

LỜI MỞ ĐẦU

Tạp chí Khoa học của Trường Đại học Ngoại ngữ, Đại học Huế có tên chính thức là Tạp chí Khoa học Ngôn ngữ và Văn hóa, tên tiếng Anh là Journal of Inquiry into Languages and Cultures được Bộ Thông tin & Truyền thông cấp giấy phép hoạt động báo chí in số 580/GP-BTTTT vào ngày 21 tháng 12 năm 2016. Tạp chí Khoa học Ngôn ngữ và Văn hóa là sự phát triển và kế thừa kinh nghiệm xuất bản ấn phẩm khoa học Thông báo Khoa học của Trường được phát hành định kỳ 3 số mỗi năm từ năm 2004 đến 2016. Tạp chí được phát hành bằng tiếng Việt và tiếng Anh, định kỳ 4 tháng 1 số. Cục Thông tin Khoa học và Công nghệ Quốc gia - Bộ Khoa học và Công nghệ cấp mã số quốc tế ISSN 2525-2674 cho Tạp chí vào ngày 26 tháng 5 năm 2017. Tạp chí đăng tải các kết quả nghiên cứu khoa học có chất lượng, có tính mới trong lĩnh vực ngôn ngữ và văn hóa, cập nhật thông tin khoa học với mục đích đáp ứng nhu cầu chia sẻ kinh nghiệm nghiên cứu về khoa học trong lĩnh vực ngôn ngữ và văn hóa của các nhà giáo dục, nhà nghiên cứu trong nước và quốc tế.

Chúng tôi trân trọng kính gửi đến Quý vị độc giả Tập 8, Số 2, 2024 của Tạp chí gồm các bài viết công bố kết quả nghiên cứu của các nhà khoa học, nghiên cứu viên, học viên cao học từ các trường đại học, học viện trong và ngoài nước về ngôn ngữ, văn hóa và giáo dục ngôn ngữ. Trong số này các nghiên cứu khai thác ngôn ngữ ứng dụng trong thực tế giảng dạy từ nhiều góc nhìn và lĩnh vực rất phong phú.

Từ góc nhìn Ngôn ngữ học, nhóm tác giả Lưu Quý Khương và Nguyễn Thị Như Thảo tìm hiểu việc sử dụng phép tỉ dụ và nhân hóa để miêu tả “mưa” và “gió” trong văn học Mỹ và Việt Nam từ giữa thế kỷ 20 đến nay để xác định những điểm tương đồng và khác biệt trong khắc họa các hiện tượng tự nhiên này ở tiểu thuyết Mỹ và Việt Nam. Nhóm tác giả Lai Huyền Tôn Nữ Khánh Quỳnh và Trịnh Trần Ngọc Khánh so sánh đối chiếu các đặc điểm của từ Hán Nhật (Kanji) và từ Hán Việt khi kết hợp với tiếp đầu ngữ phủ định “bất”, “vô”, “phi” và tìm hiểu tác động của từ Hán Việt trong việc học chữ Kanji tiếng Nhật.

Trong lĩnh vực giáo dục ngôn ngữ và ngoại ngữ, ngoài những chủ đề truyền thống về phương pháp dạy học như dạy tiếng Anh chuyên ngành theo định hướng kinh tế của tác giả Nguyễn Hồng Oanh, vai trò của giáo viên trong lớp học tiếng Anh trực tuyến của tác giả Phạm Hồng Anh, tác động của các dạng bài tập (Trần Ngọc Tuyền & Võ Duy Đức) hoặc nội dung sách giáo khoa đến việc phát triển kỹ năng ngôn ngữ của người học (Nguyễn Việt Trinh, Võ Duy Đức & Châu Văn Đôn), Tạp chí số này có nhiều công trình nghiên cứu về vai trò của người học trong đánh giá tài liệu học tập, quá trình học tập, v.v. Nhóm tác giả Tôn Nữ

Vân Anh và Hoàng Thị Linh Giang tìm hiểu cách người học tiếng Anh tương tác với phản hồi đồng cấp trong quá trình chỉnh sửa bài viết. Các tác giả Nguyễn Thị Bích Hạnh và Phạm Thị Tú Hằng nghiên cứu góc nhìn của sinh viên đối với bộ giáo trình Solutions và tác giả Lê Hồng Vân tìm hiểu phản hồi của người học đối với chương trình ngoại ngữ không chuyên tiếng Nhật. Nhóm tác giả Ngô Lê Hoàng Phương và Hồ Thị Thùy Trang khai thác những khó khăn của người học trong các chương trình đào tạo sử dụng tiếng Anh làm phương tiện giảng dạy.

Việc đào tạo ngoại ngữ đã và đang có khuynh hướng hướng đến tính tích cực, chủ động của người học cũng như tác động thiết thực đến cộng đồng. Năm bắt xu hướng này, tác giả Nguyễn Vũ Hoàng Lan và nhóm tác giả Trần Yến Nhi, Nguyễn Hồng Ân, Sĩ Nguyễn Khánh Trang & Võ Duy Đức đã nghiên cứu các hoạt động dạy học tích cực và dạy học phục vụ cộng đồng, từ đó đề xuất các giải pháp liên quan đến vấn đề tích hợp các hoạt động học tập tích cực, hoạt động phục vụ cộng đồng vào chương trình đào tạo.

Hội đồng biên tập xin gửi lời cảm ơn sâu sắc đến các tác giả đã gửi đăng bài viết cho Tạp chí trong thời gian qua, cảm ơn các nhà khoa học đã tham gia phản biện, góp phần hoàn thiện chất lượng các bài viết của Tạp chí. Hội đồng biên tập rất mong nhận được bài viết cũng như những ý kiến đóng góp của Quý vị độc giả để Tạp chí Khoa học Ngôn ngữ và Văn hóa ngày càng phát triển và trở thành một tạp chí có uy tín Khoa học.

Trân trọng.

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EXPLORING THE REALITY OF LEARNING ENGLISH MAJOR IN A BUSINESS-ORIENTED UNIVERSITY: CHALLENGES AND OPPORTUNITIES

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Abstract: The trend of higher education institutions becoming multidisciplinary universities has become popular, and private universities are not an exception. Although initially oriented as a southern spearhead unit for training in finance and banking, Ho Chi Minh University of Banking (HUB) quickly recognized the needs and career opportunities for fields and careers not only in the banking sector, banks and financial institutions. Therefore, the university has opened new majors taught in universities in the social sciences and humanities. The Faculty of Foreign Languages was established to train human resources who are good at foreign languages for the finance and banking industries and at the same time capable of working in many other industries and fields. The Faculty of Foreign Languages at the school with business orientation, has trained thousands of successful students in a variety of employment positions. However, teaching and learning English in a university that is dominant and famous for finance banking presents many challenges. From these difficulties, many opportunities have been opened for both learners and teachers at the faculty and the school. This study aims to analyse English majored learners' perspectives towards the opportunities and challenges that they encounter in learning business-oriented majors at the Faculty of Foreign Languages, HUB. The study employed the quantitative approach through a questionnaire. The findings of the study reveal that learners have to confront certain barriers regarding the policy, curriculum and applicability along with the opportunities to develop and foster competency.

Keywords: English major, ELT, tertiary education, multidisciplinary university

1. Introduction

The current context of globalization has witnessed the emergent need to diversify the curricula at universities to fulfil the market needs and the developmental orientation of the universities. In the past, students had to choose just one or two universities for their wishes after the university entrance examination to enroll in the expected majors (Bertuci et al., 2018). This led to the limitation of options for students to choose suitable courses or related courses in the fields and reduced the opportunities for alternative courses if they were in case of rejection. This challenge has spurred a notable interest among scholars and university administrators to open more majors at higher education ranging from science to social science, which generates the era of multidisciplinary university. This model is trendy in certain Western universities to provide flexible choices of majors so learners can flexibly switch between the fields or study two simultaneously.

In the context of Vietnam, many universities have implemented policies to foster the capacity to ensure the resources to obtain the standards of multidisciplinary universities which include program outcomes. Ho Chi Minh City University of Banking is not an exception in this era of integration. This university is dominant of business-oriented subjects such as finance, banking, and economics, which signifies the ability to attract a huge number of students to seek for business-oriented majors. However, the demand for multidisciplinary university has fostered the establishment of social sciences in the Faculty of Foreign Languages. It is widely assumed

that English majors are attributed to social sciences; notwithstanding, these majors in this faculty attempt to equip learners with English abilities to work in business-oriented sectors such as banking or business fields. This transformation has entailed a number of challenges among learners in specializing in English for business purposes. Simultaneously, several opportunities have arisen in our institution.

Therefore, this paper attempts to explore the following research question:

What are the learners' perspectives toward the challenges and opportunities of learning business-oriented English majors at the Faculty of Foreign Languages, Ho Chi Minh University of Banking?

2. Literature review

2.1 Business English as the emergent need of the market

A curriculum is a statement of the intended outcomes of the program that learners are expected to achieve at the end of the course (Brady & Kennedy, 2013; Pinar, 2012). It is also a tentative development of the learning experience to reach a target. It allows teachers, administrators and learners to recognize their responsibilities to collaborate to attain the learning mission (Richards, 2013). The syllabus will be stated in terms of knowledge, skills, and attitude as the core graduate attributes that manipulate all the educational practices in the institution.

The Business English major has shown its significance in the current market as the language is just considered a means to an end of the communicative purposes (Gacs et al., 2020; Lu, 2017). The traditional language program only allows learners to master language proficiency. However, the limitations can be seen in their inability to apply the language appropriately in particular working contexts. Therefore, the need for specialization of English programs, which is integrated with the professional development of the field, is increasing demand for institutions to merge into their educational program.

2.2 Core elements of an educational program in outcomes-based education

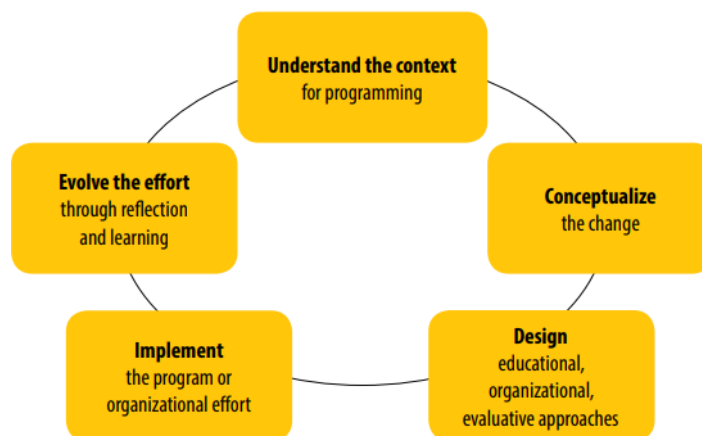


Figure 1. Framework for ongoing curriculum development by Kushner (2022)

Kushner (2022) proposes a framework for developing a university curriculum based on five stages of understanding the context, conceptualizing, designing, implementing, and evaluating the program's effectiveness through reflection and learning. First, the university program needs to explore the market demand to understand the context of education. The content should be aligned with the needs and characteristics of potential stakeholders (Bielak & Mystkowska-Wiertelak, 2022). Second, the syllabus designers will conceptualize the changes to

integrate the necessary educational components into the materials and the expected learning outcomes. It is followed by completing the entire educational institution’s design. The program’s design consists of various organization, education, and assessment approaches. After the completion of the course design, the program will be implemented into the teaching context. To ensure the quality of the design, the last step of evaluation for evolution for both objective and subjective methods, such as reflection or test, will be adopted. The evaluation results will contribute to the program’s recycling, which generates a circular order of the program design.

In addition, outcomes-based education (OBE) has been implemented in various contexts in consistency with the international standards of quality assurance such as AUN-QA. This idea was proposed by recognizing the expected learning outcomes as the program’s spotlight for the backward design (Pinar, 2012; Richards, 2013). In the traditional educational design for content-based education, the content of the course and the teachers are two critical centers of the whole program with the linear approach. It leads to confusion and distinctive variations in the learners’ outcomes. Now, the transformation of educational designs into outcome-based approaches has emphasized the graduate attributes of the learners as the guide for both administrators and teachers in implementing the program (McCann, 2017).

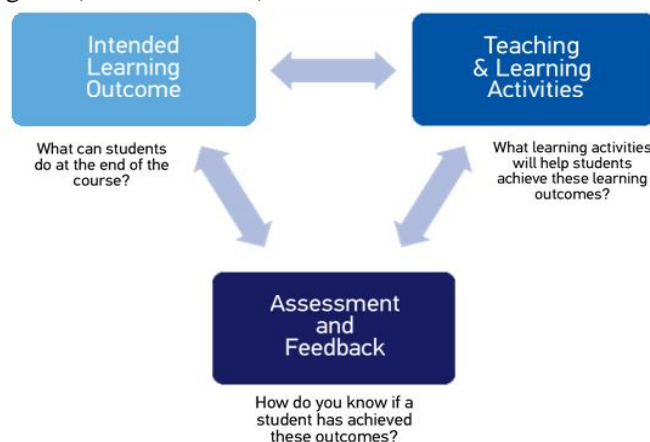


Figure 2. The constructive alignment in university program design by Biggs and Tang (2010)

The idea of constructive alignment by Biggs & Tang (2010) is developed in the mutual impacts among three factors, including expected learning outcomes (ELOs), teaching and learning, and assessment. The ELOs are the main products of the program, which guide the teaching and learning activities, while the classroom activities should support the learners to obtain the ELOs. In addition, the assessment will show the teaching activities’ effectiveness, and the class activities also shape the assessment methods. Finally, the assessment needs to evaluate the achievement of ELOs as ELOs determine the content of the assessment.

2.3 Principles of program design

There are various perspectives of scholars toward the principles of program design based on particular criteria. Bound, Chia, and Karmel (2016) state that the proper educational design should follow six principles:

- Authentic: Use real-world materials to foster the empirical competence of learners.
- Alignment: Ensure that all the aspects of the program can work together to serve the exact needs of the course.

- Holistic: Apply multiple senses and combine theory and practice from the low to high thinking skills to optimize learning capabilities.
- Future-oriented: Allow learners to reflect and critique the content to deepen understanding and critical thinking considering various perspectives.
- Feedback: Give and receive feedback to develop active involvement in learning.
- Judgement: Enable learners to express perceptions of the effectiveness of their own and their peer products with ethical judgement.

Other scholars also have different stances on the principles of curriculum design, such as Tyler (1949), with defining appropriate learning objectives, establishing useful learning experiences, organizing learning experiences to have a maximum cumulative effect, and evaluating the curriculum and revising those aspects that did not prove to be effective.

2.4 Previous study

Prior research on the opportunities and problems encountered by students majoring in business English provides valuable insights into the field's prospective growth areas as well as its challenges. The intricacy of business jargon, cultural quirks, and the high degree of expertise needed in both written and oral communication are the primary obstacles that have been found in numerous research. For example, studies have shown that students frequently struggle with the formal tone and specialist terminology required in business environments (Smith & Robertson, 2018). Furthermore, students must navigate and comprehend corporate norms and etiquette that differ greatly between cultures, which makes it difficult to integrate intercultural communication skills (Chen, 2019). Regarding opportunities, research indicates that becoming proficient in Business English leads to a wide range of professional options. Global markets place a high value on business English proficiency, which makes students more marketable as job applicants (Jackson, 2020). In addition, the digital revolution has made it easier for students to access a wide range of materials and platforms where they can practice and polish their abilities in actual business settings, improving their linguistic and professional abilities (O'Neil, 2021). Furthermore, the development of instructional technology has been seen as both an opportunity and a challenge. Although technology requires students to be technically proficient, it also provides customized learning opportunities through adaptive learning systems that may meet each student's unique needs and learning preferences (Brown & Lee, 2020).

3. Methodology

3.1 Setting and participants

This study was conducted at a banking university in Vietnam. This university is famous for providing training for business-oriented majors ranging from finance and banking to business administration. The Faculty of Foreign Languages attempts to provide professional training for English majors specializing in Business English. Business English in the context of Vietnam has a considerable concentration depending on the vision of the tertiary institution. English majors at HUB focus on English majors, allowing graduates to work in business, especially the banking sector. Therefore, the program is also designed to equip learners with the necessary knowledge and skill in business education. There is the integration of English for Specific Purposes (ESP) and the professional knowledge of the majors.

The study invited 100 third-year university students at the Faculty of Foreign Language in the major of Business English to a study that explored their perspectives towards learning English majors at HUB. The choice of those majors stems from the completion of fundamental

subjects and they were in the phase of joining to the first specialized subjects in business. Those learners had already obtained the fundamental linguistics subjects, including morphology, syntax, phonetics, phonology and semantics. Their level of English proficiency is expected at B2 according to the Common European Framework for Reference (CEFR). This standard is aligned with the expected learning outcome (ELOs) in the curriculum design of the institution. The whole program attempts to support learners to aim at C1 as a graduation attribute to be eligible to enter the job market. They were in the second phase of the program. The first phase is to obtain fundamental and general language skills and linguistics, general subjects while the second phase focuses on the specialized subjects of the field. Hence, this period is when they get exposed to business-oriented majors.

Table 1. Demographic information of the participants

No.	Information	N= 100		
		Option	Frequency	Proportion
1	Gender	Male	28	28%
		Female	72	72%
2	Age	22	4	4%
		21	96	96%
3	Time for learning English	9 years	4	4%
		8 years	96	96%
4	School of study	Public school	63	63%
		Private school	37	37%
5	Background of origin	Rural	52	52%
		Urban	48	48%

Table 1 describes the general information of the participants in the research study for the mediators that may influence the study results. The descriptive data show that the percentage of females tripled that of males. Ninety-six per cent of the participants were 21 years old while 4 were one year older because they retook 67% of the members came from public schools, while 37% of the students were from private schools. There was only a minor difference in the percentage of students from rural and urban areas, at 52% and 48%, respectively.

3.2 Research methods

The study applied a quantitative approach to explore the effectiveness of exploration of the learners’ perspectives towards learning business-oriented English majors at the banking university in Vietnam (Creswell & Creswell, 2018). The quantitative method allows the researcher to survey the samples of the whole population in the presence of standard deviation to generalize the patterns or trends of perception, which can represent the whole context. In contrast, the qualitative method can provide insights into the participants’ emotions, experiences, and stances (Tracy, 2020). Both methods assisted the researcher to fully experiencing the factors that manipulated the learners’ experiences in learning.

3.3 Instruments

There were two main research instruments to facilitate the research to investigate the learners' perspectives towards the challenges and opportunities of learning English majors at a banking university in Vietnam

Questionnaire

The English-written questionnaire (See Appendix) consists of 20 open-ended questions to investigate the learners' perspective towards the challenges and opportunities of business-

oriented courses at a university in Vietnam. The questionnaire will include three sections. The statements in this questionnaire were adapted from the principles of curriculum development and the study of Kushner (2022). The questions were designed with a five-point Likert scale as the conventional five-point scale with the middle neutrality can cause indecisive judgement for the participants (Bell & Waters, 2014). The scale is categorized as (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. The quantitative data are quantified into 1-2-3-4-5 with the assumption of equal intervals among the score in the scale.

After the pilot testing of 32 participants, the Cronbach Alpha test was applied to check its reliability. The alpha value reached 0.764, and the questionnaire is appropriate for the investigation (Cohen et al., 2011; Creswell & Creswell, 2018). There were 3 items removed from the initial questionnaires which reduced the reliability from 0.648.

3.4 Data collection and analysis

The process of collecting and analyzing data went through some stages. A set of 100 questionnaires were randomly distributed to 100 participants with the descriptive data in Table 1. Participants were given about 30 minutes to finish all the provided questions, including both personal information and personal perception of the opportunities and challenges they encountered in learning English majors with business orientation in their university. The data were collected through a Google form. After that, the questionnaires were gathered, and the raw data were imported into Excel. The SPSS 25 was applied to analyse the descriptive and quantitative data (Larson-Hall, 2015).

4. Findings and discussion

4.1 The challenges of learning business-oriented majors at FFL, HUB

The results of the study showed certain perceived challenges in learning business majors at FFL, and HUB from different domains that put learners under pressure.

Table 2. The challenges of learning business-oriented majors at FFL, HUB

Items	Questions	Mean	Std
1	I am not familiar with the technical terms of business.	4.42	0.16
2	I do not have enough time to spend on preparing for the lessons.	4.30	0.08
3	Business English is challenging in the language of grammar and vocabulary.	4.47	0.12
4	The business content is too demanding to learn.	4.12	0.48
5	Company culture is hard to learn.	4.50	0.61
6	The materials are hard and too much.	3.10	0.78
7	The teachers are not friendly and supportive.	2.42	0.87
8	The teaching methods are not suitable for learners.	3.60	0.26
9	The content is theoretical.	4.36	0.31
10	There is not real practice in classroom.	3.62	0.27

Table 2 demonstrates the students' perspectives towards the challenges in learning business-oriented English major at FFL, HUB. From the general observation, learners showed different perspectives towards the potential challenges in learning English major at FFL, HUB. Most of items received agreement from the participants. It can be clearly seen from the table that the highest value was attributed to Item 5. *Company culture is hard to learn*, with a mean value of 4.50 and quite a dramatic standard deviation of 0.61 The second-highest item with the closest gap to the top one was Item 3. *Business English is challenging in the language of grammar and vocabulary* at 4.47 for the mean score; however, it obtained the second lowest standard deviation at 0.12.

Moreover, Item 1 and Item 9 had similar mean values at 4.42 and 4.36, respectively, while the standard deviation of Item 9. *The content is theoretically* doubled that of Item 1. *I am not familiar with the technical terms of business* at 0.31. The last Item in the "strongly disagree" rank was Item 2. *I do not have enough time to prepare for the lessons* at 4.30, and the lowest standard deviation at 0.08.

Regarding the next rank, the value of Item 4. *The business content is too demanding to learn* was 4.12. It is notable that there was a similarity in the value of Item 8. *The teaching methods are not suitable for learners* and Item 10. *There is no real practice in a classroom* at 3.60 and 3.62, respectively.

The value of students who showed a neutral perception was 3.10 for Item 6. *The materials are complex and too much*, while the lowest value of "disagree" belonged to Item 7. *The teachers are not friendly and supportive*, with a value of 2.42.

4.2 The opportunities of learning business-oriented majors at FFL, HUB

Table 3. The opportunities of learning business-oriented majors at FFL, HUB

Items	Questions	Mean	Std
11	The programs can foster my English competency.	3.23	0.24
12	The teachers are supportive to learners	4.42	0.42
13	The content is relevant to the market demand	4.25	0.30
14	The business content is useful for learners	4.67	0.81
15	I can improve my knowledge from the program	4.52	0.34
16	I can improve my skills from the program	4.62	0.61
17	I can improve my attitudes from the program	4.40	0.16
18	The program is practical	3.12	0.62
19	The materials are sufficient and suitable for me	4.48	0.41
20	I can be more confident to work in the future	4.42	0.18

Table 3 describes the learners' perspectives toward the opportunities of learning business-oriented majors at FFL, HUB. In general, nearly all of the question Items received complete agreement from the research participants with similar mean values. The highest mean value was given to Item 14. *The business content is helpful for learners* at 4.67, and the highest standard deviation at 0.81. The second position was Item 16. *I can improve my skills from the program* at 4.62, while the value for Item 15. *I can improve my knowledge from the program* was 4.52.

Moreover, these are followed by Item 19. *The materials are sufficient and suitable for me*, with a value of 4.48. It can be seen that Item 12. *The teachers are supportive to learners*, and Item 20. *I can be more confident to work in the future* had the same mean score of 4.42. The value of Item 17. *I can improve my attitudes from the program* was just modestly lower at 4.40. The lowest one in this rank was Item 13. *The content is relevant to the market demand* at 4.25. It is essential to mention that there were only two Items in the scale of "neutral" at 3.12 for Item 18. *The program is practical* and 3.23 for Item 11. *The programs can foster my English competency*.

5. Discussion

Regarding to the challenges of learning business English majors, the actual working environment is fundamental for learners to experience and reflect on the comparison between theory and practice in the market. The university needs to equip the faculty with the imitated company office or provide opportunities for learners to merge into the actual working context to learn the company culture. The theoretical content of the company culture needs to be more

abstract to absorb. It is recognized that learners showed their agreement on the challenges of language use they endured as the participants are still third-year students with a level of English proficiency at B2 level a. Therefore, they are unable to understand and master all the language features (McKay, 2012). Especially for business English is a new domain that learners must confront, so the language is required to be very formal, and indeed, several expression patterns need to be more distinctive and unfamiliar to understand.

Moreover, it is undeniable that there is an apparent reality in most universities in Vietnam that the programs are much theory-based, which includes a tremendous volume of a theory that learners always need help to learn with little impact for real working competency (Biggs & Tang, 2010). Simultaneously, the field of business is far different from academic English in most training programs. Learners must spend time exploring the professional content of the field to understand the technical terms which usually distract or manipulate learners' common assumption of meanings. The massive content and pressure of various subjects in one semester is a big challenge for learners to spare time reviewing and revising the lesson. This reality is contradictory to Oliva's (2008) suggestion for the program in the model of outcomes-based education that the amount of time learners spend on self-study should be three times higher than that of in-class training.

Additionally, there is always a dilemma in the program of business English that learners must deal with not only the language but also the professional content. It is supposed that learners should be trained with professional knowledge of the business field; however, they have little exposure to the business content as half of the program is for language training, so the business content is insufficient for learners to comprehend the business mechanism.

This result can be interpreted as the confusion of learners when they still recognize these factors with both advantages and disadvantages at the same time (Trigwell & Prosser, 2014). Some teaching activities could be more suitable for the personalization of learners, which reduced the mean score for item 8. Learners also acknowledge the modified practice in the classroom, which is not practically related to the real-world market. Both ideas of teaching method and practice have a mutual impact as they assist each other in generating engaging lessons for learners.

The materials are the instruments teachers adopt to achieve the expected learning outcomes. The neutrality in this idea stems from the inconsistency of the difficulties in the materials that learners use in class. Materials play an essential role in conveying the intended content of the program in alignment with the program's expectations and the trainers' teaching capabilities. Notwithstanding, the learners recognize the positive learning atmosphere of the teacher's friendliness and support. These are the external motivation for learners to overcome the challenges in knowledge acquisition.

For the opportunities perceived by learners, the helpfulness of the program was seen. This idea is recognized with the standard design of the program in consideration of market analysis. The program's content allows learners to foster their readiness to join the job market in the presence of fundamental business subjects such as finance, logistics, or human resource management. The program also integrates various soft skills into the program such as communication, presentation, and teamwork, with core business knowledge to develop learners' abilities upon the completion of the course (Qu, 2014). This transformation has contributed to solving the previous problem of the university program where learners are filled with only theory

in the complete absence of soft skills to elevate productivity. Although the materials are considered quite challenging, it is possible to acknowledge their function and usefulness in the program in accordance with the national university program standards (Richards & Rodgers, 2001). The teachers are perceived positively for their constructive feedback to learners, and this positive learning environment can develop learners' confidence in learning and completing assignments.

Due to the design of outcome-based education, three domains of knowledge, skills, and attitudes are focused equally. The valuable ethical lessons are integrated sensitively into the program to raise learners' awareness of the standard attitudes in the business world. Some aspects also modify learners' daily routines to be more professional. The positive recognition of program alignment is constructed through the alignment of the program design with the market analysis. The process of program design has invited scholars and experts to provide recommendations, and it is also benchmarked with the famous program in other prestigious universities to ensure the validity of the program. The outcome of the positive sides on the impact of programs is quite contrary to the previous idea when learners identify the program as both practical and theoretical (Richards, 2001). It is expected that the program can ensure both practice and theory with certain levels of equality, so the experience is quite bizarre to be inclined to one stance. The last outcome is made due to the integration of both business content and language content. There needs to be more than the language content to develop learners' language skills, as half of the program is occupied by business content.

6. Conclusion

The study's findings have shown specific merits in different domains of higher education. The outcomes of the study demonstrate students' insights towards the opportunities and challenges of learning business-oriented English major at the Faculty of Foreign Languages, Ho Chi Minh University of Banking, with new insights. For the dean, the recognition of the limitation in the facility to foster competency and the chances to experience practical exposure of the real world in business requires the university decision-makers to introduce innovation in the facility to ensure proper access to the empirical business context. Moreover, the association between schools and companies should be established to invite business lecturers to attend the school programs to share their expertise and experience in the business market. Simultaneously, learners are able to participate in the internship or the company tour during the course at different enterprises to reflect on the similarities and differences among various working contexts. In addition, teachers can benefit from the study outcomes by observing the effectiveness of their teaching activities to modify the lessons in response to learners' characteristics and expectations.

However, the study also confronts certain limitations during the implementation. First, the scale is manageable to ensure the generalization of the findings for the whole university and the faculty. The randomization of the participants was not ensured completely as the researchers needed to explore the participants' personal backgrounds to choose the purposive samples. Second, the study was unable to explore the participants' insights to understand the potential factors that influence their choices and the recommendation for the limitations they experienced at the institution. Third, the researcher should have attended the actual class to observe the way participants experienced and responded to the challenges they encountered or the potential they recognized.

In conclusion, the study of the challenges and opportunities of learning business-oriented English major at a banking university has shown certain informative outcomes. The questionnaires received the majority of agreement from the participants, with a minor proportion of other stances. The English language and the business content are two significant obstacles for learners. Learners recognize the merits of the programs and the teaching methods through their positive responses although they had to confront the challenges relating to the curriculum, and applicability of the English majors. Moreover, learners still acknowledged the importance of Business English for their future career path and its impactful practice in fostering knowledge, skill, and attitude to elevate their readiness for future career prospects. The study also sheds light on future research to explore the learners' insights and their experience in business-oriented English majors. Some studies can be conducted to explore learners' wellbeing when they enter the new program in business English or the extent to which learners are actually ready to merge to the new program.

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KHẢO SÁT THỰC TẾ GIẢNG DẠY TIẾNG ANH NHƯ MỘT CHUYÊN NGÀNH TRONG MỘT TRƯỜNG ĐẠI HỌC ĐỊNH HƯỚNG KINH TẾ: THÁCH THỨC VÀ CƠ HỘI

Tóm tắt: Xu hướng các cơ sở giáo dục đại học trở thành các trường đại học đa ngành đã trở nên phổ biến, và các trường đại học tư thục cũng không ngoại lệ. Mặc dù ban đầu được định hướng là một đơn vị tiên phong phía Nam trong việc đào tạo tài chính và ngân hàng, Trường Đại học Ngân hàng TP.HCM (HUB) nhanh chóng nhận ra nhu cầu và cơ hội nghề nghiệp cho các lĩnh vực và nghề nghiệp không chỉ trong ngành ngân hàng, các ngân hàng và tổ chức tài chính. Do đó, trường đã mở các ngành học mới trong các lĩnh vực khoa học xã hội và nhân văn. Khoa Ngoại ngữ được thành lập nhằm đào tạo nguồn nhân lực giỏi ngoại ngữ cho các ngành tài chính và ngân hàng và đồng thời có khả năng làm việc trong nhiều ngành nghề và lĩnh vực khác. Khoa Ngoại ngữ của trường, với định hướng kinh doanh, đã đào tạo hàng ngàn sinh viên thành công trong nhiều vị trí công việc khác nhau. Tuy nhiên, việc dạy và học tiếng Anh tại một trường đại học nổi tiếng và chủ yếu về tài chính ngân hàng đặt ra nhiều thách thức. Từ những khó khăn này, nhiều cơ hội đã được mở ra cho cả người học và giảng viên tại khoa và trường. Nghiên cứu này nhằm phân tích quan điểm của 100 sinh viên chuyên ngành tiếng Anh về các cơ hội và thách thức mà họ gặp phải khi học các chuyên ngành định hướng kinh doanh tại Khoa Ngoại ngữ, HUB. Nghiên cứu đã sử dụng phương pháp định lượng thông qua bảng câu hỏi. Kết quả nghiên cứu cho thấy người học phải đối mặt với một số rào cản liên quan đến chính sách, chương trình giảng dạy và tính ứng dụng cùng với những cơ hội để phát triển và nâng cao năng lực.

Từ khóa: Chuyên ngành Ngôn ngữ Anh, giảng dạy tiếng Anh, giáo dục đại học, đại học đa ngành

SIMILE AND PERSONIFICATION OF “WIND” AND “RAIN” IN AMERICAN AND VIETNAMESE NOVELS

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Abstract: This study explored the use of similes and personifications to describe “rain” and “wind” in American and Vietnamese literature from the mid-20th century to the present. Through a combination of qualitative and quantitative approaches, the study categorized and analyzed 285 examples of similes and personifications denoting “rain” and “wind” in American and Vietnamese novels to identify similarities and differences in the portrayal of these natural phenomena. The findings showed that the American and Vietnamese novel writers utilized similes and personifications to convey the sounds, intensity, impact on the human body, emotions, and actions in terms of wind and rain. The author also tried to explain the differences in the use of these two stylistic devices in the two languages based on cultural and climatic perspectives. The study offered practical suggestions for those who are interested in the description of wind and rain in American and Vietnamese novels in particular.

Keywords: Personification, simile, novels, rain, wind

1. Introduction

In nature, "rain" and "wind" stand out as natural elements that are closely intertwined with human emotion and experience, contributing to the richness of literary works. For example:

(1) Gió mưa là bệnh của giời,

Trương tư là bệnh của tôi yêu nàng.

[Nguyen Binh, 1940]

Wind and rain are implicitly compared with human lovesickness through metaphor.

(2) Mưa **như người giận dai**, gầm gừ, xối xả và miên man, có cảm giác mây đen đã kéo cả đại dương lên trời để bây giờ **hả hê** trút xuống. [Nguyen Nhat Anh, 2010, p.121]

Example (2) describes the rain “like an angry person” (như người giận dai), combining both simile and personification to emphasize its intensity. The use of the phrase “hả hê” (gloating) attributes a sense of satisfaction to the cloud as if it is gloating after having released the heavy rain.

(3) *as that day advanced, the dusk slipped back toward darkness, and **the wind cried and whimpered over the fallen corn.*** [Steinbeck, 1939, p.9]

In example (3), the wind is personified as it is described as “cried and whimpered”. Personification gives the wind human-like qualities of emotion, implying that it can express distress or sorrow. By attributing emotion to the wind, the author turns it into a dynamic force. Through the researcher’s initial observations of the corpus, among the stylistic devices utilized, simile and personification emerge as the most frequently employed techniques in the depiction of natural phenomena.

Recognizing the need for comprehensive analysis of the nuanced ideas and emotions conveyed by personifications and similes depicting “rain” and “wind”, this study aimed to analyze

the usage and impact of similes and personifications in American and Vietnamese novels from the mid-20th century to the present.

The research sought answers to the following research questions:

[1] What are the similes and personifications depicting “rain” and “wind” used in American and Vietnamese novels from the mid-20th century to the present?

[2] What are the similarities and differences between American and Vietnamese novels in using similes and personification to depict “rain” and “wind”?

2. Literature review

2.1 Stylistic devices

Galperin (1971, p.26) defined a stylistic device (SD) as “a conscious and intentional literary use of some of the facts of the language (including expressive means) in which the most essential features (both structural and semantic) of the language forms are raised to a generalized level and thereby present a generative model”. The researcher also stated that most SDs display an application of two meanings: the general meaning (lexical or structural) which has already been established in the language as a system, and a specific meaning overlaid on the unit by the text that occurs in the language context.

2.2 Simile

Pierini (2007, p. 23) defined simile as “the statement of a similarity relation between two entities, essentially different but thought to be alike in one or more respects, or a dissimilarity relation”.

According to Galperin (1971), the structural formal elements of simile involve connective words such as “like”, “as”, “such as”, and “as if”. These words serve to establish analogies between two objects or actions. Addison (1993) added some more simile formal elements which are “just as... so”, “so have I seen” or “if... so”.

While both simile and ordinary comparison of equality serve to draw parallels between the two concepts, they differ in their stylistic effects. Ordinary comparisons are more direct and straightforward, providing a simple and clear comparison. Similes, on the other hand, often evoke vivid imagery and create more imaginative associations between the compared elements, adding depth and richness to the language (Galperin, 1971; Israel, Harding, & Tobin, 2014).

The distinction between simile and metaphor is crucial, as they are often mistakenly used interchangeably. According to Wales (1989, p.421), “simile is a figure of speech whereby two concepts are imaginatively and descriptively compared: e.g. *My love is like a red, red rose.*” In similes, “like” and “as” are commonly used. While, also for Wales (1989, p.421), “metaphor is a figure of speech where two fields of reference are similarly juxtaposed, but without an explicit marker of similitude: *X is Y*, rather than *X is like Y*, e.g., *My love is a red, red rose.* Here the figurative meaning must be deduced. Thus, connective phrases like “like” or “as” in similes serve as linguistic signals distinguishing them from.

2.3 Personification

Lakoff and Johnson (2008, p.34) recognized personification as “a general category that covers a very wide range of metaphors, each picking out different aspects of a person or ways of looking at a person”. Wales (1989, p.349) defined personification as “a figure of speech or trope in which an inanimate object, animate non-human, or abstract quality is given human attributes”.

At the linguistic level, personifications can be established through verb or adjective argument structures, or entity-to-entity mappings conveyed by nouns. While personifications can be realized linguistically as metaphors, similes, or metonymies, personifications realized as similes are typically more obvious due to their explicit nature (Dorst, 2011).

According to Harris (1997), personification is generally used as an artistic method, but it may also be used to define or explain an abstract idea in terms of human behavior, which helps the reader understand and relate to the concept more thoroughly. By attributing human qualities to non-human entities, personification can make descriptions more relatable and engaging to the readers.

2.4 The connection between literature and the environment

Rueckert (1978) uses the term ecocriticism to express the application of ecology and ecological concepts to the study of literature. Meanwhile, Cokinos (1944) defines ecocriticism as “the critical and pedagogical broadening of literary studies to include texts that deal with the nonhuman world and our relationship to it”. Glotfelty and Fromm (1996) emphasize the pivotal role of literature in raising human consciousness about our place in a fragile natural world.

Kerridge (2014) suggests that ecocriticism seeks to integrate environmental awareness across diverse literary forms and genres, each contributing uniquely to addressing ecological concerns. For example, apocalyptic narratives in science fiction, horror, and road genres can create a sense of urgency and alarm, while realist and speculative fiction offer pragmatic solutions and delve into the repercussions of environmental degradation. Furthermore, nature writing and poetry foster a deeper connection to the natural world, while modernist techniques like collage and digital media effectively convey the vast scale of climate change.

This study, specifically focusing on the depiction of wind and rain in novels, aims to uncover cultural nuances without delving into future predictions. Therefore, within the category of novels, this research concentrated on realist and speculative fiction genres to examine instances where rain and wind are described.

2.5 The history context of Vietnamese and American literature from the mid-20th century to the present

Vietnamese and American literature have been greatly shaped by their historical contexts:

The mid-20th century saw Vietnam's fight for independence from French colonialism, followed by the devastating Resistance War against America. These conflicts deeply influenced Vietnamese literature, with themes of national identity, resistance, trauma, and the devastation of war featuring prominently. After the reunification of Vietnam in 1975, socialist realism became the dominant literary mode, promoting revolutionary ideals and social progress. The Renovation (Đổi Mới) policy introduced in 1986 brought about economic and cultural reforms, allowing for

greater artistic freedom. Vietnamese literature began to explore diverse themes and styles, including reflections on the war, critiques of social issues, and personal narratives. Nowadays, increased globalization has led to new voices and perspectives in Vietnamese literature within the cross-culture (Le Thi Hang, 2015; Nguyen Van Long & La Nham Thin, 2006).

The mid-20th century saw a surge in activism and social movements in America. American literature reflected these struggles, with works addressing issues of race, equality, and social justice. Postmodernism emerged as a dominant literary trend, challenging traditional narratives, and experimenting with form and language. American literature became increasingly diverse, with writers from marginalized communities gaining recognition and challenging dominant narratives. This led to a richer and more inclusive literary landscape, reflecting the country's multicultural identity (Baym, 2003).

3. Methodology

To comprehensively investigate similes and personifications in English and Vietnamese literature, a combination of qualitative and quantitative approaches was utilized. The qualitative approach was employed to systematically categorize and analyze textual data to identify patterns and underlying meanings related to “wind” and “rain”. The quantitative approach was used to generate numerical data in the use of language to develop systematic comparisons between American and Vietnamese novels.

In addition, the descriptive method which analyzed the novels selected and described literary devices in the texts, and the comparative method, which systematically compared the usage and effects of these devices, were also employed.

3.1 Research subjects and scopes

Subjects of the study are similes and personifications of “wind” and “rain” used in American and Vietnamese novels published from the mid-20th century to the present. Focusing on a specific period allows for a more manageable scope of analysis. These literary works were collected from online sources providing the scan of the published versions.

The choice of literary works for analysis was based on the following criteria. First, the authors chosen are familiar to contemporary readers such as American writers Margaret Mitchell, John Dickson Carr, John Steinbeck, etc., along with well-known Vietnamese writers Bao Ninh, Nguyen Hong, Ma Van Khang, Nguyen Nhat Anh, etc. Second, a high density of similes and personifications compared to other stylistic devices is found in the chosen novels. Third, the number of novels selected in the two languages should be relatively equal. As a result, the source of data consists of 50 Vietnamese and 50 American novels.

To ensure that the study remains grounded in the reality of human emotion, the setting of the chosen novels must reside on Earth and exclude fictional elements that do not reflect reality. With the goal of capturing a diverse range of human emotions and experiences with wind and rain, this research chooses novels from different genres, including thriller, adventure, historical fiction, children's book, and literary fiction, with an additional criterion that the novels realistically depict wind and rain, excluding unrealistic elements like those found in science fiction or fantasy genre.

Within the collection of 50 American novels, the researcher sorted out 15 works of literary fiction, 14 historical novels, 8 thrillers, 7 adventure novels, and 6 children's books. The chosen Vietnamese novels reveal a clear dominance of literary fiction, with 37 titles falling into this category. Historical fiction comes in second with 6 entries, followed by children's books with 7 titles. These novels are literary works that have gained critical acclaim or significant attention from readers, as evidenced by awards, good reviews, and sales figures.

Regarding the sampling, the researcher analyzed all the samples detected with the total population sampling. Each sample collected must be a sentence containing a simile or a personification depicting “rain” or “wind” from the selected novels. On analyzing the sources of data, the researcher found 285 samples of similes and personifications denoting wind and rain from 100 novels chosen. The corpus includes 146 Vietnamese samples and 139 English samples. Vietnamese samples include 57 similes, 80 personifications, and 9 of both types. English samples include 36 similes, 81 personifications, and 12 of both types.

3.2 Data collection

The data collection process involves the following steps:

- Utilizing the online encyclopedia Wikipedia.com to generate a list of American and Vietnamese novels published from the mid-20th century to the present by the generator called “Automatic category table of content”.
- Identifying novels that have the potential of containing descriptions of “rain” and “wind” based on the titles, genres, and authors with the priority given to the novels that have gained noticeable public attention.
- Getting access to the novels by using two websites Internet Archive and DTV E-book.
- Using the searching feature of the website Internet Archive and DTV E-book to search for words or phrases denoting rain or wind including: “rain”, “wind”, “downpour”, “drop”, “drizzle”, “gust”, “breeze”.
- Extracting sentences containing similes and personifications depicting “rain” and “wind” from the selected novels.
- Categorizing identified instances separately for further analysis and comparison.

3.3 Data analysis

The steps for data analysis in this research were as follows:

- Documenting the identified instances of similes and personifications of “rain” and “wind”.
- Analyzing each instance within the context of the novels to understand the purpose and meaning of the similes or personifications.
- Comparing to identify similarities and differences in the usage of similes and personifications describing wind and rain between American and Vietnamese novels.

4. Findings and discussion

4.1 Similes denoting “rain” and “wind”

Table 1. Frequency of similes denoting “rain” and “wind”

Topic	Number of samples		Percentage (%)	
	English	Vietnamese	English	Vietnamese
Rain	20	31	41.67	46.97
Wind	28	35	58.33	53.03
Total	48	66	100	100
	114			

4.1.1 Similes denoting the intensity of rainfall

The intensity of the rain can be conveyed through auditory effects. The sound of the rain can be depicted in comparison to the falling sound of objects, such as beans hitting a surface in example (4). This comparison evokes a sense of the raindrops' impact.

(4) *Tiếng mưa như hạt đậu bắn vào ni lông chòang của mỗi người, đồm độp, giòn khô.* [Nguyen Quang Sang, 1985, p.194]

The sound of the rain can be compared to the sound created by the movement of animals. This comparison conveys powerful auditory imagery, evoking a sense of intensity, urgency, and perhaps chaos.

(5) *Mưa thoát đầu không tiếng, thoát đã vang lên lộp bộp rồi chuyển qua rào rào nghe như tiếng hàng ngàn con ngựa đang phi.* [Nguyen Nhat Anh, 2002, p.4]

(6) *...through holes in the roof, rain scurried like the noise of rats.* [Carr, 1947, p.170]

Visual descriptions that evoke the rain’s impact on the surroundings can also be used to convey the intensity. In Vietnamese literature, likening rainfall to the rushing flow of a waterfall to convey the relentless downpour of rain is a recurrent motif as presented in the examples below:

(7) *...nước mưa dội xuống ào ào như thác.* [Nguyen Thi Hoang, 1964, p.7]

(8) *...mưa như trút nước xuống như thác đổ hơn một ngày đêm.* [Bao Ninh, 1987, p.113]

On the other hand, American writers often compare rainfall with the piercing or striking impact of cold weapons such as knife, whip, or sledgehammer as follows:

(9) *All day the rain stabbed down like silver knives, cutting at the roads until it had reduced them to a pulp of yellow mud.* [Seton, 1941, p.186]

(10) *Unbelievable weights of water dropped like sledgehammers on the heads and shoulders of the seamen.* [Price, 1952, p.85]

To enhance the intensity of rainfall, writers can utilize similes to compare rainfall to water pouring out of a broken container. This simile vividly portrays the relentless nature of the rain, displaying an overwhelming amount of water and dramatic change in weather conditions.

(11) *Suddenly there was an ear-splitting crash of thunder and the rain poured down as if the explosion had burst a reservoir.* [O'Hara, 1941, p.42]

(12) *Buổi sáng mưa rơi tí tách, đến gần trưa bỗng vỡ òa như bầu trời đột ngột bị thủng.*

[Nguyen Nhat Anh, 2013, p.145]

4.1.2 Similes denoting the visual texture of rain

Rain is usually likened to fine particles dispersed in the air such as sifted flour or dust, emphasizing its delicate texture and appearance. The imagery of fine, dispersed raindrops and shimmering light creates a hazy and blurred appearance of the surroundings.

(13) *Con sông Hương hiện ra trước mắt, mờ ảo trong màn mưa bụi như bột rây.*

[Phung Quan, 1988, p.65]

Continuous falling rain can even be likened to sunshine, perhaps indicating the persistence, and reflecting effect of the rainfall.

(14) *The pattering rain kept on falling was like sunshine.*

[Armstrong, 1945, p.7]

4.1.3 Similes denoting the impact of the rain on human

To deliver the sensory description of the rain, writers often compare small, fast, and cold raindrops to pointing objects such as needles, lances, and arrows. These comparisons emphasize the intensity and discomfort evoked by the relentless and stinging rainfall.

(15) *...làn mưa bay chênh chếch như kim châm tạt vào mặt.*

[Phung Quan, 1988, p.147]

(16) *...the chilly needle-like drops drove hard into her face.*

[Mitchell, 1936, p.781]

(17) *The rain was cold. It began to fall much faster, striking the dying man in the face like millions of ice-tipped lances.*

[Yerby, 1947, p.231]

4.1.4 Similes denoting the sound of wind

A simile is a powerful tool for depicting the sounds generated by the wind, ranging from gentle whispers to fierce howlings. In the following two examples, the sound of the wind is depicted to contribute to a mood of suspense and unease, immersing the reader in a scene filled with anticipation and mystery. These comparisons imply the wind is loud and unsettling, resembling something supernatural or ominous.

(18) *Gió hú lên từng hồi như những loạt còi ma quái dị.*

[Nguyen Thi Hoang, 1964, p.26]

(19) *Wind howled around the house the way it did on the radio for a ghost story*

[Sorensen, 1956, p.182]

Similes depicting the sound of the wind can contribute to the atmospheric descriptions of longing or sorrow by likening it to a sigh or song. When portraying it as lamenting or grieving, these similes create an atmosphere of sadness and desolation, enhancing the reader's perception of the scene. They add an emotional dimension to the sound of the wind. For example:

(20) *Gió thổi vào một vùng tĩnh lặng muôn đời, như một lời rên xiết, nhớ thương*

[Ma Van Khang, 1989, p.35]

(21) *Outside the stockade, the wind swept through the bare branches of the forest and sang like a sorrowful squaw.*

[Allen, 1943, p.322]

The sound of the wind is also usually likened to the sounds of various water bodies, including streams, oceans, or seas, conveying a sense of force and magnitude, evoking a tumultuous and overwhelming sound as illustrated in the following examples:

(22) *ngọn gió rì rào suốt đêm ngày, như tiếng của một dòng suối đang dội về.*

[Nguyen Quang Sang, 1985, p.137]

(23) *And when the wind came up through the scrub-oak it sounded like the ocean.*

[Means, 1945, p.108]

4.1.5 Similes denoting the intensity of the wind

In novels, the movement of the wind is often depicted by similes to evoke the dynamic and unpredictable nature of its motion. These similes not only describe the intensity of the wind but also convey the emotions and atmosphere associated with it. In the following examples, wind is portrayed as supernatural forces to emphasize its wild nature, contributing to the sense of chaos and danger:

(24) *Gặp nơi đất trống, gió như hung thần tự do gào thét, hoành hành, cuốn lên từng cơn lốc mịt mù cát bụi.*

[Ma Van Khang, 2017, p.263]

(25) *Wind rushing at houses, flipping over clotheslines, uprooting bushes and sending them scooting across dooryards like fat demons.*

[Whipple, 1941, p.335]

4.1.6 Similes denoting the impact of wind on human

The cold wind can have a harsh impact on humans, evoking a sensation of discomfort as if being hit by a whip or sliced by sharp objects as in the following examples:

(26) *...mỗi lần gió đông như ngọn roi quất nhanh qua mặt, tôi tưởng như hai gò má bị một lưỡi dao sắc cứa dài.*

[Nguyen Hong, 1940, p.39]

In the three mentioned examples from Vietnamese novels, the wind is likened to a swift whip, emphasizing its sharp and sudden impact on the face. This comparison evokes a sense of pain and discomfort as if the wind were lashing across their skin with force.

(27) *It was not yet autumn, and the sky was clear, but the wind was bitter and sharp and cut across my face like a knife.*

[Carlos, 1946, p.120]

By likening the wind to a knife, the author emphasizes its sharpness and slicing impact. The comparison implies that the wind's force is not only strong but also piercing, implying discomfort or even pain for the character, highlighting the direct and swift movement of the wind.

4.2 Personification denoting “rain” and “wind”

Table 2. Frequency of personification denoting “rain” and “wind”

Topic	Number of samples		Percentage (%)	
	English	Vietnamese	English	Vietnamese
Rain	31	29	33.33	32.58
Wind	62	60	66.64	65.42
Total	93	89	100	100
	182			

4.2.1 Rain with human actions

Writers can depict an unexpected downpour by attributing to it actions of running, marching, or chasing, imbuing the rain with a sense of purposeful movement and agency:

(28) *Con mưa tìm thấy đường đi, chồm vào thẳng bé bằng bước nhảy cuối cùng dồn nén hũ hê.*
[Nguyen Binh Phuong, 1999, p.8]

(29) *The rain came marching up the street.* [Estes, 1942, p.87]

Having an enveloping nature, the rain may be described with the action of “drawing curtain”. This personification implies a sense of purpose or action associated with the rain, as if it actively concealed or obscured the environment, conveying visual imagery of raindrops falling densely.

(30) *Mưa bụi theo gió mùa về giăng màn ử dột khắp các phố xá từ đầu tháng chạp.*
[Ma Van Khang, 2012, p.138]

(31) *The rain drew its silver curtain closer around them.* [Dalgliesh, 1944, p.3]

4.2.2 Rain with human emotions

As far as its emotional aspect is concerned, rain is often associated with tears, evoking a sense of melancholy or sorrow, and thus is often described with feelings of sadness.

(32) *...mưa như giận hờn ai, như khóc như than* [Mac Can, 2006, p.44]

(33) *...mưa bay hờn tủi giữa lưng chiều thành phố.* [Nguyen Thi Hoang, 1964, p.304]

The two examples mentioned above personify the rain as expressing emotions of anger, lamentation, and sulkiness creating a vivid image of the emotional downpour.

4.2.3 Wind with human actions

In novels, the wind is often personified with human-like actions, lending it a dynamic presence within the narrative. By attributing human behaviors to the wind, writers can convey the wind's impact on the context of their literary works.

The wind, with its soft whistle, often evokes a sense of longing or sorrow, like a human sigh. By likening the wind's sound to that of sighing, writers can create an atmosphere of melancholy, longing, or lamentation as presented in the following examples:

(34) *Gió thở dài. Im lặng lan xa.* [Bao Ninh, 1987, p.94]

(35) *The wind sighed a little as it wove its way through the long line of willows.*
[Daly, 1942, p.12]

Besides “sighing”, when describing the sound of the wind, writers may use verbs indicating actions that produce human-like sounds, such as singing, screaming, whispering, humming, and shouting to convey the impact nature of the wind on characters and atmosphere settings in novels:

(36) *... cây cối hòa giọng với gió rên những bản nhạc ma.* [Bao Ninh, 1987, p.6]

(37) *The wind shouted back at them.* [Ullman, 1946, p.290]

Besides describing the sound of the wind, writers also frequently depict it as a gentle force through the action of caressing, conveying the portrayal of a nurturing entity carrying a sense of peace.

(38) *Gió biển vuốt ve chúng tôi.* [Vu Thu Hien, 1987, p.148]

4.2.4 Wind with human attitudes

The wind can be depicted with different human attitudes to convey its various states.

(39) *Cả gió nồm nữa cũng quá hờ hững, vô tâm.* [Nguyen Xuan Duc, 1983, p.39]

In example (4.36), the writer portrays the wind as indifferent and apathetic (*hờ hững, vô tâm*), perhaps indicating that the wind is so light that it barely makes any impact on the surroundings.

(40) *The angry winds knocked down a tall pine tree near the hut.* [Buff, 1951, p.46]

This personification attributes human emotion (anger) to the winds, suggesting that they are powerful and destructive, evoking a sense of danger.

(41) *Gió bắc như có thù riêng, luôn luôn quạt cho giọt mưa hắt vào các khe lều.* [Ngo Tat To, 1939, p.79]

This sentence describes the northern wind as “had its own grudge” (*có thù riêng*) suggesting that the northern wind appears to have an intended plan of blowing the raindrops into the tents. This creates a vivid and powerful image of the strength and harshness of nature.

4.2.5 Wind with human body parts

The wind is invisible, so writers often illustrate its effects on objects or individuals, especially by portraying the wind as hands or fingers to convey its tactile presence.

(42) ... *tôi thấy vật để đang được bàn tay của ngọn gió ve vuốt...* [Nguyen Quang Sang, 1975, p.47]

(43) ...*small flurries of wind like warm fingers riffing the hair* [West, 1945, p.238]

4.3 Similarities and differences in similes denoting “rain”

Table 3. Frequency of similes denoting “rain” in American and Vietnamese novels

Similes denoting	Number of samples		Percentage (%)	
	English	Vietnamese	English	Vietnamese
The intensity of the rain	9	18	45	58.06
The overall visual texture of rain	4	10	20	32.26
The impact of the rain	7	3	35	9.68
Total	20	31	100	100
	51			

When describing the impact of rain on humans, the depiction of cold raindrops as needles is a shared motif in both American and Vietnamese literature, likening the sensation of raindrops hitting the skin to the piercing feeling of needles.

Vietnamese novels frequently employ similes that highlight the visual texture of rain (32.26%), focusing on its appearance and sensory qualities. In contrast, American novels often use similes to emphasize the impact and consequences of rain (35%), showcasing its effects on the environment and characters.

Vietnamese novelists often compare rain with bodies of water like waterfalls, seas, or streams. The phrases "mưa như trút nước" (raining like water being poured out) and "mưa như thác đổ" (raining like a waterfall) have become common expressions in Vietnamese literature and everyday conversations. Water is essential for life, and in Vietnam, rain is one of the primary sources of water for agriculture, especially rice cultivation, which is the backbone of the economy. Comparing rain with rivers, streams, or waterfalls emphasizes its life-giving properties and reinforces its crucial role in sustaining livelihoods.

On the other hand, American writers tend to compare rainfall with the piercing or striking impact of cold weapons such as knife, whip, or sledgehammer. It can be seen that many American novels of the genres of literary fiction, historical fiction, and thriller prioritize action and conflict, with a focus on external challenges and obstacles faced by characters. This emphasis on overcoming adversity aligns with the cultural values of American individualism and the "rugged individual" archetype, where characters are expected to be self-reliant and resourceful in the face of a harsh environment (Slotkin, 1992). Slotkin also discusses how the frontier environment, often depicted as harsh and unforgiving, was seen as a test of character. As a result, depicting rain as a forceful and impactful element adds tension and drama to the narrative, driving plot and character development in many American novels.

4.4 Similarities and differences in similes denoting "wind"

Table 4. Frequency of similes denoting "wind" in American and Vietnamese novels

Similes denoting	Number of samples		Percentage (%)	
	<i>English</i>	<i>Vietnamese</i>	<i>English</i>	<i>Vietnamese</i>
The sound of the wind	9	20	32.14	57.14
The intensity of the wind	11	7	39.29	20
The impact of the wind on human	8	8	28.57	22.86
Total	28	35	100	100
	73			

Both American and Vietnamese novelists utilize similes to convey the atmospheric presence of wind sounds by frequently likening the sound of wind to the sounds of various water bodies, such as streams, oceans, or seas. Moreover, both cultures associate the sensation of being struck by the wind with the feeling of being whipped or sliced by sharp objects such as knife or razor.

While Vietnamese and American writers occasionally draw parallels between the intensity of the wind and supernatural forces, their portrayals may diverge due to different cultural backgrounds. In Vietnamese novels, natural forces like the wind may be depicted as a mystical entity whose cultural connotations are deeply rooted in the country's spiritual beliefs and folklore, symbolizing the presence of ancestral spirits or divine intervention (Le Quoc Hieu, 2022). In contrast, American literature, influenced by Judeo-Christian traditions and themes of spiritual conflict, often frames supernatural forces within a framework of good versus evil (Ashford, 2014).

While wind can be portrayed as a benevolent force in some instances, it is also frequently depicted as a malevolent entity akin to demons or evil spirits, reflecting the destructive power of nature.

4.5 Similarities and differences in personification denoting “rain”

Table 5. Frequency of personification denoting “rain” in American and Vietnamese novels

Topic	Number of samples		Percentage (%)	
	English	Vietnamese	English	Vietnamese
Rain with human actions	20	15	64.52	51.72
Rain with human emotions	11	14	35.48	48.28
Total	31	29	100	100
	60			

Both American and Vietnamese novels attribute human moving actions to rain, such as running, marching, or chasing. This personification imbues the rain with a sense of purposeful movement and agency.

While both American and Vietnamese novels personify rain, the cultural background of each tradition may influence the specific emotions or actions attributed to rain. The United States has a large amount of historical fiction that reflects the country's historical experiences, including narratives of conquest, settlement, and industrialization. In these American novels, rain may be personified as both a disruptive force and a source of renewal. On the other hand, Vietnamese culture has deep agricultural roots, with rice farming playing a central role in traditional society. In Vietnamese novels, rain may be personified as a benevolent force that sustains crops and nourishes the land, symbolizing abundance, fertility, and the cyclical nature of life.

4.6 Similarities and differences in personification denoting “wind”

Table 6. Frequency of personification denoting “wind” in American and Vietnamese novels

Topic	Number of samples		Percentage (%)	
	English	Vietnamese	English	Vietnamese
Wind with human actions	48	46	77.42	76.67
Wind with human characteristics	12	11	19.35	18.33
Wind with human body parts	3	3	4.8	5
Total	62	60	100	100
	122			

Both American and Vietnamese novels personify the wind with human-like actions, such as running, sighing, singing, or whispering. Wind is often associated with human emotions such as longing, sorrow, tenderness, or anger in both American and Vietnamese literature. Both languages portray the wind as having hands or fingers, to convey its tactile presence and interaction.

While both countries experience a variety of wind patterns, their literary representations diverge significantly. Vietnamese novels showcase a rich vocabulary for wind, with unique names for each type with different characteristics attributed to them. The cool and dry “gió bắc” blows from the northeast in winter, while the warm and humid “gió nồm” arrives from the southwest in summer. Additionally, the scorching “gió Lào” emerges from the west during the dry season, impacting central Vietnam. This practice of naming imbues wind with a distinct identity, transforming it from a mere natural force into a character with individual traits and influences. Vietnam experiences a predictable cycle driven by distinct seasonal winds. These winds have

been observed and documented in Vietnamese folklore. Passed down through generations, traditional wisdom has bestowed unique names upon each specific wind pattern, allowing people to immediately recognize their characteristics, anticipate the changing seasons, and prepare accordingly.

In American novels, the wind is often referred to simply as "wind," or occasionally with a directional indicator like "the northeast wind". The vast and diverse American landscape, encompassing expansive plains, towering mountains, arid deserts, and dense forests, results in a wide array of unique wind patterns across the country. Assigning specific names to winds based on localized experiences could lead to confusion and misinterpretations for those living in different regions. A generalized term like "wind," accompanied by directional indicators when necessary, allows for a more universally understood description of this natural force across the diverse American terrain.

5. Conclusion and implications

In both American and Vietnamese novels, rain is depicted with similes to convey its sound, intensity, visual texture, and impact on humans. Novelists frequently use similes to liken the sound of wind to various water bodies, such as streams, oceans, or seas. This shared imagery reflects a universal human experience of associating natural phenomena with familiar sounds, enhancing the atmospheric presence of wind in their narratives. The sensation of being struck by the wind is commonly associated with the feeling of being whipped or sliced by sharp objects in both cultures.

Despite these shared themes, differences emerge in the specific imagery associated with rain and wind between American and Vietnamese literature. These differences reflect the cultural perspectives of each literary tradition, enriching the diversity of literary expression. American novels often evoke themes of resilience and existence, portraying rain, and wind as forces of disruption and challenge in the face of urbanization and industrialization. In contrast, Vietnamese literature tends to emphasize harmony with nature and spiritual connection, depicting rain and wind as benevolent forces that sustain life and signal renewal.

The personification of rain and wind in American and Vietnamese novels reveals the nuanced interplay between cultural backgrounds and climatic conditions. While American literature often portrays rain as both disruptive and renewing, reflecting historical experiences, Vietnamese literature emphasizes its nurturing role in agriculture. Similarly, while the wind in American novels reflects the country's diverse climate patterns and extreme weather events, Vietnamese literature associates it with seasonal changes and agricultural cycles.

This study sheds light on how literary works both reflect and influence our understanding of the natural world. By incorporating similes and personifications related to natural phenomena into educational curricula, students can deepen their appreciation for the environment while honing their language proficiency. Moreover, translators can benefit from this research by gaining a nuanced understanding of the cultural intricacies embedded in the portrayal of environmental elements across diverse literary traditions, thereby enriching the cross-cultural exchange of literary works.

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TỈ DỤ VÀ ẨN DỤ VỀ GIÓ VÀ MƯA TRONG TIỂU THUYẾT MỸ VÀ VIỆT NAM

Tóm tắt: Nghiên cứu này tìm hiểu việc sử dụng phép tỉ dụ và nhân hóa để miêu tả “mưa” và “gió” trong văn học Mỹ và Việt Nam từ giữa thế kỷ 20 đến nay. Kết hợp cả phương pháp định tính và định lượng, tác giả đã phân loại, phân tích 285 ví dụ về tỉ dụ và nhân hóa của “mưa” và “gió” để xác định những điểm tương đồng và khác biệt trong cách thể hiện tượng tự nhiên này ở tiểu thuyết Mỹ và Việt Nam. Kết quả nghiên cứu cho thấy các nhà văn đã sử dụng phép tỉ dụ và nhân hóa để biểu đạt âm thanh, cường độ, tác động đến con người, cảm xúc và hành động của con người qua hai hiện tượng gió và mưa. Tác giả cũng giải thích sự khác biệt về việc sử dụng hai biện pháp phong cách này ở hai ngôn ngữ dựa trên bình diện văn hóa và khí hậu, từ đó đưa ra những đề xuất cho những người quan tâm đến việc bồi dưỡng cả kỹ năng ngôn ngữ và ý thức về môi trường thông qua nghiên cứu văn học.

Từ khóa: Nhân hóa, tỉ dụ, tiểu thuyết, mưa, gió

EVALUATION OF THE ENGLISH TEXTBOOK SOLUTIONS PRE-INTERMEDIATE: STUDENTS' PERSPECTIVES

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Abstract: The *Solutions* series is one popular English textbook series and has been used in English as a foreign language (EFL) courses at higher education institutions in Vietnam. However, there is limited evidence of whether the *Solutions* textbooks are suitable and effective, and no prior studies have evaluated the textbooks from student perspectives. This study, therefore, investigated students' evaluation of *Solutions* Pre-intermediate, one textbook belonging to the *Solutions* series. 256 non-English majors at a public university in Vietnam participated in the study and completed an online 29-item questionnaire which examined their perceptions of the organization, activities, linguistic aspects, and subject and content and their overall evaluation of the textbook. The results showed that overall, students had a high opinion of the textbook and chose to use it again for learning English. These suggest that *Solutions* Pre-intermediate appears to meet tertiary level EFL students' language learning needs and objectives.

Keywords: Textbook evaluation, *Solutions* Pre-intermediate, student evaluation, non-English majors

1. Introduction

Textbooks play a significant role in most language programs (Richards, 2001; Sheldon, 1988). They can be custom-designed to fit the aims and objectives of a particular language course or selected from available commercial textbooks. Given the complexity and the cost of designing a textbook as well the massive choices of textbooks, many language courses nowadays tend to use commercial textbooks as the main teaching and learning materials.

The *Solutions* series is among the popular choices of the ELT textbooks for English language teaching (ELT) programs. The series is written by Falla and Davies (2019) and published by Oxford University Press. It comprises of five-level English course books designed for teenagers and young adults and accompanied by CDs, student workbooks and teacher manuals. Each course book has 10 units which cover different aspects of language learning, including vocabulary and grammar, four language skills, and language use in real-life and culturally specific situations. Speaking is integrated into all lessons, with step-by-step guidance leading to real-life practice (Falla & Davies, 2019).

The *Solutions* series has been used as the textbooks in English language programs for non-English majors at higher education institutions in Vietnam (e.g., Ha Tinh University, see Nguyen Thi Bich Hanh, 2022). However, there has been very limited evidence of evaluation of this textbook in the Vietnamese context or elsewhere in the world, with an exception of a recent study (Nguyen Thi Bich Hanh, 2022) concerning teacher evaluation of *Solutions* Pre-intermediate. The study found that English teachers have fairly positive evaluation of the textbook and recommend to keep using it. While both teachers and students are the two main users of

textbooks and are most influenced by them, it is necessary to consider the suitability and effectiveness of the textbook from the perspectives of not only teachers but also students. Therefore, this study aimed to examine students' evaluation of the textbook *Solutions* Pre-intermediate. The study answered the following research question: Are students satisfied with the quality of the textbook *Solutions* Pre-intermediate used in English courses for non-English majors? Different aspects of the textbook including its layout and design, activities and tasks, skills, linguistic aspects, and subject and content as well as its suitability to the university's language training objectives were considered.

2. Literature review

2.1 The role of textbooks in ELT programs

Nowadays, textbooks are an essential component in many ELT programs throughout the world (Richards, 2001; Tomlinson, 2020; Tomlinson & Masuhara, 2004). They offer a number of advantages to course designers, teachers and learners. Textbooks contribute to developing a systematic and well-structured syllabus for a language course and provide the basis for much of the language input learners receive and the language practice that occurs in the classroom. The use of a textbook also contributes to standardizing classroom instruction and assessment as students in different classes receive similar content and therefore, can be assessed in the same way. In addition, the availability of textbooks in a given course may greatly save teachers' time on material creation, thus allowing them to devote time to teaching. For learners in the English as a foreign language (EFL) contexts, textbooks are probably the major source of contact they have with the target language apart from input provided by the teacher.

Despite a great number of their benefits as mentioned above, English textbooks may have disadvantages. One major problem of many English textbooks is that they may lack authenticity (Tomlinson, 2012). Texts, dialogues and other aspects of content tend to be written to incorporate teaching points and are often not representative of real-life situations and language (Richards, 2001). In addition, many textbooks may contain distorted content. In order to make textbooks acceptable in many different contexts, controversial topics are avoided and instead, an idealized view of the world is portrayed. Furthermore, textbooks may not correspond to individual learners' interests and needs since they are often written for global markets and they may contain unfamiliar cultural content and/or negative gender and race stereotypes. Concerning these drawbacks of commercial English textbooks, it is important that the selection of textbooks for a particular ELT program must be subject to careful evaluation.

2.2 Textbook evaluation

Textbook evaluation plays an important role in the teaching and learning process. It can uncover the strengths and weaknesses of textbooks in general and their relevance to a particular teaching and learning context (Tomlinson & Masuhara, 2004). It helps teachers understand the textbook so that they can amend their teaching to suit the course aims and learners' needs. Textbook evaluation takes place at different stages throughout a course (Cunningsworth, 1995). A predictive evaluation takes place during the stage of course designing and it aims at assessing the potential value of available textbooks. This pre-use evaluation helps course designers make the decision of selecting an appropriate textbook for a particular course. The whilst-use evaluation

allows teachers and educators to observe strengths and weaknesses of the textbook being used and take actions if needed. The post-use evaluation takes place after the textbook being used throughout a course and measures the actual effect of the textbook on its users (Ellis, 1997; Tomlinson, 1998). This type of evaluation helps identify strengths and weaknesses of the textbooks already in use. Based on post-use evaluation, teachers and educators can make reliable decisions about the use, adaptation, or replacement of the textbooks.

Evaluation of a textbook is often based on checklists of criteria which cover various aspects of the textbook, ranging from its physical appearance to its subject and content (Sheldon, 1988; Tomlinson, 2012, 2020). Some criteria assess a textbook's aims, methodology, and approaches and the degree to which they fit the goals of the institutions' overall curriculum. Some evaluate the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other criteria concern the authenticity of the language used in the textbooks, the effectiveness of activities for language practice, the balance of language skills, the appropriateness and diversity of subject and content as well as the representation of cultural and gender components.

2.3 Evaluation of ELT textbooks

Along with the massive availability of ELT course books, there has been a growing interest in ELT textbook evaluation around the world (e.g., Ahmed, 2016; Alemi & Sadehvandi, 2012; Bal, 2020; Böcü & Razi, 2016; Mohammadi & Abdi, 2014; Litz, 2005; Nguyen Pham Thanh Van & Huynh Thi Long Ha, 2018; Tok, 2010; Tran Minh Thanh et al., 2020; Wuttisrisiriporn & Usaha, 2019). Many popular commercial ELT textbooks such as *English Firsthand 2*, *Pacesetter*, *Top Notch*, and *Life* have been evaluated in prior research.

Litz's (2005) study evaluated *English Firsthand 2* (Helgesen et al., 2010), the textbook of an intermediate EFL course at a South Korean university. Eight teachers and 500 students responded to a teacher and a student evaluation questionnaire, respectively. Both questionnaires were based on the specific concerns and priorities of the university. They contained questions that pertained to the layout and design, range and balance of activities, skills appropriateness and integration, social and cultural considerations, subject and content, and language types represented in the textbook. The results showed that overall, both teachers and students recognized that the textbook offered few weaknesses (i.e., inadequate pronunciation practice and lack of an ESP focus) but a great number of advantages. Particularly, the organization of the textbook was coherent and effective and the textbook applied a topic-based and multi-skill syllabus to integrate the four skills along with the development of vocabulary and grammar. There were discrepant opinions over some aspects of the textbook between the teachers and the students. For example, the students thought that the activities in the textbook were both motivating and interesting and could promote meaningful exchanges and genuine communication in realistic contexts. The teachers, however, believed that the textbook was partially lacking in authenticity on all counts.

Alemi and Sadehvandi (2012) conducted a study to evaluate the *Pacesetter Series* (Strange & Hall, 2005) and determine the appropriateness of the series in Iranian EFL contexts. Using Litz's (2005) teacher evaluation form, sixty-four EFL teachers rated the quality of different aspects of the textbooks. They found that, although the teachers agreed that *Pacesetter* could be

suitable ELT textbooks in the Iranian context, the series did not provide adequate speaking practice and the incorporation of European culture in every activity may cause frustration in many Iranian adolescent learners since they were unfamiliar with certain aspects of the target language culture. Similar findings regarding unfamiliar cultural content of other ELT textbooks have been replicated in other studies (Bal, 2020; Böcü & Razi, 2016; Tok, 2010).

Mohammadi and Abdi (2014) examined both teachers' and students' evaluation of the textbook *Top Notch* (Saslow & Ascher, 2011) used at some English language institutions in Iran. Thirty-two teachers and 105 students responded to a 40-item questionnaire and a 25-item questionnaire, respectively. Both questionnaires were adapted from Litz (2005). The results showed that both teachers and students felt that the textbook was a useful teaching and learning tool that met students' needs, but the textbook did have shortcomings such as lack of vocabulary glossary and ineffective grammar presentation. In addition, the teachers and students showed differing degrees of agreement to some evaluation items. While the students agreed that the activities in the textbook encouraged communicative and meaningful practice, the teachers had a neutral opinion. Similarly, while the students thought that the materials were not culturally biased and they did not portray any negative stereotype, the teachers were in neutral position.

Tran Minh Thanh et al. (2020) examined teacher evaluation of *Life Elementary*, a textbook belonging to the *Life* series (Hughes, Stephenson, & Dummett, 2017) published by Cengage Learning. *Life Elementary* was used for teaching non-English majors at Thai Nguyen University in Vietnam. Fourteen English teachers responded to a survey evaluating different aspects of the textbook, including general attributes, linguistic aspects, language skills, and exercises. The results reveal that, although the textbook *Life Elementary* is considered to be relevant to the course objectives and the university's teaching-learning context, there are some weaknesses such as uninteresting writing activities, inadequate pronunciation practice, and unfamiliar cultural contents.

Nguyen Pham Thanh Van and Huynh Thi Long Ha (2018) conducted a study to examine teacher and student evaluation of the textbook *Life Pre-intermediate* used for teaching non-English majors at Hue University in Vietnam. Similar to the aforementioned studies, this study also used a checklist of criteria to assess the effectiveness of different aspects of the textbook. In addition, the study used qualitative data from interviewing teachers. The results of the study also showed that the majority of teachers and students thought that the textbook is suitable for the teaching and learning requirements of the English programs and meets the expectation of the students. However, in this study, students appeared to have lower ratings for the textbook as compared to the teachers, especially on aspects such as cultural contents and grammar presentation. This suggested that there is still some mismatch between teachers' and students' perceptions of the suitability of a given textbook.

Nguyen Thi Bich Hanh (2022) carried out a study to examine teachers' evaluation of *Solutions Pre-Intermediate*, a textbook belonging to the *Solutions* series. Ten English teachers at a public university in Vietnam responded to a 30-Likert-scale item questionnaire evaluating the design and layout, language type, skills, subject and content, and whole aspect of the textbook. The results showed that overall, the teachers were satisfied with the quality of the textbook, except for some concern over lacking focus on pronunciation teaching and inadequate glossary. To the

researchers' knowledge, Nguyen Thi Bich Hanh's (2022) study appears to be the only one study evaluating the Solutions series in the Vietnamese context and probably, elsewhere in the world. There has been no prior research examining students' evaluation of this series. As shown in previous research (e.g., Mohammadi & Abdi, 2014; Litz, 2005; Nguyen Pham Thanh Van & Huynh Thi Long Ha, 2018), teachers and students may have different opinions over aspects of the textbook. In conclusion, limited evaluation of the Solutions series in general and the lack of students' evaluation in particular suggests a need for further research to provide better understanding of the suitability and appropriateness of the textbooks to tertiary level EFL courses, particularly from students' perspectives.

3. Methods

3.1 Participants

Participants of the study were 256 students at a public university in Vietnam, including 212 females and 44 males aged 19-25. They were either freshmen or second-year students, and they studied various non-English majors, including kindergarten education, primary education, Chinese linguistics, math pedagogy, accounting, business administration, construction engineering, environmental engineering, and computer science. They started learning English at various grades (Grade 1-7) but mostly at Grade 3, and so, before attending tertiary education, all participants had completed from 6 to 12 years of English education at secondary level. At university, they had to complete two mandatory English courses which aimed to improve their English proficiency to an intermediate level and above (i.e., from Level 3 under Vietnam's 6-Level Foreign Language Proficiency Framework), and the textbook of both courses was *Solutions Pre-intermediate*. Each course covered five units in the textbook, with students having three class hours per week over a 15-week semester. At the time of the study, 20% of the participants completed both courses and 80% were approaching the end of the second course.

3.2 Materials

In order to examine students' evaluation of the textbook *Solutions Pre-intermediate*, a 29-item questionnaire was used. The questionnaire was adapted from the "Student Textbook Evaluation Scale" which was originally developed by Litz (2005) and has been widely adapted in research on ELT textbook evaluation (e.g. Mohammadi & Abdi, 2014; Tok, 2010). The questionnaire included 28 Likert-scale items and one open-ended item. The Likert-scale items asked students to evaluate the following dimensions of the textbook: design and layout (7 items, see Table 1), activities (5 items, see Table 2), language skills (4 items, see Table 3), language type (4 items, see Table 4), subject and content (5 items, see Table 5), and overall evaluation (3 items, see Table 6). The Likert scale included five points as follows: "Strongly Agree (5)", "Agree (4)", "Partly Agree (3)", "Disagree (2)", "Strongly Disagree (1)". The open-ended item asked students to provide further comments about the textbook.

This study used a bilingual English-Vietnamese version of the questionnaire. The first researcher translated the questionnaire into Vietnamese and the second researcher reviewed the translation and modified it if necessary. In the questionnaire, the Vietnamese translation appeared right after the original English statements. Before being administered to the participants of the study, the questionnaire was piloted to a group of five students to receive their feedback in terms of wording clarity and to estimate the duration needed for the questionnaire completion.

3.3 Data collection and analysis

The questionnaire was administered to students via an online survey platform. The completion of the questionnaire took approximately 30 minutes, and participants responded to the questionnaire at their own time and pace. Participants responded to items evaluating the effectiveness of the textbook after answering a few demographic background questions asking for their age, gender, grades to start learning English and undergraduate majors.

Data was analyzed using the Microsoft Excel program. Descriptive statistics, including mean ratings and standard deviation for individual evaluation items, and percentage of rating distribution were calculated. Data from the open-ended questions were analyzed thematically and used as supplementary data to explain the results of the rating data from Likert-scale items.

4. Results and discussion

4.1 Students' evaluation of the design and layout of Solutions Pre-Intermediate

The first aspect of the textbook *Solutions Pre-intermediate* being evaluated was its design and layout. Seven items (see Table 1) were used to examine whether the organization and presentation of language items and activities in the textbook were appropriate and effective.

Table 1. Students' evaluation of the design and layout of Solutions Pre-intermediate

Textbook evaluation items	N	strongly disagree	disagree	partly agree	agree	strongly agree	M	SD
		1	2	3	4	5		
1. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	256	9 3.6%	18 7.1%	62 24.5%	66 26.1%	98 38.7%	3.88	1.12
2. The layout and design are appropriate & clear.	256	6 2.3%	17 6.6%	57 22.3%	78 30.5%	98 38.3%	3.96	1.04
3. The textbook is organized effectively.	256	6 2.3%	18 7%	49 19.1%	85 32.3%	98 38.3%	3.98	1.03
4. An adequate vocabulary list or glossary is included.	256	6 2.3%	19 7.4%	50 19.5%	79 30.9%	102 39.8%	3.98	1.05
5. Adequate review sections and exercises are included.	256	6 2.3%	14 5.5%	47 18.4%	78 30.5%	111 43.4%	4.07	1.02
6. An adequate set of evaluation quizzes or testing suggestions is included.	256	5 2%	16 6.3%	57 22.3%	82 32%	96 37.5%	3.97	1.01
7. The material objectives are apparent to both the teacher and students.	256	5 2%	15 5.9%	58 22.7%	71 27.7%	107 41.8%	4.02	1.03

Note: N: number of participants, M: mean; SD: standard deviation; italicized *digits* indicate the raw counts for each response option.

As shown in Table 1, two items (Items 5 and 7) had an average score above 4 and five items had an average score approaching 4. The distribution of participants' rating showed that for most of the statements, nearly 70% of the participants agreed/strongly agreed with them and around 20% had a neutral opinion, while very low percentage (less than 10%) of the participants disagreed/strongly disagreed with them. The results were consistent with prior findings of teachers' positive evaluation of the design and layout of this textbook (Nguyen Thi Bich Hanh, 2022) and some other textbooks (e.g., Mohammadi & Abdi, 2014; Litz, 2005; Nguyen Pham Thanh Van & Huynh Thi Long Ha, 2018). These suggest that overall, Solutions Pre-intermediate is designed appropriately and organized effectively, with detailed overview for each unit, adequate review sections and exercises, beneficial guidance, and apparent objectives to both teachers and students.

It is noted that in their further responses to the open-ended questionnaire item, some of the students commented that the font size used in some sections of the textbook was quite small. It is not a big surprise given that this textbook was chosen from a commercial textbook series. To reduce the page numbers and consequently, the price, commercial textbooks tend to use quite small font size in some sections.

4.2 Students' evaluation of activities and tasks in *Solutions Pre-Intermediate*

Table 2. Students' evaluation of activities in *Solutions Pre-Intermediate*

Textbook evaluation items	N	strongly disagree	disagree	partly agree	agree	strongly agree	M	SD
		1	2	3	4	5		
8. The textbook provides a balance of activities (e.g., There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).	256	5 2%	15 5.9%	63 24.6%	73 28.5%	100 39.1%	3.97	1.02
9. The activities encourage sufficient communicative and meaningful practice.	256	9 3.5%	22 8.65%	51 19.9%	80 31.3%	94 36.7%	3.89	1.1
10. The activities incorporate individual pair and group work.	256	6 2.3%	15 5.9%	52 20.3%	91 35.5%	92 35.9%	3.97	1
11. The grammar points and vocabulary items are introduced in motivating and realistic contexts.	256	7 2.7%	15 5.9%	54 21.1%	85 33.2%	95 37.1%	3.96	1.03
12. The activities promote creative, original and independent responses.	256	9 3.5%	12 4.7%	66 25.8%	67 26.2%	102 39.8%	3.94	1.07

Note: N: number of participants, M: mean; SD: standard deviation; italicized *digits* indicate the raw counts for each response option.

The second aspect of Solutions Pre-intermediate being evaluated in this study was the activities and tasks designed for introducing language features and practicing using them. As presented in Table 2, there were five evaluation items concerning activities and tasks of the

textbook. The mean scores of all items were approaching 4 (the point of agreeing), and the rating distribution also showed that around 70% of the participants agreed and 20-25% somewhat agreed, while less than 10% disagreed with these statements. These showed that, similar to their evaluation of the textbook’s design and layout, participants had a relatively positive evaluation of its activities and tasks.

Once again, the results above are in line with teachers’ favorable perceptions of the activities in Solutions Pre-intermediate in previous research (Nguyen Thi Bich Hanh, 2022). Apparently, the textbook provides a balance of free versus controlled exercises and tasks focusing on both fluent and accurate production, and its activities encourage communicative and meaningful practice as well as well incorporate individual and pair/group work. In addition, grammar points and vocabulary items seem to be introduced in motivating and realistic contexts, and the activities can promote creative, original and independent responses.

4.3 Students’ evaluation of skills taught in *Solutions Pre-intermediate*

As summarized in Table 3, four items were used to examine students’ evaluation of the skills taught in Solutions Pre-Intermediate. All four items had a mean score of 4 or higher, and around 70% of the participants agreed with these items while less than 10% disagreed with them. These indicated that overall, students thought that the textbook includes the skills that they need to practice and provide an appropriate balance of the four language skills. In addition, they agreed that the textbook includes the skills that students need to practice and emphasizes the teaching of subskills such as note-taking in listening and skimming and scanning in reading. Furthermore, students thought that the textbook highlights natural pronunciation.

Table 3. Students’ evaluation of skills taught in Solutions Pre-intermediate

Textbook evaluation items	N	strongly disagree	disagree	partly agree	agree	strongly agree	M	SD
		1	2	3	4	5		
13. The materials include and focus on the skills that I need to practice.	256	4 1.6%	14 5.5.%	57 22.3%	84 32.8%	97 37.9%	4.00	.98
14. The materials provide an appropriate balance of the four language skills.	256	6 2.3%	11 4.3%	57 22.3%	84 32.8%	98 38.3%	44.03	.99
15. The textbook pays attention to sub-skills, that is, listening for gist, note-taking, skimming for information, etc.	256	3 1.2%	17 6.6%	59 23%	68 26.6%	109 42.6%	4.03	1.0 2
16. The textbook highlights and provide practice activities for natural pronunciation.	256	6 2.3%	13 5.1%	55 21.5%	82 32%	100 39.1%	4.01	1.0 1

Note: N: number of participants, M: mean; SD: standard deviation; italicized *digits* indicate the raw counts for each response option.

Similarly, the teachers in Nguyen Thi Bich Hanh’s (2022) study also thought that the textbook includes the skills that students need to practice and provides an appropriate balance of the four language skills as well as subskills. However, different from the results of this study, the

teachers in Nguyen Thi Bich Hanh’s study did have concern over the teaching of pronunciation skills in the textbook. In their point of view, the textbook appears to lack a focus on teaching pronunciation, including stress and intonation. Interestingly, although the students’ rating to Item 16 indicated their positive evaluation of teaching pronunciation skills in the textbook, their open-ended responses did show their opinion that there was a lack of pronunciation and intonation practice in Solutions Pre-intermediate and furthermore, the pronunciation activities were not interesting enough for them to be engaged in and were quite difficult to follow. Pronunciation skills are often one of the biggest weaknesses among language learners; however, many ELT textbooks evaluated in previous studies (e.g., Tran Minh Thanh, Nguyen Thuy Linh, & Nguyen Thi Bich Ngoc, 2020) and the textbook in this study appear not to include adequate and engaging pronunciation practice. Therefore, it is suggested that when using these textbooks, students should be provided with supplementary materials and activities to help improve their pronunciation skills.

4.4 Students’ evaluation of linguistic aspects in Solutions Pre-intermediate

The linguistic aspects of the textbook Solutions Pre-intermediate were evaluated via four items as presented in Table 4. The linguistic aspects considered the authenticity of the language used in the textbook, the appropriateness of the language for the level, the suitable progression of vocabulary and grammar, and exemplification of the grammar points.

Table 4. Students’ evaluation of linguistic aspects in Solutions Pre-intermediate

Textbook evaluation items	N	strongly disagree	disagree	partly agree	agree	strongly agree	M	SD
		1	2	3	4	5		
17. The language used in the textbook is authentic, that is, like real-life English.	256	6 2.3%	14 5.5%	46 18%	87 34%	103 40.2%	4.04	1.01
18. The language used is at the right level for students' current English ability.	256	6 2.3%	13 5.1%	61 23.8%	72 28.1%	104 40.6%	4.00	1.03
19. The progression of grammar points and vocabulary items is appropriate.	256	5 2%	14 5.5%	53 20.7%	78 30.5%	106 41.4%	4.04	1.01
20. The grammar points are presented with brief and easy examples and explanations.	256	6 2.3%	13 5.1%	61 23.8%	76 29.7%	100 39.1%	3.98	1.02

Note: N: number of participants, M: mean; SD: standard deviation; italicized *digits* indicate the raw counts for each response option.

The rating means and distributions as summarized in Table 4 showed that overall, students agreed that the language used in the textbook is authentic and at the right level for their’ current English ability. One major objective of most ELT programs is to prepare students with the ability to communicate effectively in real-life situations; however, a common problem of many ELT textbooks is lacking authenticity. In previous research evaluating other ELT textbooks such as English Firsthand 2 (Litz, 2005), students tended to rate the authenticity of the language

used in the textbooks more highly than did the teachers. It might have resulted from students' inadequate knowledge and exposure to authentic target language to be able to make a right judgement to the related evaluation items. However, the students in this study and the teachers in Nguyen Thi Bich Hanh's (2022) study had the same opinions that Solutions Pre-intermediate included authentic language input. Therefore, it can be concluded that the language used in Solutions Pre-intermediate meets the requirements of authenticity, thus potentially promoting natural language use by undergraduate students and in turn, making them feel more confident when they have to use the target language in real life.

The students in this study and the teachers in Nguyen Thi Bich Hanh's 2022 study also had comparable and favorable opinions of other linguistic aspects in Solutions Pre-intermediate. They both thought that the progression of grammar points and vocabulary items was appropriate and the grammar points were presented with brief and easy examples and explanations.

4.5 Students' evaluation of the subject and content in Solutions Pre-Intermediate

There were five items (see Table 5) evaluating the subject and content of the textbook. Similar to their evaluation of other aspects of the textbook, given the mean scores and rating distribution as presented in Table 5, students also evaluated the subject (i.e., themes and topics) and content of Solutions Pre-intermediate highly. They thought the subject and content of the textbook is relevant to their English learning needs and is generally realistic, topically diverse, interesting, challenging, and motivating. Once again, the results of this study replicated Nguyen Thi Bich Hanh's (2022) findings of teachers' positive evaluation of this aspect of the textbook. Similar findings are found in prior studies evaluating Top Notch (Mohammadi & Abdi, 2014), English Firsthand 2 (e.g., Mohammadi & Abdi, 2014; Litz, 2005) and Life (e.g., Nguyen Pham Thanh Van & Huynh Thi Long Ha, 2018). These suggest that nowadays, ELT textbook writers have made efforts in selecting interesting and relevant topics and content to be included in their textbooks to meet diverse groups of learners' needs.

Table 5. Students' evaluation of subject and content in Solutions Pre-intermediate

Textbook evaluation items	N	strongly disagree	disagree	partly agree	agree	strongly agree	M	SD
		1	2	3	4	5		
21. The subject and content of the textbook is relevant to EFL tertiary students' needs..	256	4 1.6%	12 4.7%	62 24.2%	74 28.9%	104 40.6%	4.02	.99
22. The subject and content of the textbook is generally realistic.	256	3 1.2%	21 8.2%	53 34%	87 34%	92 35.9%	3.95	1.00
23. The subject and content of the textbook is interesting, challenging, and motivating.	256	6 2.3%	14 5.5%	69 27%	80 31.3%	87 34%	3.89	1.01
24. There is a sufficient variety in the subject and content of the textbook.	256	2 .8%	14 5.5%	60 23.4%	83 32.4%	97 37.9%	4.01	.95
25. The materials are not culturally biased, and they do not portray any negative stereotypes.	256	5 2%	12 4.7%	51 19.9%	85 33.2%	103 40.2%	4.05	.98

Note: N: number of participants, M: mean; SD: standard deviation; italicized *digits* indicate the raw counts for each response option.

Many commercial textbooks evaluated in prior studies have been shown to contain unfamiliar or biased cultural content (Bal, 2020; Böcü & Razi, 2016; Tok, 2010; Tran Tran Minh Thanh, Nguyen Thuy Linh, & Nguyen Thi Bich Ngoc, 2020). In addition, in previous research (e.g., Mohammadi & Abdi, 2014), the students showed higher ratings to cultural components of the textbooks as compared to the teachers. However, similar to the teachers in Nguyen Thi Bich Hanh’s (2022) study, the majority of the students in this study agreed that the materials in Solutions Pre-intermediate are not culturally biased and do not portray any negative stereotypes.

4.6 Students’ overall evaluation of Solutions Pre-intermediate

Table 6. Students’ overall evaluation of Solutions Pre-intermediate

Textbook evaluation items	N	strongly disagree	disagree	partly agree	agree	strongly agree	M	SD
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
26. The textbook is appropriate for the language-learning aims of my institution.	256	<i>1</i> .4%	<i>14</i> 5.5%	<i>58</i> 22.7%	<i>79</i> 30.9%	<i>104</i> 40.6%	4.06	.94
27. The textbook raises my interest in further English language study.	256	<i>1</i> .4%	<i>15</i> 5.9%	<i>71</i> 27.7%	<i>83</i> 32.4%	<i>86</i> 33.6%	3.93	.94
28. I would choose to study this textbook again.	256	<i>6</i> 2.3%	<i>12</i> 4.7%	<i>55</i> 21.5%	<i>85</i> 33.2%	<i>98</i> 38.3%	4.00	.99

Note: N: number of participants, M: mean; SD: standard deviation; italicized *digits* indicate the raw counts for each response option.

As presented in Table 6, two items for students’ overall evaluation of the textbook had a mean of 4 or above or one approaching 4. These suggest that the students were generally satisfied with the quality of the textbook. Similar to the teachers in Nguyen Thi Bich Hanh’s (2022) study, the students in this study also thought that the textbook was appropriate for the language-learning aims of their institution. They also agreed that the textbook raised their interest in further English language study. More importantly, both the teachers in the previous study (Nguyen Thi Bich Hanh, 2022) and the large majority of students in this study indicated that they would choose to use the textbook again.

5. Conclusion and suggestions for further research

This study examined evaluation of the English textbook Solutions Pre-intermediate from the perspectives of EFL tertiary students. The results showed that the students generally have a positive evaluation of the textbook. Overall, the aspects of the textbook, including design and layout, activities, skills, language type, and themes and topics selected in the textbook, and its content appear to meet the needs of the English language learners in the current research, although students did think that the textbook did not provide adequate pronunciation practice, as indicated in their further comments about the textbook. The findings of students’ satisfaction of Solutions Pre-intermediate is generally in line with previous findings of teachers’ high evaluation of it (Nguyen Thi Bich Hanh, 2022). These results suggest that the textbook can continue to be used

in teaching English to students at tertiary level in the Vietnamese context, provided that students will be provided with supplementary pronunciation practice.

The findings of this study had provided missing evidence of students' evaluation of a textbook belonging to the Solutions series. However, this study has not considered factors that may influence students' evaluation of the textbook. Although it was conducted on a quite large sample of participants, it did not include measures of students' language proficiency, course performance and English learning motivation. Higher proficiency and lower proficiency users of English may use textbooks differently and thus, may also have different perception of the effectiveness of a particular textbook. Similarly, students with better performance and lower performance may also differ in their use and evaluation of the textbook. Furthermore, students with higher English learning motivation may be more active in using and exploiting the textbook than do their lower learning motivation counterparts. Thus, further research is required to examine the effects of these factors on students' evaluation of the textbook. In addition, this study used a questionnaire which was time effective in terms of data collection but might not be able to provide information about how students and teachers actually use the textbook as well what challenges that they may encounter during the course of textbook use. Therefore, an in-depth analysis of different aspects of the textbook in combination with qualitative measures such as interview with teachers and students may provide better evaluation of the strength and weaknesses of the textbook as well as more insights into the impact that the textbook may have on teaching and learning.

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ĐÁNH GIÁ CỦA SINH VIÊN ĐỐI VỚI GIÁO TRÌNH TIẾNG ANH “SOLUTIONS PRE-INTERMEDIATE”

Tóm tắt: Đánh giá giáo trình đóng vai trò quan trọng trong quá trình dạy và học. Bộ sách “Solutions” đã được sử dụng làm giáo trình trong nhiều khóa học tiếng Anh tại các trường đại học ở Việt Nam và trên thế giới. Tuy nhiên, chưa có nhiều nghiên cứu đánh giá tính hiệu quả của bộ giáo trình này, đặc biệt còn thiếu những nghiên cứu về đánh giá của sinh viên. Nghiên cứu này xem xét đánh giá của sinh viên đối với giáo trình Solutions (cấp độ tiền trung cấp). 256 sinh viên không thuộc chuyên ngành tiếng Anh tại một trường đại học ở Việt Nam trả lời một bảng điều tra bao gồm 29 câu hỏi để đánh giá các khía cạnh khác nhau của giáo trình như thiết kế và trình bày, hoạt động, nội dung và các kỹ năng được dạy trong giáo trình. Kết quả nghiên cứu chỉ ra rằng nhìn chung, sinh viên có đánh giá tích cực đối với tất cả các mặt của giáo trình và lựa chọn sẽ tiếp tục sử dụng giáo trình này để học tiếng Anh.

Từ khóa: Đánh giá giáo trình, Solutions Pre-intermediate, đánh giá của sinh viên, sinh viên không chuyên Tiếng Anh

Questionnaire

Section 1: Demographic information

1. What is your name?
2. What is your gender? Male/Female
3. What is your age?
4. How long have you learned English?
5. Which type of high school are you from?
A. Public school B. Private school
6. What is your background?
A. Rural B. Urban

Section 2. Learners' perspectives

Choose the most item you agree with from the scale 1-5 for the following statements

- 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

What are the challenges of learning business English at FFL, HUB?

Items	Questions	1	2	3	4	5
1	I am not familiar with the technical terms of business					
2	I do not have enough time to spend on preparing for the lessons					
3	Business English is challenging in the language of grammar and vocabulary					
4	The business content is too demanding to learn					
5	Company culture is hard to learn					
6	The materials are hard and too much					
7	The teachers are not friendly and supportive					
8	The teaching methods are not suitable for learners					
9	The content is theoretical					
10	There is not real practice in classroom					

What are the opportunities of learning business English at FFL, HUB?

Items	Questions	1	2	3	4	5
11	The programs can foster my English competency					
12	The teachers are supportive to learners					
13	The content is relevant to the market demand					
14	The business content is useful for learners					
15	I can improve my knowledge from the program					
16	I can improve my skills from the program					
17	I can improve my attitudes from the program					
18	The program is practical					
19	The materials are sufficient and suitable for me					
20	I can be more confident to work in the future					

COMMUNITY SERVICE LEARNING ACTIVITIES FOR PRE-SERVICE ENGLISH TEACHERS AT QUY NHON UNIVERSITY

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Abstract: The study was conducted to explore the awareness, level of participation, and experiences of pre-service teachers of English in 03 Community Service Learning (CSL) activities at Quy Nhon University, namely Green Summer Activity, Peer-Teaching Activity, and Teaching Assistant Activity. The research primarily focuses on exploring the benefits and challenges that the 3 CSL activities bring to the 23 English Teaching students. Data was collected through two main methods, direct interviews and surveys conducted via Google Forms. The results revealed strong support from the participants for all of the three CSL activities. However, the study also identified certain challenges facing pre-service English teachers. Furthermore, the research demonstrated the importance and feasibility of these three activities in enhancing professional skills for students of English Language Teacher Education. Based on these findings, recommendations for integrating CSL activities into the training program have been proposed.

Keywords: Community Service Learning (CSL), pre-service English teacher, English Language Teacher Education, professional skills

1. Introduction

Community Service Learning (CSL) integrates community service with instruction and reflection, enriching learning and fostering citizenship (Battistoni, 2000; Bringle & Hatcher, 2000; Celio et al., 2011; Conway et al., 2009; Deeley, 2010). In Vietnam, CSL is new and not widely applied. This study explores the awareness, level of participation, and experiences of students majoring in English Language Teacher Education in 03 Community Service Learning (CSL) activities at Quy Nhon University, namely Green Summer Activity, Peer-Teaching Activity, and Teaching Assistant Activity. The study aims at presenting the benefits of CSL to pre-service English teachers at Quy Nhon University based on the empirical evidence and suggesting specific CSL activities for the curriculum+. These activities, conducted by students, were found to be effective in enhancing pedagogical skills and can be implemented at any stage of their teacher education.

2. Literature review

Community Service Learning (CSL) can be described as "actual situations of hands-on and reflective problem-based instruction in which students enrolled in an educational program provide an urgent need to a community partner" (Goldberg et al., 2006, p. 131). Additionally, CSL programs are positioned at the center of this spectrum, as they strive to maintain an equilibrium between the objectives of service and learning. They aim to provide mutual benefits to both the service provider and the recipient (Furco, 1996). Ferrari and Chapman (2014) pointed out that while CSL might appear similar to volunteerism and internships, it is distinct in its focus.

CSL primarily aims to deepen students' comprehension of theoretical knowledge by providing them with practical experience in community service and encouraging them to reflect on this experience. In contrast, internships are more focused on acquiring specific skills relevant to a career, with the main beneficiaries being the service providers (Furco 1996). Volunteerism, on the other hand, is more service-oriented, with the main beneficiaries being the recipients of the volunteer project (Furco 1996).

In recent years, there have been research studies on CSL around the world. The research conducted by Pavian (1997) at a secondary school in North Carolina Press demonstrated the academic value of CSL as an instructional methodology in the content disciplines of secondary schools, with the participation of those who seemed to do particularly well or poorly with CSL methodology. Zapata's study (2011) contributed to demonstrating the effectiveness of applying CSL to the teaching process, specifically in cultural understanding for L2 learners to increase their self-confidence as L2 speakers. An (2021) investigated the experiences of preservice physical education teachers (PEPSTs) participating in a CSL program. The study aimed to examine how this program affected their comprehension of disability and their ability to educate students with disabilities (SWDs).

In Vietnam, CSL seems to be a new kind of educational approach. The practices and effects of CSL have not been extensively investigated in higher education in Vietnam. Vien Truong et al. (2019) conducted a study on CSL by sending pre-service teachers to English charity classes at local pagodas, providing them with hands-on teaching experience. The study found that CSL facilitated the development of essential skills for personal growth and future careers. Also at tertiary level, Nhat's study (2023) demonstrated that CSL was effective in improving the English communication skills of technical students. This included providing students with the opportunity to develop interpersonal skills and a sense of responsibility, which improved their listening, speaking, and writing skills. The research indicated that participation in CSL activities significantly impacted the development of teaching skills and contributed positively to community-beneficial activities. A study conducted by Truong et al. (2020) at the English Department of the University of Foreign Languages, Hue University, clarified the perceptions and attitudes of both students and lecturers towards CSL. It also pointed out the benefits for lecturers and students when integrating CSL into the teaching program. These studies underscore the tangible benefits and transformative potential of CSL in educational contexts. Tran Thi Quynh Nga et al. (2022) in their article "From the experience of the project "Reading with children", evaluated the role of the Community Learning model in training pedagogical skills for students. They applied this model to Elementary Education students at the University of Education, Hue University. This small project, part of a research topic applying the Community Learning model to train pedagogical skills for students, started from the idea of connecting the reading community. The project officially launched a series of experiential activities at some primary schools in Thua Thien Hue province from March 2021.

The review of the literature indicates that research on CSL is still at its infancy in Vietnam and that no research has been conducted on CSL activities at Quy Nhon University for pre-service English teachers (PSETs). This research aims at shedding light on CSL activities for PSETS at Quy Nhon University, exploring if they can be used to enhance both professional skills and practical experiences for PSETs.

3. Research methodology

Research settings: The three CSL activities in the study took place and were organized sequentially in July 2023 and from October 2023 to January 2024.

For the first CSL activity, the research group directly participated in the Green Summer Campaign in July 2023. The Green Summer Campaign is a yearly event organized by the Youth Union of the Department of Teacher Education. Several activities are included in this event, such as teaching literacy to rural children, building houses for poor people in rural areas, keeping the environment clean in highly polluted areas, etc. That is, the green summer camp activities are both CSL-oriented activities and merely voluntary activities.

Regarding the second CSL activity, Peer-Teaching, during the period from October 2023 to January 2024, which was the first semester of the 2023-2024 academic year, the Peer-teaching activity was organized by the research group and had been approved by the relevant parties. The PSETs for tutoring were recruited through a post on the Facebook page of the Young Teachers Club. Learners registered to participate through a post in the Quy Nhon University K46 Student Group. Tutoring pairs were randomly arranged and began working in October 2023. Every three weeks, the research team conducted visits and answered questions as well as addressed challenges that tutors and learners encountered through messaging or direct meetings.

The last CSL activity, which took place concurrently with the Peer-teaching activity, was the Teaching Assistant Activity. The research was conducted during the first semester of the 2023-2024 academic year in English 1 classes for first-year non-English majors. The PSETs received advance notifications about class schedules, session details, and teaching times for English 1 classes, taught by lecturers from the Department of Foreign Languages. The participants could choose their preferred sessions based on their individual preferences. In total, four classes of non-English majors were involved in the study. Their primary responsibilities during the sessions included assisting students with queries as requested by the instructors and preparing for review activities as needed.

Study Design: This descriptive research study employed a quantitative research methodology to generalize the findings and to discern the variance in satisfaction levels and the nature of the research variables. Additionally, qualitative research methods were utilized to gain a more profound understanding of the participants' perspectives and perceptions.

Participants: The research involved mainly 23 pre-service English teachers at Quy Nhon University.

In the Green Summer Activity, 7 PSETs joining in the Green Summer Camp took part in the CSL activity. In addition, the activity involved 6 border guards working in Nhon Chau island, and their ages were between 23 and 45. They had virtually no environment where they could use and practice English in their daily lives because of the nature of their jobs.

Regarding the Peer-teaching Activity, the participants taking part in this CSL activity include 8 PSETs and 8 first-year students who major in Chinese, Construction engineering, Finance, and Banking, English Language, and Information Technology. Each tutor only worked with one student during the semester. The students registered for the tutoring program by completing the Google form. The program lasted approximately one semester. The program was

delivered either directly or via Google Meet, depending on the flexibility and availability of the tutor and learner. There was no interference between the tutor and the learner during the learning process. Every week, tutors and students were asked to see if they were experiencing any difficulties. After Semester 1, tutors and learners filled out a Google Form to evaluate this CSL activity, the challenges they faced, and their aspirations for similar CSL activities in the future.

The Teaching Assistant Activity was the activity with the largest number of participants. Specifically, it involved 8 PSETs from the Department of Teacher Education, Quy Nhon University and over 80 first year non-English majors enrolled in English 1 course. All of the PSETs have an average grade (the previous academic year) of above 7.0 on a 10-point scale. The majority of these PSETs had already studied pedagogical subjects in the curriculum of English Teacher Education of Quy Nhon University. These subjects include English Teaching Methodology 1, 2 and Professional Practices 1, 2.

Data Collection: The data for the study were collected through two main methods: face-to-face interviews and surveys conducted via Google Form. For each activity, CSL participants were required to complete two survey forms - one before and the other one after participating in the CSL activities. The direct interviews with CSL participants took place at Quy Nhon University. Prior to distributing the survey forms to the PSETs, their reliability was ensured through careful examination of the questionnaire.

For the first activity, the Green Summer Activity, the data for the study was collected from English Language tutoring to border guards working in Nhon Chau Island as part of Green Summer Campaign in 2023. As per the preliminary plan, the PSETs arranged a one-week tutoring program for this CSL activity. However, the duration of the green summer camp activities was reduced due to numerous objective circumstances. They therefore had to set up a program that would include simple game-based learning activities like "Guess the word," "Do what I say," and "Who is the fastest?" to fit the reduced schedule.

For the second activity, Peer-teaching activity, the data for this CSL activity was collected through direct, open-ended interviews and via social media platforms (Zalo, Facebook). The participants were asked to rate their agreement on a Likert scale (strongly disagree, disagree, undecided, agree, strongly agree). The questionnaire is divided according to major themes: the influence on personal development, the benefits that CSL brings to PSETs, and the impacts on community responsibility. To obtain more specific and clear information about the opinions of each individual, four pairs of tutors were interviewed via Zalo.

For the last activity, Teaching Assistant Activity, the data collection was conducted through Google Forms, with Likert-scale items. Additionally, the research team directly interviewed five CSL participants to gain deeper insights into various aspects of the activity. The question sets were divided into different categories, including the CSL participants' readiness, the benefits of participation, and the challenges encountered during the activity.

Data Analysis: The quantitative data from the questionnaires was processed using SPSS (Statistical Package for Social Sciences) software version 20. The mean scores (*M*), standard deviations (*SD*), and Cronbach Alpha (α) values were computed using this SPSS application.

Ethical Considerations: The involvement of the CSL participants in the three activities was entirely voluntary. Similarly, their contributions to the survey models were made willingly and with integrity.

4. Findings

4.1 Green Summer Activity

The current research study attempted to seek quantitative and qualitative data by surveying the 7 PSETs, interviewing them as the tutors, and interviewing the border guards as the learners. For the data analysis, the reflections were coded in Table 1.

Table 1. Coding framework for the analysis of the pre-service English teachers' reflection in the interview responses

Themes	Subthemes	Frequency (N=7)
Benefits	Practicing pedagogical skills	6
	Learning how to plan activities for a group of individuals whose English proficiency varies	6
	Linking pre-service teachers with social activities	5
	Inspiring participants with interest in English	6
Challenges	Working with time constraints	7
	Planning a program for a group of individuals whose English proficiency varies	6
	A finite number of PSETs	6
	Overwhelming pre-service teachers who have limited real-world experience	4

Benefits

Practicing pedagogical skills

6 out of the 7 PSETs find that planning and organizing the English-language tutoring program in the Green Summer Camp gives them practical opportunities to improve their pedagogical skills and be conscious of the significance of the combination of theory and practice, as well as the role that education and society play. The following reflections are indicative of this awareness:

"While theoretical knowledge is important, practicing it is much more important. Planning activities with other pre-service English teachers has allowed us to practice and enhance pedagogical skills, including creating lesson plans, organizing activities, and ensuring everything went as planned."

Learning how to plan activities for a group of individuals whose English proficiency varies

As mentioned above, the border guards had different English language proficiencies. Therefore, the PSETs had to design lesson plans in such a way that all of the border guards could keep up with the pace of the activities. 6 out of the 7 PSETs as the informants said that they had learnt a lot from designing game-based activities in a flexible fashion to teach the group of individuals whose English proficiency varied greatly in a fun and engaging way. This demonstrates how useful CSL is to pre-service teachers who need to be flexible and adaptable for their future teaching jobs.

Linking PSETs with social activities

Linking PSETs with social activities is another significant benefit, with 5 out of 7 PSETs acknowledging this advantage. Opportunities to work in and learn from actual situations and social contexts while attending university are always rare and greatly valued by PSETs. Since they were able to work with learners of several levels of English proficiency in the same activity, interact with actual learners, and gain a deeper understanding of the community, the majority of PSETs expressed gratitude for having been able to create and organize this activity. The following reflections are indicative of this benefit: *"I hope to get the chance to take part in more activities like this in the future since being engaged in actual situations and social contexts teaches me a lot of valuable lessons that I can apply to my future teaching career."*

Inspiring people living in the community to learn English

The PSETs have created an activity that goes beyond teaching and learning English by creating an environment where English is used to link participants with other participants and with program activities. Accordingly, the majority of participants said that the use of English in the activities relieved them of pressure or concern; rather, they believed that the use of English in this way made the activities interesting and engaging rather than boring. One border guard revealed: *"Due to the nature of my job, I haven't used English for a long time. When I participated in the activity, I felt excited and interested, and I saw that English is not as scary or difficult at all."*

Along with the benefits CSL brought to both PSETs and local people, it was found to be challenging for the PSETs. The challenges are presented below.

Challenges

Time constraints

As per the preliminary plan, the PSETs planned four 2.5-hour English language tutoring sessions in the Green Summer Camp. However, because of schedule adjustments brought about by the impact of multiple objective circumstances, the activity was only extended to one 2 hours session. Organizing similar activities on a definite and regular basis is nearly impossible due to the nature of the participants' jobs as border guards.

Planning a program for a group of individuals whose English proficiency varies

The PSETs faced many challenges in planning and organizing the program to ensure balance and suitability for all participants. Finding appropriate content for participants with a wide range of English proficiency levels is a big challenge, even for those with a lot of experience. The following reflections are indicative of this awareness: *"Even though the activity was a great success, we found it quite difficult to organize the activity. To ensure that the material and techniques would be effective in a program with participants of varying ages and English proficiency levels, we invested a great deal of time and effort in developing and testing them"*

A finite number of PSETs selected

The possibility for many PSETs to join in and experience this CSL activity is quite confined because the Green Summer Camp is a university volunteer program, where the number

of participating members is limited and carefully selected through interviews. Accordingly, not many PSETs are given opportunities to take part in CSL activities.

Overwhelming PSETs who have limited real-world experience

The issue of overwhelming PSETs whose real-world experience is limited is particularly prominent among PSETs, with 4 out of 7 PSETs agreeing that they face difficulties in this area. PSETs have encountered several challenges in conducting this activity due to a classroom environment that emphasizes purely theoretical learning with little chance for practical engagement. However, theory is unable to provide the flexibility that is needed for real action. One of the PSETs argued, *“Having helped to plan the event, I thought that the theories I have studied in class were insufficient. Reality calls for far more than theory can offer, and I believe that those without as much real-world expertise as I do will find this task quite challenging.”*

4.2 Peer-Teaching Activity

This second CSL activity was also found to be beneficial to both PSETs and learners.

Benefits to Pre-service English Teachers

The benefits of participating in Peer teaching Activity be categorized into three main aspects, as outlined in Table 2.

Table 2. Benefits of Peer - teaching Activity to PSETs

Aspects	Benefits	M (N=8)	SD
Teaching and learning	Applying theoretical knowledge and teaching methods	4.00	0.67
	Experiencing real teaching scenarios	3.50	0.75
	Developing teaching skills (communication, language delivery, and problem-solving skills.)	4.25	0.60
	Adapting teaching methods to different learners	3.75	0.71
Personal growth and reflection	Finding joy in helping others	4.25	0.58
	The capacity to assist individuals in PSETs’ vicinity	4.25	0.71
	Self-reflection and personal growth	4.62	0.74
	Increased confidence in teaching	4.37	0.57
Social interaction and community engagement	Connecting with others within the school community	4.75	0.75

The quantitative results for the benefits for English teacher education students show that the majority of students support the idea of peer teaching as a way to gain more practical experience and improve their professional expertise (M = 4.00).

In the context of teaching and learning, all PSETs highly rated the development of specialized skills, such as language communication and problem-solving abilities (M = 4.25). However, when discussing the experiential aspects of real-world teaching situations, there was a relatively high standard deviation (SD = 0.75) with the lowest mean value among the factors (M = 3.5). In practice, during in-depth interviews conducted by the research team, two students concurred that teaching and learning primarily occur based on individual learner requirements and goals. Additionally, since most teaching takes place via platforms like Google Meet and Zoom, students tended to feel somewhat withdrawn and find it challenging to concentrate. Consequently, communication between educators and students is limited, resulting in fewer unexpected teaching scenarios. However, during a direct interview with the PSETs as participants,

they pointed out that teaching in a face-to-face setting at school often leads to unforeseen situations, allowing for valuable experiential learning and improved problem-solving approaches

Furthermore, the PSETs unanimously expressed their satisfaction and usefulness in applying their expertise to assist others ($M = 4.25$). This statement also receives a relatively low standard deviation compared to the dataset ($SD = 0.58$). One of the PSETs said, *'Using our professional knowledge to help fellow students within the school context is truly meaningful, and it brings us great joy and fulfillment.'*

Regarding personal development and reflection, the self-reflection and personal growth factor garnered agreement from most CSL participants ($M = 4.62$). A PSET pointed out, *'Participating in this activity has deepened my self-awareness. During preparation and teaching, I recognize my own shortcomings, both in terms of knowledge and other aspects. Consequently, I am aware of areas where I need improvement and areas to limit.'* Enhancing self-confidence was another benefit reported by the PSETs during their participation ($M = 4.37$) as one of the PSETs said, *'Thanks to this activity, I not only have an additional student but also make a new friend.'*

Among these, PSETs expressed the strongest level of support for the notion that Community Service Learning (CSL) provides an avenue for them to engage with the real-world community and acquire unprecedented experiences ($M = 4.75$).

In summary, the PSETs' experiences underscored the importance of practical exposure, self-reflection, and collaborative learning in the context of teaching and learning. These insights contributed to a more holistic understanding of the educational process and the multifaceted roles of CSL participants.

Benefits to learners

Not only does this CSL activity benefit the teacher, but its essence also aims to yield specific advantages for both parties involved. Regarding the benefits for learners, the research team observed that most students shared the opinion that their English grammar improved significantly ($M = 4.42$). Furthermore, when interviewed about their learning motivation, most students agreed that having a companion and guidance during their English studies in the English 1 course made them more enthusiastic and motivated to learn English compared to studying alone.

Additionally, other skills exhibited progress among individual learners due to variations in their foundational English knowledge and specific learning goals. In addition, other language skills were assessed with relatively modest average scores: speaking ($M = 3.00$), writing ($M = 2.71$), listening ($M = 3.57$), and reading ($M = 3.28$). This variation could be attributed to the diverse needs, goals, and teaching approaches of individual learners and different PSETs.

The multifaceted nature of skill development during the activities contributed to this diversity. Having a peer companion during the English learning journey also played a pivotal role. Participants reported increased motivation and enthusiasm ($M = 3.7$) due to shared experiences and regular assessments with fellow learners. As one participant aptly said, *"Having a study buddy and frequent evaluations have made me more diligent, and I now find English less monotonous than I used to."* The benefits the peer-teaching activities brought to the learners are presented in Table 3.

Table 3. Learners’ Progress and Collaborative impact in Peer-teaching Activity

Skills	Learners’ Progress (Mean) (N=8)	Description
Grammar	4.42	Significant improvement in grammar skills.
Speaking	3.00	Enhanced ability to express thoughts orally.
Writing	2.71	Progress in composing written texts.
Listening	3.57	Improved comprehension of spoken English.
Reading	3.28	Development in understanding written materials.
Motivation	3.71	Enthusiasm amplified by companionship and guidance during English studies.
Collaborative Study	4.01	English 1 course transformed into a collaborative journey, fostering camaraderie and mutual support.

Along with the benefits the CSL activity brings to the PSETs and learners, it was found challenging. The following presentation is on the problems facing the PSETs as tutors.

Challenges

In the realm of tutoring, the challenges faced were multifaceted, as revealed by data collected from Likert scale questionnaires and open-ended questions. These challenges could be broadly categorized into three main groups: the difficulty in securing a suitable teaching location, the pressure of managing time effectively, and the struggle to maintain consistent motivation.

About 6 out of 8 PSETs found it challenging to find an appropriate location for teaching. This issue is further complicated by the need to resort to unconventional spaces like cafes or virtual platforms like Google Meet, which lack the stability of a dedicated teaching environment. This lack of a fixed location can lead to suboptimal teaching conditions due to external factors such as ambient noise or unreliable internet connections.

In addition to location issues, enhancing the learning consciousness of students was another significant challenge, 7 out of 8 CSL participants acknowledging this difficulty. The struggle to maintain students’ focus and dedication to their homework and lessons was a common issue, leading to problems such as students dropping out halfway or being continuously absent.

The issue of maintaining students’ learning motivation was particularly prominent among PSTEs, about 5 PSETs agreed that they face difficulties in this area. One first-time tutor highlighted the struggle of maintaining enthusiasm in the face of these challenges, stating, *“Both usually have to choose cafes or study through Google Meet without a specific and fixed location, making the lesson less effective due to external factors such as noise or poor internet quality affecting the learning process.”*

From the perspective of the students, the research team’s in-depth interviews revealed that most learners agree on the importance of maintaining learning motivation, which is often influenced by subjective factors such as personal drive and interest. However, objective factors such as the learning environment and the level of support from teachers also played a crucial role in shaping the learners’ experience. As a student in the peer teaching program pointed out, *“I think if I can study directly, I will absorb more new knowledge. Online learning is easily affected by factors such as internet connection and noise from both sides, this makes me unable to devote 100% concentration to the lecture.”*

However, despite the enthusiasm and support from the tutors, some students still found it challenging to stay motivated, especially when the subject, like English 1, was an elective course. As one student who dropped out halfway through the course explained, *“This is a meaningful program for non-English major students like us, but because English 1 is an elective course, my passion and learning motivation are very limited.”*

In conclusion, both tutors and students faced a myriad of challenges in the teaching and learning process. These challenges, both subjective and objective, need to be addressed to ensure a conducive and effective learning environment. It is clear that a one-size-fits-all approach does not work in education, and individual needs and circumstances must be taken into account to provide a truly enriching learning experience.

4.3 Teaching Assistant Activity

Like the other two CSL activities, Teaching Assistant Activity was found beneficial and challenging.

Benefits

The benefits that this activity brings to PSETs are divided into three major groups, which are presented in Table 4.

According to the survey results, in the context of community learning activities, the majority of the PSETs agreed that they had benefited in terms of social interaction. They concurred that they had learned various methods of knowledge transmission, teaching styles, and ways to explore grammar topics and skills from the instructors (M = 4.28). Furthermore, they also expressed a high level of agreement with statements related to learning from fellow CSL participants and even from non-English majors (M = 4.32).

Furthermore, the PSETs also believed that their social relationships (lecturers-PSETs, PSETs-non-English majors, and PSETs-PSETs) had significantly improved as a result of their participation in the activities (M = 4.29). Moreover, their involvement in these activities had also enhanced their language knowledge and professional experience and allowed them to identify gaps in their knowledge by addressing grammar-related inquiries from students and improving English language skills (M=4.28). Table 4 below shows the benefits of the teaching assistant activities to the PSETs.

Table 4. Benefits the Teaching-Assistant activity to the PSETs

Themes	Benefits	M	SD
Skills enhancement and learning	Improving communication and crowd management	4.00	0.67
	Enhancing pedagogical knowledge and experience	4.28	0.75
Social interaction and engagement	Expanding social opportunities	4.29	0.77
	Learning from fellow participants	4.32	0.77
Understanding student psychology and teaching	Deeper understanding of students' psychology and behavior	4.16	0.79
	Recognizing the significance of the teaching profession	4.00	0.62

Challenges

The research team conducted a survey and listed the difficulties that CSL participants encountered during their participation in the teaching assistant activities in Table 5.

The issue that most PSETs agree upon is that their ability to answer questions is still limited due to various subjective and objective factors (M = 3.57). Specifically, during an interview, one PSET said *“Sometimes non-English major students ask us about grammar issues that even we are not sure about, making it quite difficult for us to explain thoroughly and specifically to the students.”* In addition, another factor raised by two PSETs is from the learners themselves, *“Most non-English major students have very little interest in English and also have a limited understanding of it, so when I teach them, there are very few students who can understand the knowledge I am conveying.”*

The observed standard deviation exhibits significant variability in terms of connecting with non-English majors (SD = 1.38). This dependence on objective factors, such as the rapport between teaching assistants and students, the foundational English proficiency of learners, and the frequency of face-to-face interactions, makes it challenging for teaching assistants to find common ground with non-English majors. One of the PSETs said, *“Since most classes only met once, I found it quite difficult to communicate and address questions for the students.”*

Additionally, from a time perspective, the PSETs as tutors faced considerable difficulty in consistently participating in a class led by a specific instructor. Typically, their schedules and timetables aligned with those of non-English majors, making it challenging for them to establish a lasting connection with the class and its students. One of the tutors in the program said, *“I want to participate long-term in a class with a particular instructor so that I can have more time to get acquainted with the students and build close connections. Table 5 provided below is the detailed presentation of the findings regarding the difficulties facing the PSETs.*

Table 5. The difficulties PSETs encounter when participating in the teaching assistant activity

Description	M (N=8)	SD
I struggled to balance my time between participating in activities, attending school schedules, and managing my timetable.	3.00	0.81
I found it difficult to connect with non-specialized language students	2.7	1.38
I felt that my initial enthusiasm for participating in this activity was gradually fading.	2.7	1.10
I found it challenging to foster a love for the English language among non-specialized language students.	3.28	0.95
I felt that my ability to impart knowledge to students is limited by several subjective factors (lack of confidence in my abilities, poor relationships with non-specialized language students, etc.).	3.57	0.78

5. Implications of the study

During the research process, the research group identified the difficulties and shortcomings that the participants encountered while participating. Therefore, the research group has the following specific proposals:

Green Summer Activity

In addition to the major benefits of this CSL activity, a variety of objective factors make it challenging in many ways, so the effective execution of this activity requires the involvement and cooperation of pertinent parties, including the university, the local community, and the school, where the university must establish connections with more localities to organize programs to create opportunities and attract more PSETs to participate. The locality where the activity is held

must also create conditions to ensure time and the number of people participating in the activity so that the activity can achieve the highest results and bring benefits to all parties involved.

Peer-Teaching Activity

The most significant challenge faced by English teacher education students and learners is the difficulty associated with a fixed teaching location. Timely coordination and support from the school and department are essential. As a result, the research team proposes the following recommendations:

Flexible Classroom Hours: The school administration may consider expanding classroom availability beyond regular daytime hours. For example, lecture halls should be left open in the evenings, which would provide additional learning spaces. This flexibility benefits not only students of English teacher education, but also students from other disciplines who may require access to classrooms for group discussions, workshops, or collaborative projects. By offering evening classes, the school ensures that students have an environment conducive to peer teaching and collaborative learning.

Student Commitment and Accountability: To address issues concerning student commitment, a proactive approach is required. Before participating in any teaching or service activities, students must sign a commitment form. This document outlines their responsibilities, such as attendance, active participation, and sticking to schedules. Students should be requested to sign it to demonstrate their commitment to the program. Regular check-ins, progress assessments, and reflection sessions can help to reinforce this commitment. Faculty members can offer advice and mentorship, emphasizing the importance of meeting their responsibilities.

Peer Teaching and Community Engagement: CSL offers students a unique opportunity to connect theory and practice. It allows them to leave the classroom and interact directly with the community.

To maximize CSL's impact, the school can form partnerships with local organizations, schools, or community centers. Students may participate in language teaching programs, literacy initiatives, or cultural exchange activities. Having a fixed location (such as designated classrooms) for these community-based activities promotes consistency and stability. It also instills a sense of responsibility in students, who recognize their role in positively contributing to society.

Teaching Assistant Activity

Registration for Participation

Optimizing the Registration Process: A pre-enrollment registration system should be implemented to enhance participation in activities. This would allow students to register before officially enrolling in courses. By doing so, we streamline scheduling logistics and ensure that CSL participants can closely align their availability with specific classes.

Flexible Information Infrastructure: Developing a flexible registration information system is essential. Such a system should empower the PSETs to select classes that best fit their schedules and commitments.

Connecting with non-English majors

Continuous Support from Instructors: Given that this activity contributes to the professional growth of PSETs, ongoing guidance from instructors is paramount. Instructors can play a pivotal role by providing: (1) Guidance: Clear instructions on effective communication strategies with non-English majors; (2) Study materials: Access to relevant study materials, including grammar resources and language-specific content; and (3) Timely assistance: Prompt responses to queries from non-specialized language students, especially when addressing intricate language nuances.

Understanding student challenges: Acknowledging that non-English majors may pose questions related to grammar topics they find challenging is crucial. Teaching assistants should be equipped to navigate these complexities with patience and precision.

The investigation into 3 CSL activities for pre-service English teacher at Quy Nhon University suggest some implications for stakeholders. First, the integration of CSL into the university curriculum should be considered to be a pedagogical strategy in the educational policy of higher education institutions at Quy Nhon University. Using conferences and seminars, efforts should be made to familiarize the institution with CSL activities. This strategy has shown to be an effective way in both theory and practice to link universities with society and to bring PESTs closer to the community. Secondly, the locality where CSL is held must also create conditions to ensure time and the number of people participating in the activity so that the activity can achieve the highest results and bring benefits to all parties involved. Thirdly, before engaging in any educational or community service activities, participants are required to sign a commitment document outlining their obligations, including regular attendance, active involvement, and schedule adherence. Finally, the university can collaborate with local organizations, schools, or community centers to enhance CSL's influence. Students might take part in literacy campaigns, language education programs, or cross-cultural activities. These community-based events are more consistent and stable when they are held in a set venue.

6. Limitations

The study has two main limitations. First, it was only done by three distinct, quick-turnaround, small-scale activities. Secondly, the findings only focused on the limited number of participants' reflections after the engagement in these activities. Therefore, the scope of research is still small in terms of research site, participants, and methodology. Hopefully, similar empirical research studies will be carried out in the future in other units and at a larger scale with more CSL activities in Vietnamese universities, and these studies will employ different research instruments with the involvement of other groups of participants. By so doing, more findings will be found to make the implementation of CSL for PESTs dynamic, realistic, and more convincing.

7. Conclusion

To sum up, almost all the findings reveal that CSL activities, including the Green Summer Activity, the Peer-Teaching Activity, and the Teaching Assistant Activity are shown to benefit both the PSETs and participants in several ways. First, after getting involved in the CSL activities, the PSETs practice their pedagogical skills and are conscious of the significance of the combination of theory and practice, as well as the role that education and society play. Another

meaningful result involves the PSET's enthusiastic engagement in the community and growing awareness of citizenship. Secondly, the PSETs perceive a significant enhancement in their social relationships as a result of participating in these activities. Additionally, PSETs have created an activity that goes beyond only teaching and learning English by creating an environment where English is used to link participants with other participants and with program activities.

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MỘT SỐ HOẠT ĐỘNG THEO MÔ HÌNH “HỌC TẬP PHỤC VỤ CỘNG ĐỒNG” CHO SINH VIÊN NGÀNH SƯ PHẠM TIẾNG ANH, TRƯỜNG ĐẠI HỌC QUY NHƠN

Tóm tắt: Nghiên cứu được tiến hành nhằm khám phá nhận thức, mức độ tham gia, cũng như những trải nghiệm của sinh viên ngành Sư phạm trong các hoạt động Học cùng cộng đồng (HCCĐ) tại Đại học Quy Nhơn. Nghiên cứu chủ yếu tập trung vào tìm hiểu những lợi ích và khó khăn mà 3 hoạt động HCCĐ đem đến cho 23 sinh viên Sư phạm Tiếng Anh. Dữ liệu trong bài nghiên cứu được thu thập thông qua hai phương pháp chính: phỏng vấn trực tiếp và khảo sát được tiến hành thông qua Google Form. Kết quả cho thấy sự ủng hộ mạnh mẽ từ sinh viên đối với cả 3 hoạt động HCCĐ. Tuy nhiên, nghiên cứu cũng chỉ ra những bất cập nhất định xuất phát từ sinh viên sư phạm và các bên tham gia. Ngoài ra, kết quả nghiên cứu cũng chứng minh được tầm quan trọng và tính khả thi của 3 hoạt động đối với việc rèn luyện nghề nghiệp chuyên môn cho sinh viên sư phạm. Dựa trên các kết quả nghiên cứu này, những thách thức và các giải pháp đề nghị liên quan đến vấn đề tích hợp 3 hoạt động HCCĐ vào chương trình đào tạo đã được đề xuất.

Từ khóa: Hoạt động Học cùng cộng đồng (HCCĐ), Sinh viên sư phạm Tiếng Anh, Sư phạm Tiếng Anh, kỹ năng sư phạm

TÌM HIỂU TÁC ĐỘNG CỦA TỪ HÁN VIỆT TRONG VIỆC HỌC TỪ KANJI TIẾNG NHẬT

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Tóm tắt: Tiếng Nhật và tiếng Việt đều có ảnh hưởng rất lớn từ chữ Hán nên người Việt học từ Kanji sẽ dễ dàng hơn. Tuy nhiên, từ Kanji và từ Hán Việt khi kết hợp với tiếp đầu ngữ phủ định “Bất”, “Vô”, “Phi” có điểm giống nhau và khác nhau nên việc học tập nhóm từ vựng này có nhiều khó khăn. Tìm hiểu tác động của từ Hán Việt trong việc học chữ Kanji tiếng Nhật để tìm ra những thuận lợi và khó khăn trong việc học chữ Kanji có tiền tố phủ định “Bất”, “Vô”, “Phi” nghiên cứu đã phân tích kết quả bảng hỏi được phân theo cấp độ tiếng Nhật của 100 sinh viên khoa Ngôn ngữ và Văn hóa Nhật Bản, trường Đại học Ngoại ngữ, Đại học Huế, từ đó đưa ra những biện pháp hỗ trợ nhằm nâng cao hiệu quả học tập cho sinh viên.

Từ khóa: Từ Hán Nhật – từ Hán Việt, tiếp đầu ngữ phủ định, Bất – Vô – Phi, nhầm lẫn nghĩa Kanji, học Kanji

1. Đặt vấn đề

Tổng quan tình hình nghiên cứu của đề tài trong và ngoài nước

Đã có những đề tài nghiên cứu đối chiếu về tiền tố phủ định giữa các ngôn ngữ khác nhau như tiếng Nhật và tiếng Anh của Himeda (2011), tiếng Nhật và tiếng Trung Quốc, tiếng Hàn Quốc của Boku (2018) nhưng nghiên cứu đối chiếu tiền tố phủ định giữa tiếng Nhật và tiếng Việt còn ít.

Trong khi đó, Matsuda (2008) đã có những nghiên cứu lợi ích của kiến thức về từ Hán Việt sẽ hỗ trợ mức độ như thế nào trong việc học tiếng Nhật đối với những người có ngôn ngữ tiếng mẹ đẻ là tiếng Việt, hay nghiên cứu của Nakagawa (2006) giữa việc học chữ Kanji tiếng Nhật với kiến thức về từ Hán Việt của người Việt Nam học tiếng Nhật dựa trên những bài kiểm tra đúng sai và khảo sát phỏng vấn.

Trước tình hình nghiên cứu về đề tài tiền tố phủ định “Bất”, “Vô”, “Phi” trong tiếng Nhật và tiếng Việt còn chưa nhiều và nhận thấy những khó khăn khi người Việt Nam học từ vựng có những yếu tố phủ định trên, nhóm tác giả đã chọn đề tài “Tìm hiểu tác động của từ Hán Việt trong việc học từ Kanji tiếng Nhật của sinh viên khoa NN&VH Nhật Bản, trường Đại học Ngoại ngữ, Đại học Huế”.

Tính cấp thiết của đề tài

Việt Nam và Nhật Bản là những nước có ảnh hưởng rất sâu sắc từ chữ Hán. Tuy nhiên, hiện nay Việt Nam không sử dụng chữ Hán trong cuộc sống nhưng vẫn sử dụng nhiều từ Hán Việt, còn Nhật Bản đã có quy định là sử dụng 2.136 ký tự chữ Hán, được học ở bậc tiểu học và bậc trung học cơ sở.

Theo nghiên cứu của Matsuda (2008) chỉ ra người Việt khi học tiếng Nhật, cụ thể là học chữ Kanji sẽ có thuận lợi nhất định do trong tiếng Việt có hệ thống từ Hán Việt. Tuy vậy, cách

dùng chữ Kanji của tiếng Nhật và từ Hán Việt trong tiếng Việt có sự khác nhau nên vẫn có những khó khăn nhất định. Đặc biệt là chữ Hán có tiền tố phủ định “Bất”, “Vô”, “Phi” trong tiếng Nhật và tiếng Việt có điểm tương đồng nhưng cũng nhiều điểm khác biệt nên sinh viên thường dùng sai từ. Ví dụ chữ Kanji tiếng Nhật và chữ Hán Việt đều sử dụng cặp từ “Trách nhiệm – Vô trách nhiệm”, “Bình đẳng – Bất bình đẳng”. Nhưng lại có sự khác nhau ở cặp từ Hán Việt “Hợp pháp – Bất hợp pháp” thì cặp từ Kanji tiếng Nhật là “Hợp pháp – Phi hợp pháp”... Thêm nữa, cũng có những từ Hán Việt khi muốn thể hiện phủ định sẽ kết hợp với từ “Không” thay cho kết hợp với “Bất”, “Vô”, “Phi” chẳng hạn như “Tự nhiên – Không tự nhiên” còn tiếng Nhật sẽ sử dụng “Tự nhiên – Bất tự nhiên”. Ngoài ra, tiếng Nhật và tiếng Việt đều sử dụng từ “Phi thường”, nhưng ở tiếng Nhật mang ý nghĩa là “khẩn cấp” còn tiếng Việt là ý nghĩa “vượt xa mức bình thường, đáng khâm phục”. Từ những ví dụ trên cho thấy, việc học chữ Kanji tiếng Nhật có tiếp đầu ngữ phủ định “Bất”, “Vô”, “Phi” sẽ có những thuận lợi và khó khăn nhất định.

Đề tài nghiên cứu nhằm phân tích tác động tích cực và tiêu cực của từ Hán Việt trong việc học chữ Kanji tiếng Nhật có tiền tố phủ định “Bất”, “Vô”, “Phi” của sinh viên Khoa Ngôn ngữ và Văn hóa Nhật Bản. Đồng thời đề xuất biện pháp hỗ trợ sinh viên trong việc học chữ Kanji tiếng Nhật có chứa tiền tố phủ định nêu trên.

2. Nội dung

2.1 Đặc điểm ý nghĩa của tiền tố phủ định “Bất”, “Vô”, “Phi” trong tiếng Nhật

Nghiên cứu của Kubo (2017) đã phân tích đặc điểm ý nghĩa và cách sử dụng các tiền tố phủ định trong tiếng Nhật. Trong đó, ý nghĩa cơ bản của từ “不 (bất)” là “*tình trạng của sự vật, sự việc không vượt mức mong muốn*” hoặc “*hành động mong muốn đối với sự vật, sự việc không xảy ra*”. Ví dụ ý nghĩa của từ “不幸 (bất hạnh)” là “*không hạnh phúc*”, tức là “*mong muốn được tình trạng hạnh phúc, nhưng không ở tình trạng đó*”. Ý nghĩa cơ bản của “無 (Vô)” là “*không tồn tại sự vật, sự việc đó*” hoặc “*hành động thể hiện sự vật sự việc đó không xảy ra*”. Ví dụ “無感動 (vô cảm động)” có nghĩa là “*việc cảm động không xảy ra*”. Ý nghĩa cơ bản của “非 (Phi)” là “*không thuộc vào nhóm sự vật, sự việc đó*”. Ví dụ như là “非金属 (phi kim thuộc)” có nghĩa là “*đồ vật đó được tạo ra bởi cái gì đó mà không phải là kim loại*”.

Ngoài ra, cũng có những từ vựng có thể kết hợp được với nhiều tiền tố phủ định khác nhau như cặp tiền tố “無 vô – 非 phi”, ví dụ “無情 vô tình – 非情 phi tình”, “無学 vô học – 非学 phi học” hoặc cặp tiền tố “不 bất – 非 phi”, ví dụ “不合法 bất hợp pháp – 非合法 phi hợp pháp”, “不人情 bất nhân tình – 非人情 phi nhân tình”. Cũng có những từ vựng kết hợp được với cả 3 tiền tố phủ định trên, như “不道 bất đạo – 無道 vô đạo – 非道 phi đạo”, “不法 bất pháp – 無法 vô pháp – 非法 phi pháp”.

2.2 Đặc điểm ý nghĩa của tiền tố phủ định “Bất”, “Vô”, “Phi” trong tiếng Việt

Theo Đỗ Phương Lâm (2003) tiếng Hán cổ có rất nhiều từ được dùng để làm trạng từ phủ định như: *bất 不, vô 無, phi 非, phủ 否, vong 亡, mạt 末, phi 匪, v.v...* Trong đó có một số từ có nghĩa và cách dùng tương đương nhau, có thể thay thế cho nhau. Nhưng tiếng Việt chỉ vay mượn ba yếu tố thông dụng nhất, cũng là ba đại diện tiêu biểu cho các trạng từ phủ định của tiếng Hán, đó là: “*bất, vô, phi*”. Ba yếu tố này có ý nghĩa và cách dùng hoàn toàn khác nhau, cho nên không thể thay thế cho nhau trong các kết hợp tạo từ của tiếng Việt. Lựa chọn yếu tố này hay yếu tố kia

trong khi cấu tạo từ sẽ cho những kết quả khác nhau về ngữ nghĩa. Ví dụ: *Phi thường*: khác thường, vượt xa mức bình thường, đáng khâm phục, *Bất thường*: không theo lệ thường; dễ thay đổi.

Về mặt ý nghĩa, Đỗ Phương Lâm nêu rõ như sau: “*Bất*” có nghĩa là “*không, chẳng*”, “*Vô*” có nghĩa là “*chẳng có, không có*”, “*Phi*” có nghĩa là “*chẳng phải, không phải*”. Theo Hán Việt từ điển giản yếu của Đào Duy Anh (2005), “*Bất*” có nghĩa là “*không, chẳng*”, “*Vô*” có nghĩa là “*không*”, “*Phi*” có nghĩa là “*trái, không phải, nói xấu người, một châu trong ngũ đại châu (Phi châu – tức là Châu Phi)*” trong bài nghiên cứu này, nhóm tác giả chỉ tập trung vào nghĩa “trái, không phải”. Ngoài ra, có rất nhiều từ Hán Việt đồng âm “*Phi*” nhưng khác nghĩa như “*扉*: cánh cửa, *霏*: chữ dùng để nói khi mưa tuyết rơi, *飛*: bay, *菲*: hương bay ngào ngạt, *妃*: vợ vua, *披*: mở ra”.

2.3 Những từ vựng có nhiều cách kết hợp với tiền tố phủ định “*Bất*”, “*Vô*”, “*Phi*” trong cả tiếng Việt và tiếng Nhật

Theo luận văn “Đôi chiếu tiếp đầu ngữ Nhật – Việt với tiền tố phủ định “*Bất*”, “*Vô*”, “*Phi*” của Lai Huyền Tôn Nữ Khánh Quỳnh (2022) có nêu 17 cặp từ vựng có nhiều cách kết hợp với các tiền tố phủ định “*Bất*”, “*Vô*”, “*Phi*” đôi chiếu tiếng Việt và tiếng Nhật. Trong đó được chia thành 3 nhóm, nhóm tiền tố phủ định “*Bất - Vô - Phi*”, nhóm tiền tố phủ định “*Vô - Phi*” và nhóm tiền tố phủ định “*Vô - Bất*”. Đồng thời cho thấy trong tiếng Việt từ kết hợp với tiền tố “*Vô - Bất*” nhiều nhưng trong tiếng Nhật thì từ kết hợp với tiền tố “*Vô - Phi*” lại nhiều hơn. Vì thế, người Việt Nam học tiếng Nhật sẽ có ít nhiều khó khăn khi học từ vựng có tiền tố phủ định.

3. Kết quả nghiên cứu

3.1 Mô tả nghiên cứu

- Đối tượng và phạm vi nghiên cứu: Tiền tố phủ định “*Bất*”, “*Vô*”, “*Phi*” trong từ Hán Việt và từ Kanji tiếng Nhật.
- Khách thể nghiên cứu: 100 sinh viên Khoa NN&VH Nhật Bản, cụ thể: Nhật K17: 20 SV, Nhật K18: 57 SV, Nhật K19: 23 SV. Trình độ tiếng Nhật cụ thể: Tiếng Nhật N4 hoặc tương đương N4: 22 SV, tiếng Nhật N3 hoặc tương đương N3: 65 SV, tiếng Nhật N2 hoặc tương đương N2: 13 SV
- Dữ liệu và công cụ thu thập dữ liệu: Bảng hỏi Google Forms, Kho ngữ liệu tiếng Nhật và tiếng Việt
- Phương pháp phân tích dữ liệu: Sau khi thu thập bảng hỏi khảo sát 100 sinh viên khoa Ngôn ngữ và Văn hóa Nhật Bản về cách kết hợp tiền tố phủ định “*Bất*”, “*Vô*”, “*Phi*” trong tiếng Nhật, tiến hành phân loại và phân tích cách kết hợp đúng và sai.

3.2 Kết quả nghiên cứu

Bảng kết quả thể hiện số phần trăm của 100 sinh viên đã chọn đáp án kết hợp “tiền tố phủ định + từ Hán Việt”.

Nhóm từ được kí hiệu gạch chân: Là nhóm từ được sử dụng cả trong tiếng Nhật và tiếng Việt.

Nhóm từ được kí hiệu gạch chân: Là nhóm từ được sử dụng trong tiếng Nhật, không sử dụng trong tiếng Việt

Nhóm từ được kí hiệu gạch chân: Là nhóm từ được sử dụng trong tiếng Việt, không sử dụng trong tiếng Nhật.

Bảng 1. Kết quả bảng hỏi của 100 sinh viên

	Từ Hán Việt	Bất 不	%	Vô 無	%	Phi 非	%
1	Động	不動	93	無動	16	非動	5
2	Thường	不常	30	無常	40	非常	59
3	Lương	不良	86	無良	19	非良	11
4	Danh	不名	17	無名	83	非名	4
5	Tài	不才	72	無才	34	非才	14
6	Vọng	不望	7	無望	63	非望	36
7	Lễ	不礼	20	無礼	77	非礼	19
8	Hạnh	不幸	93	無幸	6	非幸	6
9	Duyên	不緣	33	無緣	75	非緣	1
10	Điều kiện	不条件	11	無条件	83	非条件	10
11	Hiệp lực	不協力	27	無協力	31	非協力	51
12	Bình đẳng	不平等	92	無平等	7	非平等	9
13	Giáo dục	不教育	13	無教育	87	非教育	12
14	Hợp lý	不合理	72	無合理	19	非合理	22
15	Tự nhiên	不自然	67	無自然	16	非自然	26
16	Nhân đạo	不人道	16	無人道	31	非人道	33
17	Khoa học	不科学	14	無科学	22	非科学	73
18	Sự cố	不事故	23	無事故	64	非事故	18
19	Tư cách	不資格	34	無資格	62	非資格	13
20	Công khai	不公開	39	無公開	28	非公開	41
21	Đạo đức	不道德	32	無道德	64	非道德	17

3.3 Phân tích kết quả nghiên cứu

3.3.1 Phân tích nhóm từ được sử dụng cả trong tiếng Nhật và tiếng Việt

Trong 21 từ vựng ở bảng hỏi, có 12 từ vựng được sử dụng ở cả 2 ngôn ngữ tiếng Nhật và tiếng Việt.

Bảng 2. Nhóm từ được sử dụng cả trong tiếng Nhật và tiếng Việt

	Từ vựng	N2 (13 SV) %	N3 (65 SV) %	N4 (22 SV) %
1	不動 (Bất động)	100.0	96.9	81.8
2	非常 (Phi thường)	61.5	60.0	54.5
3	無常 (Vô thường)	30.8	38.5	50.0
4	不良 (Bất lương)	84.6	90.8	72.7
5	無名 (Vô danh)	76.9	87.7	72.7
6	無礼 (Vô lễ)	84.6	80.0	63.6
7	不幸 (Bất hạnh)	100.0	93.8	86.4
8	無緣 (Vô duyên)	76.9	73.8	77.3
9	無条件 (Vô điều kiện)	84.6	86.2	72.7
10	不平等 (Bất bình đẳng)	100.0	92.3	86.4
11	無教育 (Vô giáo dục)	84.6	87.7	86.4
12	不合理 (Bất hợp lý)	61.5	76.9	63.6

Những từ vựng ở bảng 1 vì có từ Hán Việt tương ứng trong tiếng Việt nên tỷ lệ đúng khá cao. Ở nhóm sinh viên có trình độ N2 có tỷ lệ chọn đúng 100% là 3 từ, 84.6% là 4 từ, 61.5% đến 76.9% là 4 từ. Nhóm trình độ N3 có tỷ lệ chọn đúng từ 90% trở lên là 4 từ, 80% trở lên là 4 từ, 60% trở lên là 3 từ. Nhóm trình độ N4 có tỷ lệ chọn đúng từ 80% trở lên là 4 từ, từ 70% trở lên là 4 từ, từ 60% trở lên là 2 từ, từ 50% trở lên là 2 từ. Trong đó, từ 無常 (vô thường) tuy được dùng trong tiếng Nhật và tiếng Việt, nhưng kho ngữ liệu tiếng Nhật BCCWJ cho thấy tỷ lệ dùng từ 無常 (vô thường) là ít với 285, còn 非常 (phi thường) là 17652. Vì thế, tỷ lệ chọn từ 無常 (vô thường) cao nhất ở nhóm N4 với 50%, nhóm N3 với 38.5% và thấp nhất là nhóm N2 với 30.8%. Như vậy, theo bảng 1 thì tỷ lệ chọn từ đúng cao nhất theo trình tự nhóm N2, N3, N4 với 100%, trên 90%, trên 80%.

3.3.2 Phân tích nhóm từ được sử dụng trong tiếng Nhật, không sử dụng trong tiếng Việt

Trong 21 từ vựng ở bảng hỏi, có 12 từ vựng được sử dụng trong tiếng Nhật nhưng không sử dụng trong tiếng Việt.

Bảng 3. Nhóm từ được sử dụng trong tiếng Nhật, không sử dụng trong tiếng Việt

	Từ vựng	N2 (13 SV) %	N3 (65 SV) %	N4 (22 SV) %
1	非才 (Phi tài)	7.7	13.8	18.2
2	非望 (Phi vọng)	15.4	60.0	59.1
3	非礼 (Phi lễ)	7.7	20.0	22.7
4	非協力 (Phi hiệp lực)	30.8	53.8	54.5
5	非合理 (Phi hợp lý)	15.4	24.6	18.2
6	不自然 (Bất tự nhiên)	23.1	67.7	68.2
7	非人道 (Phi nhân đạo)	69.2	33.8	36.4
8	非科学 (Phi khoa học)	69.2	70.8	77.3
9	無事故 (Vô sự cố)	69.2	60.0	72.7
10	無資格 (Vô tư cách)	76.9	53.8	77.3
11	非公開 (Phi công khai)	15.4	43.1	50.0
12	不道德 (Bất đạo đức)	7.7	35.4	36.4

Trong tiếng Nhật, tiền tố phủ định “Vô – Phi” được sử dụng nhiều, khác với tiếng Việt là tiền tố “Vô – Bất” được dùng nhiều hơn. Chính vì vậy, trong 12 từ được sử dụng trong tiếng Nhật, không sử dụng trong tiếng Việt có đến 8 từ kết hợp với tiền tố phủ định 非 (phi), 2 từ kết hợp với tiền tố 不 (bất) và 2 từ kết hợp với tiền tố 無 (vô).

3.3.3 Phân tích nhóm từ được sử dụng trong tiếng Việt, không sử dụng trong tiếng Nhật

Trong 21 từ vựng ở bảng hỏi, có 5 từ vựng được sử dụng trong tiếng Việt nhưng không sử dụng trong tiếng Nhật.

Bảng 4. Nhóm từ được sử dụng trong tiếng Việt, không sử dụng trong tiếng Nhật

	Từ vựng	N2 (13 SV) %	N3 (65 SV) %	N4 (22 SV) %
1	不才 (Bất tài)	69.2	76.9	59.1
2	無才 (Vô tài)	46.2	29.2	40.9
3	無望 (Vô vọng)	84.6	60.0	36.4
4	無人道 (Vô nhân đạo)	76.9	58.5	54.5
5	非道德 (Phi đạo đức)	15.4	15.4	22.7

Ở nghiên cứu này, 5 từ được sử dụng trong tiếng Việt, không sử dụng trong tiếng Nhật vì do ảnh hưởng của từ Hán Việt nên tỷ lệ chọn khá cao. Đồng thời, bảng 4 cũng thể hiện nhóm sinh viên có năng lực tiếng Nhật cấp độ N2 chọn những từ không sử dụng trong tiếng Nhật có tỷ lệ cao, ví dụ như từ 無望 (Vô vọng) là 84.6%, 無人道 (Vô nhân đạo) 76.9% hay 不才 (Bất tài) 69.2%. Nhóm cấp độ N3 có tỷ lệ chọn cũng khá cao tương ứng với 60.0%, 58.5% và 76.9%. Nhóm cấp độ N4 thì tỷ lệ chọn ít nhất so với 2 cấp độ N2 và N3. Qua đó, nghiên cứu cho thấy âm Hán Việt có ảnh hưởng khá lớn đối với việc học những từ vựng khi kết hợp với tiền tố phủ định “Bất”, “Vô”, “Phi”. Đồng thời cho thấy, không phải sinh viên có trình độ tiếng Nhật cao hơn sẽ chọn từ vựng khi kết hợp với tiền tố phủ định có tỷ lệ đúng cao hơn.

3.4 So sánh ý nghĩa tiếng Nhật và tiếng Việt của những từ vựng có tiền tố phủ định “Bất”, “Vô”, “Phi”

Bảng 5. So sánh ý nghĩa tiếng Nhật và tiếng Việt của từ vựng có tiền tố phủ định “Bất”, “Vô”, “Phi”

Từ vựng có kết hợp tiền tố phủ định giống nhau	Ý nghĩa giống nhau	Ý nghĩa có điểm giống nhau và khác nhau	Ý nghĩa khác nhau
	無常 vô thường, 不幸 bất hạnh, 無名 vô danh, 無礼 vô lễ, 無条件 vô điều kiện, 不平等 bất bình đẳng, 無教育 vô giáo dục	不動 bất động, 不良 bất lương, 無縁 vô duyên	非常 phi thường
Từ vựng có kết hợp tiền tố phủ định khác nhau	非才 phi tài, 非望 phi vọng, 非礼 phi lễ, 非協力 phi hiệp lực, 非合理 phi hợp lý, 非人道 phi nhân đạo, 非科学 phi khoa học, 不道德 bất đạo đức	無事故 vô sự cố	不合理 bất hợp lý, 不自然 bất tự nhiên, 無資格 vô tư cách

3.5 Những từ vựng có cách kết hợp với các tiền tố phủ định khác nhau trong tiếng Nhật và tiếng Việt

Trong phạm vi nghiên cứu này, có 7 cặp từ vựng có nhiều cách kết hợp với các tiền tố “Bất”, “Vô”, “Phi”, hoặc cách kết hợp trong tiếng Nhật khác với cách kết hợp trong tiếng Việt nên người học dễ bị nhầm lẫn, cụ thể như sau:

Bảng 6. Những cặp từ vựng có cách kết hợp với tiền tố phủ định khác nhau trong tiếng Nhật và tiếng Việt

	Tiếng Nhật	Tiếng Việt
1	無常 (vô thường), 非常 (phi thường)	Vô thường (無常), Phi thường (非常), Bất thường (不常)
2	不良 (bất lương)	Bất lương (不良), Vô lương (無良)
3	非才 (phi tài)	Bất tài (不才), Vô tài (無才)
4	非望 (phi vọng)	Vô vọng (無望)
5	無礼 (vô lễ), 非礼 (phi lễ)	Vô lễ (無礼)
6	非人道 (phi nhân đạo)	Vô nhân đạo (無人道)
7	不道德 (bất đạo đức)	Phi đạo đức (非道德)

3.6 Những nhầm lẫn ý nghĩa của từ vựng có tiền tố phủ định “Bất”, “Vô”, “Phi”

Có nhiều trường hợp từ vựng được sử dụng cả trong tiếng Nhật và tiếng Việt, về mặt ý nghĩa cũng tương đồng nhưng vẫn có sinh viên nhầm lẫn ý nghĩa từ vựng đó trong cách dùng của tiếng Nhật.

Bảng 7. Nhầm lẫn ý nghĩa của từ vựng có tiền tố phủ định “Bất”, “Vô”, “Phi”

	Từ vựng	Số lượng 100 SV trả lời	Nhầm lẫn ý nghĩa từ vựng trong cách dùng của tiếng Nhật
1	不動 (Bất động)	93	- Không thay đổi - Hông
2	非常 (Phi thường)	59	- Bất thường - Phi thường - Không bình thường
3	無常 (Vô thường)	40	- Luỡng lự - Không đều
4	不良 (Bất lương)	86	- Vô tội
5	非望 (Phi vọng)	36	- Tham vọng - Tham vọng quá mức - Tham lam quá độ
6	無礼 (Vô lễ)	77	- Miễn lễ
7	無縁 (Vô duyên)	75	- Ly dị
8	無条件 (Vô điều kiện)	83	- Bất quy tắc
9	無教育 (Vô giáo dục)	87	- Miễn học
10	不合理 (Bất hợp lý)	72	- Bất quy tắc
11	不自然 (Bất tự nhiên)	67	- Cứng nhắc - Không hợp lẽ thường
12	無資格 (Vô tư cách)	62	- Miễn tư cách - Không có tư cách - Không đủ tư cách
13	非公開 (Phi công khai)	41	- Riêng tư

3.7 Ảnh hưởng của từ Hán Việt khi kết hợp từ vựng với các tiền tố phủ định “Bất”, “Vô”, “Phi”

Trong tiếng Nhật, từ vựng có 2 âm tiết kết hợp với tiền tố phủ định “Bất”, “Vô”, “Phi” khá nhiều, ví dụ như 不衛生 (bất vệ sinh), trong khi tiếng Việt không dùng cách kết hợp “tiền tố phủ định + từ Hán Việt” mà sử dụng từ phủ định thuần Việt “không + từ Hán Việt” hoặc kết hợp từ khác như “không vệ sinh”, “mất vệ sinh”. Vì thế, khi chọn từ vựng có tiền tố phủ định trong tiếng Nhật, sinh viên sẽ có những khó khăn nhất định.

Bảng 8. Ảnh hưởng của từ Hán Việt khi kết hợp từ vựng với các tiền tố phủ định “Bất”, “Vô”, “Phi” theo trình độ năng lực tiếng Nhật

	Từ vựng	N2			N3			N4		
		Hán Việt	<u>Suy luận</u>	Đã học	Hán Việt	<u>Suy luận</u>	Đã học	Hán Việt	<u>Suy luận</u>	Đã học
1	不動 (Bất động)	53.8	<u>0.0</u>	46.2	55.4	<u>15.4</u>	29.2	59.1	<u>13.6</u>	27.3
2	非常 (Phi thường)	38.5	<u>7.7</u>	53.8	47.7	<u>12.3</u>	40.0	40.9	<u>31.8</u>	27.3
3	不良 (Bất lương)	53.8	<u>15.4</u>	30.8	47.7	<u>23.1</u>	29.2	27.3	<u>59.1</u>	13.6
4	無名 (Vô danh)	76.9	<u>0.0</u>	23.1	40.0	<u>6.2</u>	53.8	54.5	<u>9.1</u>	36.4
5	非才 (Phi tài)	46.2	<u>7.7</u>	46.2	44.6	<u>30.8</u>	24.6	36.4	<u>40.9</u>	22.7
6	非望 (Phi vọng)	69.2	<u>15.4</u>	15.4	46.2	<u>41.5</u>	12.3	40.9	<u>50.0</u>	9.1
7	無礼 (Vô lễ)	53.8	<u>15.4</u>	30.8	49.2	<u>10.8</u>	40.0	31.8	<u>36.4</u>	31.8
8	不幸 (Bất hạnh)	46.2	<u>7.7</u>	46.2	43.1	<u>10.8</u>	46.2	45.5	<u>27.3</u>	27.3
9	無縁 (Vô duyên)	53.8	<u>15.4</u>	30.8	49.2	<u>35.4</u>	15.4	40.9	<u>54.5</u>	4.5
10	無条件 (Vô điều kiện)	61.5	<u>15.4</u>	23.1	47.7	<u>27.7</u>	24.6	22.7	<u>68.2</u>	9.1
11	非協力 (Phi hiệp lực)	38.5	<u>46.2</u>	15.4	29.2	<u>50.8</u>	20.0	31.8	<u>59.1</u>	9.1
12	不平等 (Bất bình đẳng)	53.8	<u>7.7</u>	38.5	46.2	<u>20.0</u>	33.8	45.5	<u>45.5</u>	9.1
13	無教育 (Vô giáo dục)	84.6	<u>7.7</u>	7.7	50.8	<u>18.5</u>	30.8	36.4	<u>50.0</u>	13.6
14	不合理 (Bất hợp lý)	61.5	<u>15.4</u>	23.1	55.4	<u>16.9</u>	27.7	40.9	<u>36.4</u>	22.7
15	不自然 (Bất tự nhiên)	46.2	<u>15.4</u>	38.5	41.5	<u>29.2</u>	29.2	40.9	<u>45.5</u>	13.6
16	非人道 (Phi nhân đạo)	53.8	<u>38.5</u>	7.7	44.6	<u>29.2</u>	26.2	59.1	<u>27.3</u>	13.6
17	非科学 (Phi khoa học)	53.8	<u>30.8</u>	15.4	52.3	<u>26.2</u>	21.5	31.8	<u>45.5</u>	22.7
18	無事故 (Vô sự cố)	30.8	<u>53.8</u>	15.4	30.8	<u>46.2</u>	23.1	31.8	<u>59.1</u>	9.1
19	無資格 (Vô tư cách)	23.1	<u>46.2</u>	30.8	35.4	<u>49.2</u>	15.4	27.3	<u>63.6</u>	9.1
20	非公開 (Phi công khai)	46.2	<u>30.8</u>	23.1	41.5	<u>36.9</u>	21.5	36.4	<u>50.0</u>	13.6
21	不道德 (Bất đạo đức)	38.5	<u>38.5</u>	23.1	58.5	<u>24.6</u>	16.9	50.0	<u>45.5</u>	4.5

Những từ vựng tiếng Nhật có cách kết hợp với tiền tố phủ định “Bất”, “Vô”, “Phi” giống tiếng Việt có tỷ lệ chọn từ dựa trên từ Hán Việt khá cao, bên cạnh đó những từ không dùng trong tiếng Nhật, chỉ có dùng trong tiếng Việt, vẫn có nhiều sinh viên lựa chọn do ảnh hưởng từ Hán Việt.

4. Kết luận

Tiếng Nhật và tiếng Việt là những ngôn ngữ chịu ảnh hưởng rất lớn từ chữ Hán, nên sinh viên người Việt khi học Kanji tiếng Nhật, trong trường hợp từ Kanji tiếng Nhật và từ Hán Việt tương ứng có cùng nghĩa với nhau thì sẽ dễ dàng hơn trong việc ghi nhớ, học tập. Tuy nhiên, từ Kanji và từ Hán Việt với nhóm từ có tiếp đầu ngữ phủ định “Bất”, “Vô”, “Phi” không hoàn toàn giống nhau trong cách kết hợp từ gốc với các tiếp đầu ngữ phủ định nên việc học những từ vựng có tiếp đầu ngữ là cần thiết. Dù sinh viên có biết được từ gốc Hán Việt thì khi kết hợp với các tiếp đầu ngữ phủ định cũng không chính xác, hay vẫn có sinh viên chưa hiểu đúng nghĩa từ vựng. Ngay cả những từ vựng ở cấp độ sơ cấp cũng có sinh viên bị nhầm lẫn.

Ở nhóm từ vựng được sử dụng cả trong tiếng Nhật và tiếng Việt có tỷ lệ sinh viên chọn đúng khá cao hầu hết sẽ theo thứ tự nhóm sinh viên N2, rồi đến N3 và sau cùng là N4. Tuy nhiên, nhóm từ vựng được sử dụng trong tiếng Nhật, không sử dụng trong tiếng Việt thì tỷ lệ sinh viên chọn đúng từ vựng ở nhóm N4 hầu như là cao nhất. Điều này cho thấy, không phải sinh viên có trình độ tiếng Nhật cao hơn sẽ chọn từ vựng khi kết hợp với tiền tố phủ định có tỷ lệ đúng cao hơn. Nhóm từ được sử dụng trong tiếng Việt, không sử dụng trong tiếng Nhật có tỷ lệ sinh viên các trình độ chọn khá cao do ảnh hưởng của từ Hán Việt.

Các từ vựng có kết hợp tiền tố phủ định giống nhau, khác nhau trong tiếng Nhật và tiếng Việt khi so sánh ý nghĩa thì nhóm tác giả đã chia thành 3 nhóm, đó là nhóm từ có ý nghĩa giống nhau, nhóm từ có ý nghĩa giống nhau và khác nhau, và nhóm từ có ý nghĩa khác nhau nên sinh viên khi học sẽ có những khó khăn nhất định (bảng 5). Có nhiều sinh viên trình bày ý nghĩa của từ vựng đã sử dụng lại nguyên từ Hán Việt để diễn đạt nên không thể nắm rõ là sinh viên có hiểu thực sự ý nghĩa của từ vựng không, ngoài ra còn cách diễn đạt ý nghĩa bằng từ phủ định thuần Việt “không” + “từ gốc” hoặc cách diễn đạt khác.

Bên cạnh đó, trong tiếng Nhật tiền tố phủ định “Vô – Phi” được sử dụng nhiều, khác với tiếng Việt là tiền tố phủ định “Vô – Bất” được dùng nhiều, điều này gây khó khăn khi sinh viên học từ vựng. Khi gặp một từ mới, sinh viên thường có khuynh hướng suy luận theo từ Hán Việt rồi kết hợp với tiền tố phủ định “Vô” hoặc “Bất” nhiều hơn tiền tố phủ định “Phi”.

Hầu hết từ vựng Kanji đều có nghĩa Hán Việt tương đương, nếu hiểu rõ ý nghĩa từ Hán Việt và ý nghĩa trong tiếng Nhật sẽ giúp sinh viên phân biệt được ý nghĩa của từ vựng, nhận ra sự giống nhau và khác nhau để sử dụng từ vựng đúng hơn. Hiện tại các giáo trình được sử dụng học và giảng dạy Kanji tại Khoa NN&VH Nhật Bản, trường Đại học Ngoại ngữ, Đại học Huế sử dụng là giáo trình trình bày bằng tiếng Nhật và tiếng Anh, nên ý nghĩa Hán Việt cũng như ý nghĩa từ vựng chưa được ghi rõ ràng. Việc hiểu rõ Kanji sẽ giúp ích cho sinh viên trong kỹ năng Đọc – Viết. Trong thời gian đến, nhóm nghiên cứu rất mong muốn sẽ biên soạn lại giáo trình Kanji được sử dụng cho sinh viên năm nhất của khoa NN&VH Nhật Bản, trường Đại học Ngoại ngữ, Đại học Huế với những cải tiến giúp sinh viên học hiệu quả hơn.

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UNDERSTANDING THE IMPACT OF SINO-VIETNAMESE WORDS IN LEARNING JAPANESE KANJI CHARACTERS

Abstract: Both Japanese and Vietnamese languages are greatly impacted by Chinese characters, making it easier for Vietnamese people to learn Kanji characters. However, when combining Kanji characters and Sino-Vietnamese words with negative prefixes such as "Bất" (Non-), "Vô" (Without), "Phi" (Non-), there are similarities and differences, resulting in many difficulties in learning this vocabulary group. To understand the impact of Sino-Vietnamese words in learning Japanese Kanji characters, and to identify the advantages and challenges in learning Kanji characters with negative prefixes "Bất" (Non-), "Vô" (Without), "Phi" (Non-), the study analyzed survey results categorized according to the Japanese proficiency levels of 100 students majoring in Faculty of Japanese Language and Culture at Hue University's University of Foreign Languages and International Studies. Based on this, supportive measures are proposed to enhance the learning efficiency of students.

Keywords: Sino-Japanese and Sino-Vietnamese; negative prefixes, "Bất" (Non-), "Vô" (Without), "Phi" (Non-); confusion about Kanji meanings, study Kanji

Phụ lục

Kết quả bảng hỏi của nhóm sinh viên có năng lực tiếng Nhật cấp độ N2 – N3 – N4

STT	Từ Hán Việt	Từ Hán Nhật	13 SV cấp độ N2			65 SV cấp độ N3			22 SV cấp độ N4		
			不 Bất %	無 Vô %	非 Phi %	不 Bất %	無 Vô %	非 Phi %	不 Bất %	無 Vô %	非 Phi %
1	Động	動	100.0	15.4	0.0	96.9	15.4	4.6	81.8	9.1	18.2
2	Thường	常	30.8	30.8	61.5	30.8	38.5	60.0	27.3	50.0	54.5
3	Lương	良	84.6	23.1	0.0	90.8	18.5	12.3	72.7	18.2	13.6
4	Danh	名	15.4	76.9	7.7	15.4	87.7	3.1	22.7	72.7	4.5
5	Tài	才	69.2	46.2	7.7	76.9	29.2	13.8	59.1	40.9	18.2
6	Vọng	望	0.0	84.6	15.4	6.2	60.0	60.0	13.6	36.4	59.1
7	Lễ	礼	15.4	84.6	7.7	18.5	80.0	20.0	22.7	63.6	22.7
8	Hạnh	幸	100.0	7.7	0.0	93.8	7.7	4.6	86.4	4.5	13.6
9	Duyên	縁	30.8	76.9	0.0	33.8	73.8	0.0	31.8	77.3	4.5
10	Điều kiện	条件	15.4	84.6	0.0	9.2	86.2	10.8	13.6	72.7	13.6
11	Hiệp lực	協力	38.5	38.5	30.8	27.7	26.2	53.8	18.2	40.9	54.5
12	Bình đẳng	平等	100.0	0.0	7.7	92.3	7.7	9.2	86.4	9.1	9.1
13	Giáo dục	教育	0.0	84.6	30.8	16.9	87.7	7.7	9.1	86.4	13.6
14	Hợp lý	合理	61.5	30.8	15.4	76.9	16.9	24.6	63.6	18.2	18.2
15	Tự nhiên	自然	61.5	38.5	7.7	67.7	9.2	33.8	68.2	22.7	13.6
16	Nhân đạo	人道	7.7	76.9	23.1	20.0	58.5	33.8	9.1	54.5	36.4
17	Khoa học	科学	7.7	46.2	69.2	18.5	18.5	70.8	4.5	18.2	77.3
18	Sự cố	事故	23.1	69.2	7.7	27.7	60.0	15.4	9.1	72.7	31.8
19	Tư cách	資格	23.1	76.9	7.7	40.0	53.8	15.4	22.7	77.3	9.1
20	Công khai	公開	38.5	46.2	15.4	43.1	21.5	43.1	27.3	36.4	50.0
21	Đạo đức	道德	7.7	92.3	15.4	35.4	60.0	15.4	36.4	59.1	22.7

STUDENTS' CHALLENGES IN ENGLISH-MEDIUM INSTRUCTION PROGRAMS AT A REGIONAL UNIVERSITY

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Abstract: This study investigates the challenges students face in English-medium instruction (EMI) programs at a regional university in Vietnam. Data was collected through focus groups with 24 students across three EMI programs. It was found that most students experienced difficulties in lecture comprehension, mainly due to their limited English proficiency and insufficient prior exposure to English listening and speaking skills. In addition, they found it difficult to deal with the overwhelming technical vocabulary of the subjects. Besides, both high- and low-proficiency students had motivational challenges. The former group lacked motivation due to the slow pace and lecturers' frequent use of Vietnamese in mixed-level classes, and the latter due to their limited language ability and lecture comprehension. The findings underscore the need for more tailored approaches to address students' diverse linguistic and motivational needs in EMI program implementation.

Keywords: EMI, Vietnam, challenges, students

1. Introduction

English-medium instruction (EMI) has become increasingly popular in higher education worldwide as a strategy for internationalisation (Macaro et al., 2018; Tsou & Baker, 2021). In Vietnam, the number of EMI programs in Vietnam has risen significantly during the last few decades (Galloway & Sahan, 2021). However, many of these EMI programs have been “implemented in a top-down fashion with little consideration of the context, resources and stakeholders involved” (Galloway & Sahan, 2021, p.10). This, undeniably, leads to specific issues for those who participated in EMI programs, especially lecturers and students. Accordingly, investigating stakeholders' perspectives on EMI implementation is important to guarantee these programs' quality. Against this backdrop, the current study was conducted to explore the stories of EMI students in a regional university in central Vietnam, particularly focusing on their challenges in learning the content subjects via English.

2. Literature review

2.1 Defining EMI

With its popularity, EMI has attracted significant attention from researchers. However, the phenomenon of EMI and its definitions are “inconsistent and problematic” (Macaro et al., 2018, p. 46) in the existing literature. EMI is defined by Dearden (2014) as “the use of English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English” (p.2). This definition yet excludes the Anglophone settings. Meanwhile, Murata and Iino (2018, p. 404) conceptualise EMI as using English “as a lingua franca for content-learning/teaching among students and teachers from different linguacultural backgrounds”, hence including Kachru's (1992) inner-circle countries.

Nonetheless, this conceptualisation fails to address the existence of EMI programs in which lecturers and students share the same first language. In other words, generalising EMI is quite challenging since its interpretation varies from context to context and observer to observer (Airey, 2016). Accordingly, in this study, EMI is generally understood as the use of English as a language of teaching and learning for lecturers and students, who may or may not share the same mother tongue. In this meaning, English can be the first, the second, or the foreign language of instructors and learners.

2.2 EMI in Vietnam

The implementation of EMI programmes in Vietnamese higher education has received considerable support from the government and universities (Dang & Moskovsky, 2019; Nguyen et al., 2017). Current EMI programs in Vietnam can be classified into two main types: foreign programs and domestic programs (Nguyen et al., 2017). The first type refers to those developed based on the intellectual cooperation between Vietnamese universities and foreign partners to offer academic resources and activities onshore, which range from teaching and learning materials, curricula, and assessments to degree programs. Meanwhile, domestic programs are those completely developed, administered, and delivered by Vietnamese universities. The number of foreign and domestic EMI programmes has increased strikingly in the country during the last two decades, and the reported figure may not be updated enough to reflect the reality (Ngo, 2019; Galloway & Sahan, 2021). However, in addition to those officially regulated programs, there are also grassroots initiatives where the faculty and lecturers decide to use English in their content classes (i.e. unofficial programs). Although it is impossible to record these bottom-up programmes, acknowledging their existence is necessary for a comprehensive picture of EMI in Vietnamese HEIs.

2.3 Challenges for EMI students

Previous studies have mentioned considerable language-related challenges for EMI students. In other words, the biggest obstacle for students to successfully complete EMI programs is related to their language proficiency. For instance, Korean students in Cho's (2012) and Kim's (2011) studies complained about their language skills, especially their limited listening skills. Similar language challenges have been reported in studies conducted in Vietnamese EMI programs. Drawing on data from student interviews, Nguyen et al. (2017) underlined that many Vietnamese students in their investigated EMI programs struggled with lecture comprehension, reading materials, writing assignments, interaction with teachers and in-class multi-party exchanges. The main reason for this low level of proficiency lies in the lack of adequate English requirements for students to be admitted into their EMI programs. In a recent study, Galloway and Sahan (2021) reported language-related challenges for Vietnamese students when attending EMI courses. Low student English proficiency was reported to hinder content comprehension, particularly in understanding vocabulary, lectures, and exams. In the study of Hoang and Tran (2022), two-thirds of their student participants indicated that they could comprehend only about 50-60% of the lessons. Their EMI lessons were generally characterised by teachers' monologues, and about 43% of the students hardly or never responded to their teachers' questions during lessons because of their low English proficiency, lack of confidence, low learning motivation, and lack of related disciplinary knowledge. Language-related challenges are still reported even in

programs with a policy stipulating an initial year of English language tuition before students enrol in their specialist subjects. For example, Pham and Barnette (2022) found out that many participants in their study experienced a shock in transitioning from the first year with its primary focus on the English language to their second year learning their content subjects in English. These students could not understand their teachers' spoken English, whether the teacher was Vietnamese or foreign. Accordingly, they could not take note of their lessons.

In addition to fundamental language-related challenges such as taking notes, comprehending grammar structures or understanding lectures, EMI students also experience more specific academic literacy challenges such as essay organisation or technical vocabulary. For example, Luu and Hoang (2022) reported that their student participants find technical terms difficult regarding the quantity and meanings of these terms in their EMI subjects. Meanwhile, Lam, Phan and Nguyen (2022) collected data from 288 questionnaires and 27 interviews with EMI engineering–technology students and found that students struggled with subject matter content and vocabulary.

These self-reported challenges in students' EMI learning align with the lecturers' perspectives. Complaints have been made across contexts concerning students' ability to survive or benefit when taught in English. For example, Doiz et al. (2011) and Choi (2013) reported lecturers' concerns about students' proficiency as a barrier to success in EMI programs. Related findings can be found in other contexts, such as Turkey (Basıbek et al., 2014), the UAE (Rogier, 2012), or Indonesia (Floris, 2014). Vietnamese lecturers of EMI programs share the same alarms about students' low levels of English proficiency. Vu and Burns (2014) highlight the diverse language abilities in their investigated EMI programs, leading to the challenges for lecturers to improve the ability of low-level students, especially when it was combined with content teaching. Likewise, a comprehensive study conducted in Thailand and Vietnam by Galloway and Sahan (2021) reveals that most lecturer participants worried about their students' low proficiency, as students could not understand lectures, vocabulary and exams. Their students also could not write, read, or communicate in English effectively.

Previous studies have underlined the challenges EMI students face in their programs in Vietnam. However, most existing studies are conducted in officially regulated programs (e.g. Galloway & Sahan, 2021; Luu & Hoang, 2022), while voices from unofficial programs are underrepresented. Accordingly, this paper will focus on the challenges students perceive from three EMI programs at a regional university. Two of these are bottom-up initiatives from the lecturers themselves without any specific documents regulating language use and thus can be considered unofficial programs.

3. Methodology

Qualitative data presented in this study was collected via focus groups with students. Focus groups were selected because of two reasons. First, “there may be safety in number”, and those participants who assumingly think of themselves as having nothing to contribute can feel more relieved (Barbour, 2007, p. 42). Second, before fieldwork, potential participants preferred to discuss issues in groups rather than conduct one-to-one interviews with the researchers. 24 students participating in this study were selected through a convenience sampling method. They come from three EMI programs. The first one is an EMI foreign program in Business

Administration (Program LK1), while the other two are domestic programs in American Studies and International Studies (Program NB2 and Program NB3). For these two programs, there is no official policy regulating the use of English as the language of teaching and learning; hence, they are considered examples of unofficial EMI programs, as mentioned in Section 2 above.

Six focus groups were conducted with 24 students, including two groups from Program LK1 (LK1.G1 and LK2.G2), two groups from Program NB2 (NB2.G3 and NB2.G4) and two groups from Program NB3 (NB3.G5 and NB3.G6). These students, coded from S01 to S24, were in their third and fourth years and, thus, had considerable experience in EMI learning. As regulated by their program policies, these students did not need to take screening English tests upon entry, and they perceived their English levels differently. Five students were confident in their English proficiency, six were quite confident but not always, and the rest were unsatisfied with their language level. During the group interviews, students shared their EMI experience, particularly their challenges when learning their content subjects in English and how they overcame these challenges. All the focus groups were conducted in Vietnamese, yet participants could switch to English whenever they liked. Each focus group lasted from 30 to 57 minutes and was conducted online via Zoom or offline at the university cafeteria, depending on students' preference and convenience.

Data was transcribed in Microsoft Word and then imported into Nvivo 11 to be organised into themes related to challenges in the EMI learning experience. The six-phase framework of thematic analysis, developed by Braun and Clarke (2006, p.87), was employed in this study. It includes (1) familiarising oneself with his/her data, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the report.

4. Findings and discussions

As mentioned in the literature review, the biggest challenge reported by EMI students in previous studies is related to language, which is also the most salient finding in the current study. Students who perceived themselves to have low English proficiency often struggled to understand lectures and experienced a lack of technical vocabulary. Meanwhile, those proficient in English often found it challenging to keep themselves motivated in a mixed-level class where their instructors used more Vietnamese than they had expected prior to the course.

4.1 Difficulty in lecture comprehension

About two-thirds of the students agreed they initially needed help understanding the lessons. They believed their English proficiency needed to be improved to feel confident in their EMI journey. Accordingly, they struggled a lot to comprehend their EMI lectures. The sudden exposure to so much English scared them; thus, having their content subjects in English was so perplexing that they suffered a lot. Such adjectives as “unsecured” (bất an), “discouraged” (chán), “difficult” (khó), “stressed” (áp lực), or even “depressed” (trầm cảm) appeared quite often in the data when students described their initial feelings for their EMI modules.

Extract 1

In the beginning, it was tough to study, and it sounded scary. It was my first time studying History in English [...] We also studied Geography in English. I didn't find it interesting to learn History in Vietnamese, now studying it in English is so much more challenging (NB2.G3.SV10)

Their inability to understand EMI lectures resulted from several factors. First, students had few chances to practice listening skills in previous education, as their high school lessons focused more on exam-formatted activities such as grammar exercises or reading comprehension. Second, as illustrated in the extracts below, the language knowledge and skills gained from their previous English lessons in high schools and the language knowledge and skills required to complete their EMI courses did not match.

Extract 2

I think English at university and English at high school are worlds apart. Completely different. The way we speak and the way we listen are so much different. Being here, our preparation is like starting from zero [...] when we are at university. There are so many differences. For example, apparently, when you major in International Studies, there are so many disciplinary words. Those vocabulary we don't know. And of course, the teachers in high school did not speak English all the time and so quickly, like here @ (NB2.G4.SV13)

Extract 3

When I was in high school, I was not very good at English. I didn't have a lot of chances to practise listening or speaking. I only read short passages for reading comprehension and answered questions like True/ False. But now I am totally lost. So many new words, so much new knowledge. I struggled a lot (NB3.G5.SV20)

Lecture comprehension has been reported as problematic in EMI courses across various settings worldwide and in Vietnam (e.g., Galloway & Sahan, 2021; Hoang & Tran, 2022; Pham & Barnette, 2022). Accordingly, what is reported here re-confirms the current reality of EMI implementation at the tertiary level and calls for solutions and considerations, especially when an increasing number of Vietnamese universities are implementing EMI programs in the regime of institutional autonomy (Nguyen et al. 2016).

4.2 Lack of technical vocabulary

The students reported challenges in dealing with technical and non-technical vocabulary in EMI lessons. Among the various reasons why students failed to comprehend their EMI lectures, the lack of technical vocabulary presented a considerable obstacle to keeping track of lecture content; hence, students could not take notes of their lectures. Students mentioned that the high number of technical vocabulary encountered in lectures caused difficulties in their comprehension of input. They also had to spend much time looking up the meanings of the subject-specific terms in the dictionary or online when reading English materials before class. Previous studies have found this problem (Chang, 2010; Hu & Lei, 2014; Luu & Hoang, 2022; Lam et al., 2022). It should be noted that both students with low and high English proficiency struggled when dealing with technical vocabulary, as illustrated in the extract below.

Extract 4

Even when I am good at English courses, I don't think I can completely understand everything in my EMI lessons. I guess I am only 60% to 70% confident in my lecture comprehension because I don't have much technical vocabulary. I have to spend a lot of time learning technical vocabulary at home (LK1.G2.SV4).

Although students attended English-supported courses within their university programs and were expected to learn more vocabulary in these courses, most participants felt that they were not happy with the content provided. There was a lack of consistency between these general English courses and what they really needed for their EMI lessons, particularly in terms of disciplinary vocabulary. This reported problem aligns with previous studies in Vietnam (Pham & Barnette, 2022).

Extract 5

General English is simpler, while disciplinary English is related to politics for us. It's about politics, it's difficult. If we misuse those words, they are connected to other things. Wrong meanings entail many more troublesome issues. So, we often worry about using the wrong keywords in English. (NB2.G3.SV9).

Besides, students in this study felt panic about their disciplinary knowledge. In other words, lecture comprehension was considered problematic for students as they had to “struggle” to learn both English and the content knowledge simultaneously. The content in Programs NB2 and NB3 is especially linguistically demanding as American Studies and International Relations majors belong to social science disciplines, which are reiterative and holistic with an emphasis on qualitative content. Consequently, there are a number of technical terms and disciplinary vocabulary that are already new to students in Vietnamese, let alone in English. The extract below illustrates this combination of language and content challenges.

Extract 6

Geopolitics has nothing to do with the subject of Geography I learnt before @@ It turned out to be about politics, and we were totally puzzled. And who are those men? Those men that we learnt, so far away, I had no idea. I had never heard of those names before even in Vietnamese (NB2.G4.SV17)

4.3 Lack of motivation

The challenge related to motivation was found in the interview data with both high- and low-proficiency students. This is a consequence of the two abovementioned challenges. On the one hand, high-English-proficiency students complained that their EMI classes were a bit slow and not challenging enough. As mentioned in previous studies, EMI students often expect to acquire discipline knowledge and learn how to convey meaning in the content area in English (Komori-Glatz, 2017; Vo et al., 2022). However, since there were mixed levels of English among students in the investigated programmes, some lecturers often had to slow down their teaching pace and spoke Vietnamese for most of the class. This catered to the needs of weak students, but at the same time, it may lead to the disappointment of strong students. They could not achieve the dual benefits that are often advertised in EMI: their English proficiency could not improve while their disciplinary knowledge

Extract 7

When I attended the introduction session of the program, the consultants told us that we would study everything in English. That's why I enrolled in the program, because I thought I would study everything in English. But it was not like that. My classmates were not good at English, so we had to wait for them. We spent a lot of time translating things from English to Vietnamese and that's a waste of time (LK1.G1.SV3).

On the other hand, low-proficiency students struggled to overcome the challenges mentioned above: lecture comprehension and lack of vocabulary. This led to an emotional challenge for some participants, who often experienced a loss in direction and lacked self-confidence. They may also have felt demotivated because they did not know what to do to master the programme as expected.

Extract 8

There was no screening test for our program, so I just got into the program and did not expect that it would be this challenging. I worked hard, but I think that's not enough. You know, working hard does not always lead to success. Sometimes, I feel like my teachers and my classmates have to bear with low-level students like me. That makes me bored, and I think like, "ok even if I read before classes, I still can't get what's going on in the lectures". Yah actually some students dropped the program after their first year (NB3.G6.SV22).

Few studies have discussed the motivational challenges that EMI students suffer. Instead, they mainly focus on the challenges around students' linguistic and academic abilities (Pham & Barnette, 2022; Ruegg, 2021). However, this study adds one more challenge in terms of motivation. It reports that low-proficiency students had to face a lack of motivation due to their inability to cope with lecture comprehension and the lack of technical vocabulary (as mentioned in 4.1 and 4.2). Meanwhile, high-proficiency students lacked motivation because their courses were mainly conducted in Vietnamese and not as challenging as they wished.

5. Conclusion

This study highlights the challenges students face in three EMI programs at Hue University. Students enrolled in the programs without any screening tests or sufficient English requirements, leading to diverse language abilities in the classes. Most student participants were not confident in their English proficiency and had difficulty comprehending lectures in English. The participants also experienced a shortage of vocabulary, so they struggled to deal with reading materials and take note of the lessons. In addition, both high- and low-proficiency students had motivational problems. While the former group often found their EMI classes slow and not challenging enough, the latter group suffered from issues related to linguistic issues and occasionally wanted to give up their study.

This study is limited to qualitative data and conducted in only three EMI programs at a regional university. However, it addresses a significant gap in the current literature by looking at unofficial EMI programs in Vietnam, as most existing studies only look at officially regulated programs. Besides, the study suggests several implications for different EMI stakeholders. First, there should be English screening tests and specific language proficiency requirements. This will help potential learners be aware of the course's linguistic demands and ensure the program's quality (Pham & Barnette, 2022). Second, there should be ongoing language support throughout the EMI program, which aids students in coping with the linguistic and even academic challenges they face as they progress through their EMI journey. Teachers should also develop teaching strategies that cater to the diverse needs of EMI students and help them overcome challenges. They should avoid "assumptive teaching", that is, the practice in which they simply assume that students understand the lecture (Ball & Lindsay, 2013). More training programs on EMI teaching strategies should be organised, as professional development is still missing in many EMI contexts

(Dearden, 2014). Finally, long-term studies tracking students' progress and experiences throughout their EMI programs can provide deeper insights into the evolving nature of their challenges and the effectiveness of implemented solutions.

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NHỮNG KHÓ KHĂN TRONG CÁC CHƯƠNG TRÌNH GIẢNG DẠY BẰNG TIẾNG ANH: GÓC NHÌN CỦA SINH VIÊN

Tóm tắt: Nghiên cứu này tập trung tìm hiểu những khó khăn mà sinh viên của ba chương trình giảng dạy bằng tiếng Anh ở Đại học Huế đối mặt trong quá trình học tập của mình. Dữ liệu nghiên cứu được thu thập qua phỏng vấn nhóm với 24 sinh viên. Kết quả nghiên cứu cho thấy vì năng lực ngôn ngữ hạn chế, nhiều sinh viên gặp khó khăn trong việc hiểu bài. Một khó khăn khác là lượng từ vựng chuyên ngành bằng tiếng Anh quá cao. Ngoài ra, sinh viên cũng gặp các khó khăn về động lực học tập. Sinh viên giỏi tiếng Anh cảm thấy tốc độ bài giảng chậm và không hài lòng với việc giảng viên sử dụng tiếng Việt nhiều trong lớp. Trong khi đó, nhóm sinh viên còn hạn chế về mặt ngôn ngữ thì mất động lực khi không theo kịp bài và thiếu tự tin. Kết quả nghiên cứu nhấn mạnh tầm quan trọng của việc triển khai các chương trình giảng dạy bằng tiếng Anh theo hướng phù hợp hơn với nhu cầu ngôn ngữ và động lực đa dạng của sinh viên.

Từ khóa: EMI, Việt Nam, khó khăn, sinh viên

INSIGHTS INTO UNIVERSITY TEACHERS' ROLES IN ONLINE EFL CLASSES IN VIETNAM

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Abstract: Teacher roles in online language classes have been a well-researched area yielding various insights into the potential of online technologies and the need for a consideration of re-defining the roles of the teacher. The proliferation of research in this area has yet called for elaborations of the roles. This paper, drawing on a study of two cases, aims to investigate teachers' roles in EFL classes integrating online technologies at a university. Online classroom observations and interviews with the teachers were used as instruments for data collection. Findings from qualitative data analysis showed major issues relating to university teacher roles. First, online technologies helped enable the development of the teachers' roles, which otherwise was impossible. Second, while online technologies opened numerous learning opportunities and avenues, the teacher role remained the fulcrum for the students in the whole learning process. Among discussion issues, an argument that can be raised concerns how teacher roles developed. This paper implies the need for re-defining university teacher roles in online language classes.

Key words: Case study, EFL university teacher's roles, online EFL classes

1. Introduction

The roles of the teacher in online classes have been a well-researched area yielding various insights into the potential of online technologies and the need for a consideration of re-defining classroom roles. It has been claimed in the literature that there has been a shift in classroom roles primarily on the part of the teacher when online technologies are involved (Alvarez & Espasa 2010; Bennett & Lockyer, 2004; Guasch, Lam & Lawrence, 2002; Smith & Kolosick, 1996). The teacher, while still playing the main roles like those in traditional classes such as planning lesson plans, disseminating knowledge, managing classes, evaluating students, is required to be able to deal with issues emerging from the online environment. Those issues range from technical skills of using a software to those which are far more pedagogical with essentially an understanding of the online environment for the meaning-making process (Salmon, 2000). Since the teacher and students do not meet face-to-face, it is vital for the online teacher to create an environment supporting and maintaining students' interaction and motivation (Bennett & Lockyer, 2004). This remains a potential area for further research into teacher roles in online environments in various contexts.

In the particular context of higher education, Bennett and Lockyer (2004) emphasize a call for a movement from teacher-directed instructional practices to student-centred approaches, claiming that university teachers have primarily relied on mass lectures and tutorials. To respond to the reality and meet the necessity for a change, many universities have offered more online courses involving less face-to-face and more distance or online interaction capitalized by online technologies. This has presented a shift in pedagogy in concert with the implementation of online technologies (Bennett & Lockyer, 2004). The shift has brought about critical changes primarily to the role of the teacher. Specifically, Wheeler (2010) suggests a new pedagogical practice

required of the online teacher, focusing on developing students' collaborative knowledge construction and promoting a culture of sharing and collaboration through Web 2.0 open learning. In the same vein, Salmon (2000) indicates the characteristics that an online teacher needs to develop, concerning not simply technical skills but more importantly online communication skills to engage students online, content expertise to support students' knowledge construction, and the development of students' personal characteristics such as adaptability, positivity, and confidence, all of which can be obtained when/if the teacher has an understanding of the online environment. At the macro level, the shift in pedagogy and practice has been recognized in both literature and the reality (Oliver, 2001).

While much attention has been paid to the necessity of a repertoire of (new) roles required of the online teacher, there has still been a call for an elaboration of the roles (Guasch et al., 2010). As a matter of fact, detailing teacher roles has been done from different perspectives, mostly focusing on competencies required of the online teacher, thus yielding different recognitions of roles (Guasch et al., 2010). According to Guasch et al. (2010), this lack of consensus on what roles are and how they can be distributed can be explained by the fact that roles are shaped in association with particularities of the online context. These researchers therefore claim that the diversity of outlooks on this topic highlights the need to carry out contextualized studies for elaboration of roles. This is where this study fits in. Specifically, this study aims to investigate two teachers' roles when they were teaching online EFL classes over a semester at a university during the COVID-19 pandemic. This lends itself well to the contextualization need. More importantly, the online teaching and learning reality implies that roles are not something ready-made in the online environment but take time to develop in accordance with the context and/or discourse. An observation of how roles develop over a period of time, which is still of little scholarly attention, would provide insights into how roles should be elaborated. The latter serves as the motivation for this study. With that, this study seeks answers to the research question: How do university teachers' roles develop in online EFL classes over a semester?

2. Literature review

2.1 What is role?

Role is defined as what one does and/or expected to do in a particular environment (Lam & Lawrence, 2002; Lee & VanPatten, 1995; Wright, 1987). It is emphasized that role is not only expressed through what one does but also what other people believe what one should do, the social expectation to be precise (Lam & Lawrence, 2002; Walker & Shore, 2015). The expectation could be prescriptive or norm-based, according to some theorists, and could be preferences according to others (Walker & Shore, 2015).

In the literature (e.g., Lam & Lawrence, 2002, Walker & Shore, 2015; Wright, 1987), role is indicated to be composed of three main factors: i, job-related activities, ii, relationships and communications one has with others, and iii, behaviours and attitudes. Turner (1978) explains the relationship of the three factors in describing how a person adopts behaviours and attitudes accompanying activities, and how social interactions facilitate this process. However, role conceptualization has still been fraught with discrepancies resulting from different perspectives (Walker & Shore, 2015).

Many researchers claim that role and role development is influenced by variables such as attitudes and beliefs (Kinchin, 2004), norms and expectations (Ryu & Sandoval, 2010; Webb, 2009), experience (Eick & Reed, 2002), and social factors (Reiman & Peace, 2002). Role development in the classroom particularly is influenced by other variables like student engagements and levels of interaction (Herrenkohl & Guerra, 1998; Walker & Shore, 2015).

2.2 Roles in the traditional language class

In the traditional class, or the offline class, teacher roles have been well-documented in the literature. It is assumed that teachers have to take full responsibility for everything happening in the classroom (Lam & Lawrence, 2002). Teachers are considered all-powerful and all-knowing, controls over the dissemination of knowledge and learning (Johnson et al., 1998). Teachers are catalysts, vehicles and judges for the learning process (Smith & Kolosick, 1996). Teachers are both responsible for imparting knowledge and creating and managing a condition favourable for learning to happen (Tudor, 1993). In language teaching particularly, the centrality of the teacher has long been held as the norm (Lam & Lawrence, 2002). Finkel and Monk (1997) claim that because the teacher is the only person in the class who has expertise in the subject, the teacher is viewed as the group leader responsible for motivation and enlightenment with a sense of purpose. Students' outcomes are dependent on how they conform to what the teacher requires and on how much knowledge from the teacher that they can grasp (Lee & VanPatten, 1995; Smith & Kolosick, 1996).

2.3 Roles in the online language class

Teacher roles in the online class have been researched and classified widely by many researchers. Despite discrepancies, the classification shares commonalities, including main roles of design, socialisation, cognition and affection, management, technology, and evaluation (Alvarez, Guasch, & Espasa, 2009; Anderson, Liam, Garrison, & Archer, 2001; Badia, Garcia, & Meneses, 2017; Coppola, Hiltz, & Rotter, 2002; Varvel, 2007).

In the particular context of computer-mediated communication (CMC), Salmon (2000) uses the term e-moderator to describe the person who is responsible for building on and responding to the contributions of the online discussion, which is considered the major part of the teacher's roles. The researcher suggests a model indicating five characteristics that the e-moderator needs to develop:

- An understanding of the online environment;
- Technical skills in using the features of the software;
- Online communication skills to engage learners;
- Content expertise to support learners' knowledge construction; and
- Personal characteristics, such as adaptability, positivity, and confidence.

This model concentrates on teaching via CMC, which is distinct from other responsibilities such as subject design, content development, and evaluation.

During the delivery of the course, Coppola, Hiltz, and Rotter (2002) identify three roles of the online teacher: cognitive, affective, and managerial. In these three areas, activities relating to learning, thinking, and information belong to cognitive roles, classroom atmosphere and

relationship with and/or among students relates to affective roles, and managerial to management of the course.

In a broader view, Goodyear et al. (2001) develop a model encompassing eight roles of the online teacher in association with key competences showing the nature and scope of online teaching. The eight roles are: content facilitator, technologist, designer, manager/administrator, process facilitator, adviser/counselor, assessor and researcher, as shown in the following table:

Table 1. Roles and indicators of key competences of the online teacher (Goodyear et al., 2001)

Role	Task areas
Content facilitator	Facilitate the learners understanding of the content ('In-course' activity)
Technologist	Making technology choices to improve the online environment
Designer	Designing worthwhile learning task ('Pre-course' activity)
Manager/administrator	Administration and record keeping
Process facilitator	Welcoming, establishing ground rules, creating community, managing communication, modeling social behaviour, establishing own identity
Adviser/counselor	Providing students with advice or counseling on a one to one basis
Assessor	Provides grades and feedback
Researcher	Creation of new knowledge relevant to content

In higher education in particular, Guasch et al. (2010) identify three main roles on the part of the teacher teaching through online technologies: pedagogical, social, and design/planning, as shown in the following figure.

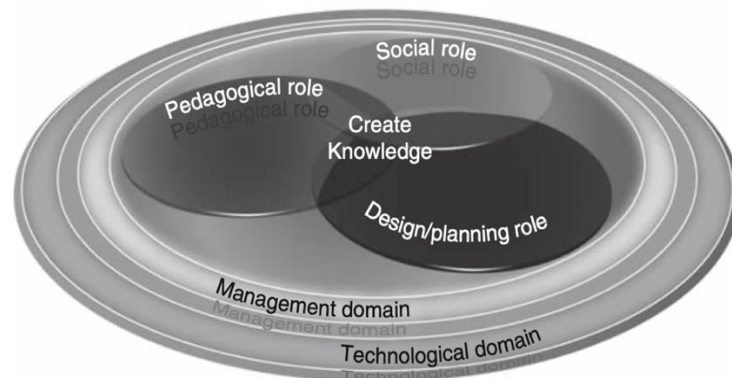


Figure 1. Roles and domains for university teachers in online environments (Guasch et al., 2010, p. 349)

In terms of the difference between roles and domains, the researchers claim that technology is considered part of the environment so it is more of the domain than a specific role, and the same is true for management, which concerns the organizational environment in which teaching and learning take place. For designing/planning role, the online teacher plans activities that assist students in the acquisition of self-organisation and self-regulation skills. It is important to adapt the planning on the dynamics of ongoing learning activities. The pedagogical role refers to the abilities necessary to create learning situations by proposing activities that will have to be linked to specific contents. For the social role, the teacher must foster the creation of a community of learners in order to diminish the feeling of isolation and help create a group identity. The technological domain means the competence to use ICT within an educational framework. The management domain means the competence to organize information before, during, and after the

teaching and learning process. Because of its comprehensiveness and relevance, the framework of Guasch, Alvarez, & Espasa (2010) is used in this study.

2.4 Relevant key studies and research gaps

Studies into teacher roles in online language classes in higher education have been proliferating both in quantity and quality and from various perspectives. Those major studies which either serve as theoretical foundations or are key to discussion of this study are reviewed here so that possible research gaps could be identified.

The study by Guasch, Alvarez, and Espasa (2010) about roles and domains for university teachers to teach in online environments has underpinned my study. Drawing on the large-scaled net-based research study involving 78 experts from 14 universities of 10 European countries, the researchers develop a competency framework of specific roles of university teachers in online environments. The framework is theoretically supported with the notion of socioconstructivist and situated learning, meaning people's actions and the surrounding environment are mutually intertwined, and validated with a European-wide study, thus provides a comprehensive and rigid basis. However, as the overall comment of the study goes, this empirical study points to the nature and complexity of teaching online in the higher education in explaining that teacher tasks in online environments are carried out by different professionals so that a university teacher does not necessarily perform all the roles, meaning overlaps between the roles. This reveals a need to validate the framework with such situations in which the teacher, apart from students, is the only person. That means a need to complexify teacher roles particularly in the university context. This uncovers a possible research gap.

A study by Lam and Lawrence (2002) examines changes in teacher roles and student roles in a computer-based project conducted in a university foreign language class. What is noticeable from this study is the focus of foreign language teaching online. In this computer-based class, the teacher's expertise in the foreign language was threatened because the students had ready access to a vast amount of information online that the teacher could not control, including not only grammar rules that the teacher was not very sure but also authentic texts of the foreign language. This posed a potential erosion to the expert role of the teacher. While this study shares the similar teaching context with my study, it may imply a consideration of adjusting the lesson objective in the language class to validate the possible relationship between lesson objective and teacher roles in online environments. Exploring this kind of relationship remains an under-researched area.

A study by Salmon (2000), which has been reviewed in section 2.3, puts forth a model indicating five characteristics that online teachers need to develop. Among the five characteristics, namely an understanding of the online environment, technical skills, online communication skills, content expertise, and personal characteristics, which are widely recognizable in the literature, what stands out is the item of personal characteristics. As a matter of fact, when online teaching advances quite fast, it really matters how people can catch up the speed and develop adaptive personal characteristics. This really motivates my study to contextualise Salmon's model in this aspect.

In the context of Vietnam, recent research into university classroom roles has been pivoting the reform of teaching and learning approaches in language classes from various

perspectives. Thanh's study (2008) investigates the role of the teacher in Vietnam when cooperative learning is introduced to the classroom, indicating some mismatch between traditional teacher roles and the innovation. Le Ha (2004) investigates university classroom roles when Western methods, known as Communicative Language Teaching, were introduced to the class. Her study reveals how teachers contested the cultural stereotypes. Nguyen and Habók (2021), with a big sample of 1565 EFL learners, concern students' belief about teachers' roles, typifying a tendency towards teacher-centredness, showing the important roles the teacher plays in the students' language learning process. Despite a considerable number of relevant studies, previous research has been looking at role as something fixed or ready-made, and investigation into how role develops over a period of time in the online environment remains of little scholarly attention.

To sum up, a review of relevant key studies above uncovers some possible research gaps. First, teacher roles in the context of higher education should be complexified particularly when the teacher is the only person, apart from students, in the whole process that the online environment involves. Second, is there a relationship between lesson objectives and teacher roles, particularly in the context of online foreign language learning? Finally, personal characteristics such as adaptability, a key component alongside other components relating to skills and expertise, should be contextualized.

3. Methodology

3.1 Research approach

Qualitative case study research is the approach chosen for this research. As suggested by the nature of case study, which provides an in-depth and multifaceted investigation of a single case (Feagin, Orum, & Sjoberg, 2016), this study relies on this approach to portray two teachers' roles to see how the roles developed over a period of time. More importantly, as the aim of this study is to contextualise role development for an elaboration of roles in an online teaching environment, it is particularities of the case under investigation that matter. This is where a qualitative case study research approach fits in.

3.2 The teachers and their classes

The focal participants of the study are two EFL teachers, pseudonym mised teacher A and teacher B. Teacher A was in charge of a Listening class, in her age of 30s, and held an MA at the time she participated in this study. Teacher B was in charge of a Writing class, in his age of 50s, and held a PhD at the time he participated in this study.

Teacher A's class was Listening 5 (listening and note taking) which took place from September to December 2021, school year 2021-2022. Teacher B's class was Writing 4 (paragraph and essay writing), took place from March to June 2022, school year 2021-2022. Both classes were within COVID-19 period, when social distancing was obligatory, and thus was conducted online totally. The classes relied on the university's Learning Management System (LMS) as the official platform for class contacts including class announcements, assignment guidelines and submission, and materials upload, all of which were accessible to every student enrolled in the class. Every week, the classes took place via Zoom in the scheduled time (two hours/week/class) for lectures and/or tutorials. On Zoom, the teachers normally conducted the

classes basing on lessons in the textbook (for example a listening exercise for the Listening class or writing theories for the Writing class), then had the students do controlled practice followed by correction via computer shared screen.

3.3 Data collection instruments and analysis

Semi-structured interviews conducted with the individual teachers were used as the major source of data collection. The interview protocol centered around the teachers' roles with the particular focus on role development. The interview was conducted in Vietnamese for the interviewees' convenience of expression, lasted for approximately an hour, was recorded, and transcribed verbatim.

Guided by the research question, the interview transcription was scrutinized for generating initial codes. The codes were thematized drawing on the literature. Then recurring themes were grouped for hyper-themes, which were cohered for a complete story.

Besides the interview, online class observation (including Zoom and LMS observation) also served as a supplementary source of data. Online class observation was conducted by the researcher on Zoom when the classes took place as scheduled. Apart from Zoom, LMS also showed class activities, which were recorded in history, for example obligatory peer evaluation of individual students' writing assignments. Data from online classroom observation and LMS history were used to triangulate the interview data and contributed to building up the overall picture.

4. Findings

4.1 Teacher A

In terms of role, teacher A was most clearly realized through two remarkable roles, as she clearly perceived herself and articulated in the interview, the co-learner and the teacher.

The co-learner

The role of co-learner, as what she called herself, with layers of meaning and intention, was the most salient role of the teacher in this online listening class. According to the teacher, this role developed from some critical factors. First, this was especially relevant, as she stressed in the interview, when the COVID-19 took place unexpectedly and exerted huge influence upon the traditional or offline teaching. This situation required all teachers to learn particularly how to use technologies. While for other teachers generally, learning how to use technologies was something as a must to switch to online teaching, for this teacher, it rooted from her identity as a teacher, someone she believed as a fulcrum for students, as she said:

I am often interested in technologies but I don't know much. In this unexpected situation, since I find myself not knowing enough [emphasised by the teacher], I have to be a learner. Because I am instructing the students I have to learn and know the technologies thoroughly beforehand so that when they encounter problems, I must be able to help them no matter what, or they will cry out. [Interview, Teacher A]

She stressed that it was her teacher identity to force her to learn a new technology before giving instruction to students because she did not allow herself being in situations that she could not be of help to the students due to not knowing the technology.

Second, being a co-learner was what the teacher did with intention as a pedagogical strategy to create a favourable learning atmosphere, as she revealed in the interview:

Being a co-learner means I study alongside the students. I often told the students “this is what I have just learnt and now I tell you. It is not that I am superior.” By saying so I created a space, a favourable atmosphere for them to learn. I wanted them to feel that teachers are not someone knowing something superordinary but also have to learn normal things to transfer to students in an optimal manner. [Interview, Teacher A]

The teacher’s pedagogical strategy was also meant in a different aspect, as she continued:

Sometimes, for some things I had already known but when the students spoke out, I was kind of acting out [the teacher’s words], saying “wow I didn’t know these things when I was at your age”. They then felt they were appreciated for their effort in answering that and thus aligned to the tone of the lesson and started to learn. I find this way very effective in getting the students to follow me [the teacher’s word]. [Interview, Teacher A]

In the particular relation to the listening class, teacher A emphasized the development of co-learner role as related to her identity of a learner of listening skills. This is what she explained in the interview:

The starting point was that I was a learner hugely challenged by the subject of Listening. I didn’t have a favourable start when I first learnt English in general, and had difficulties in Listening skills in particular. This subject is known as student-killer. So, when I teach Listening, I know students’ problems, which were mostly mine as a former learner. Being a co-learner can support both the students both spiritually and academically, and me as a teacher. [Interview, Teacher A]

According to the Zoom class observation, the way this teacher often referred to a certain issue throughout the lesson as the problem she as a learner had faced also helped ‘equalize’ the teacher and students in the class.

The ultimate role of a teacher

If the role of a co-learner was most salient to this teacher’s perception, the role of a teacher was packed with substances that may help transform the meaning of who a teacher is. First, instead of being the person providing answers to students’ problems, as teachers generally do, what teacher A did was to raise problems for her students, as what she told in the interview:

I saw their mistakes but didn’t show them. I instead told them “well, in order to solve this problem you have to research this and that”. Then in the following class they told me they knew why they had that problem, and realised the root of the problem. So, what the teacher did was using the students to self-teach themselves drawing on their real inquiry and capitalized by online resources. [Interview, Teacher A]

From a different perspective, the role of a teacher, particularly in the Listening class, was emphasized by this teacher, that she was not simply teaching Listening skills, which, by its nature,

has little to teach. She said she often embedded other subjects like grammar, phonetics, phonology in her lessons drawing on what the students had researched beforehand as home assignments. More importantly, her teaching was often driven by what she called neuroscience, which was meant by her to equip the students with knowledge to become life-long learners, things like how to retain information, how the memory works, how to summarise, classify, and synthesise information. With these, teacher A stressed the irreplaceable role of a teacher, even in the Listening class, in which the students needed her to instruct them precisely what they needed among numerous alternatives provided by the internet.

4.2 Teacher B

Teacher B's roles in the class during the whole semester were conceptualized by the teacher himself in three major ones: the creator, the instructor, and the evaluator.

The creator

The creator was what the teacher called himself when being interviewed. The teacher was the only one person to design and create the whole model of writing process of individual writing and peer evaluating on LMS before the class took place. The design was woven from writing theories, which stressed writing as a process, features of technologies on LMS such as Wiki, Workshop, and Assignment, and learning tasks (as shown in Figure 2). Remarkably, what he aimed at in his design was not only developing students' writing skills but more importantly their role of peer evaluator, which, according to the teacher, helped develop their writing skills in return. The latter, according to the teacher, was capitalized only with online technologies, meaning it was impossible in the traditional class. This was expressed in his interview response:

Before [in the traditional class], I couldn't evaluate students' peer feedback because there was no recorded evidence. But now I can do that because I can see it [through the page's history]. The point is my role before is I often control students a lot because the students often rely on the teacher's evaluator role as the sole one. But now, as facilitated by the online environment, I step back and allow more space for student role of peer evaluator to develop. [Interview, Teacher B]

Note: The text in the square brackets [] is added by the researcher for clarification.

According to teacher B in the interview, his creator role was critically different from that in the traditional class, where the teacher is obliged to do that role too. He explained the critical difference like this:

The online environment makes us and enables us to create beforehand. I couldn't wait for the class to begin to do so. Because the access time was very long, I had to have everything ready-made before the students logged in. The scope was also big. That required me to envision how their roles would develop in the online environment when I designed learning tasks. [Interview, Teacher B]

Generally speaking, the teacher role of creator was mostly determined and developed before the course took place, as the teacher remarked in the interview.

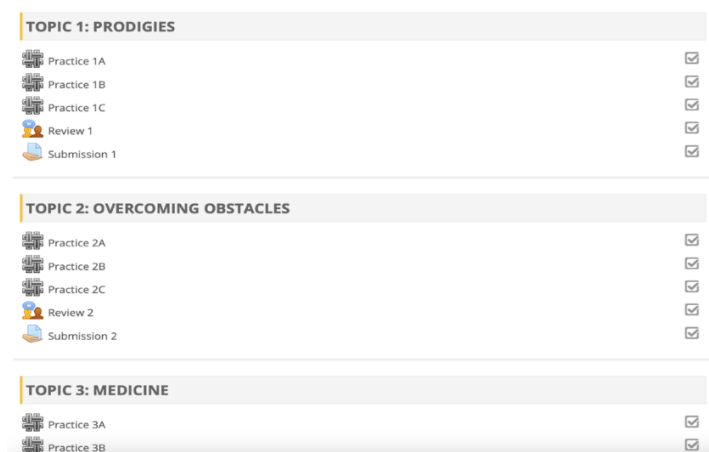


Figure 2. The LMS design by teacher B

The instructor

Teacher B’s instruction was implemented in two areas: writing theories and learning tasks on LMS. The instruction of writing theories was often implemented in Zoom classes. Particularly, the teacher often first had a little lecture of paragraph and essay writing theories, followed by a little controlled practice activity for the students. This kind of instruction was mostly controlled by the teacher and was not different from that in the traditional class. The instruction of LMS tasks was done through two channels, a written Guidance on Writing Process, which was posted on LMS beforehand, and the teacher’s verbal instruction in Zoom classes. About the latter instruction, the teacher said:

I had to instruct the students very carefully from the beginning. I created interaction platforms, guided them, and let them do according to their own need and pace. I then just removed my presence. [Interview, Teacher B]

As suggested by the nature of writing, a kind of communication, according to the teacher, students needed ample time for interaction without the communicator’s presence. He said:

Once the teacher instruction was provided, the students did not need me by their side to ask. The nature of writing activity does not require directness, and interaction can be postponed. The students were advantaged by the online environment and just did the task at their own pace. [...] I guided them to that level and kind of told them “That’s it. Do it now” and they just did it themselves. [Interview, Teacher B]

The interview response emphasized the purposeful distribution of teacher role of instructor, which, arguably, depended on the nature of writing activity.

The evaluator

According to the teacher, the whole semester in terms of the development of his roles could be described roughly in a timeline as follows:

The creator -> the instructor -> the evaluator

In the three roles, that of evaluator was the hallmark of this Writing class, as commented by the teacher. Since one of the two class objectives, which was set by the teacher, was to develop

the students' role of peer evaluator, the teacher role of evaluator was indeed evaluator-evaluator, meaning he evaluated the students' role of peer evaluator. That was described by the teacher in the interview as follows:

I trained the students' feedback in that I evaluated their feedback. Particularly, for a writing paper, the students had to do peer feedback. Peer feedback was carried out in two stages. In the first stage, peer feedback was done in words, meaning student A commented student B's paper in words. In the second stage, peer feedback was done [by cross-group members] in both words and score. For my evaluation, I evaluated both the writing and the feedback. Particularly, a paper with 100 score had 60 from the peer and 40 from me. [Interview, Teacher B]

Commenting on his evaluator role, the teacher said:

My evaluator role was upgraded to a higher level. I evaluated the students' evaluation. This role developed from the basic one like in the traditional class but upgraded in the online environment. [Interview, Teacher B]

However, in order for the teacher's evaluator role to develop to the role of evaluator-evaluator, it took time. In the interview, the teacher explained this as follows:

It needed ample time for them to settle in a role. They needed to settle in trust and a well-established relationship. That means they didn't do well the role of peer evaluator from the beginning. I had the biggest difficulty at Unit 1 and Unit 2 because they didn't know anything. They were like *peripheral learners* [the interviewee's words]. Not until Unit 4 [in 8 units totally] did they get settled in the role. [Interview, Teacher B]

That is to say, the development of the teacher role of evaluator depended on the students and the favourable class relationships to develop to that of evaluator-evaluator.

From a different perspective, even after ample time for the students to settle in the task of peer evaluation, there revealed an underlying factor of peer evaluation, as the teacher remarked in the interview:

I am not pleased about peer evaluation because they were not used to the role of peer evaluator. I am not sure if this was because of our culture, but people are normally reluctant to evaluate others. When I reminded them to evaluate their peers' papers, some of them said it was hard for them because they thought they should feel better than their peers before they decided to evaluate. [Interview, Teacher B]

With that, the teacher emphasized a possible relationship between role and culture.

5. Discussion

The cases of teacher A and teacher B have uncovered issues about role development that are worth discussing.

First, as for teacher A, there reveals the relationship between identity and role development. No matter what role teacher A played between the co-learner or the teacher, it rooted from her identity, as she stressed. As a former learner of listening struggling how to grasp this skill, teacher A intentionally distributed the co-learner role as a pedagogical strategy, as she clearly stated in the interview. As a teacher tailoring her lessons to resonate with the students' tastes, she confirmed "I must be in tune with them to catch their trend so that I can hit the spot". At the core of this was her trait of being someone who was passionate, trendy, and sensitive, as

she featured herself in three words. In terms of role development, what the case of teacher A may suggest is that the drive for a new role to develop should start from within.

Second, as for teacher B, his role of evaluator-evaluator held complex layers of substances. Before the class took place, teacher B had designed his role of evaluator-evaluator through the writing process on LMS: being the evaluator of students' peer evaluation, which was advantaged by the online environment. However, the development of teacher B's role of evaluator-evaluator revealed two critical aspects. First, it was the task of peer evaluation that mattered. According to the teacher and also from class observation on LMS, not until half of the semester did the students start to get settled, meaning they knew what to do in the whole process and started to evaluate their peers' papers. However, the teacher was still concerned about peer evaluation from another perspective that he wondered if it was students' culture, as revealed in his interview. This implies the critical difference between peer evaluation as a task and the student role of peer evaluator.

Both teacher A's and teacher B's cases shared insights into how new roles develop particularly in the university classroom context. Among one of the three factors constituting role (which are: i, job-related activities, ii, relationships and communications one has with others, and iii, behaviours and attitudes) which was indicated in the literature (e.g, Lam & Lawrence, 2002, Walker & Shore, 2015; Wright, 1987), the factor of behaviours and attitudes should be, arguably, viewed to the fullest that may concern identity, as in the case of teacher A, and/or culture, as in the case of teacher B.

Another issue emerging from the findings of the two teachers is the teacher role as the fulcrum particularly in the university EFL classes. If the study by Lam and Lawrence (2002) may suggest that teacher roles in the online language classes can be confronted when students have access to a huge body of authentic language online, which may help degrade the teacher as the main source of language model, this study implies the need to reset lesson objectives particularly of the language class and how that would induce a change of teacher roles. As what teacher A did, she used the students to self-teach themselves drawing on their real inquiry, and what left for her to do was to intrigue and guide the students' autonomy. That ultimately pointed to the vital role of teacher A as the sole source of instruction to what the students precisely needed among numerous alternatives on the internet during their autonomous learning process. As for teacher B, on the one hand, he still perceived himself as the fulcrum of the learning process regardless of traditional or online classes, and what he did in the class helped strengthen that role. On the other hand, as they were taking the online class, the teacher aimed to employ the online environment and/or online technologies to expand students' learning resources, which not simply include learning materials but more importantly human resources, as reflected through the peer evaluator role. Paradoxically, the bigger the repertoire of new roles students may have online, the higher need for the teacher as a fulcrum they have.

6. Implications and conclusion

This paper was derived from a study into classroom roles in online EFL classes to showcase two teachers in terms of how their roles developed over a semester. The findings of teacher A showed how she intentionally distributed her roles as the co-learner and the teacher, which fueled each other, for pedagogical purposes. The findings of teacher B implied the

complexity of the development of evaluator-evaluator role, which, thereby, indicated the difference between peer evaluation as a task and the role of peer evaluator. The two cases revealed issues centering university teacher role as the fulcrum particularly in the EFL online classroom.

The findings of this study, although do not lend themselves to generalizability, can have a few implications. In terms of theory, the findings call for a need to consider redefining university teacher roles particularly in the online language class. In terms of practice, it is salient from the findings that the online environment should be viewed resourceful for developing not only skill and language/knowledge but more importantly roles and potential pool of identities.

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HIỂU THÊM VỀ VAI TRÒ CỦA GIÁO VIÊN ĐẠI HỌC Ở CÁC LỚP TIẾNG ANH TRỰC TUYẾN Ở VIỆT NAM

Tóm tắt: Vai trò giáo viên ở các lớp ngôn ngữ trực tuyến là một chủ đề được nghiên cứu nhiều, mang lại nhiều kết quả về tiềm năng của công nghệ trực tuyến và cho thấy có thể cần định nghĩa lại vai trò của giáo viên. Tuy nhiên khối lượng lớn các nghiên cứu trong chủ đề này cũng cho thấy cần có nghiên cứu phân tích cụ thể hơn các vai trò. Vì mục đích này, bài báo này, dựa trên nghiên cứu điển hình, nhằm tìm hiểu vai trò của giáo viên ở các lớp tiếng Anh sử dụng công nghệ trực tuyến ở một trường đại học. Nghiên cứu này sử dụng công cụ thu thập dữ liệu là dự giờ lớp trực tuyến và phỏng vấn giáo viên. Kết quả nghiên cứu từ dữ liệu định tính cho thấy hai vấn đề quan trọng liên quan đến vai trò giáo viên đại học. Thứ nhất, chính công nghệ trực tuyến giúp phát triển vai trò giáo viên. Thứ hai, trong khi công nghệ trực tuyến mở ra vô số cơ hội và hình thức học tập, giáo viên vẫn là điểm tựa chính cho sinh viên trong cả quá trình học. Thảo luận của nghiên cứu này liên quan đến việc phát triển vai trò giáo viên. Bài báo này cho thấy cần định nghĩa lại vai trò giáo viên đại học ở các lớp ngôn ngữ trực tuyến.

Từ khoá: Nghiên cứu điển hình, vai trò giáo viên EFL ở đại học, lớp EFL trực tuyến

STUDENT ENGAGEMENT WITH PEER FEEDBACK IN EFL WRITING: A CASE STUDY AT AN ENGLISH CLASS FOR HIGH SCHOOL STUDENTS

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Abstract: This study was conducted with the intention of exploring how EFL learners engage with peer feedback in their revisions. To this end, the research seeks to answer two research questions: 1) What is the main focus of feedback generated by students on their peers' writing?; 2) How do EFL students behaviorally engage with peer feedback when revising their texts? With the involvement of 12 EFL 11th-grade students from a high school in Hue, this qualitative study was conducted over an 8-week period. There were two data collection tools, each intended to address a particular research question. The first tool comprised 72 recordings of six weeks of peer feedback conferences. The second tool was made up of 144 writing texts (72 first and 72 revised drafts respectively). The findings indicated that students primarily provided evaluative feedback, followed by form-focused feedback, with content-focused feedback being the least frequently given. Furthermore, students' behavioral engagement with the feedback was discovered. They generally corrected their errors although there were some instances where the received feedback was not addressed at all. Furthermore, students attended to the vast majority of direct form-focused feedback and had lower rates of implementation related to indirect form-focused and content-focused feedback.

Keywords: Peer feedback; engagement; feedback focus; EFL learners

1. Introduction

Over the last twenty years, the use of peer feedback in teaching and learning English as a Second or Foreign Language (ESL/EFL) has been increasing, which has given rise to a wide range of studies on its effectiveness in enhancing ESL/EFL students' writing skills. Previous research has suggested that it helps students improve their ability to evaluate writing and fosters autonomy in learning (Yu & Lee, 2016, as cited in Zhang & Hyland, 2023); enhances readers' awareness (Rollinson, 2005); lowers their writing anxiety (Zhang & Hyland, 2022); and provides more opportunities for language-related discussion (Yu & Hu, 2017). Considering the advantages associated with peer feedback, teachers might anticipate high levels of student involvement in this activity. Nonetheless, such expectations are not always fulfilled as student engagement with peer feedback can be limited. Additionally, learners often express skepticism toward their peers' suggestions and infrequently integrate these comments into their revisions (Yoshida, 2008; Yu et al., 2019, as cited in Zhang & Hyland, 2023).

Research on peer feedback within the context of academic writing has not adequately addressed the aspect of engagement during the revision process. The majority of existing studies have concentrated on students' perceptions and attitudes, lacking a detailed examination of how revisions are undertaken (Wu, 2019). A comprehensive understanding of student engagement is essential for a thorough insight into the dynamics of student writing and the revision process. Moreover, it is not enough, as many studies on peer feedback do, to merely investigate peer

interactions (Zheng, 2012) without considering the changes made across different drafts. It remains open to question whether student engagement with peer feedback is conducive to better writing skills. It is, therefore, the aim of the current research to explore how L2 learners of English engage with peer feedback in their revisions and which focus of feedback they generate on their peers' writing.

2. Objectives

This study aimed to investigate the engagement of EFL students with peer feedback within their writing revision process. By examining how students interact with, utilize, and perceive peer feedback, the research sought to uncover the role of peer feedback in facilitating the improvement of writing competencies and to provide an understanding of peer feedback's potential as a pedagogical tool in EFL writing instruction. Accordingly, two objectives were determined: 1) to discover the focus of the feedback provided by the students to their peers, and 2) to examine the students' behavioral engagement with the feedback that they received. In accordance with these aims, the following research questions were created:

1. What is the main focus of feedback generated by students on their peers' writing?
2. How do EFL students behaviorally engage with peer feedback when revising their texts?

3. Literature review

3.1 Peer feedback in L2 writing

A key component of the writing process that involves collaboration is peer feedback – also referred to as peer review. According to Richards and Schmidt (2010), peer feedback is an activity in the revision stage of writing in which students give and review feedback about their writing. Vorobel and Kim (2014) also defined it as an activity that involves the reading, critiquing, and provision of feedback by a student on another student's writing. Patchan and Schunn (2015) remarked that peer feedback encompasses an evaluation of a student's performance by a peer of similar status. Through peer feedback, students have the opportunity to discuss their texts and gain insights into how others interpret their texts (Hyland & Hyland, 2019). It is supported by various theoretical frameworks, including sociocultural theory, notably the concept of ZPD, the social cognitive theory, and the interaction hypothesis in the context of SLA (Long, 1996).

When giving peer feedback, there are numerous aspects of the writing that reviewers can focus on, as well as different ways (types) in which the feedback can be delivered. Various researchers have attempted to provide a framework for the focus and type of feedback. For instance, Ferris (2006) explained the focus of feedback in terms of the errors that are identified, mainly related to the linguistic elements of the text. These included elements such as word, choice, verb tense, verb form, pronouns, etc. In addition, Ferris described the types of feedback that can be given. These types were a combination of direct, indirect, correct, incorrect, coded, and uncoded feedback. Furthermore, Ellis (2009) explained that feedback could be either focused (correcting all or most of the errors) or unfocused (correcting some of the errors). In terms of feedback types, Ellis described three main types. The first is direct feedback, which is used when the reviewer provides the correct form of the error. The second is indirect feedback which is used when the reviewer indicates that an error exists without providing the correct form. The last type

of feedback is metalinguistic feedback which is used when the reviewer provides metalinguistic clues about the error by writing a code in the margin or indicating the quantity of specific errors.

Fan and Xu (2020) also described the focus of feedback, which was adapted from Ferris (2006). The authors categorized feedback focus into three principal types: form-focused, content-focused, and evaluative. Form-focused feedback targets learners’ mechanical, lexical, and grammatical inaccuracies. Content-focused feedback addresses aspects such as cohesion and coherence. Evaluative feedback comprises both positive affirmations and constructive criticisms. The authors also described the types of feedback, based on work done by Ellis (2009) and Han and Hyland (2015). The types were restricted to form-focused feedback and included direct and indirect feedback. Direct feedback was described as the provision of the correct form of feedback, whereas indirect feedback was associated with the indication that an error was made.

3.2 Student engagement with peer feedback

Student engagement, according to Bond and Bedenlier (2019), is the product of students’ energy and effort applied to their learning. Schindler et al. (2017) explained that engagement is an outcome of a student’s thoughts, feelings, and behaviors about learning. Lam et al. (2014) proposed a tripartite framework, related to the domains of affect (students’ emotional responses to learning), behavior (students’ participation and effort in their school activities), and cognition (mental strategies implemented by students during learning), to conceptualize student engagement.

In order to explain students’ engagement with peer feedback specifically, researchers have proposed engagement frameworks that are relevant to peer feedback learning environments. Ellis (2010) extended the tripartite conceptualization framework to describe how students react to both written and spoken corrective feedback. Similar to the tripartite framework, the divided engagement into three dimensions: (1) cognitive, examining students’ attention to feedback, (2) behavioral, assessing if and how students apply feedback to their work, and (3) affective, exploring students’ emotional reactions to feedback. This approach presents engagement as a complex concept, designed to analyze and understand the distinct aspects of learning through intentional task engagement. Nonetheless, Ellis places a greater emphasis on correcting errors rather than on the broader utilization of feedback in students’ writing. Zhang and Hyland (2018) developed a framework to study how students interact with feedback in second language (L2) writing. Similar to the tripartite framework, their model consisted of affective, behavioral, and cognitive engagement. Han and Hyland (2015) also presented a conceptual framework based on the dimensions of affect, behavior, and cognition. They emphasized the interconnected natures of these dimensions and provided a list of components for each as shown in Table 1.

Table 7. Three-dimensional engagement framework (Han & Hyland, 2015)

Component	Description
Affective dimension	
Emotional response	Feelings and emotions associated with the received feedback
Attitudinal response	Overall attitudes towards peer feedback as a result of the feedback
Behavioral dimension	
Revision operations	How feedback is integrated into revised writing.
Strategies	Methods and techniques used to revise writing
Cognitive dimension	

Awareness: Noticing	Detecting and recognizing the intention of the correction.
Awareness: Understanding	Comprehending the nature of the error.
Metacognitive operations	Strategies used to monitor and evaluate the revision process

In this study, the focus of the behavioral dimension was on the students’ revision operations. These refer to the actions students take in response to the feedback that they receive. Han and Hyland (2015) based their classification of revision operations on Ferris’ (2006) taxonomy in their own five-type framework. The first type is correct revision, which occurs when the error is corrected as intended by the reviewer. The second is incorrect revision which happens when the error is incorrectly addressed. The third revision type, deletion, occurs when the marked text is deleted to address the error. The fourth type, substitution, happens when the marked text is substituted for a correction not suggested by the reviewer. Lastly, no revision takes place when the student offers no response to the marked correction. In this research, Han and Hyland’s (2015) framework of engagement was adopted to explore students’ behavioral engagement with peer feedback in their L2 writing tasks.

3.3 Previous studies

3.3.1 Feedback focus and types

Several studies have explored the focus of feedback in peer feedback activities. Vorobel and Kim (2014) found that three advanced ESL students primarily focused on organization, clarity, vocabulary, use of L1 sources in L2 writing, and mechanics during peer feedback. Patchan and Schunn (2015) analyzed feedback from 186 undergraduate students and discovered that low-ability reviewers offered more praise, while high-ability reviewers provided more critical feedback, including problem explanations and solutions. High prose errors were flagged more frequently than low prose errors. Fan and Xu (2020), studying 21 non-English majors in China, found that form-focused feedback was the most common, with direct feedback being more frequent than indirect feedback. He and Gao (2023) found that 110 Chinese graduate students gave significantly more surface-level feedback (e.g., grammar) than meaning-level feedback (e.g., thesis or argument), often focusing on identifying problems and offering solutions. In Vietnam, Nguyen (2012) observed that 11 EFL students provided numerous surface-level comments (vocabulary and grammar) but rarely commented on content or organization. Pham and Nguyen (2014) analyzed peer comments from 37 graduate students and found that alteration (correcting errors), particularly form-focused errors like grammar and word choice, was the most common feedback type.

3.3.2 Student engagement with peer feedback

Studies on students’ engagement with peer feedback have revealed several key findings. Nelson and Schunn (2008) found that students at an American university were more likely to implement feedback when they understood the problem being addressed (cognitive engagement) and when the feedback included solutions, a performance summary, and problem location (behavioral engagement). Similarly, Fan and Xu (2020) noted that students actively revised their work, especially in response to form-focused feedback, using strategies like consulting dictionaries or seeking teacher help. However, there was less engagement with content-focused feedback. Han and Hyland (2015) observed varied behavioral engagement among four Chinese EFL learners, with some students actively using feedback strategies, while others ignored certain

corrections. Zhou et al. (2024) found that Chinese EFL learners in their study demonstrated significant behavioral engagement with peer feedback.

3.3.3 Revision operations following peer feedback

Several studies have explored how peer feedback affects the implementation of solutions in revised writing. He and Gao (2023) found that mid-quality feedback had the highest implementation rates, while low-quality feedback had the lowest. Pham and Nguyen (2014) reported that peer feedback significantly impacted writing revisions, with a high percentage of mistakes corrected. Ruegg (2015) found that 67% of peer feedback led to revisions compared to 84% of teacher feedback in a study of Japanese university students. Dressler et al. (2019) revealed that graduate students in an online course integrated 83% of peer feedback, addressing surface-level issues more than meaning-level ones. Fan and Xu (2020) found students responded to 95% of form-focused feedback, with 77% of revisions being accurate, while only 38% of content-focused feedback was incorporated. Saeli and Cheng (2021) showed that content errors were revised 61% of the time, with word choice addressed frequently, but organization, grammar, and mechanics errors were rarely revised. Yu et al. (2018) also found that Macau students addressed form-focused feedback more than content-focused feedback, with high implementation rates for both types, especially in lexical choice, spelling, and plural forms.

3.4 Research gaps

Previous research has advanced the understanding of students' engagement with peer feedback, but certain gaps remain. One notable gap is the lack of studies in non-tertiary contexts, despite evidence that young learners, specifically those in the later stages of secondary education can provide constructive feedback (Hyland & Hyland, 2019). Therefore, the negligence of young learners in research about students' engagement with peer feedback is hindering comprehensive insight into the implementation of peer feedback in such a context. Another gap is geographical. In the Asian context, most research has been done in China. While countries in Asia share certain similarities, the educational policies and state of education differ which limits the generalizability of findings in one country to the population of students in another. The researcher identified a lack of studies that have been conducted in Vietnam, which severely limits the valid data that educators and policy makers in Vietnam can rely on to make decisions about lesson planning and curriculum development. To address these gaps, the current study analyzes Vietnamese high school students' peer feedback, focusing on the aspects of writing they prioritize and their engagement with feedback during revisions. This fills both the upper secondary educational context and geographical research gaps by investigating high school students in Vietnam.

3.5 Theoretical framework

The researcher identified and adopted theoretical frameworks to design the data collection tool in response to the two research questions. For the first research question about the aspects that EFL students prioritize when generating feedback, the researcher used Fan and Xu's (2020) framework which describes the foci and types of feedback (as described in Section 2.2) for two main reasons. Firstly, it is based on Ferris's (2006) framework which is reputable and has been used in numerous studies. However, it differs from Ferris's framework by extending the feedback focus to the domains of content and evaluation. Furthermore, this framework covers all the aspects mentioned in other frameworks in a clearly defined manner.

For the second research question about the ways in which EFL students engage behaviorally with peer feedback in their revisions, the researcher integrated two frameworks. First, the researcher relied on the behavioral component of Han and Hyland's (2015) multi-dimensional engagement framework to investigate the revision operations of the students. This framework has been used in other recent studies, such as Fan and Xu (2020) and Cheng and Zhang (2024). It clearly describes the subcomponents for behavioral engagement which can be used to develop measurement instruments. Furthermore, it is more detailed than other engagement frameworks (Ellis, 2010; Zhang & Hyland, 2018) in terms of the descriptions of indicators for measurement. Additionally, the researcher used Fan and Xu's (2020) feedback focus and type framework to examine students' attended feedback

4. Methodology

4.1 Context and participants

This research was conducted at an English tutoring class located in Central Viet Nam. The sample comprised an English tutoring class with 12 students who are EFL 11th-grade students from a high-quality high school. These students were selected as part of the sample using non-probability purposive sampling. According to Berndt (2020), this sampling method involves the researcher's judgement for selecting participants who are appropriate for a specific study. At the time of data collection, the students had finished lessons according to the English curriculum as prescribed by the Ministry of Education and Training of Vietnam for lower secondary students. At this point, they had also received instruction on writing paragraphs in English.

4.2 Research design

The study employed qualitative methods to collect data over an 8-week period. The qualitative data in this study was collected through two instruments: peer feedback conferences and students' writing drafts.

4.3 Data collection tools

Data for the study was collected through peer feedback sessions and students' writing drafts. Peer feedback sessions, recorded on students' mobile devices, were held after the completion of first drafts. The feedback, guided by a teacher-provided feedback form and training session, took place in separate rooms to minimize distractions, with each session lasting around 15 minutes. Both verbal and written feedback were provided, with the focus on verbal feedback uploaded to a Google Drive folder for analysis. The researcher also collected and analyzed students' first and revised drafts to assess their behavioral engagement with the feedback and identify which aspects of their writing were revised. After a two-week training period, students participated in in-class writing sessions, producing 120 to 150-word paragraphs on predetermined topics, and submitting both drafts to their teacher for further analysis.

4.4 Data collection procedure

This study involved two main stages: the training stage (two weeks) and the data-gathering stage (six weeks). During the training stage, students learned how to write complete paragraphs and emails in English and were trained to engage in peer feedback sessions. In the first week, they were introduced to a peer feedback form, taught how to use editing symbols for

error correction, and shown how to record feedback on their phones and upload the recordings to Google Drive. Students were paired and trained with sample paragraphs. A pilot test, involving two non-participants, was conducted in the second week to identify any inefficiencies in the process.

The six-week data-gathering stage began after training. Each week, students wrote a paragraph on a topic from the textbook “Tieng Anh 10 Global Success,” ensuring familiarity with the material. For the last two weeks, they wrote emails instead of paragraphs, aligning with the grade 10 curriculum. Each session included 20 minutes to write a first draft, 30 minutes for peer feedback conferences (15 minutes per student), and 20 minutes to revise their work. This process was repeated weekly throughout the data collection period.

4.5 Data analysis

Before analyzing the recordings, the researcher had to transcribe and translate the Vietnamese audio files. After translation, the transcripts were uploaded to QDA Miner, where the researcher qualitatively analyzed the contents by assigning codes to relevant information. These codes related to the focus of the feedback generated by the students and were determined by the feedback framework of Fan and Xu (2020). The codes are shown in Table 2.

Table 8. Coding categories for peer feedback focus

Code	Description
FFD	Form-Focused – Direct: Indicated mechanical, lexical, or grammatical errors by giving the correct form
FFI	Form-Focused – Indirect: Indicated mechanical, lexical, or grammatical errors by only indicated that the error was made
CF	Content-Focused: Indicated cohesion or coherence error
EV	Evaluative: Gave positive affirmation or constructive criticism

The writing texts were analyzed to discover the participants’ behavioral engagement with the feedback (RQ2). This analysis involved reading through the drafts several times and coding relevant content. The coding scheme was based on the theoretical framework and is described in Table 3.

Table 9. Behavioral engagement analysis coding scheme

Code	Description
Behavioral engagement in revisions (Han & Hyland, 2015)	
BE-CR	Behavioral Engagement – Correct revision
BE-IR	Behavioral Engagement – Incorrect revision
BE-D	Behavioral Engagement – Deletion
BE-S	Behavioral Engagement – Substitution
BE-NR	Behavioral Engagement – No revision
Aspects of writing (Fan & Xu, 2020)	
WA-F	Writing Aspect – Form: Includes mechanics, vocabulary, grammar
WA-C	Writing Aspect – Content: Includes cohesion and coherence

5. Results

5.1 Feedback focus

5.1.1 Overview of all feedback given

Table 4 shows the number of times the students provided specific types of feedback during the six-week period.

Table 10. Overall feedback frequency

Feedback focus	Frequency	Percentage of all feedback given
Form-focused (direct)	147	22%
Form-focused (indirect)	116	17%
Content-focused	65	10%
Evaluative	352	52%

According to Table 4, the majority of feedback provided by the students was evaluative, making up 52% of all feedback given, with 352 instances of feedback. This was followed by form-focused feedback, which made up 39% of all feedback given. In this group, direct feedback was given 147 times whereas indirect feedback was given 116 times. Lastly, content-focused feedback was given 65 times, making up 10% of all provided feedback.

5.1.2 Form-focused feedback

The students gave a variety of feedback focused on form which totaled 263 instances. Among these feedback instances, comments were made about mechanics, vocabulary, and grammar. Table 5 provides excerpts of students' feedback of form-focused features related to mechanics.

Table 11. Sample comments of form-focused feedback related to mechanics

Feedback on features related to mechanics
General punctuation
<i>“you need to pay attention to punctuation” (Student 3, Week 1) “There are punctuation errors” (Student 9, Week 3) “the punctuation is still misplaced, making the reading somewhat illogical and inconsistent” (Student 2, Week 4)</i>
Use of periods
<i>“three sections lack periods to separate the arguments, evidence, and examples” (Student 3, Week 2)</i>
Use of semicolons
<i>“there are mistakes with semicolons” (Student 9, Week 3)</i>

According to Table 5, some of the students remarked on errors related to general punctuation, the use of periods, and the use of semicolons.

Apart from mechanics, various comments were given about lexical errors. These involved issues with the context in which certain words were used.

“some words are not used correctly in context” (Student 7, Week 2)

“you should pay more attention to the use of verbs and adjectives and be a bit more careful with them” (Student 6, Week 4)

“using 'disappointing' instead of 'disappointed' for the movie description” (Student 6, Week 6)

The students also gave feedback about the grammatical accuracy of their peers' works. Table 6 provides excerpts of students' feedback of form-focused features related to grammar.

Table 12. Sample comments of form-focused feedback related to grammar

Feedback on features related to grammar
Incorrect verb tenses
<i>"verb tenses are not consistently used throughout the paragraph, as they switch between past and present" (Student 3, Week 1) "One suggestion for improvement is to add 'ing' to verbs used as subjects for better grammatical accuracy" (Student 5, Week 2)</i>
Sentence structure
<i>"Sentence structure needs improvement in some places" (Student 3, Week 2) "the opening sentence only has a subject and is not a complete sentence, and similar issues are present in other sentences" (Student 11, Week 3)</i>
Subject-verb agreement
<i>"subject-verb agreement is off, such as with 'it' and 'reduce' (which should be 'reduces')" (Student 3, Week 2)</i>
<i>"need to fix the passive voice in the writing to make it complete" (Student 10, Week 2) "there are errors in active and passive voice usage" (Student 2, Week 5)</i>
Superlative adjectives
<i>"there are still grammar mistakes, such as missing 'the' in superlative comparisons" (Student 7, Week 6)</i>

As seen in Table 6, comments were made on incorrect verb tenses, sentence structure, subject-verb agreement, the use of active and passive voice, and superlative adjectives.

5.1.3 Content-focused feedback

Content-focused feedback was given least frequently by the students with 65 instances across the six weeks. The comments provided by the students generally related to the cohesion, coherence, and arguments in their peers' written works. Table 7 provides excerpts of students' feedback of content-focused features related to cohesion.

Table 13. Sample comments of content-focused feedback related to cohesion

Feedback on features related to cohesion
Lengthy sentences
<i>"quite lengthy, and the sentences don't connect smoothly with each other" (Student 2, Week 1)</i>
Cohesive devices
<i>"There are no clear main points like 'Firstly' or 'Secondly'" (Student 9, Week 1) "there are few linking phrases to transition between ideas" (Student 11, Week 1)</i>
Ideas
<i>"for the conclusion, consider adding one or two more sentences to more effectively reinforce the main idea of the paragraph" (Student 12, Week 1) "you don't have a topic sentence. You only list ways to protect the environment without stating the main topic of the paragraph" (Student 12, Week 2) "concluding sentence lacks a summary to reinforce the topic sentence" (Student 12, Week 3) "missing conclusion" (Student 11, Week 5) "paragraph lacks a second idea" (Student 9, Week 6)</i>

In terms of cohesion, the students remarked on lengthy sentences, a lack of cohesive devices, and ideas. Table 8 provides excerpts of students' feedback of content-focused features related to coherence.

Table 14. Sample comments of content-focused feedback related to coherence

Feedback on features related to coherence
Idea placement
<i>“consider placing the ideas about ‘raising awareness’ towards the end of the paragraph for better flow” (Student 6, Week 2)</i>
Lack of conclusion
<i>“lack of coherence, as well as a missing conclusion” (Student 11, Week 5)</i>
Use of supporting sentences
<i>“Your supporting sentences are missing; instead, you list various family activities without clearly developing them” (Student 9, Week 1)</i>

With regard to coherence, some participants commented on the placement of specific ideas, the lack of a conclusion, and the use of supporting sentences.

Table 9 provides excerpts of students’ feedback of content-focused features related to arguments.

Table 15. Sample comments of content-focused feedback related to arguments

Feedback on features related to arguments
Further develop ideas
<i>“lacks sufficient points to fully develop the main idea” (Student 8, Week 1) “you lack arguments and examples” (Student 9, Week 1) “paragraph lacks sufficient arguments to fully develop the main idea” (Student 8, Week 2)</i>
Argument clarity
<i>“Pay attention to making your arguments clearer” (Student 3, Week 2) “need to add more explanation to clarify examples instead of shortening them” (Student 9, Week 3)</i>

As seen in Table 9, the students also gave feedback on the arguments of the writing, mentioning the need to further develop ideas and provide examples, as well as commenting on the clarity of the arguments.

5.1.4 Evaluative feedback

Evaluative feedback comprised the majority of comments made by the students. They gave positive feedback on a wide range of features related to form and content in their peers’ written works. In terms of form, the students gave positive comments on mechanics, vocabulary, and grammar. Table 10 provides excerpts of students’ evaluative feedback on form.

Table 16. Sample comments of evaluative feedback on form

Features related to form
Mechanics
<i>“Your punctuation is used correctly” (Student 1, Week 1) “Most of the punctuation is correct” (Student 8, Week 3) “You use punctuation correctly” (Student 8, Week 4)</i>
Vocabulary
<i>“The vocabulary is appropriate and varied, and the meaning is conveyed accurately” (Student 3, Week 1) “Your work has...rich choice of words” (Student 1, Week 5)</i>
Grammar
<i>“subject and verb agree in number and person” (Student 4, Week 1) “There are no grammatical errors in these sections” (Student 12, Week 3) “tenses are accurate (Student 10, Week 4)</i>

On the topic of mechanics, praise was given for the correct use of punctuation. Furthermore, some students commented on the effective use of vocabulary in terms of vocabulary

richness, and appropriacy. Moreover, positive feedback was delivered regarding the use of correct grammar, specifically in terms of verb tenses, subject-verb agreement, and sentence construction.

Apart from praising the use of grammar, mechanics, and vocabulary in their peers' writing, some students gave positive comments on the content. These comments can be divided based on coherence, cohesion, and arguments. Table 11 provides excerpts of students' evaluative feedback on content.

Table 17. Sample comments of evaluative feedback on content

Features related to content
Coherence
<i>"The arguments, evidence, and examples are presented in a very logical order and align with the main idea of the prompt" (Student 4, Week 1) "your topic sentence and introduction to the topic are very good" (Student 4, Week 4)</i>
Cohesion
<i>"I see that your topic sentence is clear and conveys the idea of the paragraph" (Student 1, Week 1) "Supporting sentences are relevant to the topic, and all the necessary points to develop the main idea are included" (Student 5, Week 2)</i>
Arguments
<i>"you have provided enough examples" (Student 1, Week 1) "You have clear arguments and evidence that fit the topic" (Student 1, Week 1) "You include enough points to develop your ideas" (Student 4, Week 3) "your ideas are very creative and excellent" (Student 6, Week 3)</i>

As seen in Table 11, some of the students complimented the coherence in their peers' works, mentioning effective introductions, a logical order, and a complete and adequate structure. Compliments were also given on the cohesion of the works, specifically in terms of the effective use of topic sentences and linking words. Lastly, some students commented on the quality of the arguments presented in their peers' works, focusing on the provision of sufficient examples, the strength of the arguments, and the creativity of the ideas.

5.2 Students' behavioral engagement with peer feedback in their revisions

5.2.1 Revision operations

Table 12 shows the revision operations of students' behavioral engagement following the feedback they received.

Table 18. Students' revision operations

Revision operation	Frequency	Percentage of all engagement actions
Correct revision	198	60%
No revision	80	24%
Incorrect revision	36	11%
Deletion	14	4%

As shown in Table 12, in most instances, the students corrected the errors according to the comments provided by their peers, making up 60% (198 revisions) of all engagement actions. These correct revisions were made for a variety of errors. For example, student 5 used the incorrect tense in week 1.

*My mom washes the dishes, cooks every meals, my dad will dust the furniture...
(Week 1, Student 5)*

This student's partner indicated that they made a tense error, which was successfully corrected in the draft version.

My mom washes the dishes, cooks every meals; my dad dusts the furniture...

Another example can be seen from student 3's writing in week 2. This student misspelled the word *instead*.

Insted of plastic bags we can use paper bags... (Week 2, student 3)

The student's partner indicated this error, which was corrected in the updated version.

Instead of plastic bags we can use paper bags...

In week 3, student 10 made a punctuation mistake which was indirectly indicated by their partner.

Firstly; blended learning via internet... (Week 3, student 10)

This mistake was fixed in the student's revised writing by changing the semicolon to a comma.

Firstly, blended learning via internet...

In terms of making no revisions, 24% of the students' engagement actions involved no revision of the feedback that they received. This can be seen in student 5's week 5 writing which had the incorrect preposition.

If you travel in Hue, you must try bun bo Hue... (Week 5, student 5)

Their partner indirectly indicated the error which remained unrevised in the updated version. Furthermore, student 8 made several grammar mistakes in their writing in week 4.

*An ecotour is a place have many contribute of people about physical and mental.
(Week 4, student 8)*

Their partner commented that "there are still grammatical errors", however, none of these errors were addressed in the revised writing.

A relatively small proportion of engagement actions, making up 11%, was associated with incorrect revisions. In week 1, student 3 incorrectly spelled the word *unfortunately*, as well as used the incorrect version of the word.

In short, unfortenly, I have a family, I feel happy... (Week 1, student 3)

In response to this, their partner directly indicated that the word should be written as *fortunately*. While student 3 attempted to make a correction, the result was still incorrect.

In short, fortunetely, I have a family, I feel happy...

Another example can be seen in week 3 when student 1 made a subject-verb agreement error and used an incorrect pronoun.

Because it help we control and save time (Week 3, Student 1)

Their partner indicated this error by underlining the incorrect words, however, student 1's revision was performed on unrelated words.

Because it help we control between learning and relaxing...

Deletion was used the least, making up only 4% of all engagement actions.

5.2.2 Attended feedback

Table 13 shows the attended feedback of the students during the six-week period.

Table 19. Overall attended feedback

Feedback focus	Frequency	Percentage
Form-focused (direct)	136	93%
Form-focused (indirect)	72	62%
Content-focused	40	62%

The most common type of feedback that was attended to by the students in their revised written works was direct form-focused feedback, with a percentage of 93%, meaning that 93% of all direct form-focused was attended to. Furthermore, more than half of the feedback given on form (indirect) and content were attended to with a percentage of 62% respectively.

6. Discussion

6.1 Main focus of feedback generated by students

Most of the feedback given by the students was evaluative, with a focus on various features of peers' writing. For instance, students gave evaluative feedback (primarily in the form of positive affirmations) on punctuation, vocabulary, grammar, coherence, cohesion, and arguments. This demonstrates both an awareness of the effective use of content and form in an essay, as well as the strategic use of positive comments to encourage and/or praise peers. The latter notion is supported by the way in which evaluative feedback was frequently delivered. In several instances, the participants would start their feedback with remarks on several positive features in their peers' work. After delivering such praise, they would then proceed to criticize certain aspects of their peers' work. In this way, they were able to assure their peers of the work's merits and put them at ease before delivering critical information. This suggests a potential sensitivity among the students that might contribute to the effectiveness of peer feedback activities by potentially reducing negative emotions experienced by other participants. Notably, few studies have identified evaluative feedback as the predominant type provided, possibly due to limited emphasis on this particular focus in previous research. This finding may reflect a unique aspect of the current sample which could be worth further investigation.

After evaluative feedback, students commonly gave remarks on form in their peers' writing. In fact, feedback on form was far more prevalent than feedback on content. This finding is similar to that of Fan and Xu (2020), Pham and Nguyen (2014), and Nguyen (2012). However, it differs from He and Gao (2023), Patchan and Schunn (2015), and Vorobel and Kim (2014). A possible explanation for these differences can be found in the contextual variations of the studies. This study and the studies conducted by Pham and Nguyen (2014) and Nguyen (2012) were conducted in Vietnam. However, the studies of Vorobel and Kim (2014) and Patchan and Schunn (2015) took place in American schools. The differences in the students' familiarity with English, Vietnam being a non-native English-speaking country and English being spoken natively in America, might be a major factor leading to the contrasting findings. Regarding the form-focused feedback given in this study, the students gave direct feedback more than indirect feedback. A large bulk of direct feedback originated from explicit corrections made in the peers' initial drafts.

These corrections targeted various linguistic features, such as word choice, subject-verb agreement, and punctuation. Besides, the form-focused feedback in general addressed numerous aspects of writing, including vocabulary, grammar, and mechanics.

Content-focused feedback comprised the minority of feedback generated by the students. In spite of this, the students' comments on their peers' content addressed various aspects, such as transitions, supporting sentences, topic sentences, and concluding sentences. The students were generally accurate in identifying missing sections, such as the introduction or conclusion. Similarly, they generally paid careful attention to the existence of transition words, like 'firstly' and 'secondly'. Overall, the students commented on a wide range of aspects, guided by the peer feedback form, with the goal of helping their peers to improve their writing quality.

It should be noted that the students were trained by their teacher to give feedback and were given a peer feedback form from which they could evaluate their peers' writing. The analysis revealed that students relied on the peer feedback form in their evaluations. Therefore, the researcher believes that the form had a significant impact on the feedback that the students gave. This relates to the concept of teacher guidance in the peer feedback process. It is likely that students would have given feedback on fewer errors if they had not been provided with a peer feedback form. Hence, teacher guidance is an essential part of peer feedback practice, especially when students are unfamiliar with the process.

6.2 EFL students' behavioral engagement with peer feedback in their revisions

The students' revised drafts showed that they generally corrected the indicated errors. This finding is similar to that of Fan and Xu (2020) who found that the participants actively revised their writing. This trend could be linked to the fact that most of the form-focused feedback was direct, which made it convenient for them to apply corrections. However, a fair proportion of comments were not addressed at all, leading to no changes in specific writing parts. These tended to be indirect form-focused and content-focused comments, suggesting that the students were uncertain about how to fix their errors. Yet, there were a few instances of incorrect changes or deleted texts. Similarly, the students did not attempt substitutions. Therefore, it can be seen that the students generally attempted to correct their errors but decided to ignore errors that they were uncertain about.

The students' revised drafts revealed their implementation of the feedback they received. Expectedly, the vast majority of direct form-focused feedback was attended to, similar to the studies of Dressler et al. (2019), Fan and Xu (2020), and Yu et al. (2018). This was expected due to the ease of applying direct feedback. Furthermore, more than half of the indirect form-focused and content-focused feedback was attended to. This relatively lower uptake rate, especially related to content-focused feedback, was also observed in Fan and Xu (2021), Ruegg (2015), and Saeli and Cheng's (2021) studies. Indirect feedback and content-focused feedback is generally more difficult to attend to than direct feedback due to the initiative required by the student. The lack of revision strategies, uncertainty about the indicated errors, and disagreements about the existence of errors likely contributed to the lack of uptake. Overall, the participants demonstrated a clear preference for attending to direct form-focused feedback while still attending to a moderate quantity of indirect form-focused and content-focused feedback.

7. Conclusion

This study aimed to investigate the engagement of EFL students with peer feedback during their writing revision process. By analyzing students' initial and revised drafts, as well as peer feedback conference recordings, the researcher addressed two research questions. For the first question, data revealed that evaluative feedback was the most frequently given, often preceding criticism, and covered punctuation, vocabulary, grammar, coherence, cohesion, and arguments. Students frequently provided form-focused feedback on linguistic features like vocabulary, grammar, and mechanics, with direct feedback given more often than indirect, while content-focused feedback was the least frequent. However, content feedback did address transitions, supporting sentences, topic sentences, and conclusions. For the second question, behavioral engagement analysis showed that students generally corrected errors, though some feedback—particularly indirect form-focused and content-focused—was left unaddressed. The analysis of drafts revealed that most direct form-focused feedback was implemented, but there was lower uptake for indirect form-focused and content-focused feedback.

The following pedagogical suggestions are made by the researcher for teachers facilitating peer feedback activities. Firstly, teachers should provide students with a peer feedback form and train them to give effective feedback, as demonstrated in the study, where students successfully commented on a range of linguistic elements. Secondly, teachers should teach writing revision strategies, as the study found students primarily relied on asking for help or using a dictionary. Educating students on more advanced revision techniques will help them handle complex feedback. Lastly, teachers should encourage students to openly discuss and resolve disputes during peer feedback, as some students expressed negative emotions when disagreeing with their peers' feedback.

The researcher identified two key limitations in this study. First, the sample size was restricted to 12 students due to the resource- and time-intensive nature of the research method, limiting the generalizability of the findings. Second, the controlled environment, where students were informed about the procedures in advance, may have influenced their behavior compared to a typical classroom setting. To overcome these limitations, the researcher recommends future studies include larger sample sizes from diverse educational settings or conduct a meta-analysis to identify trends across contexts. Additionally, research could be conducted in a natural classroom setting to observe more authentic student behavior during feedback and revision processes.

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SỰ THAM GIA CỦA HỌC SINH VÀO HOẠT ĐỘNG PHẢN HỒI ĐỒNG CẤP TRONG KỸ NĂNG VIẾT TIẾNG ANH: NGHIÊN CỨU TÌNH HUỐNG TẠI MỘT LỚP HỌC TIẾNG ANH CHO HỌC SINH TRUNG HỌC PHỔ THÔNG

Tóm tắt: Nghiên cứu này được thực hiện với mục đích tìm hiểu cách người học tiếng Anh như một ngoại ngữ tương tác với phản hồi đồng cấp trong quá trình chỉnh sửa bài viết của họ. Với mục tiêu này, nhà nghiên cứu đã xác định hai câu hỏi nghiên cứu: 1) Người học tập trung phản hồi về phương diện nào trong bài viết của bạn học?; 2) Người học tương tác với các phản hồi đồng cấp như thế nào khi chỉnh sửa bài viết của họ? Nghiên cứu định tính này được tiến hành với sự tham gia của 12 học sinh lớp 11 tại một trường trung học phổ thông tại Huế, kéo dài trong 8 tuần. Có hai công cụ thu thập dữ liệu: Công cụ đầu tiên gồm 72 bản thu âm của các buổi người học đưa ra nhận xét đồng cấp trong bài viết của bạn mình, và công cụ thứ hai là 144 văn bản viết (72 bản thảo gốc và 72 bản thảo sau chỉnh sửa). Kết quả nghiên cứu cho thấy phản hồi đánh giá là loại phản hồi được học sinh tạo ra nhiều nhất, tiếp theo là phản hồi tập trung vào việc chính xác trong sử dụng ngôn ngữ. Phản hồi tập trung vào nội dung được đưa ra ít nhất. Về việc sử dụng phản hồi để chỉnh sửa bài viết, nhìn chung, người học thường sửa lỗi theo đề xuất của bạn học, mặc dù có một số trường hợp phản hồi nhận được bị bỏ qua. Thêm vào đó, học sinh thường chỉnh sửa các lỗi được bạn học đưa ra cách sửa lỗi trực tiếp liên quan đến sử dụng ngôn ngữ hơn là các phản hồi sửa lỗi ngôn ngữ gián tiếp và các nhận xét về nội dung.

Từ khóa: Phản hồi đồng cấp; sự tương tác; trọng tâm phản hồi; người học tiếng Anh như một ngoại ngữ

HOẠT ĐỘNG DẠY HỌC TÍCH CỰC TRONG HỌC PHẦN THỰC HÀNH DỊCH VIẾT CỦA SINH VIÊN NĂM THỨ BA KHOA NHẬT TẠI TRƯỜNG ĐẠI HỌC NGOẠI NGỮ, ĐẠI HỌC HUẾ

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Tóm tắt: Hoạt động dạy học tích cực có sự hợp tác giữa người học peer learning được xem là một hoạt động hữu ích giúp khuyến khích tư duy sáng tạo và tạo môi trường học tập tích cực, giúp người học học hỏi lẫn nhau. Bài báo trình bày kết quả nghiên cứu về hoạt động peer learning trong học phần thực hành dịch viết của sinh viên năm ba ngành ngôn ngữ Nhật, trường Đại học Ngoại Ngữ, Đại học Huế. Kết quả nghiên cứu cho thấy phản hồi tích cực của sinh viên tham gia vào hoạt động peer learning ở ba hoạt động: hoạt động trước giờ lên lớp, hoạt động trong giờ học và hoạt động sau giờ học. Từ những phản hồi tích cực của sinh viên cho thấy tính khả thi của việc áp dụng hoạt động peer learning trong giờ học thực hành dịch viết. Kết quả nghiên cứu cũng chỉ ra hoạt động peer learning tác động đến sinh viên tham gia giờ học qua hai mặt: đó là tác động tích cực đến quá trình cải thiện kỹ năng thực hành dịch và quá trình giao tiếp với các thành viên khác trong quá trình học tập.

Từ khóa: Hoạt động dạy học tích cực, peer learning, quá trình học thực hành dịch viết, tính khả thi, hiệu quả

1. Mở đầu

Những năm trở lại đây, quan điểm giáo dục đã có nhiều thay đổi. Phương pháp dạy học truyền thống mặc dù đã khẳng định được nhiều thành công trong nền giáo dục, tuy nhiên trong thời đại phát triển như vũ bão hiện nay phương pháp giáo dục truyền thống đã bộc lộ nhiều hạn chế. Trong đó hạn chế lớn nhất đó chính là lối truyền thụ một chiều khiến người học trở nên thụ động. Trong cơ chế thị trường hiện nay, nếu cứ áp dụng theo phương thức giáo dục truyền thống thì không thể đào tạo ra những người học có tính chủ động, tích cực để có thể đáp ứng nhu cầu của công việc, xã hội. Chính từ bối cảnh xã hội như vậy mà nhiều năm trở lại đây phương pháp giáo dục lấy người học làm trung tâm, tập trung vào việc khuyến khích sự tích cực, sáng tạo và tư duy của người học “hoạt động dạy học tích cực” đã và đang được áp dụng để thay thế dần phương pháp dạy học truyền thống.

Hiện nay, tại khoa Ngôn Ngữ và Văn Hóa Nhật Bản (NN và VH Nhật Bản) trường đại học Ngoại ngữ Huế các hoạt động dạy học tích cực nhằm khuyến khích tư duy sáng tạo, tạo môi trường học tập tích cực như hoạt động thuyết trình, hoạt động thảo luận nhóm, phản hồi đồng đẳng, đặc biệt là hoạt động dạy học tích cực có sự hợp tác giữa người học peer learning (dưới đây gọi là *hoạt động peer learning*) đang được áp dụng đối với các môn thực hành tiếng như nghe, nói, đọc, viết; các môn văn hóa như giao thoa văn hóa, tiếng Nhật du lịch... và mang lại những phản hồi tích cực từ phía người học. Tuy nhiên đối với các môn thực hành dịch vẫn chưa được áp dụng và vẫn chưa có nghiên cứu liên quan đến việc áp dụng hoạt động peer learning vào giờ học này.

Trong bài nghiên cứu này, tác giả tập trung nghiên cứu về hoạt động peer learning trong học phần thực hành dịch viết của sinh viên năm thứ ba khoa NN và VH Nhật Bản tại trường Đại học ngoại ngữ Huế.

Nghiên cứu này sẽ tập trung trả lời hai câu hỏi sau đây:

1. Tính khả thi của giờ học thực hành dịch viết có áp dụng hoạt động peer learning
2. Tác động của hoạt động peer learning đối với quá trình học môn thực hành dịch viết của sinh viên

Cụ thể đối với hai câu hỏi nghiên cứu này tác giả sẽ tập trung tìm hiểu mức độ tham gia giờ học có hoạt động peer learning trong quá trình học môn thực hành dịch viết của sinh viên. Đồng thời đánh giá tính khả thi và tác động của hoạt động peer learning đối với quá trình học môn thực hành dịch viết của sinh viên.

2. Cơ sở lý luận

2.1 Hoạt động dạy học tích cực

Nền giáo dục chuyển từ truyền thống sang giáo dục tích cực đã được đề cập và tiến hành ở Việt Nam từ nhiều năm trở lại đây. Trong nghị quyết Hội nghị Trung ương 8 khóa XI về đổi mới căn bản, toàn diện giáo dục và đào tạo đã đưa ra quan điểm chỉ đạo đó là chuyển mạnh quá trình giáo dục từ chủ yếu trang bị kiến thức sang phát triển toàn diện năng lực và phẩm chất người học. Đối với giáo dục đại học tập trung đào tạo nhân lực trình độ cao, bồi dưỡng nhân tài, phát triển phẩm chất và năng lực tự học, tự làm giàu tri thức, sáng tạo của người học. Để thực hiện những đổi mới đó nghị quyết cũng chỉ ra những việc cần thực hiện đó là tiếp tục đổi mới mạnh mẽ phương pháp dạy và học theo hướng hiện đại; phát huy tính tích cực, chủ động, sáng tạo và vận dụng kiến thức, kỹ năng của người học; khắc phục lối truyền thụ áp đặt một chiều, ghi nhớ máy móc. Tập trung dạy cách học, cách nghĩ, khuyến khích tự học, tạo cơ sở để người học tự cập nhật và đổi mới tri thức, kỹ năng, phát triển năng lực. Chuyển từ học chủ yếu trên lớp sang tổ chức hình thức học tập đa dạng, chú ý các hoạt động xã hội, ngoại khóa, nghiên cứu khoa học.

Yokomizo (2019) khi viết về hoạt động dạy học tích cực dành cho giáo viên tiếng Nhật cũng đã chỉ ra khái niệm về hoạt động dạy học tích cực đó là tên gọi chung cho tất cả hoạt động học tập được tiến hành do quá trình hoạt động tích cực của não bộ và việc hướng đến thực hiện quá trình khiến não bộ người học hoạt động tích cực và đó cũng là cơ hội để người dạy thay đổi, trưởng thành hơn trong quá trình dạy học. Trong nghiên cứu của mình Yokomizo (2019) cũng đã chỉ ra 3 quan điểm của giáo dục tích cực. Đó là:

- Học tập chủ động: Đối với hoạt động học tập chủ động sẽ bao gồm “tính tích cực đối với việc học” và “nhận thức quá trình học tập của bản thân”. Trong quá trình học tập chủ động người học là người tham gia chính trong hoạt động dạy học chứ không phải là giáo viên.
- Học tập mang tính đối thoại: dựa vào quá trình tương tác qua lại với người học khác sẽ hiện thực hóa được “hoạt động học tập chủ động” và qua quá trình đối thoại với người học khác việc lý giải nội dung học tập sẽ dễ dàng hơn.

- Học tập sâu sắc : học tập sâu sắc chính là quá trình học tập bao quát, tổng hợp thông qua quá trình tìm ra mối liên hệ, liên đới với các nguyên lý, nguyên tắc; tiến hành phân biện... Quá trình học tập sâu sắc được phát sinh khi nỗ lực học tập bất kể đó là hoạt động học tập nào.

Từ đó có thể thấy phương pháp dạy học tích cực chính là những phương pháp dạy học thúc đẩy quá trình học tập tích cực của người học. Người học phát triển được tư duy; tích cực, chủ động tham gia giờ học thông qua việc chủ động học tập của mỗi cá thể và thông qua hoạt động trao đổi đối thoại với người học khác. Hoạt động dạy học tích cực sẽ mang lại cho người học cơ hội khái quát, tổng hợp, tư duy phân biện, lý luận. Điều khác hoàn toàn với lối tư duy thụ động, một chiều khi nghe giáo viên truyền thụ như trước đây.

2.2 Hoạt động dạy học tích cực peer learning

Ikeda, Tateoka (2007) định nghĩa hoạt động peer learning đó là hợp tác cùng bạn bè để hoàn thành nội dung học tập. Quan điểm học tập peer learning chính là kiến thức học tập của người học được chính người học xây dựng dựa trên sự tương tác qua lại xung quanh (xã hội). Điều đó đồng nghĩa rằng đối với hoạt động peer learning thì xã hội chính là lớp học.

Quan điểm giáo dục peer learning được Ikeda nhắc đến đó chính là để người học có thể học tập một cách chủ động, sáng tạo thì vai trò của giáo viên chính là thúc đẩy và hỗ trợ. Dạy ngôn ngữ cần chuyển đổi từ cách tư duy “truyền đạt kiến thức về cấu tạo ngôn ngữ” thành “giáo dục để người học có thể giao tiếp trong thực tế”. Chính vì thế làm cách nào để thúc đẩy mong muốn học tập của người học, và hỗ trợ quá trình học của người học được xem trọng hơn là việc dạy cái gì và dạy như thế nào. Ikeda cũng nhấn mạnh điều đó không đồng nghĩa với việc đánh mất vai trò của giáo viên mà điều quan trọng hơn đó chính là giáo viên cần tạo môi trường để người học có thể tự mình học tập, thúc đẩy các hoạt động và hỗ trợ các hoạt động của người học trong quá trình học.

2.3 Một vài nghiên cứu về hoạt động dạy học tích cực peer learning

Như đã nêu ở trên, hoạt động dạy học tích cực peer learning chính là phương pháp dạy học phù hợp với xu thế của thời đại. Nên ở trên thế giới việc áp dụng hoạt động dạy học tích cực peer learning đã và đang được áp dụng vào giáo dục nói chung và giáo dục tiếng Nhật nói riêng. Thomson (2021) đã chỉ ra những kì vọng đối với việc áp dụng hoạt động dạy học tích cực peer learning của giáo viên tiếng Nhật ở Đài Loan. Những kì vọng của giờ học có áp dụng hoạt động peer learning được chỉ ra ở hai mặt cảm xúc-tâm trạng và giáo dục năng lực ngôn ngữ - năng lực nhận thức. Về mặt cảm xúc- tâm trạng giờ học có hoạt động peer learning kì vọng tạo ra “không khí lớp học thú vị” “lớp học sôi động” “xây dựng được mối quan hệ xã hội” “giảm thiểu những gánh nặng về tâm lý”. Về mặt giáo dục năng lực ngôn ngữ - năng lực nhận thức giờ học peer learning được kì vọng ở “hiệu quả nâng cao năng lực ngôn ngữ” “thúc đẩy quá trình tự nhận thức” “nuôi dưỡng năng lực giải quyết vấn đề” “đào sâu năng lực tư duy”. Bên cạnh đó, hoạt động peer learning còn được kì vọng “quản lý quá trình tự học của người học”. Shiga (2018) đã chỉ ra rằng thông qua quá trình tiếp xúc và trao đổi ý kiến với những người học có bối cảnh văn hóa khác nhau, người học đã nhận thức được “bản thân” và “người khác”, đứng trên lập trường của “người khác”, chấp nhận ý kiến “người khác” và dần thay đổi nhận thức của bản thân. Chính vì vậy

người học đã có thể vượt ra khỏi suy nghĩ bản thân là duy nhất, cảm giác yêu ghét, “muốn làm” “không muốn làm”, học được cách phán đoán tình huống một cách bình tĩnh. Hơn nữa, người học có cảm giác an tâm, nâng cao động lực để trao đổi ý kiến với nhau. Từ đó thúc đẩy sự lý giải lẫn nhau. Và Shiga cũng khẳng định để tạo ra được môi trường lớp học có hiệu quả như vậy thì việc phân chia nhóm phù hợp khi triển khai hoạt động dạy học tích cực peer learning là điều quan trọng.

Ở Việt Nam cũng có nhiều nghiên cứu về việc áp dụng hoạt động peer learning vào các giờ học. Cụ thể trong nghiên cứu của Lê Hà Phương (2013, 2014), tác giả đã tiến hành so sánh giờ học đọc hiểu theo phương thức truyền thụ truyền thống và giờ học có áp dụng phương pháp dạy học tích cực peer – reading. Kết quả cho thấy đối với giờ học đọc có áp dụng phương pháp dạy học tích cực peer –reading số lượng phát ngôn của sinh viên cao hơn rất nhiều so với giờ học theo phương thức truyền thụ truyền thống. Và giờ học đọc có áp dụng phương pháp dạy học tích cực cũng thu nhận nhiều phản hồi tích cực từ phía người học. Bên cạnh đó Lê Hà Phương (2016) cũng đã chỉ ra việc áp dụng peer reading trong giảng dạy cho sinh viên đã góp phần nâng cao năng lực học tập theo nhóm, đồng thời cũng chỉ ra các vấn đề cần làm sáng tỏ như để áp dụng peer reading một cách có hiệu quả nhất cần có sự lựa chọn tài liệu giảng dạy như thế nào, phân bổ thời gian trên lớp, phân loại trình độ sinh viên... Tuy nhiên, tác giả cũng chỉ ra giờ học có áp dụng hoạt động peer reading tạo ra giờ học sôi nổi tích cực tuy nhiên giờ học đó chưa đánh giá được năng lực của sinh viên. Đối với việc áp dụng hoạt động peer learning trong giờ học viết, Nguyễn Thị Hương Trà (2021) cũng đã chỉ ra tính khả thi của việc áp dụng hoạt động peer learning trong giờ học môn viết tại khoa NN và VH Nhật Bản trường đại học Ngoại ngữ Huế. Tác giả cũng đã chỉ ra hoạt động peer learning giúp cho sinh viên có thể hoàn chỉnh bài viết của mình tốt hơn và thông qua việc trao đổi bài với nhau sinh viên có thể xây dựng được mối quan hệ xã hội, tự khám phá và nhìn nhận bản thân. Nguyễn Song Lan Anh (2017) trong nghiên cứu về hoạt động peer feedback trong giờ học thuyết trình không chuẩn bị trước cũng đã chỉ ra ba biến đổi trong quá trình tương tác của học viên. Cụ thể 1) phản ứng đối với lời khuyên hay ý kiến của bạn học biến chuyển từ việc tiếp nhận lời khuyên một cách thụ động sang việc phản biện đi kèm với phần giải thích cụ thể; 2) biến chuyển từ việc đơn thuần chỉ ra lỗi sai trong lời nói của bạn sang việc đề xuất phương án chỉnh sửa phát ngôn; 3) sự xuất hiện của tư duy siêu nhận thức là những góp ý không chỉ dừng lại ở việc đề cập tới phát ngôn trong bài thuyết trình của người nói mà còn thể hiện quan điểm nhìn nhận sự việc một cách bao quát về cách thức thực hiện bài thuyết trình nói chung, về cách đưa ra góp ý, lời khuyên sao cho hiệu quả). Nguyễn (2017) khẳng định quá trình tương tác với các bạn cùng lớp có tác dụng trong việc nuôi dưỡng cho học viên tư duy, năng lực phản biện.

Những nghiên cứu nói trên cho thấy rằng hoạt động dạy học peer learning có nhiều ưu điểm trong quá trình thay đổi nhận thức và cải thiện năng lực của người học. Tuy nhiên hoạt động này cũng có nhược điểm lớn nhất đó là khó khăn trong việc đánh giá năng lực của người học. Hoạt động này cần được áp dụng trong các giờ học thực tiễn để từ đó người dạy có thể phát huy những ưu điểm vốn có và cải thiện những nhược điểm còn tồn tại để tạo ra giờ học lý tưởng phù hợp với nhu cầu, trình độ của người học.

3. Hoạt động giờ học

Giờ học có hoạt động dạy học tích cực được lồng ghép vào giờ học truyền thống đối với môn thực hành dịch viết, áp dụng vào học kì II niên khóa 2023-2024. Môn học thực hành dịch viết là môn học gồm 3 tín chỉ, được tiến hành trong vòng 15 tuần. Từ tuần 1 đến tuần 5 của môn học sinh viên sẽ được học theo phương thức truyền thống – giáo viên truyền thụ là chính. Mục đích của 5 tuần đầu tiên đó là sinh viên sẽ được giáo viên ôn tập, hướng dẫn lý thuyết về cách dịch cũng như thực hành trên một vài văn bản dịch. Hoạt động này cung cấp nền tảng để tiến hành thực hiện hoạt động dạy học tích cực từ tuần 6 đến tuần 14. Tuần 15 giáo viên sẽ tiến hành feed back tổng hợp hoạt động học tập của sinh viên qua các tuần học. Cụ thể hoạt động dạy học tích cực được tiến hành thông qua ba hoạt động cụ thể: hoạt động trước giờ lên lớp, hoạt động trong giờ học và hoạt động sau giờ học.

3.1 Hoạt động trước giờ lên lớp

Giáo viên phân thành các nhóm sinh viên nhỏ, mỗi nhóm 4 đến 5 bạn sinh viên. Lớp được chia thành 9 nhóm nhỏ. Mỗi nhóm đảm nhiệm nội dung một tuần học.

Trước giờ lên lớp, nhóm đảm nhiệm nội dung (dưới đây gọi chung là nhóm A) sẽ tiến hành gửi nội dung dịch cho các nhóm còn lại (dưới đây gọi chung là nhóm A') và tiến hành thảo luận, đưa ra ý kiến để có bản dịch hoàn thiện nhất cho nội dung dịch của nhóm.

Các nhóm A' cũng cùng nhau bàn bạc, thảo luận theo từng nhóm để đưa ra sản phẩm dịch của nhóm.

Nội dung dịch của các nhóm sẽ được up lên link chung của lớp, đảm bảo tất cả các nhóm đều được tham khảo nội dung dịch của các nhóm còn lại.

3.2 Hoạt động trong giờ học

Nhóm A sẽ tiến hành thuyết trình về nội dung bản dịch của nhóm. Sau khi trình bày, nhóm A sẽ nghe phần góp ý (về cách dùng từ, chọn lọc từ, cấu trúc ngữ pháp sử dụng sao cho phù hợp...) từ phía các nhóm A' và giáo viên.

3.3 Hoạt động sau giờ học

Sau phần thuyết trình của nhóm A và cùng phần đánh giá, góp ý, thảo luận của các nhóm A' cùng giáo viên, nhóm A và các nhóm A' sẽ tiến hành chỉnh sửa lại phần dịch và up bài dịch hoàn chỉnh lên link chung của lớp để các nhóm cùng xem lại.

Sau khi hoàn thành hoạt động trước khi đến lớp, hoạt động trong giờ học và hoạt động sau giờ học trên lớp, mỗi thành viên sẽ tự đánh giá quá trình học tập của giờ học có hoạt động dạy học tích cực ở các mục: mức độ tham gia giờ học, những nội dung đã học được và những hạn chế khi tham gia giờ học.

Trong bài nghiên cứu này, tác giả tập trung vào những phản hồi của sinh viên sau 15 tuần học để trả lời các câu hỏi nghiên cứu được đưa ra ban đầu.

3. Phương pháp nghiên cứu

3.1 Đối tượng nghiên cứu

Bài báo nghiên cứu những phản hồi của người học đối với hoạt động dạy học tích cực trong quá trình dạy học phần thực hành dịch viết của sinh viên năm ba khoa NN và VH Nhật Bản tại trường đại học Ngoại ngữ, Đại học Huế.

3.2 Phương pháp nghiên cứu

3.2.1 Phương pháp định lượng

Phương pháp định lượng được sử dụng để tìm hiểu về hoạt động peer learning thông qua bảng khảo sát. Bảng khảo sát được tiến hành trực tuyến qua Google Form. Bảng khảo sát được thiết kế gồm các câu hỏi đóng và mở được gửi đến 38 sinh viên tham gia giờ học thực hành dịch viết năm 3 của học kỳ II, niên khóa 2023-2024 của khoa NN và VH Nhật Bản, trường đại học Ngoại Ngữ Huế, đại học Huế. Số liệu phân tích bài báo này là số liệu tổng hợp kết quả của bảng khảo sát được tiến hành sau 15 tuần học để sinh viên nhìn nhận và đánh giá quá trình học tập cũng như các hoạt động dạy học tích cực đã được tiến hành.

Bên cạnh đó, để đánh giá mức độ tham gia giờ học của sinh viên qua từng tuần học có áp dụng hoạt động peer learning, tác giả còn tiến hành phát phiếu đánh giá mức độ tham gia giờ học cho sinh viên. Phiếu đánh giá bao gồm các câu hỏi để sinh viên tự đánh giá mức độ tham gia giờ học, những điều sinh viên học hỏi được qua từng tuần học cũng như những ý kiến, cảm nhận của sinh viên về các hoạt động được tiến hành.

3.2.2 Khách thể nghiên cứu

Bài nghiên cứu với sự tham gia khảo sát của 38 sinh viên năm thứ ba thuộc khoa NN và VH Nhật Bản tại trường Đại học Ngoại Ngữ, Đại học Huế tham gia học phần thực hành dịch viết. Để sinh viên có những kiến thức nền cơ bản về môn thực hành dịch thì những sinh viên này phải thỏa mãn yêu cầu hoàn thành hai học phần thực hành dịch cơ bản 1 và thực hành dịch cơ bản 2.

3.2.3 Công cụ nghiên cứu

Công cụ thu thập số liệu phục vụ cho mục đích nghiên cứu là một bảng câu hỏi khảo sát thiết kế dành cho sinh viên. Nội dung khảo sát gồm các câu hỏi đóng và mở. Đa phần các câu hỏi là câu hỏi trắc nghiệm nhiều lựa chọn để tìm hiểu về hoạt động peer learning đối với quá trình dịch viết của sinh viên năm thứ ba, khoa NN và VH Nhật Bản trường Đại học Ngoại ngữ Huế thực hiện trong học phần thực hành dịch viết.

3.2.4 Phương pháp phân tích số liệu

Việc thu thập số liệu được tiến hành ở dạng bảng hỏi Google Form. Dữ liệu thu được từ các câu hỏi có nhiều lựa chọn trong bảng khảo sát được tổng hợp, thống kê theo tỉ lệ phần trăm. Kết quả thống kê được trình bày dưới dạng biểu bảng.

4. Kết quả nghiên cứu

4.1 Tính khả thi của giờ học thực hành dịch viết có áp dụng hoạt động peer learning

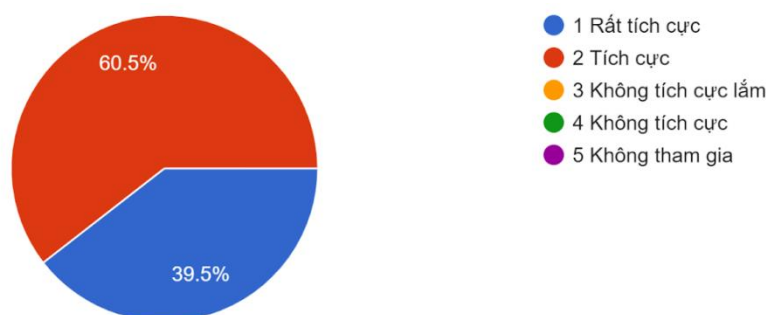
Để đánh giá tính khả thi của giờ học thực hành dịch viết có áp dụng hoạt động peer learning tác giả sẽ tập trung tìm hiểu mức độ tham gia giờ học có hoạt động peer learning trong quá trình học môn thực hành dịch viết của sinh viên.

Bảng hỏi điều tra về mức độ tham gia giờ học có hoạt động dạy học tích cực peer learning được phát cho 38 sinh viên tham gia giờ học thực hành dịch viết, học kì II năm học 2023-2024. Kết quả thu về 38/38 phiếu.

Giờ học có hoạt động dạy học tích cực đối với môn thực hành dịch viết với ba hoạt động: hoạt động trước giờ lên lớp (hoạt động chuẩn bị bài cùng nhóm), hoạt động trong giờ học (hoạt động cùng với nhóm thuyết trình) và hoạt động sau giờ học (hoạt động tự đánh giá và sửa phần dịch của nhóm sau khi đã nghe phần giải thích, phản hồi của giáo viên và các thành viên khác trong lớp). Tác giả đã tiến hành điều tra mức độ tham gia giờ học có hoạt động peer learning dựa trên cả ba hoạt động đã được tiến hành.

4.1.1 Mức độ tham gia hoạt động trước giờ trên lớp

Biểu đồ 1 dưới đây là biểu đồ thể hiện mức độ tự đánh giá của người học khi tham gia hoạt động trước giờ lên lớp (hoạt động chuẩn bị bài cùng nhóm). Mức độ tự đánh giá được chia làm 5 cấp độ lần lượt là “rất tích cực”, “tích cực”, “không tích cực lắm”, “không tích cực”, “không tham gia”.

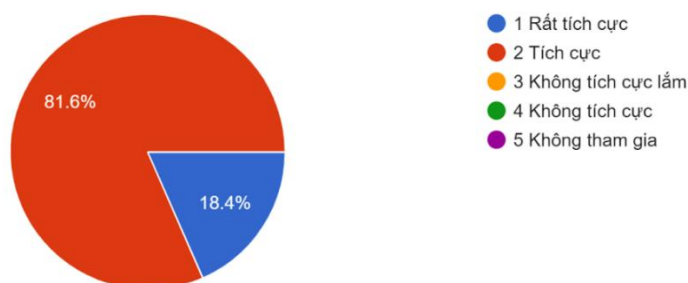


Biểu đồ 1. Tự đánh giá mức độ tham gia hoạt động trước giờ lên lớp

Kết quả tự đánh giá của người học đối với hoạt động này như sau: có 15 câu trả lời tham gia rất tích cực (chiếm 39.5%) và 23 câu trả lời tham gia tích cực (chiếm 60.5%). Kết quả này cho thấy người học đánh giá cao việc tham gia hoạt động chuẩn bị bài cùng nhóm. Lý do cho việc lựa chọn này được đưa ra đó là “Khi làm nhóm sẽ học hỏi được nhiều điều chưa biết từ bạn bè”; “các thành viên trong nhóm đều tham gia hoạt động tìm hiểu từ vựng, ngữ pháp. Sau khi mỗi thành viên dịch xong có phần thảo luận, trao đổi ý kiến với nhau để hoàn chỉnh bài dịch”; “hoạt động này giúp mỗi sinh viên có thể tự giác chuẩn bị bài trước khi đến lớp, đồng thời có thêm kĩ năng làm nhóm tốt hơn”; “việc chuẩn bị bài cùng nhau sẽ giúp mở ra nhiều cách nhìn, cách dịch khác nhau về một nội dung dịch”...

4.1.2 Mức độ tham gia hoạt động trong giờ học

Biểu đồ 2 dưới đây là biểu đồ thể hiện mức độ tham gia hoạt động trong giờ học của người học (đánh giá mức độ tham gia giờ học có hoạt động của nhóm thuyết trình). “Rất tích cực”, “Tích cực”, “Không tích cực lắm”, “Không tích cực”, “Không tham gia” là 5 cấp độ đánh giá mức độ của người học.



Biểu đồ 2. Tự đánh giá mức độ tham gia hoạt động trong giờ học

Kết quả thu được có 7 câu trả lời tham gia rất tích cực (chiếm 18.4%) và 31 câu trả lời tham gia tích cực (chiếm 81,6%). Đối với câu hỏi về mức độ tham gia hoạt động giờ học tỉ lệ phân bố giữa mức độ tham gia rất tích cực và tích cực có chênh lệch nhiều hơn so với mức độ tham gia giờ học trước giờ trên lớp. Tuy nhiên 38/38 câu trả lời (chiếm 100%) việc người học đánh giá việc tham gia giờ học rất tích cực và tích cực là một kết quả khả quan để có thể đánh giá tính khả thi của việc đưa hoạt động peer learning vào giờ học thực hành dịch viết.

Bên cạnh những ý kiến phản hồi tích cực về việc tham gia hoạt động cùng nhóm thuyết trình như “các phần trình bày của các nhóm khác cho thấy những suy nghĩ độc đáo cũng như những cách dịch trau chuốt và bản thân được giao lưu bản dịch của mình với các bạn khác”; “tham gia phát biểu ý kiến, nhận xét, tham khảo bài dịch của các nhóm thuyết trình khác giúp tiếp thu thêm nhiều kiến thức, học hỏi nhiều bản dịch, giúp cải thiện và hoàn thiện bản dịch của cá nhân và tập thể nhóm”; thì vẫn còn những phản hồi cho thấy sự hạn chế của việc tham gia hoạt động trong giờ học của người học như “các bạn thuyết trình thường đặt ra câu hỏi để tương tác với các bạn trong lớp. Nhưng đôi khi bài dài quá, có nhiều bạn thuyết trình còn bị chậm, nói nhỏ, không theo sát bài được, dẫn đến việc nhiều khi mất tập trung”.

4.1.3 Mức độ tham gia hoạt động sau giờ học

Hoạt động sau giờ học chính là hoạt động tự đánh giá và sửa phần dịch của nhóm, cá nhân sau khi đã nghe góp ý và giải thích của giáo viên cùng các thành viên khác trong lớp. Biểu đồ 3 là biểu đồ thể hiện mức độ tự đánh giá của người học đối với hoạt động sau giờ học. Đối với hoạt động tự đánh giá tham gia hoạt động sau giờ học, phần tự đánh giá của người học được chia theo các điểm “Tích cực xem xét và nhìn nhận lại phần nội dung của nhóm đã làm từ đó rút ra được những lỗi sai trong cách dùng từ lẫn cách dịch”; “Tích cực xem xét và nhìn nhận lại phần nội dung của nhóm đã làm từ đó rút ra được những lỗi sai trong cách dùng từ lẫn cách dịch”; “Không xem lại và tự đánh giá, nhìn nhận những lỗi sai trong cách dùng từ và cách dịch” và “ý kiến khác”.



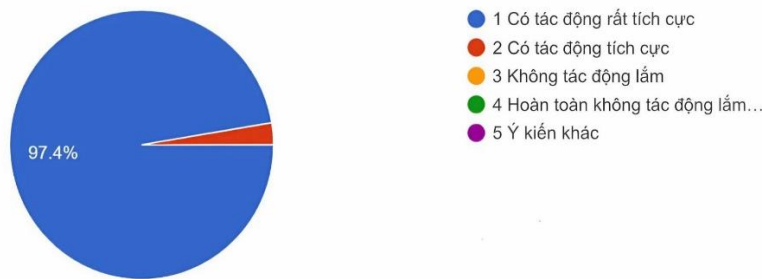
Biểu đồ 3. Tự đánh giá mức độ tham gia hoạt động sau giờ học

Có 37/38 (chiếm 97,4%) câu trả lời sau giờ học người học tích cực xem xét và nhìn nhận lại phần nội dung của nhóm đã làm từ đó rút ra được những lỗi sai trong cách dùng từ lẫn cách dịch. Các lý do gần 100% người học lựa chọn tự đánh giá như vậy được chỉ ra đó là “việc tự đánh giá và chỉnh sửa phần dịch của bản thân và nhóm sau khi nghe phản hồi của giáo viên và các thành viên khác của lớp giúp tìm ra được cách dịch, cách sử dụng cấu trúc ngữ pháp, cách sử dụng từ một cách chi tiết, cụ thể và chính xác trong từng trường hợp”; “nhờ các bản dịch tốt của các bạn chỉnh lại được bản dịch của mình”; “việc nghe bài dịch của nhóm và đối chiếu bài dịch của mình giúp hiểu bài hơn, biết mình sai ở đâu để lần sau rút ra được những lỗi sai trong cách dùng từ lẫn cách dịch. Nhờ đó mà tăng thêm vốn từ vựng và thay đổi cách dịch cho phù hợp”.

Từ kết quả đánh giá mức độ tham gia hoạt động dạy học có áp dụng hoạt động peer learning được nêu ở trên có thể nhận thấy rằng hoạt động dạy học tích cực có tính khả thi đối với giờ học thực hành dịch viết và có tác động tích cực đối với ý thức tham gia giờ học của sinh viên. Hoạt động tìm hiểu từ vựng, ngữ pháp, cách dịch cùng các thành viên khác sẽ giúp người học không cảm thấy nhàm chán, tự mỗi thành viên sẽ nỗ lực để hoàn thành phần bản thân đảm nhiệm, gia tăng khả năng tự chủ, chủ động trong học tập của sinh viên bởi nếu cá nhân không hoàn thành sẽ ảnh hưởng đến kết quả của cả nhóm. Bên cạnh đó việc cả nhóm cùng làm việc, trao đổi để đưa ra một sản phẩm dịch hoàn chỉnh buộc các thành viên phải cố gắng nỗ lực trong việc trao đổi, thống nhất ý kiến. Kết quả này cũng phù hợp với mục đích của hoạt động dạy học peer learning được Ikeda (2007) chỉ ra đó là thông qua việc học cùng bạn bè sẽ học được việc tạo dựng mối quan hệ giữa con người với con người trong xã hội đồng thời nhận ra được bản thân, và phát hiện ra được bản thân.

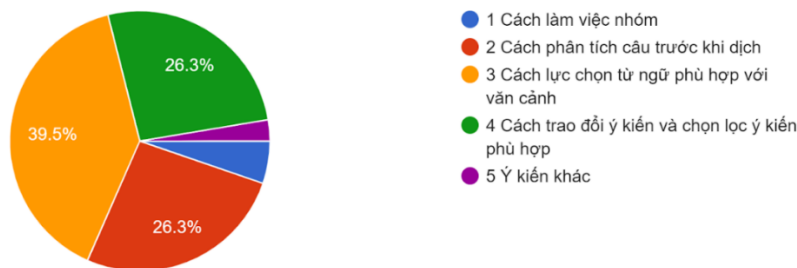
4.2 Tác động của hoạt động peer learning đối với quá trình học môn thực hành dịch viết của sinh viên

Biểu đồ 4 thể hiện kết quả đối với câu hỏi “tác động của hoạt động dạy học tích cực đối với quá trình cải thiện, nâng cao năng lực dịch thuật”. Có 37/38 câu trả lời (chiếm 97.4%) “có tác động rất tích cực” và 1 câu trả lời (chiếm 2.6%) “có tác động tích cực”.



Biểu đồ 4. Tác động của hoạt động dạy học tích cực peer learning đối với quá trình cải thiện năng lực dịch thuật của sinh viên

Từ kết quả trên cho thấy sinh viên tham gia giờ học đánh giá tích cực tác động của hoạt động dạy học tích cực đến quá trình học cải thiện, nâng cao năng lực dịch thuật. Những tác động được cụ thể hóa qua những điều sinh viên học hỏi được thông qua hoạt động dạy học tích cực. Biểu đồ 5 là biểu đồ thể hiện kết quả “Những điều sinh viên học được từ hoạt động peer learning”.



Biểu đồ 5. Những điều học được từ hoạt động peer learning

Biểu đồ 5 cho thấy có 15/38 sinh viên (chiếm 39.5%) cho rằng qua hoạt động peer learning họ học hỏi được cách thức chọn từ ngữ phù hợp với văn cảnh, và 10/38 sinh viên (chiếm 26.3%) sinh viên lựa chọn học được cách phân tích câu trước khi dịch. Như vậy có 25/38 sinh viên đánh giá hoạt động dạy học tích cực có tác động đến quá trình cải thiện khả năng dịch như : chọn lọc từ vựng, ngữ pháp, phân tích câu khi dịch một văn bản. Bên cạnh đó có 12/38 câu trả lời (chiếm 31.6%) cho rằng hoạt động peer learning có ảnh hưởng tích cực đến cách làm việc nhóm và cách trao đổi, chọn lọc ý kiến cho phù hợp. Như vậy, việc áp dụng hoạt động dạy học tích cực trong quá trình học môn thực hành dịch viết không chỉ giúp sinh viên có cơ hội học hỏi các kỹ năng mềm như cách làm việc nhóm, cách trao đổi ý kiến để cùng nhau tạo ra một bản dịch tối ưu mà nó còn tác động đến cách tư duy về việc chọn lọc từ vựng, câu chữ, ngữ pháp, phân tích câu... để dịch đúng, đủ và phù hợp với từng ngữ cảnh của bản dịch.

Tuy vậy, qua câu hỏi khảo sát về mô hình lớp học lý tưởng đối với môn thực hành dịch thì có đến 35/38 câu trả lời (chiếm 92.1 %) sinh viên lựa chọn giờ học có sự kết hợp song song giữa giáo viên truyền thụ và phương pháp dạy học tích cực peer learning. Chỉ có 3/38 câu trả lời (chiếm 7.9%) chọn giờ học có hoạt động dạy học tích cực. Và không có câu trả lời nào chọn giờ học chỉ có giáo viên truyền thụ. Từ kết quả này cho thấy dù mô hình lớp học có áp dụng hoạt động dạy học peer learning có tác động tích cực đến kỹ năng và tư duy của sinh viên, tuy nhiên do đây vẫn là một hoạt động mới mẻ nên việc triển khai giờ học để đạt được những kết quả tối ưu

thì vai trò dẫn dắt của giáo viên cũng vô cùng quan trọng. Kết quả này phù hợp với nghiên cứu của Kim (2015) về vai trò của giáo viên trong việc triển khai hoạt động peer learning đó là người có vai trò “thúc đẩy tính tự lập, định hướng” “điều phối” “quản lý hoạt động” “phát triển tinh thần trách nhiệm, tính hợp tác tích cực của người học” “hướng dẫn nội dung học tập” “thiết kế khung và các bước học tập” “đánh giá tính đúng sai” “nâng cao, khuyến khích động lực”.

5. Kết luận và kiến nghị

Trước hết, kết quả khảo sát về mức độ tham gia giờ học có hoạt động dạy học peer learning cho thấy đa số sinh viên tham gia một cách tích cực vào giờ học cụ thể qua các hoạt động trước giờ lên lớp, trong giờ học và hoạt động tự xem lại, đánh giá sau giờ học. Thông qua các hoạt động được tiến hành sinh viên có cơ hội tự tìm hiểu về từ vựng, ngữ pháp, cách dịch và trao đổi với các thành viên khác. Quá trình đó sẽ giúp phát triển khả năng về dịch thuật cũng như năng lực tương tác, trao đổi với những người xung quanh để giúp xây dựng mối quan hệ đồng thời phát hiện, xây dựng bản thân. Kết quả này hoàn toàn tương ứng với tinh thần của hoạt động dạy học tích cực nói chung và hoạt động dạy học peer learning nói riêng. Điều này cũng được phản ánh ở kết quả khảo sát về những điều học hỏi được từ hoạt động dạy học tích cực peer learning. Có thể khẳng định qua hoạt động được triển khai này tác động đến sinh viên qua hai mặt : đó là tác động tích cực đến quá trình cải thiện kỹ năng thực hành dịch và quá trình cải thiện kỹ năng giao tiếp với các thành viên khác trong quá trình học tập.

Mặc dù đa số sinh viên đánh giá tích cực về các hoạt động của giờ học có hoạt động dạy học tích cực peer learning tuy nhiên, khảo sát cũng cho thấy vai trò quan trọng của giáo viên trong quá trình tiến hành hoạt động dạy học peer learning khi gần 100 % sinh viên cho rằng giờ học lý tưởng chính là giờ học có sự kết hợp giữa giáo viên truyền thụ và hoạt động dạy học peer learning. Từ kết quả này cho thấy rằng mặc dù hoạt động dạy học peer learning có nhiều ưu điểm, tuy nhiên đây là một phương pháp mới được đưa vào áp dụng trong việc giảng dạy đặc biệt là đối với môn thực hành dịch nên khá mới mẻ đối với sinh viên đã quá quen với cách học được giáo viên truyền thụ. Chính vì vậy khi ứng dụng hoạt động dạy học tích cực peer learning vào giảng dạy môn này cần thiết giáo viên linh động để phù hợp với tình hình lớp học, năng lực của sinh viên. Giáo viên chính là người hướng dẫn, đồng hành, thúc đẩy và đánh giá hoạt động của sinh viên. Đồng thời cần thiết có sự đánh giá hoạt động dạy học peer learning thông qua việc phân tích hoạt động tự đánh giá của sinh viên sau giờ học để có điều chỉnh phù hợp phương pháp dạy học.

Vai trò và ý nghĩa của hoạt động dạy học peer learning cần được nhìn nhận và áp dụng thực hiện nhiều hơn nữa trong các môn học thực hành dịch để tránh sự nhàm chán như cách dạy truyền thống và để nhằm tạo hứng thú, động lực học tập cho sinh viên.

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APPLY ACTIVE-LEARNING IN THE PRACTICAL TRANSLATION MODULES OF THIRD - YEAR STUDENTS MAJORING IN JAPANESE LANGUAGE, UNIVERSITY OF FOREIGN LANGUAGES, HUE UNIVERSITY

Abstract: The active-learning activities which proactively collaborate and involve the students in peer-learning is useful and encourage the dynamic and creative-thinking environment. The article applies in the practical translation modules of third-year students majoring in Japanese Language, University of Foreign Languages, Hue University. The researching receives very positive feedback from participated students with peer-learning even before, during and after class activities. From the feedback, it shows the feasibility and efficiency of applying peer-learning activities in practical translation lessons. It will have good impact to students in class through two main aspects:

- Improve the practical translation and writing skills
- Positively improve the communication skill with their class mates

Keywords: Active-learning, peer-learning, practical translation skills, feasibility, efficiency

PHẢN HỒI CỦA SINH VIÊN VỀ CHẤT LƯỢNG ĐÀO TẠO CHƯƠNG TRÌNH NGOẠI NGỮ KHÔNG CHUYÊN TIẾNG NHẬT TRƯỜNG ĐẠI HỌC NGOẠI NGỮ, ĐẠI HỌC HUẾ

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Tóm tắt: Bài viết báo cáo kết quả thực trạng dạy và học chương trình Ngoại ngữ không chuyên tiếng Nhật tại trường đại học Ngoại Ngữ, Đại học Huế dựa trên phản hồi của người học về ba khía cạnh: nội dung chương trình đào tạo, giảng viên và sự hài lòng. Nghiên cứu sử dụng phương pháp định lượng được thu thập thông qua bảng hỏi với sự tham gia của 93 sinh viên đang theo học NNKC tiếng Nhật. Kết quả thu được cho thấy sinh viên cơ bản hài lòng với chương trình học và đội ngũ giảng viên. Tuy nhiên, bên cạnh đó cũng có nhiều phản hồi đóng góp cho chương trình hoàn thiện hơn. Đây là cơ sở để khoa NN&VH Nhật Bản cải tiến chương trình đào tạo NNKC phù hợp hơn nữa với nhu cầu của người học.

Từ khóa: Sự hài lòng, phản hồi, ngoại ngữ không chuyên tiếng Nhật

1. Đặt vấn đề

Chất lượng đào tạo luôn là mối quan tâm hàng đầu không chỉ của các nhà giáo dục và các nhà nghiên cứu về giáo dục mà còn là của toàn xã hội. Đặc biệt, ngày nay khi xã hội ngày càng phát triển, nền giáo dục ngày càng cởi mở và cạnh tranh cao hơn thì mối quan tâm đó càng trở nên sâu sắc. Việc thu thập, phân tích phản hồi của người học đối với chất lượng đào tạo đóng góp rất lớn trong việc cải tiến chương trình học, phương pháp giảng dạy, qua đó nâng cao hơn chất lượng của nhà trường. Đây là việc làm cần thiết để giúp nhà trường có biện pháp cải thiện chất lượng đào tạo, đáp ứng các yêu cầu từ người học, trên cơ sở đó thu hút ngày càng nhiều người học hơn nữa.

Trên thực tế, từ trước đến nay có rất nhiều nghiên cứu tiến hành lấy ý kiến phản hồi của người học về chất lượng chương trình đào tạo. Tại trường Đại học Kinh tế - Đại học Quốc gia Hà Nội, Phạm Thị Liên (2016) nghiên cứu về chất lượng dịch vụ đào tạo và sự hài lòng của người học. Nghiên cứu này đưa ra mô hình các thành phần ảnh hưởng đến chất lượng dịch vụ đào tạo và mức độ tác động của các thành phần đó đến sự hài lòng của sinh viên (SV). Kết quả nghiên cứu chỉ ra các thành phần của chất lượng đào tạo có mối quan hệ cùng chiều với sự hài lòng của người học. Trong đó, các yếu tố ảnh hưởng đến sự hài lòng của SV theo thứ tự giảm dần là: chương trình đào tạo, khả năng phục vụ của cán bộ nhân viên trong trường và cơ sở vật chất. Kết luận đưa ra là để thu được sự hài lòng của người học thì cần tập trung nhất vào củng cố và nâng cao chương trình đào tạo.

Ngoài ra, Phạm Vũ Phi Hồ, Nhim Ngọc Yến (2017) cũng đã thực hiện nghiên cứu về đánh giá của SV đối với chất lượng đào tạo của khoa Ngôn ngữ và Văn hóa (NN&VH) Nước ngoài, Đại học Văn Hiến. Nghiên cứu này trình bày những đánh giá của SV ngành NN&VH Nước ngoài về chương trình đào tạo của Khoa, chất lượng giảng dạy của Giảng viên (GV) và các dịch vụ hỗ trợ của Khoa NN&VH Nước ngoài giúp SV những lúc gặp khó khăn trong suốt quá trình học và

đưa ra những giải pháp hiệu quả giúp cải tiến chất lượng đào tạo của khoa NN&VH Nước ngoài của trường Đại học Văn Hiến. Cụ thể, chương trình đào tạo của khoa NN&VH Nước ngoài phù hợp với trình độ của SV nhưng chưa nổi trội, chưa đáp ứng được nhu cầu của xã hội. Vì vậy Khoa cần phải có định hướng, phù hợp với nhu cầu phát triển của xã hội. Ngoài ra, nhân viên Khoa NN&VH Nước ngoài cần có thái độ tích cực trong việc giải đáp thắc mắc của SV, nhà trường cần nâng cấp website giúp SV giảm thiểu khó khăn khi đăng ký học phần... nhằm giúp nâng cao hiệu quả trong dịch vụ hỗ trợ SV suốt quá trình học tập.

Nguyễn Bích Như (2022) nghiên cứu đánh giá sự hài lòng của SV đối với hoạt động giảng dạy của GV tại trường Cao đẳng Cộng đồng Sóc Trăng ở các khía cạnh bao gồm: công tác tuyển sinh, tư vấn, hướng dẫn; công tác đoàn thể; công tác quản lý SV; cơ sở vật chất (CSVC); đội ngũ hỗ trợ. Kết quả nghiên cứu cho thấy rằng, nhìn chung SV hài lòng với tổng thể hoạt động đào tạo của nhà trường, trong đó yếu tố nhận được sự hài lòng cao nhất là công tác tuyển sinh, tư vấn, hướng dẫn.

Để bảo đảm chất lượng giáo dục, hàng năm trường đại học Ngoại ngữ, Đại học Huế (ĐHNN, ĐHH) đều tiến hành lấy phản hồi của người học về môn học và hoạt động giảng dạy của GV sau mỗi học phần để đánh giá chất lượng đào tạo. Bên cạnh đó trường cũng thường xuyên lấy khảo sát ý kiến của người học về hệ thống CSVC, đội ngũ chuyên viên... Tuy nhiên, để đánh giá về nội dung chương trình học cũng như phương pháp giảng dạy của GV còn nhiều vấn đề then chốt cần được thăm dò và làm rõ hơn nữa.

Đặc biệt, với số lượng SV đạt khối kiến thức Ngoại ngữ Không chuyên (NNKC) tiếng Nhật giảm nhiều theo từng năm, khoa NN&VH Nhật Bản cần nhanh chóng tìm hiểu thực trạng, làm rõ nguyên nhân giảm cũng như tìm các giải pháp giúp tỷ lệ đăng kí học NNCK tiếng Nhật tăng cao trở lại.

2. Cơ sở lý luận

2.1 Tác động của việc lấy ý kiến phản hồi của người học đối với hoạt động giảng dạy

Việc sử dụng đánh giá của người học về hoạt động giảng dạy đã có từ lâu đời trên thế giới, cụ thể là từ những năm 1920 tại trường Đại học Washington và sau đó dần được sử dụng phổ biến ở nhiều trường Đại học khác. Mặc dù các trường trên thế giới đã áp dụng từ lâu, tuy nhiên ở Việt Nam việc thu thập ý kiến phản hồi của người học còn khá mới mẻ. Trước năm 2008, việc thu thập ý kiến phản hồi của các bên liên quan là không bắt buộc nên các trường Đại học có thể thực hiện hoặc không thực hiện. Tuy nhiên, ngày 20/05/2010, Bộ GD&ĐT đã ban hành công văn số 2754/BGDĐT-NGCBLGD gửi các Đại học, Học viện... về việc hướng dẫn lấy ý kiến phản hồi từ người học về hoạt động giảng dạy của GV. Theo đó, từ năm học 2010-2011, các cơ sở giáo dục đại học ở Việt Nam đều triển khai lấy ý kiến phản hồi từ người học.

Trên thế giới có rất nhiều nghiên cứu về tác động của việc lấy ý kiến phản hồi SV đối với hoạt động giảng dạy. Phần lớn các nghiên cứu này đưa ra kết luận theo chiều hướng tích cực về việc lấy ý kiến phản hồi SV. Theo Cohen (1980), đánh giá của SV là một nguồn có giá trị cho việc cải thiện giảng dạy ở cấp đại học. Cụ thể, thông tin phản hồi về đánh giá của SV trong nửa đầu của học kỳ đã liên quan tích cực đến việc cải thiện giảng dạy vào cuối kỳ.

Trong nghiên cứu của mình, Michael Kelso khẳng định GV và các nhà quản lý đều tin rằng việc thu thập ý kiến phản hồi của SV đã đem đến lợi ích trong quá trình giảng dạy và học

tập trong các trường học. Thông tin phản hồi của SV như một công cụ đánh giá có tác động tích cực khi nó được thực hiện chu đáo.

Ý kiến phản hồi của SV giúp GV điều chỉnh nội dung và phương pháp giảng dạy cho phù hợp với mục tiêu môn học, mục tiêu chương trình... từ đó giúp GV cải thiện và nâng cao chất lượng giảng dạy. Việc lấy ý kiến phản hồi của SV sẽ nâng cao tinh thần trách nhiệm của GV trong việc thực hiện mục tiêu đào tạo, giúp GV xây dựng cho mình tác phong làm việc chuyên nghiệp, hết lòng hướng dẫn SV lĩnh hội kiến thức, bên cạnh đó cũng giúp GV tự hoàn thiện mình, luôn nỗ lực nâng cao năng lực chuyên môn, nghiệp vụ để đáp ứng được yêu cầu ngày càng cao của người học.

2.2 Mối quan hệ giữa sự hài lòng của người học và chất lượng dịch vụ

Chất lượng dịch vụ là một phạm trù rất rộng, do chất lượng là sự tổng hòa nhiều khía cạnh khác nhau. Chất lượng dịch vụ theo như Parasuraman và các tác giả (1988) là khoảng cách giữa kỳ vọng và kết quả nhận được khi sử dụng dịch vụ của người tiêu dùng. Nói cách khác, người tiêu dùng khi sử dụng dịch vụ nếu nhận thấy khoảng cách giữa kỳ vọng và kết quả càng nhỏ thì họ cảm nhận chất lượng dịch vụ đó càng cao và ngược lại, nếu khoảng cách giữa kỳ vọng và kết quả càng lớn thì chất lượng dịch vụ nhận được là thấp. Quan điểm của Bộ GD&ĐT khi ban hành các quy định về tiêu chuẩn đánh giá chất lượng chương trình đào tạo các trình độ: chất lượng của chương trình đào tạo là sự đáp ứng mục tiêu chung, mục tiêu cụ thể và chuẩn đầu ra của chương trình đào tạo ở trình độ cụ thể, đáp ứng các yêu cầu theo quy định của Luật giáo dục đại học và Khung trình độ Quốc gia, phù hợp với nhu cầu sử dụng nhân lực của địa phương, của ngành và xã hội.

Nhiều nhà nghiên cứu khẳng định rằng chất lượng dịch vụ có liên quan đến sự hài lòng của khách hàng. Theo Oliver (1980), nghiên cứu sự hài lòng của khách hàng đối với chất lượng của các dịch vụ hay sản phẩm của một tổ chức bao gồm hai quá trình nhỏ có tác động độc lập đến sự hài lòng của khách hàng: kỳ vọng của dịch vụ trước khi mua và cảm nhận về dịch vụ sau khi đã trải nghiệm. Nếu kết quả thực tế kém hơn so với kỳ vọng thì khách hàng sẽ không hài lòng. Nếu kết quả thực tế tương xứng với kỳ vọng thì khách hàng sẽ vui lòng. Nếu kết quả thực tế vượt quá so với mong đợi thì khách hàng rất hài lòng, vui sướng và thích thú.

Trong lĩnh vực giáo dục, mối quan hệ giữa chất lượng đào tạo và sự hài lòng của người học cũng được đề cập đến trong nhiều nghiên cứu như Phạm Thị Liên (2016), Nguyễn Bích Như (2022). Nói tóm lại, để có được sự hài lòng của người học thì điều quan trọng là phải nâng cao chất lượng dịch vụ đào tạo. Như vậy, khi người học đánh giá càng cao về chất lượng dịch vụ đào tạo thì mức độ hài lòng của họ càng cao. Và để biết được người học có mức độ hài lòng như thế nào về dịch vụ đào tạo mà nhà trường cung cấp thì cần phải lấy được ý kiến phản hồi của người học.

Trong nghiên cứu lần này, nhóm nghiên cứu chỉ dừng lại ở việc lấy ý kiến phản hồi và phân tích sự hài lòng của người học đối với chương trình học và GV chứ không phân tích các yếu tố ảnh hưởng đến sự hài lòng khác về dịch vụ đào tạo như cơ sở vật chất, chính sách học phí... vì các yếu tố này không có sự khác biệt giữa NNKC tiếng Nhật và các ngoại ngữ khác.

3. Phương pháp nghiên cứu

3.1 Giới thiệu về việc giảng dạy NNKC tiếng Nhật

Đạt chuẩn khối kiến thức NNKC là yêu cầu bắt buộc đối với sinh viên khi tốt nghiệp. Sinh viên học NNKC phải đạt chuẩn đầu ra theo quy định của đơn vị đào tạo, tối thiểu phải đạt bậc 3/6 (B1) theo Khung năng lực ngoại ngữ 6 bậc dùng cho Việt Nam được quy định tại Thông tư số 01/2014/TT-BGDĐT ngày 24 tháng 01 năm 2014 hoặc Khung năng lực tiếng Việt dùng cho người nước ngoài theo Thông tư số 17/2015/TT-BGDĐT ngày 01 tháng 9 năm 2015 của Bộ trưởng BGD&ĐT.

Chương trình đào tạo NNKC được biên soạn trên cơ sở tham khảo các bậc năng lực của Khung năng lực ngoại ngữ 6 bậc dùng cho Việt Nam được quy định tại Thông tư số 01/2014/TT-BGDĐT ngày 24 tháng 01 năm 2014 hoặc Khung năng lực tiếng Việt dùng cho người nước ngoài theo Thông tư số 17/2015/TT-BGDĐT ngày 01 tháng 9 năm 2015 của Bộ trưởng Bộ Giáo dục và Đào tạo ban hành Khung năng lực tiếng Việt dùng cho người nước ngoài.

Dựa vào các mục tiêu đã được đề ra, Khoa NN&VH Nhật Bản đã xây dựng chương trình đào tạo NNKC phù hợp để người học sau khi hoàn thành chương trình đạt được các yêu cầu tối thiểu về kiến thức, kỹ năng, mức độ tự chủ và trách nhiệm của người học.

Số lượng sinh viên được công nhận đạt chứng chỉ NNKC tiếng Nhật trong 5 năm gần đây nhất được thể hiện ở bảng dưới đây:

Bảng 1. Số lượng sinh viên được công nhận đạt khối kiến thức NNKC từ năm học 2019-2020 đến năm học 2023-2024

Năm học	Số sinh viên
2019-2020	154
2020-2021	142
2021-2022	69
2022-2023	118
2023-2024	24

Nguồn: Số liệu Phòng Đào tạo - Trường Đại học Ngoại Ngữ - Đại học Huế

Dựa vào bảng số liệu trên có thể thấy số lượng SV được công nhận đạt khối kiến thức NNKC tiếng Nhật đang có xu hướng giảm trong những năm gần đây, đặc biệt 2 năm học 2021-2022 và 2023-2024 là 2 năm có số lượng rất thấp.

Số lượng SV đăng kí học NNKC tiếng Nhật từ năm học 2019-2020 đến năm học 2023-2024 được thể hiện dưới bảng sau.

Bảng 2. Số lượng sinh viên NNKC tiếng Nhật từ năm học 2019-2020 đến năm 2023-2024

Năm học	HK1	HK2	HK3	Tổng cộng
2019-2020	136	41	44	221
2020-2021	156	99		255
2021-2022	79	129		208
2022-2023	193	138	71	402
2023-2024	175	104	28	307

Nguồn: Số liệu Phòng Đào tạo - Trường Đại học Ngoại Ngữ - Đại học Huế

Trái với số lượng SV được công nhận đạt khối kiến thức NNKC tiếng Nhật đang giảm dần trong những năm gần đây thì số lượng SV đăng kí học NNKC tiếng Nhật lại đang có xu

hướng tăng dần. Nguyên nhân của sự mâu thuẫn này đến từ quy định mới của ĐHH về việc dạy và học NNKC trong các chương trình đào tạo trình độ đại học tại ĐHH (Quyết định số 1478/QĐ-ĐHH) và các quy chế, quy định cập nhật về việc dạy và học NNKC của nhà trường về chương trình NNKC theo chuẩn đầu ra chương trình đào tạo. Cụ thể, từ năm 2021 nhà trường thay đổi hình thức đánh giá năng lực và các thang điểm liên quan để phù hợp với Quyết định số 1478/QĐ-ĐHH và các chương trình mà trường đang đào tạo, SV đã học và hoàn thành các cấp độ tương ứng (A1, A2, B1) nhưng thi không đạt sẽ phải đăng kí học lại cùng kiến thức với SV học lần đầu và có thể chủ động chọn thời gian hoàn thành các cấp độ. Đây là nguyên nhân của việc số lượng đăng kí học NNKC tiếng Nhật tăng nhưng thực tế số lượng SV được công nhận đạt khối kiến thức NNKC lại giảm.

Như đã đề cập ở trên, đạt khối kiến thức NNKC là điều kiện cần thiết để SV tốt nghiệp ra trường. Tuy nhiên, số lượng SV đạt khối kiến thức NNKC tiếng Nhật lại có tỷ lệ thấp như vậy là một điều vô cùng đáng lo ngại. Nếu tình trạng này tiếp tục kéo dài sẽ dẫn đến việc người học tránh chọn NNKC tiếng Nhật, thay vào đó là đăng kí các thứ tiếng khác có tỷ lệ đạt cao hơn.

3.2 Phương pháp nghiên cứu

Đối tượng nghiên cứu: thực trạng dạy và học NNKC tiếng Nhật tại trường ĐHNN, ĐHH.

Phạm vi nghiên cứu: Đánh giá của người học về chất lượng đào tạo các học phần ngoại ngữ không chuyên tiếng Nhật tại trường ĐHNN, ĐHH, số liệu điều tra năm 2024

Khách thể nghiên cứu: sinh viên các khoa đang học NNKC tiếng Nhật tại trường ĐHNN, ĐHH năm học 2023-2024

Nghiên cứu chỉ tiến hành khảo sát với đối tượng sinh viên đang theo học NNKC trong năm học 2023-2024 mà không khảo sát được với các sinh viên đã hoàn thành chương trình do khoa chưa có sự kết nối với các cựu người học nên gặp khó khăn trong việc nhờ làm khảo sát.

Ngoài ra, nhóm nghiên cứu chỉ có thể lấy được khảo sát với sinh viên đang học chương trình NNKC tiếng Nhật A2 và B1 mà chưa tiến hành được với sinh viên học chương trình NNKC tiếng Nhật A1 do các lớp này được bắt đầu từ tầm tháng 10 và kết thúc vào khoảng tháng 1 hàng năm nên không thực hiện được.

Để đạt được các mục tiêu nghiên cứu đã đề ra, nhóm nghiên cứu sử dụng kết hợp các phương pháp sau:

-Phương pháp nghiên cứu lý thuyết:

Nghiên cứu thu thập và phân tích các tài liệu liên quan về đánh giá chương trình đào tạo, các yêu cầu đối với chương trình đào tạo, các quyết định, thông tư của Bộ GDĐT về đánh giá chương trình đào tạo.

Thu thập và tổng hợp thông tin về số lượng, kết quả đào tạo sinh viên NNKC tiếng Nhật từ phòng Đào tạo trường ĐHNN, ĐHH

- Phương pháp điều tra bằng bảng hỏi

Nghiên cứu sử dụng phương pháp bảng hỏi đối với 93 sinh viên đang theo học NNKC tiếng Nhật (trong đó có 64 sinh viên đang theo học A2 và 29 sinh viên đang theo học B1)

- Phương pháp thống kê sử dụng công cụ SPSS

Sau khi thu thập được số liệu, nhóm nghiên cứu đã sử dụng phương pháp thống kê để xử lý số liệu nhằm đánh giá khách quan kết quả nghiên cứu. Nghiên cứu sử dụng phần mềm Excel để tính toán các giá trị, tỷ lệ, tần suất...

Thiết kế phiếu điều tra

Nội dung phiếu điều tra bao gồm 2 phần như sau:

Phần 1: thu thập thông tin chung của người thực hiện khảo sát bao gồm họ tên, khóa học, số điện thoại, email...

Phần 2: Đánh giá của người học về nội dung chương trình các học phần NNKC, giảng viên giảng dạy và mức độ hài lòng. Trong phần này bên cạnh các câu hỏi lựa chọn được thiết kế dưới dạng câu hỏi bậc thang để đo lường mức độ đạt được/mức độ đồng ý/mức độ hài lòng của người học còn có phần câu hỏi mở để thu thập các ý kiến đóng góp và đề xuất của người học về chương trình đào tạo NNKC tiếng Nhật nhằm cải tiến, nâng cao chất lượng đào tạo.

4. Kết quả nghiên cứu

4.1 Thông tin về khách thể nghiên cứu

93 SV tham gia trả lời bảng khảo sát bao gồm 64 SV đang theo học chương trình NNKC A2 (đã học tiếng Nhật khoảng nửa năm) và 29 SV đang theo học chương trình NNKC B1 (đã học tiếng Nhật khoảng 1 năm). Con số này đạt tỷ lệ 93% (trên tổng 100 SV đang theo học NNKC A2 và B1 tiếng Nhật tại trường ĐHN, ĐHH năm học 2023-2024) do một số SV về quê, có SV có mặt ở buổi lấy ý kiến nhưng không hợp tác làm khảo sát.

4.2 Đánh giá của sinh viên về thực trạng dạy học chương trình NNKC tiếng Nhật

Bảng khảo sát bao gồm 15 câu hỏi chia ra làm 3 phần chính là Chương trình học, Giảng viên và Mức độ hài lòng. Các câu hỏi được thiết kế theo 5 thang điểm đánh giá như sau: 1= Rất không đồng ý; 2 = Không đồng ý; 3 = Bình thường; 4 = Đồng ý; 5 = Rất đồng ý

4.2.1 Đánh giá của sinh viên đối với Chương trình học

Các câu hỏi trong bảng khảo sát từ câu 1 đến câu 6 trả lời cho câu hỏi về nội dung chương trình học.

Bảng 3. Đánh giá của học viên đối với Chương trình học

Chỉ tiêu	Mức độ đồng ý (%)					GTTB
	Rất không đồng ý	Không đồng ý	Bình thường	Đồng ý	Rất đồng ý	
Nội dung chương trình các học phần NNKC có dung lượng hợp lý	0,00	3,23	18,28	36,56	41,94	4,17
Tỷ lệ phân bổ giữa học lý thuyết và thực hành hội thoại là phù hợp	3,23	2,15	30,11	34,41	30,11	3,86
Trình tự sắp xếp nội dung các bài giảng là phù hợp và logic	1,08	3,23	17,20	36,56	41,94	4,15

Bạn có đủ thời gian trên lớp để hiểu những vấn đề được truyền tải	2,15	6,45	32,26	27,96	29,03	3,69
Giáo trình có nội dung phù hợp, dễ hiểu	0,00	3,23	17,20	45,16	35,48	4,16
Đề thi sát với chương trình học	0,00	2,15	29,03	35,48	33,33	4,00

(Nguồn: Dữ liệu điều tra)

Bảng 3 thể hiện đánh giá của SV về nội dung chương trình NNKC tiếng Nhật. Hầu hết SV đồng ý rằng nội dung của các chương trình NNKC có dung lượng hợp lý (đạt mức giá trị trung bình 4,17). Điều này cho thấy dung lượng chương trình NNKC phù hợp với nhu cầu SV.

Ngoài ra SV cũng đánh giá cao mức độ phù hợp giữa tỷ lệ lý thuyết và thực hành hội thoại. Mặc dù so với câu hỏi đầu tiên về dung lượng chương trình học thì câu hỏi này thu được giá trị trung bình thấp hơn (3,86). Tuy nhiên đây vẫn là một giá trị khá cao cho thấy chương trình học được phân bổ khá hợp lý giữa việc học lý thuyết và thực hành hội thoại.

Ở câu hỏi thứ 3, trình tự sắp xếp nội dung các bài giảng là phù hợp và logic thu được giá trị trung bình là 4,15. Đây là một giá trị cao cho thấy sự phù hợp và logic trong trình tự sắp xếp nội dung các bài giảng. Sự logic trong việc sắp xếp nội dung bài giảng sẽ giúp SV dễ hiểu bài hơn, đạt hiệu quả cao hơn trong học tập.

Câu hỏi số 4 (bạn có đủ thời gian trên lớp để hiểu những vấn đề được truyền tải) thu được giá trị trung bình là 3,69. Đây là giá trị trung bình thu được thấp nhất trong các câu hỏi ở phần 1 này. Từ kết quả này thấy được nhiều SV cảm thấy không đủ thời gian trên lớp để tiếp thu, lĩnh hội các kiến thức mới. Tình trạng này kéo dài có thể khiến một số SV bắt đầu cảm thấy chán nản do không theo kịp nội dung học trên lớp. Để khắc phục tình trạng này, GV đứng lớp nên theo sát tình hình học tập của các thành viên trong lớp, nếu thấy có SV nào không theo kịp thì kịp thời hỗ trợ tránh trường hợp các em chán nản và bỏ môn.

Ở câu hỏi thứ 5 (giáo trình có nội dung phù hợp và dễ hiểu) nhận được tỷ lệ đồng ý cao nhất trong phần câu hỏi về nội dung chương trình học. Từ trước đến nay Khoa NN&VH đã rất băn khoăn về độ phù hợp của giáo trình Minna no Nihongo khi sử dụng cho SV NNKC vì đặc thù giáo trình này có tỷ lệ lý thuyết cao cũng như số lượng từ vựng tương đối lớn. Tuy nhiên, kết quả điều tra cho thấy giáo trình này vẫn nhận được đánh giá cao của các SV đang theo học NNKC tiếng Nhật.

Câu hỏi cuối cùng trong phần các câu hỏi về chương trình học là câu hỏi về đề thi có sát với chương trình học không. Dữ liệu điều tra cho thấy giá trị trung bình thu được là 4,00. Điều này cho thấy SV nhận định đề thi khá bám sát với chương trình học.

Chương trình học được xem là phù hợp với trình độ của SV có thể xét ở nhiều tiêu chí như dung lượng, độ phân bổ giữa các tỷ lệ, tính logic của các phần học, giáo trình... Dựa vào kết quả khảo sát thu được có thể khẳng định SV đánh giá cao chương trình học NNKC tiếng Nhật. Riêng phần phân bổ giữa lý thuyết và thực hành, GV có thể khắc phục bằng cách tăng thêm giờ thực hành hội thoại để SV có thể học và thực hành nhiều hơn ở trên lớp.

4.2.2 Đánh giá của sinh viên về giảng viên

Phản hồi ý kiến của sinh viên về giảng viên bao gồm 6 câu hỏi được thể hiện ở bảng dưới đây.

Bảng 4. Đánh giá của học viên đối với Giảng viên

Chỉ tiêu	Mức độ đồng ý (%)					GTTB
	Rất không đồng ý	Không đồng ý	Bình thường	Đồng ý	Rất đồng ý	
GV có kiến thức chuyên môn vững	0,00	1,08	8,60	26,88	63,44	4,53
GV có phương pháp giảng dạy và kỹ năng sư phạm tốt	0,00	0,00	9,68	30,11	60,22	4,51
GV thân thiện, gần gũi với người học	0,00	0,00	9,68	23,66	66,67	4,57
GV giảng dạy nghiêm túc, đúng theo giờ giấc, nội dung	0,00	0,00	4,30	29,03	66,67	4,62
GV luôn sẵn sàng giải đáp thắc mắc, chia sẻ kinh nghiệm, kiến thức với người học	0,00	1,08	2,15	29,03	67,74	4,63
GV đánh giá kết quả học tập của người học một cách công bằng, khách quan	0,00	0,00	6,45	26,88	66,67	4,60

(Nguồn: Dữ liệu điều tra)

Ở phần 2 các câu hỏi liên quan đến GV đều nhận được phản hồi rất tích cực của SV. Nhìn chung, GV khoa NN&VH Nhật Bản đều được SV đánh giá rất cao khi giá trị trung bình thu được ở tất cả câu hỏi đều đạt được mức rất cao là trên 4,50.

Thứ nhất, hầu hết SV nhận xét GV khoa NN&VH Nhật Bản có kiến thức chuyên môn vững. Trong tất cả 93 SV tham gia trả lời khảo sát chỉ có duy nhất 1 SV không đồng ý với điều này. 100% GV của khoa tốt nghiệp thạc sỹ trở lên và đều được tham dự các khóa đào tạo chuyên môn để nâng cao trình độ hàng năm. Phản hồi từ SV càng khẳng định rõ hơn nữa trình độ chuyên môn của đội ngũ GV khoa.

Ngoài ra, hầu hết SV đánh giá GV có phương pháp giảng dạy và kỹ năng sư phạm tốt. Ở câu hỏi này không có SV chọn mức 1 (rất không đồng ý) và mức 2 (không đồng ý). Có 9,68% SV đánh giá mức bình thường, 30,11% chọn mức 4 (đồng ý) và 60,22% chọn mức 5 (rất đồng ý). Phương pháp giảng dạy và kỹ năng sư phạm của GV là những yếu tố rất quan trọng trong công tác giảng dạy cũng như quyết định chất lượng đào tạo của chương trình. Kết quả thu được 90,33% SV chọn mức 3 và 4 ở câu hỏi này khẳng định sự hài lòng cao ở SV về phương pháp giảng dạy cũng như kỹ năng sư phạm của đội ngũ GV chương trình đào tạo NNKC tiếng Nhật.

Trình độ chuyên môn, phương pháp giảng dạy và kỹ năng sư phạm của GV sẽ tạo nên nền móng vững chắc đưa đến hiệu quả học tập tốt của SV, bên cạnh đó thái độ của GV thân thiện, gần gũi với người học sẽ tạo nên động lực học tập tốt cho SV. Kết quả khảo sát cho thấy SV đánh giá cao thái độ của GV, luôn thân thiện, gần gũi với người học khi có đến 23,66% SV chọn mức 4 và 66,67% chọn mức 5, giá trị trung bình đạt 4,57, một giá trị rất cao.

Giá trị trung bình 4,62 là một giá trị rất cao mà SV đánh giá về việc GV giảng dạy nghiêm túc, đúng theo giờ giấc, nội dung. Mặc dù việc giảng dạy nghiêm túc, đúng theo giờ giấc và nội dung không phải là yếu tố quan trọng then chốt nhưng việc GV đi dạy nghiêm túc, đúng giờ cho

thấy thái độ nghiêm túc trong công việc của đội ngũ GV khoa NN&VH Nhật Bản. Học thêm một ngôn ngữ cũng là biết thêm một nền văn hóa, và ai cũng biết rằng người Nhật rất chú trọng việc đúng giờ, nghiêm túc trong công việc. Sự chuẩn mực trong việc tuân thủ thời gian của GV cũng chính là tấm gương tốt giúp SV cũng phải nghiêm túc đi học đúng giờ. Thái độ nghiêm túc từ GV đến SV đem lại hiệu quả học tập tốt cho chương trình.

Trong quá trình học chắc hẳn SV nào cũng có những thắc mắc riêng, và được GV tận tình giải đáp thắc mắc, chia sẻ kinh nghiệm, kiến thức sẽ giúp SV đạt được mức hiểu bài cao hơn. Ở câu hỏi này có đến 29,03 SV chọn mức 4 và 67,74 SV chọn mức 5. Đây cũng là câu hỏi thu được phản hồi có giá trị cao nhất (4,63) trong phần các câu hỏi về GV cho thấy đội ngũ GV của khoa NN&VH Nhật Bản luôn sẵn sàng giải đáp thắc mắc của SV. Điều này cho thấy GV khoa NN&VH Nhật Bản rất nghiêm túc trong công tác giảng dạy cũng như chăm sóc, giúp đỡ tận tâm cho từng SV trong suốt quá trình học tập.

Việc GV có đánh giá kết quả học tập của người học một cách công bằng, khách quan hay không cũng là một yếu tố quan trọng quyết định sự hài lòng của SV. Kết quả khảo sát cho thấy có 26,88 SV chọn mức 4 và 66,67% SV chọn mức 5 cho thấy GV khoa NN&VH Nhật Bản đánh giá kết quả học tập của người học một cách công bằng, khách quan.

Tóm lại, dựa vào kết quả khảo sát có thể khẳng định đội ngũ GV khoa NN&VH Nhật Bản có trình độ chuyên môn tốt, nghiêm túc trong công tác giảng dạy, thái độ thân thiện, công tâm khi đánh giá điểm quá trình... Đây là các yếu tố quan trọng trong việc nâng cao chất lượng đào tạo của khoa cũng như đáp ứng được nhu cầu của người học. Đây là những điểm mạnh mà đội ngũ GV của khoa cần phát huy hơn nữa để ngày càng nâng cao mức độ hài lòng của SV.

4.2.3 Đánh giá của SV về sự hài lòng

Trong lĩnh vực thương mại và dịch vụ, sự hài lòng của khách hàng chính là yếu tố then chốt để duy trì và gia tăng số lượng khách hàng. Nếu như trước đây giáo dục được xem như một sự nghiệp đào tạo con người mang tính phi thương mại thì ngày nay quan điểm này đã thay đổi. Trong tình hình kinh tế thị trường như ngày nay giáo dục được coi là một dịch vụ trong đó nhà trường là bên cung cấp dịch vụ và SV ở vị trí có thể lựa chọn nhà cung cấp dịch vụ phù hợp nhất với mình. Thông tin về sự hài lòng của SV là nguồn thông tin quan trọng để nhà trường và đội ngũ GV có thể có những điều chỉnh kịp thời, qua đó chất lượng đào tạo của nhà trường sẽ càng ngày càng được cải thiện. Bảng 5 trình bày mức độ hài lòng của SV về chương trình học, GV.

Bảng 5. Đánh giá của học viên đối với Sự hài lòng

Chỉ tiêu	Mức độ đồng ý (%)					GTTB
	Rất không đồng ý	Không đồng ý	Bình thường	Đồng ý	Rất đồng ý	
Hài lòng với chương trình học NNKC tiếng Nhật	0,00	3,23	18,28	46,24	46,24	4,77
Hài lòng với chất lượng giảng dạy của đội ngũ giảng viên	0,00	1,08	11,83	33,33	53,76	4,40
Sẽ giới thiệu bạn bè, người quen học NNKC tiếng Nhật	2,15	2,15	34,41	32,26	29,03	3,84

(Nguồn: Dữ liệu điều tra)

Ở thang đo về sự hài lòng của SV với chương trình học NNKC tiếng Nhật có thể thấy thu được phản hồi rất tích cực của SV. Chỉ có 3,23% không hài lòng về chương trình học, 18,28% giữ quan điểm trung lập, 46,24% đánh giá ở mức 4 và 46,24% đánh giá ở mức 5. Giá trị trung bình đạt 4,77, đây là chỉ số giá trị trung bình cao nhất đạt được trong cả 3 phần. Điều này cho thấy các SV chọn học NNKC tiếng Nhật phần lớn hài lòng về sự lựa chọn của mình.

Thang đo tiếp theo về sự hài lòng của SV với chất lượng giảng dạy của đội ngũ GV cũng có kết quả tích cực với giá trị trung bình lên tới 4,40%. Ở phần 2 SV đánh giá về đội ngũ GV thu được phản hồi rất tích cực vì vậy ở phần này mức độ hài lòng cao cũng là điều dễ hiểu. Đội ngũ GV có kiến thức chuyên môn vững, kỹ năng sư phạm tốt, thân thiện, gần gũi người học có thể nói là một trong những yếu tố để thu hút người học.

Tuy mức độ hài lòng với chất lượng chương trình học NNKC và chất lượng giảng dạy của đội ngũ GV cao như vậy nhưng ở thang đo tiếp theo “Sẽ giới thiệu bạn bè, người quen học NNKC tiếng Nhật” lại thu được phản hồi không được tích cực lắm. Cụ thể, có 2,15% SV chọn mức 1 và 2,15 SV chọn mức 2. Tỷ lệ chọn cao nhất rơi vào mức trung lập là 34,41%. Thang đo này có tỷ lệ trung bình khá thấp là 3,84 cho thấy Khoa NN&VH Nhật Bản cần phải làm nhiều điều hơn nữa để thu hút người học vì kênh giới thiệu của người học là một trong những kênh vô cùng quan trọng.

4.2.4 Phần câu hỏi mở

Ngoài phần chọn các mức độ theo thang điểm đánh giá, khảo sát còn có phần câu hỏi mở để lấy thêm ý kiến cụ thể hơn của người học. Với câu hỏi “Anh/Chị có ý kiến đóng góp gì để chương trình học các môn NNKC tiếng Nhật đáp ứng tốt hơn nhu cầu của người học, nhóm nghiên cứu đã thu được các phản hồi của SV mà tiêu biểu là các ý kiến sau đây:

Chương trình học các môn NNKC tiếng Nhật đã đủ đáp ứng tốt với nhu cầu người học, đặc biệt là giáo trình khá đầy đủ kiến thức (S1)

Cần thêm nhiều tiết luyện nói để cải thiện sự không tự tin. (S2)

Mong giáo viên dạy chậm lại để bọn em từ từ nhớ chắc kiến thức. Cũng cần giáo viên dạy bọn em đừng dạy quá nhiều kiến thức cùng một lúc. (S3)

Cần có tiết ôn tập để được giải đáp chi tiết hơn. (S4)

Cần có thời gian ôn tập nhiều hơn. (S5)

Có thêm hoạt động thực tế, trò chơi. (S6)

Tạo thêm các hoạt động ngoại khóa tìm hiểu rõ về tiếng Nhật. (S7)

Có những hoạt động ngoại khóa cho các bạn NNKC về văn hóa, ẩm thực như Mini Hue (chương trình giới thiệu và trải nghiệm văn hóa Nhật Bản, tác giả) (S8)

Đối với người học NNKC thì chương trình học hơi nhiều xiu, nên giảm bớt lại sẽ ôn hơn. (S9)

Nên đưa ra bài ôn tập có cấu trúc như thi để người học nắm rõ, học phần không được học nghe nên kỹ năng hơi yếu. (S10)

Thêm một số video về cuộc sống đời thường hoặc cuộc hội thoại đơn giản của người Nhật để SV ứng dụng và tăng độ hứng thú. (S11)

Ở câu hỏi tiếp theo “Trên cơ sở các môn trong chương trình NNKC mà Anh/Chị đã được học, những nội dung nào nên thêm vào? Những nội dung nào nên bớt đi?” thu thập được các ý kiến phản hồi như sau:

Em thấy nội dung học khá đủ so với người học nên không cần thêm hoặc bớt (S1)

Đền đôi lúc bị nhấp nháy. Cần thay đổi. Bài giảng ngữ pháp cần nói chậm hơn. (S2)

Nội dung nên thêm vào: dịch câu. (S4)

Nên thêm nghe tại thi thì có mà học thì không kịp qua. (S12)

Mong thầy cô sẽ dạy nhiều Kanji để tụi em được hiểu sâu hơn cách viết cũng như nghĩa của chúng và văn hóa Nhật Bản. (S13)

Nên thêm phần nghe tiếng Nhật nhiều hơn. Vì trên lớp hầu như không học hoặc rất ít luyện nghe nên SV rất yếu về phần Nhật - Nghe. (S14)

Nên thêm văn hóa, cuộc sống của người bản địa. (S15)

Em nghĩ có thể thêm nhiều video, audio của người Nhật nói tiếng Nhật để SV có thể áp dụng thực hành. Sửa các bài tập trong sách bài tập không nên chiếm quá nhiều thời gian. (S16)

Các kết quả nghiên cứu bước đầu đã cho thấy đánh giá tích cực của SV đối với chương trình học NNKC cũng như đội ngũ GV. Bên cạnh đó cũng thu được nhiều ý kiến đóng góp để giúp cải tiến chương trình học hơn nữa như cần chú trọng thêm kỹ năng nghe, hội thoại, kanji, ... cũng như giới thiệu cho SV nhiều hơn về văn hóa, cuộc sống của người Nhật.

5. Kết luận

Với dữ liệu khảo sát từ 93 SV đang theo học chương trình NNKC tiếng Nhật, nghiên cứu tiến hành phân tích và xác định đánh giá của SV về chương trình học, đội ngũ GV và mức độ hài lòng về chương trình học và chất lượng giảng dạy. Từ kết quả nghiên cứu này, có thể khẳng định lại một lần nữa chương trình học NNKC cũng như đội ngũ GV được đánh giá rất tích cực và nhận được sự hài lòng cao khi đăng kí học NNKC tiếng Nhật của SV. Tuy nhiên, sự thật rằng số lượng SV được công nhận đạt khối kiến thức NNKC tiếng Nhật đang giảm dần hàng năm và đang là mối lo ngại của Ban chủ nhiệm cũng như toàn bộ GV trong khoa. Kết quả khảo sát cho thấy SV đánh giá cao nội dung chương trình NNKC, giáo trình đang sử dụng là phù hợp, GV có chuyên môn vững, tuân thủ thời gian, thân thiện, gần gũi với người học. Như vậy, có thể loại trừ nguyên nhân giảm sút số lượng người học NNKC tiếng Nhật là từ lý do chủ quan của khoa mà có thể đến từ các nguyên nhân khách quan khác.

Nghiên cứu này còn có một số hạn chế nhất định. Do thời gian thực hiện khảo sát không phù hợp nên chưa lấy được phản hồi của SV đăng kí học NNKC tiếng Nhật A1. Trong nghiên cứu lần tới, chúng tôi sẽ thực hiện ở các lớp tiếng Nhật A1 và thực hiện phỏng vấn toàn bộ các GV tham gia giảng dạy NNKC tiếng Nhật để kết quả có tính bao quát và độ chính xác cao hơn.

6. Kiến nghị

Mặc dù nhận được đánh giá rất tốt từ SV về chương trình học NNKC tiếng Nhật cũng như về đội ngũ GV, tuy nhiên không phải vì thế mà chương trình NNKC tiếng Nhật đã là hoàn thiện và không cần cải thiện gì thêm. Một số đóng góp của SV rất quý giá mà khoa NN&VH Nhật Bản có thể tham khảo để cải thiện chương trình hơn nữa như thêm vào chương trình thời lượng cho các kỹ năng nghe, nói. Nguyên nhân cũng được SV nêu rõ trong phiếu trả lời khảo sát là kỳ thi hoàn thành chương trình NNKC có phần thi nghe, nói nhưng 2 kỹ năng này lại ít được luyện tập nhiều trên lớp do thời lượng có hạn. Bên cạnh đó, nhiều SV cũng cho ý kiến nên thêm giờ dạy Kanji vào trong giờ học. Vì thời gian lên lớp hạn chế nên các GV thường chỉ giới thiệu sơ qua cách học Kanji và cho SV tự học ở nhà. Tuy nhiên, trên thực tế nhiều SV gặp khó khăn khi tự học Kanji ở nhà. Vì vậy, khoa có thể cân đối lại chương trình học, giảm thời lượng học ngữ pháp và thêm vào thời gian dạy Kanji, nghe, nói... Từ đó, người học sau khi hoàn thành chương trình NNKC tiếng Nhật có thể nghe nói tiếng Nhật tốt hơn, có các kỹ năng đồng đều hơn chứ không chỉ dừng lại ở việc nắm các từ vựng và cấu trúc ngữ pháp tiếng Nhật.

Bên cạnh đó, cũng có nhiều ý kiến đề xuất đưa thêm các phần giới thiệu về văn hóa của Nhật Bản. Nhật Bản là đất nước có nền văn hóa đa dạng và đặc sắc và nếu có thời gian giới thiệu về văn hóa Nhật Bản trong các giờ học NNKC sẽ làm tăng thêm hứng thú học tập cho người học. Ngoài ra, các chương trình, hoạt động quảng bá văn hóa Nhật như MiniHue, hùng biện tiếng Nhật cần được quảng bá rộng rãi hơn nữa để thu hút không chỉ sự tham gia của SV ngành ngôn ngữ Nhật mà còn là sự tham gia đông đảo của SV các ngành khác có quan tâm đến tiếng Nhật.

Khoa NN&VH Nhật Bản hiện nay có rất nhiều chương trình học bổng cho SV khó khăn có thành tích học tập tốt hay học bổng trao đổi với nhiều thời hạn khác nhau ở Nhật Bản. Bên cạnh đó, Khoa cũng đã kí kết với nhiều cơ sở tiếp nhận thực tập để đưa SV đi thực tập tại Nhật Bản. Tuy nhiên tất cả chương trình này đều chỉ dành cho SV ngành Ngôn ngữ Nhật. Nếu chương trình được mở rộng hơn cho các đối tượng là người học NNKC tiếng Nhật được tham gia thì sẽ thu hút nhiều SV đăng kí học hơn. Để số lượng người đăng kí NNKC tiếng Nhật tăng trở lại, khoa NN&VH Nhật Bản cần có những định hướng đột phá để thu hút người học, mà việc kết nối với các doanh nghiệp để cấp học bổng hay tạo cơ hội thực tập ở Nhật Bản là một trong số những việc đó. Cơ hội học bổng và việc làm tốt có thể là thanh nam châm thu hút người học.

Khi Khoa NN&VH Nhật Bản khắc phục được những điểm chưa được đánh giá cao để nâng cao hơn chất lượng chương trình NNKC tiếng Nhật, đồng thời đưa thêm các chương trình học bổng để thu hút người học thì trong thời gian tới, chắc chắn SV chọn học NNKC tiếng Nhật sẽ hài lòng hơn. Chất lượng chương trình học tốt cộng với nhiều chính sách học bổng hy vọng sẽ giúp NNKC tiếng Nhật có sức hút hơn với người học.

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THE STUDENTS’ FEEDBACK ON TRAINING QUALITY OF THE PROGRAM OF JAPANESE EDUCATION FOR NON-MAJORS AT UNIVERSITY OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES, HUE UNIVERSITY

Abstract: The article reports the results of the current situation of teaching and learning the program of Japanese education for non-majors at University of Foreign Languages and International Studies, Hue University based on learner’s feedback on three aspects: training program content, lecturers and satisfaction. The study used quantitative methods collected through questionnaires with the participation of 93 students studying non-Japanese majoring in foreign languages. The results show that students are basically satisfied with the curriculum and the lecturers. However, there are also many feedbacks contributing to the program’s perfection. This is the basis for the Japanese Language and Culture Department to improve the non-Japanese language training program to better suit the needs of learners.

Keywords: Satisfaction, feedback, program of Japanese education for non-majors

AN INVESTIGATION INTO THE ALIGNMENT OF ACTIVITIES IN ENGLISH 10 TEXTBOOK AND UPPER-SECONDARY SCHOOL STUDENTS' MULTIPLE INTELLIGENCES PROFILES

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Abstract: This study assessed the alignment between students' intelligence profiles and multiple intelligences-based activities integrated into the textbook. The research involved active participation from 60 10th-graders at a upper-secondary school in Phu Yen province. Data collection utilized the MI profile inventory, an assessment tool based on a 5-point Likert scale. Additionally, the activities presented in the current textbook used (English 10 - Global Success) were thoroughly analyzed. All collected data were processed using both quantitative and qualitative methods, employing descriptive statistics and SPSS software for analysis. The findings revealed both alignment and disparity. While some intelligences were similar, such as Logical-Mathematical and Intrapersonal, others like Verbal/Linguistic, Visual/Spatial, Interpersonal, Bodily-Kinesthetic, Musical, and Naturalistic showed significant differences. This underscored the need to accommodate diverse learning styles and intelligences in English language instruction for a more effective learning environment. The research also proposed improving students' language skills by integrating multiple intelligences and providing activities crafted from the perspective of MI theory.

Keywords: Multiple intelligences activities, textbook, tenth graders, upper-secondary school

1. Introduction

The significance of English has become globally recognized, with the majority of non-native speakers expressing a keen interest in learning it due to its importance and status as a global language, particularly for gaining access to modern advancements in science and technology.

English widely used in many fields such as economics, politics, culture, education, science, and technology... In addition, English is the language of instruction at all levels of education in Vietnam. Mastering English helps Vietnamese students access advanced education programs, improve the quality of learning, and have more career opportunities. Improving English proficiency makes Vietnamese people more confident, enhances their self-worth, and promotes personal development in life.

In addition, learning English proficiently is not an easy task. According to Hossain (2018), the initial response of students to learning a new foreign language varies due to its dissimilarity to their native language in terms of structure, rules, and system. Some students adapt to the new language effortlessly, while others require time to enhance their skills, and some face challenges right from the start.

Foreign language education in public schools in Viet Nam emphasizes rote memorization of vocabulary and written grammar exercises. Classes are typically teacher-centered, with students often tasked with reading passages from textbooks, underlining new words, and looking them up in dictionaries. However, there has been a recent shift in teaching methodology from

teacher-centered to student-centered lessons to enhance effective learning. Numerous educational institutions prioritize linguistic and logical-mathematical intelligence as the primary indicators of intelligence, overlooking other types of intelligence and subjecting students to potential discrimination. These schools show little regard for alternative intelligence types and heavily emphasize repetitive and memorization-based teaching methods (Anderson, 2022).

In this regard, the Multiple Intelligence Theory (MIT) could offer a valuable framework for promoting effective teaching methods and enhancing student outcomes. Introduced by Howard Gardner in 1983, MIT holds numerous implications for foreign language instruction and learning, emphasizing a student-centered approach.

According to Moran (2006), MIT represents an approach that offers distinct advantages compared to other methods. MIT is characterized by its focus on intelligence and calls for a shift in mindset among researchers and educators. It explains well how people of different ages show various intellectual abilities, considering things like how they were raised, their culture, and what they naturally prefer. Christison (1996) suggests that using MIT in EFL/ESL allows teachers to cater to the wide range of learners, nurture their intelligences, and establish a personalized learning setting.

It's crucial to understand the significance of integrating MIT into teaching EFL and EFL textbooks. This approach recognizes that learners possess diverse cognitive strengths and preferences, which influence how they acquire and process language. Snider (2001) asserts that materials associated with MIT hold significant promise for enhancing foreign language teaching as the theory taps into learners' natural abilities. By incorporating MIT principles into EFL instruction and textbook design, educators can create more inclusive and effective learning environments that cater to individual learners' needs and maximize their language learning potential.

Therefore, this study aims to assess the correlation between students' Multiple Intelligence (MI) profiles and the integrated MI-based activities in the textbook. For that reason, the main contribution of this research is to provide an in-depth understanding of the relationship between students' intelligence profiles and MI-based activities in educational settings. This could contribute to the development of more flexible and diverse educational programs, helping students develop multifaceted skills and abilities that reflect their individual needs and potentials.

The study seeks to answer the following research questions:

RQ1. What are the MI profiles of the upper-secondary school students?

RQ2. Which MI-based activities are already designed in the English 10 - Global Success textbook?

RQ3. How do the MI-based activities designed in the textbook correspond to the MI profiles of the upper-secondary school students?

2. Literature review

2.1 Multiple intelligences

In his book "Frames of Mind" published in 1983, Gardner suggested that intelligence should not be reduced to a numerical score obtained from a brief multiple-choice test. Instead, he argued that individuals possess diverse cognitive strengths and approach problem-solving tasks in various ways depending on these strengths.

Gardner (1983) viewed multiple intelligence activities in the classroom as a tool for conveying subject matter content to students by mobilizing each student's cognitive styles and abilities. Students engage in various activities stemming from their own prominent intellectual styles. Gardner (1999) posited eight intelligences:

Verbal/Linguistic intelligence: This pertains to the capacity for reflecting on language usage in daily life.

Logical/mathematical intelligence: This involves proficiency in calculation, reasoning, quantification, complex mathematical/logical operations, inference, and hypothesis testing.

Spatial/visual intelligence: This refers to the ability to perceive the visual world accurately.

Bodily/kinesthetic intelligence: This encompasses the skillful use of one's body for expressing ideas and emotions.

Musical intelligence: This denotes expertise in comprehending sounds, rhythms, melodies, and rhymes.

Intrapersonal intelligence: This includes the knowledge and understanding that an individual possesses about themselves.

Interpersonal intelligence: This encompasses the knowledge and understanding an individual has about others.

Naturalist intelligence: This involves the recognition and categorization of individuals, species, and ecological relationships.

2.2 Multiple intelligences-based activities

As per Gardner (1983), classroom activities based on Multiple Intelligences serve as a method for delivering content across various subjects by tapping into students' diverse inner capabilities, skills, or intelligences. This instructional approach engages students' multiple intelligences through a variety of activities tailored to different types of intelligences, thereby catering to a broader range of students' abilities (Ibrahim, 2020).

Multiple Intelligences-based activities in classroom have been recognized as effective means by which to deliver content across various subjects, catering to the diverse inner capacities, abilities, or types of intelligence possessed by students. Employing a variety of suitable activities based on MIT can effectively engage all types of intelligence (Lotfi-Khajouei et al., 2022). Armstrong (2000) proposed that utilizing activities based on MI could lead to a more motivating environment where students are likely to share common interests and connect with each other.

If educators comprehend the learning styles of their students, they can effectively categorize their objectives and create beneficial student-centered activities tailored to various types of intelligence (Sener & Çokçaliskan, 2018).

Botelho (2003) categorized MI-based activities presented in textbooks in the following manner:

Verbal/linguistic: note taking, riddles, worksheets, listening to teachers, word play games, reading books, discussions, story telling, journal keeping, debates, memorizing, writing.

Logical/mathematical: science demonstrations and experiments, logic puzzles and games, story problems with numbers, logical/sequential presentation of subject matter, logical argumentation, problem solving

Spatial/visual: illustrations, graphs, tables, using charts and grids, videos, slides and movies, using art, maps, photos, using graphic organizers, imaginative story telling, painting/picture/collage, mind maps, telescopes/microscopes, visual awareness activities, student drawings

Bodily/kinesthetic: hands-on activities, field trips, role-plays, creative movement, mime, body language, classroom aerobics, cooperative group rotation, cooking and other "mess" activities

Musical: singing, songs, playing recorded music, playing live music, jazz chants, music appreciation, student made instruments, background music

Interpersonal: pair work, peer teaching, board games, group brainstorming, group problem solving, project work, work cooperatively

Intrapersonal: activities with a self-evaluation component, interest centers, options for homework, personal journal keeping, checklist, inventories, individualized projects, doing things by yourself

Naturalist: the ability to recognize and classify plants, minerals, and animals, including rocks, grass, and all variety of flora and fauna.

2.3 Textbook

2.3.1 Role of textbook

Since the introduction of the term "textbook-defined practice" by Akbari (2008), Gray (2013) has observed the prevalence of textbooks in the field of English language teaching, partly due to the dependency of language teachers on them.

Richards (2001) argues that while new technologies are influential, textbooks will remain significant in language teaching, serving as valuable resources for teachers and learners. Effective textbooks help translate official syllabus guidelines into comprehensive content, texts, and activities that would be challenging for most teachers to create independently.

2.3.2 English 10 – Global success textbook

In Vietnam, there are currently many textbooks available for teaching English. However, one of the most commonly chosen textbooks by schools is Global Success.

Global Success is an English textbook series developed based on the English language curriculum for secondary education (issued with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018 by the Minister of Education and Training) and the Foreign Language Proficiency Framework for Vietnam developed by the Ministry of Education and Training.

The series is edited by Professor Dr. Hoàng Văn Vân and involves close collaboration in expertise and professional practices between the Vietnam Education Publishing House and renowned international publishers Macmillan Education (for primary education) and Pearson Education (for lower secondary and upper secondary education levels).

The English 10 Global Success textbook has received positive feedback from teachers, students, and parents alike. Hoang (2015) stated that “the best and most appropriate foreign language textbook(s) written exclusively for the general educational system of a country should be the one(s) developed crossculturally by local authors and the authors who speak the foreign language as their mother tongue”.

Developed by reputable educational organizations, this textbook offers notable highlights compared to others. It provides a continuous learning pathway from grades 1 to 12, closely aligning its content with students' thinking and perceptions while harmoniously integrating Vietnamese, regional, and international cultural values. Additionally, it offers rich and diverse resources that are regularly updated, ensuring students are well-prepared for both national and international exams. Its comprehensive knowledge system ensures students can meet the demands of various examinations. Moreover, the visually appealing and high-quality illustrations enhance the learning experience (Hoang, 2015).

2.4 Multiple intelligences-based activities in English 10 – Global Success textbook

Regarding the multiple intelligences theory, nearly all activities within textbooks have incorporated this concept. Botelho (2003) found that textbook content predominantly featured four intelligences: Verbal/Linguistic, Intrapersonal, Spatial/Visual, and Interpersonal, present in over 75% of analyzed activities. Conversely, four other intelligences: Logical/Mathematical, Bodily/Kinesthetic, Musical, and Naturalistic were less prevalent, appearing in fewer than 40% of activities across the six books.

According to Hoang (2025), each unit in upper secondary textbooks consists of eight headings: **Getting Started**, **Language** (Vocabulary, Pronunciation, and Grammar), **Skills: Reading, Speaking, Listening, Writing, Communication & Culture**, and **Looking Back & Project**.

For activities in the English 10 - Global Success textbook, at the beginning of each unit, an easily integrable multiple intelligences activity is the "Getting started". When implementing this teaching activity, teachers can flexibly deploy activities that align with students' intelligence profiles. Teachers can organize students into groups or pairs (Interpersonal Intelligence), initiate a direct classroom game (Logical-Mathematical Intelligence), present videos showcasing landscapes of famous landmarks (Combination of Musical Intelligence and Naturalistic Environment), or display visual images and online games (Visual-Spatial Intelligence). Most importantly, to achieve effective English proficiency, the key lies in the linguistic intelligence utilized.

This is also similar to the reading skill. Typically, in reading lessons, there will be group or pair work activities (Intrapersonal). In addition, thanks to visual images printed alongside the readings, this will also stimulate the Visual-spatial. Subsequent activities such as reading to answer questions, reading to match the highlighted words with meanings are also related to intelligence types Logical/mathematical, Intrapersonal. Once again, to achieve good results for these activities, the key role remains with linguistic intelligence.

Adding an example of an activity concluding a lesson unit, for a specific activity drawn from this book in Unit 2, "*Project: Planning activities for a Go Green Weekend event*" students can apply their intelligence to complete the task. For those with Bodily intelligence, they can organize actions and role-playing. Designing a poster for advocacy is also an activity related to Visual/Spatial, or recording environmental activities, (Naturalistic, Musical). As per Hoang (2015), the unit concludes with a project that offers students a chance to apply the language and abilities they've acquired to engage in real-life communicative activities. And certainly, the most prominent types of intelligence are still Linguistic, Logical/mathematical, Interpersonal, and Intrapersonal.

2.5 Previous studies

Kırkgöz (2010) also investigated the various types of multiple intelligences covered in Turkish primary stage textbooks. The findings revealed that verbal-linguistic and visual-spatial intelligences were the most prevalent, whereas naturalistic intelligence was the least frequently represented in the textbooks. However, the other types of intelligences were distributed fairly evenly.

Additionally, Tasse (2012) conducted an analysis of three textbooks utilized for teaching English to primary stage students in Iran, employing a multiple-intelligences framework. The findings indicated that linguistic intelligence and visual intelligence were the predominant types of intelligence represented, followed by logical intelligence, interpersonal intelligence, and intrapersonal intelligence, respectively. Notably, there were no instances of bodily intelligence, musical intelligence, or naturalistic intelligence found in the examined textbooks. In his study, Al Maharma (2021) examined the exercises within the English series of Action Pack textbooks and observed a predominant focus on language and spatial intelligences. Furthermore, it was noted that the distribution of intelligences varied across the textbooks analyzed.

According to Phan (2023), the research examining the correlation between the activities in the "Life" textbook and the multiple intelligence profiles of Vietnamese university students revealed that intrapersonal intelligence was the most prominent among the participants, followed by logical-mathematical and naturalistic intelligences. However, the "Life" textbook predominantly emphasizes verbal-linguistic intelligence, with logical-mathematical and intrapersonal intelligences also being significant. To improve students' language proficiency, the study proposed enhancing their multiple intelligences and incorporating activities aligned with the theory of multiple intelligences.

Abdelkarim (2018) examined the differences in students' multiple intelligences based on specialization and gender, finding that intrapersonal intelligence consistently ranked highest. The study also revealed a significant advantage for males in Naturalist Intelligence and noted

significant differences in Logical-Mathematical and Musical Intelligence based on specialization. Similarly, Alumran (2006) found that Musical Intelligence ranked among the lowest for students in engineering, science, law, Islamic studies, and educational technology at the University of Bahrain. Saricaoglu and Arikan (2009) also reported that Musical Intelligence was among the lowest across different gender groups.

Alilateh and Widyantoro (2019) investigated the efficacy of employing multiple intelligence activities in enhancing listening comprehension and increasing student engagement. Their findings suggested that these activities were more successful compared to traditional methods. Additionally, students in the experimental group demonstrated higher levels of interest compared to those in the control group.

According to Ibragimova (2011), there were discrepancies between students' MI profiles and those emphasized in textbooks, with students showing intrapersonal intelligence and textbooks focusing on linguistic intelligence. Abbasian & Khajavi (2012) also found that ELT textbooks in Iranian universities primarily addressed verbal/linguistic intelligence and that MI principles were not well implemented in classrooms. Both studies highlight a mismatch between students' intelligences and the focus of educational materials.

Several authors, including Estaji and Nafisi (2014), Omer (2017), and Hamza (2021), have analyzed MI-based activities in textbooks. Most studies indicate that ELT textbooks predominantly focus on linguistic-verbal intelligence. These findings collectively underscore the need for aligning educational materials with the diverse intelligence profiles of students to enhance learning outcomes.

There's a growing interest in using MI Theory in English Language Teaching to tailor instruction to students' diverse intelligences. However, there's limited research in Vietnam on how multiple intelligences are distributed among tertiary students learning English. Understanding this distribution is essential for improving teaching methods and curriculum design. Therefore, there is a research gap in the need for a comprehensive study to explore EFL learners' multiple intelligence profiles and their alignment with MI-based activities in tertiary education.

3. Research methodology

3.1 Research design

This study utilized a mixed-method approach, which involves integrating both qualitative and quantitative components within a single research project or program. This approach offers the advantage of allowing researchers to gain a deeper understanding of the relationships or disparities between qualitative and quantitative data (Creswell, 2013).

3.2 Research participants

The participants in this study are 60 10th-graders from Duy Tan High School, Tuy Hoa City, Phu Yen Province. They are uniform in their English proficiency, having completed 4 years of English study at the secondary school level.

3.3 Data collection and analysis

3.3.1 Data collection

In this study, the researcher used two research tools to collect necessary data.

The initial tool was a questionnaire aimed at gathering the participants' MI profiles, adapted from Howard Gardner's Multiple Intelligences Self-Assessment. It comprised 40 items divided into 8 clusters, each cluster representing one of the eight intelligence types identified in Gardner's MIT. Participants were asked to rate the extent to which they felt each statement reflected them. Each statement was scored as follows: 5 points for 'Strongly Agree', 4 points for 'Agree', 3 points for 'Not Sure', 2 points for 'Disagree' and 1 point for 'Strongly Disagree'. The questionnaire was distributed to all 60 10th-graders at Duy Tan High School during the initial stage of the research.

The second tool involved textbook analysis guide, employed to acquire qualitative data. Its objective was to collect and categorize the types of MI presented in the English 10 textbook. The researchers concentrated on examining every activity featured in the 10 units of the English 10 - Global Success Textbook by using the list of activities outlined by Botelho (2003) as a reference.

3.3.2 Data analysis

To answer the first research question, the responses from the students' MI profiles questionnaire were sorted, assigned codes, and subsequently subjected to quantitative analysis using the software "Statistical Package for Social Sciences (SPSS) Version 25" to examine the dispersion of MIs among the students.

To analyze the MI-based activities already present in the textbook, as previously mentioned, the analysis was conducted using Botelho's (2003) list of activities. Each activity was coded according to the types of intelligence it involved, noting that some activities encompassed multiple types of intelligence. The frequency of each of the eight intelligence types in the textbook activities was then calculated to answer the second research question.

After analyzing both quantitative and qualitative data from the student questionnaire regarding their MI profiles, the researchers compared the percentage of the students' MI profiles with those represented in the textbook. This section answers the third research question by examining the level of alignment and misalignment between the students' MI profiles and the MI-based activities depicted in the currently used textbook.

4. Findings and Discussion

4.1 Students' multiple intelligences profiles

The allocation of students' Multiple Intelligences (MIs), distinctly described within Table 1

Table 1. Students' multiple intelligences profiles

N ^o	MI Types	Mean	Std. Deviation
1	Verbal/Linguistic Intelligence	2.97	.164
2	Logical/Mathematical Intelligence	3.41	.448
3	Visual/Spatial Intelligence	3.91	.286
4	Bodily/Kinesthetic Intelligence	3.31	.250

5	Musical Intelligence	2.45	.368
6	Interpersonal Intelligence	3.28	.206
7	Intrapersonal Intelligence	4.14	.588
8	Naturalist Intelligence	2.71	.263

Through the mean scores of the 8 types of intelligences in Table 1, a bar chart is generated to illustrate the prominent intelligences as well as the lowest existing intelligences among 10th-graders.

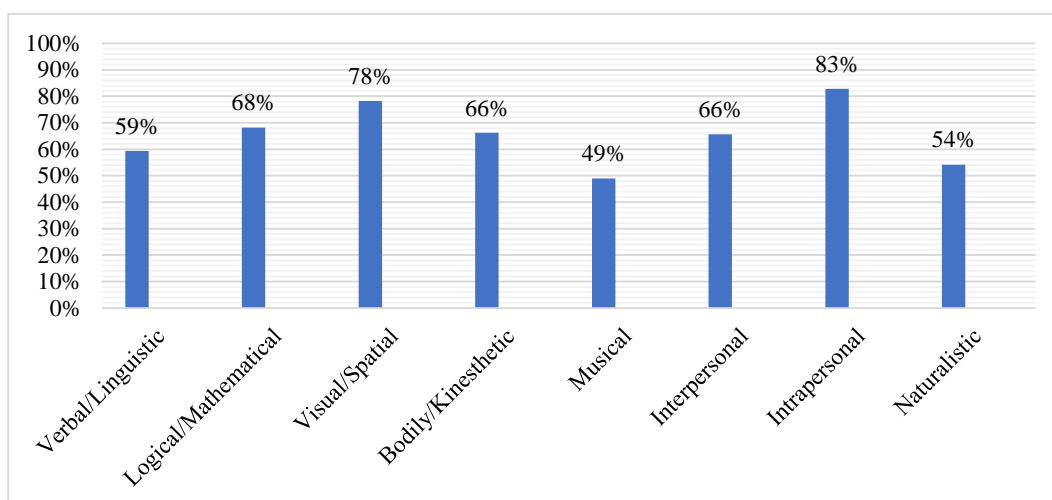


Figure 1. The students' MI Profiles

Based on the data above, it's evident that there are variations in the levels of multiple intelligences. The group of 05 types of intelligence that dominate are Intrapersonal intelligence, Visual-spatial intelligence, Logical-mathematical intelligence and jointly at the 4th position are Bodily/Kinesthetic intelligence and Interpersonal intelligence, respectively.

In particular, Intrapersonal intelligence (Mean = 4.14, SD = .588) stands out prominently indicating a high level of self-awareness, introspection, and understanding of one's emotions, goals, and motivations. This suggests an ability to effectively navigate one's inner world and make informed decisions. Following closely is Visual-spatial intelligence (Mean = 3.91, SD = .286), indicating strengths in perceiving and manipulating visual information. Logical-mathematical (Mean = 3.41, SD = .448) appears to be the third among the listed types. This suggests a proficiency in reasoning, problem-solving, and mathematical operations. Both Bodily/Kinesthetic (Mean = 3.31, SD = .250) and Interpersonal (Mean = 3.28, SD = .206) demonstrate notable strengths despite sharing the fourth position. Individuals with high bodily/kinesthetic intelligence often excel in sports, dance, or crafts that require precise motor skills and body movement awareness. On the other hand, those who possess high interpersonal intelligence tend to excel in roles that involve teamwork, leadership, teaching, or counseling, as they are adept at understanding and relating to the emotions, motivations, and behaviors of others.

Conversely, the three intelligences with the lowest mean scores are Musical Intelligence (Mean 2.45, SD = .368), Naturalist Intelligence (Mean = 2.71, SD = .263), and Verbal-Linguistic Intelligence (Mean = 2.97, SD = .164). Musical Intelligence refers to the ability to understand, create, and appreciate music. Those with lower scores in this area may find it challenging to perceive musical patterns or express themselves through music. Naturalist Intelligence involves

sensitivity to and understanding of nature, including plants, animals, and natural phenomena. Individuals scoring lower may struggle with identifying and categorizing elements of the natural world. Verbal-Linguistic Intelligence relates to language proficiency, encompassing reading, writing, speaking, and listening skills. Lower scores may indicate difficulties in communication, expression, or language comprehension.

The findings on students' MI profiles showed that the most dominant intelligence is intrapersonal, followed by visual-spatial and logical-mathematical. This findings are consistent with the studies of Ibragimova (2011), Adbelkarim (2018) and Phan (2023). By focusing on these dominant intelligences, instructors can tailor activities accordingly. For example, self-reflection and goal-setting suit intrapersonal intelligence, while visual aids and mind mapping benefit visual-spatial learners. Logic puzzles appeal to logical-mathematical learners. The results of this study also showed that musical intelligence had the lowest value among the eight types of intelligences. These findings are in accordance with the studies by Alumran (2006) and Saricaoglu and Arikan (2009). Addressing lower-scoring intelligences such as musical, naturalist, and verbal-linguistic is vital. This involves integrating music, exploring nature, and providing reading and speaking opportunities. By offering varied activities, educators can create inclusive and engaging English learning environments, promoting holistic development and catering to individual preferences.

4.2 Multiple intelligences profiles of the English 10 textbook

4.2.1 MI-based activities' distribution in English 10 textbook

As stated earlier, the research aimed to identify the relationship between the multiple intelligences (MI) profile presented in the textbook and the MI profiles of students. A total of 320 activities in 10 Units from the English 10 textbook were analyzed to determine the types of intelligences involved in each activity based on the Botelho's suggestions.

Table 2. MI-based activities' distribution

N ⁰	MI Types	N ⁰ of Activities	Percentage
1	Verbal-Linguistic Intelligence	320	100%
2	Intrapersonal Intelligence	260	81.2%
3	Logical-Mathematical Intelligence	230	71.8%
4	Visual Spatial Intelligence	180	56.2%
5	Interpersonal Intelligence	110	34.3%
6	Bodily-Kinesthetic Intelligence	30	9.3%
7	Musical Intelligence	20	6.2%
8	Naturalist Intelligence	20	6.2%

4.2.2 The prominent and the lowest intelligences

Based on the percentages from Table 2, the group of four types of intelligence with percentages higher than 50% are Verbal-Linguistic Intelligence, followed closely by Intrapersonal Intelligence, and then Logical-Mathematical Intelligence, Visual-Spatial Intelligence is less than the other three.

The Verbal-Linguistic Intelligence score of 100% implies an outstanding skill set in language-related activities, including writing, speaking, reading, and comprehending different forms of communication. This likely entails a broad vocabulary, proficient grammar skills, and

the capability to articulate thoughts coherently through language.

With Intrapersonal Intelligence including 80%, it suggests a strong grasp and comprehension of one's own thoughts, emotions, and motivations. Individuals are probably skilled in self-reflection, introspection, and establishing personal objectives. This capability aids in navigating internal dynamics and making well-informed decisions rooted in self-awareness.

With a solid proficiency in logical-mathematical intelligence at 71.8%, strong analytical and problem-solving skills are evident, along with excellence in tasks requiring logical reasoning, critical thinking, and mathematical operations. The ability to identify patterns, solve complex problems, and make reasoned decisions is likely well-developed. Conversely, visual-spatial intelligence, while not as pronounced as other types at 56.2%, demonstrates a moderate aptitude for tasks involving spatial awareness, visualization, and mental manipulation of objects. Further development of skills related to interpreting visual information, such as spatial reasoning and artistic expression, may prove beneficial.

In contrast to the prominent group of four intelligences mentioned above, the remaining group of four intelligences with percentages lower than 50% includes Interpersonal Intelligence (34.3%), Bodily-Kinesthetic Intelligence (9.3%), Musical Intelligence (6.2%), and Naturalist Intelligence (6.2%). This indicates that the contents in textbooks do not extensively cover activities related to these four types of intelligence.

Based on our research group's findings, we've observed around 11 activities dedicated to group work and pair work within a single unit. This suggests that English textbooks typically include a moderate number of activities aimed at promoting interpersonal intelligence. However, the relatively infrequent inclusion of activities like pair and group work may limit students' opportunities to develop their communication skills.

Analyzing the percentages of the remaining three intelligences uncovered a shortage of physical, musical, and nature-oriented activities within textbooks. As a result, students have minimal opportunities to engage with nature and music. Moreover, the textbook activities offer minimal encouragement for physical coordination in task completion. If teachers depend solely on textbook activities without integrating supplementary tasks involving movement, music, and nature, the classroom atmosphere may become mundane due to the absence of such activities.

The analysis of MI profiles in English 10 textbooks highlights both prominent and overlooked intelligences, providing insights to improve teaching strategies. The results revealed that all 320 activities in the textbook addressed Verbal-Linguistic intelligence. These findings are somewhat consistent with those of previous studies (Abbasian & Khajavi, 2012; Estaji & Nafisi, 2014; Omer, 2017; Hamza, 2021, Kırkgöz, 2010 and Phan, 2023).

Interpersonal intelligence ranked fifth. Activities such as pair work and group work, which foster interaction among language learners, are common and help develop this intelligence. This ranking is similar to the findings of Ibragimova (2011).

Additionally, the least common types of intelligences in the analyzed textbooks' activities were Interpersonal, Bodily-Kinesthetic, Musical, and Naturalist intelligences. Interestingly, consistent with the findings of Kırkgöz (2010) and Tasse (2012).

To address this, educators should adopt a more inclusive approach, incorporating

activities that promote collaboration, movement, music appreciation, and nature exploration. Embracing diverse intelligences fosters dynamic learning environments, enhancing language proficiency, cognitive development, and overall student success in ESL teaching.

4.3 The correlation between textbook’s MI profile and students’ MI profile

Looking at the percentage comparison in Figure 2 between Textbook's MI Profile and Students' MI Profile, besides the pairs of similar intelligences, there are also pairs of intelligences with significantly different percentage ratios.

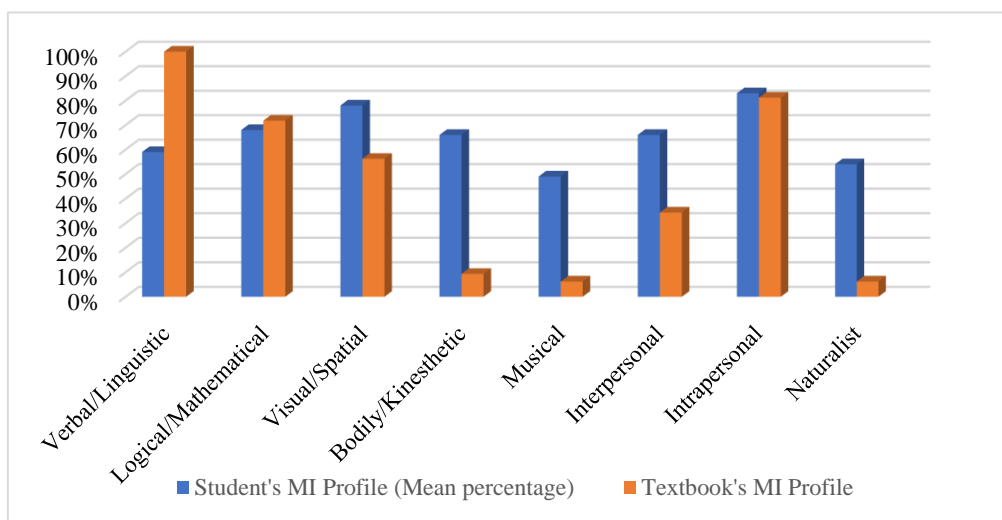


Figure 2. The correlation between textbook’s MI profile and students’ MI profiles

For the first pair of Verbal/Linguistic intelligence. The significant difference in percentage ratios between the student and the textbook regarding their interest in learning is quite noteworthy. In this case, the student exhibits a linguistic intelligence percentage of 59%, whereas the textbook boasts a 100% in its MI profile. This contrast raises several concerns regarding the student's English learning experience.

Firstly, the textbook's sole emphasis on linguistic intelligence may overlook the diverse learning styles and preferences of students. Secondly, the mismatch between textbook’s MI profile and students’ MI profile could hinder the student's engagement and comprehension. If the student's linguistic intelligence is not their predominant strength, they may struggle to connect with and internalize the material presented primarily through language-based activities.

To address these disparity, teachers should adopt a more inclusive approach to language instruction that accommodates diverse learning styles and intelligences. By recognizing and addressing the disparity between the student's MI profile and the instructional materials, educators can create a more equitable and effective learning environment for all students.

For the second pair of Logical-Mathematical (68% vs 71.8%) and Intrapersonal (83% vs 81.2%), there is similarity in the two intelligence profiles. Both the student and the textbook exhibit a relatively high degree of logical-mathematical intelligence. This indicates that they are likely adept at eliminating patterns, solving problems systematically, and analyzing information logically. In the context of learning English, this shared strength can be advantageous for

understanding grammatical rules, deciphering complex sentence structures, and tackling language exercises that require logical reasoning skills. Similarly, the student and the textbook demonstrate a notable level of intrapersonal intelligence. This suggests that they possess a strong sense of self-awareness, introspection, and ability to understand their own emotions, motivations, and goals. In the context of English language learning, individuals with high intrapersonal intelligence may excel in self-directed learning, setting personal language learning objectives, and reflect on their progress effectively.

Overall, teachers can leverage this alignment by incorporating activities and materials that capitalize on logical-mathematical reasoning and promote self-directed learning strategies, thereby enhancing the effectiveness and relevance of the English language curriculum for the student.

The disparity between the Visual/Spatial (78% vs 56.2%) and Interpersonal intelligence (66% vs 34.3%) profiles of the student and the textbook suggests potential areas of divergence in English language learning.

The student demonstrates a significantly higher preference for visual/spatial intelligence compared to the textbook. In the context of learning English, individuals with strong visual/spatial intelligence may benefit from visual aids, diagrams, and multimedia resources to enhance comprehension of vocabulary, grammar, and language concepts. Similarly, the student exhibits a notably higher level of interpersonal intelligence compared to the textbook. In English language learning, individuals with strong interpersonal intelligence may thrive in activities that involve discussions, peer interaction, and cooperative learning projects, facilitating language acquisition through social engagement.

Overall, teachers can bridge this gap by incorporating a variety of teaching strategies that cater to diverse intelligences, including visual/spatial learning aids and opportunities for interpersonal interaction, to create a more inclusive and engaging learning environment for the student.

The substantial contrast in Bodily-Kinesthetic (66% vs 9.3%), Musical (49% vs 6.2%), and Naturalistic (54% vs 6.2%) intelligence profiles between the student and the textbook highlights potential areas where the student's learning preferences may diverge from the instructional approach of the textbook in the context of English language learning.

The student exhibits a significantly higher inclination towards bodily-kinesthetic intelligence compared to the textbook. This suggests that the student may excel in learning through physical movement, hands-on activities, and tactile experiences. However, the textbook's limited emphasis on bodily-kinesthetic intelligence may overlook opportunities for the student to engage in kinesthetic learning methods, which could hinder their ability to fully comprehend and retain English language concepts.

Similarly, the student demonstrates a notably higher preference for musical intelligence than the textbook. Individuals with strong musical intelligence possess a heightened sensitivity to rhythm, melody, and pitch, which can enhance language learning through music-based activities, rhymes, and songs. However, the textbook's minimal focus on musical intelligence may neglect the student's potential to leverage music as a mnemonic device or a tool for language acquisition,

limiting their exposure to diverse learning modalities.

The student also displays a considerably higher level of naturalistic intelligence compared to the textbook. This suggests that the student may have a keen interest in and aptitude for understanding the natural world, including ecosystems, flora, and fauna. Integrating elements of naturalistic intelligence into English language learning, such as exploring environmental themes, describing natural phenomena, or engaging in outdoor language activities, could enhance the student's engagement and motivation. However, the textbook's minimal incorporation of naturalistic intelligence may overlook these opportunities for the student to connect language learning with their natural surroundings.

Based on the obtained results and the comparison between the MI profiles of textbooks and students depicted in Figure 2, notable differences exist among pairs of intelligences. A notable contrast arises in the representation of Verbal/Linguistic intelligence in the textbooks, where it is portrayed as the most dominant intelligence, compared to its lower dominance in students' MI profiles. Moreover, significant disparities are evident between pairs of intelligences such as Bodily-Kinesthetic, Musical, and Naturalistic. The prevalence of these intelligences in students' profiles exceeds their representation in the textbook. This discovery aligns with the findings of Ibrgimova (2011), Abbasian & Khajavi (2012), and Phan (2023).

The notable differences observed between the MI profiles depicted in textbooks and those of students can be attributed to various factors. Firstly, textbooks often prioritize verbal and linguistic intelligence, reflecting a traditional educational emphasis (Christison, 1996). This emphasis may not fully align with the diverse strengths and interests of individual students, whose MI profiles are influenced by unique experiences, backgrounds, and learning environments. Furthermore, textbooks typically adhere to standardized curriculum requirements (Richards, 2001), which may not allow for the full expression of students' varied intelligences. Overall, these differences highlight the need for educators to recognize and accommodate the diverse intelligences of learners, fostering inclusive and effective learning environments that go beyond traditional conceptions of intelligence.

5. Conclusions, limitations and recommendations

5.1 Conclusions

The analysis of the intelligence profiles between the student and the textbook reveals both areas of alignment and disparity, highlighting potential strengths and weaknesses in the English language learning experience. While there are similarities in certain intelligence profiles such as Logical-Mathematical and Intrapersonal, significant differences exist in others, notably Verbal/Linguistic, Visual/Spatial, Interpersonal, Bodily-Kinesthetic, Musical, and Naturalistic intelligences. These differences underscore the importance of recognizing and accommodating diverse learning styles and intelligences in English language instruction to create a more equitable and effective learning environment for all students.

These findings underscore the importance of adopting a more inclusive and diversified approach to English language instruction that accommodates a wide range of learning styles and intelligences. By leveraging students' strengths and addressing areas of divergence, educators can create more engaging and effective learning environments that promote holistic language

acquisition and cater to the individual needs and preferences of all learners.

5.2 Limitations

The limitations could stem from the sample size and its representativeness. While 60 10th-graders participated in the study, they were all from a single upper-secondary school in Phu Yen province. This might limit the generalizability of the findings to a broader population of students in different geographical locations or educational settings. Additionally, another limitation of this study is the exclusive focus on activities integrated into a specific textbook, "English 10 - Global Success." While this textbook may be widely used, there could be other textbooks available for English language instruction that were not considered in the analysis. These alternative textbooks may offer different approaches to integrating multiple intelligences or catering to diverse learning styles, which could affect the alignment between students' intelligence profiles and instructional materials.

5.3 Recommendations

To enhance English language instruction, educators should adopt a more inclusive and differentiated approach. This involves incorporating various teaching strategies and learning activities that cater to diverse intelligences, such as visual aids, hands-on activities, music-based exercises, and opportunities for interpersonal interaction. Additionally, providing supplementary materials aligned with students' individual strengths and preferences, such as multimedia resources for visual/spatial learners or music-based exercises for those with strong musical intelligence, can enhance engagement and comprehension. Offering flexibility in assignments and assessments allows students to demonstrate their proficiency using preferred modes of expression, fostering a more personalized learning experience. Encouraging collaborative learning and peer interaction facilitates language acquisition through social engagement and interpersonal communication. Moreover, providing opportunities for experiential learning and real-world application, particularly for students with strong bodily-kinesthetic and naturalistic intelligences, further enriches the learning experience. By implementing these recommendations, educators can create a more inclusive, engaging, and effective English language learning environment that accommodates the diverse needs and preferences of all students.

To address the limitation of focusing solely on "English 10 - Global Success," researchers should diversify their selection of textbooks to include a broader range of instructional materials available for English language instruction. By comparing multiple textbooks from various publishers and pedagogical approaches, researchers can gain a more comprehensive understanding of how different materials align with students' intelligence profiles and accommodate diverse learning styles.

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MỐI TƯƠNG QUAN GIỮA CÁC HOẠT ĐỘNG TRONG SÁCH GIÁO KHOA TIẾNG ANH LỚP 10 VÀ HỒ SƠ ĐA TRÍ TUỆ CỦA HỌC SINH TRUNG HỌC

Tóm tắt: Nghiên cứu này đánh giá mức độ phù hợp giữa hồ sơ trí tuệ của học sinh và các hoạt động dựa trên lý thuyết đa trí tuệ đã được tích hợp vào sách giáo khoa. Nghiên cứu này được tiến hành với sự hợp tác tích cực của 60 học sinh lớp 10 tại một trường trung học ở tỉnh Phú Yên. Dữ liệu được thu thập thông qua việc sử dụng bảng đánh giá hồ sơ trí tuệ, một công cụ đánh giá dựa trên thang đo Likert 5 điểm. Đồng thời, các hoạt động được trình bày trong sách giáo khoa hiện tại ("English 10 – Global Success") đã được phân tích một cách cẩn thận. Tất cả dữ liệu thu thập được được xử lý thông qua phương pháp định lượng và định tính, sử dụng phân tích thống kê mô tả và phần mềm SPSS. Kết quả cho thấy sự phù hợp cũng như sự không đồng nhất giữa hồ sơ trí tuệ và các hoạt động dựa trên lý thuyết đa trí tuệ. Trong số 8 trí tuệ được xem xét, một số đã cho thấy sự tương đồng như Trí tuệ logic/toán học và Trí tuệ hướng nội, trong khi những trí tuệ khác như Trí tuệ ngôn ngữ, Thị giác/Không gian, Hướng ngoại, Vận động cơ thể, Âm nhạc và Thiên nhiên đã biểu hiện sự khác biệt đáng kể. Kết quả này nhấn mạnh tầm quan trọng của việc điều chỉnh các phong cách học tập và đa dạng hóa các kiểu trí tuệ trong việc dạy tiếng Anh, nhằm tạo ra một môi trường học tập hiệu quả hơn. Nghiên cứu cũng đề xuất việc cải thiện kỹ năng ngôn ngữ của học sinh thông qua việc tích hợp nhiều loại trí tuệ và cung cấp các hoạt động được thiết kế dựa trên lý thuyết Đa trí tuệ.

Từ khóa: Hoạt động đa trí tuệ, sách giáo khoa, học sinh lớp 10, trường trung học

THE IMPACTS OF VIDEO PROJECT ASSIGNMENTS ON UNIVERSITY STUDENTS' SPEAKING SKILLS

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Abstract: In recent years, there has been a growing trend of incorporating technology into education, particularly through video project assignments. These assignments offer students the opportunity to utilize multimedia elements, such as visuals, audio, and non-verbal cues, to enhance their language proficiency. However, there has been limited research on the impacts of video project assignments in improving university students' speaking skills. Therefore, this quantitative experimental study aims to investigate the impact of video project assignments on the speaking performances of 50 English-majored second-year students. The researcher conducted a pre-test and a post-test to assess the students' speaking competence, using the rubric for evaluating speaking performances based on Cambridge English: PET Assessment Commentary and Marking Guidance. The collected data were analyzed using IBM SPSS Statistics version 27. The results indicate a significant improvement in students' oral performances. These findings aim to provide teachers with a reliable reference for integrating video project assignments as homework or classroom activities to enhance students' speaking abilities.

Keywords: Video project assignments, speaking skills, experimental study, university students

1. Introduction

In recent years, there has been a shift towards integrating technology in education, especially video project assignments (Arora & Chander, 2020). Understanding the impact of video project assignments on students' speaking proficiency is crucial as it sheds light on the role of technology in language learning.

There are several accessible studies relating to the use of video project assignments in improving speaking skills. Studies by Ting (2013), Eligar and MBanakar (2016), Busman (2019), Sumardi and Nur (2020), Haq and Agustina (2022), and Iin (2022) have proved students' English speaking performances were significantly improved due to the application of video project-based learning. The findings were obtained through various research methods, including surveys, pre-experimental designs, and descriptive methods. However, there are some areas that still require further investigation. Those aforementioned studies focused only on some specific aspects of speaking skills, such as fluency, pronunciation, and vocabulary, while other aspects like grammar, discourse management and interactive communication still need to be explored. Furthermore, video project assignments have received little attention in Vietnam, particularly in universities. Therefore, the researcher aims to conduct an experimental study to assess the suitability of video assignments as a form of homework for students at a university in central Viet Nam to improve their speaking skills.

With that aim in mind, the researcher seeks to answer the question: "To what extent does the use of video project assignments impact students' speaking skills?" by measuring the extent

to which students' speaking skills differ after engaging in video project assignments compared to traditional speaking home assignments. In this study, 50 randomly-selected second-year English-majored students at the chosen university were invited to take part in the study. The experiment was carried out in 14 weeks within the first semester of the school year 2023-2024 to examine students' speaking skills in five categories: grammar, vocabulary, pronunciation, discourse management and interactive communication, based on the assessment criteria developed by Cambridge. The quantitative data collected from the pre-test and post-test were coded and put into the SPSS Program (Version 27.0) for statistical computation.

The rest of the paper is structured as follows. First, the literature on teaching and assessing English speaking skills, the application of information and communication technology in education, and concepts of video projects is reviewed. This is followed by a detailed description of the research methods and procedures used in the study. Then, the data collected from the pre-test and post-test are analyzed and discussed. Finally, implications, limitations, and directions for future research are offered.

2. Literature review

According to Stivers (2010), Project-Based Learning (PBL) is an instructional strategy that involves real tasks allowing learners to explore content knowledge independently and bringing challenges for students to solve. PBL engages students in real-world problems, stimulating critical thinking and problem-solving skills. The teacher acts as a facilitator, guiding students in formulating questions, designing tasks, and assessing outcomes (David, 2008). PBL can be implemented both in and outside traditional classrooms. Alan and Stoller (as cited in Erna, 2017) stated that PBL offers instructors the opportunity to teach English skills, including cultural elements, while giving freedom to both instructors and students in choosing and executing projects.

There are several advantages of PBL, including student-centered learning, workplace preparation, increased motivation, connection to real-world contexts, collaborative knowledge construction, enhanced social and communication skills, improved problem-solving abilities, interdisciplinary connections, contribution to the school or community, increased self-esteem, utilization of diverse learning strengths, practical use of technology, and focus on content learning. However, there are also disadvantages, such as the use of the native language, lack of engagement or participation, varied working speeds, lack of enthusiasm, failure to recognize the value of project work, and mismatched expectations (Ivanova, 2009). Considered as one type of realizations of PBL, video projects are an effective way to enhance students' speaking skills, as suggested by Harmer (in Sari, 2016). They provide an opportunity for meaningful practice and the development of effective learning strategies. Video projects engage students actively, facilitate constructive and intentional learning, and add authenticity to the learning experience. Cooperative learning is emphasized when students work in groups or with the teacher, promoting personal involvement and a sense of ownership (Masterman, 1980).

For years, second language ability was primarily viewed as linguistic competence, focusing on pronunciation, vocabulary, and grammar. However, researchers like Bailey (2005) recognized that these elements alone were insufficient for effective communication. In the 1970s, Hymes (1974) introduced the concept of "communicative competence", emphasizing learners'

ability to interact and create meaning in real-life contexts. Canale and Swain (1980) expanded on this by introducing sociolinguistic competence, strategic competence, and discourse competence. Building on these theories, Bohlke (2014) proposed four componential skills for speaking competence: phonological skills, speech functions, interactional skills, and extended discourse skills. These theories have influenced the teaching of speaking skills in English Teacher Education programs (Bohlke, 2014). In this study, these theories provided the foundation for designing the tests and in-class activities, aligning with the content and assessment criteria used in the investigated university's speaking courses. To be specific, the course Speaking 2 in the examined university aims to equip students with the knowledge and skills to participate in conversations in English at the A2-B1 level, which deals with "speech functions" in the theory by Bohlke (2014). The criteria for assessing students' speaking skills in the course Speaking 2 are grammar, vocabulary, pronunciation, interactive communication and discourse management, which go accordingly with the phonological skills, interaction skills and extended discourse skills proposed by Bohlke (2014). These criteria are also adapted to become the rubric for assessing students' speaking performances in the pre- and post-test in the experiment in this study.

Brown (2003) categorized speaking performance assessment tasks into five types: imitative, intensive, responsive, interactive, and extensive. The speaking tests conducted in this research combined responsive and interactive tasks, which aligned with the speaking course delivered by the Department of Foreign Languages at the university under investigation. Knight (1992) outlined eight criteria for speaking assessment, including grammar, vocabulary, pronunciation, fluency, conversational skills, sociolinguistic skills, non-verbal communication, and content. The assessment criteria used in this study were adapted from Knight's theory (1992) and the marking criteria for the course Speaking 2, ensuring comprehensive assessment aligned with students' learning objectives. The impacts of video project assignments on students' speaking skills were evaluated based on grammar, vocabulary, pronunciation, discourse management, and interactive communication.

There are several accessible studies on the impacts of video project assignments on students' English speaking skills. The studies have found video project assignments can be an effective tool for improving students' speaking skills. Ting (2013) found video projects provide opportunities for language practice and computer skill development, though students face challenges like lack of acting skills. Later research has focused on the benefits, with Eligar & MBanakar (2016) and Busman (2019) showing video assignments enhance competency, communication skills, and fluency. Sumardi and Nur (2020) found digital video projects help students improve introduction, delivery, and creativity. Haq & Agustina (2022) and Iin (2022) demonstrated significant improvements in speaking ability and self-confidence from using video projects. Zein et al. (2023) also found video projects motivate students and improve fluency. Overall, the previous studies indicate that video project assignments are an effective tool for developing students' English speaking skills, as they provide opportunities for language practice, improve communication, fluency, and self-confidence. However, further research is still needed to comprehensively investigate other aspects of speaking ability such as grammar and vocabulary, interactive features, discourse management, and pronunciation. Additionally, this approach has received little attention in Vietnam. This has motivated the researcher to conduct an experimental study on the use video assignments in a university in central Vietnam.

3. Methodology

3.1 Research design

This study adopted a true experimental research design with a quantitative approach. According to Aliaga and Gunderson (2002), quantitative research is defined as the process of explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics). According to Sharma and Rana (2019), true experimental design is considered as the most accurate form of experimental research, which has three important criteria: random assignment, control and manipulation. This approach and design is appropriate for data collection and analysis procedures in the experiment via the score of students in the pre-test and post-test on the experimental and control groups. To be specific, after a fourteen-week period of applying video project assignments as a form of homework in teaching speaking in the randomly-chosen experimental group, the score of students in the post-test of the two groups were calculated, then compared to that of the pre-test to conclude whether or not there is an effect of video assignment on improving the students' English-speaking skills.

3.2 Settings and participants

Bryman (2008) defined the research population as a collection of members or individuals who share common characteristics and play the role of the main objects in scientific research. To conduct the study, the researcher randomly selected 50 students from the second-year English-major classes at a university in central Viet Nam. All the participants have learnt English in formal education in Vietnam for at least nine years. Five of them are male and 45 of them are female. Those 50 students were randomly divided into two groups: 26 of the students in the experimental and the other 24 students in the control group. It could not be the 50-50 division due to the fact that the students would be working in pairs all the time, from practicing at class to doing the video projects at home and also taking the pre-test and post-test. The students' English speaking performances of the two groups before attending the study, following the results of the data analysis and statistics of the pre-test scores, were not much different ($M = 6.64$ for the control group, and $M = 6.21$ for the experimental group).

The researcher, who was also the instructor, taught these two research groups in the same Speaking 2 class during the first semester of the 2023-2024 school year. The class met for 150 minutes per week (3 credit periods of 50 minutes) as per the university's curriculum. The only difference between the two student groups was the application of video project assignments as a form of homework in the experimental group, while the control group was asked to practice speaking at home as usual. Second-year students majoring in English Teacher Education were chosen as participants for two reasons: (1) They had prior experience with conventional speaking assignments, enabling them to compare the traditional and video-based approaches. (2) The study aimed to investigate the effects of integrating video project assignments on speaking skills using an experimental design, and this particular class had the largest number of students ($N = 50$). This allowed for a larger experimental group ($n = 26$) and control group ($n = 24$) compared to other classes with fewer than 45 students each.

3.3 The experiment

The study was conducted over 14 weeks, with the speaking class meeting once a week for 150 minutes. The class structure consisted of 5 main activities: homework check, warm-up, knowledge formation, controlled practice, and free practice. Both the control and experimental groups participated in the same speaking activities in class. During the experiment, both groups were asked to practice the conversations in pairs and answer some given follow-up questions individually at home, but only the experimental group was required to have video recordings submitted onto Google Classroom. Each week, each pair of the students was required to submit a video of about 10 minutes long, including a paired conversation and individual answers to the follow-up questions. The topics and questions for weekly video assignments were presented in class, strictly following the content of the current speaking course (Speaking 2), which uses the book “Speak Now 3” (by Richards & Bohlke, 2012) as the main coursebook. The specific topics and requirements for each video homework assignment are as follows:

- Week 1: I’m an only child. Ask about and describe family relationships.
- Week 2: She’s a born leader. Ask about and describe your friend’s personality type.
- Week 3: I’d like to check in. Play the role of a hotel receptionist and a customer checking into a hotel.
- Week 4: There are some problems. Play the role of a hotel receptionist and a customer stating and addressing problems encountered in a hotel room.
- Week 5: Do you know?. Play the role of a newcomer to a neighborhood and a friendly neighbor. Ask and answer about the facilities in the neighborhood.
- Week 6: I’m broke. Play the role of a person seeking advice for problems in life and an advisor giving recommendations.
- Week 7: A good friend is loyal. Ask and answer about important qualities a good friend should have.
- Week 8: I could do that. Ask and answer about how to make friends.
- Week 9: I’d rather not say. Play the role of an employer and a candidate in a job interview. Ask and answer about job requirements. The candidate should avoid answering certain questions from the employer.
- Week 10: The main reason is. Play the role of an interviewer and a manager of a company. Ask and answer about ways to attract more customers to the company.
- Week 11: You’re expected to. Ask and answer about expectations in some countries’ culture.
- Week 12: What does it mean?. Ask and answer about the meaning of some English proverbs and idioms.
- Week 13: Topic: Cars will most likely fly. Make predictions about life in the future.
- Week 14: Topic: What do you hope to do?. Ask and answer about goals and wishes after graduation.

The teacher marked and gave feedback to students’ videos privately via Google Classroom on students’ performances in the videos in terms of grammar and vocabulary use, pronunciation, interactive communication, and discourse management.

3.4 Data collection and analysis

The English speaking pre and post-test were used as the primary tool for data collection in this study to measure the participants’ oral performances before and after their participation in this research.

The speaking tests used in this study were similar in format and content to what was taught in Speaking 1 and Speaking 2 courses. The pre-test topics were related to those learnt in Speaking 1, while the post-test topics were from Speaking 2. It is worth mentioning that the two courses were spirally sequenced. The pre-test took place at the beginning of the Speaking 2 Course, when the students had already finished their Speaking 1 Course, and the post-test was organized at the end of the Speaking 2 Course, when the students were familiar with the topics of Speaking 2. Both the pre-test and post-test were conducted face-to-face and lasted about 10 minutes, consisting of two parts. In Part 1, participants engaged in a paired conversation based on a cue card, with five minutes of preparation and four minutes of conversation. Part 1 was evaluated based on Grammar and Vocabulary, Pronunciation, Discourse Management, and Interactive Communication. In Part 2, participants had to answer 2-3 questions related to the topic discussed, and their performance was evaluated on Grammar, Vocabulary, Pronunciation, and Discourse Management. The assessment rubric was developed by the course designers, adapted from the B1 Level assessment scales by Cambridge English Qualifications. The B1 Preliminary assessment scales are divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Then, the average score of each part was calculated. The final score was the sum of the average scores of Part 1 and Part 2. This final score band, therefore, was on the 10-grade system, coinciding with the marking system currently used at the institute. The answers were recorded, transcribed, and anonymized for data analysis. Two different examiners assessed the tests separately to ensure inter-rater reliability, and their scores were recorded for data analysis using SPSS.

To ensure the reliability of the study, all items of the pre-test and post-test were calculated by using SPSS Software and compared with the standard of the Cronbach Alpha reliability coefficient. According to McMillan & Schumacher (2001, p.230), the Cronbach Alpha coefficient is widely acknowledged as a reliable measure, with a suggested range of 0.70 to 0.90. In this study, the reliability of the pre-test was $\alpha = 0.859$ and that of the post-test was $\alpha = 0.862$. As mentioned earlier, all items in this study reached the standard.

4. Results

4.1 Speaking performances of the control group before and after the experiment

Table 1 presents the descriptive statistics of the total scores of students’ speaking performances in the control group.

Table 1. Descriptive statistics of the mean performance in pre- and post-test of the control group

	Minimum	Maximum	Mean	Std. Deviation
Total_pre	3.5	10.0	6.646	1.834
Total_post	5.3	10.0	8.196	1.272

As can be seen from Table 1, the control group’s mean total score in the post-test was higher than in the pre-test. The minimum score in the post-test (5.3) was also higher than in the pre-test (3.5). The grade ranges in the pre- and post-test were good indicators of the participants’ performance improvement, which can be double-checked in the mean score. The mean difference between the pre-test and post-test was 1.55, indicating improvement in speaking performance. Additionally, the Standard Deviation in the post-test (1.272) was lower than in the pre-test (1.843), suggesting less variability. Thus, the gap in total scores among students was smaller in the post-test compared to the pre-test.

Follows are the detailed students’ scores in part 1 of both pre- and post-test.

Table 2. Descriptive statistics of performances in Part 1 of students in the control group

	Criteria	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	Grammar & Vocabulary	1.5	5.0	3.292	1.062
	Discourse Management	1.0	5.0	3.167	1.274
	Pronunciation	1.5	5.0	3.583	0.974
	Interactive Communication	1.0	5.0	3.542	1.160
	Average Score	1.4	5.0	3.413	1.046
Post-Test	Grammar & Vocabulary	2.0	5.0	4.083	0.776
	Discourse Management	1.0	5.0	3.854	0.938
	Pronunciation	3.0	5.0	4.063	0.682
	Interactive Communication	1.0	5.0	4.000	1.073
	Average Score	1.8	5.0	4.013	0.779
	Valid N = 24				

Table 2 shows some improvements in average scores between the pre-test and post-test of the control group. The average score in the post-test (4.013) was higher than in the pre-test (3.413), indicating better performance in the paired conversation of students. Specifically, Grammar and Vocabulary use showed a significant improvement, with the mean score increasing by 0.791 from 3.292 to 4.083. However, Interactive Communication skills showed only a slight increase of 0.458, from 3.167 to 3.854. Another notable feature was the increase in the minimum score. While the minimum scores for Grammar and Vocabulary use and Pronunciation increased by 0.5 and 1.5 respectively, the minimum scores for Discourse Management and Interactive Communication remained unchanged at 1.0 point.

In addition to Part 1, Part 2 - Individual response is crucial for assessing students’ speaking skills. Participants answer 2-3 questions related to the previous conversation in Part 1 and may also respond to additional examiner questions. Evaluation is based on a 5-point scale in four categories: Grammar, Vocabulary, Pronunciation, and Discourse Management. The detailed information is provided in Table 3.

Table 3. Descriptive statistics of performances in Part 2 of students in the control group

	Criteria	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	Grammar	2.0	5.0	3.125	0.755
	Vocabulary	1.5	5.0	3.146	0.983
	Pronunciation	2.0	5.0	3.479	0.878
	Discourse Management	2.0	5.0	3.208	1.011
	Average Score	2.1	5.0	3.250	0.833
Post-Test	Grammar	3.0	5.0	4.146	0.521
	Vocabulary	2.0	5.0	4.188	0.764

	Pronunciation	3.0	5.0	4.104	0.659
	Discourse Management	3.0	5.0	4.018	0.621
	Average Score	3.5	5.0	4.204	0.545
	Valid N= 24				

Similar to Part 1, there was a noticeable improvement in average scores in Part 2 between the pre-test and post-test. The average score in the post-test (4.204) was higher than in the pre-test (3.250), indicating better performance in responding to questions. All categories, which are Grammar, Vocabulary, Pronunciation, and Discourse Management, showed improvement. The most significant improvements were seen in Grammar and Vocabulary, with mean scores 1.021 and 1.042 points higher in the post-test compared to the pre-test. Pronunciation and Discourse Management also improved, but to a lesser extent, with increases of 0.625 and 0.810 points respectively.

In summary, the control group demonstrated improvements in speaking skills, particularly in Grammar, Vocabulary, and Pronunciation, while Discourse Management and Interactive Communication showed less progress.

4.2 Speaking performances of the experimental group before and after the experiment

After examining the performances of students in the control group, the focus now is on the experimental group’s score to determine if the use of video project assignments had any impact on their speaking skills. The experimental group underwent the same pre-test and post-test as the control group, following identical content and format. Below are the results showcasing the students’ performances.

Table 4. Descriptive statistics of the mean performance in pre and post-test of the experimental group

	Minimum	Maximum	Mean	Std. Deviation
Total_pre	3.1	8.3	6.223	1.555
Total_post	7.4	10.0	8.589	0.659

Table 4 reveals significant improvements in various metrics. The minimum score rose by 4.3 points, from 3.1 in the pre-test to 7.4 in the post-test. The maximum score increased from 8.3 to 10.0. Notably, the mean score improved by 2.366, indicating a substantial enhancement in student performance. The Standard Deviation decreased from 1.555 to 0.659, suggesting reduced variability in scores around the mean of the total score in the post-test.

The insights into students’ performances in each part of the tests will be provided as follows.

Table 5 presents the statistics of performances in Part 1 of students in the experimental group.

Table 5. Descriptive statistics of performances in Part 1 of students in the experimental group

	Criteria	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	Grammar & Vocabulary	1.5	5.0	3.154	0.998
	Discourse Management	1.0	5.0	2.923	1.036
	Pronunciation	1.5	5.0	3.231	0.851
	Interactive Communication	1.0	5.0	3.058	1.013
	Average Score	1.4	4.5	3.104	0.864
	Grammar & Vocabulary	3.0	5.0	4.231	0.569

Post-Test	Discourse Management	3.5	5.0	4.288	0.493
	Pronunciation	3.0	5.0	4.250	0.621
	Interactive Communication	4.0	5.0	4.558	0.432
	Average Score	3.6	5.0	4.339	0.361
Valid N = 26					

Overall, there is a significant improvement in average scores between the pre-test and post-test. The average score in the post-test (4.339) was higher than in the pre-test (3.104), indicating better performance in the paired conversation. Interactive Communication showed the most substantial improvement, with a mean score increase of 1.5 points, from 3.058 to 4.558. Discourse Management ranked second, with a mean score change of 1.365, from 2.923 to 4.288. This contrasts with the control group, where Discourse Management and Interactive Communication showed minimal change. Although Grammar and Vocabulary use and Pronunciation improvements were less significant, they still experienced notable advancements of 1.077 and 1.019 respectively.

The main features of Part 2 in both pre- and post-test of the experimental group are presented in Table 6.

Table 6. Descriptive statistics of performances in Part 2 of students in the experimental group

	Criteria	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	Grammar	1.5	5.0	3.058	0.841
	Vocabulary	1.5	4.5	3.038	0.836
	Pronunciation	2.0	5.0	3.231	0.886
	Discourse Management	1.0	5.0	3.154	1.056
	Average Score	1.5	4.6	3.135	0.777
Post-Test	Grammar	3.5	5.0	4.231	0.429
	Vocabulary	3.5	5.0	4.308	0.511
	Pronunciation	3.5	5.0	4.192	0.491
	Discourse Management	3.5	5.0	4.250	0.515
	Average Score	3.6	5.0	4.265	0.379
Valid N=26					

The improvements of students' speaking performances continue to be depicted in Table 6. The average score in the post-test (4.265) was significantly higher than in the pre-test (3.135), indicating better responses of students to examiner questions. Notably, there were improvements in mean scores across all categories, including Grammar, Vocabulary, Pronunciation, and Discourse Management. Surprisingly, the largest improvements were seen in Grammar and Vocabulary, with mean scores increasing by 1.173 and 1.270 respectively. Pronunciation and Discourse Management also improved, albeit to a lesser extent, with increases of 0.625 and 0.810 points respectively. Furthermore, comparing minimum and maximum scores between the tests reveals progress in each skill. Students achieved at least 3.5 in every aspect in the post-test, with Vocabulary reaching a maximum score of 5.0.

All in all, it is evident that the implementation of video project assignments had a positive effect on every aspect of students' speaking performances, as shown by the results of the pre- and post-test. Unlike the control group, whose Discourse Management and Interactive Communication showed less improvement than other criteria, the experimental group enhanced their Discourse management and Interactive Communication skills most considerably.

4.3. Comparison of the improvements of the control and experimental group in their pre-test and post-test

The pre- and post-test results indicate improvements in both the control and experimental groups after the 14-week experiment. However, it remains unclear how effective video project assignments were in enhancing students’ speaking skills. To determine their effectiveness, a comparison of improvements in the control and experimental groups’ pre-test and post-test scores is necessary. Table 7 presents the percentage of improvement in mean scores for each aspect in each test part for both groups.

Table 7. The percentage of improvement in the mean scores of each speaking criteria

		Control group	Experimental group
Part 1	Grammar & Vocabulary	24.03%	34.15%
	Discourse Management	21.69%	46.70%
	Pronunciation	13.40%	31.54%
	Interactive Communication	12.93%	49.05%
	Average score	17.58%	39.79%
Part 2	Grammar	32.67%	38.36%
	Vocabulary	33.12%	41.80%
	Pronunciation	17.96%	29.74%
	Discourse Management	25.25%	34.75%
	Average score	29.35%	36.04%
Total score		23.32%	29.35%

Overall, the experimental group showed a higher rate of improvement compared to the control group. The final total scores of the experimental group increased by 29.35%, while the control group saw a 23.32% increase. In the experimental group, the aspects most significantly affected by video project assignments as homework were Discourse Management and Interactive Communication in Part 1, as well as Vocabulary in Part 2. Without the assignments, Grammar and Vocabulary improvements were more prominent in the control group. This suggests that video project assignments had the greatest impact on students’ performances in Discourse Management, Interactive Communication, and Vocabulary use.

Figure 1 visualizes the effectiveness of video project assignments on students’ speaking skills, proved by mean scores.

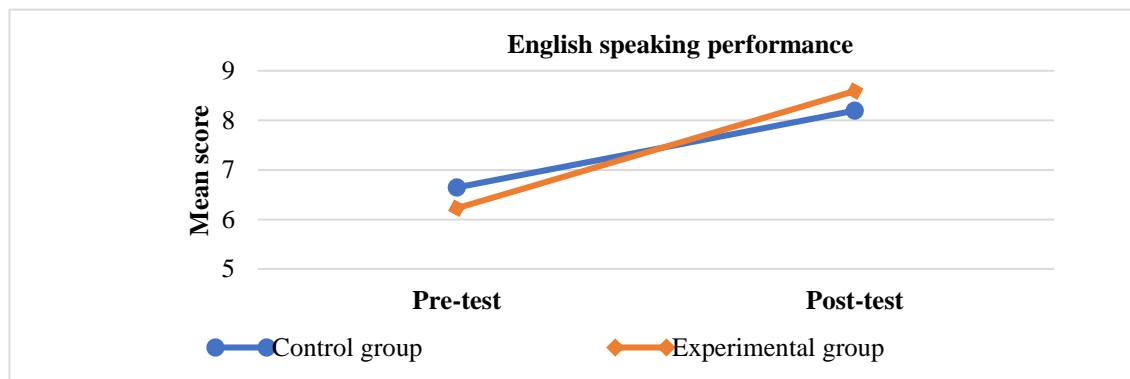


Figure 1. Participants’ speaking performances reported in pre- and post-test (both groups)

Figure 1 indicates that although the starting point of the experimental group was lower, the students in this group made more considerable progress.

All in all, this section has presented the results of the participants' English speaking performances before and after the study between and within the research conditions. It is proved that the video project assignments have had some effects on the improvement of students' speaking skills, and the greatest impact was on Discourse Management, Interactive Communication and Vocabulary.

5. Discussion

The study was conducted to investigate the impacts of video project assignments on improving students' English speaking skills. The results showed a significant improvement (2.366) in mean scores between the pre-test and post-test in favor of the post-test in the experimental group, indicating the effectiveness of video project assignments. This finding aligns with previous studies by Ting (2013), Eligar and MBanakar (2016), Busman (2019), Sumardi and Nur (2020), Haq and Agustina (2022), and Iin (2022), which also reported improved English speaking performances through video project-based learning.

In the experimental group's post-test, all speaking parts showed significant increases in average scores. Notably, Interactive Communication demonstrated the most substantial improvement, followed by Discourse Management and Vocabulary use. These findings support the effectiveness of video project assignments in improving fluency and other speaking skills, as observed by studies conducted by Busman (2019), Gustinawati and Syafryadin (2022), Haq and Agustina (2022), and Zein et al. (2023).

Compared to the control group, the experimental group displayed higher percentages of improvement, particularly in Discourse Management, Interactive Communication, and Vocabulary use. This is considered a new finding as the previous studies mentioned in the literature review only reported the improvements in fluency, pronunciation and vocabulary.

In brief, video project assignments have been proved to be effective in improving students' English speaking skills. This is justified by the higher mean scores and higher percentages of improvement in the post-test of the experimental group, compared to the control group. Especially, the aspects witnessed the most significant improvement are Discourse Management, Interactive Communication, and Vocabulary use. These findings align with those of previous related studies.

6. Conclusion & implications

6.1 Conclusion

This study aims to investigate the effectiveness of video project assignments on university students' speaking skills. To fulfill this aim, the study measured the extent to which students' speaking skills differ after engaging in video project assignments compared to traditional speaking home assignments. To find out the possible answer for the research question: "To what extent does the use of video project assignments impact students' speaking skills?", the quantitative approach, combined with a true experimental research design with the use of the pre-test – post-test control group, was employed. 50 English-majored students, including an

experimental group and a control group, participated in the data collection process on their voluntary choices. The weight of the current study was put on the quantitative data, which were collected from the pre-test and post-test examining five aspects of speaking performances: Grammar, Vocabulary, Pronunciation, Interactive Communication, and Discourse Management.

The quantitative findings showed that the experimental participants' English speaking skills were promoted through the accomplishment of the video project assignments. Regarding the participants' speaking performances before and after the experimental program between the two groups, there was a mean score difference of 2.366 in favor of the post-test. Such a test result signified the fact that the participants in the experimental group, to some extent, gained more achievements in oral proficiency than their counterparts in the control group. In addition, the comparison of the participants' speaking performances within group, computed via the Descriptive Statistics Test and Paired Sample T Test indicated that although the participants in the control group actually gained some progress in their post-test scores (Mean Difference = 1.550). This result was not statistically significant in comparison with the progress made by the experimental participants (Mean Difference = 2.366), which was considered statistically significant. The findings mentioned above regarding the effects of integrating video project assignments into the experimental program for developing the participants' speaking skills are consistent with those of the studies carried out by Ting (2013), Eligar and MBanakar (2016), Busman (2019), Sumardi and Nur (2020), Haq and Agustina (2022), and Iin (2022).

6.2 Implications

From the findings of this study, some suggestions are made with the aim of offering beneficial references to teachers and any individual who seek to improve their teaching methods and create more effective learning environments. As video project assignments have been proved to be effective in improving students' English speaking skills, teachers can integrate video project assignments as a form of homework or classroom activity to promote students' speaking performances. Teachers can adopt a differentiated approach to meet students' diverse needs and preferences. This can involve offering alternative assignment options, such as presenting information, engaging in role-plays or dialogues, or expressing opinions through videos, so that video projects can provide opportunities for students to practice speaking in an authentic and meaningful context.

Despite achieving its aims and objectives, this study has three notable limitations that should be addressed in future research. Firstly, the small sample size of 50 English-major students limits the generalizability of the findings. Secondly, the study focused only on the effects of video project assignments on speaking skills and it lacked a pre-questionnaire/post-questionnaire to gain responses or attitudes of the participants. Lastly, the study faced challenges in securing native examiners for the pre-test and post-test, relying on Vietnamese instructors instead. Future studies should aim to overcome these limitations by involving a larger and more diverse sample, exploring the impact of video project assignments on other language skills to assess overall proficiency as well as the perceptions of the participants, and finding suitable native examiners or using alternative assessment methods to enhance the reliability and validity of the research.

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TÁC ĐỘNG CỦA VIỆC GIAO BÀI TẬP VIDEO ĐẾN KỸ NĂNG NÓI CỦA SINH VIÊN

Tóm tắt: Trong những năm gần đây, xu hướng tích hợp công nghệ vào giáo dục, đặc biệt là giao bài tập về nhà dưới hình thức video, đang ngày càng phổ biến. Dạng bài tập này giúp sinh viên có cơ hội sử dụng các yếu tố đa phương tiện như hình ảnh, âm thanh và giao tiếp phi ngôn ngữ để nâng cao khả năng sử dụng ngôn ngữ của mình. Tuy nhiên, số lượng nghiên cứu về hiệu quả của bài tập video trong việc cải thiện kỹ năng nói tiếng Anh của sinh viên đại học còn hạn chế. Do đó, nghiên cứu này được thực hiện theo phương pháp thực nghiệm định lượng nhằm nghiên cứu tác động của bài tập video đối với kỹ năng nói của 50 sinh viên năm hai chuyên ngành Tiếng Anh ở một trường đại học. Trong nghiên cứu này, sinh viên đã thực hiện một bài kiểm tra trước và sau thực nghiệm, sử dụng bảng đánh giá kỹ năng nói trong kì thi Tiếng Anh sơ cấp (PET) của Cambridge English. Kết quả hai bài kiểm tra được phân tích bằng phần mềm thống kê IBM SPSS phiên bản 27. Kết quả cho thấy khả năng nói của sinh viên được cải thiện đáng kể. Các giáo viên có thể sử dụng kết quả thu được như một tài liệu tham khảo đáng tin cậy để áp dụng việc quay video cho bài tập về nhà hoặc hoạt động trên lớp để nâng cao khả năng nói của sinh viên.

Từ khóa: Bài tập quay video, kỹ năng nói, nghiên cứu thực nghiệm, sinh viên đại học

THẺ LỆ GỬI BÀI ĐĂNG TẠP CHÍ KHOA HỌC NGÔN NGỮ VÀ VĂN HÓA TRƯỜNG ĐẠI HỌC NGOẠI NGỮ, ĐẠI HỌC HUẾ

- 1.** Bài nhận đăng là bài trình bày kết quả nghiên cứu Khoa học có chất lượng và tính mới trong lĩnh vực Khoa học ngôn ngữ và văn hóa. Bài viết chưa được công bố ở bất kỳ ấn phẩm, tạp chí nào và không đang được xem xét đăng ở tạp chí hay ấn phẩm Khoa học nào dưới bất cứ hình thức nào. Tạp chí không gửi lại bài viết cho tác giả trong trường hợp bài không được chọn đăng.
- 2.** Bài viết phải được soạn thảo trên file Word, dài không quá 12 trang (tính cả phần tài liệu tham khảo và phần phụ lục). Hình thức trình bày như sau: khổ giấy A4; kích thước lề trang: lề trên 2cm, lề dưới 2cm, lề trái 2cm, lề phải 2cm; phông chữ Times New Roman; cỡ chữ 11; khoảng cách dòng 1.15 lines; khoảng cách giữa các đoạn: trước 6pt và sau 3pt.
- 3.** Ngôn ngữ trong bài viết cần có văn phong mạch lạc, không sai chính tả, chính xác, cô đọng, súc tích. Nếu là tiếng Anh thì theo hệ chính tả của Hoa Kỳ (American English spelling).
- 4.** Bài viết phải nêu bật được những kết quả nghiên cứu của tác giả và phải theo cấu trúc của một bài báo Khoa học bao gồm: phần tóm tắt, đặt vấn đề, nội dung bao gồm cơ sở lý luận, kết quả nghiên cứu và thảo luận, kết luận, tài liệu tham khảo và phụ lục.
 - 4.1.** Tên bài viết (Title): ngắn gọn, cô đọng phản ánh trực tiếp nội dung của bài viết, bằng tiếng Việt và tiếng Anh, có độ dài vừa phải không quá 15 từ, viết chữ in hoa, đậm, cỡ chữ 14, nằm giữa trang.
 - 4.2.** Tóm tắt (Abstract): 1 tóm tắt bằng tiếng Việt và 1 tóm tắt bằng tiếng Anh, phản ánh nội dung cơ bản của bài báo, tối thiểu 120 từ và tối đa 150 từ, cỡ chữ 10, lề trái 1cm, lề phải 1cm, cách dòng 1.0 line.
 - 4.3.** Từ khóa (Keywords): quan trọng đối với nội dung của bài viết, gồm 2 phần bằng tiếng Việt hoặc tiếng Anh, tối đa 5 từ, đặt ở dưới phần tóm tắt.
- 5.** Quy định trình bày bảng biểu, hình vẽ, ký hiệu, công thức: Số bảng biểu, hình vẽ, được đánh số thứ tự liên tục (từ số 1), tên bảng, biểu ngắn gọn, không quá 12 từ, nếu trích phải ghi nguồn rõ. Tên của bảng, biểu đặt trên bảng, biểu; tên của sơ đồ, hình đặt dưới sơ đồ, hình; cỡ chữ 10. Trong bài viết, khi tham chiếu bảng, biểu, sơ đồ, tác giả cần chỉ rõ số của bảng, biểu, sơ đồ đó (ví dụ Bảng 1), không sử dụng cụm từ như “hình trên” hay “bảng dưới đây”.
- 6.** Trích dẫn trong bài viết: Nếu là tác giả nước ngoài thì trích họ của tác giả, ví dụ: “Theo Smith (2013),...” hoặc... (Smith, 2013). Nếu tác giả là người Việt Nam thì trích đầy đủ họ và tên, ví dụ: “Cao Xuân Hạo (2003) cho rằng...” Các phần trích nguyên văn thì phải đi kèm số trang từ bản gốc. Chỉ trích dẫn các tài liệu quan trọng với nội dung bài viết. Hạn chế trích dẫn từ các nguồn không chính thức hoặc chưa xuất bản (Ví dụ: luận án, luận văn).
- 7.** Bài viết không sử dụng chú thích (footnote). Lời cảm ơn (nếu có) đặt ở ngay sau phần kết luận và không quá 25 từ, sử dụng diễn đạt cố định sau: *(Các) tác giả bài báo cảm ơn...*
- 8.** Tài liệu tham khảo (References): Sắp xếp danh mục tài liệu tham khảo theo thứ tự ABC của họ tác giả (surname). Liệt kê toàn bộ các tài liệu có trích dẫn trong bài viết, số lượng không quá 12 tài liệu. Không đánh số thứ tự tài liệu tham khảo. Cách thức trình bày theo format của Hiệp hội

Tâm lý Hoa kỳ (APA - *American Psychology Association Citation format* - 6th edition), là hình thức trích dẫn phổ biến trong các văn bản Khoa học ngôn ngữ xã hội. Xem các ví dụ dưới:

- Sách:

Họ, T. (năm xuất bản). *Tên sách*. Nơi xuất bản (thành phố): Nhà xuất bản.

Ví dụ:

Calfee, R.C., & Valencia, R.R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

Cao Xuân Hạo (1999). *Câu trong tiếng Việt*. Hà Nội: Nhà xuất bản Giáo dục.

- Chương sách:

Họ, T. (năm xuất bản). Tên chương sách. Trong/In + Tên. Họ + (Ed./Eds.), *Tên sách* (pp. trang đầu-trang cuối của chương). Nơi xuất bản (thành phố): Nhà xuất bản.

Ví dụ:

White, C. (2008). Language learning strategies in independent language learning: An overview. In T.W. Lewis & M.S. Hurd (Eds.), *Language learning strategies in independent settings* (pp. 3-24). Clevedon, England: Multilingual Matters.

- Bài báo trên tạp chí:

Họ, T. (năm xuất bản). Tên bài nghiên cứu. *Tên Tạp Chí Khoa Học, tập(số)*, trang đầu-trang cuối.

Ví dụ:

Harlow, H.F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55(2), 893-896.

- Tài liệu Internet:

Tên tác giả (Họ, T.)/Tổ chức. (thời điểm đăng tải). Tựa đề tờ báo. *Tựa đề tài liệu tham khảo trên Internet. Tập(số)*. Truy cập từ (link tài liệu) <http://www.abcdefghijklmn.com/>.

Ví dụ:

Bernstein, M. (2002). Ten tips on writing the living Web. *A list apart: for people who make websites*, 149. Retrieved on May 3rd 2015 (Truy cập vào ngày 3 tháng 5 năm 2015) from: <http://www.alistapart.com/articles/writeliving>.

- Bài báo đăng trong Kỷ yếu Hội thảo:

Họ, T. (năm). Tên bài báo trích trong Kỷ yếu. *Tên của Kỷ yếu Hội thảo* (pp. trang đầu-trang cuối). Nơi xuất bản.

Ví dụ:

Wang, W. (2006). Exploring teachers' beliefs and practice in the implementation of a new English language curriculum in China: Case studies. *Proceedings of the Conference on Asia-Pacific Educational Research (Kỷ yếu Hội thảo Nghiên cứu giáo dục Châu Á - Thái Bình Dương)* (pp. 3-14). Hong Kong.

-Luận văn, luận án chưa xuất bản:

Họ, T. (năm). *Tên luận án/luận văn*. Luận án Tiến sĩ/Thạc sĩ chưa xuất bản. Nơi xuất bản.

Ví dụ:

Garskof, M.S. (2004). *Motivating teachers with nonfinancial incentive: The relationships of compensatory time, job, and the need to achieve to the job satisfaction of high school teachers in New York City*. Unpublished Doctoral Dissertation. New York University.

9. Phần phụ lục trình bày các công cụ thu số liệu có kết quả trình bày trong bài viết.

10. Tác giả bài viết hoàn toàn chịu trách nhiệm trước pháp luật về nội dung bài viết, xuất xứ tài liệu trích dẫn.

Để hỗ trợ quá trình phản biện khách quan và bảo mật, tác giả bài viết cung cấp trên trang đầu tiên của tệp (File) bài viết các thông tin theo thứ tự sau:

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Từ trang thứ 2 của bài tác giả trình bày bài viết và **không** để lại bất cứ thông tin gì thể hiện danh tính tác giả của bài viết.

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**BAN BIÊN TẬP TẠP CHÍ KHOA HỌC NGÔN NGỮ VÀ VĂN HÓA
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ, ĐẠI HỌC HUẾ**

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Example:

White, C. (2008). Language learning strategies in independent language learning: An overview. In T.W. Lewis & M.S. Hurd (Eds.), *Language learning strategies in independent settings* (pp. 3-24). Clevedon, England: Multilingual Matters.

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Harlow, H.F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55(2), 893-896.

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-Article published in conference/workshop proceedings:

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- Unpublished thesis/dissertation

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Example:

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9. The appendix is for presenting the data collecting tools for the results presented in the article.

10. Authors are fully responsible and legally held liable for the contents of the article, the sources of the citations.

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