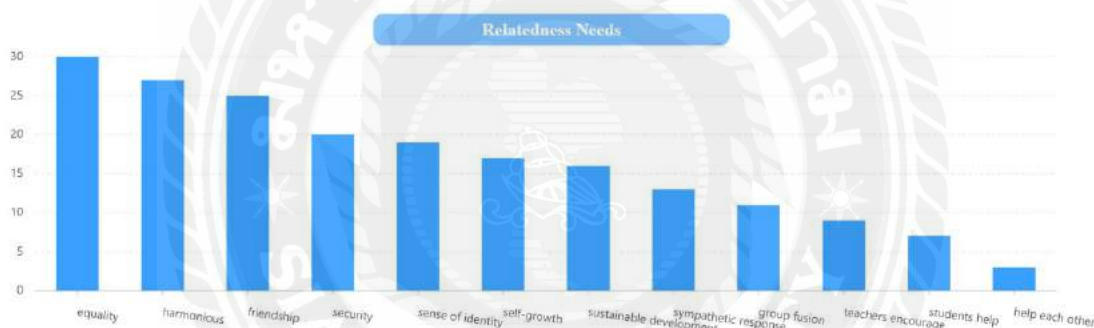


Figure 4.3 "Relatedness Needs" high-frequency vocabulary

In the interview with students, it was found that "equality," "harmony," and "friendship" were mentioned most. It can be seen that the more equal and harmonious the interpersonal relationship, the stronger the sense of relatedness of students, and students dare to express themselves. Harmonious and equal interpersonal relationships can establish a good interaction and communication channel, making it easier for the audience to trust and identify with the speaker. This support and recognition will increase the influence and persuasion of the speech. A good communication atmosphere enables the speaker to convey the message more effectively and the audience to understand and accept the speaker's views and ideas, thus promoting the transmission and understanding of the information. When there is a harmonious and equal interpersonal relationship with the audience, the audience is more willing to participate in the speech activities actively. They may ask questions, provide feedback, or share ideas, promoting interactivity and presentation engagement. Therefore, to establish harmonious and equal interpersonal relationships, which can meet students' relatedness needs, and exercise oral expression.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

According to the three research problems raised, with the combination of self-determination theory and micro-speech before class, it is found that when students meet their basic psychological needs, which are autonomy needs, competence needs, and relatedness needs, it is conducive to the improvement of oral expression ability, and also significantly improve the learning participation and social participation.

Modern society is a society in which people are increasingly close and a society in which information is widely disseminated. In this situation, it should not be said that a person with mediocre thinking, shallow knowledge, and unclear speech cannot adapt to the rapid development of the times. A person with noble character, profound wisdom, and exceptional skills cannot fully utilize all their intelligence without being good at speaking. Therefore, as modern men, we must always pay attention to our eloquence, and our ability to speak, so that we can talk and say good words (Lin, 2014).

The self-determination theory holds that humans have three basic psychological needs: autonomy, competence, and relatedness. Autonomy need refers to the need for the individual to decide independently. That is, the individual senses that he has independent choice for their behavior. Competence need refers to the need for individuals to control the environment, that is, to experience a sense of control and competence over the domain. Relatedness need refers to the need of the individual belonging to the environment. That is, individuals perceive the care, understanding, and support from others and experience a sense of relatedness (Ryan & Deci, 2017). Therefore, when teachers give feedback on students' learning results in teaching, they should provide mainly positive feedback and present it in a non-controlled way that supports students' autonomy. In this way, students can experience the self-efficacy of learning, but also experience the self-determination and internal control for learning behavior, thus generating the internal motivation of learning (Chen & Fang, 2008).

Autonomous motivation can be supported by three types of primary human psychological needs. Support for autonomy involves providing a wide variety of choices or a meaningful justification for choice when it is limited. Competent support consists of providing the required guidance and practical feedback on current levels of competence. Support for relatedness involves providing the necessary care and attention (Ryan & Deci, 2017). Therefore, the spontaneous training in oral Chinese meets the students' autonomy psychological needs, in the challenge to complete the micro-speech before class performance task, to meet the competence psychological needs of students, in the harmonious and equal atmosphere of oral expression, and to meet the relatedness psychological needs of students.

There are various ways of speaking, with multiple positions. The school teaching classroom is a good speech position, and the micro-speech form before the Chinese class has a different effect and function. The micro-speech before class is like a

channel, running through listening, speaking, reading, and writing, communicating in class and after class, connecting Chinese and life. The flexibility and immediacy of its materials can enable students to participate in social life simultaneously. The system of keynote speech helps students to accumulate personalized writing materials; the organizational form of micro-speech before class makes it easy to conduct in-depth dialogue between teachers and students, and improve the thinking quality of students. The writing of micro-speech can promote the combination of reading and writing and improve students' language application ability (Zhang, 2023). In the micro-speech activities before class, the students are both the main body and the object. Everyone participates, and everyone interacts. With the word "micro" as the starting point, the integration of self-determination theory, to meet the basic psychological needs of students' growth, and indeed exercise their oral expression. It not only makes the students' Chinese life colorful, but also exercises the students' independent thinking ability, edifies sentiment, sublimates thought, improves quality, and makes them continuously enjoy language oral charm and wisdom at the same time for the future necessary professional ability based on society, development of life, to create better conditions, to lay a solid foundation.

5.2 Recommendation

Although this paper has achieved phased results in practical research with the help of the "micro-speech before class" based on self-determination theory, there are still some contents that need to be explored by subsequent researchers, such as:

1. Improve the teaching design and grasp the process of micro-speech before class. We also need to be both standardized and flexible.

Due to the shyness and inferiority of vocational school students, they dare not speak and are afraid of mistakes, which makes them often hesitate or "silence is gold" when they go to the workplace and communicate with others. How to let them unload the psychological burden, the courage to speak, is the paper exploring the problem. Although practice has proved that the micro-speech before class based on the self-determination theory has played a particular effect, there is a long way to go in learning to use language. Therefore, teachers need to be more innovative in the design of the activity process, to be both standardized and flexible. They can also conduct in-depth interviews and questionnaires among students to pool their wisdom.

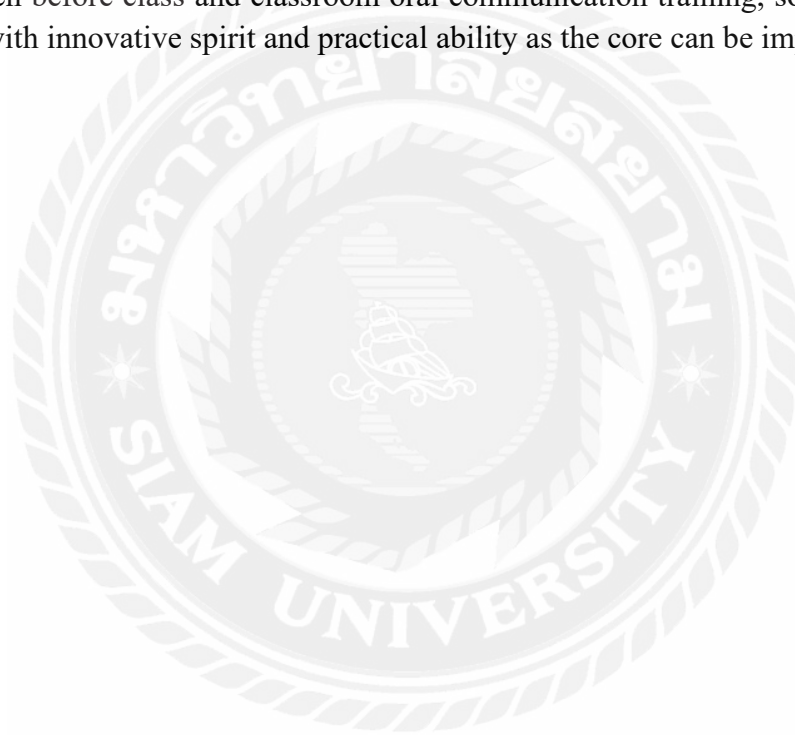
2. Consult literature cases, and experience the integration of teaching, learning, and doing under the guidance of Chinese and foreign education management theories.

In addition to the self-determination theory, it can integrate other Chinese and foreign education management theories to provide more comprehensive and scientific guidance for classroom teaching, especially oral teaching, to help teachers better manage and organize the teaching process. The integration of teaching and management is one of the essential ways to promote the development of education. Through unified goals, personalized control, team cooperation, evaluation combination, and scientific and technological support, teaching and management can

be seamless, providing students with better education services, and integrating teaching, learning, and doing (Gao, 2020).

3. Strengthen classroom practice, and adhere to the micro-speech before class and classroom oral communication training, two modes of oral teaching.

"Communication ability" in language communication differs from "speaking ability." It is the combination of verbal knowledge and communicative skills, and it is a vivid manifestation of a diversified oral communicative experience in a specific scene. The most significant characteristic of foreign oral Chinese teaching is activity teaching, and students show a high degree of subjectivity in practical activities. However, in China, students still mainly use written words and sentence patterns as "speaking," oral communication training is only used for exams, so the role of life and practice is ignored. Therefore, we should adhere to the two modes of oral teaching, micro-speech before class and classroom oral communication training, so that quality education with innovative spirit and practical ability as the core can be implemented.



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