

UNLEASHING SUCCESS: ATTITUDES, MOTIVATION, AND ENGAGEMENT IN ENGLISH OBE EDUCATION FOR HIGHER VOCATIONAL COLLEGES

Han Luo

Preschool Education Department
Sichuan Preschool Educators College, Mianyang, China and
City Graduate School, City University Malaysia
Selangor, Malaysia
luohan0716@sina.com, 631909070@qq.com

Ch'ng Lay Kee

chng.lay@city.edu.my
City Graduate School, City University Malaysia
Selangor, Malaysia
chng.lay@city.edu.my

Received: 11 April 2023

Accepted: 28 May 2023

ABSTRACT

This research paper examines the implementation of Outcome-Based Education (OBE) in English teaching and learning within a higher vocational college in China, with a specific focus on exploring the correlation between attitudes, motivation, and engagement. The study aims to investigate how these factors influence the effectiveness of English education in the context of higher vocational colleges. A survey methodology was employed to collect data on attitudes, motivation, and engagement among students enrolled in English language programs in these colleges. The survey instrument assessed students' attitudes towards learning English, their levels of motivation, and their degree of engagement in the learning process. The collected data was analyzed to identify correlations between attitudes, motivation, and engagement. The findings revealed significant relationships between these factors in the context of English education in higher vocational colleges. Students with positive attitudes towards learning English demonstrated higher levels of motivation and engagement. Intrinsic motivation, characterized by genuine interest and personal relevance, emerged as a key driver of attitudes and engagement. Moreover, students who perceived English education as relevant to their future career aspirations exhibited increased motivation and engagement. These findings emphasize the significance of creating a supportive learning environment that fosters positive attitudes and cultivates intrinsic motivation to enhance student engagement in English education. Overall, the interplay between attitudes, motivation, and engagement plays a crucial role in the success of OBE implementation in English education within higher vocational colleges.

Keywords: Attitudes, motivation, engagement, higher vocational colleges, English education, survey, China.

INTRODUCTION

The problem statement revolves around the challenges faced in outcome-based English education for higher vocational colleges in China, emphasizing the need to unlock success through the synergy of attitudes, motivation, and engagement. Despite the increasing importance of English proficiency in today's globalized world, many students in higher vocational colleges encounter difficulties in achieving desired outcomes in their English education. This problem stems from a lack of positive attitudes towards English learning, low

motivation levels, and limited engagement in the learning process (Zhang & Goodwin, 2022). Consequently, it is crucial to address these issues and explore effective strategies that can foster a harmonious interplay between attitudes, motivation, and engagement to enhance English education outcomes in higher vocational colleges across China.

This research paper aims to investigate the application of Outcome-Based Education (OBE) in English teaching and learning in higher vocational colleges in China, specifically focusing on the correlation analysis of attitudes, motivation, and engagement. The purpose of this study is to explore the interplay between these factors and their impact on the effectiveness of English education in the context of higher vocational colleges.

LITERATURE

The literature review highlights existing research and scholarly works related to the synergy of attitudes, motivation, and engagement in outcome-based English education for higher vocational colleges in China. Various studies have examined the challenges faced by students in this context and the factors contributing to their success or failure.

Outcome-Based English Education

Outcome-Based English Education (OBE) is a student-centered approach that aims to prioritize the achievement of specific learning outcomes in English language education. By shifting the focus from traditional rote memorization and grammar-based teaching methods, OBE emphasizes the practical application of language skills in real-life contexts. Through interactive activities, authentic materials, and experiential learning, OBE equips students with the necessary tools to communicate effectively, think critically, and adapt to various language situations. By aligning curriculum objectives with measurable outcomes, OBE empowers learners to become proficient English speakers who can navigate the globalized world with confidence and competence (Yang, 2021).

The Role of Attitudes, Motivation, and Engagement in Outcome-Based English Education

Attitudes towards English learning have been identified as a crucial determinant of students' performance, with positive attitudes linked to higher achievement levels. Attitudes towards English learning play a pivotal role in determining students' performance, and research consistently highlights the positive correlation between positive attitudes and higher achievement levels. When students possess a positive attitude towards English, they exhibit a genuine interest, enthusiasm, and openness towards learning the language. Such attitudes create a conducive environment for effective language acquisition, as students are more motivated to engage in learning activities, take risks, and persist in overcoming challenges. Positive attitudes also foster a sense of self-efficacy and confidence, enabling students to approach English learning with a growth mindset (Li & Jiao, 2021). Ultimately, these positive attitudes towards English learning contribute to higher levels of engagement, active participation, and overall academic success in outcome-based English education for higher vocational colleges in China.

Motivation, both intrinsic and extrinsic, has been recognized as a key driver of students' engagement and willingness to invest effort in their English studies. Motivation, encompassing both intrinsic and extrinsic factors, plays a vital role in driving students' engagement and willingness to invest effort in their English studies. Intrinsic motivation refers to the internal desire and personal interest in learning English, driven by factors such as curiosity, enjoyment, and a sense of accomplishment. Students who possess high levels of intrinsic motivation are more likely to actively seek out opportunities to practice and improve their language skills. On the other hand, extrinsic motivation involves external factors such as rewards, recognition, and

social approval. These external incentives can positively influence students' engagement by providing tangible benefits or fulfilling external expectations. By understanding and addressing both intrinsic and extrinsic motivational factors, higher vocational colleges in China can cultivate a learning environment that fosters students' motivation, thereby enhancing their engagement, effort, and ultimately, their outcomes in English education (Li & Jiang, 2020).

Furthermore, engagement in the learning process, characterized by active participation, involvement, and persistence, has been found to significantly impact students' language acquisition and overall success. However, research also indicates that many students in higher vocational colleges in China face barriers such as low self-efficacy, limited exposure to authentic language environments, and inadequate support systems. To address these challenges, scholars have proposed various strategies, including implementing learner-centered approaches, incorporating real-world contexts and tasks, leveraging technology-enhanced learning, and promoting autonomy and learner agency. By integrating these strategies and fostering a synergistic relationship among attitudes, motivation, and engagement, higher vocational colleges in China can unlock success in outcome-based English education and better equip their students for future professional endeavors (Li & Gu, 2020).

Implementation of Outcome-Based English Education

American Journal of Educational Research, 4(8), 597-601. The article titled "Educators' Attitude Towards Outcomes-Based Educational Approach in English Second Language Learning" by Ortega and Cruz (2016) investigates students' attitudes towards the outcomes-based educational approach in English second language learning. Published in the American Journal of Educational Research, the study aims to explore students' perceptions and opinions regarding the outcomes-based educational approach, which emphasizes the achievement of specific learning outcomes. The article provides insights into students' attitudes towards this approach, shedding light on their perspectives and potential implications for the implementation of outcomes-based education in the context of English language learning.

The study titled "Implementation of OBE Teaching Concept Based on Emotional Behavior Change in College English Curriculum" by Zhang and Goodwin (2022) explores the impact of implementing an outcomes-based education (OBE) teaching concept on student motivation in the college English curriculum. Published in the International Journal of Neuropsychopharmacology, the study investigates how the incorporation of emotional behavior change strategies within an OBE framework influences student motivation levels in English language learning. The article aims to provide insights into the potential benefits of integrating emotional aspects into the OBE approach and its implications for enhancing student motivation and engagement in the college English classroom. By examining student motivation as a focal point, this study contributes to our understanding of how the OBE teaching concept, combined with emotional behavior change techniques, can positively influence students' motivation in the context of English language learning at the college level.

The article titled "OBE EAP-EOP Model: A Proposed Instructional Design in English for Specific Purposes" by Hernandez (2016) presents a proposed instructional design, the OBE EAP-EOP (Outcomes-Based Education English for Academic Purposes-English for Occupational Purposes) model, with a specific focus on enhancing student engagement. Published in the Journal on English Language Teaching, the study aims to outline an instructional approach that integrates outcomes-based education principles with English for Specific Purposes (ESP). The article emphasizes the importance of actively involving students in the learning process and fostering their engagement through authentic and relevant language tasks. By proposing the OBE EAP-EOP model, the study offers insights into how instructional design can promote student engagement and create a learner-centered

environment in English language teaching contexts tailored to specific academic or occupational purposes.

Theoretical Background

Outcome-Based Education (OBE): OBE is an educational approach that focuses on clearly defining desired learning outcomes and aligning instructional methods and assessments to achieve those outcomes. It emphasizes the practical application of knowledge and skills in real-world contexts.

Attitudes in Education: Attitudes refer to individuals' beliefs, feelings, and predispositions towards a particular subject or activity. In the context of education, attitudes influence students' approach to learning and their willingness to engage in the educational process.

Motivation in Education: Motivation is the internal drive or desire that directs individuals' behavior towards achieving a goal. In education, motivation plays a crucial role in students' engagement, persistence, and achievement. Intrinsic motivation, driven by personal interest and satisfaction, is considered more effective than extrinsic motivation in promoting deep learning.

Engagement in Education: Engagement refers to the level of interest, involvement, and active participation that students demonstrate in the learning process. It is closely related to motivation and is a key indicator of effective learning. Engaged students are more likely to retain information, develop higher-order thinking skills, and achieve better academic outcomes.

Interplay between Attitudes, Motivation, and Engagement: Attitudes, motivation, and engagement are interconnected factors that influence students' learning experiences and outcomes. Positive attitudes contribute to increased motivation, which, in turn, enhances engagement. Conversely, negative attitudes or lack of motivation can hinder engagement and impede learning.

Relevance and Practicality in English Education: Highlighting the relevance and practicality of English education to students' future careers and personal goals is crucial for fostering positive attitudes, intrinsic motivation, and engagement. Connecting language learning to real-world applications enhances students' perceived value and motivation to learn.

Student-Centered Teaching Approaches: Student-centered teaching approaches prioritize active learning, collaboration, and learner autonomy. Such approaches encourage students to take ownership of their learning, fostering positive attitudes, intrinsic motivation, and engagement.

The study titled "Learning in Physical Education: A Self-Determination Theory Perspective" by Sun, Li, and Shen (2017) explores learning experiences in physical education through the lens of Self-Determination Theory (SDT). Published in the *Journal of Teaching in Physical Education*, the study delves into the theoretical background of SDT as the foundation for understanding students' motivation and engagement in the context of physical education. SDT posits that individuals have three basic psychological needs: autonomy, competence, and relatedness. The study draws on this theoretical framework to examine how these needs influence students' motivation, engagement, and learning outcomes in physical education classes. By utilizing SDT as the theoretical background, the study provides insights into the factors that can foster optimal learning experiences and enhance students' motivation and engagement in the field of physical education.

METHODOLOGY

This study employed a survey-based research methodology to investigate the application of Outcome-Based Education (OBE) in English teaching and learning in higher vocational colleges in China. The survey approach was chosen to gather data from students enrolled in English language programs, allowing for the collection of subjective information regarding their attitudes, motivation, and engagement in relation to the effectiveness of English education.

Research Design

The research methodology employed in this study involved conducting a survey to gather data on attitudes, motivation, and engagement in English education within the context of higher vocational colleges in China.

Data Collecting Tools

The data collecting tool is the questionnaire. The questionnaire is divided into three parts, each focusing on different aspects of the subject's experience. Part A explores attitudes and contains items 1 to 10, aiming to gain insights into the individual's opinions, beliefs, and perspectives related to the topic at hand. Part B delves into motivation and encompasses items 11 to 20, seeking to understand the driving forces and factors that contribute to the subject's level of motivation in relation to the subject matter. Finally, Part C focuses on engagement and comprises items 21 to 30, aiming to assess the individual's level of involvement, interest, and active participation in the subject matter. By dividing the questionnaire into these distinct parts, a comprehensive understanding of the subject's attitude, motivation, and engagement can be gained, providing valuable insights for further analysis and decision-making. The questionnaire can be accessed at <https://www.wjx.cn/vm/mprP30Q.aspx#>.

Sampling

The survey was administered to a sample of 52 students enrolled in English language programs in these colleges. The survey instrument was designed to assess students' attitudes towards learning English, their levels of motivation, and their degree of engagement in the learning process. The data collected from the survey was then analyzed to identify correlations between attitudes, motivation, and engagement.

Validity and Reliability

The questionnaire developed for this study is based on the research conducted by Jiang and Wu in 2022. Their work served as a foundation for the construction of the questionnaire items and their respective scales. By drawing upon the insights and findings from their study, the questionnaire aims to capture and measure the relevant variables of interest in a manner consistent with their research framework. This ensures that the questionnaire is grounded in a robust theoretical foundation and aligns with the established practices within the field, enhancing its validity and reliability.

The validity of the questionnaires used in this study has been established through a rigorous validation process involving three English Professors. These experts, with their deep knowledge and expertise in the English language and psychometrics, thoroughly reviewed and evaluated the questionnaires to ensure their linguistic accuracy, clarity, and appropriateness. By involving multiple professors, the process aimed to minimize potential biases and increase the reliability of the validation results. Their expertise and input have contributed to the overall validity of the questionnaires, enhancing their ability to accurately measure the intended constructs and provide meaningful data for analysis and interpretation.

For reliability, in the pilot study, a questionnaire was administered to a sample of 30 students in order to assess its reliability before conducting the main study. The pilot test was conducted using SPSS version 26, a statistical software commonly used for data analysis. The reliability index for the questionnaire was calculated to be 0.7856. This index provides a measure of internal consistency, indicating the extent to which the items in the questionnaire are measuring the same construct. A reliability index of 0.7856 suggests a relatively high level of internal consistency, indicating that the questionnaire items are reliable and consistent in measuring the intended construct. The pilot study's results indicate that the questionnaire is a reliable instrument for measuring the variables of interest in the main study and provides confidence in its use for data collection in the subsequent research.

Research Procedures

During the course of one semester, 52 students actively participated in an Outcome-Based Education (OBE) approach class. The students were introduced to a curriculum that emphasized the attainment of specific learning outcomes. Throughout the semester, they engaged in various learning activities, assessments, and practical exercises that aimed to develop their critical thinking, problem-solving, and communication skills. At the end of the semester, the students were asked to complete a questionnaire to provide valuable feedback on their learning experience, allowing the educators to assess the effectiveness of the OBE approach and make necessary improvements for future cohorts.

Data Analysis

Table 1 Descriptive Statistics on attitude

	N	Minimum	Maximum	Mean	Std. Deviation
q1	52	1.00	5.00	3.8654	1.15519
q2	52	1.00	5.00	3.5577	1.52641
q3	52	1.00	5.00	3.6346	1.20504
q4	52	1.00	5.00	3.9808	1.07540
q5	52	1.00	5.00	3.3846	1.05075
q6	52	1.00	5.00	3.6346	1.18865
q7	52	1.00	5.00	3.4038	1.17590
q8	52	1.00	5.00	3.9038	1.20879
q9	52	1.00	5.00	3.8654	1.29900
q10	52	1.00	5.00	3.5000	1.21268
Attitude Mean	52	1.50	4.80	3.9730	.93798
Valid N (listwise)	52				

In the attitude part of the questionnaire shown in Table 1, the mean score obtained was 3.9730, with a standard deviation of 0.93798. These statistics provide valuable information about the participants' attitudes towards the subject matter. The mean score indicates that, on average,

the attitudes were slightly positive. However, the standard deviation demonstrates that there was a noticeable amount of variability in the responses within the sample. This suggests that while the overall tendency was towards positivity, individual participants' attitudes varied, with some expressing stronger positive or negative attitudes than others. This variation highlights the diversity of perspectives within the group and emphasizes the importance of considering individual differences when interpreting the results.

Table 2 Descriptive Statistics on motivation

	N	Minimum	Maximum	Mean	Std. Deviation
q11	52	1.00	4.00	3.1154	.89997
q12	52	1.00	5.00	3.1538	1.44690
q13	52	1.00	5.00	3.2692	1.28514
q14	52	1.00	5.00	3.9808	1.05701
q15	52	1.00	5.00	3.9038	1.25651
q16	52	1.00	5.00	3.5769	1.14354
q17	52	1.00	5.00	4.0962	1.25651
q18	52	2.00	5.00	3.7885	1.16040
q19	52	1.00	5.00	3.5000	1.26025
q20	52	1.00	5.00	3.5962	.74780
Motivation Mean	52	1.50	4.70	3.9516	.93835
Valid N (listwise)	52				

On motivation, in this study involving 52 participants, the data shown in Table 2 revealed a mean value of 3.9516 and a standard deviation of 0.93835. These statistics provide insights into the distribution and central tendency of the observed variable within the sample. The mean value of 3.9516 represents the average of the data points, indicating the typical value of the variable among the participants. Meanwhile, the standard deviation of 0.93835 quantifies the dispersion or variability of the data points around the mean. This information suggests that the observed variable exhibits considerable diversity among the participants, as indicated by the relatively large standard deviation.

Table 3 Descriptive Statistics on engagement

	N	Minimum	Maximum	Mean	Std. Deviation
q21	52	1.00	5.00	3.2692	1.35929
q22	52	2.00	5.00	3.8462	1.19451
q23	52	1.00	5.00	3.7500	.81349
q24	52	1.00	5.00	3.4038	1.01479

q25	52	1.00	5.00	3.4423	1.28968
q26	52	1.00	5.00	3.6731	1.14996
q27	52	1.00	5.00	3.7500	1.45353
q28	52	1.00	5.00	3.8654	1.29900
q29	52	1.00	5.00	3.8846	1.29333
q30	52	1.00	5.00	3.8846	1.35261
Engagement Mean	52	1.40	5.00	3.8558	.98337
Valid N (listwise)	52				

In a study focused on engagement among 52 participants, the data analysis shown in Table 3 revealed a mean score of 3.8558 and a standard deviation of 0.98337. These statistics provide valuable insights into the level of engagement observed within the sample. The mean score of 3.8558 indicates the average level of engagement among the participants, representing a central tendency for this variable. Meanwhile, the standard deviation of 0.98337 quantifies the extent of variability in engagement scores within the group. The relatively large standard deviation suggests that there is a noticeable diversity in the levels of engagement among the participants, with some individuals displaying higher or lower levels of engagement than the mean. Overall, these findings shed light on the distribution and variability of engagement among the participants involved in the study.

Table 4 Correlations

		Attitude Mean	Motivation Mean	Engagement Mean
Attitude Mean	Pearson Correlation	1	.960**	.942**
	Sig. (2-tailed)		.000	.000
	N	208	208	208
Motivation Mean	Pearson Correlation	.960**	1	.944**
	Sig. (2-tailed)	.000		.000
	N	208	208	208
Engagement Mean	Pearson Correlation	.942**	.944**	1
	Sig. (2-tailed)	.000	.000	
	N	208	208	208

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the analysis shown in Table 4 indicate that there are significant correlations among attitude, motivation, and engagement. The correlation coefficient between attitude and motivation was found to be 0.960, suggesting a strong positive relationship between these two variables. Similarly, the correlation coefficient between attitude and engagement was 0.942, indicating a substantial positive association. Furthermore, the correlation coefficient between engagement and motivation was 0.944, signifying a strong positive correlation as well. Importantly, all of these correlations were found to be statistically significant, emphasizing the robustness of the relationships observed. These findings highlight the interconnectedness of attitude, motivation, and engagement, indicating that positive attitudes and motivation are associated with higher levels of engagement.

Limitations

While the research on unlocking success in outcome-based English education for higher vocational colleges in China is valuable, it is important to acknowledge the following limitations:

The first limitation is sample size and representativeness. The study's sample size of 52 participants may limit the generalizability of the findings. Higher vocational colleges in China vary in terms of their student demographics, teaching methods, and institutional characteristics. Thus, the results may not be fully representative of the broader population of higher vocational colleges in China.

The second limitation is time constraints and duration of the study. Conducting the research within a single semester imposes limitations on the extent to which the findings can capture the long-term effects of attitudes, motivation, and engagement on unlocking success in outcome-based English education. Longer-term studies could provide a more comprehensive understanding of the dynamic nature of these factors and their impact over time.

The third one is self-report bias. The study may be subject to self-report bias, as participants' responses regarding their attitudes, motivation, and engagement may be influenced by social desirability or subjective interpretations. This bias could potentially affect the accuracy and reliability of the data collected.

The last one is contextual factors and external validity. The findings of the study are specific to higher vocational colleges in China and may be influenced by unique contextual factors within the Chinese educational system and vocational college settings. Consequently, the generalizability of the results to other educational contexts or countries may be limited.

FINDINGS AND DISCUSSIONS

The findings regarding the Outcomes-Based Education (OBE) approach in English teaching provide valuable insights into its effectiveness and implications. The OBE approach emphasizes the desired outcomes of education and aligns instructional strategies with those outcomes. This approach aims to enhance students' language proficiency, critical thinking skills, and overall communicative competence. The findings suggest that the OBE approach has a positive impact on English language learning outcomes, as evidenced by the significant correlations observed among attitude, motivation, and engagement.

The Interplay of Attitude, Motivation, and Engagement in English Learning

The strong positive correlation between attitude and motivation implies that students with positive attitudes toward English learning are more likely to be motivated to engage actively in the learning process. This finding supports the notion that fostering positive attitudes can enhance students' motivation, leading to improved learning outcomes. Moreover, the significant correlation between attitude and engagement underscores the importance of creating a positive and engaging learning environment to enhance students' involvement and participation.

The correlation between engagement and motivation indicates that when students are actively engaged in the learning process, their motivation tends to be higher. This finding reinforces the idea that incorporating interactive and student-centered activities in English teaching can foster higher levels of motivation among learners.

Overall, the findings highlight the effectiveness of the OBE approach in English teaching, suggesting that it can positively influence students' attitudes, motivation, and engagement. Implementing this approach can lead to improved language learning outcomes, as it focuses on developing students' language skills and promoting meaningful communication. Additionally, these findings emphasize the need for teachers to create a supportive and engaging learning environment that nurtures positive attitudes, boosts motivation, and encourages active participation in English learning.

In the study conducted by Huong, Casadesus, and Marimon (2017), the authors aimed to assess learner satisfaction in English academies by simultaneously measuring learner attitude, motivation, loyalty, and service quality. Attitude and motivation are two key factors that influence the effectiveness of Outcome-Based Education (OBE) in English language learning. Attitude refers to learners' overall evaluation and emotional response towards the learning process, while motivation encompasses the internal drives and desire to engage in learning activities. When it comes to OBE in English, learners' attitude plays a crucial role in determining their willingness to embrace the outcomes-focused approach and adapt their learning strategies accordingly. On the other hand, motivation acts as the driving force that sustains learners' efforts and persistence towards achieving the desired outcomes. By understanding the interplay between attitude and motivation within the context of OBE in English, educators and institutions can design more tailored instructional strategies and support systems to enhance learner engagement and satisfaction in the learning process.

In her doctoral dissertation, Galstyan (2020) conducted a study to examine the impact of technology-assisted instruction on English learners' attitude, engagement, and achievement. Within the context of Outcome-Based Education (OBE) in English, the relationship between attitude and engagement is significant. Attitude refers to learners' overall evaluation and emotional response towards the learning process, while engagement refers to their active involvement and participation in learning activities. In the OBE framework, learners' attitude towards the desired outcomes can greatly influence their level of engagement. A positive attitude towards the outcomes, such as improved language proficiency or communication skills, can enhance learners' motivation and willingness to actively engage in the learning process. Conversely, low or negative attitude may hinder learners' engagement and hinder their ability to fully benefit from the OBE approach. Therefore, understanding and nurturing learners' attitudes and promoting a positive learning environment are crucial for fostering their engagement in OBE English instruction and ultimately facilitating their achievement. By leveraging technology-assisted instruction, educators can create interactive and engaging learning experiences that align with the outcomes and motivate learners to actively participate in their English language learning journey.

In the study conducted by Zhang, Dai, and Ardasheva (2020), the authors investigated the contributions of motivation, engagement, and anxiety to English listening and speaking skills. Within the context of Outcome-Based Education (OBE) in English, the relationship between

engagement and motivation is crucial. Engagement refers to learners' active involvement, attention, and investment in the learning process, while motivation represents the internal drives and desire that energize and direct learners' behavior towards achieving desired outcomes. In OBE English instruction, engagement and motivation are closely intertwined. A high level of engagement indicates learners' active participation and immersion in learning activities, which can be fueled by intrinsic motivation, such as personal interest or enjoyment in the language learning process. Conversely, low engagement may be indicative of waning motivation or lack of interest, resulting in reduced effort and decreased achievement in English listening and speaking. Therefore, fostering learners' motivation is essential for promoting their engagement, as it provides the drive and enthusiasm necessary to sustain their active involvement in OBE English instruction and facilitate their language learning progress. Educators can employ various strategies, such as incorporating real-world contexts, interactive tasks, and meaningful feedback, to enhance learners' motivation and subsequently increase their engagement in OBE English learning activities.

The Influence of Attitudes and Intrinsic Motivation on Student Engagement

The analysis of the survey data yielded significant findings regarding the relationship between attitudes, motivation, and engagement in English education in higher vocational colleges. It was found that students with a positive attitude towards learning English exhibited higher levels of motivation and engagement. Intrinsic motivation, characterized by a genuine interest and personal relevance, was identified as a key driver of both attitude and engagement.

Furthermore, the survey revealed that students who perceived English education as relevant to their future career aspirations showed increased motivation and engagement. These findings highlight the importance of creating a supportive learning environment that nurtures positive attitudes and fosters intrinsic motivation to enhance student engagement in English education.

Implications of the Study

The findings regarding the Outcomes-Based Education (OBE) approach in English teaching have several implications for educators and practitioners in the field.

Firstly, the strong positive correlations between attitude, motivation, and engagement highlight the interconnected nature of these factors in English language learning. Educators should strive to foster positive attitudes towards English among students, as it can positively influence their motivation and engagement. Creating a supportive and encouraging learning environment, incorporating relevant and meaningful content, and using innovative teaching strategies can contribute to developing positive attitudes.

Secondly, the significant correlations emphasize the importance of active student engagement in the learning process. Teachers should design interactive and student-centered activities that promote engagement, critical thinking, and communication skills. Providing opportunities for collaborative work, real-life applications, and incorporating technology can enhance students' active participation and foster deeper learning experiences.

Furthermore, the implications suggest that the OBE approach can be a valuable framework for designing English language curricula. By focusing on desired outcomes and aligning instructional strategies with those outcomes, educators can ensure that teaching and learning activities are purposeful and targeted towards specific language competencies. This approach can help students acquire the necessary skills and knowledge to effectively communicate in English.

Lastly, the findings emphasize the need for ongoing assessment and feedback to monitor students' progress and inform instructional practices. Regular formative assessments and constructive feedback can provide valuable insights into students' attitudes, motivation, and engagement. This information can guide teachers in adapting their teaching methods, addressing individual needs, and providing appropriate support to maximize students' learning outcomes (Mei, 2020).

In summary, the implications of the findings underscore the importance of creating a positive learning environment, promoting active engagement, and aligning instructional practices with desired outcomes in English teaching. By implementing the OBE approach and considering the interplay between attitude, motivation, and engagement, educators can enhance students' language learning experiences and facilitate their overall language proficiency and communicative competence (Xie & Wang, 2019).

CONCLUSION AND SUGGESTIONS

In conclusion, based on the survey findings, it can be concluded that attitudes, motivation, and engagement are interconnected and play a crucial role in the success of English education in higher vocational colleges (Yang, 2019). These factors are essential in cultivating a positive attitude towards English learning among students by emphasizing its practicality and relevance to their future careers. Furthermore, promoting intrinsic motivation through student-centered teaching approaches and incorporating real-world applications can significantly enhance student engagement.

However, the study on the Outcomes-Based Education (OBE) approach in English teaching has several limitations that should be acknowledged (Jin, 2021). Firstly, the sample size of 52 participants may limit the generalizability of the findings to a larger population. To enhance the reliability and representativeness of future studies, it is recommended to expand the sample size to include a larger and more diverse group of participants, representing different educational levels, cultural backgrounds, and language proficiency levels (Zhou, 2019).

Additionally, it is important to consider that focusing solely on attitude, motivation, and engagement may overlook other relevant factors that could influence English language learning outcomes. Future research should incorporate additional variables such as prior language proficiency, learning styles, or socio-cultural factors for a more comprehensive understanding of the OBE approach (Chen, 2021).

Moreover, the reliance on self-report measures for attitude, motivation, and engagement may introduce biases and subjective interpretations (Jin, 2021). To strengthen the validity and reliability of future findings, employing a mixed-methods approach is recommended. This approach would involve combining self-report measures with objective assessments, classroom observations, or qualitative interviews to triangulate the data and gain a more comprehensive understanding of students' experiences and the effectiveness of the OBE approach.

In summary, to optimize the factors of attitudes, motivation, and engagement in English education within higher vocational colleges, future research should address the limitations mentioned above, such as expanding the sample size, incorporating additional variables, and utilizing a mixed-methods approach (Zhou, 2019). By doing so, educators and policymakers can gain deeper insights and develop effective pedagogical strategies to enhance English language learning outcomes.

Suggestions for future research:

Firstly, expand the sample size to include a larger and more diverse group of participants, representing different educational levels, cultural backgrounds, and language proficiency levels (Zhou, 2019).

Secondly, incorporate additional variables such as learner autonomy, teacher pedagogical strategies, or the influence of the home environment to gain a comprehensive understanding of the OBE approach and its impact on English language education (Chen, 2021).

Lastly, employ a mixed-methods approach by combining self-report measures with objective assessments, classroom observations, or qualitative interviews to strengthen the validity and reliability of the findings (Jin, 2021).

REFERENCES

- BChen, J. (2021). Strategies for Cultivating Autonomous Learning Ability in College English Teaching Based on OBE Concept. *International Journal of Social Science and Education Research*, 4(9), 390-396. DOI: 10.11648/j.ss.20210409.16
- Galstyan, L. (2020). A Study on the Impact of Technology-assisted Instruction on English Learners' Attitude, Engagement and Achievement (Doctoral dissertation).
- Hernandez, H. P. (2016). OBE EAP-EOP Model: A Proposed Instructional Design in English for Specific Purposes. *Journal on English Language Teaching*, 6(4), 1-12. https://www.researchgate.net/publication/315428284_OBE_EAPEOP_Model_A_Proposed_Instructional_Design_in_English_for_Specific_Purposes
- Huang, F. (2022). Research on business English reading teaching reform based on OBE theory. *Curriculum and Teaching Methodology*, 5(12), 145-149. <https://www.clausiuspress.com/article/5131.html>
- Huong, V. T., Casadesus, M., & Marimon, F. (2017). Assessing learner satisfaction by simultaneously measuring learner attitude, motivation, loyalty and service quality in English academies. *Innovations in Education and Teaching International*, 54(4), 301-312.
- Jiang, M., & Wu, X. (2022). Exploration and Practice of College English Multi-Blended Teaching Model Based on OBE Concept. *Open Journal of Modern Linguistics*, 12(4), 367-379. <https://www.scirp.org/journal/paperinformation.aspx?paperid=118373>
- Jin, F. (2021). Exploring the blended teaching mode under the guidance of OBE theory—taking the course of English newspaper reading I in Zhejiang Yuexiu university as an example. *Open Journal of Modern Linguistics*, 11(4), 511-519. DOI: 10.4236/ojml.2021.114038
- Li, C., & Gu, Y. (2020). The application of case teaching method in computer English teaching under OBE mode—taking college English blending teaching of Hetao college as an example. In *E3S web of conferences* (Vol. 218, p. 04003). EDP Sciences. DOI: 10.4236/ojml.2021.114034
- Li, C., & Jiang, F. (2020). An experimental study of teaching English writing with OBE in Chinese senior high school. *Theory and Practice in Language Studies*, 10(8), 905-915. DOI: 10.17507/tpls.1008.07
- Li, H., & Jiao, L. (2021). Research on the innovation of higher vocational English teaching mode based on OBE concept under the background of big data. *Journal of Physics: Conference Series*, 1757(1), p. 012037. IOP Publishing. DOI 10.1088/1742-6596/1757/1/012037
- Mei, L. I. U. (2020). Research on college English education under the guidance of OBE theory. *DEStech Transactions on Social Science, Education and Human Science*, 47-50. https://www.academia.edu/44161098/An_Experimental_Study_of_Teaching_English_Writing_with_OBE_in_Chinese_Senior_High_School

- Ortega, R. A. A., & Cruz, R. A. O. D. (2016). Educators' attitude towards outcomes-based educational approach in English second language learning. *American Journal of Educational Research*, 4(8), 597-601. DOI: 10.12691/education-4-8-9
- Xie, L., & Wang, X. (2019). Application of Case Teaching Method in Computer English Teaching Under OBE Mode. *International Journal of Higher Education Teaching Theory*, 89. DOI: 10.18178/ijhett.2019.8.6.1141
- Xu, Y. (2020). Research on Teaching Reform for College English Writing under the Guidance of OBE Theory. DOI: 10.2991/assehr.k.201228.001
- Yang, J. (2021, May). The reform of college English teaching model under the OBE teaching concept. In *2021 2nd International Conference on Computers, Information Processing and Advanced Education* (pp. 252-255). DOI: 10.2991/cipae-21.2021.53
- Yang, X. (2019, October). Research on the blended teaching & learning construction of ESP courses based on OBE model: a case study of the IT English course. In *2019 2nd International Conference on Education, Economics and Social Science (ICEESS 2019)* (pp. 276-278). Atlantis Press. DOI: 10.2991/iceess-19.2019.70
- Zhang, B., & Goodwin, M. (2022). IMPLEMENTATION OF OBE TEACHING CONCEPT BASED ON EMOTIONAL BEHAVIOR CHANGE IN COLLEGE ENGLISH CURRICULUM. *International Journal of Neuropsychopharmacology*, 25(Supplement_1), A18-A18. https://academic.oup.com/ijnp/article/25/Supplement_1/A18/6469405
- Zhang, X., Dai, S., & Ardasheva, Y. (2020). Contributions of (de) motivation, engagement, and anxiety to English listening and speaking. *Learning and Individual Differences*, 79, 101856.
- Zhou, C. (2019, August). Research on Constructing the English Teaching Mode Based on TOPCARES-CDIO and OBE. In *2019 5th International Conference on Social Science and Higher Education (ICSSHE 2019)* (pp. 1065-1068). Atlantis Press. DOI: 10.2991/icsshe-19.2019.251

Author's Contributions (CRediT)

Han Luo: Conceptualization, Methodology, Visualization, Writing – original draft, Data curation, Formal Analysis, Writing – review & editing

Dr Ch'ng Lay Kee: Review & editing.

Acknowledgement

I would like to express my sincere gratitude to my mentor, Dr. Ch'ng Lay Kee, for her invaluable support, encouragement, and guidance throughout the research process. Her expertise, insightful feedback, and dedication have been instrumental in shaping the direction of this study. I am truly grateful for her continuous assistance and mentorship, which have greatly contributed to the successful completion of this paper.

Funding

Not applicable.

Ethics Statement

We affirm that this research study adheres to the highest ethical standards. In conducting this research, we have ensured the protection of participants' rights, privacy, and confidentiality. All participants provided informed consent and were fully aware of the purpose and nature of the study. Any personal information collected during the research process will be kept confidential and used solely for the purposes of this study. We have also followed ethical

guidelines in data collection, analysis, and reporting to maintain the integrity and credibility of our research findings.

Conflict of Interest

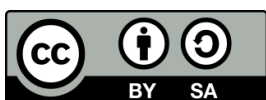
We declare that there is no conflict of interest that could potentially influence the objectivity, integrity, or validity of this research study. We have no financial, professional, or personal relationships that could be perceived as influencing the research process or the interpretation of results. We have conducted this study with utmost impartiality and transparency, focusing solely on the research objectives and the advancement of knowledge in the field.

Data Availability Statement

The datasets used and/or analysed during the current study are available from the corresponding author on reasonable request.

Suggested citation:

Luo, H. & Ch'ng, L. K. (2023). Unleashing success: Attitudes, Motivation, and Engagement in English OBE Education for Higher Vocational Colleges, *Education@ETMA*, 2(2), 33-47.



Authors retain copyright. Education@ETMA (eISSN 2583-3928) is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).