DEVELOPMENT OF COMMUNICATIVE LANGUAGE TEACHING AND AUTONOMOUS LEARNING THEORY INSTRUCTIONAL MODEL TO IMPROVE ORAL MANDARIN PROFICIENCY STUDENTS IN SHANGHAI CITY

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Abstract

The purposes of this research were to 1) study the factors affecting oral mandarin proficiency students at Shanghai City 2) develop communicative language teaching and autonomous learning theory instructional model to improve oral Mandarin proficiency students at Shanghai SIPO Polytechnic and 3) study the result of communicative language teaching and autonomous learning theory instructional model to improve oral Mandarin proficiency students at Shanghai SIPO Polytechnic. The sample groups for this research were 48 students who enroll in Oral Mandarin course by simple random sampling at Shanghai SIPO Polytechnic (abbreviation: SHSIPO). The research instruments were 1) a set of questionnaires for students and interview foe lecturers 2) Set of questionnaires for confirming instructional model 3) Lesson plan and 4) Scoring rubric form the statistics were. Data were statistically analyzed by mean, standard deviation, data analytics statistics for confirmation of instructional model and data analytics statistics for scoring rubric.

The results were found that. Answer by the 3 objectives 1) The factors affecting oral mandarin proficiency students at Shanghai City, all internal factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level and external factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level, 2) Confirming communicative language teaching and autonomous learning theory instructional model in terms of accuracy, propriety, feasibility, and utility found that 100 % and 3) The result of oral Mandarin proficiency students at Shanghai SIPO Polytechnic found that level excellent are 35.42%, level good are 45.83%, and the last level improved are 18.75%.

Keywords: Communicative Language Teaching, Autonomous Learning, Oral Mandarin Proficiency

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Introduction

The Mandarin course is a compulsory course for all teachers majoring in China. It will be presented under different course names in different schools and majors. For example, the preschool education major in a specialized school taught by the researcher is called "Mandarin and Preschool Teachers' Spoken Language". The course is carried out in the first semester of the freshman year. The focus of this study is to improve the Mandarin proficiency of normal students., only by passing the Mandarin proficiency test can one have the qualification to become a teacher. Therefore, the Mandarina proficiency test is an important prerequisite for becoming a teacher, and it is also one of the required items and certificates for normal students. Mandarin is the lingua franca of China and the standard language of modern Chinese; Mandarin Proficiency Test (Putonghua Shuiping Ceshi; PSC) is organized by the State Language and Writing Committee of China, and is an oral test for the standardization and proficiency of the test takers in using Mandarin. take an exam. The format of the test is oral. Mandarin proficiency levels are divided into three levels and six levels, namely Level 1, Level 2, and Level 3. Each level is divided into two levels, A and B; Level 1 A is the highest, and Level 3 B is the lowest. The Mandarin proficiency test is not an evaluation of eloquence, but a test and evaluation of the standardization level of the test taker's mastery and use of Mandarin. It is the test taker's standard Chinese language test. The degree of standardization of pronunciation, vocabulary and grammar that test takers show in the process of expressing in spoken Mandarin is an important basis for evaluating the level they have achieved (Chen, 2021).

As the common language of China, Mandarin plays an important role in inheriting the fine traditions of the Chinese nation. With the continuous reform of the education system, all walks of life have higher and higher requirements for the level of Mandarin, especially for normal students who are about to enter the teaching position, Mandarin is an indispensable professional requirement for teachers. Different cities in China have different levels of Mandarin for teacher qualification, but the minimum level is the same. Due to the impact of the new crown epidemic, the conditions for the 2022 Shanghai teacher qualification certification have not yet been released. According to the conditions on the Mandarin part of the "2022 Jiangsu Provincial Primary and Secondary School Teacher Certification Announcement" of the neighboring provinces: the level of Mandarin should reach the level issued by the State Language Commission. "Mandarin Proficiency Test Grade Standard" is the second grade or above, among which language teachers, kindergarten teachers and teachers who teach Chinese as a foreign language should meet the second grade A or above; pronunciation teachers and professional teachers of broadcasting, hosting, film and television drama performance, etc. reach the first level. The researcher's preschool education major trains future kindergarten teachers. Therefore, such normal students are required to reach the second-level A level. Level 2 A is a relatively high level, so it is particularly important for normal students to improve their Mandarin ability (Fu, 2019).

Since students in colleges and universities come from all over the country, each region has its own local language, called "dialect". The pronunciation and intonation of dialects have strong local characteristics, resulting in people in areas where dialects are widely used will have different degrees of defects when speaking Mandarin, such as dialectization of words, indistinguishable tongues, inaccurate tones, etc.; Some areas that are easily overlooked, such as pitch change, soft voice, childish tone, and sound change, are often not reflected, and the local characteristics are too strong. Early childhood is a critical period for learning language and forming spoken language. Children have a good imitative nature. If they are influenced by dialect at the best age for language learning, they will form a set of dialect pronunciation and language sense, and it will be difficult to correct them in adulthood. Therefore, for future kindergarten teachers, it is necessary to create a good language environment for children in Mandarin, which means that teachers should use correct and

standard Mandarin to talk to children, so that the sentences, semantics and grammar of speech should be complete and the speed of speech should be slow., tell the correct pronunciation clearly to the children, so that the children can imitate (Zhou, 2021). This research will issue a questionnaire on the current situation of Mandarin for college students to normal students in three colleges in Shanghai to explore the current use of Mandarin and dialects in Shanghai normal students, as well as the actual problems in the process of using Mandarin. Mandarin course teaching for the purpose of improving the level of Mandarin.

The communicative language teaching method to cultivate the actual communication ability of language is a kind of language teaching method carried out in the classroom by means of communication., using it in the standard pronunciation and expression of the native language also has a certain effect. Taiwanese researchers Xu (2004), Sun (2005), Chen (2005) and others focused on the teaching mode and effectiveness of communicative language teaching in Chinese teaching; Chua and Soon (2021) conducted communication through personal action research. Mandarin mobile learning for language teaching, the results show that it can improve students' self-confidence and speaking ability. The core of autonomous learning theory is that learners take responsibility for their own learning in identifying needs, setting goals, choosing learning activities, and self-assessing under the guidance and supervision of teachers (Zebari, 2020). Autonomous learning can also be used in language learning. Holec (1981) believes that learners of autonomous language are responsible for the integrity of their learning situation; Su (2019) also proposed in his research on college English teaching practice under the theory of autonomous learning., The teaching using the theory of autonomous learning can strengthen students' interest in autonomous learning, truly change their own learning attitude, and realize the application of what they have learned. Therefore, this study applies communicative language teaching and autonomous learning theories to teaching, trying to improve students' Mandarin proficiency.

As the rationale shown above, the author realizes the importance of studying "Development of Communicative Language Teaching and Autonomous Learning Theory Instructional Model to Improve Oral Mandarin Proficiency Students in Shanghai City".

Objectives

1. To examine the factors affecting oral Mandarin proficiency students at Shanghai City.

2. To develop communicative language teaching and autonomous learning theory instructional model to improve oral Mandarin proficiency students at Shanghai SIPO Polytechnic.

3. To study the result of communicative language teaching and autonomous learning theory instructional model to improve oral Mandarin proficiency students at Shanghai SIPO Polytechnic.

Material and Method

Literature review

Oral Mandarin Course

In Shanghai SIPO Polytechnic, where the researcher is studying, there is no separate Mandarin course for pre-schools, but rather the basic Mandarin content is incorporated into a module of the Oral Mandarin Course, which consists of three modules: Basic Knowledge of Mandarin, General Speaking Skills for Early Childhood Teachers, and Professional Speaking Skills for Early Childhood Teachers. General Speaking Skills for Early Childhood Teachers, and Professional Speaking Skills for Early Childhood Teachers. This indicates a lack of emphasis on the learning of Mandarin (Education Department, 2022). Mandarin is the official

language of instruction and is an essential language skill for every teacher. Therefore, it is particularly important to standardize the teaching of Mandarin. There are still some problems in the teaching of oral language courses in colleges and universities in Shanghai. When students first enter university, their learning differences are more obvious due to their different living and learning backgrounds. And when there is a big gap between students' Mandarin proficiency, for teachers, teaching activities should not only address the differences in students' personality, motivation, emotions and interests, but also consider how to consider the differences in students' Mandarin proficiency, as well as the different needs of learning styles, attitudes and styles of learning, and other aspects (Peng, 2021)

Communicative Language Teaching and Autonomous Learning Theory Instructional Models

Communicative language teaching is a teaching method that arises in response to students' acquisition of practical ability to communicate with others. It is one of the most important and appropriate teaching theories to use in the contemporary language teaching community (Savignon, 1987; Savignon, 2002). In the late 80's and 90's, the process of development of language teaching emphasized the importance of communication, and that the practicality of language in the real world must be emphasized in the classroom (Yu, 2017). The most characteristic features of communicative language teaching methodology are 1) authenticity that can be communicated in the real world 2) live interaction and 3) learner-centeredness, Rivers (1987) stated that it is difficult to be truly communicative if one focuses only on the theoretical knowledge and the written content when learning a language, so interaction is a very important way, and the teacher should provide the students with these elements so that the learners are Teachers use communicative language teaching to enable learners to connect what they have learnt in the classroom to the real world outside. The core of communicative language teaching is interaction, and there is no standardized approach (Larsen-Freeman, 2000), and teachers can adapt the design of the teaching to the classroom situation. Communicative language teaching methods can be used in different classroom activities and tools such as discussion (Dos Santos, 2017), group sharing (Alrashidi & Phan, 2015), problem-based learning (Da Silva Cintra & Bittencourt, 2015), and role-play learning (Tweedie & Johnson, 2018), among others, and as a teacher, one needs to develop and design applicable courses and syllabi using the communicative language teaching methodology wisely. The core principle of communicative language teaching methodology is to learn and learn to use the language within the language, but not to learn about the language (Savignon, 1987; Savignon, 2002), which means that communicative language teaching methodology is aimed at helping students to acquire communication skills in the target language. Some teaching methods and strategies in the past tell us that teaching and learning language is about how to transmit and instruct language, grammar, and vocabulary through the instructions of listening, speaking, reading, and writing (Wagner, Torgesen & Rashotte, 1994), but they do not focus strongly on the communication and interaction between students in practice (Dos Santos, 2019). Since the last century, communicative language teaching methods have been widely used in language learning environments (Savignon, 2002). Moss and Ross-Feldman (2003) pointed out that any activity that requires the learner to speak and listen to others includes the use of communication. The goal of communicative language teaching is to train students to use language to express themselves, complete comments, and communicate. First of all, students must master the language system and be able to use language immediately and freely to express themselves. Second, it is necessary to understand the functional meaning expressed by the language form in the real environment. You must know how to master the rules of language use, and use language appropriately in a real environment. The mode of communicative language teaching is student-centered. Teachers must imagine what students need to express and understand, so as to choose corresponding scenario design activities. In general, activities can be divided into functional activities and social interaction activities. For example: talking by looking at pictures, doing actions according to instructions, situational

conversations, role-playing, group discussions, debates, impromptu performances, etc. Communicative language teaching methods allow learners, classmates, peers and even teachers to be integrated into the teaching and learning environment

To sum up, this research will realize the concept of efficient teaching and learning through the teaching mode of communicative language teaching and autonomous learning theory.

Oral Mandarin Proficiency

The goal of the communicative language teaching method is to enable learners to produce grammatically correct sentences, to use appropriate words depending on the subject, time and occasion, to express their feelings correctly and to understand the true meaning of spoken and written words (Wu, 2006). Holec (1985) suggests that autonomous learning is a competency in which learners have a range of self-management and self-actualization skills, such as designing learning goals, increasing monitoring of their own goals, and objectively evaluating themselves; competencies are acquired and can be acquired in a natural way, usually through a conscious and integrated approach to learning. The underlying idea of autonomy is consistent with the major innovations in language teaching theory and methodology that have taken place over the last 30 years (Benson, 2001). These innovations are rooted in a shift away from the behaviorist assumptions behind innovations such as audiolingual and the language laboratory of the 1960s and 1970s. With the development of discourse analysis, pragmatics and sociolinguistics, the communicative approach to language teaching has become dominant (Zheng, 2007). Language is recognized as a system for expressing and negotiating meaning and its main goal is to communicate to meet social needs. Moreover, the aim of language teaching is to communicate in context rather than to acquire out-of-context knowledge about the target language (Savignon, 1983).

Therefore, this study uses communicative language teaching to enable students to express themselves correctly and fluently, and autonomous learning theory to allow students to self-monitor and regulate as well as practice autonomously. The integrated communicative language teaching and autonomous learning theory has designed three steps: 1): Presentation, teachers present natural discourse in real or simulated situations, students choose topics independently according to their own situation and interests, and independently plan and arrange learning content and learning methods. 2): Practice, the teacher selects the syllables of easily misspelled words from the dialogue for repeated practice, and the students use the natural question-and-answer dialogue method to create related sentences containing words. 3): Product, evaluation and reflecting the teacher relaxes or gives up control, only provides relevant topics or situations, and allows students to express freely in standard language. Thereby improving students' oral Mandarin proficiency.

Development of Communicative Language Teaching and Autonomous Learning Theory Instructional Models

This study monitors the effectiveness of communicative language teaching and independent learning theory in two main ways. On the one hand, there is the teacher's 'teaching', which uses a communicative language teaching approach and includes a pre-task phase, a task cycle phase and a language focus phase. On the other hand, there is the 'learning' of the students, who learn and complete tasks set by the teacher, including word syllabaries, short text reading and problem speaking. Wang (2002) identifies several components that may contribute to good language teaching and learning. These components include developing competence, maintaining interest, giving learners control over their own learning, and so on. Of these, the idea of giving learners control over their own learning is related to the realization of learner autonomy. As far as learner autonomy in the communicative language classroom is concerned, the teacher seems to play a crucial role in setting the agenda for appreciating learning. Handing over responsibility to students within a clear framework seems to be an effective way of providing learners with some opportunities to help them take a bigger step on the road to autonomy (Wenden, 1995).

This study combines both of these to better facilitate teacher-student interaction and improve oral Mandarin proficiency.

Material and Method

This research used Mixed Method of Research. This research is divided into 3 phases:

Phase 1 was conducted to answer research objective 1: To examine the factors affecting oral Mandarin proficiency students at Shanghai City.

Population

Group 1: The former students of oral Mandarin course in semester I of academic year 2022 from 3 colleges in Shanghai City

1) 50 students from Shanghai Donghai Vocational and Technical College

2) 50 students from Shanghai Industry & Commerce Foreign Language College

3) 50 students from Shanghai SIPO Polytechnic

Research instrument

The questionnaire for students

Designing instrument 1

1. Study communicative language teaching and autonomous learning theory course and factors affecting oral Mandarin proficiency.

2. Design a questionnaire on factors to improve oral Mandarin proficiency for the students at Shanghai City.

3. Present the draft of questionnaire to the advisors for checking correctness and completion.

4. Assess the validity of questionnaire on factors to improve oral Mandarin proficiency for the students at Shanghai City by 5 experts.

5. Design Likert 5-point rating scale questionnaire on the following score rating criteria.

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned students using the developed questionnaire.

Data Analysis

Descriptive Statistics i.e., Frequency, MEAN (μ), Standard Deviation (σ)

Group 2: The lecturers who are teaching of oral Mandarin course from 3 colleges in Shanghai City

1) 1 Lecturer from Shanghai Donghai Vocational and Technical College

1) 1 Lecturer from Shanghai Industry & Commerce Foreign Language College

1) 1 Lecturer from Shanghai SIPO Polytechnic

Research instrument

The interview for the teachers

Designing instrument 2

1. Study literature on oral Mandarin proficiency, improve of oral Mandarin proficiency, and factors affecting oral Mandarin proficiency for the students.

2. Design the draft of open-ended interview on factors affecting oral Mandarin proficiency for the students at Shanghai City.

3. Present the draft of open-ended interview to the advisors for checking correctness and completion.

4. Assess the validity of open-end interview on factors affecting oral Mandarin proficiency for the students at Shanghai City by 5 experts

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned lecturers using the developed interview.

Data Analysis

Content analysis

Expected Output Phase 1

Factors affecting are internal and external factors to improve oral mandarin of students and lecturers in Shanghai City.

Phase 2 was conducted to answer research objective 2: To develop communicative language teaching and autonomous learning theory instructional model to improve oral Mandarin proficiency students at Shanghai SIPO Polytechnic.

Research instrument

Conformity Assessment Form of Communicative Language Teaching and Autonomous Learning Theory Instructional Model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.

Designing instrument

1. Study related concepts, principles, process about developing instructional model, including results in terms of factors affecting oral Mandarin proficiency from research objective 1.

2. Design handout of oral Mandarin proficiency instructional model.

3. Design a questionnaire on confirming the appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.

4. Present the draft of open-ended interview to the advisors for checking correctness and completion.

5. Assess the validity of the questionnaire on confirming the appropriateness of the instructional model by 5 experts through Item-Objective Congruence (IOC)

6. Design the confirming instructional model by assessment items form by the experts (List name from Appendix A) in 4 aspects**:** 1**)** Utility Standard, 2**)** Feasibility Standard, 3**)** Propriety Standard and 4**)** Accuracy Standard

Data Collection

1. Ask for permission of data collection

2. Collect appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard from the 5 experts using the developed conformity assessment form of communicative language teaching and autonomous learning theory instructional model.

Data Analysis

Descriptive analysis i.e., frequency and percentage. The acceptable items must not be less than 100%.

Expected Output Phase 2

Communicative language teaching and autonomous instructional model the appropriateness of which is confirmed by experts for further implementation.

Phase 3 was conducted to answer research objective 3: To study the result of communicative language teaching and autonomous learning theory instructional model to improve oral Mandarin proficiency students at Shanghai SIPO Polytechnic.

Population

The total of 300 freshmen from 6 classes of students with different levels of proficiency – beginner, intermediate, and advanced, who enroll in Oral Mandarin Course at Shanghai SIPO Polytechnic (abbreviation: SHSIPO) in semester 1 academic year 2023. Those sections involve were 51 students in class A, 48 students in class B, 49 students in class C,52 students in class D, 50 students in class E, and 50 students in class F

The Sample Group

The 48 students who enroll in oral Mandarin course from class section B are obtained by simple random sampling.

Research instruments

1. Lesson plans using communicative language teaching and autonomous learning theory instructional model

2. Rubric scoring form

Designing instrument 1

1. Study contents, objectives, methods of teaching, materials, evaluation and assessment.

2. Design lesson plans by format given.

3. Present the lesson plan to the advisors for checking correctness, completion and improvement.

4. Assess the validity of open-end interview on factors affecting oral Mandarin proficiency for the students at Shanghai City by 5 experts.

5. Conduct a try-out of the developed lessons plans with another group of samples for further improvements and implementation with the sample group

Designing instrument 2

Rubric scoring form

1. Study the rubric scoring criteria aligned with communicative language teaching and autonomous learning theory instructional model.

2. Design rubric scoring criteria.

3. Present the developed rubric scoring criteria to the advisors for checking correctness, completion and improvement.

4. Assess the validity of open-end interview on factors affecting oral Mandarin proficiency for the students at Shanghai City by 5 experts

Data Collection

1. Ask for permission of data collection

2. Collect students' performance by using rubric scoring before assessment by external raters.

Data Analysis

Categorize students' performance according to rubric scoring criteria into their levels descriptor.

Expected Output Phase 3

The result of communicative language teaching and autonomous learning theory instructional model to improve oral Mandarin proficiency students at Shanghai SIPO Polytechnic.

Results and Discussion

In the study of "Development of Communicative Language Teaching and Autonomous Learning Theory Instructional Model to Improve Oral Mandarin Proficiency Students in Shanghai City", the researcher studied the documents concerning the following.

Part 1: Analysis results serving objective 1–To examine the factors affecting oral mandarin proficiency students at Shanghai City

This section presents analysis results serving objective 1 using table and description in terms of MEAN, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise

The Common data of the respondent in overall (N=150)

The common data of the respondent in overall the most gender is female, 80%. The most age is 19-20 years., 73.3%

The result of questionnaire from students in overview (N=150)

The Indicates that all internal factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level (μ=4.19). Considering only each item, it was found that the most highest factor is No.9 I think Mandarin will play a big role in future work and study and must be learned carefully (μ= 4.47), Followed by factor No.1 Learning Mandarin is to improve my oral expression skills (μ=4.41) and the fewest factors is No.13 I get nervous during the Mandarin test. Can't perform at normal proficiency (μ=3.81).

All external factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level (μ=3.63). Considering only each item, it was found that the most highest factor is No.14 Students can understand content clearly through this teaching model (μ= 4.14), Follow by factor No.20 Classroom environment affects students learning enthusiasm (μ=4.11) and the fewest factor is No.24 Students notice that there are constant students are absent in this classroom (μ=3.26).

The Common data of the respondent in A. Shanghai Donghai Vocational and Technical College (N=50)

The common data of the respondent in A. Shanghai Donghai Vocational and Technical College. the most gender is Female,54%. There are 50 students from Shanghai Donghai Vocational and Technical College. The most age is 19-20 yrs., 62%.

The result of questionnaire from students in A. Shanghai Donghai Vocational and Technical College (N=50)

The Indicates that all internal factors affecting oral mandarin proficiency of students in Shanghai City are generally found at highest level (μ=4.51). Considering only each item, it was found that the most highest factor is No.1 Learning Mandarin is to improve my oral expression skills (μ= 4.78), Follow by factor No.9 I think Mandarin will play a big role in future work and study and must be learned carefully (μ=4.70) and the fewest factor is No.13 I get nervous during the Mandarin test. Can't perform at normal proficiency (μ=3.92).

For external factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level (μ=3.86). Considering only each item, it was found that the most highest factor is No.14 Students can understand content clearly through this teaching model (μ= 4.44), Follow by factor No.19 Oral language courses are challenged and encouraged the students' enthusiasm (μ=4.38) and the fewest factor is No.22 Contents are limited, defective and unrealistic (μ=3.26).

The Common data of the respondent in B. Shanghai Industry & Commerce Foreign Language College (N=50)

The common data of the respondent in B. Shanghai Industry & Commerce Foreign Language College. the most gender is Female, 98%. There are 50 students from Shanghai Industry & Commerce Foreign Language College. The most age is 19-20 yrs., 60%.

The result of questionnaire from students in B. Shanghai Industry & Commerce Foreign Language College (N=50)

The Indicates that all internal factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level (μ=4.00). Considering only each item, it was found that the most highest factor is No.9 I think Mandarin will play a big role in future work and study and must be learned carefully (μ= 4.24), Follow by factor No.4 When I was studying by myself, I could look up dictionaries, listen to recordings, watch videos, etc. to assist my learning (μ=4.12) and the fewest factor is No.7 Mandarin is not standard, I am afraid of being laughed at by others (μ=3.72).

For external factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level (μ=3.82). Considering only each item, it was found that the most highest factor is No.20 Classroom environment affects students learning enthusiasm (μ= 4.08), follow by Factor No.14 Students can understand content clearly through this teaching model (μ=4.02) and the fewest factor is No.15 Teacher always**.**

The Common data of the respondent in C. Shanghai SIPO Polytechnic (N=50)

The common data of the respondent in C. Shanghai SIPO Polytechnic. the most gender is Female, 88%. There are 50 students from Shanghai SIPO Polytechnic. The most age is 19-20 yrs., 98%.

The result of questionnaire from students in C. Shanghai SIPO Polytechnic (N=50)

The Indicates that all internal factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level (μ=4.04). Considering only each item, it was found that the most highest factor is No.1 Learning Mandarin is to improve my oral expression skills (μ= 4.58), Follow by factor No.9 I think Mandarin will play a big role in future work and study and must be learned carefully (μ=4.46) and the fewest factor is No.7 Mandarin is not standard, I am afraid of being laughed at by others (μ=3.46).

For external factors affecting oral mandarin proficiency of students in Shanghai City are generally found at moderate level (μ=3.20). Considering only each item, it was found that the most highest factor is No.14 Students can understand content clearly through this teaching model (μ= 3.96), Follow by factor No.20 Classroom environment affects students learning enthusiasm (μ=3.92) and the fewest factor is No.24 Students notice that there are constant students are absent in this classroom (μ=2.54).

Interview Results

After the results from interview with the 3 lecturers, the factors affecting oral mandarin proficiency students at Shanghai City can be concluded as follows.

Internal Factors

Physical = A student's pronunciation accuracy and oral muscle coordination are affected by physiological factors.

Psychological = Students' self-confidence, motivation and learning motivation have a significant impact on oral expression and learning outcomes.

External Factors

Social environment = The language environment and language input of students have a great influence on the pronunciation and oral expression of Mandarin.

Materials = The quality and variety of teaching materials and learning resources play an important role in the improvement of students' pronunciation accuracy and oral expression ability.

Teaching Methods = Using diversified teaching methods, such as combining practice, group exercises, role-playing, etc., can stimulate students' interest and participation, and promote the improvement of oral expression.

Class size = Moderate class size can better promote Lecturer-student interaction and personalized teaching.

Evaluation = Positive evaluation and feedback can encourage students, increase their self-confidence and motivation to learn.

After analyzing data collected from both groups of informants, the researcher synthesizes those factors dividing them into 2 main types – internal and external factor.

Indicates that all internal factors affecting oral mandarin proficiency of students in Shanghai City are generally found at students realize that learning Mandarin is very important for oral expression ability and future work and study. They focus on self-reminders, clarify learning goals, and use auxiliary resources for learning. In class, they listen carefully and follow the teacher's progress. In addition, students' pronunciation and oral muscle coordination are affected by physiological factors, while self-confidence and learning motivation play a key role in oral expression and learning outcomes. For external factors affecting oral mandarin proficiency of students in Shanghai City are generally found at teaching mode and classroom environment have an impact on learning effectiveness and interest. The learning environment and location may also affect students' learning interest and oral expression ability. Through challenging and motivating oral lessons, students' enthusiasm for learning can be stimulated.

High-quality teaching materials and diverse learning resources play an important role in students' pronunciation accuracy and oral expression ability. In addition, students are also influenced by the evaluation of senior students, but the evaluation should be based on practical goals and personal interests.

Analysis conclusion

Conclusion

From the objectives of research

1. The factors which improve oral mandarin proficiency for students include 2 factors: Internal factors and external factors. Data analysis results from students' data reveal that teaching style, future development and personal level improvement are the most influential internal factors. Teachers' opinion reflects also both internal and external factors. For internal ones, they refer to Physics (pronunciation accuracy and oral muscle coordination) and Psychology (confidence, positivity and learning motivation on oral expression and learning outcomes). As for external factors, they include Social Environment (language environment and language input) Materials (quality and variety of teaching materials and learning resources) Teaching Methods (combining practice, group exercises, role-playing) and Evaluation (positive evaluation and feedback).

2. Communicative language teaching and autonomous learning theory instructional model to improve oral mandarin proficiency for students include 5 components – principle and rationale, objectives, contents, methods of teaching & materials, and evaluation are unanimously confirmed by 5 specialists or 100% of all specialists based on appropriateness in 4 areas: utility, feasibility, propriety, and accuracy.

3. After implementing communicative language teaching and autonomous learning theory instructional model, students' performance assessed by analytic RSA at excellent level and holistic rubric-scoring at excellent level ($\bar{x}$ = 67.18). For analytic RSA results, relative developmental score is the aspect the students can develop most obviously followed by Item 2: Read polysyllabic words, Item 3: Read aloud short essay, Item 1: Read monosyllabic character, and Item 4: Propositional speaking respectively. According to holistic RSA results, most students perform at excellent level (67.18%) They can improve oral mandarin proficiency students at Shanghai SIPO Polytechnic.

Discussions

In the study of "Development of Communicative Language Teaching and Autonomous Learning Theory Instructional Model to Improve Oral Mandarin Proficiency Students in Shanghai City", the researcher presented the documents concerning the following.

Part 1: Analysis results serving objective 1–To examine the factors affecting oral mandarin proficiency students at Shanghai City.

Regarding the results, the factors affecting oral mandarin proficiency of students in Shanghai City can be discussed as follows.

According to the results of the student questionnaire survey, the factors influencing the spoken Mandarin proficiency of Shanghai students are divided into internal factors and external factors:

All internal factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level (μ=4.19). Considering only each item, it was found that Factor No.9 I think Mandarin will play a big role in future work and study and must be learned carefully is the highest mean (μ= 4.47), follow by Factor No.1 Learning Mandarin is to improve my oral expression skills (μ=4.41) and the fewest mean is Factor No.13 I get nervous during the Mandarin test. Can't perform at normal proficiency (μ=3.81). According to the "National Common Language Law of the People's Republic of China", Mandarin is the

national common language of China. Chinese government agencies use Mandarin as the official language, schools and other educational institutions use Mandarin as the basic language of education and teaching, and public service industries use Mandarin as the language. Service terms (Ministry of Education of China, 2001). Studies have shown that students can improve their oral expression ability through repeated language practice in the process of Mandarin (Bucknam & Hood, 2021; Chua & Soon, 2021). So, the ranks of factor 9 and factor 1 are the highest.

All external factors affecting oral mandarin proficiency of students in Shanghai City are generally found at high level (μ=3.63). Considering only each item, it was found that Factor No.14 Students can understand content clearly through this teaching model is the highest mean (μ= 4.14), follow by Factor No.20 Classroom environment affects students learning enthusiasm (μ=4.11) and the fewest mean is Factor No.24 Students notice that there are constant students are absent in this classroom (μ=3.26). Appropriate teaching mode can enable students to understand the learning content more clearly (Owston & Malhotra, 2019). The Communicative Language Teaching used in this study uses communicative interaction to help students improve their oral language skills (Toro & Paredes, 2019), and through Autonomous Learning Theory The Instructional Model enables students to enhance their autonomous learning ability and improve their understanding of knowledge (Aminatun & Oktaviani, 2019). So, the ranks of factor 14 and factor 20 are the highest.

According to the results of lecturer interviews, the discussion of the factors affecting the oral Mandarin proficiency of students in Shanghai is divided into internal factors and external factors:

1. Internal factors: The physical condition of the students has an impact on the accuracy of pronunciation and the coordination of oral muscles. In addition, students' psychological state, including self-confidence, motivation, and learning motivation, has a significant impact on oral expression and learning outcomes.

2. External factors: The social environment plays an important role in the oral mandarin proficiency of students. The language environment and language input of students have a great influence on the pronunciation and oral expression of Mandarin. The quality and variety of teaching materials play a key role in students' pronunciation accuracy and oral expression ability. Using a variety of teaching methods, such as combined exercises, group exercises, role-playing, etc., can stimulate students' interest and participation, and promote the improvement of oral expression. Moderate class size can better promote teacher-student interaction and personalized teaching. At the same time, positive evaluation and feedback can encourage students, increase their self-confidence and learning motivation.

To sum up, the factors affecting the proficiency of Mandarin include students' awareness of the importance of Mandarin, the ability to cope with test pressure, the understanding of teaching mode and the influence of classroom environment, etc. Educators can formulate teaching strategies and provide support in a targeted manner to further improve students' oral mandarin proficiency. In order to improve students' oral mandarin proficiency, educators should also pay attention to students' internal factors, including physical and psychological conditions, and provide individual guidance and motivational strategies (Zhu, Liao & Cheong, 2019). At the same time, creating a good social language environment, choosing high-quality teaching materials and diversified teaching methods, reasonably controlling class size, and giving positive evaluation and feedback can jointly promote the improvement of students' oral mandarin proficiency.

Part 2: Analysis results serving objective 2–To develop communicative language teaching and autonomous learning theory instructional model to improve oral mandarin proficiency students at Shanghai SIPO Polytechnic.

The 5 components of the instructional model are confirmed by five specialists to be appropriate for further implementation. The confirmability results can be supported by unanimous agreement from the specialists across all components, utility, feasibility, propriety,

and accuracy. Indicates that the reliability and validity of the research tool is up to standard (Mayer, 1999). There is a close relationship between teaching philosophy and teaching methods, and the principles and objectives of the teaching model in this study match the teaching methods used (Trigwell & Prosser, 1996). Positive assessment and feedback mechanisms are effective and appropriate in assessing and improving students' oral Mandarin proficiency and improve students' proficiency (Nicol & Macfarlane, 2006).

In the detailed analysis, it's noteworthy that:

The Principle and Rationale of the instructional model was unanimously confirmed by all the specialists in terms of its utility, feasibility, propriety, and accuracy. This suggests that the underlying theory and reasoning of communicative language teaching and autonomous learning theory instructional model are robust and conducive to improving students' oral mandarin proficiency.

The Objectives of the instructional model were agreed upon by all specialists. This unanimity indicates that the goals set by the model are clear, relevant, and aimed at enhancing students' problem-solving skills.

The Contents component also received a 100% confirmability score from all the specialists, underlining that the learning material and topics are suitable and well-designed for the model's aim.

The Methods of Teaching & Materials were confirmed to be useful, feasible, proper, and accurate by all specialists. This unanimous agreement confirms that the teaching methods and resources employed are effective for communicative language teaching and autonomous learning theory instructional model and in line with the aim of improving students' oral mandarin proficiency.

The Evaluation component was unanimously confirmed by all specialists, underlining the effectiveness and appropriateness of the evaluation and feedback mechanisms to assess and improve the oral mandarin proficiency of students.

In conclusion, the unanimous confirmation by the specialists in terms of utility, feasibility, propriety, and accuracy attests to the robustness of communicative language teaching and autonomous learning theory instructional model. It strongly suggests that this model, with its components, is well-positioned to improve students' oral mandarin proficiency when implemented correctly.

Part 3: Analysis results serving objective 3–To study the result of communicative language teaching and autonomous learning theory instructional model to improve oral mandarin proficiency students at Shanghai SIPO Polytechnic.

Changes and development of students' oral mandarin proficiency as results of providing the treatment – communicative language teaching and autonomous learning theory instructional model can be explained by the following supportive factors.

First, communicative language teaching and autonomous learning theory instructional model can provide more opportunities for oral practice and actual communication situations. Communicative language teaching pays attention to the interaction between students and the use of real language, and encourages students to actively express their opinions and views in communication. Autonomous learning theory instructional model encourages students to actively participate in the learning process and improve oral skills through autonomous learning. These teaching modes enable students to continuously practice oral English in a real communicative environment and gradually improve their oral mandarin proficiency.

Second, communicative language teaching and autonomous learning theory instructional model can promote students' active learning attitude and self-confidence. In communicative language teaching, students receive positive feedback and encouragement in actual communication, and they will feel their own progress and improvement. Autonomous learning theory instructional model emphasizes students' active participation and independent learning, so that students have more sense of initiative and control. These positive learning

experiences can enhance students' interest and motivation in oral mandarin learning and cultivate their self-confidence in oral mandarin proficiency.

Third, communicative language teaching and autonomous learning theory instructional model can cultivate students' autonomous learning ability and the ability to continuously develop oral language skills. Communicative language teaching focuses on cultivating students' communicative ability and language application ability, helping them to flexibly use oral mandarin in different communication situations. Autonomous learning theory instructional model encourages students to take the initiative to find learning resources and strategies, and cultivate their learning consciousness and independent thinking ability. Through these teaching modes, students can gradually develop the ability of independent learning, continuously improve their oral mandarin proficiency, and continuously expand and deepen their language expression ability.

To sum up, the communicative language teaching and autonomous learning theory instructional model can promote the change and development of students' oral mandarin proficiency by providing opportunities for oral practice, cultivating students' positive learning attitudes, and developing students' autonomous learning ability. These factors work together to provide students with an effective learning environment and learning style to help them make continuous progress in oral mandarin proficiency

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