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Effects of Using Technology to Support Students in Developing Speaking Skills

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ABSTRACT

Keywords:

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The present study attempts to investigate the effects of using technology to support the development of speaking skills for high school students and the attitude of students when being employed with technological devices in learning foreign languages. The purpose of this study is to develop beneficial suggestions for educators, students, and teachers to enhance the teaching and learning of spoken English. Additionally, it aims to highlight the need to use technology to learn English skills. The research was conducted in a high school in Kien Giang province with the participation of 100 students giving the answers to the questionnaire with items about using technological devices to enhance students' speaking skills. Besides, the involvement of six teachers of English in the interview gives insights into teachers' beliefs about using technology to support students in developing speaking skills. Statistical Package statistically analyzed data for Social Sciences (SPSS) program. The study's conclusions show that speaking is significantly impacted by technology. According to the study, technology tools like PowerPoint, YouTube, Speech Recognition Software, and films can substantially enhance oral communication skills in EFL learners.

Introduction

Hussain (2018) stated that the main function of language is to communicate, and English is considered an international language used in conferences, meetings, cultural exchanges, forums, etc. People in interaction mainly use speech to transmit information, so the function of speaking plays an important role in language acquisition. Moreover, according to Nguyen (2022), education makes extensive use of technology instead of commerce and transactions. Technology is a means of communication. While learning English, students must develop their speaking abilities in order to communicate. Therefore, communication skills have received a lot of attention in foreign language instruction programs. The Industrial Revolution 4.0 has had a significant impact on foreign language teaching and learning thanks to advancements in multimedia technology, helping to diversify and improve the efficiency of transferring foreign language knowledge and skills through the application of information technology achievements, particularly in the teaching of speaking skills. Khan (2015), however, stated that

a lot of students struggle to translate their thoughts verbally into a second or foreign language. It necessitates that students master a sizable amount of vocabulary and comprehend the basics of grammar. A confident speech also requires good pronunciation. Furthermore, communicating clearly is speaking's primary purpose. Due to these difficulties, teaching and learning speaking has drawn much attention from educators and students.

Linguistic Difficulties

According to Zhang (2009), some factors affect speakers' pronunciation. The first factor is the age element that has been debated in SLA that the younger, the better for learners who want to acquire a second language. A child at an early age will imitate to pronounce sounds easily and naturally rather than an adult who feels restricted due to psychological elements. Medically, the brain is also considered the second factor that influences much on how well learners utter their speech. The function of the left and right hemispheres will have difficulty in proceeding with sounds to approach native-like speakers when the brain grows up. In terms of lexical factors, learners who acquire a foreign language often encounter the difficulty of lacking vocabulary, which interrupts them from expressing their ideas in speaking. Indeed, learners have good ideas in their minds, they want to speak out, but they do not know how to use them in the target language. Moreover, when making the conversation, students can not keep up with what word meaning their partners are using. This will be an obstacle in practicing language speaking.

Lack of Topical Knowledge

Namazandost & Nasri (2019, p. 203) claimed that it is a usual issue students have when engaging in speaking activities. Students do not know what to speak. That means some fields they do not have enough knowledge to talk about. For example, some students feel confused when discussing topics about geography, history, culture, religion, etc., because they have little understanding of these domains. Therefore, teachers play important roles in making up a language environment in which teachers provide various linguistic contexts or social contexts so that students can participate in practicing speaking.

Inhibition

Inhibition is also an influential factor in the learning language process in speaking skills. Amoah and Yeboah (2021, p. 59) said that learners feel shy, ashamed, or fearful because they think they make mistakes while expressing their ideas which influences the flow of conveying thinking. Afifah et al. (2020, p. 95) reported that some of them are afraid of being criticized by friends or teachers. When they feel more anxious, the inhibition affects their speaking performance more. Therefore, students choose to keep silent all the time or not participation in the speaking classroom for safe.

Literature review

Jalaluddin (2016) reported that technological advancement has always been with language teaching supplying teachers with technological devices to English teaching classrooms that make the content of the lesson more meaningful and interesting. Teachers should make full use of the available sources on the Internet.

Speech Recognition Software

Learners are usually afraid of making mistakes in pronunciation. Speech recognition software will help them to adjust and develop their pronunciation in speaking. According to Bahadorfar and Omidvar (2014, p. 11) said that the device can evaluate exactly how speech is uttered, and it can give an encouraging compliment. Otherwise, it allows the speaking to repeat. “ELSA”- a typical speech recognition software that records what speakers speak out and announce what sounds are pronounced correctly and what needs to be repeated. Especially this device will be very useful for learners practicing at home.

Youtube

According to researchers, YouTube is one of the most worldwide Websites from which teachers and learners can get various available sources to support their teaching and learning. According to (Jalaluddin, 2016), in organizing language classroom activities, teachers use videos, video clips, films, music clips, and trailers as available materials to provide information and language contexts that are necessary for speaking practice. Additionally, Jalaluddin (2016, p. 1) stated that students can upload their products of making conversations or dialogue on YouTube where they can see the comments, which will make them feel more and more confident and avoid making mistakes in speaking learning. More importantly, YouTube is an unlimited source that learners can take advantage of to get materials for their projects when they make the presentation (Mustafa, 2018).

Films

It is undeniable that using films in teaching foreign languages, in general, brings many dramatic effects. According to Khan (Khan, 2015, p. 47), teachers use this technological tool to attract learners to engage in language learning purposes. Films displayed with color, sound, and action will hold the attention of the viewers and lead them to the content of the lessons easily. Another function of films is that they can provide viewers with authentic language contexts and real situations that are practical and real-life in communication. For example, in some films, characters expose the cultural aspects of life. They even use spoken or slang words. Moreover, teachers can use films for different teaching purposes, such as developing listening skills for students, supplying more materials for students' presentations, doing their projects, etc. In teaching procedures, teachers can flexibly use films in different lesson stages, making it easy for teachers to use technology in teaching. By watching films that help students learn how to pronounce new words correctly, they can know more new words, idioms, or expressions. Then they can imitate to reproduce what they have seen on the screen to speak out in their language.

Technological Devices

Today with the advent of the technology 4.0 era, able learners afford mobile phones, iPad, or tablets are more easily updated online learning. Besides being learned in the classroom, learners with technological devices can learn whatever they are interested in from the Internet. For example, If they want to practice English speaking, but they can not face to face because of distance, they can make calls with their partners to talk about the topics. In English-speaking classes, some students who are not confident in speaking in front of the class because they are afraid of making mistakes or they feel ashamed of the teacher's or classmates' comments can

video clips and send their products to teachers. In short, Kusmaryani et al. (2019, p. 2) concluded that there are some benefits that technological devices bring to both teachers and learners, including supplying many features such as instant communication, website browsing, video player, recording, etc., with which learners and teachers will achieve good results in learning and teaching methods such as inquiring learning, self-directed learning, and formative assessment.

Powerpoint

All of the common technological devices PowerPoint is widely used in teaching subjects because it is useful and easy to fulfill. Nur Aziz and Ani Setyo Dewi (2020) stated that the main function of PowerPoint is to perform what teachers want to teach to their students through the TV screen. Moreover, it can be used more in presentations where students can take advantage of functions to improve their performance. With technological advancement, the functions are upgraded frequently, which helps teachers and students update the new functions for their work. For example, the class point application in ppt is used to test some quizzes while teaching or performing. Furthermore, PowerPoint was really useful for teaching online during the outbreak of the Covid epidemic when teachers had to teach through the screen with the support of PowerPoint, other tools, and applications. Last but not least, the role in the presentation of PowerPoint is highly appreciated due to its convenience and effectiveness.

Research Questions

To fulfill the purpose of the study, the survey seeks to answer the following research questions:

1. What are the effects of technology on students' speaking skills?
2. What are the attitudes of students towards the effects of technology?

Research Methodology

Participants

English is gradually becoming more concerned than ever, and speaking skill is required for communication in school and in daily life. The current study was conducted from the beginning to the end of the first academic semester to investigate how effective technology is used in developing speaking skills for students in Vinh Thuan high school, which is located in a remote area of Kien Giang province.

The participants involved in the study are the EFL students of grade 12 (100 persons) in Vinh Thuan High school. They gave their answer to the questionnaire designed on a google form. Then the researcher collected the data for analysis.

Questionnaire

In any scientific research, the attempt is made to find out the answers to the questions systemically. However, the most popular method is questionnaires of different kinds, which attract the worldwide concern of many researchers using to collect data (Namaziandost & Nasri, 2019). The questionnaire was sent to EFL students to identify to what extent technology impact

students' speaking skill and the attitudes of students towards using technology in learning English to improve their speaking skill. And the questionnaire is designed with the Likert scale respectively from "strongly agree", "agree", "disagree", and "strongly disagree".

Interview

What are interviews? List types of interviews and WHY you will choose semi-structured interviews. HOW MUCH will time be spent interviewing each participant? WHERE will the interview be conducted? Why? [Benefits]

Interviews will be conducted with six teachers who have been observed from the sample. This research instrument aims to give insights into teachers' beliefs about using technology to support students in developing speaking skills. The researcher, therefore, will ask questions in the interview.

Results/Findings and discussion

Results of questionnaire

Table 1. Effects of using technology to support students in developing speaking skills

No	Questions	Total number of students	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Students often use Social media in daily life	100	90 (90%)	8 (8%)	2 (2%)	0 (0%)
2	Students are often taught with technological devices speaking skills by the teacher	100	35 (35%)	40 (40%)	20 (20%)	5 (5%)
3	Students often use technological devices when practicing speaking.	100	13 (13%)	65 (65%)	18 (18%)	4 (4%)
4	Students are interested in learning by using technological tools	100	45 (45%)	47 (47%)	5 (5%)	3 (3%)
5	Students advance in speaking skills after learning with the support of social media	100	35 (35%)	58 (58%)	7 (7%)	0 (0%)

Results of interview

According to the responses of six teachers who were concerned about the role of technology in teaching, speaking gave the answers that thanks to the application of technology in their teaching, they got higher results after taking time in teaching to improve their speaking skills. Moreover, they appreciated the numerous available sources that social media have provided. Last but not least, technology's effects on both teachers and learners. With the variety and availability of social media provision, learners can also practice themselves, and teachers have many choices in their selection of materials.

Discussion

The first question was given to identify how often learners use social media in their daily life. Generally, due to the development of technology information, using technology is very popular in life. A large number of students (98%) use social media such as the Internet, Facebook, Instagram, and Twitter... for their entertainment or communication. Academically, teachers used technological devices such as films, video clips, and PowerPoint to support teaching speaking skills so that they could enhance their competencies. The majority of students (75%) claimed that they were introduced to get information or knowledge at the early stage of the lesson. However, some of them did not frequently learn with social media (25%) because the teacher might not choose a suitable application for their teaching the lesson. More importantly, by the third question, the researcher received the answer that many students (78%) could use social media in their performance while learning speaking skills. They could use Powerpoint in presentations to illustrate their speaking performance with beautifully decorated slides. Even they could conduct the interviews by using a recorder or through the period of learning online because of the Covid pandemic, students videoed their conversations about the topics they chose, then sent them to the teacher for evaluation. More interestingly, the number of students is highly increased (92%), which means the shift from the traditional teaching method to the new one being supported by technology brought significant effects. Most importantly, students could improve their speaking skills dramatically after learning with the equipment of technological devices.

The study was conducted at the beginning of the first semester. The researcher gave an oral test to check students' speaking. Mistakes have been recognized in pronunciation, grammar points, and vocabulary. After using technological devices to support students in speaking skills, the researcher used a rubric including content, vocabulary, pronunciation, accuracy & fluency to evaluate the progress of using technological tools to improve students' speaking skills. Students could avoid the mistakes in pronunciation and grammar points; they also used vocabulary and expressions they learned from films and YouTube to apply in their speaking. Additionally, learners felt confident when speaking in class and communicating with their friends. For further application, students could record clips for their role play, presentation, conversation, etc. A short survey was made to answer the students' attitudes toward learning with the support of technology. Students felt excited and willing to enlarge knowledge from sources of advanced technology instead of the traditional ones.

Conclusion

In conclusion, as we can see from the result of the survey, most students agreed the use of technology in learning speaking skills would help them develop their speaking ability. By using technological tools such as films and YouTube in education, students can improve their speaking and listening skills. With the functions of video recorder and PowerPoint, students can perform what they learn with speaking skills. Therefore, to have a good result, the teacher has to choose a suitable kind of social media to design their lesson plan to bring the best effects in teaching. Moreover, the excitement of using technology with beautiful and colorful pictures, sounds, and actions would attract students involved in learning much more than the traditional

method. Besides, the advancement of technology would make it easy for students to practice and perform in both classroom and online learning.

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Biodata

Nguyen Thi Doan Trinh is a graduate student at Tra Vinh University. She has been teaching English at a high school in Kien Giang province for more than 20 years. She chose this profession for her desire and passion. She encountered some difficulties of lacking teaching experience, but later she gradually had experience through involving some workshops and methodology courses. Now Trinh feels confident and interested in her teaching, and she decided to pursue a Master's course that would help her to have deep insight into her teaching career.

Assoc. Prof. Pham Vu Phi Ho, Ph.D., Assoc. Dean of the Faculty of Foreign Languages, Van Lang University, Vietnam. He used to be a Vice-President of Ba Ria – Vung Tau University, and Vice-President and Dean of Faculty of Foreign Languages of Van Hien University, Vietnam. Pham has been published 56 research articles in both local and International Journals (ISI/Scopus-indexed), and 8 books and course-books, 2 course-books were used for undergrad students at HCMC Open University, VN, and one course-book was used for both the undergraduate and graduate level at Lourdes College, Higher Education Department, Cagayan de Oro City, Philippines. He is the Vice President for Administrative Affairs of the AsiaCALL and the managing editor of its Online Journal. He is now the Editor-in-chief of the International Journal of TESOL & Education. He is also an editor for the Asian Journal of Applied Linguistics (Scopus), an editor for the World Journal of English Language (scopus), and a peer reviewer for some international Journals indexed in ISI/Scopus such as Computer Assisted Language Learning, Open Sage, International Journal of Instruction. His main interests include Academic Writing, peer responses, translation, Teaching methodologies, and Technology-enhanced learning.

The Effects of Task-Based Instructions on Secondary Students' Reading Performances

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ABSTRACT

Keywords: Reading Comprehension, Task-based instructions, Task, Second language acquisition

The study's goal is to cast light on the impacts of task-based instruction on the reading comprehension of EFL secondary students. The process was undertaken in a middle school in Kien Giang province in 2022. Reading pre-test and post-test data were first employed to gather research data from more than 70 students in a Secondary school. The post-tests were conducted after the pre-tests for five weeks. Then the data was converted into an excel version to be processed. Research results reveal that task-based instruction positively influenced learners' reading performances. The mean scores from the reading post-tests are relatively higher than those of the reading pre-tests. It can be inferred that students who participated in the treatment could improve their reading capability. Thus, having said that teachers used the TBI appropriately, they could scaffold their students' reading performance in particular and boost students' reading competency as a whole.

Introduction

One of the most critical elements for learners to develop in an effort to accomplish language proficiency is reading skills (Okcu, 2015), as it enhances the language acquisition process (Lap & Trang, 2017; Okcu, 2015). Reading skill is deemed as a cognitive faculty that enables individuals to communicate with hard copies (Bojovic, 2010). The reading instructions assist learners in steering through the text and allow them to stay focused on the basic issues of the text. When students gain a deeper understanding, they are mindful of their surroundings, environment, and context implied by the author (Hermida, 2009). To put it another way, reading is an active way of receiving information wherein readers attempt to comprehend the meaning of the text (Khand, 2004; Mao, 2012). Similarly, reading is a demanding cognitive process involving the reaction between the text and the readers (Poorahmadi, 2012). Consequently, the more able learners to sense, experience, practice, and cooperate, the easier they can absorb the meaning of the text (Mao, 2012).

Literature review

Reading comprehension, defined by Ellis (2000), is the degree of text comprehension that originated in the engagement of documented utterances and how words modify knowledge

beyond the reading. Not only is reading comprehension an essential attribute for acquiring knowledge, but it also plays the most momentous skill in learners' success (Iranmehr et al., 2011). Specifically, thanks to reading comprehension, students will likely read a variety of materials for different aims such as learning, researching, and entertaining (Poorahmadi, 2012). Students are bound to use such higher cognitive and metacognitive skills that they can absorb, process the text, and negotiate meanings with the writer of the text (Hermida, 2009). Therefore, there is little doubt that reading comprehension is essential for students of English as a second language (ESL) because it has a beneficial effect on students' academic results.

Furthermore, to improve the learners' ability in reading comprehension, many practitioners and researchers have promoted and applied a task-based approach to teachers' daily instruction (Mao, 2012) because task-based language teaching (TBLT) is a novel approach (Tilfarlioglu & Basaran, 2007) for language instructions (Nguyen, 2022). It is also claimed to be a strong version of communicative language teaching (CLT) developed by Kappler (2003), which is under the sociocultural hypothesis. In fact, Howatt (1984) asserts that in the strong version of CLT, language is obtained via interaction and that it is not simply a matter of stimulating an ability, existing but dormant language knowledge, but of simulating the advancement of the linguistic regime as a whole. Language is not only viewed as a tool that the process is socially mediated (Vygotsky & Cole, 1978), but it is also a central apparatus for both thought process development and the mediation of people's cognitive processes. Besides, Ellis (2003) claims that the two main second language acquisition (SLA) related to task-based instruction (TBI) are psycholinguistically related to the cognitive approach to learning a language (Skehan, 1998), and sociocultural approaches. According to Skehan (1998), fluency, accuracy, and complexity of language production are psycholinguistic aspects supporting students' engagement in making meaning-oriented tasks. Nevertheless, when it comes to the perspective of SLA sociocultural theory, the task of communication task-based language instruction (CTBLT) is considered to be the building of meaning related to students' participation and self-regulation, including private utterance, mediation, internalization, and facilitation of learners' interaction. The two domains of SLA aligned with TBI have a positive influence on learners' language cognition and interaction.

Over time, TBLT has been advocated by many insightful linguists since the 1980s (Bygate et al., 2001; Long, 1980; Prabhu, 1987; Skehan, 1998; Willis, 1996). This is simply because using TBLT to apply in the classroom will likely provide language teachers plethoral opportunities to engage students in the language learning process (Ellis, 2017; Nguyen, 2022; Nunan, 2014). In turn, teachers can help students stay focused on both language and their learning practice (Oxford, 2006). In other words, tasks dramatically enhance students' engagement and improvement of language skills, including speaking, writing, reading, and listening (Sholeh, 2020).

Definitions of task

The task is defined in a variety of ways. A task is described as an activity that is conducted as the achievement of language process and understanding (Richards & Rodgers, 1986) or obliges learners when using language as an explicit focus on connotation to obtain a goal (Bygate et al., 2001). Put another way, tasks are classified into target tasks and pedagogical tasks. Target

tasks that entail the application of language outside of the classroom (Nunan, 2014) are the things people do daily whilst pedagogical tasks refer to the tasks happening in the classroom (Long, 1985). Oxford (2006) claimed that the tasks defined by these researchers are broad, while Ellis (2003) argued that the task is not as related to a pedagogical view as a language acquisition perspective. Applying CTBLT for instructing second language (L2) reading, teachers give students chances to process and understand the information in the reading materials known as a part of the cognitive information process. They can also accomplish the appointed task through meaningful interaction (Nunan, 2014). They are active in working on tasks to achieve their goal when the teachers apply TBLT to teaching students. Hatch (1978, as cited in Sidek, 2012) argued that students could deepen their full understanding of the meaning and linguistic aspects of L2 when they work in pairs or groups on reading tasks. Nevertheless, students find it arduous to comprehend the reading text on account of unfamiliar words which have many different meanings. Students struggle with long sentences containing complex structures unless they do get teachers' support (Mao, 2012). Likewise, the L2 researcher, Widdowson (2003, as cited in Sidek, 2012), argued that students need to prepare for tasks that may result in a hindrance in developing linguistic competence. Thus, it can be inferred that when teachers allow students to observe and become acquainted with the lexical items as frequently as possible (Dinh, 2022), they can identify the feature of language patterns, assisting their learning process more effective

Characteristics of Task-based language teaching and learning¹

Designing a task-based lesson includes the lesson principle components and stages (Oxford, 2006). Many researchers proposed various task designs. They, however, have grouped the same common three principle stages (Prabhu, 1987; Skehan, 1998; Willis, 1996). The phrase illustrates the step-by-step activities of task-based lessons (Ellis, 2003; Oxford, 2006). The pre-task is considered the first phase, comprising a multitude of activities that instructors and learners take charge of before commencing the tasks. In this stage, teachers give time for students to plan the task performance. The task is carried out in many instruction choices in the next phase and the during phase. The teachers set time for learners to conduct. The task phase is compulsory in task-based instruction, whereas the pre-task and post-task phases are exceptions (Ellis, 2009). These phases are said to play a pivotal role in task performance, which supports continuous academic achievement.

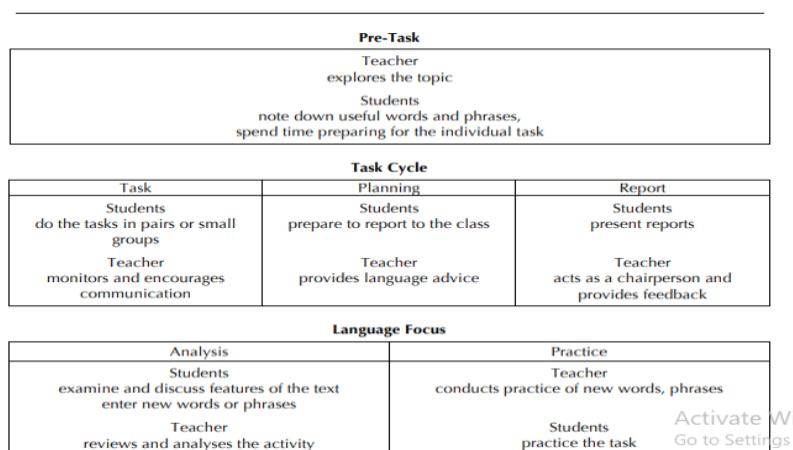


Figure 1. Willis' (1996) TBI framework

Little can be said save that studies examining the impact of task-based instruction (TBI) on Secondary school students' reading performance in Kien Giang province are relevant but should be approached with *caution*. The author's goal in this study is to shed some light on the effects of TBI on students' reading ability. This is simply because the author is attempting to search for solutions for the reading comprehension of EFL secondary students.

Research Questions

The survey sought to answer the following research question in order to fulfill the study's purpose:

To what extent does TBI influence EFL secondary students' reading comprehension?

Methods

Research settings and participants.

The research was conducted in a Secondary school in Kien Giang province, Vietnam. The teachers of English are conveying English textbooks published by the Ministry of Education and Training, which are official materials for students from grade 3 to grade 12. More than over 800 students at school are studying textbooks from grade 6 to grade 9. At the end of each semester every year, students experience the test, including four skills. Among the three other skills, reading tests makes up from 25% to 30% of the total marks. Students can pass the exam if they get a band of 5.0 overall.

The two classes were randomly chosen and assigned to an experimental group with 71 students. The majority of students have already spent three years studying English in primary schools. The data was accumulated throughout routine class sessions in English classes. The current research utilized a quantitative study.

Design of the Study

Quantitative methods were employed. Quantitative data with numerical statistics were collected using pre-test and post-test. Convenience sampling is applied because two classes are appointed to the teacher at the onset of the school year (Fraenkel et al., 2012; Lunenburg & Irby, 2008). The pre-test on reading comprehension was given to the participants in the experimental group (EXPG) before the intervention. Following that, the experiment group was given a post-test to assess their reading comprehension ability after five weeks. There are two types of reading tests in both the pre-test and post-test.

Instruments

Pre-test and Post-test:

The pre-test and post-test were applied to assess the student's reading performance. The reading comprehension quiz was extracted from the English workbook of Global Success. The book published by Education Publisher was used to test students as the presumption for such a study's pre-test. It was created for elementary students (A1) and included a Future Home topic. Part 1 and Part 2 of the pre-test and post-test were included, as well as the following shall be investigated:

- Part 1: A scaffolded reading test from students' workbooks was selected to evaluate the student's ability to test students comprehension. This section required students to do a vocabulary test and a comprehension test. It took twenty minutes for students to finish the test.
- Part 2: The pupils' reading output on the test was recorded for later evaluation. The test was split into two sections and stayed that way for 20 minutes. The design of the Post-test and the Pre-test are the same.

Research procedure

The study embarked on the second semester, right after the mid-term test, and lasted for five weeks, with five reading lessons:

Phase 1: At the commencement of the treatment, the author surveyed two elementary classes level of 71 students each to represent a treatment group.

Phase 2: The group delivered the model utilizing TBI to study reading.

Phase 3: After five weeks of treatment, the researcher conducted a post-test. The post-test followed the same format and procedure as the pre-test.

Training Procedure

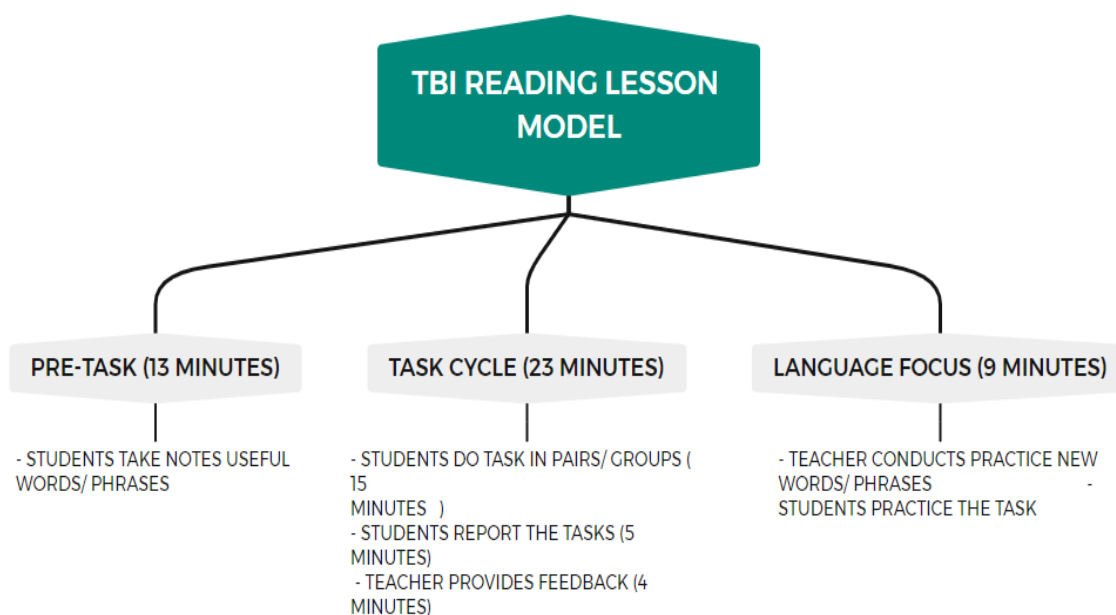


Fig 2. The training procedure for the TBI model

Results

Fig. 2 compares the students reading scores before and after an experiment in class 6 at a Secondary school in Kien Giang Province. Overall, following treatment, students' reading comprehension scores increased significantly. While the rate of learners who got under band 5 experienced a downward trend, making it the most considerable fall.

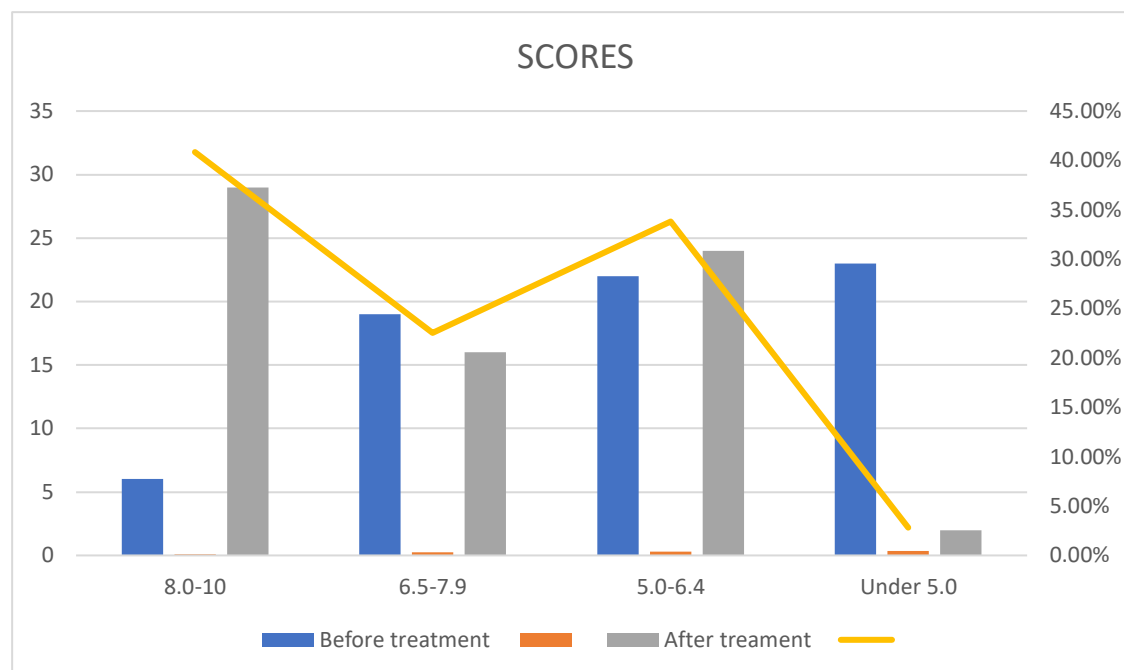


Fig 3. The student's reading comprehension scores before and after treatment

It can be seen from the chart that the proportion of students obtaining reading comprehension tests under band 5 constituted approximately 30% before the experiment, which was higher than that of other band scores, and fell dramatically by under 3% after conducting. Although students possessing reading comprehension scores in band 8.0-10 were lower than other reading comprehension scores, it saw a considerable rise of roughly 30%. This figure was ten times higher than under band 5.

However, students' 6.5-7.9 reading scores declined slightly at the end of the treatment from 19% to 16%, while there was a slight increase in students' 5.0-6.4 scores, just over 15%.

Research question: To what extent does TBI influence EFL secondary students' reading comprehension?

To deal with the research question, data analysis was computed to compare the reading pre-test and post-test results. The results have statistical significance. The students got an average mean score of 7.08, which was 1.48 higher than the mean score of the pre-test for reading comprehension. When students applied to TBI reading, their reading performances were better than the pre-test results.

Table 1 illustrates the students' scores reading pre-test. Mean = 5.62, SD = 1.65, range = 7.6, SDs indicated low variability in pre-test scores on most tests.

Table 1. Comparison of the reading pre-test and post-test Scores

<i>Scores (Reading Pre-test)</i>	
Mean	5.628169014
Standard Error	0.196049342
Median	5.5
Mode	5.5
Standard Deviation	1.651941118
Sample Variance	2.728909457
Kurtosis	-0.265849136
Skewness	-0.162651372
Range	7.6
Minimum	1.8
Maximum	9.4
Sum	399.6
Count	71
Confidence Level(95.0%)	0.391008083

Table 2 gives the information on the students' post-test reading scores. On most tests, the SDs showed a low variability in post-test scores (mean = 7.08, SD = 0.18, range = 7.6).

Table 2: Students' reading scores after the experiment

<i>Score (Reading Post-test)</i>	
Mean	7.087323944
Standard Error	0.184149899
Median	7
Mode	8
Standard Deviation	1.551674632
Sample Variance	2.407694165
Kurtosis	-0.123145134
Skewness	-0.327426784
Range	7.6
Minimum	2.4
Maximum	10
Sum	503.2
Count	71
Confidence Level(95.0%)	0.367275393

Conclusion

In summary, the study was carried out to investigate the effects of TBI on the reading comprehension of EFL secondary students. The goal of the study is to scrutinize if there were any changes in EFL secondary learners' outcomes after reading classes applied TBI in the classrooms. The findings reveal that TBI positively impacts students' reading performances. The author suggests some recommendations to enhance students' reading comprehension from

the results.

From the educational makers' perspectives: the creation of conferences and seminars about using innovative approaches, especially TBI, in teaching English will help students develop their language skills. When teachers regularly employ TBI in the classroom, they will create the chances for students to work together to solve the task effectively.

From teachers' perspective: supporting an effective approach to reading for students, teachers will have to design a plan wherein the fundamental objectives and learning ultimate goals are needed to encourage learners to take appropriate approaches.

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Biodata

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Teachers' Strategies in Teaching Reading Comprehension

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ABSTRACT

Keywords: Teacher's strategies, reading comprehension, affecting factors

Previous studies have effectively demonstrated that teaching techniques for reading comprehension are crucial to the learning process and may have an impact on students' reading comprehension. To further investigate teachers' strategies in teaching reading comprehension and how their students reacted to such strategies at Hau Giang Community College. The current study adopted a qualitative study design with observation and interviews. The study's participants were taken from five English teachers who teach in HGCC with different experiences and degrees of background knowledge and 31 students in Pharmacy A. According to this study, teachers have been using techniques including questioning, predicting, retelling, and picturing to promote reading comprehension. Additionally, it showed that the majority of the students gave enough feedback on the tactics used by their teachers. According to these findings, teachers should inform students of the instructions before they read the text and utilize tactics for teaching reading comprehension in line with each student's level of ability and personality to encourage greater engagement.

Introduction

Four abilities are involved in teaching English: speaking, reading, and writing. When it comes to enhancing pupils' general knowledge, expanding their vocabulary, and assisting them with further study, one of them is teaching reading. Students read literature for a variety of reasons, from learning to pass the time to having fun. Finding more effective approaches to help students read comprehension is a challenging process encompassing many parts, steps, and variables (Meniado, 2016; Rumelhart & McClelland, 1981).

Regarding the teacher's role in fostering reading comprehension, (Wallace, 1992) makes the case that teachers using effective strategies will watch readers while they read to evaluate the results in the form of responses to the comprehension questions that typically follow a reading assignment.

At Hau Giang Community College, teaching reading comprehension is important, but teaching methods and students' support for reading can be improved. When performing reading activities, students are expected to comprehend the text's structure and language features while reading descriptive, narrative, and expository texts in the oral and written form. However, in my experience, students at the college do not achieve expectations and outcomes for reading comprehension. It becomes hard for them to how to apply the reading strategies effectively.

Although many earlier study reports provided instructional strategies for reading comprehension, the researcher believes it is crucial to investigate further into the strategies employed by teachers and the students' reactions to those strategies. This study examined five English teachers and their students who were instructing and learning reading comprehension at Hau Giang Community College to investigate how teachers may better enhance reading comprehension for students in colleges. The study's problem is stated as follows in accordance with the study's background: (1) What tactics do teachers employ to teach reading comprehension? and (2) What do students think of their teachers' reading comprehension teaching strategies?

Literature review

What is reading comprehension?

In order to effectively teach and learn a foreign language, reading comprehension is crucial. Reading comprehension is the process of concurrently obtaining and building meaning through interaction and involvement with written language, according to the RAND Reading Study Group (2002, p. 11). The interaction between the reader and the text takes place within a larger social environment, as noted by McNamara and Magliano (2009). Reading comprehension was defined by Van Dijk and Kintsch (1983, pp. 21–23) as the process of extrapolating meaning from text. The goal is to comprehend the text as a whole, not to deduce meaning from certain words or sentences. Reading comprehension results in a mental image of a text's meaning paired with the readers' prior knowledge. Grellet (1981, p.3) stated that "comprehending a written text involves getting the required information from it as quickly as feasible" when defining reading comprehension. From this vantage point, Grellet focuses on readers' capacities to interpret written texts in light of their personal experiences. "Reading comprehension is the ability to absorb the material in a text and effectively interpret it," claims Grabe and Stoller (2013, p. 11). According to the analysis above, reading methods or styles are determined by the goals of reading.

Factors Affect Reading Comprehension

Numerous factors affect students' reading comprehension. Vocabulary proficiency, prior knowledge, metacognitive understanding, and reading techniques are some of these factors (Koda, 2007). Other elements, according to Trehearne and Doctorow (2005) have an impact on students reading comprehension abilities. These include the reading habits of the students,

practical instruction in comprehension techniques, adaptability, text type, and knowledge of various reading comprehension techniques.

Background knowledge is one of the aspects that affect students' reading comprehension. Research on the impact of prior knowledge on reading comprehension skills was conducted by Nguyen (2007). The results of this study showed that students who had prior knowledge could comprehend the text with ease. However, when students encountered unfamiliar readings, they struggled mightily to understand them and needed to read the texts more than once to do so. When good readers begin reading, their schema is activated. Readers' comprehension and responses to a text are influenced by the initial schema text (Pichert & Anderson, 1977). Schemas Reading comprehension benefits greatly from schemas. Knowing how a text is structured can aid learners in better understanding that text (Armbruster et al., 1987). According to Pham, U. M. (2021), if the reading habit is maintained and reading is done for a variety of reasons, such as recreation, studying, extending imagination, understanding different points of view, obtaining new information, reducing stress, and forming personalities, reading comprehension achievement will be improved.

Effective strategies for reading comprehension.

When choosing to read different types of literature, readers need to employ diverse reading techniques. Predicting, forecasting, deducing, summarizing, scrutinizing, and assessing are some effective reader tactics. The teacher might employ a variety of techniques when teaching reading. Choosing the right approach could impact how well kids understand what they read. According to (Harmer, 2007), a strategy is an action the teacher employs to meet one or more of her teaching-learning objectives. The learning process and the students reading comprehension both benefit from effective teaching tactics for reading comprehension. Teaching strategies can make a range of teaching approaches and techniques for reading instruction easier to adopt, according to (Brown, 2004). Therefore, effective teachers who focus on teaching reading comprehension are aware that there are several ways to teach reading.

By speaking with two English teachers, Nurdianingsih (2021) described how teachers instruct pupils in reading comprehension. The teacher's methods included QAR, individual and group learning, and texts that could be understood. The findings demonstrate that teachers' tactics for teaching reading comprehension were successful since they enabled students to understand the material and discuss it with friends. The study's drawback, though, was the absence of student reactions to the tactics used by the teachers to teach reading comprehension.

In a junior high school in Riau, Antoni (2010) investigated the tactics used by EFL teachers to teach reading comprehension and the student's reactions to those strategies. A variety of methods, including surveys, interviews, and classroom observations, were used by the researcher. The teachers employed pre-reading, while-reading, and post-reading stages to teach reading comprehension skills, and the student's answers to these stages were satisfactory. The findings showed that teachers must expand their knowledge and expertise in

this area to advise students on teaching methods and comprehend the concepts, applications, and justifications for employing them in teaching reading comprehension. The study did, however, have certain drawbacks, including the small sample size (a few students each session) and the absence of major English students.

Wibowo et al. (2020) did an analysis of the methods used by English teachers in Bengkulu, Indonesia, to teach reading comprehension. Two English teachers are taking part in the study. The researcher employed an observation checklist as part of a mixed-methods research design. The study's findings indicated that the teachers only employed a limited number of reading comprehension teaching techniques. The study of instructors' tactics, however, was not utilized by English teachers in a larger context. Therefore, the outcome wouldn't be more beneficial or applicable to a broader area.

Huynh, D. P. (2022) explored students' perceptions of ER and its benefits on reading comprehension. A 3-Likert scale questionnaire and a semi-interview about study-related topics were used to gather information from 36 participants who are master's candidates at a university in Southern Vietnam. The study's findings demonstrate the benefits of ER through the skills children learned, including how to understand reading passages and draw conclusions or predictions. The researcher recommends that future research concentrate on elements that impact ER procedures and carry out experimental trials to assess ER benefits.

Research gaps

Briefly, most earlier studies had effectively demonstrated that teaching techniques for reading comprehension are crucial to the learning process and may impact students' reading comprehension (Brown, 2004; Harmer, 2007; Wallace, 1992). Some researchers (Antoni, 2010; Nurdianingsih, 2021; Wibowo et al., 2020) looked into the tactics used by teachers to teach reading comprehension and how their students reacted to such strategies. Additionally, little study has been done on the teaching methods with bigger sample size.

Research Questions

The survey was designed to provide information on the following research questions in order to achieve the study's objectives:

1. What instructional methods do the instructors employ to teach reading comprehension?
2. How do the students feel about their teachers' reading comprehension teaching methods?

Methods

Pedagogical Setting & Participants

Hau Giang Community College (HGCC), in Vi Thanh City, Vietnam, is where the study was conducted. Five English teachers who instruct at HGCC and have a range of backgrounds and experiences made up the study's participants. Additionally, 31 students in Pharmacy A were polled to see how they felt about the methods their teachers used to teach reading comprehension.

Design of the Study

A qualitative study design was used in the current research. In this study, teachers' tactics for teaching reading comprehension were observed and examined, along with the students' reactions to those strategies. The interviews produced qualitative data. Then, as the research design comprises the study's clear background, pertinent supporting theories, data collecting, data analysis, and conclusions, the entire design of this qualitative case study was carried out.

Data collection & analysis

Instruments

This study used qualitative research. Therefore various data collection approaches were meant to be used to analyze the traits and a phenomenon of a single instance. Interviews and observations were placed in the classroom.

Classroom Observation

The classroom observation was conducted to identify the strategies used by English teachers and also to identify the student's responses to their teachers' strategies in teaching reading comprehension. The researcher conducted the classroom observation for two weeks and directly observed the teachers' strategies in teaching reading comprehension and the student's responses to their teachers' strategies to get valid data as writing the field notes.

Interview

The interview had two people interacting with the interviewer with the purpose of gathering research, with both people having an equal influence on the other (Cohen & Manion, 1994). Before the classroom observation, an interview was conducted to ascertain teachers' tactics to teach reading comprehension. The items noted in the classroom observation should be connected to the interview questions because the observation was only utilized to support the information from the interview. Every time, only one teacher showed up, and the interviews lasted ten minutes each.

Findings and discussion

The Teachers' Strategies in Teaching Reading Comprehension

Teacher	Teachers' strategies	Teachers' difficulties when applying strategies
T1	preview, predicting, asking questions, retelling	Learner's background
T2	asking questions, visualizing, predicting, retelling	Students lack information.
T3	scanning, skimming, asking questions, retelling	Students lack vocabulary knowledge
T4	SQ3R, reciprocal teaching, visualizing, predicting, retelling, asking questions	Students lack cooperation
T5	asking questions, read aloud, predicting, visualizing	Don't have suitable strategies to read

The researcher performed the interview to get information on English teachers' reading comprehension instruction tactics. Whether or not the use of reading comprehension techniques could assist the pupils' performance? All teachers agreed on this point because, by putting the methods into practice, they might aid students in developing their reading comprehension skills and influence their level of engagement. According to the researcher, ten instructional strategies for reading comprehension were utilized by the five English teachers. But out of the ten tactics, the researcher discovered that asking questions, making predictions, recounting stories, and visualizing are the four most frequently employed by English teachers. Additionally, the fact that each student's level of competency varied presented challenges for the teachers as they tried to implement the tactics.

Asking questions

According to five teachers, the method of questioning the pupils piqued their interest in the teaching and learning process. In order for the students to gain more comprehension and moral value from reading the material, the teachers emphasized that the students not only read the text but also responded to the question from it. The reader can decide where they will go for the solutions to the queries they have about a book by posing inquiries. They can better relate to the book and develop views about it thanks to it. According to Brown (2001), one of the tactics for reading comprehension includes scanning the text for specific information without reading the entire text. When students start using the think-aloud technique to raise questions about their comprehension, teachers can set an example for them and keep emphasizing it. They can then exercise by asking their peers to respond to questions. "Thinking aloud" intentionally focuses attention on reading comprehension components that could otherwise be overlooked" (Clarke et al., 2013).

Predicting

Four teachers reported using the forecasting method to draw on the student's prior understanding of the text and their inherent curiosity. According to Gibbons (2002), asking students to guess the type of literature and its subject by having them write the title is one technique to get their input. From the discussion above, it can be inferred that teachers used titles as a predictor of what would happen next or that they had read the first few pages of an illustrated book and asked students to anticipate what would happen next as a strategy to forecast what the students would learn from the text. This method works well for keeping students interested in the book, especially if they anticipate being asked whether their predictions came true (Klingner et al., 2010).

Retelling

One type of verbal rehearsal technique is retelling. Retelling allows students to "create relationships with text material" (Gambrell et al., 1991) and encourages them to summarize the key points of the original text, discuss prior knowledge of the text's subject matter, and rebuild what they have just read without rereading the passage (McCormick & Cooper, 1991). Four teachers stimulated students' background knowledge by having them recount the text.

Visualizing.

According to the interview's findings, only three teachers employed the visualizing method when teaching reading. "A visual display helps a reader absorb, organize, and retain some of those thousand words" when it comes to an understanding (Duke & Pearson, 2009). By pausing while reading aloud and sketching (on a whiteboard, smart board, or large sketchpad) the images that come to mind as you read, you can serve as a role model for the technique of "sketch-to-stretch" and reinforce it with a "think-aloud" conversation. This tactic allows students to pause their reading and make drawings on a mini-whiteboard.

Students Responses toward Their Teacher Strategies in Teaching Reading Comprehension

The information acquired from the classroom observation is primarily concerned with the reactions of the students to the teacher's methods for introducing reading comprehension. The majority of the time, the teachers' strategies were well received by the kids. Responses from the pupils fell into two categories. Students with limited previous knowledge had low-level association responses and required explicit concept training from teachers. The pupils with solid prior knowledge might require some teacher assistance, but they are probably fully capable of doing the reading assignment.

The research discovered that most of the tactics teachers utilized were indicated in their past knowledge and experience based on the data and the discussion above. These techniques were thought to help pupils' comprehension quite well. This indicates that instructors' knowledge and experience can be expanded by learning reading comprehension strategies from theories and actual teaching practice. Therefore, when teaching reading comprehension, English teachers should use these techniques.

Conclusion

The researcher has drawn some conclusions about the methods used by English teachers to teach reading comprehension based on the findings of the interview and analysis from classroom observations. In order to teach reading, the teacher employed four different methods: questioning, predicting, retelling, and visualizing. The techniques worked well for teaching reading comprehension because they helped students deepen their understanding of the meaning of the material they were reading. It would be simpler for pupils who struggle with reading to grasp reading comprehension. Before pupils read the book, teachers should explain the directions to them. Nearly all of the students thought that each teacher had developed some sort of method for teaching reading methods. They understood that, in addition to being understandable to them, the teachers' tactics might aid in their comprehension of the reading selection. In order to encourage students to engage in more active learning, teachers should adapt their tactics for teaching reading comprehension to the student's skill levels and personality traits.

It should be pointed out that two limitations of the current study ought to be considered in future studies. First, relatively small sample size was used. Future investigations should test the claims made here using a larger sample size. Second, the time to research was short. Future investigations might take a long time to study.

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Biodata

Nguyen Thi Lan Phuong is a graduate student at Tra Vinh University. She has been teaching English at a Community College in Hau Giang province for more than 10 years. She ran into several problems because she lacked teaching experience, so she decided to pursue this career out of desire. Now that Phuong is comfortable and enthusiastic about her teaching, she chose to enroll in a Master's course that would provide her with a thorough understanding of the teaching profession.

Employing CLT Approach to Improve English Speaking Skills for Hau Giang Community College Students

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ABSTRACT

Keywords: CLT approach, English speaking skills, classroom activities, interaction

Teaching the English language to non-native students at Hau Giang community college is a concern for instructors. This research was conducted to examine whether the CLT approach is the effective teaching method that students expect. The research used survey questionnaires for teachers and students. The participants consisted of 16 teachers of English and 23 EFL students at Hau Giang community college. The quantitative data was collected through the Google form application. The finding indicates that necessary factors such as classroom activities, appropriate teaching materials, and media aim to create a communication environment that gives learners some chances to interact with each other. The study results confirmed that CLT is an appropriate and effective teaching method for students here until now.

Introduction

English is known as the most common official language in the world. People between countries communicate in English together. Learning English as a foreign language is necessary for everyone, especially learning to speak, which is the oral product of the learning process. Learners, who are Hau Giang Community college students, have a limitation of speaking skills. Thus, a suggested question for teachers is “How to improve students’ English-speaking skills?” There are many methods that teachers select to match the characteristics of learners and to modern teaching trends as learner-centered. Lom (2012) pointed out that learner-centered, active teaching strategies can be more effective than traditional lectures, as recent research on teaching and learning claimed. This research proposes some effective ways through classroom activities that are led by CLT. Many researchers found that Communicating Language Teaching approach should be used in teaching Foreign Language (FLT) through interactive activities in the classroom. Wahyuni (2021) pointed out that students actively join in-class activities that are more visual and realistic with CLT. Toro et al. (2018) stated that the CLT approach involves learning through interaction and communication rather than learning through learners’ memorization. CLT aims to support learners with chances to learn and use the target language in a second language context (Farooq 2015). This approach helps learners have many opportunities to practice speaking English in the classroom, where teachers mainly use

strategies and resources. With this approach, the teacher has to create more communicative environments for students who need more interaction together to transmit their ideas and learn from each other. From that, learners can naturally develop their English speaking ability. With strong points of CLT, this research instructs learners who are not only able to develop their oral ability but also develop others of English language.

Literature review

Definition of Communicating Language Teaching (CLT)

Communicative Language Teaching (CLT) is known as the Communicative Approach, which emerged in Europe and the USA in the 1970s. CLT is a recent popular approach that is associated with integrated teaching methods. The CLT approach is often specified in many ways, such as content-based, task-based, project-based, etc. These are modern (student-centered) approaches that are far from the traditional (teacher-centered) approach. With a communication approach, the teacher can combine skills such as Listening, Speaking, Reading, Writing, Vocabulary, and so on while teaching in the target language. Thamarana (2015) defined that learners' communication ability will be improved if the CLT approach is applied to teach grammatical rules in the target language. Learners are always motivated to speak English as a foreign language during classroom activities. Teachers and learners have important roles in contributing to CLT's classroom success. Learners' English speaking skill is improved by observing their classmates' steps and becoming more confident with CLT (AL-Garni & Almuhammadi 2019). According to Saputra (2015), English-speaking subject is taught effectively when using the CLT method. Employing the CLT approach, the teacher is a motivator, assessor, facilitator, and corrector during students' learning process in the class, and students desire to speak orally and gain communicative capacity effectively.

Definition of Speaking Skill

Speaking is a daily human communication activity that takes place anywhere and anytime. It is an act that connects the speaker and the listener. In English subjects, the most difficult and important skill is known as speaking skills which relate to the ability to express spoken and body language, thoughts, opinions, or feelings in a particular situation. Indriyani (2020) defined that people communicate with each other every day through speaking activities. The goal of language learners is to master communication skills (Sari và Sembiring 2019). According to Qasemi (2020), speaking is a form of communication that demonstrates the most meaningful language ability. Also, Ngan (2013) pointed out that learning speaking skills are more complicated than other skills, which involve pronunciation when producing oral speech. Speaking skills involve the proficient use of language-building elements such as grammatical structure, vocabulary, intonation, and pronunciation. Students often have difficulty in social communication that as not being able to express their views or thoughts, or they understand what others say but cannot report it (Wahyuni et al., 2021). This can be due to many influencing factors such as lack of regular speaking practice environment, motivation to learn, and confidence of learners. Islam, Ahmad, and Islam (2022) claimed that through communication and interaction, speaking skill is clearly shown their importance. Likewise, English speaking skill concerns how to speak the English language so that listeners can effectively understand it.

CLT Strategies to Improve English Speaking Skills

Classroom Activities of CLT

When learning a second language, learners need to have an interactive environment to communicate with each other. So, teachers should create context as well as organize a lot of classroom activities that can engage students to join actively and interactively. Toro et al. (2018) pointed out that learners' communicative competence develops when using classroom activities such as information sharing, negotiation of meaning, and interaction. That's right, and college students need classroom communication activities to practice speaking English and improve speaking as well as other language learning skills. Dabiri (2019) said that speaking practice in class is an opportunity to develop students' speaking skills that they are always encouraged to participate in class activities to express their views and ideas. So, teachers should organize a lot of interactive tasks/ activities in the classroom to create an English practice environment for students. To Lom (2012), an active way of learning is that students should do what they have learned instead of just listening. As proof of negative teaching, teachers only use available materials in the book without communicative activities. (Farooq 2015). According to the traditional teaching method, students almost only listen to the teacher's lectures and follow the model, thus not developing students' creativity and thinking, leading to completely passive learners. Working in pairs, in small and large groups in context gives students authentic opportunities to learn English speaking effectively (Wael et al., 2019). Besides that, interviews play an important role in enhancing students' fluency; problem-solving activities which relate to types of topics and tasks (AL-Garni và Almuhammadi 2019). One always needs classroom activity is role play. Through these activities, students gradually overcome their lack of confidence, anxiety, shyness, etc., and gain experience with real-life situations.

Appropriate Speaking Teaching Materials of CLT

Interaction plays an important role in CLT. Learners need interactive tasks to transmit their ideas and learn from others. Interactive resources in the classroom have a significant affection for learners' quality. Toro et al. (2018) claimed that choosing appropriate materials encourage meaningful interaction among learners. Akhter and Ashikuzzaman (2019) stated that learning resources to teach communication to describe and use Western cultural contexts and environments. Agreeing with this point of view, the programs in the English majors at Hau Giang Community College are designed to the Western culture and context. Therefore, sometimes the lesson is not suitable for the learners' context, limiting the effectiveness of both teaching and learning. To employ CLT effectively, schools and teachers must support appropriate teaching/learning resources. For this point, Chang and S. Goswami (2011) stated that schools could support teachers to create English communication chances by designing suitable lessons for learners of when the condition of the educational system. Also, teaching materials related to items in the classroom, such as desks, chairs, class size, etc. have certain influences on the teaching and learning process.

Enhancing Media on CLT approach

With obstacles and difficulties in learning English speaking skills, instructors must use different teaching methods and strategies. Nowadays, the media brings the most convenience to

practicing students' English skills. Yanli (2019) argued that when students use new media technology in and out of the classroom, it has many benefits to the field of education, especially the teaching of improved speaking and listening skills, reducing difficulties for learners, and creating more enjoyment. The use of media is always appropriate in all circumstances, especially in the condition that it is not possible to teach directly. Teaching and learning are still conducted through a computer connected to the Internet. Teh (2021) pointed out that Although learning online through computers, students work in group cooperation, and the teacher is the guide. Thus, some strategies and tips are used by students to cope with the learning challenges. Firstly, to improve English speaking skills, Vietnamese college students should regularly practice listening to English media like TV programs and online video and audio. Speaking competence cannot be improved quickly by reading more books, but it can be improved by listening to English media. Secondly, to improve their speaking ability, students need to force themselves to practice as much as possible. For this, they can join online forums or participate in audio chat rooms in English. Also, students can practice talking in English and record it themselves so that they can relisten their speaking presentation and adjust their pronunciation as to other errors. In college school, the only time when English is used is during English lessons as possible. That certainly is not enough. So, wherever possible, students have to speak English with some friends and teachers who will or can speak English with. Dabiri (2019) said that speaking practice in class is an opportunity to develop students' speaking skills that they are always encouraged to participate in class activities to express their views and ideas.

In short, there are many methods of learning English speaking skills well. Because of these positive attitudes, learners can follow those strategies with the strength combined with learning vocabulary, structured grammar, etc. English speaking skills will develop significantly.

Research gaps

As we can see, previous researchers have had different perspectives on applying the CLT approach. According to the group (Yanli, 2019; Dabiri, 2019) the use of media helps to develop speaking skills for students. Otherwise, (Toro et al., 2018; Chang & S. Goswami, 2011; Akhter & Ashikuzzaman, 2019) supported the view that the use of teaching materials is suitable to the culture, level, and characteristics of learners, etc., contributes positively to the direction of communicative teaching. However, the other group (Lom, 2012; Farooq, 2015; (Wael et al., 2019); AL-Garni & Almuhammadi, 2019) believed that organizing many interactive activities in the classroom helps students enjoy learning English and developing their communication skills.

From previous studies, this study emphasizes pair/group discussion in the classroom and considers it the most effective method according to the CLT approach. Besides, the application of media to support English listening and speaking will help learners improve their speaking ability.

Research Questions

With certain limitations on the English- speaking ability of students at Hau Giang community college as well as the benefits of communication-oriented teaching, this study raises the following two research questions:

1. What are the benefits of CLT for English language learners?
2. What are college students' attitudes on CLT strategies/ factors?

Methods

Pedagogical Setting & Participants

For this research, this study conducts a questionnaire survey for participants to collect qualitative and quantitative data. Participants in the survey included 16 teachers of English at Hau Giang community college and 23 English- major and non-major students of Hau Giang community college. Teachers' questionnaires and students' questionnaires are designed on Google form, and then they are sent to the participants.

Design of the Study

The researcher conducts the survey questionnaire through the Google form application to collect the participants' answer data. Survey questions of teachers consist of 6 questions. , Questions 1 to 5 have four choices that focus on the frequency of using methods/ approaches; Question 6 has four choices of benefits of CLT. For survey questions of students, three questions relate to learners' expectations on the way to effectively learn the English language as well as improve their oral skills.

Data collection & analysis

The answers to the survey questionnaire are statistically based on the answer data as well as the answer choices of survey participants. Time to collect survey results is allowed in 1 day. The researcher can print it out as an evidence base for the research questions. The statistics of participants' answer data are done through the Google form application. Collected data is then converted into percentages and clear numbers through Google form.

Results/Findings and discussion

Results of Research Question 1

For teachers: What are the benefits of CLT for English language learners?

This research question is to find out the intentions of the teachers when using the CLT for their students. From there, comparison with learners' expectations at research question 2, whether it is compatible or not.

Firstly, this study examines the frequency of use and the choice of teaching approaches/methods of Hau Giang community college teachers.

Survey answers in Table 1 show that in 16 teachers, 68.75% of teachers always use the Communicative approach, 31.25% often use it; 37.5% often use Grammar- translation, 56.25% sometimes use, and 6.25% rarely use it; 50% often use the Audio-lingual method and 50% sometimes use it; 31.25% often use Direct method and 56.25% sometimes use it.

Table 1. Frequency of using teachers' teaching methodologies/ approaches

Survey on English teaching methodologies/ approaches										
Frequency										
Methodologies/ approaches	Always	Ratio (%)	Often	Ratio (%)	Sometimes	Ratio (%)	Rarely	Ratio (%)	Never	Ratio (%)
1. Grammar- Translation	0/16	0	6/16	37.5	9/16	56.25	1/16	6.25	0/16	0
2. Audio-lingual	0/16	0	8/16	50	8/16	50	0/16	0	0/16	0
3. Direct method	0/16	0	5/16	31.25	9/16	56.25	2/16	0	0/16	0
4. Communicative approach	11/16	68.75	5/16	31.25	0/16	0	0/16	0	0/16	0

The results clearly show that the communicative approach has been widely used in colleges and high schools. Teachers have always used this approach by 68,75% in their teaching process. This is a significant percentage that shows that now this approach is not new but has been deployed and widely used to teach ESL learners. Most of the six teachers at Hau Giang community college chose "always" to use CLT, and only 5/16 of teachers used this teaching "often." This means that CLT is always the preferred choice among other methods. The teachers see the benefits of CLT in combining many language skills in general as well as developing students' speaking skills in particular. Moreover, students at Hau Giang Community College are essential to developing English speaking skills, where there is a lack of practice environment to communicate with native speakers.

Table 2. The benefits of CLT for learners

5. What are the benefits of CLT for English language learners in your opinion?	Choice of participants	Ratio(%)
A. Learners can use right grammar, vocabulary, sentence structure in different real-life contexts.	0/16	0
B. Learners are the centre of learning rather than the audience.	0/16	0
C. More interactive activities that learners become enjoyable and confident to join in	0/16	0
D. All of them	16/16	100

The responses of the study participants in Table 2 show that this approach focuses on the primary role of the centered- learner while the role of the teacher is secondary - being a facilitator. Teaching communication is creating a dynamic environment for learners to experience the knowledge they have learned in real contexts. Teachers of Hau Giang community college understand CLT's characteristics and benefits, so most of the 16/16 teachers (ratio of 100%) chose all 3 of its benefits, as shown in Table 2 above.

Results of Research Question 2

For students: How are college students' attitudes on CLT strategies/ factors?

This research questionnaire aims to find out the strategies or important factors suitable for teaching and learning towards CLT.

Statistical data collection results of survey question 2 are as follows. There are 33.33% of

students who have chosen their purpose of learning English as "To master all skills of English language"; 4.16% for "To master Grammatical structures"; and 62.5% for "To Communicate English effectively". This shows that students expect to be able to communicate effectively in English after their course by 62.5% of 15/23 college students. Their purposes are also for mastering all skills of the English language by 33.33% of 8/23 college students.

Table 3. The ratio (%) of students' English learning purpose choice

Q1: What is your English learning purpose ?	Numbers of students	Percentage (%)	Ratings
a. To communicate English effectively	15/23	62.5	1
b. To master grammatical structures	1/23	4.16	3
c. To master all skill of English language	8/23	33.33	2

In addition, students also completely agree that 95.65% that learning will not be effective if only based on learning materials without classroom interactions.

Table 4. Students' responses to learning English without interactive activities

Q2: In your opinion, do you think if only learning from textbook or from teacher's lectures without interactive activities will be enough effective for English learners ?			
Stt	Participants (college students)	Yes	No
1	Nguyen Van A		x
2	Tran Van X		x
3	Tran Thi V		x
4	Nguyen Van B		x
5	Tran Van T		x
6	Tran Thi Q		x
7	Lam Van P		x
8	Nguyen Thi R		x
9	Trinh Van H		x
10	Le Thanh T		x
11	Bui Van Y		x
12	Tran Minh V		x
13	Vuong Minh Q		x
14	Trinh Van P		x
15	Le Thanh L		x
16	Bui Van K		x
17	Tran Minh C		x
18	Vuong Minh N		x
19	Nguyen Van E		x
20	Tran Van G		x
21	Tran Thi L		x
22	Lam Van B	x	x
23	Nguyen Thi M		x
24	Nguyen Thi H		x
25	Lam Thi K		x
26	T Thanh L		x
27	Dinh Van A		x
Total		1	22
Percentages		4,55	95,45

The students' answers have shown that the role of classroom interaction is very important in teaching and learning today. Especially learners need to participate in many interactive activities in class to learn, exchange and develop skills, including speaking skills.

Table 5. Students' priority on English learning strategies/ factors

Q3: Order the following strategies/ factors in the order of most priority to least priority?			
<i>strategies/ factors</i>	<i>priority</i>	<i>priority</i>	<i>priority</i>
Using media to enhance oral skill			2/3
Joining in the classroom activities (pairs/groups discussion, solving problems, roleplay, interviews)	12/23		
Using appropriate teaching materials (books/hangouts/school curriculums/teaching aids)		9/23	
Percentages	52,17	39,13	8,7

The research results in Table 4 clearly define the role of classroom interaction, which is always a top priority for learners. It accounts for 52.17%, with 12 of 23 participants choosing. Next is the participant's preference for relevant teaching materials, which accounts for 39.11%. The last priority is for applying media to learning the English language by 8.7%.

As a result, through the survey on the application of teaching methods/teaching approaches as well as the research questionnaire for students of Hau Giang community college, it is clear that CLT has been and is being widely used for ESL Learners. Moreover, when learning a foreign language in English becomes more and more urgent and the need to speak English fluently today, learners are always interested in the quality of teachers' teaching through teaching methods and techniques. Therefore, students have a wise choice of language learning goals and effective teaching activities through the answers to the research questionnaire.

Discussion and Findings

With the results of research questions for teachers, research question 1 is summarized as follows. First of all, the teachers of Hau Giang Community College are always interested in using the communication approach in addition to other methods. Certainly, teachers have found that this approach has many strengths and is more effective than other methods. Secondly, students of Hau Giang community college need to be oriented to learn with a communicative approach to improve their speaking skills. In summary, the choice of CLT by teachers is to improve communication skills, especially the speaking skills of students (Putri et al., 2014), the previous researcher also had this opinion.

In essence, CLT is a combination of many skills and interactive activities in class to create an environment to practice the English language for learners. This finding of research question 2 supports previous studies that suggested that communicative language teaching is teaching learners about grammatical competence, sociolinguistic competence, discursive competence, and strategic competence (Nishino, 2008; Saputra, 2015). Firstly, "learners can use right grammar, vocabulary, sentence structure in different real-life contexts" (Table 2). This finding is the same as a researcher like Putri et al. (2014). Secondly, "learners are the center of learning rather than the audience". In traditional teaching way, the teacher is central and only gives the lecture in the book. Students listen and do what the teacher asks. However, today is different.

Learners need to be active, creative and explore new knowledge based on the knowledge they have learned from their teacher. As Cai Wenjie (2009) stated, the teacher is no longer the one who imparts knowledge as before but the one who actively supports the learners to participate in all classroom activities. Thirdly, CLT teachers have “more interactive activities that learners become enjoyable and confident to join in”. This view did not surprise previous researchers such as AL-Garni and Almuhammadi (2019); Chang and S. Goswami (2011); Saputra (2015). In general, CLT is a modern and effective approach that meets the teaching and learning goals of today's trends.

With the results of research questions for students, research question 3 is summarized as follows. First, in Table 3, the results show that students expect to be able to communicate effectively in the English language. This is clearly shown by the statistical results of 15/23 students selected, accounting for 62.5%. Students learning goals are completely in line with the needs of today's society, which requires good foreign language communication in the work environment. To achieve this goal for learners, teachers must choose appropriate and effective teaching methods that help learners develop many skills, with the most concern on speaking skills. As previous researchers confirmed that the CLT approach allows students to use English as a communication tool in the classroom to improve their English speaking ability (Cai Wenjie, 2009; Farooq, 2015). Thus, with CLT, learners are very likely to develop their speaking ability and achieve their learning goals.

Second, in Table 4, there are 95.65% of students confirmed that learning is not effective if only based on school materials without active classroom interaction. Students have found that today's learning is not passive listening but requires a specific practice environment. Lom (2012) stated this point in his study. They need to participate in interactive activities that help them exchange ideas and learn and correct their errors from their peer classmates. So, in recent years, CLT is always used at Hau Giang community college to adopt these aims.

Third, research results also show that students of Hau Giang community college are most interested in classroom activities (52.17%). To develop their speaking ability, students need many practical environments where the teacher has to organize exercises and tasks into real contexts. Classroom interaction can be considered as a leading strategy of CLT, including pair/group discussions, role-playing, story-telling, problem-solving, interviews, etc. This finding was concurred by many previous researchers, such as Gudu (2015) and Farooq (2015). The second priority of students is the use of appropriate teaching resources (39.13%). Teaching resources such as textbooks, curricula, handouts, etc., play a very important role in creating an effective English class (Akhter & Ashikuzzaman 2019). Finally, the low priority factor (8.7%) also contributes to the student's speaking ability and use of media to support foreign language learning, such as youtube, English channels, English forums, and so on. The previous researcher (Salman 2009) believed that new media like the Internet contains a large amount of important knowledge, but it needs to be approached appropriately.

Through the results of the survey questionnaires of teachers and students, this study once again confirms that CLT has many strengths, which are suitable for today's demand for innovation in teaching methods as well as meet the needs of students, especially foreign language communication ability.

Conclusion

This study was conducted to find out strategies as well as factors to developing the English speaking ability of Hau Giang community college students through the CLT approach. The survey questionnaire for teachers and students was implemented to collect qualitative and quantitative data by the Google form application. Specifically, this study focuses on key strategies/elements of CLT, such as classroom interaction, the use of appropriate teaching resources, and the application of modern media. Research results show that, firstly, the CLT is being widely used at Hau Giang community college, and teachers always exploit the advantages of this method to help students acquire knowledge and create new ones in real contexts. In other words, teachers apply CLT to enhance students' English communication skills. Secondly, for college students, the survey results also show that they always expect to have a dynamic learning environment, with many interactive tasks in class to practice their English speaking skills with their classmates. In addition, using appropriate teaching materials is students' second priority, and the next is using media (Internet). Finally, students' ultimate goal is to be able to communicate in English effectively. This finding confirms that the above-mentioned strategies/factors of CLT are very much in line with students' expectations and can develop their English speaking ability.

However, the researcher's knowledge is still limited in several aspects such as research methods, analysis of research results as well as discussion. With the efforts of the researcher of the topic to help students improve their communication ability, this finding makes a practical contribution to the teaching and learning of Hau Giang community college.

In general, with some fairly strategies/factors of CLT as above, students can overcome barriers in English language learning and success in communicating English to everyone.

Acknowledgments

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Biodata

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The Effects of Using Education Technology Tools on Learning Grammar for Students in Secondary School

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ABSTRACT

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Educational technology tools, effect, cultivate, grammar

Technology has become an indispensable part of modern life, and this is also true in education, especially during today's Covid-19 pandemic when students have to study online and offline. Educational technology and especially technology tools are used in teaching and learning English to promote teachers' teaching process to be more active, proactive, and creative, and also to help students have a more active and effective way of learning. In addition, technology helps teachers design their lessons more lively and attractive and provide extra lessons outside of regular school hours to help students understand the content of the lectures deeply, complete their assignments and expand their knowledge, especially grammar. This study focuses on the effects of using technology and technology tools in cultivating grammar for students, remarkably in supporting students in online learning. In this article, researchers have given definitions of technology tools, grammar, and types of tools commonly used in the process of teaching and learning grammar; thereby, teachers have the right choice for each type of technology tool for their lesson. At the same time, it also significantly improves the teaching and learning process when technology is applied.

Introduction

Today, the explosion of information technology has contributed to promoting the development of various fields, including education. In education, education technology tools (called EdTech) used in teaching grammar to lower secondary students have also brought many benefits to both teachers and students. And the online training model has developed into an inevitable trend of the times thanks to the burst of information technology. As Son (2018) said that the way we learn and teach is being changed thanks to technology. Ramya and Poondogy (2014) also claimed that the most influential things that can innovate and modify education are ICT tools. Therefore, the online teaching and learning model increasingly requires flexible methods and skills to bring about practical results. Son (2018) also claimed that using educational technologies effectively is the main topic in language teaching and an important emphasis in language learning that computers have assisted. The quality of education is improved

remarkably when teachers use technological tools in teaching. Technological tools help students' learning and teachers' teaching conceptualize the accomplishment and assessment of the education system. Besides, after a long time, students haven't gone to school because of the rapid spread of the Covid-19 pandemic, most of schools have been obliged to choose ways to keep students learning to go on, and online teaching and technology tools are popular methods to help to teach and study better. Dastjerdi (2016) reported that the student-centered approach has virtually replaced the teacher-centered approach by using educational technology in teaching and learning that gives education get many benefits and chances to develop new education using E-learning. The methods and technology tools used in teaching it has brought many benefits to the quality of education for both teachers and students, such as innovation, acceleration, student enrichment, and depth skills (Tamang and Rinchen (2021a)). With benefits both teachers and students can get through using technology and technology tools in teaching, Shahid et al. (2019) claimed that in the teaching and learning process, teachers use technology to make progress in efficiency and efficiency of current drill activities and to make pedagogically beneficial changes to the career of education. For grammar, technology tools are useful ways for students to master and complete grammatical exercises. Bikoswki (2018) said that using technology to teach grammar presents not only challenges but also opportunities for both learners and teachers.

Literature review

Although there are many types of technology tools for both teachers and students to use in their teaching and studying, such as google classroom, google meet, Shub, and so on, it's difficult for them to choose suitable and good ones. Warnock (2009) said that technology is largely used in teaching. However, a question made for this situation is the way teachers use technology in their teaching. And Son (2018) claimed that teachers should be trained on how to use technology more and given more chances to practice technology integration in the language class. That will help them to get successful in their teaching both in primary school and secondary school. It was with that realization that I decided to choose this topic.

Today, no one can deny the popularity of technology in daily activities in society. And technology and technology tools promote its effectiveness much more when the covid-19 pandemic occurs, especially in the field of education. So what are educational technology (EdTech) and technology tools and grammar?

The definition of educational technology and technology tools, and grammar

Technology, including the knowledge, equipment, methods, and systems used in the creation of goods and the provision of services, is the invention, change, use, and knowledge of tools, machines, techniques, skills, systems, and organizational methods, in order to solve a problem, improve an existing solution, achieve a goal, or perform a specific function requires high levels of gray matter. In simple terms, technology is the application of scientific discoveries to practical and specific goals or products for human life, especially in the industrial or commercial field. Technology is the application of scientific knowledge to bring practical value, such as the design, manufacture, and operation of structures, machines, processes, and systems in the most efficient and economical way. In the field of education, the application of technology

in the teaching process is the use of computers, the Internet, and teaching software such as PowerPoint, SMAS, and so on, to help with teaching, learning, and managing lighter, simpler, and more effective. According to Samantha (2021), educational technology, or EdTech, is a general term that refers to a variety of digital tools and methods that can develop learning. Teachers use EdTech to plan lessons, create attractive ways to help students learn better, follow students' learning data, give a reflection and make decisions on students' learning results.

Tools in the field of technology are understood as tools that help us work faster, better, and be much more productive. Shehid et al. (2019) reported that in the teaching and learning process, thanks to using of technological tools, the interaction between teachers and students is increased. Technology tools used in education can be understood things which can help not only teachers but students as well get more effective results in teaching and learning. In the digital age, there is a variety of choices of technology tools for everyone, so depending on the lesson contents and students' level, teachers have a choice of suitable technology tools for teaching. Shehid et al. (2019) also said that in order to integrate technology into the teaching process, educators and teachers must execute the right technology tools to create the exact innovative environment for students.

Technology tools are one of the most useful ways for both teachers and students. However, which technology tools are a suitable choice for them is always given to educators. Bikowski (2018) claimed that educators are now searching for technology that can solve many of the challenges associated with teaching grammar in a way that develops communicative and meaning-based skills and efficiently teaches the English language.

Grammar plays an important role in forming a sentence, making communication, helping listeners understand speakers' situations more clearly, avoid haziness in communication. As some researchers stated, Brinton (2000) stated that grammar is the way to join each unit of language by a set of rules or principles of the working of a language, its system, or structure to make a meaningful utterance. Besides that, using formal English can help students succeed in expressing their ideas. As Cowan (2008) said, we can shift the tone from highly informal conversational English to more formal registers using alternative grammatical forms and lexical items. Cowan (2008) also claimed that speakers who make progress in grammatical competence would be able to succeed in internalizing the rule of the language and their constraints and create grammatical sentences correctly thanks to obtaining and using the rules of the language automatically. From this point of view, Cowan implies that teaching grammar is crucial at all stages of learning to make sure that students understand the language, use it correctly, and pronounce English clearly and coherently.

Scrivener (2013) claimed that grammar could help speakers express their opinion clearly, and correctly, so teaching grammar is necessary at school. However, it is a thing which Al Seyabe and Tuzlukova (2014) claimed that grammar is a problem for students because they just focus on the development and coherence of ideas. And the other thing is that they think grammar is unnecessary in speaking since they often use spoken English to talk together and to foreigners, so they often ignore learning grammar. In grammar lessons, the atmosphere in the class is so boring and depressing. Because of those reasons, it is difficult to teach grammar successfully because there is not enough time for not only teachers to explain the lessons but also for students

to understand them and practice them in the exercises. However, classrooms and the results of students' learning will be better thanks to the use of the EdTech and technology tools sensibly and accurately.

The influence of EdTech and technology tools on the grammar teaching process

Nowadays, teaching and learning are no longer teacher-centered way, but the student is the center and is also a determining factor in the teacher's teaching method instead. That requires teachers to prepare the contents of the lesson not only to be vivid and concise but also to attract the attention and focus of students as well. EdTech and technology tools can assist teachers in teaching and students with studying.

The application of technology in teaching, especially teaching grammar, plays a role in promoting open education, making educational activities more effective. Besides the knowledge provided by teachers in the classroom, students can reinforce the content that has been learned and research and deepen knowledge effectively thanks to multi-dimensional information access, shortening the distance, narrowing all spaces, and saving optimally in time. Besides open education, there are open learning resources (datastores - online libraries), which help teachers and students have a closer connection. Open learning resources are an inevitable development trend of modern education.

Open resources and open education also make it easy for both teachers and students to collect, synthesize, and store rich, diverse, and regularly updated knowledge. In modern education, teachers are only the transmitters of basic and core knowledge to students and guide them on how to find and exploit lessons related to the content, which are from an abundant and diverse data warehouse on the Internet. From the core knowledge learned in class, students can easily access online search systems such as 123.com.vn and K12-online and easily save the lessons. And at the same time, they can find other lessons or exercises related to the content to practice or broaden the learned grammar points. Therefore, students' learning becomes more active. They have more opportunities to practice, in order to maximize their creativity, especially in learning English. As Alsied and Pathan (2013) said, engineers, designers, and other people from other fields might find other technology tools to help to teach and learning of foreign languages like English to be more modern, self-motivated, collaborative, and stimulating.

Using EdTech and technology tools is to bring convenience because of flexibility in space and time of the study and the promotion of personal capacity development: with online lessons, students can easily participate in online lessons or self-study at any time, anywhere, or can save the lessons easily and quickly. The application of technology also creates opportunities for students to choose content that is not still understood or needs to be expanded to self-improve. Besides, with appropriate and attractive EdTech and technology tools, it is easier to have a good relationship between teachers and students. Using technology in the classroom helps students have a positive attitude towards learning, thereby improving the quality of teaching and learning. According to Sharid et al. (2019), technology tools can bring closer interaction between teachers and students.

Research Questions

EdTech helps not only teachers prepare their lessons more interestingly, attractively, and successfully, but also students be more self-confident in their studying. Therefore, teachers should understand the importance of Edtech and technology tools in teaching grammar. Teaching grammar is one of the most difficult factors in teaching language; therefore, teachers have to apply many different ways to pick out suitable ones for their teaching, and EdTech and technology tools bring a lot of benefits to teachers and students as well. Although using technology tools to teach grammar is a good choice, there are some drawbacks to teaching and learning that teachers have to do heart-searching. Depending on the previous research and the purpose of this research, the research questions of the present study are given as follows:

1. What are the effects of using technology tools on teaching grammar?
2. What are the attitudes of students on using technology tools to learn grammar?

Methods

This research implements action research to ascertain the usage and experiences of technology tools to teach grammar by the teachers. To get authentic results, the survey and questionnaire were given to some secondary English teachers to collect data. The purpose of this research is to make sure of the importance of using EdTech and technology tools to teach grammar to students in secondary schools.

Pedagogical Setting & Participants

Azar (2007) stated that thanks to grammar, students can ascertain the nature of the language and listen and realize what they read or write comprehensibly instead of individual words or sounds, pictures, and body language. To his statement, mastering grammar is very indispensable to students reading and writing more skillfully and assertively. Although grammar is crucial for reading and writing correctly and perfectly, teaching grammar is always a big problem for teachers. Azar (2007) also claimed that it is the most difficult for teachers to attempt to help a student who has no perception of the position of a period or the way to conjugate a verb in a sentence. Therefore, choosing a good way to help students understand grammar is always a priority for teachers. The length of a period is limited, but the content of each lesson has too many things for teachers to convey the lesson and correct the exercises. The fact is that it is extremely tricky for teachers to have enough time to explain grammar and let students do exercises about that grammar in each period. And EdTech and technology tools are a suitable choice to help teachers complete their teaching perfectly.

In general, using EdTech and technology tools when teaching grammar to students can not only help teachers save time in explaining the lessons and correct students' exercises but also help students have more time for their self-study and other advantages. Despite many advantages, the use of EdTech and technology tools brings a few challenges to students to be honest and self-study and for teachers to manage students' attendance and learning.

Research setting and participants

The current study initiated the assessment for two departments for measuring the awareness and usage of EdTech and technology tools for teaching grammar to students. This research was executed at Đông Hồ lower secondary school for students and English teachers in Hà Tiên city and learners taking this course. The students who are in grade 9 have taken six online tests and online classes since the beginning of the school year. The students spent Saturday afternoons completing the tests or participating in extra classes to consolidate the knowledge they had learned at school. At the same time, they could do exercises to remember the lessons clearly and deeply.

The research was carried out for sixty-eight students in grade 9 at Đông Hồ lower secondary school. They expressed their opinions about technology tools in learning. Besides students, twenty-six English teachers in Hà Tiên city and learners taking part in this course also finished this research to show their views on using EdTech and technology tools to teach grammar.

Along with the questionnaire, surveys in which, one in early November and the other in late February, were also conducted to collect students' opinions about using EdTech in learning.

Design of the Study

The mixed methods design, which includes both qualitative and quantitative research approaches, will be employed in the present study. This mixed-methods research is chosen because the benefit of this technique is that researchers are better able to collect and evaluate much more and a wider variety of data than they would be able only to use one technique. In combined studies, one strategy may be emphasized more than another or each method may be given equal weight (Fraenkel et al., 2012). Therefore, including qualitative and quantitative data in the research process may systematically provide the results with feasibility and accuracy.

To light on the two research questions, this research will integrate both quantitative and qualitative approaches, including the use of a questionnaire, individual interviews, tests including pre-tests, while-test, and post-test, and classroom observations (Anderson and Arsenault, 2005). These approaches are combined to evaluate the advantages and disadvantages of instructors implementing active learning strategies in the classroom.

Data collection & analysis

The data collection will be conducted for 15 weeks. Three instruments, namely questionnaires, observations, and interviews, will be carried out, respectively. Qualitative data was assembled and dissected to reply to the two research questions of the current study. Sixty-eight students in grade nine at Đông Hồ lower secondary school and twenty-six English teachers joined the survey to show their opinions after a long time of using EdTech and technology tools in learning and teaching. Questionnaires were carried out on google form by teachers and students so that it is quite straightforward for the researcher to synthesize the results of the survey.

Questionnaire

Questionnaires are lists of questions given to get students' opinions on the content related to the issue they are interested in. In this study, there will be four types of questionnaires about students' attitudes to technology tools, their experience of using them, the purpose they use

them, and keeping up with their learning with 41 questions. Questionnaires will be used to clarify what students think about using technology tools, their experience and purposes, and whether they will use these tools or not.

Classroom observations

Classroom observations aim to explore students' attitudes toward using education technology tools to learn grammar in secondary schools in Hà Tiên. The researcher will be helped or assisted by the teachers in the classes they take the research in observing the students during their teaching-learning process of learning grammar and taking the tests. After that, students' improvement achievement will be measured through the results of the tests. The researcher will attend six lessons with observation sheets and checklists; also record the lessons to code them later. The researcher will be a participant to obtain insider information and subjective data (Creswell and Poth, 2016).

Semi-structured interviews

An interview is viewed as a social engagement, and knowledge is created in the dialogue between the researcher and the participant (Creswell and Poth, 2016). Semi-structured interviews will be conducted with six participants who have been observed from the sample. This research instrument aims to discover insights into the effects of using education technology tools on learning grammar; therefore, this will be conducted in a classroom after school (not to be interrupted by anyone) about five to seven weeks after starting the research. Therefore, the researcher will ask questions about their feelings after using technology tools to learn grammar and results for this method in the interview. Each interview may last about five to ten minutes.

Results/ Findings and discussion

In order to clarify the problems and the research questions in this research, the methodology of using technology tools to cultivate students' grammar, estimation, and the response from the stakeholders are analyzed. Table 1 displays the summary of the teachers' questionnaire.

Table 1. The summary of teachers' questionnaire

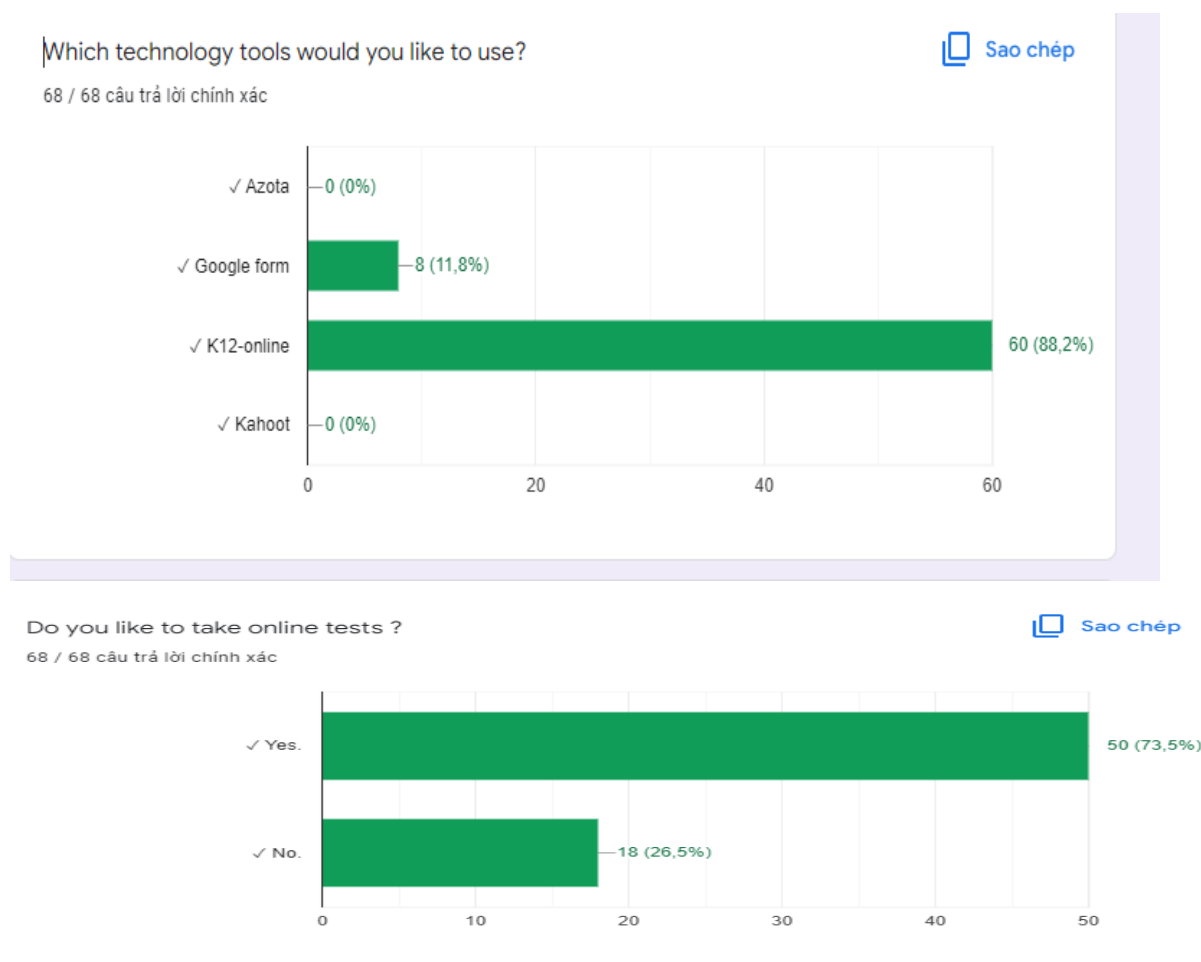
Technology tools	The most popular tools	Easier and more effective tools
K12-online	9 – 34.6%	12 – 46.2%
Google form	9 – 34.6%	4 – 15.4%
Zoom	5 – 19.3%	5 – 19.2%
Azota	2 – 7.7%	4 – 15.4%
Google docs	1 – 3.8%	1 – 3.8%

Among various types of EdTech and technology tools, K12-online (used by 9 English teachers, accounting for 34.6 percent) and google form (also used by 9 English teachers, occupy 34.6 percent) are the most popular tools that teachers have used to help students learn grammar more

easily and effectively. Zoom, Azota, and google docs are also used by eight teachers (30.8%). K12 software has full functions to support teachers and students in teaching and learning; classroom features and abundant data warehouse are convenient, flexible, and effective in monitoring, sharing, and using, especially distance learning (online learning). Thanks to those elements of K12-online, teachers can teach more effectively, save a lot of time assisting students in mastering the lessons, especially grammar, and promote students' self-studying and investigating, providing access to numerous resources instantly. Teachers can create online classes on K12-online to answer questions, grammar structures, or exercises that students had not understood when they were in class. And then, after grasping the lessons, google form, used by nine teachers, is used to test students' knowledge because of its convenience and quickness.

Besides, K12-online classes allow students to work at their own comfortable pace and provide students with easy-to-access information and fun opportunities to practice what they learn. Google form can help teachers give students many exercises to finish to catch the lessons and grammar more perfectly. Teaching English by using technology tools also allows teachers to create an exciting way to educate students and encourage the development of new teaching methods. At the same time, students are able to be more self-confident and less stressed in learning. Thanks to these benefits, K12-online, Google Forms, and other technology tools are popular and efficient tools in teaching. Tamang and Rinchen (2021a) claimed that 86 percent of teachers around the world had used educational technology tools to teach effectively by motivating and attending the lessons. In addition, thanks to educational technology tools, students' learning becomes more innovative and motivated (Stockwell).

Technology tools, especially K12-online and google forms, are very popular with teachers by their efficiency. According to 12 teachers (46.2%), K12-online is a tool that is easy and effective to teach. They can set up the tests whenever they finish the lessons, and their students can take the test faster and better without any stress. Through these tests, teachers can summarize the results quickly and correctly. Students can find out their mistakes and ask teachers to explain theirs clearly. After each test, students can master the grammar clearly and correctly. Google form and azota are also used by eight teachers, while five teachers set up tests on zoom. Each technology tool has its own benefit. Shahid et al. (2019) stated that technology is a means to open wide doors of learning for everyone. Technology tools implemented in teaching promote students' learning, increase social interaction, assure results, and enhance students' engagement and learning.



Figures 2 and 3. The summary of students' interest in technology tools

In addition, students express their feeling when using technology tools in learning through the survey. There are 60 students (88.2%) who like to use K12-online, and eight students (11.8%) prefer to take google form tests because this tool helps them to release stress and be comfortable and easy when learning. More than 73.5 percent of students (50 students) like taking the online test, while 18 students (26.5%) dislike that because of some reasons. Most students think that taking online tests through K12-online or google form is easier, faster, get better grades than in class and, more convenient to finish when they have free time, less awkward than speaking in person. They have more time and more quietness for thinking of the answers without being disturbed by other friends. Besides that, it is easy for them to discuss the answers with their friends. Tamang and Rinchen (2021a) said that educational technology tools help learners innovate in learning, speeding up, widening, and deepening trained skills. David and Tearle (2004) have shown that educational technology tools have helped to reinforce the teaching and learning process.

Discussion

Regarding the findings that using EdTech in teaching and learning grammar is a perfect choice for not only teachers but also students. Using EdTech can assist students in having more chances for self-learning and self-training. And more time for students to do exercises or take online

tests will be given by teachers. Besides that, teachers can explore more interesting lessons and tasks to help students practice more. In summary, lessons and tests will be more attractive and effective when using EdTech.

Although using technology tools to teach grammar gets a lot of good results, there are some drawbacks that teachers must be careful about when using them. Sometimes when using these tools, some errors occur that both teachers and students have to know how to install. Teachers can disconnect students from face-to-face relationships. It can make it easier to cheat. Taking online tests is unequal to students if they are cheating while taking the tests. It is one of the reasons why some students do not like taking online tests. The good students feel bored with the easy lessons or exercises while the others have difficulties solving them or using technology. It is more difficult for students to complete essays due to time for the tests.

Conclusion

In conclusion, when the teachers have suitable methods for teaching English, especially grammar, they can help their students improve their English more. Only by having a thorough grasp of the importance of grammar can students discover the best ways for themselves to learn English better. As Cowan (2008) claimed that "*The grammar of a language changes over time. The changes, which often stretch over hundreds of years, are rarely noticed by anyone except linguists.*" Although there have been a lot of changes in teaching grammar at school in recent years, grammar is an important part of learning English in forming formal English in both writing and speaking that are requisite skills for any learners, particularly people who need English for their future jobs. Grasping grammar firmly helps learners be easier to share their ideas and understand other speakers' sayings, exactly as Mart (2013, p. 2) stated that when learners seize the essence of structures, they can make their conversation coherently. These structures help them convey their sentences much more easily and inclusively. Hence, teachers have to master these structures and find out the best ways to help their students understand them well. Teaching English grammar will be more successful and get better results if both teachers and students recognize the importance of grammar and choose the best teaching and learning methods. And the results of the teaching and learning process are better if teachers can choose suitable methods to teach, especially technology tools. These tools can not only help teachers prepare the lessons better, more effectively, and more attractive, but also students have more chances to master the lessons learned at school, widen their knowledge, and take the tests better. Tamang and Rinchen (2021b) claimed that using educational technology tools correctly could change the environment of learning into a learner-centered method. Educational technology tools not only have a powerful impact on student learning but also help them find independent self-study methods and the most appropriate way to learn. Educational technology tools provide opportunities for learners to self-assess and make learning more accessible (Meyer et al., 2008).

The researcher expects that students will recognize the importance of learning, especially learning grammar in English, through using technology tools. The researcher also expected that students' motivation was positively more than negative when native speakers taught them.

Besides the strengths of educational technology tools used in the teaching and learning process, there are still a few limitations that the following studies should seek to overcome, such as:

“teaching methods for online courses, course design for online teaching and learning” (Pham, 2022), internet connection or power supply (Uong et al., 2022), students attention.

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Biodata

Tu Thi Hong Phuong has been working as an English teacher for more than 20 years in a secondary school, in Kiên Giang, Vietnam. During this period, she has faced many problems in teaching and drawing a lot of good experiences, especially in assisting students to train grammar.

Teachers' Perceptions on Questioning Strategies at Pre-Speaking Stage in EFL Classroom Interaction – A Case of a University of Mekong Delta

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ABSTRACT

Keywords:

questioning strategies, teachers' perceptions, classroom interaction

In the context of speaking English as a means of international communication, improving English skills for students, especially non-English majors, is a mandatory requirement for teachers. Among the methods of improving language skills, the questioning strategy is applied by most teachers. Therefore, the study is to determine teachers' questioning strategies and perceptions of questioning strategies in the pre-speaking stage. This qualitative research is carried out by semi-structured interviews of five teachers who teach General English in a university in Mekong Delta where English is obligatory for non-English major students. The data collected were analyzed which teacher's questioning strategies were used and teachers' perceptions of teachers' questioning strategies in EFL classroom interaction. The research's findings showed that convergent questioning and divergent questioning strategies are more common than procedural questioning strategies. Besides, teachers consider questioning strategies useful to pique curiosity and attention, students' interest, understanding of the lesson, classroom interaction, and critical thinking. The findings are also an additional resource for teaching English as a foreign language.

Introduction

According to some researchers like Astrid et al. (2019), every country uses English as a global language for communication. It is well-known as a means of daily global connection with citizens from many countries. In some countries, people use English for international communications. Therefore, speaking keep an important role in teaching and learning the language. In Vietnam, with learning English as a foreign language, The Ministry of Education and Training carried out The National Foreign Languages 2020 Project to renovate the teaching and learning of English. Educational systems organize teaching based on the Common European Framework of Reference for Languages. Teachers try to help students gain competence in communication. By facilitating students learning process, teachers apply various teaching strategies to enhance students' skills. Questioning is such a popular strategy that teachers use in their teaching process. Some researchers like Huan (Hong & Nguyen, 2019;

Nguyen & Nguyen, 2018) used questioning strategies at the pre-reading stage. The research, therefore, fills the gaps in teachers' perceptions of questioning strategies in teaching EFL students at the pre-speaking stage.

Teacher's questioning

According to Tsui (1995, as cited in Izzati & Wahyuni, 2021), classroom interaction has two parts: teacher talk and students talk. Questioning or asking questions is one part of a teacher speaking. According to Vebriyanto (2015, as cited in Izzati & Wahyuni, 2021), a teacher's question or teacher's questioning is one of the most frequently used techniques in classroom interactions. It describes the teacher's efforts to encourage critical thinking and the expression of the students' thoughts or ideas in order to facilitate effective learning (Maphosa & Wadesango, 2016; Şeker & Kömür, 2008; as cited in Wahyudi, 2017).

Role of questioning strategy

Teachers should utilize questioning strategies to guide discussion in EFL classes. Because asking or posing questions is one of the fundamental strategies a teacher can employ in the teaching process. That is why the questioning strategy is significant. In fact, according to Shaunessy (2005, as cited in Astrid et al., 2019), questioning strategies are necessary for the growth of critical and creative thinking. Teachers use questioning strategies to discover their students' abilities and how well they grasp the content they have been taught.

In summary, questioning is one of the most significant strategies for improving students' abilities. In addition, teachers can utilize the questioning method to assess their students' capacity to think critically. Blosser (2000, as cited in Astrid et al., 2019) claims that students must develop higher-order thinking abilities in order to become better problem solvers. To promote students' thinking and perspectives, teachers should ask questions. Based on the findings of the investigation. Based on the research conducted, 60 percent of the tasks required for recalling information, 20 percent for thinking, and 20 percent for procedural. It indicates that professors frequently respond to questions with a simple yes/no or brief remarks.

Aims of teacher's questions

Ross (1860), cited in Fatmawati et al. (2020), proposed two main goals for teacher questions: assessing whether students understand the material and having them apply what they have learned. Willen (1991, as cited in Fatmawati et al., 2020) also stated that even though the two main goals of teachers are to assess students' comprehension and help them apply knowledge in a critical way. Encourage student engagement by reviewing previous materials, sparking debate, and encouraging students to think creatively. Some researchers indicate other functions include evaluating student skills, measuring student development, establishing the amount to which objectives have been met, generating student interest, managing student conduct, personalizing subject content, and promoting student contributions in class. (Carin & Sund, 1971; Groisser, 1964; and Hyman, 1980, as cited in Fatmawati et al., 2020). The activity of questioning and answering is a kind of communication that is employed by students and teachers in the classroom (Shen & Yodkhumlue, 2012). Teachers utilize a variety of inquiries and questioning kinds as part of their questioning tactics not just to enhance classroom engagement but also to help students to communicate in a real-world situation and to develop

critical thinking skills (Astrid et al., 2019).

Teachers' perceptions

Phan and Nguyen (2021) defined perceptions are the capacity of a human to perceive, hear, become aware of, or comprehend objects around them via the use of senses. Teachers' perceptions are how they receive information, think about it, and make decisions.

According to the preceding viewpoint, questioning keeps in a key role in enhancing classroom interaction, as well as encouraging students' critical thinking. Previous studies had been conducted about types of questions and types of questioning strategies. In this study, the researcher concentrated on teachers' perceptions of questioning strategies in EFL classroom interaction at a university in the Mekong Delta. This study is to widen resources on language teaching methodology for teachers who teach EFL learners.

Literature review

The article "A case study of teacher's questioning and students' critical thinking in college EFL reading classroom" (Shen & Yodkhumlue, 2012) was to see if teacher-assisted critical thinking might help students modify knowledge rather than just recollect it. The study used classroom observation and interviews for collecting data based on two questions: "What are the common features of questions asked by the teacher in college EFL reading classroom under investigation?" and "Can the teacher's questions facilitate learners' critical thinking under the investigation? Why or Why not?". Through classroom observation and interviews with 17 students, the study focused on the influence of a teacher's questions on students' critical thinking growth, aiming to determine whether the questions can assist students' critical thinking. The results revealed that the teacher asked more lower-cognitive questions (79.2%) than higher-cognitive questions (20.8 percent). According to the cognitive domain hypothesis, overuse of lower-cognitive questions did not help pupils develop critical thinking. In addition, the teacher was found to be misusing higher-order cognitive questions. The results also showed the limited use of high cognitive questions would affect the development of students' critical thinking.

The purpose of this study, "Teacher's questions in EFL classroom interaction" (Vebriyanto, 2015), was to define the types of questions that teachers typically utilize in the classroom to facilitate teaching and learning, to determine the teacher's reasons for using those levels of questioning, to express the effects of using those levels of questioning on students' English comprehension, and to classify students' spoken responses to teacher questions. The study's findings were gathered from the transcript of conversations between the English teacher and students in the classroom and from an interview with the English teacher. The teacher was seen using particular types of questions. 31 percent of the questions were open-ended and might lead to lengthy responses. In contrast, 69 percent of the questions were display-closed. Display/closed questions were extensively utilized for testing students' grasp of the topics, whereas open-ended questions were widely utilized for eliciting specific information from students.

Yuliawati, Mahmud, and Muliati's article (2016), "Teacher's questioning and students critical thinking in EFL classroom interaction," purpose of the study was to assess the types and levels

of Bloom's Taxonomy-based questions in the interaction of EFL classroom, as well as the teacher's questioning strategies and the impacts of teacher questioning on critical thinking skills of students. By the qualitative descriptive method, the researchers used classroom observation and an interview with an English teacher at SMA Negeri 1 Tolitoli to find the answers to three questions: "What are the levels of questions used by the teacher in EFL classroom interaction?", "How does the teacher initiate the questions in EFL classroom interaction?" and "Can the teacher's questions facilitate students' critical thinking under the investigation? Why or why not?". The findings showed that the teacher used four of six Bloom's question levels. All questions were at lower-order levels. Additionally, the instructor used all of Turney's suggested questioning strategies, including organizing, concentrating, redirecting, distributing, halting, teacher reaction, prompting, and varying the amount of cognitive demand. A new strategy, joking, was also discovered in this study. Nevertheless, the findings demonstrated that teachers' questioning primarily influenced students' lower-order thinking, which encouraged students' critical thinking without helping them think critically.

In the article "Teacher's questioning behavior and ESL classroom interaction pattern" (David, 2017), the research stated the purpose of the article was to examine the impact of English language teachers' use questions on secondary schools in Oyo and Osun States of Nigeria by observation and interview in six different classes. There were 200 teachers and 400 students studying for six weeks. The findings showed that the Display question (85%) is preferred over than Referential question (15%). It means Display question was used less in classroom interaction. Therefore, teachers in Nigeria should use Display questions more.

This study, "The impact of teacher questioning on creating interaction in EFL: A discourse analysis" (Al-Zahrani & Al-Bargi, 2017), investigated the influence of questions in EFL classroom interaction, as well as determining question types that enhanced classroom interaction. The researchers employed Discourse Analysis methods to analyze EFL classes from video recordings. Besides that, a group of intermediate-level English students at the English Language Institute (ELI) of a Saudi Arabian university also took part in the research procedure as participants. At first, classes were video-recorded and transcribed. There were two questions for two groups: one was deemed to promote classroom interaction, and another failed to create classroom interaction. The result was the research can define types of questions. The results revealed a link between the qualities of the questions and the creation of classroom engagement. That means some questions enhance classroom interaction; some do not work.

This study by Apriani and Marrchelia, "An analysis of teacher questioning in the classroom interaction" (2018), is to classify the questions' types. The research used a descriptive qualitative method to gather the data from observation and interviews of teachers and students. This research was conducted on teachers and students of the second-grade students of SMK TI Garuda Nusantara Cimahi. The research showed that teacher was on regular questioning habits in the classroom.

In the article of Astrid et al. (2019), "The power of questioning: teacher's questioning strategies in the EFL classrooms," the researchers investigate the methods in which English teachers utilize questioning strategies in the teaching and learning processes, as well as the reasons for their usage of specific questioning strategies. The researchers used observation and interviews

with two teachers at The Madrasah to answer two questions: "What are questioning strategies used by English teachers at one Madrasah in Palembang, South Sumatera?" and "What are the reasons driving the teachers to use the types of questioning strategies?". The observation was used to look at the types of questioning methods used by the teachers in their everyday teaching practices in the EFL classroom, while the interview was utilized to learn why they used such strategies. By thematic analysis, the research analyzes the data based on the steps proposed by Creswell. At first, the researchers gathered thorough information through observation (e.g., field notes) and interviews (e.g., interview transcriptions). After translating the raw data into text, the researchers coded all of the data that related to the research questions. Finally, they interpreted the results and findings. According to the research, convergent, divergent, and procedural questions are the three main categories of questions that teachers employ to guide students through the teaching and learning process. It also made use of the four factors that make teachers more interested in these kinds of questioning techniques: remembering students' comprehension, grabbing their attention, encouraging higher-order thinking, and involving students in learning activities. The article "English as Foreign Language teacher's questioning strategies in classroom interaction" (Nashruddin & Ningtyas, 2020) found out the strategies of teacher's questioning, the teacher's questions types, and the reasons for using the questioning strategies in EFL classroom interaction. By discourse analysis approach, this qualitative research collects data from an English teacher of senior high school students at SMPN 1 Tanete Riaja, Barru through recording, observation, and interview. Through conversational analysis, the research showed that the teacher employed questioning strategies by asking several types of questions, such as open-ended and closed-ended questions, as well as knowledge questions. Otherwise, the teacher did not on a regular habit of using synthesis and assessment questions. The teacher also used other strategies such as questioning in the opening sessions of teaching, questioning in the middle of teaching, prompting, probing, and giving feedback to make the interaction and communication in the learning process more effective.

In the article "Teacher's questioning strategies in EFL classroom interaction" (Fatmawati et al., 2020), the researchers showed that this article aims to identify and examine teachers' questioning strategies in EFL classroom interactions. The researcher used three major techniques to analyze the data: data reduction, data display, and conclusion drawing/verification. These techniques included observation, data analysis, and interviews with two English teachers. According to the findings, the teacher used questioning-planning strategies, question-controlling strategies, and nomination strategies. The endless-questioning approach was discovered to be a new questioning strategy. Besides, the teacher used his questioning strategies by asking individual students, pairs of students, and the entire class questions. The teacher preferred using questioning an individual student and the entire class to pairs of students.

To identify and examine instructors' questioning methods in EFL classroom interactions, in the article "Teacher's questioning strategies in EFL classroom interaction" (Fatmawati et al., 2020), the researchers gathered information from a university instructor at STKIP YPUP Makassar in 2015. The researchers used classroom observation and interviews with teachers and students in a qualitative study. The researcher employed three main processes to examine the data: data reduction, data presentation, and conclusion drawing/verification. The teacher used some

strategies such as questioning-planning strategies, question-controlling strategies, and nomination strategies in the classroom. The research findings showed that endless questioning was a new questioning strategy. The teacher preferred using questioning to ask individual students and the whole class to pairs of students.

According to the article by Izzati and Wahyuni (2021), "Teacher's questioning in classroom interaction towards students' learning process in an EFL classroom", the researchers considered that the many forms of teacher questions asked by English teachers during the teaching and learning process, as well as their roles in students' learning. In this study, the researcher looked at the many sorts of instructor questions asked in EFL classroom interactions, as well as the role of each type of teacher's questions in classroom interaction on the student's learning process. This study examined grade X students from three classrooms at one of Surakarta's Senior High Schools. By qualitative research, classroom observations, interviews, and audio-visual material were used to gather data for this study. Firstly, the classroom's English instructor asked three types of teacher questions. Procedural, convergent, and divergent questions were all asked. Secondly, every question plays a part in the learning process of the students. The research showed that there were two divergent questions, or 1.26%, found during the teaching and learning process, while procedural questions and convergent questions were found at 65 or 41.14% and 91 or 57.60%. Besides that, from the research data results, the research argued that the English teacher preferred procedural questions to convergent or divergent questions at the beginning of the lesson. The research data found that convergent questions are the most common questions in the classroom. Moreover, in this research, the researcher also proposed that asking high-order thinking questions needs to be applied in the EFL classroom to encourage the students to think critically. It is because the teacher's questions assist students in enhancing their learning processes.

In Kholisoh and Bharati's article "Teachers' questioning strategies and students' perceptions toward critical questions in EFL classroom interaction" (2021), the researchers explore teachers' questioning strategies and students' perceptions toward critical questions in EFL classroom interaction. The research was performed in an online class during the period of the COVID-19 pandemic. It collected data from two English teachers and two classes of one of the Senior High Schools in Semarang by using classroom observation, interviews, questionnaires, and documentation. The findings indicated that the teachers apply all types of questioning strategies, including critical questions. The strategies used to ask critical questions were wait-time, repetition, paraphrasing, simplifying, and probing. Probing was an apparent strategy of eliciting replies from students to critical inquiries. In order to elicit critical responses from students, the teachers paired their questioning strategies with students' critical responses. Although almost all students in Eleventh Class and Tenth Class, with 83.33% and 58.33% respectively, considered the critical question a challenge, they perceived critical questions as motivational questions. Besides, the vast majority of the students were willing to answer teachers' critical questions. The researcher suggested that the teachers should use critical questions in the learning process. Similarly, the students should show their activeness in answering critical questions. Moreover, it should be enhanced research on students' perceptions of factual questions.

According to the preceding viewpoint, questioning keeps in a key role in enhancing classroom interaction, as well as encouraging students' critical thinking. Previous studies had been conducted about types of questions, types of questioning strategies, and effects of questioning strategies on enhancing students speaking capacity. Some other research was conducted on using questioning strategies at the pre-reading stage. Therefore, this study fills the gaps in teachers' perceptions of questioning strategies in teaching EFL students at the pre-speaking stage.

Research questions

This study answers the following questions:

- What are the teachers' perceptions on questioning strategies at the pre-speaking stage?
- Why do the teachers use questioning strategies at the pre-speaking stage?

Methods

Pedagogical Setting & Participants

Qualitative data from semi-interviews were conducted with five English teachers who teach General English to non-major English students. Five teachers who are chosen to participate in the interview are actual teachers at the university. These five teachers have experience of more than three years of teaching General English and always use questioning strategies at the pre-speaking stage.

Design of the Study

Semi-interview data discussed in this study aimed to explore in-depth teachers' perceptions of questioning strategies at the pre-speaking stage. The interview was designed based on the research's purpose as well as the research's questions.

Data collection & analysis

The interview was carried out with five open-ended questions. However, the interview attempted to answer two main questions: "What are the teachers' perceptions of questioning strategies at the pre-speaking stage?" and "Why do the teachers use questioning strategies at the pre-speaking stage?" All interview questions were designed in both Vietnamese and English. The interview was conducted in Vietnamese to ensure that the participants could deeply understand the questions and easy to express their idea clearly. The interview data were recorded and organized using thematic analysis (Boyatzis, 1998).

By collecting data from the semi- interview, this study was carried out using questioning strategies at a pre-speaking stage in the case of a university of Vietnam in general, in Mekong Delta in particular.

Findings

Teachers' perceptions on questioning strategies

The teachers believe in five effective themes in questioning strategies, including curiosity and attention, students' interest, understanding the lesson, classroom interaction, and critical thinking.

Curiosity and attention

Two out of five teachers said that questioning strategies help students pique the curiosity and attention of upcoming topics and content. The two extracts below illustrate their views:

"I think questioning strategies are suitable for piquing the curiosity of learners about the upcoming topic and content." (Teacher 3, interview extract)

"These strategies attract students' attention. They are curious what they will discuss. From these strategies, teachers can stimulate students' interest." (Teacher 4, interview extract)

Students' interest

Two of five teachers believed that questioning strategies also affect arousing students' interest.

"Questioning strategies create excitement for students to acquire new knowledge." (Teacher 3, interview extract)

"These strategies can stimulate students' interest. Students have a chance to share their own ideas." (Teacher 4, interview extract)

Understanding the lesson

Four out of five teachers expressed their views that questioning strategies could somehow help students understand the lesson. Examples of four teachers' views are presented below.

"I use questioning strategies to help students guess answers and more understand about the situation" (Teacher 1, interview extract)

"Students can more understand lesson through answering the questions" (Teacher 2, interview extract)

"By using questioning strategies, I can check students' knowledge about what they are taught and support them promptly." (Teacher 3, interview extract)

"Questioning strategies help students know and understand thoroughly what they are learning." (Teacher 4, interview extract)

Classroom interaction

Both Teacher 1 and Teacher 2 confirmed that questioning strategies were beneficial in classroom interaction. They said:

"Questioning is an effective strategy in teaching at the pre-speaking stage. It helps both teachers and students have a chance to interact with each other. From this, students, step by step, learn a lesson. Moreover, this strategy is also useful in enhancing group work and pair work skills." (Teacher 1, interview extract)

“Questioning strategies is the good way to supply knowledge to students and enhance students’ interaction.” (Teacher 2, interview extract)

Critical thinking

From interview results, Teacher 1 expressed that questioning strategies are useful in practicing students’ critical thinking. Similarly, Teacher 5 also agreed that questioning strategies help improve students’ critical thinking.

Using questioning strategies at the pre-speaking stage

Teacher 2 likes to use three types of questioning strategies. Nevertheless, she said,

“Divergent questioning strategy and procedural questioning strategy are only used when she needs to know more students’ proficiency. It is required to be flexible for asking questions.” (Teacher 2, interview extract).

Teacher 1 enjoys convergent and divergent questioning strategies at the pre-speaking stage. She argued,

“Convergent questioning strategy is suitable for all levels of English while divergent questioning strategy helps students practice critical thinking and brainstorming knowledge related to lesson” (Teacher 1, interview extract).

While Teacher 3 and Teacher 5 tend to use a convergent questioning strategy, Teacher 4 prefers a divergent questioning strategy to the two remaining questioning strategies. They revealed,

“I usually use convergent questioning strategy at the pre-speaking stage. I use the strategy to ask students to brainstorm and express their understanding of the lesson. Moreover, it helps pique learners' curiosity” (Teacher 3, interview extract).

“Using convergent questioning strategy helps students improve critical thinking and solving problems” (Teacher 5, interview extract).

“I use divergent questioning strategy because in this stage I just suppose my students to share their idea (not having any Yes/No questions or True/False questions” (Teacher 4, interview extract).

Discussion

The findings from the study pointed out the benefits of using questioning strategies at the pre-speaking stage in teaching General English. First, questioning strategies pique the curiosity and attention of upcoming topics and content. This finding is in line with researchers (Bui & Nguyen, 2021; Heritage & Heritage, 2013; Thuy & Yen, 2018; Tofade et al., 2013) who consider that questioning strategies stimulate students' curiosity about the topic, link the background knowledge to the new knowledge. Second, the finding is consistent with other studies by Heritage & Heritage (2013) and Tofade et al. (2013) forward deeper understanding. Furthermore, they agree that using open-ended questions relates to enhancing students' understanding. In addition, to help students step by step acquire knowledge, questioning strategies are well-known as a kind of scaffolding. Likewise, the authors also demonstrate that questioning practices may scaffold students' understanding. Third, the study expresses students

enhance critical thinking and brainstorming. The findings are in line with some researchers (Pham & Hamid, 2013; Sunggingwati & Nguyen, 2013). And fourth, questioning helps to create classroom interaction. This view is in line with researchers like Nashruddin & Ningtyas (2020). This concurs with several researchers (Hong & Nguyen, 2019; Pham & Hamid, 2013; Sunggingwati & Nguyen, 2013). Teachers use questions to support students in acquiring new knowledge. At the pre-speaking stage, the teachers perceived that questioning strategies are not only for improving students' knowledge and skills such as critical thinking and solving problems but also for increasing classroom interaction. This is in line with Yuliawati et al. (2016) and Shen (2012) study.

Conclusion

This study provides insights into teachers' perceptions of questioning strategies and the reasons for using questioning strategies at the pre-speaking stage. Teachers should use three types of questioning strategies so that all students can join in the lesson and show their thinking. Using questioning strategies at the pre-speaking stage arouse prior knowledge and the lesson. Furthermore, classroom interaction is an important issue teacher must be concerned about in teaching. Teachers need to offer opportunities for students to interact by questioning and helping them answer questions during the learning process. Using various questioning strategies promotes students' critical thinking and brainstorming. Therefore, teachers should ask for all types of questioning strategies.

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Biodata

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EFL Teachers' Perceptions of the Implementation of Active Learning in Reading Classroom

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ABSTRACT

Keywords: active learning, active learning techniques, reading comprehension

In recent years, scholars and educators of the English language have shown a lot of interest in the active learning approach. Although a few studies have been conducted on teachers' perceptions and practices of active learning in classrooms, few studies have been conducted in Vietnamese contexts on teachers' perceptions and practices of the function of active learning in reading classrooms. Due to that gap, the current study was conducted to investigate teachers' perceptions regarding active learning techniques used in reading classrooms and the role active learning plays in reading instructions. The paper conducted a descriptive study in order to identify the active learning approaches employed by EFL teachers in reading classrooms at private language centers and investigates their perspectives on the role of active learning in reading instruction. The questionnaire and semi-structured interviews were used to collect data from two sources. The participants were twenty-six teachers of English as a foreign language (EFL) from the province of Vinh Long. The result reveals that the participants had a favorable view of the role of active learning. In particular, they felt that active learning allows students to improve their critical thinking and reading comprehension, as well as teamwork, interpersonal skills, and problem-solving abilities. These findings have a number of educational implications.

Introduction

In the era of globalization, English has become one of the means of communication between individuals and nations in business and in technology collaboration (Guillen, 2001; Seidlhofer, 2005). Therefore, everyone needs to acquire English, especially the oral and written communication requirements in their workplace. Reading is regarded as the most essential among the four primary language abilities. According to Zhang (2010), reading plays a crucial part in succeeding in many areas such as business, medication, science, etc. Due to its significance, it can be inferred that good education must be utilized when teaching reading.

Active learning has earned the attention of a large number of English scholars and educators. It is considered to have positive effects on the teaching and learning of English. (Kim, 2009;

Watters, 2014; Tran, 2015; Mulatu, Bezabih, 2018). However, the implantation of an active learning approach in teaching reading in Viet Nam is still low. Stephen et al. (2006) and Tran (2013) harshly criticized Vietnamese students' passive learning techniques. Despite the fact that both Vietnamese teachers and students may be aware of the benefits that active learning brings to the classroom, they are relatively successful in creating an active learning environment for their pupils (Tran, 2013). The researcher's observation only provides a small portion of reality; therefore, it is imperative to conduct an academic investigation of how teachers in English language teaching perceive the role of active learning in reading instruction in order to enhance the effectiveness of active learning on students.

Reading is seen as a fundamental necessity for Vietnamese students to master due to the national development vision of the Vietnamese government (Nguyen, 2022). Although a few studies have been conducted on teachers' perceptions and practices of active learning in classrooms (Teshome, 2013; Mulatu & Bezabih, 2018; A-Rahmane & Rubaii, 2018), few studies have been conducted in Vietnamese contexts on teachers' perceptions and practices of the function of active learning in reading classrooms. Due to that gap, the current study, titled "EFL teachers' perceptions of the implementation of active learning in reading classrooms," was conducted to investigate teachers' perceptions regarding active learning techniques used in reading classrooms and the role active learning plays in reading instructions.

Literature review

L2 reading in EFL settings

The following section gives the definition of reading comprehension, describes the levels of reading comprehension, and presents some major factors influencing readers' reading comprehension.

Definition of reading comprehension

Numerous academics have given the definition of reading comprehension. In the early stages, Goodman (1988) defines reading as a decoding process in which readers reconstruct what the author intends to communicate by developing meaning from the smallest textual units (letters and words) at the bottom to bigger and larger units (phrases and sentences) at the top (phrases, clauses, intersectional linkages). After that, Nutall (1996) gave scholars and educators a fresh approach to reading comprehension that he considers a process of interaction with the text to receive the author's intended message. Nowadays, the definition provided by Pardo (2004) is accepted widely and is the viewpoint that the researcher finds most fit for this research. Pardo (2004) states that reading comprehension is the process by which readers interact with the text and extract meaning by utilizing their prior knowledge and information. For the purposes of this study, the researcher has developed the definition of reading comprehension based on Pardo (2004), which reading comprehension is defined as the ability to interact with the text in order to generate meaning using higher-order thinking skills.

Factors affecting EFL students' reading comprehension

Several scholars have identified various characteristics that affect students' reading comprehension (Tran, 2021). Here, the significance of background knowledge, attitudes, and

motivation on reading ability is considered the major ones that actually have an impact to students' performances.

Prior knowledge is a primary factor affecting readers' reading comprehension (Stevens, 1980; Vacca, 2002; Nozen et al., 2017). According to Pearson et al. (1979), learners with topic-related expertise read the material more effectively than those with limited knowledge. Therefore, the absence of prior knowledge regarding the issue may limit readers' ability to comprehend the material (Carrell, 1984; Besoussan, 1998). It was confirmed by Alfaki and Siddiek (2013) that prior knowledge activation significantly improves the reading comprehension of readers.

Attitude is another component determining how well readers perform. Attitude toward reading refers to a person's perception of reading, which may stimulate or inhibit the activity (Guthrie & Wigfield, 1998). This is substantially confirmed by the findings of Martínez et al. (2008) and Pamuji (2015) that students with more positive attitudes were more likely to have superior text comprehension skills.

Finally, reading motivation is recognized by scholars as a component that influences the reading comprehension of students (Hermosa, 2002). According to Dennis (2008), motivation is crucial to the growth of reading comprehension skills. Multiple studies after that also demonstrate a significant positive correlation between reading motivation and accomplishment. (Ahmadi, Ismail & Abdullah, 2013; Ghaedrahmat, Entezari & Abedi, 2014, Ningrum & Matondang, 2017).

Active Learning

Definition of active learning

The early definition of active learning was given by Adler (1999). The author defines active learning as the process in which learners are accountable for their own education rather than the instructor. Bonwell and Eison (1991) emphasize that active learning extends beyond memorizing to examine, synthesize, and assess complex problems with the possibility of discovering several answers. In addition to that, Skinner (2010) proposes three characteristics of active learning: active involvement in learning (not physically active engagement), learning by experience, and cognitive engagement. In this study, active learning is described based on the definition of Bonwell and Eison (1991) as an educational strategy in which students engage in meaningful activities, participate in the analysis, synthesis, and evaluation processes, and generate knowledge through interaction with their peers or instructors.

Characteristics of active learning

According to Bonwell & Eison (1991), four characteristics of active learning are presented below.

The first characteristics of active learning are it allows students to do more than listen to lectures, and it involves them in activities (Bonwell & Eison, 1991). This means when students discuss what they are learning, it usually connects with prior experiences that they are learning. This statement is consistent with that of Cross (1987), in which learners actively participate in tasks when they learn more than passively receive information from the teacher. In addition to acquiring more information, their retention and recall of information can be improved

(Yazedjian & Kolkhorst, 2007; Berry, 2008; Cherny, 2008).

Secondly, active learning places less focus on information transmission and more emphasis on skill development (Bonwell & Eison, 1991). This was confirmed by Kember and Leung (2005) that learners in an active learning environment could develop their communication and interpersonal abilities. In addition, they also suggest that skills in critical and creative thinking, problem-solving, and flexibility could be improved through active learning. In addition to that, group work, a special active learning style, can also enable students to strengthen their skills in working effectively with others and determining the correct response (Jackson et al., 2014).

The third characteristic of active learning is that it engages students in higher-order thinking (Bonwell & Eison, 1991). The level of critical thinking may influence students' reading comprehension, as Ramezani, Modaberi, and Moonesan (2016), as well as Zare and Biria (2018), demonstrated that critical thinking and reading comprehension have a statistically significant positive link to each other. It can be inferred that students with superior critical thinking skills are more likely to have superior comprehension.

Finally, active learning places a significant emphasis on the learners' investigation of their attitudes and values (Bonwell & Eison, 1991). According to a document published by The National Council of Educational Research and Training, the implementation of a number of active learning techniques provides students with the opportunity to discover novel ways of thinking about problems.

Active learning techniques

The techniques described below allow teachers to make use of students' background knowledge prior to reading so as to help students better comprehend texts by expressing their thoughts on texts after reading (Nguyen, 2022).

1. One-minute paper

One-minute papers are a good strategy for increasing student engagement in the learning process (Angelo & Cross, 1993). Stead (2005) states that a one-minute paper is recognized as a highly successful technique for tracking learners' progress and interacting with them since it provides the instructor and the class with fast and thorough feedback. Specifically, student replies reveal which concepts are not understood or are misconstrued.

2. Daily (or Weekly) Journal

The purpose of the Daily (or Weekly) Journal is to inspire students to apply what they have learned to their everyday lives and to explore the substance of the materials in broader contexts (Faust & Paulson, 1998). According to Nilson (2016), journal writing allowed students to record their intellectual and emotional reactions to lectures, dialogues, and readings. This strategy allows students to interact with what they have learned in the classroom in their own way.

3. Discussion

Discussion is regarded as one of the most effective techniques for promoting active learning (Gall, 1985). When a teacher employs this strategy, Engle and Ochoa (1988) suggest they make various forms of questions such as definitional questions, evidentiary questions, speculative

questions, or policy questions to encourage students' reasoning.

4. Concept Mapping

Concept mapping is a technique that enables students to find the relationship between course concepts (Faust & Paulson, 1998). As Lee et al. (2013) asserted that it aids them in synthesizing information, perceiving the big picture, and enhancing critical thinking skills and methods. When the teacher employs this technique, the students will create a list of ideas or facts for a certain topic through brainstorming, and from that, they can draw lines to demonstrate potential connections between related elements.

5. Visual Lists

In the visual lists technique, students make divergent ideas or perspectives on the blackboard or on paper. Faust and Paulson (1998) stated that this strategy is highly effective when used to encourage students to compare and contrast different perspectives and identify the merits and disadvantages of a position.

6. Role-Playing

Several educators believe role-playing is an effective method of active learning because it encourages the students to engage more, adds energy and enthusiasm to the classroom, and improves students' recollection of the information (Stevens, 2015). In the process of role-playing, pupils portray various personalities in a given setting. Role-playing can take the form of play depending on the availability of time and resources.

7. Panel Discussion

According to Faust and Paulson (1998), panel discussions are extraordinarily effective techniques for involving the entire class in the lesson since students are present in front of the class. In this method, each group is allocated a topic and tasked with researching it and preparing a presentation. Following the presentation, the audience may submit questions. Moreover, they argue that the instructor could assign students to assume a variety of roles when preparing the audience for this technique.

8. Debates

Debates are seen as a valuable technique that encourages learners' active participation in the learning process (Faust and Paulson, 1998). As a means of practicing the debating technique, the teacher splits the students into debate teams, assigns each team a position to defend, and requires the teams to provide justifications for their stance. After participating in the debate activities, students can not only master the material's substance but also improve their argumentation abilities (Seech, 1984; Johnson & Johnson, 1994).

9. Jigsaw Group Projects

Jigsaw Group Projects are also regarded as an active learning technique. The teacher and students progress through four phases of the jigsaw project (Clarke, 1994), including 1) students are first organized into home groups, 2) students are afterward expected to reform into focus groups, 3) these focus groups cease to exist, and the original groups' reform, 4) each member delivers their results to the rest of the group, followed by an in-depth discussion of the section's

subject.

10. Questioning

Questioning is considered one of the most popular active learning techniques. As part of introducing questioning, the teacher sets specific questions to assess students' knowledge during class (Faust & Paulson, 1998). If a student cannot correctly answer a question, the teacher can then ask another one and continue until he or she receives the correct response. Ajideh (2003) stated that both the teacher and the students could pose questions using this method.

Implementation of active learning techniques in reading instruction

A multitude of studies on the implementation of active learning techniques in reading classrooms has been conducted in the past decades. These studies below are chosen since it is most related to the present research.

In Ameli's (2016) study, the author investigated whether the think-pair-share technique improves vocabulary and reading comprehension achievement. Seventy individuals were separated into two groups: the treatment group (n=35) and the control group (n=35). The results show that vocabulary and reading comprehension skills have increased. Moreover, two sorts of the treatment group's accomplishments were significantly different from those of the control group.

Phan (2017) conducted experimental research on the influence of concept mapping on reading comprehension and students' attitudes toward the implementation of this technique. The participants were English majors from a Vietnamese university in the Mekong Delta. They were separated into experimental (n=32) and control (n=16) groups. Participants received treatment within five weeks. Based on the results of the post-test, individuals who received concept mapping had a greater level of reading comprehension than those who received the standard method. The majority of the experimental group participants considered idea mapping as a valuable tool for reading, according to the results of the questionnaire.

Phuong and Tran (2018) discovered the impact of pre-reading inquiry and semantic mapping on the reading comprehension of Vietnamese 12th graders. Fifty-two science-gifted high school students participated in the study. The 10-week intervention included three topics, employment, endangered species, and women in society. The results indicate that these two strategies enhanced the participants' reading comprehension. Particularly, those taught with semantic maps outperformed those taught with an inquiry.

Adeboju B. H. (2018) evaluated active learning techniques used by teachers during English reading comprehension courses in six Nigerian primary schools. Six head teachers, six primary VI teachers, two members of the School Basic Committee, the Director of Local Government Education Authority, and six focus groups were chosen using the purposive sample approach. The study collected data via interviews, documentation, and focus group interviews. According to the study, teachers have a good understanding of active learning strategies and use them in teaching English reading comprehension lessons, but they face some daunting challenges such as a lack of instructional materials, a lack of a library, a lack of qualified teachers, and a lack of time.

Sibarani J. K. (2020) found the impact of the Jigsaw strategy on reading comprehension at SMA 4 Negeri Pematangsiantar grade ten. The study utilized a descriptive quantitative research approach with a quasi-experimental methodology. This study focused on grade 10 students (X PMIA 4 and X PMIA 5) at SMA Negeri 4 Pematangsiantar. The researcher employed a cell phone as an instrument to capture video of the instructor and students' activities in the classroom throughout the teaching and learning process. As a result, the null hypothesis is rejected, whilst the alternative hypothesis is accepted. This means the use of the Jigsaw teaching technique has a considerable impact on the student's capacity to read comprehension of recount text in grade ten at SMA Negeri 4 Pematangsiantar.

Research Questions

The research aims to (1) investigate types of active learning techniques EFL teachers exploit in their reading classrooms and (2) explore their perceptions of the role of active learning in teaching reading.

The aims of the study will be obtained by finding out the answers to the following questions:

1. What classifications of active learning techniques are employed by EFL reading teachers?
2. What are the perceptions of EFL teachers on the role of active learning in teaching reading?

Methods

Pedagogical Setting & Participants

Respondents to the questionnaire

The main criterion for selecting participants in this study was that they taught in private language centers. The reason for this choice is that students who choose to learn English at these institutions may desire to achieve high levels of English proficiency in four skills, including reading, and therefore, teachers have more obligation to satisfy their high expectations by employing contemporary methods than in public centers. The respondents consisted of 26 EFL teachers from 4 language centers in Vinh Long province. In terms of gender, 84.6 percent of participants were female. Regarding age, most of the respondents (80,5 %) were teachers under 30 years of age, while just 19.5 % were teachers over 30. In terms of years of English teaching experience, 65.4% of respondents had less than five years of experience, while 34.6% had more than five years of experience. Regarding their educational background, 65.4% of teachers hold Bachelor's degrees, while the remainder holds Master's degrees.

Interviewees

The respondents were selected using a convenient sampling method, and the selection criteria were who have a Master's degree in Principles and Methods in English Language Education or a Bachelor's degree in English Education. The interviewees were 3 English language teachers who indicated a willingness to share their practical knowledge of reading instruction. Particularly, one participant has been teaching English for nearly 15 years, another for approximately six years, and the third for approximately three years. All three teachers who held degrees from Can Tho University were two females and one male.

Design of the Study

The research was designed as a descriptive study, which attempts to answer the questions "who, what, when, where, and sometimes how" (Cooper & Schindler, 2001). In addition, the current study employed a mixed-method combining quantitative method (numerical data was primarily collected) and qualitative method (narrative and visual data were primarily collected) as Creswell and Clark (2018) asserted that the use of a mixed-method enables researchers to comprehend the research problem much thoroughly. In addition, Fraenkel and his colleagues (2012) state that a study that combines quantitative and qualitative methods could help researchers gain a deeper understanding of the correlations between variables.

Data collection & analysis

Research instruments

For the purpose of answering the research questions, questionnaires and interviews were used as data collection instruments.

The questionnaire

The questionnaire has numerous advantages, including a high response rate, reliable sampling, and minimal bias (Oppenheim, 2005). It is also regarded as a highly efficient method of collecting data from a large number of respondents (Takac, 2008). As a result, the present study used the questionnaire to collect data regarding active learning techniques employed by EFL teachers in their reading classrooms and their perspectives on the role of active learning in reading teaching. The questionnaire had 30 items, divided into three sections. It included closed-ended questions and open-ended questions since these questions allow the researcher to acquire additional information pertinently.

The purpose of the first component was to collect demographic information, including gender, age, teaching experience, and educational background. The second component, which consisted of 10 closed-ended questions, was designed to collect information about the active learning techniques employed by EFL reading instructors. With 16 closed-ended questions, the third portion explored EFL teachers' perspectives on the role of active learning in teaching reading. These questions were related to five traits promoted by Bonwell and Eison (1991). A five-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree) was employed in this questionnaire. The information supplied in this section is presented in the table below.

Table 1. The detailed illustration of the section of EFL teachers' perceptions towards the role of active learning in teaching reading

Clusters	Total items	Items
1, 2. Involvement in the learning process and participation in activities.	4	1, 2, 3, 4
3. Skills development	6	5, 6, 7, 8, 9, 10
4. Critical thinking	4	11, 12, 13, 14
5. Exploration of attitudes and values	2	15, 16

The interview

Interviews were another method included in this investigation. After evaluating three types of interviews, the semi-structured interview was chosen because it provides the interviewer with a great deal of flexibility to fulfill its purpose (Nunan, 2005). In this study, the semi-structured interview was developed based on the questionnaire replies of the participants. Overall, the interview consisted of 10 questions organized into 2 clusters: (1) active learning techniques EFL teachers employ in their reading classrooms and (2) EFL teachers' perspectives on the role of active learning in reading instruction. The first cluster consists of questions 1 and 2, whereas the second cluster comprises questions 3, 4, 5, 6, 7, and 8. The interview was done in Vietnamese to reduce the potential for negative effects of speaking English on the expression of participant ideas. The interview was taped and then transcribed. The translation data was written in English afterward.

Data collection procedure

The main research activities are presented in the table below. According to the first schedule, in week 3, 50 participants were invited to participate in the questionnaire to investigate their perceptions and classroom practice in teaching active learning in reading. Then in week 8, 03, interviewees were invited to participate in the interviews to explore more about their perceptions and classroom practice based on the questionnaire result. Then, in weeks 11 to 13, the researchers could have enough data for analyzing and writing the thesis. In total, thirteen weeks were needed to complete the data collection procedure of this current research.

Data analysis

Following the data collection stage, each data set from the questionnaire and the interviews were analyzed. For the quantitative data, the SPSS software was used to analyze the answers to the questionnaire. For the qualitative data, the transcriptions of the interviewees were divided into themes to be analyzed. The notes were focused on the instructional activities that the participants use in their real classrooms in order to compare to what teachers have reported in the previous questionnaire. Therefore, the data can provide full EFL teachers' perspectives on the role of active learning in reading instruction.

Results/Findings and discussion

Types of active learning techniques EFL teachers exploit in their reading classrooms

Quantitative data

The first section of the questionnaire comprised ten items associated with types of active learning techniques applied in EFL reading classroom, as presented in Table 2.

Table 2. The percentage of the respondent's responses to items in the section 1.

No.	Items	Never	Rarely+ Sometimes (%)	Often + Always (%)
1	I ask my students a specific question and allow them one to two minutes to compose their responses.	0	61.5	38.5
2	By the end of the lesson, I have my pupils write their thoughts on the reading.	11.5	61.6	26.9
3	I pose a question and require my pupils to engage in group discussion to determine the answer.	0	26.9	73.1
4	Students generate a list of ideas for a certain topic through brainstorming, and then create a mind map to illustrate the probable connections between the ideas.	3.8	69.3	26.9
5	On the paper, I have my students list and contrast opposing concepts. The students are then obliged to assess the lists by posing pertinent questions.	7.7	69.3	23
6	Students participate in a role play.	0	53.9	46.1
7	Students are permitted to present in front of the class. The remaining students may ask questions.	0	46.2	53.8
8	I split the students into debate teams, assign each team a viewpoint to support, and require each team to provide justifications for its standpoint.	11.5	57.7	30.8
9	To complete a task, I require my students to read different sections of a text and communicate knowledge.	3.8	53.8	42.4
10	I ask questions at various cognitive levels.	3.8	46.1	50.1

According to table 4.1, the majority of participants (100%) used items 3 (Discussion), 7 (Panel Discussion), 6 (Role-Playing), and 1 (One-minute paper). In addition, more than half of the participants utilized the subsequent items, specifically 73.1% for item 3 (Discussion) and 53.8% for item 7 (Panel Discussion). Moreover, item 2 (Journal writing) with 11.5% and item 8 (Debates) with 11.5% were the least utilized techniques.

Qualitative data

The quantitative and qualitative data powerfully reinforce the fact that the participants appeared to have an understanding of active learning techniques and have been implementing some of them in their teaching environment. These techniques consist of one-minute paper, journal writing, discussion, concept mapping, visual lists, role-playing, panel discussion, debates, jigsaw reading, questioning, and other techniques.

In particular, the discussion was implemented by a large majority of the participants (90%). Moreover, two out of three interviewed teachers mentioned discussion as a technique when teaching reading skills.

"I usually create some minutes for my students to discuss issues related to the reading texts." (Interviewee 1 and Interviewee 3)

Roughly three-quarters of the respondents, 72% of the respondents exploited concept mapping techniques in their reading lessons. However, none of the interviewees cited examples of the employment of this technique. The same as concept mapping techniques, the interviewed

teachers did not refer to the utilization of one-minute paper and visual lists, although more than 30% of the respondents reported the exploitation of these techniques in the survey.

Besides that, 70% of the participants in the questionnaire utilized questioning as an active learning technique in their reading lessons. This was also reported as one of the most particularly prevalent techniques among three interviewees.

“I usually ask some additional questions to check whether my students thoroughly understand the texts or not.” (Interviewee 1, Interviewee 2 and Interviewee 3)

In addition, more than half of the participants (62%) exploited the role-playing technique, whereas only one interviewed teacher stated that she taught her reading lessons by having her students play a role.

“I have used role play to make the reading more appealing. Then I asked my students to have a discussion on how they understand and feel about the text before and after the play.” (Interviewee 1)

The panel discussion technique was used only by 54% of the respondents in their reading classrooms. However, only one interviewee recounted the implementation of this technique in their reading classrooms.

“I once asked my students to have a presentation about the reading text.” (Interviewee 2)

Moreover, journal writing was reported as the least frequently used technique according to the quantitative data.

Finally, Interviewee 1 and Interviewee 2 also mentioned the use of other active learning techniques.

“When dealing with long reading tasks, I allowed my students to play games to motivate them.” (Interviewee 1)

“I ask my students to watch a video relevant to some reading text that hard to explain by words before the lessons in order to help them read easily” (Interviewee 1)

In short, the exploitation of the active learning techniques in the EFL reading classrooms embracing one-minute paper, journal writing, discussion, concept mapping, visual lists, role-playing, panel discussion, debates, jigsaw reading, questioning, and other techniques is named in the answers. Among these techniques, discussion and questioning are implemented by the majority of the participants.

EFL teachers' perception of the role of active learning in teaching reading *Quantitative data*

The second section of the questionnaire was comprised of sixteen items regarding EFL teachers' perceptions of the role of active learning in teaching reading, as reported in Table 3.

Table 3. The percentage of the respondent's responses to items in the Section 2

No.	Items	Disagreement (%)	Neutral (%)	Agreement (%)
1	Active learning encourages students to participate in activities rather than simply sitting in class, listening, and memorization assignments.	3.8	0	96.2
2	Active learning supports students in incorporating what they have learned into their identities.	0	15.4	84.6
3	Participation in activities allows students to retain information better.	0	3.8	96.2
4	Active learning reduces the capacity of students to receive knowledge from teachers.	19.2	30.8	50
5	Active learning can promote interaction amongst students.	3.8	3.8	92.4
6	Active learning can promote interaction between teachers and students.	3.8	11.5	84.7
7	Active learning facilitates the growth of students' interpersonal skills.	0	3.8	96.2
8	Active learning allows pupils to develop their problem-solving abilities.	0	7.7	92.3
9	Active learning allows students to hone their abilities to collaborate effectively with others.	0	7.7	92.3
10	Active learning enhances pupils' decision-making abilities.	0	15.4	84.6
11	Active learning affords students the opportunity to develop higher-order thinking skills.	0	7.7	92.3
12	Enhancement of critical thinking skills enhances students' comprehension of the text.	0	11.5	88.5
13	Due to their enhanced abilities to analyze, synthesize, and evaluate, pupils can quickly interpret what is communicated implicitly in a text.	0	15.4	92
14	Due to the development of critical thinking skills, pupils are able to analyze, evaluate, and critique textual information and ideas.	3.8	11.5	84.7
15	Active learning provides students with the opportunity to discover new ways of thinking about a subject.	0	15.4	84.6
16	Active learning allows pupils to investigate their own feelings about a topic.	0	23.1	76.9

The results indicate that the respondents have favorable views on the role of active learning in reading instruction. Particularly, all respondents (100%) agreed that active learning encourages students to engage in more activities as opposed to sitting in courses, listening, and memorizing tasks. There are 96 % agreed with the statements, "Active learning encourages students to participate in activities rather than simply sitting in class, listening, and completing memorization assignments," "Participation in activities allows students to retain information better," and "active learning facilitates the development of students' interpersonal skills." Similarly, most of the respondents (more than 92%) agreed that active learning could promote student interaction, which allows students to develop problem-solving skills and the ability to collaborate effectively with others, and which provides students with the opportunity to develop

higher-order thinking skills. According to 92% of respondents, the percentage of respondents agreed with the statement "Due to their heightened ability to analyze, synthesize, and evaluate. Students are able to interpret what is communicated implicitly in a text" rapidly is also very high. There is only 88.5 percent of participants, compared to other items, believed that active learning provides students with the opportunity to develop critical thinking abilities and boosts students' text comprehension. About four-fifths of respondents agree or strongly agree that active learning helps students incorporate what they have learned into their identities, and active learning can promote interaction between teachers and students. In short, over one-fourth of respondents agreed with the notion that active learning diminishes students' ability to receive knowledge from teachers.

Qualitative data

Both quantitative and qualitative data reveal that the participants held positive perceptions towards the role of active learning in teaching reading.

EFL teachers' perceptions towards the role of active learning referring to critical thinking

Both quantitative and qualitative data indicate that active learning can assist learners with honing their critical thinking skills. All three interviewed teachers concurred that critical thinking can be developed through the implementation of active learning techniques in reading classrooms.

"My students' critical thinking was developed through the process of evaluating their friends' opinions and offering cogent explanations for these." (Interviewee 1)

"Questioning techniques help my students to develop their critical thinking skills related to personal experiences." (Interviewee 2)

"Participating in the presentation is one of the most effective activities that help my students to improve their critical thinking skills." (Interviewee 3)

Additionally, two interviewees articulated that students' level of English proficiency was positively correlated with their critical thinking abilities.

"The improvement of critical thinking through these activities depends on students' levels." (Interviewee 2)

"Critical thinking can be improved through time, but it greatly depends on students' level." (Interviewee 3)

Besides the development of critical thinking through the employment of active learning in reading lessons, EFL teachers show the belief that improvement in critical thinking skills assists students with bettering learners' reading comprehension abilities. This finding was evidenced in the quantitative and qualitative data. Moreover, two out of three interviewed teachers arrived at an agreement on this belief.

"In the final test, the percentage of my students can choose the correct answers was increased." (Interviewee 1)

"My students performed tasks which required them to grasp main points, scan lexical

items and summarize the text better." (Interviewee 2)

On the whole, the participants assume that active learning performs an essential role in developing learners' critical thinking skills. The development of this skill may lead to the improvement in reading comprehension skills.

EFL teachers' perceptions towards the role of active learning appertaining to skill development

One of the principal characteristics of active learning is more emphasis on upgrading learners' skills. Thus, one of the fundamental roles of active learning is that learners can develop skills, which was strongly supported by the quantitative and qualitative data. More than 80% of the respondents showed that active learning enables learners to develop other skills in reading classrooms. Additionally, two out of six interviewed teachers mentioned the improvement in different skills, thanks to the implementation of active learning techniques.

To analyze the data in some depth, a number of skills that embrace teamwork, communication, problem-solving, negotiation, creativity, and presentation skills can be sharpened through the application of active learning techniques in reading classrooms.

Regarding teamwork skills, two out of three interviewees stated that this skill could be enhanced since in-class activities are conducted in groups.

"Teamwork can be improved since most of the activities were carried out in groups." (Interviewee 2)

"After working in teams several times, my students have learned how to work with each other effectively." (Interviewee 1)

In terms of problem-solving skills, none of the interviewed teachers reported an improvement of this skill because of the difficulty of implementing it in class.

Aside from these skills, the interviewee suggested that communication skills and negotiation skills can be developed thanks to the implementation of active learning techniques in reading classrooms.

"Students mostly work in pairs or groups, hence the development of communication skills." (Interviewee 2)

"I am not the kind of teachers that decide everything in class. I usually ask students to choose from what I offer them and try to convince the classmates to all agree to that. Therefore, they have to apply skills like negotiating skills to convince everyone in class." (Interviewee 3)

To sum up, active learning allows learners to develop different skills except for language skills.

EFL teachers' perceptions towards the role of active learning germane to involvement in the learning process and participation in activities

Besides the role appertaining to skill development, both quantitative and qualitative data prove that active learning plays a role germane to involvement in the learning process and participation in activities. All the respondents (100%) reached the agreement with the fact that active learning allows learners to engage more in activities instead of sitting in classes, listening,

and memorizing assignments. In addition, one interviewed teachers mentioned this role as sharing their hands-on experiences in teaching reading.

“They have much interaction so they can learn from their partners.” (Interviewee 3)

EFL teachers' perceptions towards the role of active learning pertinent to the exploration of attitudes and values

Apparently, active learning offers learners ample opportunities to put forward novel views and explore their own feelings about something since active learning creates a learning environment in which learners express their feelings about topics of reading texts. This finding was reinforced by the majority of the respondents (more than 70%) and all of the interviewees.

“They have to respond to leading questions based on their understanding”. (Interviewee 1)

“I have my students think of it and give their personal perspective toward it” (Interviewee 2)

“I let my students think about the topic first then require them to discuss their opinions before class.” (Interviewee 3)

Findings from the questionnaire and the interviews indicate that active learning techniques EFL teachers employ in reading classrooms are widely varied. The most frequently implemented techniques are discussion and questioning. Additionally, the findings reveal that active learning plays different roles in reading classrooms. Specifically, it helps learners to develop critical thinking and other skills, gets learners involved in the learning process and participate in activities, and allows learners to put forward novel views and explore their feelings about something.

Discussion

Firstly, the findings indicate that the teachers adopted a wide range of active learning techniques, but the most popular are discussion and questioning. The results in the current study are similar to Ameli's (2016) study, where discussion is considered the most useful active learning technique in the learning classroom. Besides that, it was found that questioning was one of the techniques exploited in reading classrooms at the School Basic Committee (Adeboju, 2018). According to what was found in this research, the implementation of questioning and discussion in classrooms aims to render students more active since they have to make questions and respond to their classmates.

Secondly, the findings show that all teachers believe that applying these techniques helps students develop critical thinking and other skills, gets learners involved in the learning process, and participate in activities. The qualitative data fit the research of Ramezani, Modaberi, and Moonesan (2016), as well as Zare and Biria (2018). These authors state that critical thinking and reading comprehension have a statistically significant positive link to each other. It can be inferred that students' level of English proficiency was positively and strongly correlated with their critical thinking abilities.

Conclusion

The study aims to (1) explore the types of active learning techniques EFL teachers employ in their reading classrooms and (2) discover their perceptions towards the role of active learning in teaching reading. The results from the data collected showed that the participants applied a great diversity of techniques. However, only discussion and questioning are the most frequently used in EFL reading classrooms. In addition to that, the quantitative and qualitative data revealed that the participants hold positive perceptions towards the role of active learning in teaching reading. Particularly, the teacher participants believe that active learning can help learners to upgrade their critical thinking skills. Remarkably, the more proficient in English learners are, the better critical thinking skills they possess.

Like most of the research, the current study revealed a handful of unavoidable limitations. The small sample size, 26 participants, imposed the first limitation. Due to the sample size, the findings of the study can not be generalized to all EFL teachers at private language centers in Mekong Delta. Another possible limitation of the research is that the target participants were EFL teachers at private language centers. Thus, the findings just uncovered a minor part of the overall picture regarding the implementation of active learning techniques by EFL Vietnamese teachers.

Some suggestions for further research are put forward based on the limitations of the current research. Firstly, it is recommended that future research should be undertaken with a larger sample size to render the findings of the study more reliable and valid. Besides that, future studies should be carried out with teachers from different institutions such as high schools and universities.

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Biodata

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Effects of Using Technology to Engage Students in Learning English at a Secondary school

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ABSTRACT

Keywords:

technology; interest; participation; engagement.

In recent years, more and more teachers are applying technology to improve teaching quality and help students learn more actively. This study investigates the impact of technology on engaging students to learn English and explores students' attitudes towards the use of technology in the classroom. This study aims to develop useful suggestions for educators, students, and teachers in secondary schools to engage students in learning English, thereby improving the quality of education. Besides, it encourages teachers to use technology in the classroom to enhance students' interests. This study was conducted at a Secondary School in Kien Giang province, with 45 students responding to the questionnaire with items about their attitudes towards technology used in the classroom. Additionally, the involvement of 6 English teachers in interviews also helped to deepen the understanding of teachers' beliefs about using technology to attract students to learn English. The findings of the study show that technology had a significant impact on students' engagement.

Introduction

Interest is what creates self-discipline. Interest and self-discipline are two psychological factors that ensure positivity, independence, and creativity in learning. In contrast, independent and creative active learning styles influence the development of interest and self-discipline. Sharma and Ranjan (2016) stated that it is necessary to make students interested in learning so that they can learn more autonomously and effectively. It means that if students want to study well, they must love learning first. They will be willing to join learning activities in every class because interest gives rise to the aspiration that makes them study and work effectively. Therefore, the desire to understand, the positivity in cognitive activities, self-study, and self-forging skills are the factors that need to be educated for students when they learn English. Students' interest in participating in learning activities always brings success to the lesson. When students are interested in what they are learning, they pay more attention to the lessons, they process the information more efficiently, and they apply more effective learning strategies. Therefore, the teachers need to find ways to engage students in learning English at school. Engaging students

in the learning process can increase their attention and focus, motivate them to practice higher-level critical thinking skills, and promote meaningful learning experiences. Lester (2013) said that the interest in student engagement levels grows a lot because it is an acknowledged way for students to experience increased learning and improved outcomes from an educational institution.

As English teachers, a high level of student engagement should be a priority because the more students are engaged, the more they learn and the more they achieve. Saeed and Zyngier (2012) stated that students are engaged when being involved in their work. They will try their best to overcome challenges and obstacles, and of course, they will be delighted to complete their work. Using technology as media in the classroom is very helpful because it can increase the student's interest in the learning process. As we know, English is a foreign language. It is not easy for students to approach and adapt. Therefore, it requires students to have a passion, a positive motivation, and an interest in learning English. When students are engaged in the learning process, they are less likely to lose interest in what they are taught. Engaged students are more likely to excel in standardized tests and less likely to drop out.

Most students in secondary school find it rather difficult to learn English. Therefore, they don't have an interest in learning English. This affected the students' learning attitude. They learn English in class with a passive attitude and a lack of interest. Most of them do not actively participate in learning activities in English classes. Tuma (2021) said that a weakness in the teaching process is the students' passivity in lectures. This affects the quality of teaching and learning. Martin and Bolliger (2018b) believed that student engagement could increase their satisfaction, motivate students in learning, relieve the sense of isolation, and enhance the participation of students in the lessons.

There are many ways to engage students in learning English. It depends on the student's level, the teacher's method, the facilities of schools, etc., so that the teachers can apply their suitable ways. However, after applying some ways to students in my school, I realize that one of the most effective ways that can engage students in learning English is to apply technology to the lessons. Kaur and Nadarajan (2020) said that teachers could enhance students' engagement and active participation in the classrooms in an effective manner by using technological hardware and software such as computers, tablets, online teaching, and learning applications. While the traditional methods of teaching English by simply providing knowledge to students through classroom teaching activities supported by cassette players, blackboards, white chalk, etc., have become obsolete. Instead, there are many modern devices such as TVs, projectors, interactive whiteboards, etc., that we can apply in teaching English.

Nowadays, along with international economic integration and globalization trend, the improvement of English ability has always been of interest to the education sector at all levels of education. That is why nowadays, more teachers are using technology in teaching English than before to promote positivity, initiative, and creativity for students in learning English. To achieve the above goal, many English teaching methods have been improved and applied. The application of information technology in teaching is considered a very effective measure to increase interest in English lessons. Lari (2014) said that today technology plays an important

role in education. To engage students in their lessons, teachers use it in their classrooms. Being aware of the benefits of using technology in education and the importance of student engagement, the researcher planned to study the effects of using technology to engage students in learning English at secondary school.

Literature Review

This part contains the study's theoretical background and the definitions of the terms relevant to the study, including technology and student engagement. The results of several related studies are also mentioned at the end of this part.

Definitions of students' engagement

Before studying the importance of using information technology for student engagement in learning English, it is important to define what student engagement is clearly. Experts have also defined student engagement in different ways. According to Martin and Bolliger (2018a), student engagement is the psychological investment of students in an effort directed to learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote. Dixon (2015) said that the attitudes, thoughts, behaviors, and communication with others of the individual are considered engagement. Student engagement depends on the time, energy, thought, effort, and feelings that students put into their learning. Student engagement is simply the participation, interaction, and enthusiasm of students during the learning process. In addition, Nguyen (2021) defines students' engagement as an important collaboration all throughout the learning environment that ought to emphasize the relationship between understudies and instructors, classmates, institutions, instruction, syllabus, and educational programs. Therefore, it is considered the factor that leads to the success of online learning. Dixon (2015) also said that the degree to which students actively participate by thinking, talking, and interacting with other students in the course and instructors about the content of a course is generally known as student engagement. Therefore, student engagement is a major factor in keeping students connected to the course. In a word, student engagement is simply understood as the participation and cooperation of students in the lessons. This is also the factor that can lead to the success of the teaching and learning process. Therefore, encouraging students to participate in learning activities is a very necessary thing that teachers need to do in the teaching process.

Definition of technology

Ahmadi and Reza (2018) defined technology as a manner of carrying out a task, notably using technological procedures, methods, or information. It has been characterized as the practical application of knowledge, particularly in a particular area.

The use of technology in the classroom

Technology is a useful tool for students. The usage of technology by students in the learning process is very important. Teachers should demonstrate how to use technology to enhance the curriculum so that students can use it more frequently to improve their language abilities. D'Angelo (2018) said that by incorporating technology into the curriculum, instructors have a

priceless chance to improve student engagement and academic achievement. In fact, learning a new language traditionally is not as interesting as learning a language with the help of information technology. However, there are still some teachers who rarely use technology in teaching. Gömleks (2004) thought that teachers' attitudes have a great influence on the use of information technology in the classroom, and according to some researchers, some teachers do not have a positive attitude towards computers, and they are very afraid of using computers in the classroom. This will reduce the interest of the learners. To me, one of the most effective ways that can engage students in learning English is by using technology in teaching. So, what does using technology in teaching mean? It is simply understood as the use of information technology devices and software as tools to support the teaching and learning of subjects in school, making good use of the software and designing lessons such as PowerPoint, word, violet, etc. Nguyen (2022) stated that technological advancement also has a significant impact on language learning. Numerous changes have been made to the way things are done, including updating the way English is taught using information technology advancements like using computers in the classroom.

In addition, according to Madiseh, Abri, and Sobhanifar (2022), the rapid development in technology and information has inspired teachers to explore innovative technology resources and promote the quality of teaching and learning. In addition, the application of technology can create a natural language learning environment, enable students to access accurate speech of native speakers, and make the teaching process more attractive. By designing electronic lectures with beautiful, vivid images and interesting video clips, teachers can attract students' participation in learning activities. With the development of information technology, the education industry has more and more opportunities to explore the optimization of software to improve teaching efficiency.

Gashi Shatri (2020) said that by using technology in teaching, teachers could create more opportunities for students to learn and interact with one another through the exchange of ideas and experiences and joint problem-solving. Teachers would have a lot of benefits from using technology tools in teaching. According to several studies, technology tools can enhance and improve students' engagement and active participation in the classrooms in an effective manner. Many technology tools can be applied in teaching English. Tran (2021) said that outside of class, social networking sites are seen as a useful teaching resource for EFL students. Additionally, they are crucial in fostering the process of group learning. Some of the most effective tools which many English teachers have used in teaching English are PowerPoint and Kahoot. Therefore, let's discuss the effects of these tools on engaging students in learning English.

PowerPoint: There is a wide variety of teaching software developed to assist language teachers in their classrooms. One of the most effective applications that many English teachers have used is PowerPoint. PowerPoint is an effective pedagogical tool in the classroom. Today, most English teachers use PowerPoint software to prepare lectures. This means that PowerPoint is a very effective application in teaching. Inoue-Smith (2016) supposed that PowerPoint had changed how teachers engage their students and present their lectures. PowerPoint allows us to

use images, audio, and video to have a greater visual impact. These visual and audio cues may also help me be more improvisational and interactive with the students. Instead of spending a lot of time and money to prepare all the visual aids, images, flashcards, and extra boards for the lectures, teachers can use PowerPoint lectures with various activities with images, audio, videos, etc. This is not only convenient for the teachers but also exciting for the students.

Kahoot!: Kaur and Naderajan (2019) stated that Kahoot! Invented in 2013 was considered a global educational brand because it has many unique features of typical gaming and teaching models that are interactive and competitive. Kahoot! is a game-based online learning tool that helps teachers design multiple-choice questions or learning games. Icard (2014) said that game-based learning had been regarded as a best practice to engage students in reviewing class content. It creates an atmosphere where students are critically thinking and engaged is essential for student learning. Through games, learners easily absorb knowledge more actively and with more interest. Teachers can use templates available on Kahoot! Or insert images, sounds, or YouTube links into the game to increase creativity and liveliness, making monotonous lessons more attractive to students. Kahoot! The application impresses and stimulates the learning spirit of learners because it has interactions in the form of games to test lesson knowledge. In addition, this application also creates a wide interaction and a spirit of learning competition among class members. Through this application, learners can give feedback to teachers about the quality of teaching as well as make the regular and direct exchange of ideas with teachers for effective English learning. Games on Kahoot! can help teachers change the forms of learning activities. This helps students acquire new knowledge actively. Through games, students can apply their knowledge to the games' situations, helping them practice, consolidate, expand their knowledge, and especially enjoy learning.

Some other researchers mentioned the importance of technology in improving language skills, like Kasapoğlu-Akyol (2010) studied “Using educational technology tools to improve language and communication skills of ESL students”. And Yunus, Nordin, Salehi, Amin Embi, and Salehi (2013) did research on the use of information and communication technology (ICT) in teaching ESL writing skills. Besides, Wyk and Louw (2008) studied the effects of technology-assisted reading to improve reading skills for young south African learners. I realized that most of these studies mainly discuss the benefits that teachers can bring to their students when they use technology in teaching English, but there are very few studies mentioning the difficulties that teachers must face when applying technology in teaching. Several teachers in my school find it difficult to use technologies in teaching because the information technology skills of some teachers are still limited, especially older ones. They are not brave enough to overcome antiquity to be passionate and creative and even avoid using information technology in teaching. That is the reason why the research about the use of technology to engage students in learning English at Nguyen Truong To secondary school was conducted to find out the effectiveness of technology in engaging students in learning English.

The aims of the study

The research is carried out to fulfill the two aims; The fundamental research explored the effects of technology tools on engaging students in learning English. And the second aim of the

research was to see what students' attitudes towards the technology used in the classroom were

Research Questions

What are the student's attitudes towards the technology used in the classroom?

Methods

This section produces an overview of the research methodology employed in the study. First, the section introduces the research questions, hypothesis, and design, followed by the description of the research instruments and participants. Finally, data collection and data analysis procedures are described in detail.

Research Setting and Participants

Research Setting

This study was conducted at Nguyen Truong To, Rach Gia city, Kien Giang Province. My school is on the outskirts of Rach Gia city, so the facilities for teaching and learning are not as spacious as the schools in the center of the city. However, being aware of the role, importance, and effectiveness of technology in teaching in general and foreign languages in particular, the school administrators have paid special attention and decided to bring technology into teaching and learning. Each classroom has been equipped with a television with a network connection at the beginning of the school year. Now, teachers in my school have more chances to use technology in teaching. As we know, English is considered a subject that requires the teachers to prepare a lot of visual aids. Therefore, with traditional methods, the teachers have to prepare a lot of teaching aids for each lesson. It is not only costly but also time-consuming. However, by using technology, the teachers can bring a lot of images, pictures, and video clips to classrooms. This both saves time and makes the lessons more interesting. The application of technology in teaching English helps teachers have more fully skilled lectures. The content of the lectures is more diverse and interesting. Moreover, it also saves time in class so that students, as well as teachers, have more time to interact and exchange.

Participants

Forty-five students consisting of 17 boys and 28 girls ranging from 13 to 15 years of age in class 9/1 of Nguyen Truong To secondary school participated in the research. Thirty-five students came from the city center. Ten came from the suburb of the city. According to the results of the previous year's statistics, this class has eight students with excellent grades, 14 students with good grades, 13 students with average grades, and 10 with bad students. I conducted a study on students' attitudes toward learning English at school and the effects of technology tools on engaging students in learning English.

Instruments

Questionnaires and interviews were used to collect data. The questionnaire consisted of 15 statements and utilized the Likert scale, asking the students to choose one of the following appropriate responses: Strongly Agree, Agree, Don't know (neutral), Strongly Disagree, and Disagree. And 6 English teachers were chosen to interview about their opinion.

Questionnaire

The researcher herself designs the questionnaire with 15 items ranging from “Strongly disagree, Disagree, Neutral, Agree, and Strongly agree” about participants' attitudes towards teachers' use of technology in the classroom. Firstly, the questionnaire is written in English, and then the researcher translates them into Vietnamese. This will prevent misunderstanding among the participants and help them save time in answering all the items. And the Vietnamese versions also make the participants willing to answer every item quickly and effectively. The questionnaire will be sent to the participants in printed forms. After one week, the questionnaires will be collected for analyzing the data.

Interview

Interviewing is considered the most data collection technique a qualitative researcher processes. The purpose of interviewing people is to find out what is on their minds, what they think, or how they feel about something. In this research, the interviews will be conducted with six teachers who have been observed from the sample. This research instrument aims to give insights into teachers' beliefs about using technology to engage students in learning English.

Research Design& process/ Data Collection& Analytical Methods

Research design

In this study, a mixed methods design, which includes both qualitative and quantitative research approaches, was used to investigate the effects of using technology to engage students in learning English and students' attitudes towards the use of technology in class. A mixed research method will help the researcher collect data more objectively and accurately.

Research process

The study began on the first week of the second semester and lasted for ten weeks. The questionnaire was given out to 45 students in class on 9/1 at Nguyen Truong To secondary school. They participated in responding to the items of the questionnaire in the middle of the second term of the academic year 2021-2022. Students were instructed how to give a response to each item. The questionnaire paper didn't require the student's name to encourage students to answer all questions as honestly and accurately as possible. Therefore, all their answers would be anonymous and confidential. Students took about 45 minutes to complete the questionnaire.

Data collection & analysis

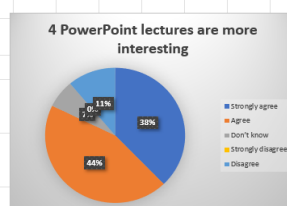
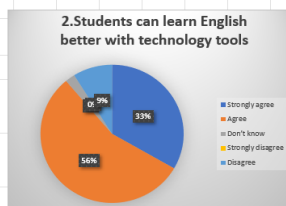
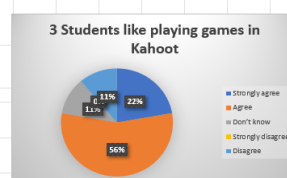
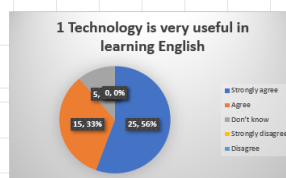
The data collection would be conducted for ten weeks. Two instruments, mainly questionnaires, and interviews were conducted respectively. The researcher used printed paper to collect the result of the questionnaires so that the data could be collected and analyzed more easily and effectively.

Findings and Discussion

In this session, the results of the research are presented. The data collected from the questionnaire were analyzed to measure the students' attitudes towards the use of technology in the classroom, the effects of technology tools in teaching were discussed.

Table 1. Responses to statements 1-4

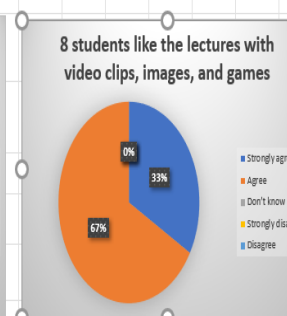
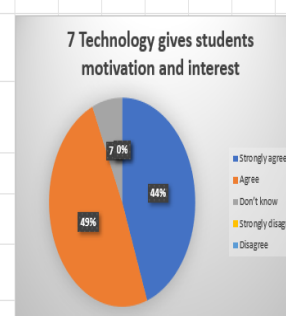
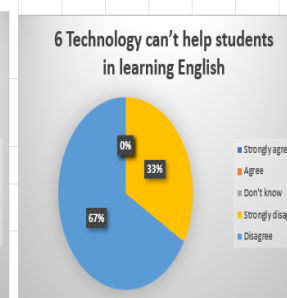
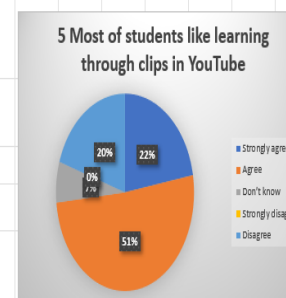
No.	Statements	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
1	Technology is very useful in learning English	25	15	5	0	0
		55,6%	33,3%	11,1%	0%	0%
No.	Statements	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
2	Students can learn English better with technology tools	15	25	1	0	4
		33,3%	55,6%	2,2%	0%	8,9%
No.	Statements	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
3	Students like playing games in Kahoot	10	25	5	0	5
		22,2%	55,6%	11,1%	0%	11,1%
No.	Statements	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
4	PowerPoint lectures are more interesting	17	20	3	0	5
		37,8%	44,4%	6,7%	0%	11,1%



As can be seen in Table 1, more than half of the participants (55,6%) strongly agreed that technology was very useful in learning English. A slightly smaller proportion also agreed (33,3%), which made the percentage of general agreement (88,9%). Only 11,1% did not know, and no disagreeing responses were found. Besides, 37,8% of students strongly agree that PowerPoint lectures are more interesting than traditional lectures, and 44,4 % of students agree with that idea. In comparison, only 11,1% of students disagree with the statement that PowerPoint lectures are more interesting. These findings show that most of the students in the class were interested in the PowerPoint lectures. Moreover, based on the results of statements 2 and 4 (see table 1), we could conclude that most of the students in class 9/1 agreed that students could learn English better with technology tools, and more than half of the students (77,8%) like playing games with Kahoot.

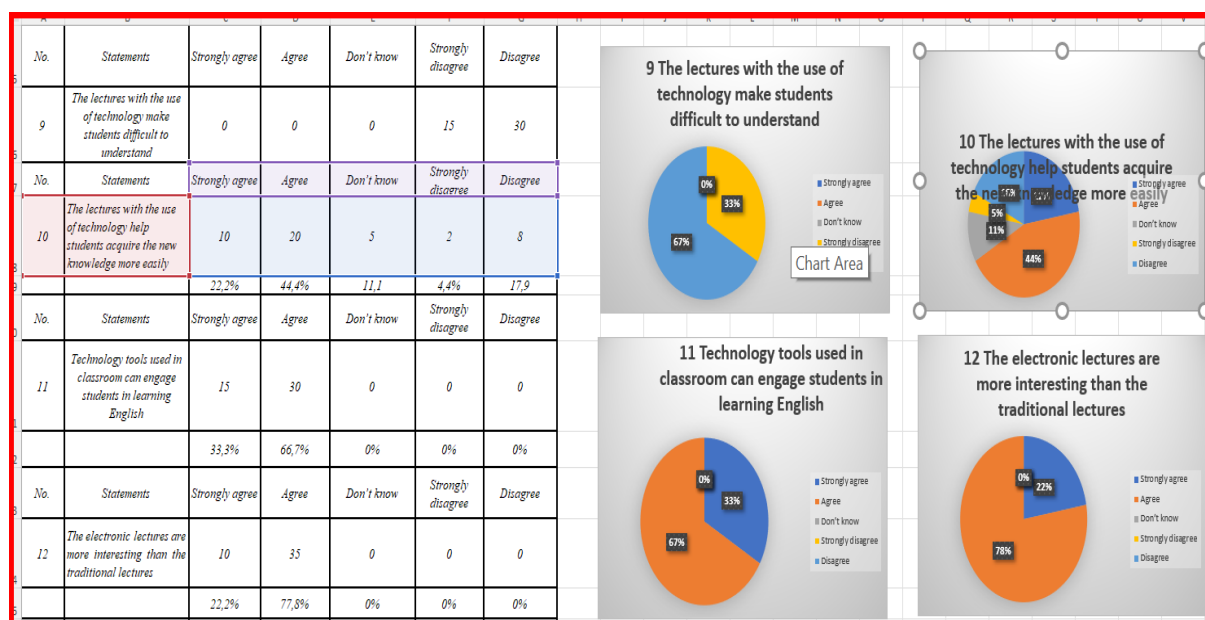
Table 2. Responses to statements 5-8

No.	Statements	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
5	Most of students like learning through clips in YouTube	10	23	3	0	9
		22,2%	51,1%	6,7%	0%	20%
No.	Statements	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
6	Technology can't help students in learning English	0	0	0	15	30
		0%	0%	0%	33,3%	66,7%
No.	Statements	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
7	Technology gives students motivation and interest	20	22	3	0	0
		44,4%	48,9%	6,7%	0%	0%
No.	Statements	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
8	Students like the lectures with video clips, images, and games	15	30	0	0	0
		33,3%	66,7%	0%	0%	0%



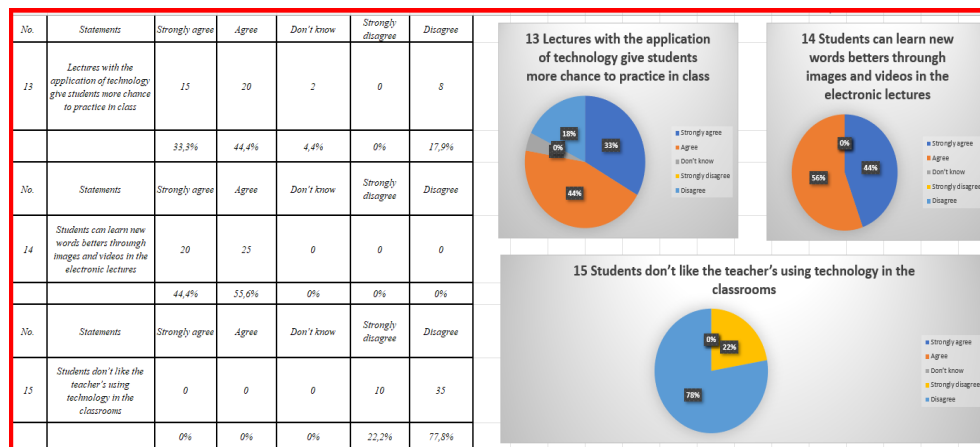
Based on the result in table 2, almost half of the participants (44,4%) *strongly agreed* that technology gave students motivation and interest, and the number of those who agreed was a little bigger (48,9%). The total agreement was (93,3%). No disagreeing responses were found, and only (6,7%) did not know. In addition, the results of statements 5 and 8 showed that 73% of students liked learning English through clips and YouTube. Moreover, all students were interested in the lectures with video clips, images, and games. Especially, 100% of participants strongly agreed and disagreed that technology tools used in the classroom could engage students in learning English.

Table 3. Responses to statements 9-12



The results of statement 9 in table 3 showed that no students agreed with the statement "the lectures with the use of technology make students difficult to understand," while all students agreed that new technology tools in the classroom could engage students in learning English (see table – statement 11). Besides, 100% of students agreed on the idea that electronic lectures were more interesting than traditional ones.

Table 4. Responses to statements 13-15



As shown in Table 4, (33,3%) of students strongly agreed that lectures with the application of technology gave students more chance to practice in class. A slightly more proportion also agreed (44,4%), which made the percentage of general agreement (77,7%). While only 4,4% did not know and 17,9% disagreeing responses were found. Besides, the result of statement 13 indicated that all students (100%) students supposed that they would have more chance to practice if they studied with the application of technology. Moreover, 50/50 of students in class 9/1 agreed (including strongly agreed and agreed) that they could learn new words better through the images and videos in the electronic lectures (see statement 14). And especially all students strongly disagreed or disagreed with the idea that "students don't like the teachers using technology in the classrooms" (statement 15).

Discussion

The results of the current study revealed that using technology in teaching English is very necessary. Technology can engage students a lot in learning English. Most students are very interested in the lectures with the application of technology. The result from the interview also showed that all the teachers indicated that the use of technology in the classroom could engage students in learning English. The result showed the important role of technology on students' engagement. However, few related studies examined the effect of using technology on students' engagement. Most of the related studies revealed positive effects of technology on students' learning skills like speaking and writing, "The Impact of YouTube, Skype and WhatsApp in improving EFL Learners' Speaking Skill" by Mustafa (2018) and Yundayani, Susilawati, and Chairunnisa (2019) studied about the effect of canvas on students' writing skills. Therefore, this study was conducted to fill in the gap by investigating the effectiveness of using technology to engage students in learning English.

Through the results, in terms of students' attitudes toward the teacher's use of technology in the classroom. The research investigated if the students were interested in the lectures with the application of technology. The participants' responses in the tables indicated that students had a positive attitude towards using technology in the classroom. They liked the electronic lectures with the help of technology tools like PowerPoint, Kahoot! and YouTube. Most students thought that technology was very useful and helped them a lot in learning English. A surprising result was that all students didn't agree with the statement "students don't like the teacher's using technology in the classrooms". Besides, the finding indicated that the lectures with the use of technology make students easier to understand the lesson. In general, all the above responses showed that the use of technology in teaching could engage students in learning English.

Conclusion

Students generally have a positive attitude towards the technology used in the classroom. Most of them think that technology is very helpful in learning English. Technology tools used in the classroom not only make students more interested in the lesson but also help them learn English more effectively. The application of technology in education in general and in English teaching in specific is inevitable because of technology's great benefits to both teachers and students. Classes with the application of technology, teachers and students must immerse themselves in

the endless experiences of the huge treasure of knowledge and the realities of social life worldwide. The realities of social life all over the world. Especially, technology can make students interested in the lessons. And when the learners are interested in learning English, they will find effective learning ways to pursue their goals. In addition, applying technology in teaching helps teachers improve their creativity and become more flexible in their teaching process. Teachers are now not only limited to the amount of existing knowledge but also learn more about other specialties such as informatics and learn advanced skills in using images and sounds in lesson design. The above results of the research prove that using technology to engage students in learning English is a necessary thing that all teachers should do in the process of teaching to give students interest in learning. From that, we can give them a positive attitude, motivation, and passion for learning English.

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Biodata

Pham Thi Chuong has been working as an English teacher at Nguyen Truong To Secondary School, Rach Gia City, Kien Giang Province for 24 years. She chose this profession for her desire and passion. She is currently studying for a master's degree at Tra Vinh University. She is very interested in doing research. Her area of research is to explore the benefits of technology in engaging students to learn English. In her opinion, the more students are engaged, the more they learn, and the more they achieve. She believes that her research efforts will greatly contribute to improving the quality of the school's education.

TVU Non-English Majors' Attitudes toward Utilizing Oral Presentations to Overcome Speaking Difficulties in English Classroom

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ABSTRACT

Keywords: oral presentation, speaking difficulties, attitudes

Mastering speaking is one of the biggest goals of students learning English. However, facing speaking difficulties is unavoidable. Impressively, the oral presentation is an effective solution or exercise for improving speaking. This study aims to determine non-English majors' speaking difficulties and reveal their attitudes toward utilizing oral presentation to overcome speaking difficulties in English classrooms in a university in the Mekong Delta of Vietnam, particularly at Tra Vinh University. Two questionnaires were used to collect the data from 68 first-year students. According to the results, when speaking, students found it difficult to express themselves effectively in English, to communicate in English without preparation, and to create or engage in an English conversation. For the positive impacts of oral presentations on speaking, the responders in this research pointed out that they had the motivation to speak English, formed and participated in an English conversation effectively, and obtained various ideas for their speaking performance thanks to conducting oral presentations.

Introduction

In this current climate, along with the development of science and technology, cooperation and exchange between countries in the world are also becoming increasingly popular. Over recent decades, being proficient in foreign languages, particularly English, has become more important than ever before. Additionally, the need of cultivating comprehension of English has been considered one of the most necessary issues. Especially, English speaking might become a new tendency. According to Chikh and Dich (2015), the main objective of learning English as a foreign language is to be capable of communicating effectively and appropriately in that language. Nadia (2013) stated that promoting students' speaking is fundamental to their progress in acquiring a language. Hence, it can be claimed that the mastery of speaking English will put the premise success in the future. However, speaking is thought to be the most difficult of the four skills (Dehbi, 2019).

Students must overcome several challenges in order to become masters of their speaking, as

speaking requires complex features. Many students confront psychological barriers when speaking (Horwitz, 2008). Students prefer to avoid speaking in the target language because they lack vocabulary, pronunciation, and knowledge of how to express ideas in acceptable grammatical structures (Leong & Ahmadi, 2017). Moreover, students from countries where English is not the primary language do not get enough motivation to speak English (Gurbuz & Cabaroglu, 2021). Because mastering speaking is the first aim of students when studying a language, it is crucial to discover how to assist students in improving their speaking.

To meet the aforementioned requirements, the oral presentation appears to become a viable solution to this problem. Fraioui (2016) stated that oral presentation is a beneficial and commonly used educational strategy for improving speaking proficiency. The oral presentation is unquestionably a highly successful type of assignment for students. Barker (2006) claimed that giving students a chance to practice speaking in front of the class with their prepared topics will develop students' speaking. In fact, students will overcome psychological problems such as anxiety, fear, and lack of confidence when practicing presenting (Dehbi, 2019; Gan, 2013). Besides, Brooks and Wilson (2014) believed that oral presentations encourage interactions between classmates and provide the requisite knowledge about language areas. Thanks to this, students can express their ideas and make conversations effectively.

Recognizing the advantages of oral presentations in enhancing students' speaking, professors of General English at Tra Vinh University (TVU) assigned oral presentations to non-English majors as soon as they enrolled in the classes. Therefore, it is necessary to investigate TVU non-English majors' attitudes toward utilizing oral presentations to overcome speaking difficulties in English classrooms. Through this study, students will realize the benefits of oral presentations in improving speaking difficulties. All at once, using oral presentations will become an efficient guide for students and teachers in learning English speaking. Every discovery in this research will be the motivation for developing students' speaking through oral presentations.

Aims of the study

This study was carried out to determine (1) TVU non-English majors' speaking difficulties and (2) their attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms.

Scope of the study

Participants in this study are non-English majors in their first year at Tra Vinh University. They are chosen because they have given oral presentations, and they can share their honest opinion about their speaking difficulties and the utilizing oral presentations to overcome their speaking difficulties in English class. Moreover, recognizing the benefits of oral presentations on speaking soon motivates them to do this kind of exercise in the future. Besides, although oral presentations affect all aspects of foreign language acquisition, their impacts on students' speaking are the most obvious. So, the influences of oral presentations on students' speaking are chosen to be a target of this research. Especially, the purpose of this study is to encourage

students to conduct oral presentations so only the benefits of oral presentations on the research aspect are inspected.

Literature review

Attitude

First, the definition and significance of ‘attitude’ must be explored. ‘Attitude’ refers to how people believe, react, and behave toward certain objects (McGroarty, 1996). Schommer et al. (1992) believed that attitude is extremely important in the academic process. Thomas and Harri-Augstein (1983) stated that although people thought that intelligence and aptitude determine one’s learning achievement, attitude is the key to this success. The role of attitude is more important in the language learning process (Flavell, 1987). Besides, showing positive attitudes may help people to be engaged in learning (Breen, 2001).

Summarily, attitude is the way people respond to certain objects. It is neatly related to one’s academic performance. Thus, it is essential to give students a chance to show their attitudes.

Speaking

Speaking is a crucial skill in the process of learning and teaching a second language (Fraoui, 2016). This researcher stated that most students want to be good at this language ability as quickly as possible. Many definitions of speaking have appeared. Chaney and Burk (1998) said that speaking is the process of creating and communicating meaning in a range of circumstances thanks to the use of verbal and non-verbal symbols. Similarly, according to Laili (2015), speaking is the capacity to pronounce and transmit cognition, ideas, and feelings via the articulation of sounds or words. Speaking requires so many different components, such as grammar, pronunciation, fluency, and vocabulary. In addition, Nadia (2013) claimed that the speaker’s gestures and facial expressions, as well as the speaker’s voice tone, stress, intonation, and pace of speech, are some qualities that separate speaking from other skills. Mastering speaking is difficult since students must first master mentioned characteristics (Laili, 2015).

The importance of speaking is undeniable. Hadfield (1990) considered speaking as a connection between the classroom and the world beyond. In fact, it enables students to convey their ideas, feelings, and opinions in social interactions. Moreover, speaking is an efficient capacity for mixing all linguistic aspects for carrying out or building communication. It may be explained that when speaking skills are employed, other abilities are used concurrently to construct and convey a message that is communicated through speaking (Nadia, 2013). Besides, mastering speaking might support the development of other skills. For example, speaking enhances students’ vocabulary and grammatical structures, which leads to improved linguistic skills (Leong & Ahmadi, 2017). Cultivating speaking a foreign language is useful for students’ cognitive growth since speaking aids in the development of students’ mental functions like creativity, imagination, comprehension, critical thinking, and intellect (White, 2004). The text formed while speaking should be meaningful because speaking without meaning might cause misunderstandings and affect the target of the skills (Liando, Sahetapi, & Maru, 2018). Thanks to making meaningful oral messages for communication, speaking develops linguistic

understanding (Shaw & McDonough, 1993). Impressively, students who are good at speaking English have a better opportunity of receiving a better education, obtaining excellent occupations, and advancing in their careers (Westrup & Baker, 2003).

In short, speaking is the capacity to transmit opinions using verbal and nonverbal signals in order to share knowledge and thinking. Improving students' speaking provides numerous benefits, but it is challenging since speaking comprises several components.

Speaking difficulties

When learning a language, particularly English, students confront several challenges that have a detrimental impact on their speaking (Fraoui, 2016).

Psychological factors can be considered the first problem. According to Amoah and Yeboah (2021), typical psychological factors influencing students' speaking performance are anxiety, fear of making mistakes, and lack of confidence. Scovel (1978) defined anxiety as a fearful mood that affects one's behavior. Arnold and Brown (1999) added that anxiety might be the most widespread emotional component impeding learning. Anxious learners struggle to demonstrate their language ability, and language anxiety may limit progress in language acquisition (Horwitz, 2001). Tok (2009) shared the belief that one of the most significant obstructions to learners' speaking is anxiety throughout the English speaking process. Speaking anxiety is a significant challenge for students learning English since it leads to failure when they are unable to express their thinking (Fraoui, 2016; Pabro-Maquidato, 2021). Besides, students in the research of Al Hosni (2014), Leong and Ahmadi (2017), and Pham et al. (2022) shared that they avoid speaking English because they do not want to make mistakes in front of the class. While discussing the elements that impede students' speaking, lack of confidence must be emphasized. Self-confidence equips learners with the incentive and energy to study positively and achieve more success (Xiaolu, 2006). According to Ni (2012), English learners who lack confidence are frightened to utilize the language, resulting in poor speaking performance.

The next problem is the lack of motivation. Zua (2008) stated that students lacking motivation will fail to acquire a language. Littlewood (2007) discovered that motivation is one of the most significant characteristics that aids learners in enhancing their performance in the target language since learners with high motivation outperform learners with low motivation in speaking. Students who lack the opportunity to practice tend not to use English for speaking (Al Hosni, 2014). More importantly, students will not practice English if teachers do not provide a conducive environment and push them to do so in class (Bowman, 1989). In particular, students prefer using their mother tongue in class because they feel it is easier (Westrup & Baker, 2003). This problem will hinder students from developing their speaking skills.

Besides, Leong and Ahmadi (2017) agreed with Ur (1999) that students' ability to enhance their speaking is hampered since they lack ideas. Rivers (2018) argued that students occasionally emphasize that they have no thoughts to share about an unfamiliar topic. Westrup and Baker (2003) added that it is extremely difficult for students to present their thoughts about a new

topic in a foreign language by the time professors inquire because they lack sufficient understanding, and do not know how to use proper vocabulary and grammar. Hence, they are unable to express exactly what they desire as well as create or join in conversations in the target language effectively.

Last but not least, language area accuracy is necessary for students' speaking competency (Islam, Ahmad, & Islam, 2022; Lindholm-Leary, Borsato, Genesee, Saunders, & Christian, 2006). Grammar, pronunciation, and vocabulary are examples of language areas (Amoah & Yeboah, 2021). According to Burnkart (1998), in order to be a master of speaking, language learners must first utilize the proper words in the right order with the perfect pronunciation. Al-Lawatiyah (1995) claimed that if a language aspect, such as vocabulary, grammar, or pronunciation, is weak, students' speaking will not progress.

To sum up, students have problems when expressing their thoughts and holding conversations in English. In addition, in cultivating speaking, students must overcome various obstacles such as anxiety, fear of making mistakes, lack of confidence, lack of motivation, lack of ideas to speak, and lack of knowledge about language areas.

Oral presentation

Many researchers have investigated the definitions of 'oral presentation'. The oral presentation is an activity in which the speaker expresses his or her point of view on a certain issue in front of the audience (Laili, 2015). In the same way, Barker (2006) described an oral presentation as speaking in front of a group, similar to a formal discussion. According to Al-Nouh et al. (2015), an oral presentation is a brief discussion of a given subject presented to the public to impart information or encourage discussion. Mallette and Berger (2011) assumed in their study that oral presentations are the most well-known way of providing information and are typically conducted using computers and projectors.

In this study, the oral presentation is the process in which presenters use visual and audio media to demonstrate their views and ideas to provide the public with knowledge or material through communication.

Using oral presentations in an English classroom

According to Fraioui (2016), using oral presentations in English classes is a student-centered strategy to increase students' speaking proficiency in their target language. Indeed, Wangsen (2019) presented that an oral presentation in the classroom is a teaching strategy in which students communicate essential information or a subject to their peers. Nunan et al. (1992) underlined that providing students with as many chances to practice speaking the intended language in relevant contexts and circumstances as possible in English classes is necessary. Nadia (2013) stated that, among the assignments given to students by teachers, oral presentations take up a significant amount of time in which students must actively speak, whether it is an individual or group oral presentation.

Generally, oral presentations are used in English classes as a technique to encourage communication and develop students' speaking.

The positive effects of oral presentations on speaking

According to Fraioui (2016), the oral presentation technique is extremely significant in English classes. It can be claimed that this technique is now being used by an increasing number of teachers to help students actively use or practice their language skills. As a consequence, students' speaking benefits greatly from oral presentations.

To begin, Parmis et al.(2020) said that oral presentations can help students overcome their anxiety about public speaking. In fact, the research of Budinski (2005) pointed out that each time a student delivers a presentation in front of many people, his anxiety diminishes slightly, and eventually disappears. According to King (2002), in order to support students to effectively cope with their speaking fear while delivering an oral presentation, teachers might also highlight that being concerned is normal and that most students would feel terrified and apprehensive when presenting their presentations.

Furthermore, by listening to criticism on their presentation and seeing other people's presentations, students may identify and improve problems they make when speaking (Girard, Pinar, & Trapp, 2011). Then, students can overcome the fear of making mistakes thanks to conducting oral presentations (Dehbi, 2019).

Brooks and Wilson (2014) believed that one of the primary advantages of using presentations in the classroom is that they are student-centered. Indeed, an assignment that puts students into the center will make them more confident. Fraioui (2016) and Ati and Parmawati (2022) came up with the same statement that oral presentations increase students' confidence. According to Riadil (2020), oral presentations will boost students' confidence in responding to questions, discussing ideas, and presenting in class.

Giving the students motivation to speak in English is one advantage of giving oral presentations (Girard et al., 2011). The oral presentation is seen as a motivating activity that assists students in communicating (Fraoui, 2016). This researcher also mentioned that oral presentations provide an environment in which students are encouraged to speak the target language appropriately and efficiently. In addition, an oral presentation will give them a chance to use the language for their negotiations and discussions as much as possible (Le, 2021).

Oral presentations might be utilized as a way of encouraging students to gather information and ideations to speak and prepare carefully for their performances. In order to give a well-organized presentation, students are expected to investigate a topic and look for specific material or data in English. Therefore, oral presentations can increase students' understanding (Al-Issa & Al-Qubtan, 2010). Carroll (2006) pointed out that when delivering a presentation, a student is able to demonstrate the knowledge and logic of concepts, improvise, and answer questions. As a consequence, the presenter must not only have the ideations to speak but also grasp them well and know how to express them so that the listeners understand what he is presenting (Fraoui, 2016). Students are more willing to speak after having careful preparation.

Because they have practiced making oral presentations, students may openly communicate their views and thoughts (Fraoui, 2016). In the same view, Putri et al. (2019) concluded that oral

presentations require students to discuss with their peers in order to get important information to present, as well as ask and answer questions about the topics presented. As a result of this, students are encouraged to express themselves and participate in conversations in the target language.

When giving an oral presentation, students can practice using both nonverbal and verbal language, and adjusting their tone of voice (Fraiou, 2016; Le, 2021). Similarly, Riadil (2020) claimed that the participation of students in oral presentations influences several areas of language development such as grammar, vocabulary, and pronunciation. Chikh and Dich (2015) emphasized that students will focus on improving their pronunciation, grammar, vocabulary, and word choice since they do not want to make mistakes while presenting.

Murphy (1992) discovered that oral presentations might enhance students' oral fluency in the target language. Furthermore, the findings of Ati and Parmawati (2022) showed that students recognize their true speaking abilities during the presenting process.

In general, using oral presentations in English class can help students overcome speaking difficulties and enhance their speaking performance. In particular, oral presentations reduce students' speaking anxiety, fear of making mistakes, lack of motivation, lack of confidence, lack of ideas to speak, and lack of knowledge about language areas. Moreover, students can improve their speaking mistakes, non-verbal language, and speaking fluency. Oral presentations also assist students in preparing to speak, increasing their capacity to express themselves and hold conversations in the target language, and evaluating their English speaking abilities.

Related studies

In this part, fifteen studies investigating students' speaking difficulties and their attitudes toward utilizing oral presentations to overcome speaking difficulties in English classrooms will be reconsidered.

Gan (2013) conducted the study "Understanding English Speaking Difficulties: An Investigation of Two Chinese Populations" to assess the English-speaking challenges faced by two Chinese populations: one group of university students from mainland China (MC) and one group of university students from Hong Kong (HK). Assistance was provided by 143 sophomores from a major teacher training institution in Hong Kong and 147 sophomores from a major teacher training university in China. The researcher employed a questionnaire to obtain the data, which included common challenges such as anxiousness, lack of confidence, lack of vocabulary, lack of ideas, difficulty expressing thoughts, and difficulty speaking fluently. The researchers propose oral presentations as a strategy to assist students in overcoming problems.

The study of Al Hosni (2014), "Speaking Difficulties Faced by Young EFL Learners," aims to determine the speaking challenges encountered by fifth graders in Oman's basic education institutions, and the major reasons leading to the occurrence of these difficulties. The researcher collected data through observations, interviews, and curriculum analysis. Four instructors who teach English in grade five and three fifth-grade classrooms from one school in Oman participated. The findings validated students' speaking challenges, such as lack of language

areas, anxiety, lack of enthusiasm, and lack of time to practice.

Amoah and Yeboah (2021) carried out the study “The Speaking Difficulties of Chinese EFL Learners and Their Motivation Towards Speaking the English Language” with the desire to critically examine the aspects that impact the speaking performances of Chinese EFL Learners, determine their motivational levels, and research approaches to increase EFL competence. The researchers worked with 75 students to complete questionnaires, and then ten of them were interviewed. The findings revealed that students’ speaking performances were hampered by barriers such as anxiousness, lack of motivation, lack of confidence, lack of ideas, and lack of vocabulary. Based on their findings, the researchers recommend that students use oral presentations to help them overcome obstacles.

Nadia (2013) initiated the research “The Use of Students’ Oral Presentations in Enhancing Speaking Skill in the English Language Classrooms” to investigate the function of students’ oral presentations in enhancing speaking skills. Five lecturers and 40 sophomores from Biskra University’s English department participated. The researcher used the best of the questionnaire for the students and the interviews with the instructors to produce the results, which included students’ speaking challenges such as anxiety, lack of vocabulary, pronunciation, and self-confidence. Based on the findings, instructors and students both felt that oral presentations enhance mentioned speaking issues.

“The Impact of Oral Presentations on Developing EFL Students’ Communicative Competence: Case of Second Year LMD Students at the University of Tlemcen,” written by Chikh and Dich (2015), was an investigation of the impact of utilizing oral presentations to increase the communicative capacity of EFL students with the help of 30 second-year LMD EFL students at Tlemcen University and five instructors of Oral Expression (COE) from the Department of English at the University of Tlemcen. A questionnaire was distributed to students, and an interview was conducted with the professors. According to the findings, students have positive opinions regarding the benefits of giving an oral presentation as part of their learning activities. They learned a lot of things from oral presentations, including vocabulary, grammar, and proper word pronunciation. Students were able to openly express themselves and engage in conversations.

“Improving Students’ Speaking Skill Through Oral Presentation Technique of the Tenth Grade Students at Man Trenggalek” of Laili (2015) researched how the Oral Presentation technique may improve students’ public speaking skills at MAN Trenggalek using an observation sheet and a test for 35 students in Matematika dan Ilmu Alam (MIA-5) during the academic year 2014/2015. It was discovered that presentations helped boost students’ self-confidence when speaking in front of their classmates. Students might also express themselves and improve their vocabulary and pronunciation.

In the article named “Improving Students’ Speaking Proficiency in EFL Classes Through Oral Presentation Technique a Case Study of Second Year LMD Students’ at Mohamed Kheider University of Biskra,” Fraioui (2016) employed a questionnaire and an observation to collect data from 60 second-year English students at Biskra University to show that oral presentation

is one of the successful approaches used to improve students' speaking skills. The study discovered that the primary causes of speaking difficulties were psychological variables such as anxiety, lack of confidence, and lack of motivation. In addition, students struggled with the lack of vocabulary, grammatical errors, and pronunciation. Impressively, the data also revealed that students supported using oral presentations and believed that they could freely express their thoughts after giving presentations.

Afrida (2017) presented "The Use of Oral Presentation in English Speaking Class (A Case Study at Department of English Education of UIN AR-Raniry)" in order to determine whether the usage of oral presentations in English speaking classes promotes a better learning environment. The data for the article was gathered through observation and interviews. Thirty English majors who were in the third semester participated. The study found that oral presentations helped students convey their views, boost their self-confidence, and develop their vocabulary and pronunciation. Oral presentations were claimed to stimulate students to speak English and should be used in class.

To ascertain the students' perceptions about the usage of oral presentations as the final task in the English for Engineering class at Politeknik Negeri Ujung Pandang, Sahriana (2018) wrote the essay "Improving Students' English Ability Through Oral Presentation Task: The Students' Perception" with the support of 20 students from the Mechanical Engineering Department of Engineering class at Politeknik Negeri Ujung Pandang using a questionnaire and an interview. Finally, the study discovered that students agreed that making oral presentations is a unique technique to enhance all English fundamental abilities, including speaking. Particularly, they were able to develop their speaking skills, expand their vocabulary, and increase self-confidence via presenting.

Putri et al (2019) wrote the paper "Improving the Students' Speaking Ability Through Oral Presentation" to increase students' speaking ability by utilizing oral presentation strategies for Year-11 students at SMAN 6 Pontianak. This study involved 33 Year-11 MIPA 4 students from SMAN 6 Pontianak. To acquire data, the researcher relied on students' performance tests, observation checklists, and field notes. The data revealed that students responded positively to using oral presentation to develop their speaking skills. They believed that oral presentations boosted their speaking confidence and encouraged them to share their opinions.

In the article "The Role of Oral Presentations in Reducing EFL Learner's Speech Anxiety the Case Study of Second Year EFL Students at Mohamed Kheider University of Biskra," Dehbi (2019) researched the significance of utilizing oral presentations to alleviate speech anxiety with the help of five professors of Oral Expression and 40 second-year English students at Biskra University's English department. The questionnaires were created to collect data. The results suggested that students experienced speaking issues such as anxiousness, lack of ideas and confidence, and fear of making mistakes. Meanwhile, reducing anxiety, and increasing self-confidence and motivation to speak English were highlighted as benefits of oral presentations.

Through the research "The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety, and achievement in ELT Methodology 1," Hammad

(2020) planned to investigate the usefulness of oral presentations in enhancing Al-Aqsa University EFL students' performance in speaking and ELT Methodology 1 (English Language Teaching) course and lowering their degree of speaking anxiety. In this study, 60 Palestinian EFL female students took part. To gather data, the researcher used a standardized speaking test, an achievement test, an open-ended questionnaire, and a speaking anxiety questionnaire. Finally, the researcher stated that oral presentations motivate students to speak English and lessen speaking fear.

Riadil (2020) has introduced his paper named "Does Oral Presentation Affect the Development of the Students' Ability to Speak in EFL Classroom?" to examine the influence of oral presentations on the growth of the student's capacity to speak English and know the students' challenges in making the oral presentations in EFL courses for higher education. This study used the questionnaire as a method to get the opinions of 25 students from Tidar University's English Department. The findings pointed out that oral presentations impacted the development of the grammatical system, vocabulary, pronunciation, the ability to respond correctly to different situations, the way to express an idea, the way to make conversation, and the way to utilize verbal and nonverbal language. Overall, oral presentations positively influence students' speaking ability.

"EFL Students' Perceptions of Oral Presentations: Implications for Motivation, Language Ability and Speech Anxiety" was carried out by Gurbuz and Cabaroglu (2021) to evaluate preparatory class students' perspectives of oral presentations and their functions in EFL learning and teaching in term of language competence, speech anxiety, and language learning motivation. The data was collected using pre-and post-student surveys, semi-structured interviews, self-reflection forms, and peer-evaluation forms with the assistance of 29 adult EFL students to obtain the results, which included reducing anxiety, reducing lack of motivation, and increasing confidence, as well as improving vocabulary, grammar, pronunciation, ideas to speak, and speech fluency.

Ati and Parmawati (2022) published the research called "The Use of Oral Presentation in Teaching English to Improve Students Speaking Skills." The research was undertaken in order to investigate the oral presentations given by 25 third graders in order for students to enhance their speaking skills. The data from this investigation, which was compiled through observation and field notes, demonstrated that students were able to boost their vocabulary and motivation, as well as recognize their true English speaking skills.

Research gaps

Overall, the mentioned studies emphasize the necessity to make better speaking by using oral presentations. Many researchers agreed that there were difficulties that affected students' speaking including psychological factors and the lack of knowledge about language areas (Al Hosni, 2014; Amoah & Yeboah, 2021; Dehbi, 2019; Fraioui, 2016; Gan, 2013; Nadia, 2013). Besides, twelve previous studies share similarities in the advantages of oral presentations on students' speaking (Afrida, 2017; Ati & Parmawati, 2022; Chikh & Dich, 2015; Dehbi, 2019; Fraioui, 2016; Gurbuz & Cabaroglu, 2021; Hammad, 2020; Laili, 2015; Nadia, 2013; Putri et

al., 2019; Riadil, 2020; Sahriana, 2018). Specifically, students in these articles thought that they had opportunities to speak English, enhance their confidence, and increase their understanding of language areas. Most of the studies above focused on high school students, sophomores, or English majors, while the participants in this study are freshmen who are non-English majors. Besides, despite the similar aims among this research and the related studies, this study investigates students' speaking difficulties and their attitudes toward utilizing oral presentations to overcome speaking difficulties in English classrooms in a totally different area, particularly at Tra Vinh University.

Research Questions

This research is being conducted to address the following questions:

1. What are TVU non-English majors' speaking difficulties?
2. What are TVU non-English majors' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms?

Methods

Pedagogical Setting & Participants

The participants of this study were 68 first-year students from two different classes of the School of Education, and one class of the School of Engineering and Technology at Tra Vinh University. These students were chosen because they have studied English with the same teacher. In terms of speaking difficulties, all the students in this research showed that they have faced problems when speaking through evaluating that their speaking is not good. In particular, 34 students (50%) believed their level of English-speaking skills is average, 27 freshmen (39.7%) thought it is poor, and seven students (10.3%) picked the rank of very poor. Besides, almost all the participants expressed that they have experience doing oral presentations during their school terms. In reality, 11 students (16.2%) often participate in oral classroom presentations, 35 students (51.5%) sometimes make the oral presentation, and 22 students (32.4%) rarely do presentations. Hence, their speaking difficulties and their attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms are trustworthy.

Design of the Study

This research is carried out in order to determine TVU non-English majors' speaking difficulties and their attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms. Therefore, two questionnaires were selected to collect the data.

According to Nunan et al. (1992, p. 231), "A questionnaire is an instrument for the collection of data, usually in a written form consisting of open and/or closed questions and other probes requiring a response from the subject." Therefore, the questionnaire is used in this research as a convenient instrument to gather quantitative data. In fact, participants are able to show their

choices thanks to an agreement 5-scale Likert consisting of Strongly disagree, Disagree, Neutral, Agree, and Strongly agree (Hasan & Hasan, 2019). Moreover, these researchers also pointed out that analyzing the survey data from the questionnaire is also easy and quick. Additionally, the questionnaire maintains the confidentiality of the informants, which increases data reliability (Mohammed, 2014).

These questionnaires were designed based on the studies of Gan (2013), Chikh and Dich (2015), Fraioui (2016), as well as Dehbi (2019). Importantly, these questionnaires were drawn up in both English and Vietnamese because the participants of this research were freshmen whose majors are not English.

The first questionnaire is aimed to determine students' speaking difficulties. There are two main parts to this questionnaire. The first section requires students to self-assess their speaking ability. The second section is about students' speaking difficulties. This part contains 15 items with an agreement 5-scale Likert.

The second questionnaire is carried out to survey students' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms. This questionnaire is divided into three main parts. The first section is about the frequency of using oral presentations. The second section asks students to show their attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms. This section comprises 15 items with a 5-point Likert scale agreement. In the last part, students have to choose whether oral presentations should be used in class to overcome their speaking difficulties.

Data collection & analysis

The collecting data period through the first questionnaire began on July 7th and lasted until July 10th, 2022. Then, the participants had to conduct their oral presentations. After making the oral presentations, students were asked to answer the second questionnaire on July 14th and 15th, 2022. The questionnaires were sent to participants through a social networking site named Google Forms since students could respond fast and conveniently. Besides, this online data gathering method made sure that students answered all the questions. Before responding to the questions, participants were clearly informed that their answers would be treated confidentially and all information would be used only for the research aims. Then, students were encouraged to show their thinking freely because their honest responses were very essential. Furthermore, they could ask to explain carefully the questions they did not understand.

After assembling the information, Microsoft Excel and the software called Statistical Package for the Social Sciences (SPSS) were used to analyze the quantitative data of the questionnaires. As a result of the analysis process, descriptive statistics and mean were shown clearly.

Results/Findings and discussion

Table 1. Reliability statistics of the questionnaire

Cronbach's Alpha	N of Items
.93	30

As a consequence, the reliability of all items reached $\alpha = .93$ of Cronbach's Alpha which is highly reliable.

TVU non-English majors' speaking difficulties

Table 2. TVU non-English majors' speaking difficulties

	M	SD
1. I lack the motivation to speak English in and out of class.	3.43	1.00
2. I resist opportunities to speak English in and out of class because I don't want to speak in English.	3.72	1.08
3. I am anxious when speaking English.	4.04	.89
4. I keep silent in class because of lacking the confidence in speaking English.	3.68	1.01
5. I lack the confidence to speak English in front of the whole class.	3.97	.96
6. I make a lot of mistakes when speaking English.	4.25	.80
7. I avoid using difficult words and structures when speaking English because I don't want to make mistakes.	4.25	.97
8. I find it difficult when I have to speak without preparation during English lessons.	4.41	.78
9. I lack ideas to say when speaking English in or out of class.	4.13	.94
10. I struggle to express my thinking effectively in English.	4.43	.82
11. I feel difficulty speaking English fluently.	4.29	.96
12. I get stuck with GRAMMAR when speaking English.	4.29	.83
13. I get stuck with VOCABULARY when speaking English.	4.35	.77
14. I encounter PRONUNCIATION problems when speaking English.	4.35	.86
15. I struggle to form or participate in an English conversation.	4.41	.80
Overall	4.13	.69

Table 2 shows the overall mean score of fifteen items in terms of TVU non-English majors' speaking difficulties (items from the first questionnaire) was evidently close to level 4 (agree) in the 5-scale Likert ($M=4.13$, $SD=.69$). It could be assumed that most of the students agreed with the speaking difficulties mentioned in the questionnaire.

Responses on TVU non-English majors' speaking difficulties shift from $M=3.43$ to $M=4.43$. From Table 2, it is undoubted that students struggle to express their thinking effectively in English. This item reaches the highest mean score with $M=4.43$, $SD=.82$. Two elements with the same mean but distinct standard deviations are having difficulties when speaking in English without preparation and struggling to form or participate in an English conversation ($M=4.41$, $SD=.78$, and $M=4.41$, $SD=.80$ respectively). Getting stuck with vocabulary and pronunciation when speaking English place the next positions in this rank ($M=4.35$, $SD=.77$, and $M=4.35$, $SD=.86$ respectively). Besides, students also agree that they had trouble with grammar and

fluency when speaking English ($M=4.29$, $SD=.83$, and $M=4.29$, $SD=.96$ respectively). Making mistakes and avoiding making mistakes achieved the mean score of 4.25 ($SD=.80$, and $SD=.97$ respectively). Students fairly agree that they lack ideas to speak, feel anxious, and lack the confidence to speak in front of the class ($M=4.13$, $SD=.94$, $M=4.04$, $SD=.89$, and $M=3.97$, $SD=.96$ respectively). The items with lower mean scores are those stating that students resist opportunities to speak English in and out of class because they don't want to speak in English and keep silent in class because of lacking the confidence in speaking English ($M=3.72$, $SD=1.08$, and $M=3.68$, $SD=1.01$ respectively). Finally, lacking the motivation to speak English in and out of class is the least agreed item ($M=3.43$, $SD=1.00$).

TVU non-English majors' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms

Table 3. TVU non-English majors' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms

	M	SD
16. I realize oral presentations motivate me to speak English more.	4.29	.75
17. I believe that giving oral presentations assists me to build confidence when I speak English.	4.12	.80
18. I realize oral presentations push me to conquer my anxiety about speaking.	3.97	.93
19. I think oral presentations make me find out and improve my mistakes when speaking English.	4.13	.81
20. I think oral presentations make me overcome the fear of making mistakes when speaking English.	3.81	.98
21. Oral presentations allow me to prepare carefully for my speaking performances.	4.03	.86
22. I suppose that oral presentations allow me to obtain various ideas for my speaking performances.	4.25	.80
23. Thanks to oral presentations, I can express my thinking in English.	3.93	.82
24. After performing an oral presentation, I think I can speak English more fluently.	3.85	.89
25. I suppose oral presentations strengthen MY GRAMMAR.	3.96	.76
26. I suppose oral presentations strengthen MY VOCABULARY.	4.12	.72
27. I suppose oral presentations strengthen MY PRONUNCIATION.	4.18	.81
28. I think oral presentations improve MY BODY LANGUAGE when speaking.	4.16	.84
29. I feel that presenting oral presentations shows my true speaking ability.	4.16	.80
30. I believe oral presentations encourage me to form and participate in an English conversation effectively through discussions related to the presentations.	4.28	.86
Overall	4.08	.64

According to Table 3, students agreed that oral presentations help them to overcome their speaking difficulties in English classrooms ($M=4.08$, $SD=.64$).

The responses on the positive effects of utilizing oral presentations on overcoming speaking difficulties in English classrooms range from $M=3.81$ to $M=4.29$. It can be seen by far in Table 3 that the greatest influence of oral presentations is motivating students to speak English more

($M=4.29$, $SD=.75$). The second and third positions are for helping students to form and participate in an English conversation effectively, and allowing students to obtain various ideas for speaking performances ($M=4.28$, $SD=.86$, and $M=4.25$, $SD=.80$ respectively). Strengthening pronunciation and body language, showing students' true English speaking ability, making students find out and improve mistakes when speaking English, building confidence, and strengthening vocabulary are the impacts of oral presentations on students' speaking having lower mean scores ($M=4.18$, $SD=.81$, $M=4.16$, $SD=.84$, $M=4.16$, $SD=.80$, $M=4.13$, $SD=.81$, $M=4.12$, $SD=.80$, and $M=4.12$, $SD=.72$ respectively). Nonetheless, students also agreed with the claims stating that oral presentations allow them to prepare carefully for their speaking performances, conquer anxiety about speaking, strengthen grammar, help to express thinking in English, and improve speaking fluency ($M=4.03$, $SD=.86$, $M=3.97$, $SD=.93$, $M=3.96$, $SD=.76$, $M=3.93$, $SD=.82$, and $M=3.85$, $SD=.89$ respectively). The lowest mean score is on making students overcome the fear of making mistakes when speaking English ($M=3.81$, $SD=.98$).

At the end of the questionnaire, when asked whether oral presentations should be used in class to help them overcome speaking difficulties, 60 students (88.23%) chose 'Yes'.

Discussion

TVU non-English majors' speaking difficulties

Struggling to express thinking effectively in English was voted to be the most challenging speaking difficulty based on the findings of the first questionnaire in this study ($M=4.43$, $SD=.82$). Similarly, this difficulty was presented in the research of Gan (2013). The objective of speaking is to communicate ideas and thoughts, yet the participants in these studies believed that they could not articulate their thoughts in English. This is an extremely serious issue. When students are unable to explain themselves in English, they will feel bored, give up, and avoid using English. Hence, speaking in English becomes highly unpleasant and uncomfortable for them and will have a detrimental impact on students' English speaking. This problem may be the reason why all participants of this research rated their English speaking as average or below-average.

According to previous studies, problems related to psychology and knowledge about language areas get very high mean scores (Al Hosni, 2014; Amoah & Yeboah, 2021; Dehbi, 2019; Gan, 2013). In this study, although many students still chose 'Agree' or 'Strongly agree' with these items, the mean scores of these items are low in this finding's rank. It can be explained by the fact that freshmen at TVU are required to attend Soft skills sessions before beginning to learn courses in the curriculum. As a result, they are capable of overcoming psychological issues. Furthermore, the Vietnamese curriculum focuses on vocabulary and grammar while teaching and learning English. Because of this, the participants in this research did not believe that these elements were impediments to their English speaking.

It may be concluded that some TVU students have the knowledge and can overcome psychological challenges when speaking, but they are unable to properly convey their thoughts

due to their unfamiliarity with speaking in English and their lack of experience. However, a positive signal is that the least agreed-upon item is lacking the motivation to speak English in or out of class ($M=3.43$, $SD=1.00$). This finding contradicts the results of Al Hosni (2014) and Amoah and Yeboah (2021). It indicates that TVU English professors are attempting to motivate students to practice speaking English in order to enhance their speaking abilities.

TVU non-English majors' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms

The findings of the current study are consistent with those of six related studies (Afrida, 2017; Ati & Parmawati, 2022; Dehbi, 2019; Fraioui, 2016; Gurbuz & Cabaroglu, 2021; Hammad, 2020) about the increase in motivation to speak English when practicing oral presentations. In reality, oral presentations allow students to practice speaking English in front of audiences. Students must actively participate in oral presentations, whether they are individual or group presentations. Furthermore, students must devote significant time to the preparation and practice speaking before presenting. Following the presentation, students must ask and answer questions concerning the topic given, as well as give comments in English. Students are motivated to speak up more as a result of these activities.

The fear of making mistakes is also a barrier that prevents the development of students' speaking. However, the related studies seem to neglect the effect of oral presentations on this factor. Although this item reached the lowest mean score in this research ($M=3.81$, $SD=.98$), it can be claimed that oral presentations also more or less support students to improve this psychological problem.

Most relevant studies merely reveal that students have positive attitudes toward the benefits of utilizing oral presentations in class but do not investigate if students want to use oral presentations in class. Allowing students to comment on the necessity of oral presentations is critical because teachers may use this data to decide whether or not to employ this type of activity. "Do you think that oral presentations should be utilized to overcome your speaking difficulties in English classrooms?" obtained a favorable result in this investigation (88.23%). This result indicates that employing oral presentations in TVU English classrooms is effective, and this sort of activity should be used to develop students' speaking.

Conclusion

This study aimed to determine TVU non-English majors' speaking difficulties and their attitudes toward the positive effects of using oral presentations on overcoming their speaking difficulties in English classrooms. This study used two questionnaires to collect the data. To sum up, the current research made several noteworthy contributions to utilizing oral presentations in the university environment. The results indicated that TVU first-year students whose majors are not English gave positive perceptions of the benefits of applying oral presentation to overcome their speaking difficulties. Regarding the first questionnaire's results, students found it difficult to express themselves effectively in English, to speak English without preparation, and to create or engage in an English discussion. Besides, they also showed that

psychological factors and the lack of knowledge about language areas affected their speaking negatively. In general, students agreed that oral presentations help students overcome these problems. Three obvious benefits of oral presentations were given the motivation to speak English, helping students to form and participate in an English conversation effectively, and allowing students to obtain various ideas for their speaking performances.

Although this study has pointed out some of the basic information, several shortcomings need to be noted regarding the present study. Firstly, only 68 freshmen were invited to participate in this survey. Because of this reason, the findings were not as diverse and detailed as expected. Secondly, this research does not provide a questionnaire or interview for the teachers, so it has not received perspectives from the teacher regarding the uses of this method. Finally, since the research was conducted in such a short period, it could not be done with the experimental methods to go deeper into many aspects of using oral presentations to find the other effects of this type of exercise.

In addition to the effects on students' speaking, oral presentations also affect their listening, reading, and writing. These aspects of language acquisition may provide researchers with a chance to investigate more valuable information. Investigating the teachers will also help future research become more visible. Moreover, research execution should be spread out over a longer time by using the experimental method. As a result, researchers will discover the specific effects of oral presentations in the classroom. Finally, intending to motivate students to do oral presentations, this study only reflects on the benefits of this type of exercise. Future research into the attitudes toward the challenges of using oral presentations in class is encouraged.

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Biodata

Tuong Hoang Gia Bao is currently teaching English at Tra Vinh University and Victory English Center. He has been teaching English for four months, and the majority of his students are adults over the age of 18. He realized that his students frequently struggle to learn English as a second language at this age. As a result, he is very interested in researching the methods and techniques to assist his students learn English more easily.

Teachers' Perceptions of Comprehensible Input on English Vocabulary Acquisition

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ABSTRACT

Keywords:

comprehensible input; vocabulary acquisition; reading; listening; SLA

This study aims at exploring the teacher's perceptions about comprehensible input on English vocabulary acquisition, their knowledge about it, and the ways they provide it in the classroom. The participants are 10 teachers of English who are teaching General English at a university in the Mekong Delta. A questionnaire was used to collect data from the teachers. The results indicate that the teacher's knowledge of Krashen's hypothesis is quite good. Even though some teachers are unfamiliar with the Input Hypothesis, they still place much value on comprehensible input based on their own teaching experience. However, to raise the quality of teaching English, all the teachers should expand their knowledge and improve their professional development. Krashen's Hypothesis about comprehensible input should be spread more widely in the education field.

Introduction

Along with the great concern about vocabulary acquisition in SLA, comprehensible input has been marked by raising the interest of language researchers as well as its several significance (Barcroft, 2004). Vocabulary acquisition started to attract researchers in the last two decades and is studied in various issues such as incidental and intentional vocabulary learning, the nature of vocabulary acquisition, and strategies to enhance vocabulary acquisition. Vocabulary acquisition plays a vital in the success of SLA. In fact, to compare the importance of grammar and vocabulary in SLA, vocabulary would be more critical. "Lack of grammatical knowledge sometimes impedes the successful transmission of meaning. However, absence of vocabulary often impedes the transmission of meaning completely" (Wilkin, 1972, p.201 as cited in Barcroft, 2004). For instance, if an individual produces a sentence with incorrect grammar, it still can make sense. However, if a person makes a sentence with the wrong vocabulary or lacks precision in using vocabulary, that sentence actually makes a different meaning. In conjunction with vocabulary, comprehensible input is considered the prior factor to gain learners' vocabulary. Comprehensible input is defined by Krashen (1977). According to Krashen (1989), comprehensible input is the major environmental device that makes a great contribution to language acquisition. The input hypothesis (IH) concluded that a language is acquired by message understanding which is slightly beyond learners' current knowledge (Krashen, 1989). The comprehensible input hypothesis assumed that if the language learners' knowledge at the

current stage is "i", the input that the learners need to obtain is "i+1". This article was conducted to explore how CI was used in English classrooms, and how teachers understand it.

Literature review

This literature discusses some points of view related to vocabulary acquisition and comprehensible input. The literature reviewed three main aspects of some perspectives on vocabulary acquisition, comprehensible input principles, and its effectiveness on vocabulary acquisition.

Vocabulary acquisition from reading and listening

Vocabulary acquisition has been evaluated as one of the most important elements which contributes to the success of second language acquisition. Carroll (1971, as cited in Mackeow & Curtis 2014), vocabulary acquisition is one of the primary objectives of the teaching process. Thus, several studies discussed vocabulary acquisition and how to acquire vocabulary better. The following researches are examples. Firstly, in the study of the effectiveness of the comprehension hypothesis, Ponniah (2011) defined that when learners receive understandable input from reading and listening, the vocabulary acquisition process occurs. In his paper, to demonstrate his conclusion, he gave the data collection from the previous research which experimented on incidental vocabulary acquisition. For instance, Ponniah mentioned the research of Tekmen and Daloglu (2006). In their study, the participants were asked to read "The Golden Fleece" in 50 minutes without the dictionary. The participants were then assigned to take a pre-test, post-test, and delayed post-test to check their understanding of thirty identified target words. The delayed post-test was conducted one week after the study. The data revealed that there were significant lexical gains in the scores of the participants after the post-test.

Regarding vocabulary acquisition, Mushait and Mohsen (2019) shared the idea that vocabulary acquisition is mostly based on listening and reading comprehensible input. Reading and listening are considered vital devices in providing meaningful input to language learners. For example, according to Nguyen (2022), reading can help to improve other skills; expand the source of vocabulary in different contexts. Moreover, Okebukola (2004, as cited in Nguyen, 2022) asserted that reading was a device to transmit knowledge from generation to generation. Mushait and Mohsen (2019) aimed to review the comparison between vocabulary gained from listening and reading. The researchers analyzed some international databases and concluded that vocabulary acquisition from listening and reading comprehension input was significant. However, the amount of vocabulary gained from listening is less than from reading.

Pigada and Schmitt (2006) supported the perspective that extensive reading helps learners acquire more vocabulary. The study method was a one-one interview. The results showed that more vocabulary acquisition is possible from extensive reading than previous studies have suggested. Not only reading and listening are basic comprehensible inputs to gain new words.

Luan and Sappathy (2011) claimed that the interaction between teacher and learners during the teaching process is also the main source of comprehensible input. In this study, 48 participants were taught vocabulary by the traditional method which used translations and pictures to modify the words. 24 of the 48 participants were assigned to join an additional two-way

interactive task that used audio/video to define the words. All the participants then were asked to take a pre-test and post-test. The results indicated that learners who received the meanings in the two-way task achieved higher vocabulary test scores. In general, reading and listening are two major sources of comprehensible input to gain vocabulary.

Medina (1990) explored the effects of music on English vocabulary acquisition. The participants were 48 second-grade limited-English-proficient children. They were divided into four groups. Group 1 was asked to hear a limited English story in sung version. Group 2 heard the story in the oral version. Group 3 heard the music and simultaneously vocabulary. The last group heard the oral version of the story and viewed pictures as well. The participants then took the pretest and posttest of vocabulary understanding. The tests were designed as a 20 - item multiple-choice paper. The findings indicated that there is no difference between acquiring vocabulary from a musical medium and a non-musical medium.

Comprehensible input principles

Various papers researched comprehensible input principles. Patrick (2019) stated that the understandable input principle started with five hypotheses. The first one is focusing on distinguishing between acquisition and learning. In this principle, he claimed that language acquisition happens unconsciously through reading, listening, and speaking. The second hypothesis is called the Nature Order Principle which explained that the order of human acquisition is unknown, and language learners cannot acquire a language until they are ready to do it. The third principle is the Monitor Principle "which also considers the brain's natural process for acquiring language" (Patrick, 2019, p. 6) and it also focuses on the actions that learners take through the monitor. The Affective Filter Principle is the fourth one. This principle pays attention to learners' anxiety which affects the language acquisition process. The Input Principle explains the means by which individuals acquire a second language through reading and listening (Patrick, 2019). Patrick agreed with Krashen's CI hypothesis in this principle. He claimed that language learners acquire a language better when they receive understandable messages (2019). The last principle is named The Compelling Input Principle which declares that compelling comprehensible input enhances second language acquisition (Patrick, 2019).

De la Garza and Harris (2017, as cited in Patrick, 2019) also fostered Krashen's perspective on the CI hypothesis. The two researchers studied the increasing number of unknown words in a text that would have on learner comprehension. 147 participants took pre and post-translation tests to examine comprehension of the text. The researchers found that if the number of unknown words in a text were under five, translation accuracy significantly increased. Thus, if the number of unknown words increased, the translation accuracy decreased.

Loschky (1994) tested the aspects of the input hypothesis (Krashen, 1980, 1983, 1985) and Long's definition of it (Long, 1980, 1983, 1985). One of Lochky's research questions is that "does greater L2 comprehension lead to greater L2 acquisition?" (1994, p. 307). There were 41 subjects at beginning-level learners of Japanese as a Foreign Language. They were divided into three experimental groups: (1) unmodified input with no interaction, (2) premodified input with no interaction, and (3) unmodified input with the chance for negotiated interaction. They then were compared in terms of their comprehension of the input and their retention of vocabulary

items. The final answer to the research question above is not confirmed. This study seems to support Long's (1980) revision of Krashen's hypothesis. In fact, Loschky concluded that "premodified input sometimes fails to improve learners' comprehension" (1994, p. 39).

In the study conducted by White (1987), he had great explanations and arguments against Krashen's Input Hypothesis. He claimed that this hypothesis is ambiguous in some ways. White (1987) argued the following:

It implies that by taking the hypothesis into account and providing comprehensible input, successful L2 acquisition is always possible and that where it is not possible, this is due to effective barriers alone. However, it runs into many difficulties, largely because of its lack of precision: where comprehensible input is interpreted as simplified input, one is in danger of providing less than adequate input to the acquirer. With its emphasis on meaning and extra-linguistic factors as crucial, the hypothesis neglects the role of system-internal changes, fails to consider cases where the input does not help at all and underestimates the problem of the acquisition of form. (1987, p. 108)

The Effects of Comprehensible Input (CI) on SLA

The comprehensible input is analyzed in two main aspects which are modified comprehensible input and interactional modified comprehensible input. Meleki and Pazhakh (2012) investigated the effects of these two kinds of comprehensible input on language learners' vocabulary understanding. 80 EFL learners participated in this study and the results revealed that the participants in interactively modified input were outperformed on vocabulary comprehension scores.

Rodrigo et al., (2004) had a study examining the impacts of two different approaches based on comprehensible input at the intermediate level for students of Spanish as a foreign language at the university level. This study included two parts. Both parts consisted of three groups of participants Experimental Reading Group, Reading-Discussion group, and Comparison group - Traditional Grammar and Composition. The students were asked to write a checkmark next to the words they did not know after the readings. The findings showed that the gains of the two experimental groups (Reading & Reading - Discussion) were significantly higher than the gains from the traditional group. These results clearly indicated that comprehensible input affects SLA positively.

Kara and Eveyik-Aydin (2019) researched to answer the question that whether TPRS (Teaching Proficiency through Reading and Storytelling) affects young language learners' vocabulary acquisition. Nineteen four-year-old Turkish kindergarten students took part in this study which provided pretest-treatment immediate post-test - and delayed post-test design. The vocabulary was taught based on the stages of TPRS. Data collection consisted of receptive and productive picture tests. The results showed that TPRS, which is considered the comprehensible input device, has a positive influence on both recall and retention of receptive and productive vocabulary.

To sum up, the literature review has just concluded some research that is related to vocabulary

acquisition and different perspectives on the effects of comprehensible input. The limitation of this study is the small size of participants. There are only 20 subjects. Moreover, the limited time may influence the quality of the findings. However, the next studies can explore more specifically the challenges that the teachers may take when they prepare for comprehensible input activities. Then, there will be some solutions to improve the quality of comprehensible input in English language teaching.

Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. What are teachers' perceptions of the comprehensible input hypothesis?
2. Do these language teachers implement comprehensible input hypotheses in their classrooms? And if so, how?

Methods

Research Design

This study was aimed at exploring teachers' perceptions of comprehensible input in EFL classrooms, their knowledge about it, and how they conducted activities with comprehensible input in teaching English vocabulary. To complete the research, a quantitative design was used to collect data from teachers of English.

Participants

The study was contributed by the participation of ten teachers, male and female, who teach General English at a university in Mekong Delta. They are from 25 to 40 years old and their teaching experience was from three to over five years. The participants were selected because they work at the same place and their learners are at the same levels – university students. Moreover, almost all the participants are high professional development. It is possible to get information about the importance of providing students with comprehensible input, their techniques or strategies to teach vocabulary including applications of the comprehensible input hypothesis.

Procedure

In this research design, to get the information a survey was conducted using the Google Forms program and it was sent to the participants by Zalo and Gmail. This survey was designed based on Krashen's ideas about the Input Hypothesis most of the questions were closed-ended questions and there was only one question that was open-ended to collect the information about the activities that the teachers often use in the classroom delivering comprehensible input.

Results/Findings and discussion

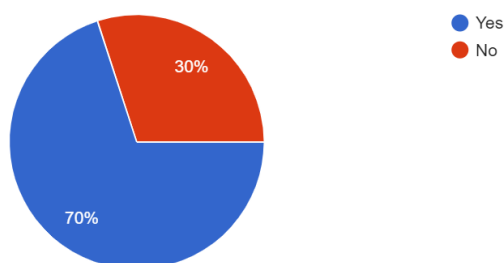
In this part, the information was analyzed to show the teachers' perceptions of the comprehensible input hypothesis, their knowledge about it, and the ways that they apply it in classroom activities to teach vocabulary.

Focusing on the aims of the investigation, there was a question to explore whether the

participants know about Krashen's Input Hypothesis. The results in graphic 1 show that the Input Hypothesis was quite familiar to the teachers. Seven out of ten teachers mentioned that they have already known about the Input Hypothesis, and only three of them said that they have never heard about the hypothesis before. The results indicate that almost the teachers teaching EFL at the university know Krashen's Input Hypothesis. Moreover, it shows that these teachers have good professional development since they may learn about it in a teaching course or they may read it in a book. This knowledge helps them to increase their teaching proficiency. In contrast, those who reported that they have never known about the Comprehensible Input Hypothesis, do not know clearly about the hypothesis, but they might apply it in the classroom without the intention.

1. Have you heard about Krashen's Input Hypothesis before?

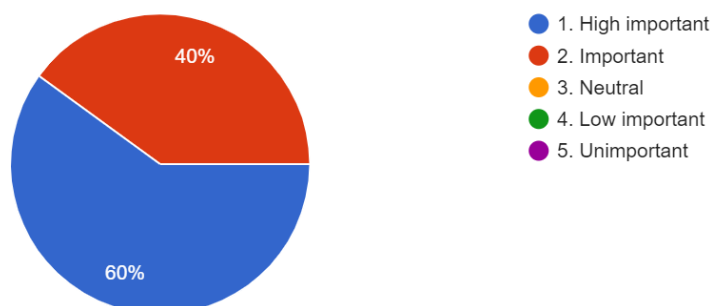
10 câu trả lời



The following graphic reveals the teachers' knowledge of the importance of comprehensible input in teaching vocabulary. The results show clearly the two main perceptions of the importance of comprehensible input in English language teaching. In fact, all the participants agree that comprehensible input plays an important role in English language teaching. Specifically, six out of ten teachers stated that providing activities with comprehensible input is highly important in helping the learners acquire a language easier. The best part of the participants thinks that providing comprehensible input activities is important. All the teachers have a high awareness of teaching English with comprehensible input.

2. How important is providing students with comprehensible input?

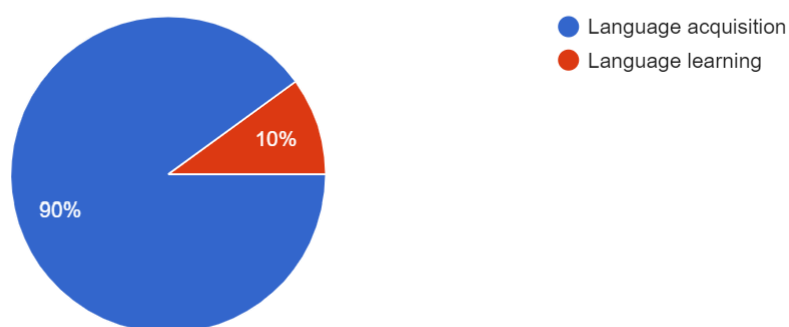
10 câu trả lời



Graphic 3 indicates the results of teachers' understanding of the distinction between "learning" and "acquisition". According to Krashen (1982), learning is "knowing a language" and acquisition is "picking up a language" (1982, p. 10). Being a teacher, knowing learning and acquisition distinction is very important. It helps to contribute to the success of the language development process. As a result of this issue in the questionnaire, 90% of the participants answered that good input cause language acquisition. This result indicates that the participants have the right perception of the Comprehensible Input Hypothesis.

3. Does input cause language acquisition or language learning?

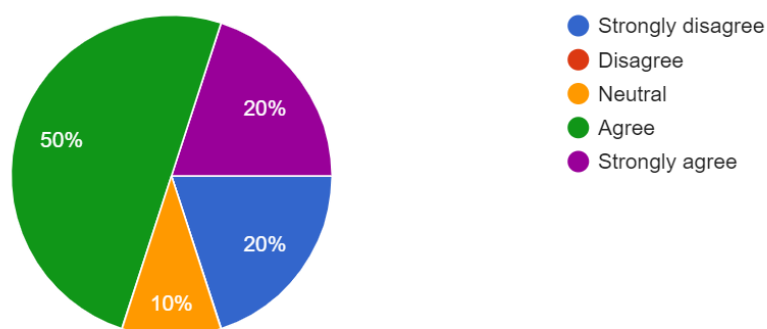
10 câu trả lời



Graphic 4 presents the participants' perceptions of the quality of input. The teachers need to distinguish between good and bad input that they provide in the ELT classroom. So that they can choose appropriate techniques to teach vocabulary in order to avoid students from feeling frustrated, discouraged, or uncomfortable. This question shows different points of view on the quality of input. Half of the participants agreed on the idea that input provided to learners should be comprehensible or meaningful. Only two out of ten participants strongly agreed on the same idea. Contrastingly, the number of participants that strongly disagreed was equal to the number of participants that said strongly agree. The different percentages indicate the different understanding of input.

4. Input has to be comprehensible and meaningful for learners.

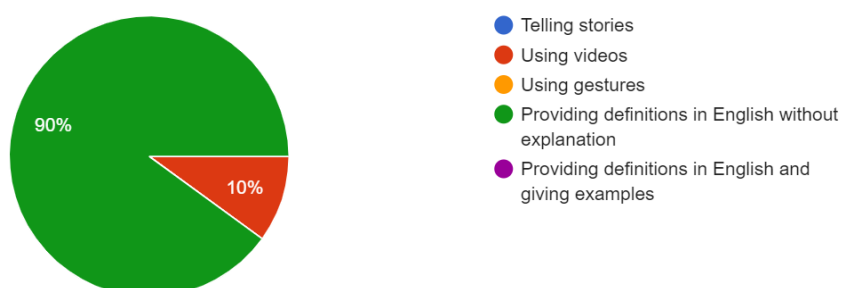
10 câu trả lời



Graphic 5 shows teachers' evaluation of the activities which present the characteristics of comprehensible input in teaching vocabulary. It is evident that only one out of ten teachers misunderstand the comprehensible input activity. From these results, it may indicate that almost all participants have good knowledge and a deep understanding of what comprehensible input is even though some of them, as mentioned above, do not know about Krashen's Comprehensible Input Hypothesis.

5. Which of these activities do NOT make reference to input delivery in teaching vocabulary?

10 câu trả lời



The next open-ended question in the survey was conducted to gather information related to participants' teaching experience. The question required the teachers to list their frequent classroom activities with comprehensible input in teaching vocabulary to EFL. The results are described below:

- Realia
- Gestures
- Monitoring, joint construction
- Storytelling
- Songs and chants
- Specialized reading texts
- Audios, videos and flashcards
- Personal explanations and examples

From these results, it is observable that almost all the participants used to provide a vocabulary to learners with good comprehensible input. However, to make the best use of comprehensible input in teaching vocabulary, teachers should know their students' current language ability. Hence, what the teachers are going to present in the next lessons is appropriate to Krashen's hypothesis "i+1".

Discussion

The findings of this study reveal that almost all participated teachers have the right understanding about the importance of comprehensible input in English language teaching, especially in vocabulary acquisition. The study has investigated the teachers' perceptions towards the effectiveness of comprehensible input in vocabulary acquisition. On the other hand, the study also indicates that how the teachers produced comprehensible input in the classrooms. The results thus provide supports for Krashen's Comprehensible Input Hypothesis (1989). In addition, the findings of this study are also in line with some previous research. Firstly, they match with the findings of Rodrigo (2004). Rodrigo (2004) concluded that vocabulary and grammar can be acquire better through comprehensible input and the hypothesis of comprehensible input-based approaches are more effective than traditional methodology. Secondly, as for comprehensible input device, the study's investigation complements the findings of Pigada and Schmitt (2006) and Mushait and Mohsen (2019), who totally affirmed that reading and listening are two major means of comprehensible input providing. Comparably, the participated teachers responded to the open-ended question that they mostly used some activities such as videos, songs, storytelling and specialized reading texts. Lastly, the findings partly correspond to the findings from Wong (2012), which mostly emphasized the importance of teachers' beliefs in language teaching. Wong (2012) pointed out that teachers' beliefs about teaching and learning may have an impact on their teaching practice. Similarly, even though some of the participants have never heard about comprehensible input, their beliefs about it are also correct. These beliefs are basically built on their own teaching experience. Pajares (1993, as cited in Wong, 2012), for example, claimed that teachers can reshape their perceptions when they absorb new information from their teaching environment, and they apply it unconsciously based on their experience. Therefore, teachers' beliefs toward comprehensible input are also reflected through the activities that they use in the classroom. Those classroom activities are used commonly by the participants. However, those who have taken professional development courses may have a better understanding about the benefits of comprehensible input. Consequently, their preparations for vocabulary teaching may be more effective. In contrast, to those who have never heard about Krashen's hypothesis and implemented it in the classroom based on teaching experience only, still can access the benefits from input activities such as enhancing learners' motivation or providing an understandable language environment. However, the implemented activities may not make the best use of the comprehensible input hypothesis. Overall, this study suggested that English language teachers should be developed their profession as much as they can. Moreover, understanding learners' profiles and knowing their current knowledge are very important in the ways of establishing learners' language acquisition. Last but not least, this study implicates the next studies can explore deeper how EFL teachers conduct a good comprehensible input in teaching vocabulary.

Conclusion

To sum up, the findings indicate clearly the participating teachers' beliefs on comprehensible input in vocabulary teaching and how they provide it in the classroom. If the comprehensible input hypothesis is applied regularly in teaching vocabulary, English vocabulary will be acquired unconsciously. From the findings, it is observable that comprehensible input is based

on teachers' roles. Thus, the more effectiveness of input the teachers create, the more enhancing of learners' vocabulary acquisition will be made. Krashen (1992) claimed that more comprehensible input actually leads to more language acquisition. The amount of comprehensible input exposed in the target language is paralleled to automatic language acquisition.

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Biodata

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Effects of Students' Awareness on Developing Young Learners 'listening skills at a foreign language center in Tra Vinh Province

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ABSTRACT

Keywords: factors, listening skills, language learning,

During the integration period, English is rapidly asserting its importance. Four key abilities — listening, speaking, reading, and writing — are required to learn a language properly. The most important and challenging of these is listening. This current study was conducted to investigate the factors affecting the listening skills of young learners. The purpose of the study is to find out the factors that can help students improve their listening skills in particular and learn English well in general. The study was conducted at a language center in Tra Vinh province with the participation of 25 students from 12 to 15 years old who answered questionnaires about activities that can help students improve their listening skills. The Statistical Package for Social Sciences (SPSS) was used to analyze the data. The results show that many positive factors can help students develop listening skills, in addition to technology tools, students' awareness is an important factor. Besides, English outside the class (foreign language center) also helps students a lot in developing listening skills.

Introduction

In the modern day, English is a crucial global language that is used everywhere. Surprisingly, English is a subject that is required at all educational levels in the Vietnamese environment (Le & Le, 2022). For those learning English, having good listening skills is vital. According to Renukadevi(2014), Listening is regarded as the first acquired talent among the four fundamental skills (speaking, reading, writing, and listening), as it is through listening that the human perception of language is formed. Furthermore, it is stated that effective listening contributes to the development of listeners' ability to learn and adapt to new knowledge and skills (Liubinienė, 2009). However, listening seems like a difficult skill in the process of learning foreign languages. Tran and Duong(2020) comment that listening is the hardest of the four language skills. Besides, they also point out that listening comprehension problems relate to

perception, parsing, and utilization. Listening plays an important role, but it is still a frustrating and helpless skill for learners. Realizing those difficulties, finding the factors contributing to improving listening skills becomes an urgent issue. The previous study has demonstrated that technology plays a significant role in the development of listening skills. In reality, little research has been conducted on the role of student's awareness in the development of listening skills. Hence, this paper, therefore, investigates the effects of students' awareness on students' listening skills aged 12-15 at an English center in Tra Vinh province.

Literature review

Definition of Listening Skills

Listening is one of the four key abilities required for advanced English proficiency, along with reading, speaking, and writing. Yagang (1993) simplifies the definition of listening as “the ability to identify and understand what others say”. Although mastering listening skills might aid in second language acquisition, listening is not an easy or straightforward process (Tran & Duong, 2020). As a result, learners frequently see listening as the most difficult ability to master (Hosogoshi, 2016). In addition, Balaban (2016) claimed that listening difficulties have been experienced by both students and teachers of second languages. One of the hardest classes for students to succeed in is listening comprehension. Fostering students' listening comprehension abilities and educating them to be active listeners is a difficult task for instructors of second languages. Nevertheless, Stripling (1996) emphasized listening is an active practice that encourages the learner to use active thinking while listening. Hence, Listening requires students to use both their language skills and prior knowledge to grasp what is being said.

Factors Affecting Listening Skills

To assist children in improving their listening skills, we must first identify the positive factors that affect listening skills. Positive variables such as listening stages, listening tactics that promote listening comprehension, topical knowledge, and feedback during listening exercises can help students improve their listening abilities.

Strategies of Listening

Pre-Listening Stage

Pre-listening is a phase of the listening process that serves as a warm-up and preparation phase (Karimi et al., 2019). Rajaei (2015) asserts that giving enough background to reflect what would be accessible in real life and inspiring motivation play the most crucial roles in the listening stage. In particular, Pre-listening activities are things students do before a listening activity to get ready for the listening, such as the teacher introducing the topic, students learning about the context beforehand, students debating the topic, students asking questions about the topic, students explaining difficult vocabulary, and students recognizing the meaning. Pre-listening so has a big impact on listening. Additionally, it is the phase of "while-listening stages" preparation.

While- Listening Stage

While-listening activity is a step that teachers typically utilize during lesson instruction to assist students to build listening skills. During this stage, the teacher will explain the lesson and whether or not the student is understanding the topic, advise the student to take running notes while listening, and manage the speech delivery. The goal while listening is to deliver audio material intake with activities to learn to improve their listening skills.

Post- Listening

The post-listening stage allows students to review their responses to what they have been listening to, provide comments, and solidify what they have learned. During this phase, student knowledge can be completed and improved through after-listening discussions. The post-listening stage also aids in other learning activities, such as speaking and writing the responses to the questions, by expanding on what the pupils had learned throughout the pre-listening and while-listening phases. The post-listening phase, therefore, plays a big role in listening comprehension.

Listening Strategies That Develop Student's Comprehension

Listening strategies are tactics or activities that help people remember what they heard. (Renukadevi, 2014). Liubinienė (2009) states three main types of strategies, that is to say, metacognitive, cognitive, and social strategies, which will be explained in the following part.

Cognitive strategies

Liubinienė (2009) emphasizes that cognitive strategies change the information to be learned or apply a particular method to a listening job, such as elaboration, inference, visualization, summarization, contextualization, grouping, repetition, issue identification, hypothesis testing, translation, and forecasting. Additionally, cognitive strategies are distinct learning exercises that students utilize to comprehend language input and gain knowledge.

Metacognitive strategies

Metacognitive strategies are significant because they supervise, control, or manage the language acquisition process, which includes actions like planning, note-taking, transferring, resourcing, self-monitoring, assessment, selective attention, directed attention, and parsing. (Liubinienė, 2009). Metacognitive strategies are acts that students employ deliberately while actively listening to spoken material. Metacognitive techniques are concerned with learning about learning. It means that students learn how to learn by employing metacognitive tactics. Learners are involved in thinking about the process of learning while planning, monitoring, and assessing their learning with the support of this language learning technique, just like pre-task activities (Holden, 2004).

Socio-effective strategies

Social-affective strategies are tactics that learners use to learn by interacting with their peers and asking questions of their teachers to comprehend the unique subject or to erase or reduce

their worry (Holden, 2004). Additionally, socio-strategy refers to the methods that individuals employ to cooperate with others, to confirm comprehension, or to lesser as an emotional reprise, feedback, up to taking, clarifying, and effective management (Liubinienė, 2009).

Previous Studies

Numerous research has been conducted to establish the factors that affect students' listening skills. These studies will assist us in better understanding the obstacles students confront throughout the listening process, analyzing the problems that create students' listening difficulties, and identifying reasons and solutions to assist learners in overcoming the problems.

Gulec and Durmus(2015) did a study using children's literature produced by elementary second-graders to look into how practices used via the usage of different approaches and techniques for building listening skills affected those practices. 23 second-grade students who participated in this study were the subjects. The study group received two hours per week of listening instruction for a total of twelve weeks after the pre-test was administered to everyone. They then completed the post-test. The pre-test and post-test achievement scores were used to evaluate the research findings. According to the study, the listening skills of second-grade kids in elementary school were improved through the application of various approaches and strategies for teaching listening skills using children's literature. Additionally, using the right literary materials helps students' listening skills.

The impact of using video materials on enhancing listening comprehension was looked at in Kim's (2015)study. A Korean university's summer session's 86 students were chosen to participate. Depending on their TOEIC test results, they were sorted into one of three groups: 29 students were placed in the low group, 29 students in the intermediate group, and 28 students in the advanced group. The same lessons were given to each group to learn using real video content. They lasted three weeks and were taught in ten sessions. All three level groups' students' listening skills were examined using the pre-test and post-test designs to see how the authentic video content affected them. The results demonstrate that in three experimental groups, employing video materials considerably enhanced students' listening abilities. However, the listening skills of the advanced and intermediate students improved significantly more than those of the low proficiency group.

Kirana (2016) carried out a study at SMPN 15 Lamjame, Banda Aceh, with second-year (year VIII) students to look into the impact of audiovisual media (AVM) on teaching listening skills. Two groups of participants were formed (an experimental group and a control group). Additionally, both groups received pre- and post-tests before and after the aforementioned therapy procedure. The results demonstrated that utilizing AVM enhanced certain parts of hearing abilities. Additionally, using AVM rather than the conventional approach of teaching listening to Grade VIII ESL students may enhance their listening skills.

A study was conducted by Lokanita et al. (2020) to assess the effectiveness of using video as a teaching tool to enhance students' listening abilities. To determine how video affects listening abilities, 5 prior research materials that were obtained for this study were the focus of a content

analysis research design. 166 students participated in total from those 5 research documents. The findings from five different types of research showed that using video as a teaching tool significantly enhanced students' listening abilities. Additionally, it was stated that using video was a beneficial method because it increased student engagement and enthusiasm, made studying more enjoyable, and attracted more students' attention.

Salsabila et al. (2021) conducted studies to determine whether Georgina's podcast may help pupils' listening abilities. Twenty pupils in the tenth grade took part in this investigation. A test and a questionnaire were the tools employed in this study. It was discovered that utilizing the Spotify app as a tool that concentrated on listening to Georgina's method was an efficient technique to improve students' listening skills.

To improve the students' listening comprehension, Hermansyah and Hasan (2020) focussed on the effects of English films. The courses were taken by 20 SMPN 1 Maiwa students. Data gathering procedures and questionnaires were used to acquire the data. After finishing the pre-test, the participants were required to complete the post-test as well as a questionnaire to find out more about their perspectives on watching English-language movies. The results of the study demonstrated that students' listening skills were greatly enhanced by watching English movies.

Additionally, Syafii et al. (2020) created an investigation to look into how games might improve students' listening abilities at Ponorogo's Muhammadiyah University Faculty of Economics. 39 Management majors in the second semester were selected to participate in this study. This study was conducted using classroom action research, which was modeled after the approach taken by Echeverra et al. (2011). This method consisted of four parts for each cycle: (1) planning, (2) implementing, (3) observing, and (4) reflecting. The devices utilized to gather the data were questionnaires, hearing tests, and an observation checklist. The collected data was ultimately evaluated to get the outcome. The results demonstrate that playing games help pupils' listening abilities greatly.

The aforementioned articles often mention technology as a useful tool for assisting students in honing their listening skills. Nguyen and Pham (2022) assert that technological devices are a powerful tool for students to study anything they wish, especially English. In the same vein, Tu (2022) believes that educational technology, particularly technological tools, is utilized in teaching and learning English to enable learners to know more actively and successfully; also encourages instructors' teaching processes to be more active, proactive, and innovative. There appear to have been many studies discussing the effects of technology on acquiring listening skills, hence the purpose of this study was to determine whether other factors might increase learners' listening skills.

Research Questions

The survey was designed to provide information that would enable the study to achieve its objectives:

1. What are the factors affecting young learners 'listening skills at a foreign language center in Tra Vinh Province?
2. What are the effects of students' awareness on developing listening skills?

Methods

Participants

25 young students studying English at a language school in Tra Vinh Province, aged 12 to 15, make up the study's participants.

Design of the Study

Questionnaires were used as the primary research tools to gather the data for this study. 12 items about the variables influencing pupils' listening skills were included in the questionnaires. 12 items divided into 3 main clusters

Cluster 1: Effects of students' awareness to support students in developing listening skills (items 1,2,3,4,5,6,7,8,11)

Cluster 2: Effects of technology to support students in developing listening skills (items 9,10)

Cluster 3: Effects of English outside the class to support students in developing listening skills (item 12)

Data collection & analysis

The questionnaires were designed in English for students. 25 questionnaires were delivered to 12-15-year-old learners of an evening class at a foreign language center in Tra Vinh Province fifteen minutes before the class began. The researchers explained clearly the aims of administering the questionnaires to find the factors affecting their listening skills. Then the researchers instructed the students to complete it. Finally, the completed questionnaires were collected. Using SPSS 22, the quantitative data from the questionnaires were examined. Frequency-based descriptive statistics were utilized to address the study issues.

Results/Findings and discussion

A group of 25 students completed the questionnaire. All the data selected from the questionnaires were computed to check the frequency and the intentional reliability coefficient. The result showed that the questionnaire in this research was reliable with a significantly moderate table.

Table 1: Test Descriptive Statistics

Task 1:	N	Mean	Std. Deviation	Std. Error Mean
Factors mean	25	3.4733	.30307	.06061

Table 2: Test Mean Differences

	Test Value = 4					
	Task 2: t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Factors mean	-8.689	24	.000	-.52667	-.6518	-.4016

Firstly, One-Sample Statistics was run to determine the mean score of some factors affecting listening skills. The overall mean score was illustrated in table 1 and table 2. The test is significant, $t(24)$, $\text{sig} = 0.00$. $\text{Sig}(0.00) > 0.05$ Because the value is greater than 0.5. Therefore, the result of this questionnaire was accepted.

Table 3: Effects of Student's awareness, Technology tools, and English outside the class in developing listening skills

Task 3:	N	Minimum	Maximum	Mean	Std. Deviation
1. You make yourself prepared for the listening subject.	25	2.00	5.00	3.7200	.73711
2. You listen attentively to the lecture (to improve your listening skills).	25	2.00	5.00	3.2400	1.01160
3. You actively participate in the discussion, answering exercises and /or clarifying things you did not understand.	25	2.00	5.00	3.8800	1.01325
4. You want to get good grades on tests, quizzes, assignments, and projects.	25	2.00	5.00	3.4000	1.00000
5. You do your assignments.	25	1.00	5.00	3.3600	1.22066
6. You exert more effort when you do difficult assignments.	25	1.00	5.00	3.0400	1.01980
7. You study harder to improve your listening tests when you get low grades.	25	2.00	5.00	3.4800	.91833
8. You practice listening at home.	25	2.00	5.00	3.1600	.85049
9. You spend time listening to English news /fairy tale stories /songs on the radio or the Internet.	25	2.00	5.00	3.6800	1.06927
10. You go to the movies (watch English movies).	25	1.00	5.00	3.5200	1.15902
11. You spend time learning new words and practicing their pronunciation.	25	2.00	5.00	3.6000	1.00000
12. You participate in learning English outside the official school hours (study at a language center, etc.)	25	2.00	5.00	3.6000	1.08012
Valid N (listwise)	25				

The result from the table indicated the main three elements most significant in the research were

respectively (3) You actively participate in the discussion, answering exercises and /or clarifying things you did not understand ($M=3.8800$, $SD=1.01325$); (1) You make yourself prepared for the listening subject ($M= 3.7200$, $SD= .73711$) and (9) You spend time listening to English news /fairy tale stories /songs on the radio or the Internet ($M= 3.6800$, $SD=1.00000$). It is clear from the mean score that the participants usually practice listening in English according to some elements above. Those ways can indeed help youngsters improve their listening performance.

On the other hand, there are some factors that the participants rarely use as good methods to practice their listening skills such as (6) You exert more effort when you do difficult assignments ($M=3.0400$, $SD=1.01980$; (8) You practice listening at home ($M=3.160$, $SD= .85049$); (2) You listen attentively to the lecture (to improve listening skills ($M= 3.2400$, $SD=1.01160$).

Research Question 1: What are the factors affecting young learners 'listening skills at a foreign language center in Tra Vinh Province?

Based on the research results, the students believe that there are three main factors affecting their listening skills including Students' awareness, Technology, and English outside the classroom.

Students' awareness

According to the research results, the items related to students' cognition are highly appreciated, which include two main items, respectively. (3) You actively participate in the discussion, answering exercises and /or clarifying things you did not understand ($M=3.8800$, $SD=1.01325$); (1) You make yourself prepared for the listening subject ($M= 3.7200$, $SD= .73711$). In general, students' awareness is a crucial factor in helping learners encourage themselves to study and develop their listening skills.

Technology tools

Some students believe that technology tools are important factors to help them practice their listening skills. It can be seen that item (9) You spend time listening to English news /fairy tale stories /songs on the radio or the Internet ($M= 3.6800$, $SD=1.00000$).

English outside the class

In table 3, many students also believe that English outside the class is also a good factor that can help them in the process of listening practice (12) You participate in learning English outside the official school hours (study at a language center, etc.), ($M=3.6000$, $SD=1.08012$).

Research Question 2: What are the effects of students' awareness on developing listening skills?

In summary, the research results show that students' awareness plays an important role in motivating them to improve their listening skills. When students make efforts, it will create good learning motivation. Thus, students' awareness will enable them to (1) make themselves prepared for the listening subject, (2) listen attentively to the lecture (to improve their listening

skills),(3) actively participate in the discussion, answering exercises, and /or clarifying things you did not understand, (4)You want to get good grades on tests, quizzes, assignments, and projects,(5) You do your assignments,(6) You exert more effort when you do difficult assignments,(7) You study harder to improve your listening tests when you get low grades,(8) You practice listening at home,(11) You spend time learning new words and practicing their pronunciation.

Discussion

Research findings indicate that three positive factors (Students' awareness, Technology Tools, and English Outside the Classroom) contribute significantly to language learning in general, especially with the development of students' listening skills. First, students' awareness will help to learn self-control and promote self-development. This finding is consistent with the study of researchers (Rinkevičienė & Zdanytė, 2002), who consider that students' awareness is a positive aspect that assisted students to create a clear and conscious attitude toward their learning objectives, styles, and preferred techniques as well as to extend their learning potential through a diverse range of new learning tactics. Second, using technology in the classroom is a powerful way to involve students and improve their learning. M. T. Pham et al. (2022) assert that technology is an essential tool that was created to address unmet educational demands. In line with this, Pham (2022) states that using technology is particularly important because it may help students learn more actively, inspire them to care about what they are learning, pay more attention to classes, and absorb information more effectively. Moreover, N. T. T. Nguyen (2021) believes that Technology has made it possible for people to access a variety of media kinds that are useful for foreign language instruction and learning for both students and teachers. This author also further explains that students now have easy access to knowledge thanks to social media, which also allows them to easily search for and communicate with others via video chat or even voice calls. Finally, English outside the classroom is an intriguing option for students. Sultana (2014) asserts that many students spent significant time outside of the classroom learning and practicing English; much of this time was spent on more receptive activities such as listening and reading, rather than speaking.

To sum up, it can be seen that previous studies have shown that external variables such as technological tools (books, video documentaries, English movies, etc.) help learners strengthen their listening skills. Furthermore, this study shows that students' awareness is also an important aspect to help children develop listening skills. In addition, English outside the class is necessary for students to develop listening skills.

Conclusion

According to the research results, there are three main factors (Students' awareness, Technology Tools, and English Outside the Classroom) that are included to help 12-15-year-old students develop listening skills at a center. foreign languages in Tra Vinh province. If students want to improve their English listening skills, they can use the positive elements given in the questionnaire as a good tip. Which, students' awareness is considered the most important factor to contribute to the success of listening skills, so students need to try to create their study habits,

and build a positive sense of learning to improve listening skills. In addition, technology tools should be used as an effective means of learning, however, it is necessary to choose appropriate learning content and reasonable time when using technology tools. In addition, English outside of class time (studying at a foreign language center, etc.) is also an option worth considering. In summary, choosing an effective and appropriate learning method depends on each individual, in which three factors as Students' awareness, Technology tools, and English outside the class are considered optimal choices.

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Student's Attitudes towards Communicative Activities on EFL Student's Speaking Performance

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ABSTRACT

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communicative activities, learning English, speaking, student's attitudes

Speaking proficiency is regarded as one of the essential language skills presumed successful when learners can use what they learn to communicate well. However, many English as a foreign language (EFL) students struggle to master this ability due to a lack of exposure to communication situations. The study aims to determine students' attitudes towards communication activities in the language learning process. This study was conducted with the participation of 21 grade 5 in Vinh Binh Primary School, located in Ben Tre province, to give the answers to the questionnaire with items about using communicative activities in the classroom to enhance students' speaking skills. The findings revealed that communicative activities had a considerable impact on improving experimental students' speaking performance. Moreover, students showed positive views on using communicative activities in their speaking classrooms.

Introduction

Language is an essential human communication tool. Speaking skills, on the other hand, demand the learners to participate in dialogues in which they become members, as opposed to writing, where each student can proceed alone, without disturbing their classmates, at their own pace (T. T. L. Tran, 2022). According to Harmer (1982), everything is 'communicative' nowadays. The use of language for thought and communication is the ultimate goal of language instruction. So the only way to effectively learn a language is to focus on the conversation. Learning a language becomes engaging for students and removes monotony through dialogue. Language structure is a determining factor, and communication is the capacity to convey ideas, views, and feelings through verbal or nonverbal cues. It also encourages two-way communication by being as compelling and straightforward as possible. These are two crucial factors that English learners need to focus on. However, in Vietnam's current English teaching context, there is still a heavy emphasis on grammar and vocabulary without focusing on communication. Speaking instruction and learning have received much attention from educators and students (Nguyen & Pham, 2022). We are all aware that education is a collaborative process and that collaboration is necessary for us to learn. Speaking ability is

crucial for pupils because English is the language of education. The students cannot communicate in this language in the classroom. In that situation, it is understandable that students will not feel confident or at ease speaking English in casual discussions outside the classroom. Therefore, students must practice and become proficient in speaking (Islam et al., 2022)

Studying for the final exam is the reality of most schools today because English is a compulsory subject, and most students learn to cope, not learn to use it. The teacher's teaching method only revolves around the problem of how to make students do their best on the exam. In English class, teachers only teach about English grammar, vocabulary, structures, and grammar formulas. Sometimes they also teach about stress, but they are not detailed and are primarily introduced briefly. As a severe consequence: most students cannot pronounce English words correctly and cannot communicate in English. Due to the heavy emphasis on grammar and vocabulary, a 45-minute lesson is not enough for teachers to teach other skills such as communication and listening. The world's most widely used official language is reportedly English. The language of international communication is English. Everyone should learn to speak English as a foreign language because speaking is the final spoken output of the learning process (T. H. T. Tran, 2022).

With the current state of practice, teaching methods that focus on communication face significant obstacles and difficulties for both learners and teachers. The current education sector is still struggling, emphasizing knowledge and a lack of practice. At the same time, a foreign language is a subject that requires a lot, of course, to use it fluently. Learning to communicate is defeated in a fight to learn to read. That is not to mention the larger purposes, such as connecting information, expanding knowledge, and increasing career opportunities. It must be added that the level of teachers in high schools is not high. They only focus on teaching grammar, vocabulary, and reading comprehension, so they lack the experience or skills to teach communication or listening skills. Moreover, most students learning English is still not reasonable; learning new words is simply memorizing them for a test, not applying them to speaking, so students do not clearly understand the meaning of words and sentences, leading to the inability to speak.

People must remember and understand vocabulary, grammar, and proper pronunciation to communicate effectively. Especially teachers should regularly organize activities to encourage students to use English in the classroom to enhance students' English-speaking ability. The impacts of communicative activities on the speaking abilities of EFL primary school pupils are examined in this essay.

Literature review

Definitions

Communicative activity

The communicative approach's purpose can be accomplished in CLT through various communicative-based activities (Richards, 2005). Littlewood (1981) distinguished between "functional and social actions" in communication. Functional movements, such as information

gap or jigsaw exercises, are employed by teachers when they want their students to utilize language to convey meaning as clearly as possible and when doing so necessitates the use of language resources to close a knowledge gap or resolve a problem. Role-playing, information-transfer, solving puzzles, and playing games, among other social interaction activities, are examples of how language is associated with certain social situations. The current study chose information gap and language game communicative activities to concentrate on functional and social activities and examine their communication. The information gap and language game communicative activities were selected for the current study to focus on both active and social activities and examine their effects on Libyan students' speaking abilities.

Speaking

Speaking is recognized as a crucial ability in learning and teaching English as a foreign language since it is defined as "the process of generating and communicating meaning via the use of verbal and non-verbal symbols, in a range of circumstances" (Chaney & Burk, 1998, p. 13). Speaking has been underestimated, and its significance unacknowledged for a long time; many professors used to instruct it by practicing it repeatedly and memorizing dialogues (Kayi-Aydar, 2019). However, it is now widely understood that speaking skills instruction aims to improve students' communication abilities so they can freely express themselves and interact with others effectively (Kayi-Aydar, 2019). However, many students struggle to translate their thoughts verbally into a second or foreign language. Students must master a sizable amount of vocabulary and comprehend the basics of grammar. A confident speech also requires good pronunciation. Furthermore, communicating is speaking's primary purpose. Due to these difficulties, teaching and learning speaking has drawn much attention from educators and students (Chau, 2021).

Relevant researches

Through communicative activities, Nanthaboot's (2014) research would look at how employing communicative activities affects the English-speaking ability of Mattayomsuksa 3 students as well as the students' opinions. The quantitative data's pre-test, post-test, and self-rating scores comprised the information gathered for this study. The study discovered three students' speaking skills improved after learning communicative exercises. Students' speaking abilities have improved because of communication exercises in the classroom.

The study by Oradee (2012) compares and contrasts the English-speaking abilities of Grade 11 students using discussion, problem-solving, and roleplaying before and after they learn communicative activities. It also examines the students' attitudes when the teacher employs the three communicative activities to improve their English-speaking abilities. Research techniques such as the study's scope, tools, data gathering, and analysis were used. The pre-test mean score was 60.80%, while the post-test mean score was 85.63% after conducting education by communicating, gathering, and processing study results. After utilizing the three communicative activities, the students' English-speaking abilities significantly increased. The three communicative activities received positive ratings from the students for their ability to teach English.

Phisutthangkoon (2012) conducted research with the following three objectives to explore

students' attitudes about the use of communicative activities in the classroom, to investigate students' perceptions of the use of communicative activities in the classroom, and to examine the effect of communicative activities on first-year diploma students' English-speaking skill. The approaches used in this study were the variables, data, population, sample, study context, and research tools. Following the use of these techniques, the study's findings about the improvement in speaking ability following the experiment and the difference between the overall mean score of the pre-test and post-test are as follows: the difference in catch function mean scores between the pre-and post-tests, as well as students' attitudes on the usage of communicative activities as revealed by their responses to a self-rating questionnaire.

Hernandez-Cherrez et al. (2021) used methods like giving subjects and following the influence of employing communication games to build speaking abilities in high school tenth-grade students at Unidad Educativa General Eloy Alfaro Delgado will be studied by groups of students from the morning and afternoon schedules. The final data gathering and analysis for the study will be done using data collection tools. There was a slight enlargement in the group of students as a result. Games are a popular way for students to improve their English communication abilities. Think about how using communication games in the classroom will help students learn English.

Bashir et al. (2011) promote the use of English in teaching and learning, study the factors influencing students' English-speaking abilities, and seeks to increase speaking abilities for both teachers and students in the classroom. The study employed techniques to help teachers and students improve their speaking abilities, including minimal responses, identifying scripts, and talking about language. Consequently, English is the natural language of instruction used by more than half of the teachers. Students also reported the same. In the teaching-learning process, interactive technology is used by both teachers and students. Educators and students think English is a superior teaching medium to Urdu.

The goal of the study "Teaching communicative activities in learning English language speaking and its challenges for the young aspirants: a schematic view" (Dandu et al., 2021) is to provide more information about a few communicative English language activities that English language teachers can use to improve speaking abilities in L2 students. Information-Gap, Pair-Taping, Role-Play, and Seminar presentations were some of the activities employed in the study for students acquiring language speaking. As a result, the young L1 English language learners will be more engaged, focused, and inspired to improve their English-speaking skills.

Derakhshan et al. (2016) present readers with engaging information, intriguing activities, and techniques to enhance their speaking skills when developing EFL learners' accuracy and fluency. Role-playing, films, flashcards, and graphs are the exercises utilized in the study to help students improve their speaking skills. Role-playing, images, flashcards, charts, chants, and interviews are excellent teaching techniques that help students with their pronunciation, grammar, everyday speech, and real-world activities. Additionally, it can help adults and kids increase their speaking accuracy and fluency to achieve their objective of speaking English effectively and eloquently. Further, the above elements significantly impact how well-rounded attitudes are formed toward studying English as a foreign language.

The purpose of the study (Lumettu & Runtuwene, 2018) on enhancing students' English-speaking skills through impromptu speaking is to ascertain (1). Why is impromptu speaking essential in speaking instruction? (2). How may impromptu speaking help students improve their communication skills? The impromptu speaking approach is used in the research. Through interviews, speeches, presentations, discussions, storytelling techniques, and the qualitative method, the students are taught to interact more quickly, naturally, and impulsively while expanding their vocabulary and knowledge of general science to help the growth of speech. According to the research paper's two findings, the initial class of pupils to engage in impromptu speaking techniques spoke more fluently and naturally since they had mastered the art of developing their speaking through creative sentences. The second group of students, who attempted to memorize the entire book, largely failed because they became anxious if they forgot a single phrase or word that caused them to forget the whole passage.

Discussion, problem-solving, and roleplaying are the three communicative activities that the researcher will examine to see how they affect students' speaking abilities and attitudes toward employing these three communicative activities to teach English. Communicative activity research examines pupils' English-speaking abilities (MOE et al., 2019). This study used a research design, tools, data collection techniques, and data analysis techniques. The student's attitude toward employing the three communicative activities to teach English was good.

The study "The Effect of Communicative Activities on Libyan Secondary School Students' Speaking Performance in Malaysia" (Owen & Razali, 2018) examined the impact of implementing communicative activities, particularly linguistic games, and a knowledge gap, on students' speaking abilities in secondary schools in Libya. The study used research subjects, tools, and data-gathering procedures. The study's findings show that various communicative activities improved students' oral speaking abilities. The study's exercises can give pupils practice speaking the language in open communication. Compared to their mean pre-test scores, the experimental group's mean post-test scores improved.

The current study attempted to ascertain the effect of employing communicative language teaching (CLT) activities at the English Language Institute in the research on utilizing CLT activities on EFL students' speaking abilities at the University of Jeddah (AL-Garni & Almuhammadi, 2019). The study used participants, resources, and data gathering techniques. In terms of speaking improvement, the experimental group outperformed the control group.

Research Questions

The survey aimed to provide answers to the following research questions to accomplish the study's objectives.:

1. What are student's attitudes towards communicative activities on EFL student's speaking performance
2. What are the effects of communicative activities on EFL students' speaking performance?

Methods

Pedagogical Setting & Participants

Out of the roughly 120 pupils in grade 5 at Vinh Binh Primary School, 21 were the participants in this study. To give the researcher a balanced sample to compare gender issues, an effort was made when choosing students to include nearly equal percentages of male and female students from various levels. Surveys served as the study's instruments. Most qualitative research questions on students' attitudes toward communicative activities were modified from Gardner's in Vietnamese. The survey was first translated from English into Vietnamese and then updated. The updated questionnaire was divided into two sections: perspectives and personal information. The attitudes section covered attitudes toward communicative activities on a cognitive, emotional, and behavioral level. A list of open questions was created as a framework for conversation to learn more about the participants' attitudes regarding communicative activities.

Data collection & analysis

On the 30th of June, 17 questionnaires were collected, but seven were incomplete or contained unanswered questions. Therefore, they were not studied.

Results

The first question was to identify the benefits of communicative activities in the classroom. A large number of students (90,5%) strongly agree that communicative activities in English class benefit them. Academically, teachers used communicative activities in teaching to support teaching speaking skills so that they could enhance their competencies. Predominantly, students think communicative activities are beneficial in studying in class and social communication.

The quantitative analysis of the findings from the student survey is presented in this section. To ascertain students' attitudes toward communicative activities, statistical data was evaluated.

Table 1. Student's attitudes toward communicative activities

Questionnaires	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Communication activities in English class are beneficial for me.	0%	0%	0%	9,5%	90,5%
2. Communication activities in English class make me learn English better.	0%	0%	0%	38,1%	61,9%
3. The English class communication activities help me have better opportunities in my future work.	0%	0%	0%	23,8%	76,2%
4. I cannot succeed without English communication	0%	4,8%	0%	19%	85,8%
5. Communication activities motivate me to learn English better.	0%	4,8%	4,8%	38,1%	52,3%
6. I enjoy learning English when the teacher integrates communication activities into the class.	0%	4,8%	4,8%	9,6%	80,8%
7. Communication activities help me improve my English-speaking skills.	0%	0%	0%	14,4%	85,7%

According to the study, female elementary students engage in more positive communication behaviors than male pupils. Like the views of others, cultural perspectives on communication and the effects of the social environment have some bearing on primary students' attitudes. The students in this study understand the benefits of engaging in communicative activities in their English learning. However, qualitative research demonstrates that primary children's views toward and adoption of communicative activities are negatively impacted by the complexity/simplicity of those activities.

Table 2: Student's feelings toward communicative activities

1. You feel hesitant when participating in English communication activities in the classroom?	33,3%	38,1%	0%	0%	28,6%
2. You feel comfortable participating in classroom English communication activities?	0%	0%	0%	42,8%	57,2%
3. You feel confident when participating in English communication activities in the classroom?	0%	0%	4,8%	19%	76,2%
4. You feel talkative when participating in English communication activities in the classroom?	0%	4,8%	14,4%	4,8%	76,1%
5. You feel cooperative when participating in English communication activities in the classroom?	0%	0%	4,8%	14,4%	80,8%

According to the study, students feel comfortable participating in communicative activities in class. The difficulty of acquiring real-world communicative competence, passing tests, and balancing the time given for major study and English instruction is revealed by further studies to cause students' anxiety and unfavorable attitudes toward studying English. However, this study shows that even in English classrooms where the traditional method of instruction is the rule, students' attitudes toward communicative activities are positively influenced by their social environment, including communicative activities and the attitudes of parents, peers, and classmates.

Table 3: Student's behaviour toward learning English

1. I participate in communication activities in English class.	0%	4,8%	0%	23,8%	71,4%
2. I speak English when I meet friends, teachers and English speakers.	0%	23,8%	0%	9,6%	66,6%
3. I like the communication activities in English class.	0%	0%	0%	23,8%	76,2%
4. I show my English-speaking ability to the people I meet.	4,8%	9,6%	0%	28,6%	57%
5. I practice speaking English as much as possible before I go to class	4,8%	0%	0%	33,3%	61,9%

Numerous studies on students' attitudes toward communicative activities have been conducted in response to the widespread usage of these activities in instruction. This study investigated the attitudes of Vinh Binh Primary School's fifth-graders regarding communicative activities.

Primary pupils often bring a good attitude toward expressive activities into the classroom. However, communicative activities are far from being included in the curriculum and are seldom employed in English classrooms daily.

Additionally, the participants in the qualitative study expressed concerns about how well-suited communicative activities are to the curriculum and school policy aims. According to the study, females have better perception than males, exhibit more interest in and confidence in their use of English, and as a result, have more positive attitudes about communicative activities in English learning. Additional studies reveal students' anxiety and unfavorable attitudes toward learning English, which is brought on by the challenge of developing real-world communicative competence, passing exams, and juggling the time allotted for major study and English instruction. However, in this study, students' attitudes toward communicative activities are positively impacted by their social environment, such as communicative activities and the attitudes of parents, peers, and classmates, even in English classrooms where the traditional method of instruction is the norm. The absence of genuine communicative tasks in English classes and the teachers' lack of expertise are significant barriers for the students to learning the language. Most subjects concur that engaging in communicative activities will improve our learning environments, schools, or personal life (76,2 percent). The participants in this study are aware of the benefits of communicative activities for learning English and the significance of communicative activities for careers.

Discussion

The study's conclusions highlighted the advantages of incorporating communicative activities into the instruction of spoken English. This finding is in line with researchers (Phisutthangkoon, 2021; Bashir et al., 2011) who consider that communicative activities encourage students' interest in the subject and connect prior knowledge to newly learned information. Additionally, they concur that utilizing communicative activities improves students' speaking abilities. In addition, communicative sentences are well known as scaffolding to assist pupils in gradually acquiring knowledge. The authors show how practicing sentences can help students become more fluent speakers of English. The findings align with some researchers (Dandu et al., 2021; AL-Garni & Almuhammadi, 2019).

Furthermore, communicative activities help to create classroom interaction, and speaking skills improve after learning communicative exercises. This view is in line with researchers like Nanthaboot (2014). Communicative activities to enhance their English-speaking abilities increase classroom interaction. This is in line with Oradee (2012). As discovered by this study, the use of communicative activities in classrooms attempts to make students more engaged because they must interact with their classmates. The results reveal that every student thinks that using these strategies engages students in activities, fosters critical thinking and other skills, and promotes learning.

The findings of this study are consistent with earlier research on the following variables influencing learners' attitudes: perceived communicative activity qualities, perceived communicative activity attributes in different cultural contexts, and communicative confidence. Students' favorable attitudes and willingness to use communicative activities in their English

learning can be attributed to the perceived benefits of communicative activities as teaching tools. Data from the study, however, indicate that respondents have concerns about the compatibility of communicative activities with school policy and curriculum and that students are less optimistic about the features of communicative activities' simplicity. The results of this study also show that the third best predictor of students' attitudes toward communicative activities is cultural views of communicative activities. The tendency for young students and their professors to approach novel situations from different perspectives could be one cause. Another possibility is a disconnect between EFL teachers' expectations and ideas and what students require from their foreign language study. The quantitative study's findings indicate that having more positive views about communicative activities in learning English relates to communicative experience. However, in this study, students' attitudes in English classrooms where the traditional method of instruction is still used were not influenced by their teachers, even though the social environment, such as the communicative activities and attitudes of parents, peers, and classmates, had a very positive impact on student's attitudes. This discrepancy with earlier research findings can be explained by the lack of communicative activities used by English teachers in this study. The results of earlier studies usually support that participants' views toward communicative activities employed in foreign language teaching and learning are positively impacted by communicative skills. However, it was discovered in this study that there was no meaningful relationship between communicative attitudes and communicative competence.

According to the study, elementary school girls develop more positive attitudes toward communicative activities than boys. The results of this poll indicate that women were more adept at communication and showed greater interest in and confidence in using English than men. According to Rogers (2003), adopting a new idea is one thing; putting the innovation to use is quite another, as difficulties with the invention's precise application arise during the implementation phase. The fact in this study can be connected to the academic setting. Due to a lack of practical communicative activities used in English classrooms and a lack of professional support from teachers in the use of communicative activities outside of English classrooms, students struggle to effectively integrate communicative activities into their learning of English, which significantly contributes to their negative attitudes toward these activities. In addition, passing English exams is typically the sole incentive for students to study the language to graduate. Some participants asserted that the inapplicability of communicative activities in non-society renders learning English unproductive.

Conclusion

The study's findings show that students agree that communicating with others is generally stimulating. Students are more self-assured when they assist one another during group conversations, group oral presentations, roleplays, games, pair work, and group work. The most engaging communicative activities in the EFL classroom were rated highly by both students and teachers as activities like games, pair work, small group work, and roleplays. They feel that these exercises increase the ability to communicate in English in a lighthearted and realistic way. There were slight discrepancies in how teachers and students perceived oral production interaction. Teachers believe that their pupils are only somewhat motivated because they have

trouble understanding them when they speak in the target language, on the one hand. The fact that students view their professors as a reliable source of guidance and explanation may help explain why students believe they are highly motivated.

Additionally, there were minor differences in how people perceived verbal correction communication behaviors. Although pupils are very driven, teachers think their students are entirely motivated when they receive incorrect feedback. This discrepancy may be because students frequently view teachers' error correction as a crucial element in developing their speech performance. To motivate students to learn the target language and help them understand the purposes of communicative activities, teachers should always establish an enjoyable learning environment in the classroom. Teachers should employ games and roleplaying more regularly because they promote possibilities for language practice, learner freedom, and a positive, supportive, and productive learning environment. Games can also be utilized to enhance grammar exercises those pupils find tedious. Teachers should keep giving students the proper feedback and correcting their errors while working on communicative tasks since these actions motivate pupils. Additionally, educators must be aware that disrupting oral production may need students to return to studying language form or meaning. Teachers must be cautious when organizing and carrying out communication activities, considering fair chances for involvement and engagement to achieve effective results.

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Biodata

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EFL Students' Attitudes towards Teacher Correction and Peer Correction in Writing Skills

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ABSTRACT

Keywords: error correction, teacher correction, peer correction, corrective feedback, attitudes

The purpose of this study was to (1) find out the attitudes of non-English speaking students at Tra Vinh University towards error correction in writing skills, including teacher and peer correction, and (2) discover their perspectives on the benefits and drawbacks of both types of corrective feedback. A questionnaire with 25 items and an interview with two questions about the chosen research topic was used to gather the data for this study. 13 non-English-speaking students with majors in Vietnamese literature and Accounting were the primary participants in this study at Tra Vinh University. The findings indicated that the majority of participants highly appreciated teacher correction. Nevertheless, peer correction was also preferred by some participants. This meant that the participants' attitudes towards teacher and peer correction varied significantly, which gave a wide range of thorough insights for further studies in this area.

Introduction

Background of the study

Over time, society has become more and more interested in studying English. It takes a long time for learners to advance, and it is particularly difficult to master all four skills—listening, speaking, reading, and writing concurrently. On the other hand, writing ability is thought to be both the most crucial and the most difficult skill to master (Maarof et al., 2011; Sapkota, 2012; Arif & Lestari, 2014). Kusumaningrum et al. (2019) argued that writing is such a difficult and complex skill because it requires students to integrate a variety of factors, including the topic, the purpose of writing, and the intended readers. As written English is so challenging for learners, mistakes are bound to occur frequently (Oladejo, 1993; Lee, 2005; Sapkota, 2012). English teachers have tried numerous things in an effort to address that situation. It appears that error correction is frequently utilized to improve students' English writing (Bandura, 1996; Ganji, 2009). Although there are many other error correction methods, teacher correction and peer correction are reported to be the most common-used ones (Thongrin, 2001; Ganji, 2009; Ramírez Balderas & Guillén Cuamatzi, 2018). Errors pointed out by students' teachers and peers can be vocabulary, grammar, spelling, organization, ideas, and so on, with the purpose of

assisting students in completing writing tasks effectively. (Lee, 2005; Yang et al., 2006; Maarof et al., 2011). Having recognized the importance of error correction, particularly teacher correction and peer correction, this study was carried out with the goals of exploring EFL learners' attitudes towards error correction from their classmates and teacher and figuring out the advantages and disadvantages of the two categories of error correction. To be more specific about the participants, they were non-English freshmen coming from Vietnamese Literature class and Accounting classes at Tra Vinh University.

Research problem

There are benefits and drawbacks to both peer and teacher correction. In agreement with Lee (2005), Arif and Lestari (2014) also found that teachers were more skilled at providing corrections. Additionally, they noted that teachers might spot more mistakes. However, some common problems with this type of correction include the fact that students and teachers occasionally could not grasp one another's points of view, or students ultimately were unable to understand error correction from their teacher (Hamouda, 2011). Regarding the other kind of corrective feedback, there is a strong belief that peer correction can offer more precise errors or that both givers and receivers can learn a wide range of information by discussing it with each other (Lundstrom & Baker, 2009; Arif & Lestari, 2014). Nevertheless, a few frequent downsides of this kind of correction are that students and teachers occasionally do not understand each other's point of view (Tsui & Ng, 2000). It is noticed that students' attitudes towards error correction and the pros and cons of two forms of error correction differ extensively and depend on distinct situations (Lee, 2005; Hyland & Hyland, 2006; Hamouda, 2011).

Purpose of the study

This study aimed to examine the attitudes toward error correction of students in Vietnam, especially at Tra Vinh university, where English is not the native language, and students struggle with many challenges when learning English, notably writing abilities. In addition, the study determined whether Vietnamese students have similar advantages or challenges as other students in different countries analyzed in previous studies.

Literature review

English writing and its necessary components

In general, English writing has been defined diversely by a large number of researchers with different perceptions, demands, objectives, and so on. As stated by Arif and Lestari (2014), writing is a discussion between a reader and a writer. In other words, they indicated that writing works as a term of expression. In addition, Sapkota (2012) said that writing could be depicted to be a productive skill, which means graphic symbols in writing will be utilized to demonstrate specific implications conveyed from the writer to the readers. Contrasting from the other researchers' point of view, Widarinsih (2015) argued that writing is a process of transferring thoughts, feelings, and messages toward certain goals. To create a skilled composition and enhance writing abilities, writers need to combine smoothly and efficiently numerous elements such as vocabulary, grammar, organization, content, and so on. Among distinct factors to enable

EFL learners to develop their writing capacity, peer correction and teacher correction play an immensely vital role. Several standard characteristics require to focus on when corrective feedback is taking place. Before identifying important variables relating to error correction, particularly teacher and peer correction, a few popular factors influencing the writing system and students' progress will be illustrated and evaluated in the diagrams below.

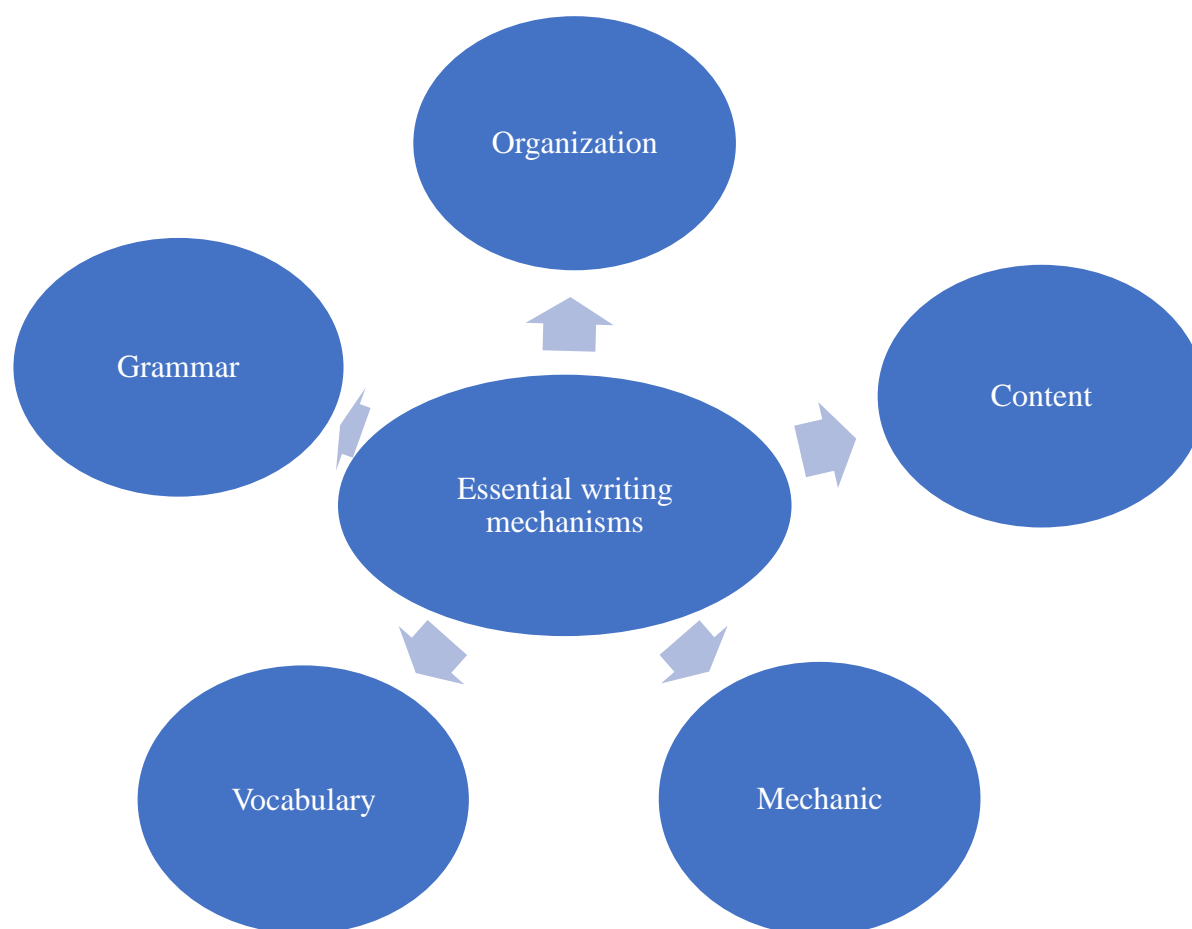


Fig. 1 Wagiyo (2021)'s *essential writing mechanisms*

According to Wagiyo (2021), numerous features were normally verified as crucial elements to help students write proficiently. Nonetheless, vocabulary, grammar, content, organization, and mechanics were considered five required components to create a well-written product.

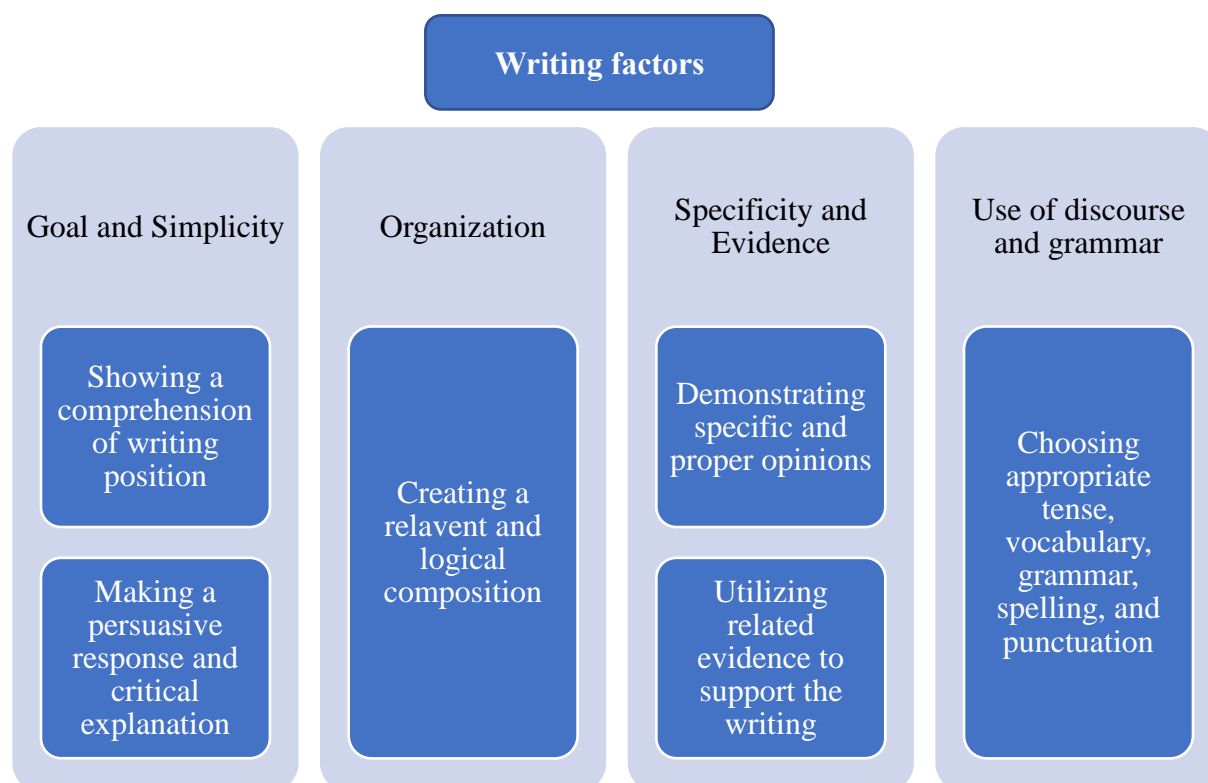


Fig. 2 Hermanto's points of view of vital writing factors leading learners to better writing (2018)

Hermanto (2008) gave not only key writing factors but also thorough supporting insights to provide a complete picture of writing expertly. The first two, "goal" and "simplicity," required students to show that they understood the article's point of view and to provide the base for an argumentative response and critical analysis. Next, in order to help students enhance their English writing abilities, the organizing dimension included the creation of a relevant and coherent composition. Hermanto highlighted specificity and evidence with their own detailed characteristics as the third component influencing writing far better. Writers were expected to provide readers with proper and honest opinions and effectively convincing evidence so as to support primary ideas or arguments as effectively as possible. Finally, proper usage of grammar, vocabulary, spelling, and punctuation for EFL learners' competent writing could not be missing.

Definitions of "attitudes", "error correction", "teacher correction", and "peer correction"

According to Lee (2005), error correction is the customary practice of providing "error feedback" on students' mistakes, and corrective feedback, which has a similar definition, is described as "putting things right by taking a remedial action" (Price et al., 2010). Teacher correction and peer correction appear to be the most widely used types of error correction for assisting students in improving their writing. According to Hamouda (2011), instructor correction is the process of identifying and fixing pupils' errors, which are mostly grammatical ones. In addition to the value of teacher correction, peer correction—the act of reading another person's writing and providing constructive criticism—is also valued by students as a way to improve their writing skills (Ramírez Balderas & Guillén Cuamatzi, 2018). Students are prone to display their attitudes, defined as the way people think and feel about things or views about

a case or an object, when receiving error corrections from teachers and peers (Oroujlou & Vahedi, 2011). Regarding the current study, error correction would be categorized as teacher correction and peer correction as well as defined as a process of reading students' writing, locating their mistakes—which are primarily related to grammar, vocabulary, organization, and content—and immediately correcting those errors for them.

Related Studies

Some related studies are going to be analyzed and sorted into different categories, which are the preference for teacher correction, preference for peer correction, peer correction after teacher correction, and equal liking between teacher correction and peer correction. Regarding the first category, Lee (2005) studied "Error Correction in the L2 Writing Classroom: What Do Students Think?". With the aim of examining students' perspectives on error correction in writing class, the researcher designed a questionnaire to discover students' perceptions. There was a total of 320 students from eight secondary schools in Hong Kong. The study suggested that over half of them considered error correction the teacher's responsibility.

Interestingly, Kavaliauskienė and Anusienė (2012) discovered a similar result in "Case study: Learners Attitudes Towards the Correction of Mistakes". To be specific, the main aim of this research was to discover learner mindsets for correction of mistakes or feedback as a language learning tool in oral, electronically- and paper-written work. They conducted the study at the Faculty of Social Policy, Mykolas Romeris University, Vilnius. The participants included students majoring in psychology and penitentiary law with specific learning English purposes. In this research, there were 24 students of psychology and 26 students of penitentiary law. The researcher found that half of the learners did not advocate the idea that their peers' correction would be beneficial to their writing. The possible cause of this opinion could be fear of being criticized publicly.

Similar to this, a study on "Students and Teachers' Preferences and Attitudes towards Correction of Classroom Written Errors in Saudi EFL Context" was undertaken by Hamouda (2011). He wanted to find out how teachers and students felt about writing error corrections in EFL classes, as well as how difficult it was for teachers to do so and for students to revise their papers after obtaining written feedback from teachers. A questionnaire that was taken from some earlier studies (Hyland, 2003; Ferris, 2004) was utilized as the main tool in Hamouda's research to gather the essential data. 200 students enrolling in two classes of Quassim University's Preparatory Year Program's Effective Academic Writing made up the study's population. Twenty non-native professors who teach English at this university and are from various nationalities were also participants. The study's analysis of the data revealed that the vast majority of students (78.5%) chose teacher correction because they believed their instructor would be better equipped to provide adequate feedback. Besides the mentioned researchers, Oladejo (1993) also indicated comparable findings in his research "Error Correction in FSL: Learners' Preferences". The major purpose of this study was to introduce the often-neglected opinions and attitudes of error correction in English writing learning. Particularly, 500 undergraduates of the National University of Singapore from five faculties (Science, Arts and Social Sciences, Architecture and Building, Business Administration, Engineering) were chosen to be participants to do the questionnaire. The result showed that an average of 65% of

the participants thought that their errors should be corrected by their teachers. The finding seemed to be initially expected because it is popular that in the predominantly Chinese culture of Singapore, peer correction is often considered to be undesirable as a sign of losing face.

Moving to the second classification, "A Comparative Study of Peer and Teacher Feedback in a Chinese EFL Writing Class," was organized by Yang, Badger, and Yu (2006), which turned out to be totally different from Oladejo's research (1993). This study was done at Chinese University to investigate whether peer correction was highly appreciated by examining two groups of students writing essays on the same topic, one receiving feedback from the teacher and one from their peers, as well as a questionnaire. About the questionnaire, 60% of the students thought peer feedback was "useful" or "very useful" compared to nearly 90% of students preferring teacher correction. This finding suggested that although teacher correction played a vital role in students' writing improvement, it would be undeniable that these Chinese students still valued peer corrections because they stated that "two heads are better than one" or "my peers are closer to me in age and experience".

In line with Yang et al. (2006), Jacobs et al. (1998) conducted a study on "Feedback on Student Writing: Taking the Middle Path". Their primary goal in conducting this study was to prove the hypothesis, "If peer feedback is not valued by L2 learners, ESL learners who have experience with both teacher and peer feedback will prefer not to receive peer feedback as one type of feedback on their writing," was flawed. 121 first- and second-year undergraduate ESL students who attended two universities, one in Taiwan with 77 participants and one in Hong Kong with 44 participants, were participants. They were required to answer the single question by selecting one of the two options and providing a brief justification in writing. Surprisingly, 112 (93%) of the 121 participants said they liked to get feedback from their peers, while only 9 (7%) of them opposed peer correction. These participants specifically stated that they would desire peer feedback to be one of the sorts of feedback they got on their work. They were, therefore, quite successful in disproving the notion.

Tsui and Ng (2000) conducted an experiment investigating the desire for peer correction under the title "Do Secondary L2 Writers Benefit from Peer Comments?". The study's goal was to document the roles of the teacher and peer corrective feedback in writing revisions among secondary L2 students in Hong Kong. The study was conducted in a high school. At the beginning of the school year, students were introduced to a process-oriented approach to writing in which they participated in a "writing cycle" for each writing task, which included brainstorming, drafting an outline, getting feedback from peers on their first drafts, revising those drafts to create second drafts, getting teacher feedback on those second drafts, and revising those second drafts to create third drafts, revision of third draft to make a final draft. The data collected also contained a questionnaire survey processed at the end of the fourth writing cycle. What was remarkable was that no matter whether the students had a high percentage or a relatively lower percentage of peer feedback, they saw corrections from their peers as having certainly crucial roles to play. Four roles known as a sense of audience, awareness raising through reading peers' writings, collaborative learning encouragement, and ownership of text support could be identified.

The last researcher who shared a similar result was Ganji (2009). He conducted research on “Teacher-correction, Peer-correction and Self-correction: Their Impacts on Iranian Students' IELTS Essay Writing Performance”. Three tests were used to gather the data for this study: two IELTS exams and one TOEFL test administered on paper. Ganji set out to determine how advanced Iranian students performed on the IELTS writing test in relation to teacher correction, peer correction, and self-correction. 54 individuals were chosen from a pool of 75 IELTS applicants for the study and divided into three groups of 18. At the beginning of the semester, each student took a writing pretest. Following that, an 8-week treatment period during which they all received various forms of feedback began. In the end, he reached the conclusion that Peer correction and self-correction outperformed traditional teacher correction by a wide margin, and peer correction was found to be the most beneficial form of error correction.

Taking the next category, which is the preference of having peer correction after teacher correction, into consideration, Motlagh (2015) did a study on “Whom do learners prefer to be corrected by? Teachers or classmates?”. The researcher wanted to investigate the preference for corrective feedback providers of Iranian students. To meet this goal, a questionnaire was conducted with the participation of 147 Iranian EFL learners to choose their favorite corrective feedback provider. The results were that 52.3% of these learners went for teacher feedback compared to 0% of peer correction preference. Nevertheless, surprisingly, there was 47.7% of them admitted that they were willing to receive corrections from their peers after being corrected by the teacher. Another study sharing a similar result was “Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research”, conducted by Sapkota (2012). The study's key objective was to find out whether there would be an enhancement in students' writing skills through the approaches of peer correction followed by teacher correction. The participants for the study consisted of 10 students from a B. Ed College. The research report strongly recommended that the teaching of writing could be effective when using peer correction followed by teacher correction. Teacher correction could be just used as facilitation.

Last but not least, the equal importance between peer correction and teacher correction has been advocated by many researchers. Maarof et al. (2011) investigated “Role of Teacher, Peer and Teacher-Peer Feedback in Enhancing ESL Students' Writing” with the major purpose of figuring out students' insights into the role of the combined use of teacher feedback and peer feedback in boosting ESL writing in the hope that both types could be advantageous. A total of 150 students from five secondary schools answered a questionnaire containing 32 items on a 4-point Likert scale, two multiple-choice items, and three open-ended items. The results of the survey revealed that 140 out of 150 students (93.3%) believed they could enhance their writing with support from both their teacher correction and peer correction. Similarly, Thongrin (2001) did a study to discover “The Effectiveness of Self-, Peer- and Teacher corrected Writing on Writing Achievement of Undergraduate Political Science Students at Thammasat University. The researcher wanted to evaluate three different kinds of error correction mentioned above. There were 36 political science students at Thammasat University. They all attended writing classes in the first semester. The data set methods consisted of the researcher's English writing tests and a questionnaire prompting students' attitudes to different categories of corrective feedback. It

was reported that 83.3% of participants were strongly for the idea that three techniques should cooperatively correct writing errors.

In short, there have been various results of preferences for different types of error correction. Some studies showed the dominance of teacher correction, while others indicated the opposite results. In addition, it was not uncommon for many students to prefer receiving both peer and teacher corrections to having one. Interestingly, some students also admit that they were willing to be corrected by their peers after getting error corrections from their teacher. Therefore, these findings seem to vary significantly, depending on different aspects, including the sort of learners, learning purposes, background knowledge, and so on. Thus, in order to discover more aspects of peer correction and teacher correction in writing skills, if finances and energy permit, further researchers should broaden the scope to include more accurate and trustworthy data. Additionally, prolonged observation will be important to assess students' attitudes toward teacher and peer correction and the advantages and disadvantages of each approach.

Research Questions

To fulfill the purpose of the study, the questionnaire and interview were seeking to answer the following research questions:

1. How do non-English students at Tra Vinh University feel about receiving corrective feedback on their writing from peers and teachers?
2. What are their perspectives on the benefits and drawbacks of each type of error correction?

Methods

Pedagogical Setting & Participants

Thirteen freshmen majoring in Vietnamese Literature and Accounting participated in the study at Tra Vinh University. These students, who included ten females and three boys, ranged in age from 18 to 19, with some exceeding that age. Initially, all 13 students were asked to complete a questionnaire evaluating the benefits and drawbacks of peer and teacher correction. The same individuals from the questionnaire were then interviewed in order to elicit their deepest thoughts about teacher and peer correction. The participants have been studying one English course called non-English major course 1, using the main textbook, which is Objective PET Student's Book written by Hashemi and Thomas (2010). Currently, they are having non-English major course 2, using the same textbook. During two terms of studying English as a foreign language, they can make progress consistently on four skills, but writing is still too tough for them to grasp. Applying teacher and peer corrective feedback to assist students in raising their writing ability is, therefore, extremely useful and crucial.

Design of the Study

The purpose of the study was to find out how non-English students felt about receiving peer and teacher feedback on their writing, as well as the benefits and drawbacks of these two tools. A questionnaire and an interview served as the study's two primary instruments, and both quantitative and qualitative methods were used to gather meaningful and in-depth information.

Data collection & analysis

A questionnaire and an interview were the two main types of tools used in the study. A questionnaire was the best first-instrument choice for eliciting various perspectives on the advantages and challenges of a wide range of pupils. Due to the questionnaire's practical and time-saving features, the quantitative data it yielded was also simpler to evaluate. Regarding the second method, interviewees were chosen since they did not have predetermined responses like a questionnaire and allowed students to express their opinions freely and comfortably. As a result, an interview appeared to be a useful method for gathering a ton of important data to support the questionnaire's findings. An interview would also be suitable for evaluating qualitative aspects.

Questionnaire

Prior to developing the questionnaire used in this study, a variety of data from previous studies would be gathered and modified to understand better students' attitudes towards teacher correction and peer correction as well as how they perceived the benefits and drawbacks of the two types of corrective feedback. Specifically, information from three research by Hamouda (2011), Maarof et al. (2011), and Tsui and Ng (2000) served as the foundation for the questionnaire's design. There were two primary sections to the questionnaire. The initial step was to gather demographic data about the participants, including gender, age, the number of years spent learning English, and how frequently they practiced writing. In the following section, 25 items were designed in a five-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) and categorized into two types of error correction, including 14 items relating to teacher correction and 11 items relating to peer correction, in order to get students thinking about the strengths and weaknesses of two error correcting forms. With the exception of items 6 and 8 in the teacher correction aspect and the fourth item in peer, correction observed and expressed firsthand, the majority of the statements were primarily taken from the findings of the three researchers described above.

The chosen individuals had between 15 and 20 minutes to complete the questionnaire, following the instructions in each section. Before beginning, they were told that the goal of the questionnaire was to learn about their perceptions of the advantages and disadvantages of instructor and peer feedback in order to improve their study of writing. There were no right or wrong responses, so they were expected to answer as truthfully as they could.

Interview

The interview was created with the following two questions in order to corroborate the questionnaire's findings and learn how children feel about receiving correction from teachers and peers:

1. Do you prefer peer correction or correction from the teacher? Why?
2. How do your teacher and your peers assist you in editing your written work?

Thirteen non-English speaking students majoring in accounting and Vietnamese literature were selected as interview subjects. They got roughly five minutes to respond in Vietnamese to two questions. Vietnamese was permitted since it was a language that people could readily and fully

employ to communicate a wide range of thoughts. Their comments were taken down and later typed down to support the survey's findings.

Results/Findings and discussion

Presenting the results under the lights of the research questions.

Questionnaire

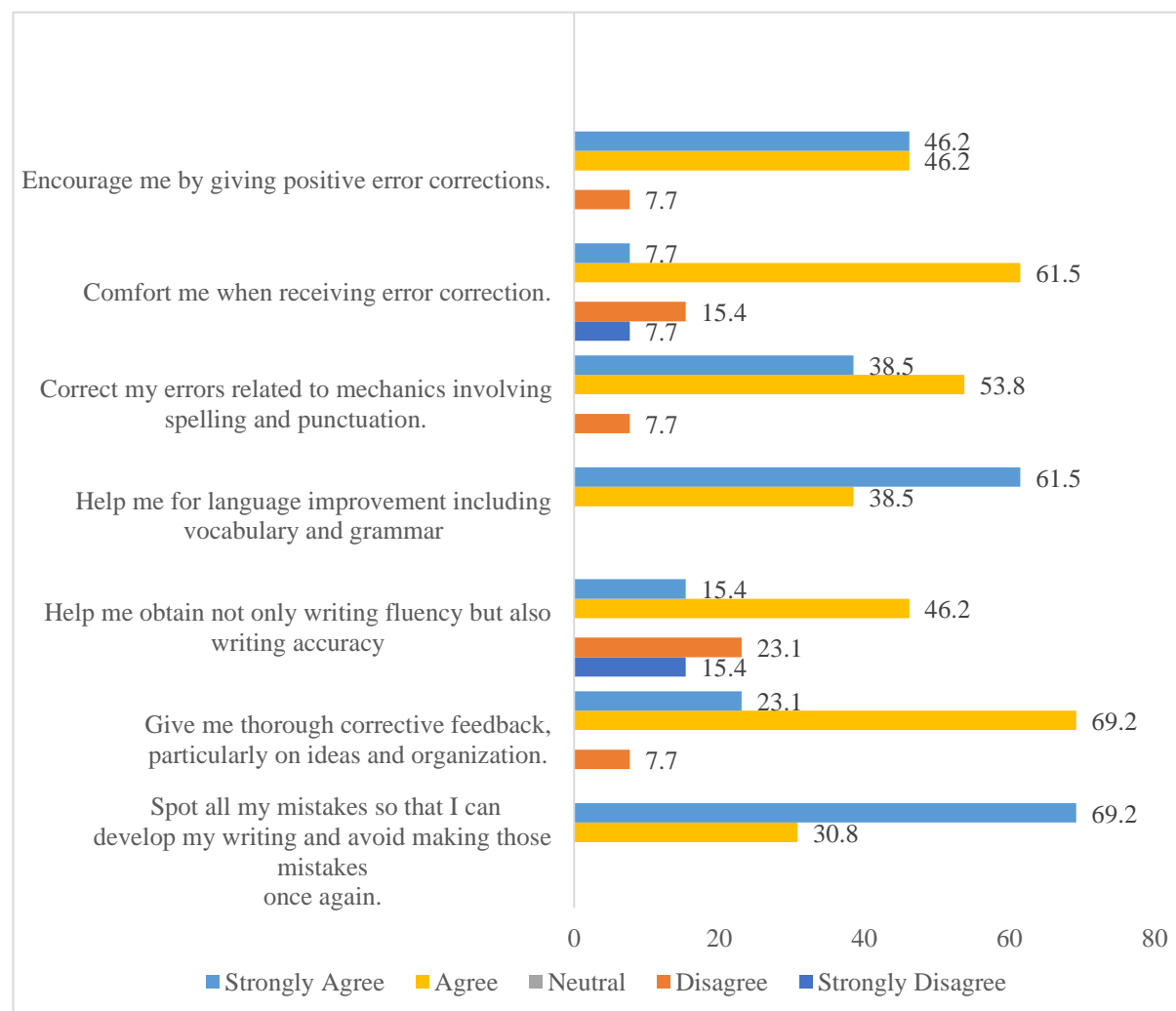


Fig. 3 Advantages of teacher correction

Fig. 3 obviously shows that giving students thorough and specific corrective feedback, especially on ideas and organization, and pointing out all of their mistakes so that they can greatly improve and avoid making those mistakes again were two major benefits of teacher correction for students. These two responses received the highest percentage, with 69.2% each agreeing and strongly agreeing. The improvement of their language skills, including vocabulary and grammar, was the next benefit of the teacher's corrective feedback, with 61.5 % strongly agreeing. Similar to this, 61.5 % of participants concurred that receiving written comments from teachers can make them feel more at ease. This finding placed teacher correction in third place among the benefits. Other noteworthy benefits of teacher correction included fixing students' mechanics problems, such as spelling and punctuation, and assisting them in improving their

writing accuracy and fluency, receiving the majority agreement (53.8 and 46.2 in turn). Intriguingly, the same percentage (46.2) of participants strongly agreed and agreed that teachers could motivate students by constructively correcting their errors.

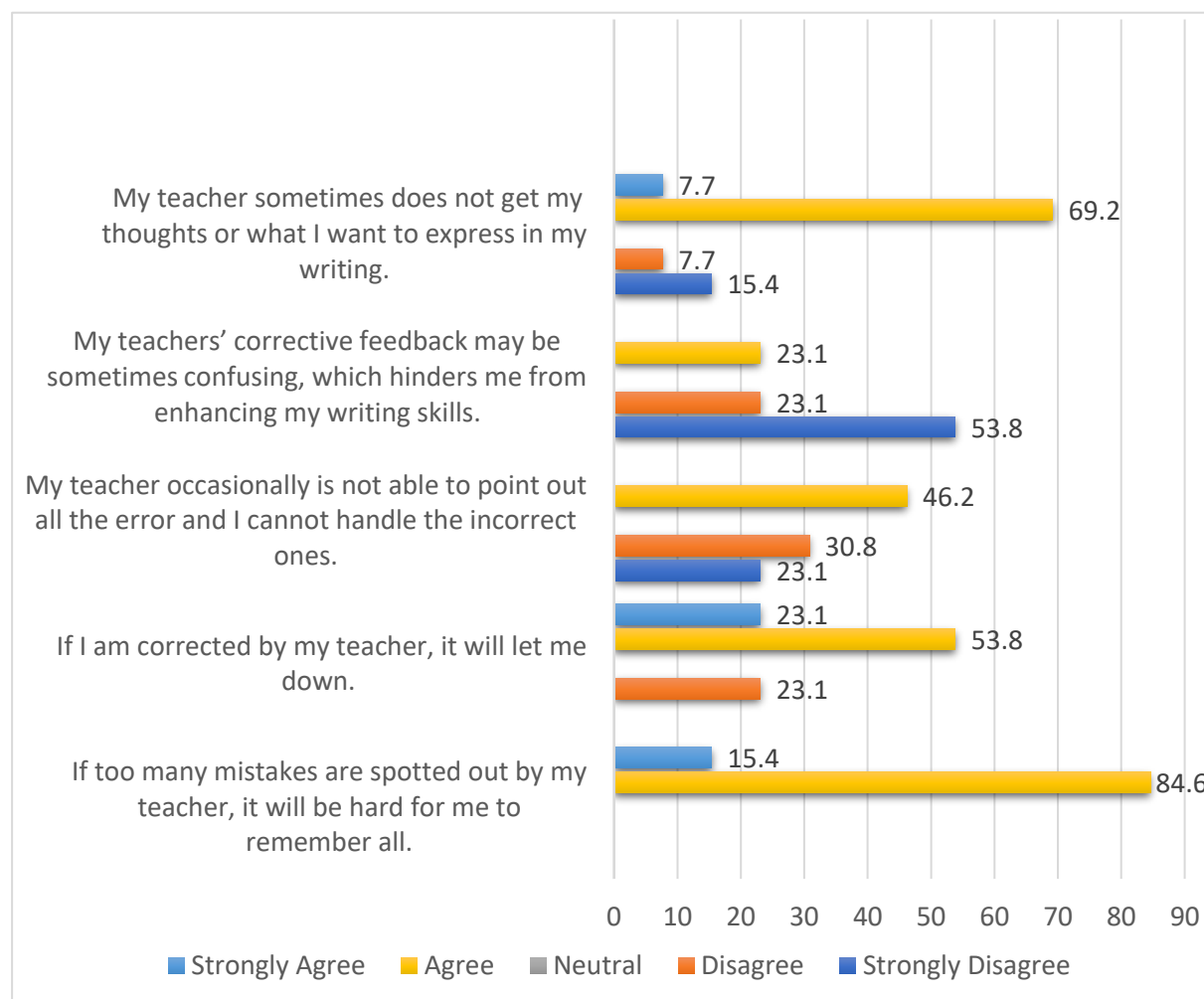


Fig. 4 Disadvantages of teacher correction

Here are some statistics outlining various issues that students may encounter when getting teacher corrective feedback. The majority of participants (11 kids, or 84.6 %) agreed that if their teacher corrects too many errors, they won't be able to recall all of them. Nine participants, or 69.2%, agreed that their teacher occasionally does not comprehend their thoughts or what they want to communicate in their writing. This was the second biggest issue. 53.8 % of them concurred that receiving frequent error corrections from their teacher would discourage them. The fact that sometimes their teacher cannot find all the errors and they are unsure of how to cope with the incorrect ones was ranked as the second difficulty, and then this one, agreed by 46.2%. Surprisingly, 53.8 percent of participants strongly disagreed with the offered drawback of teacher correction, which was that it could be imprecise or difficult to understand, preventing them from improving their writing abilities.

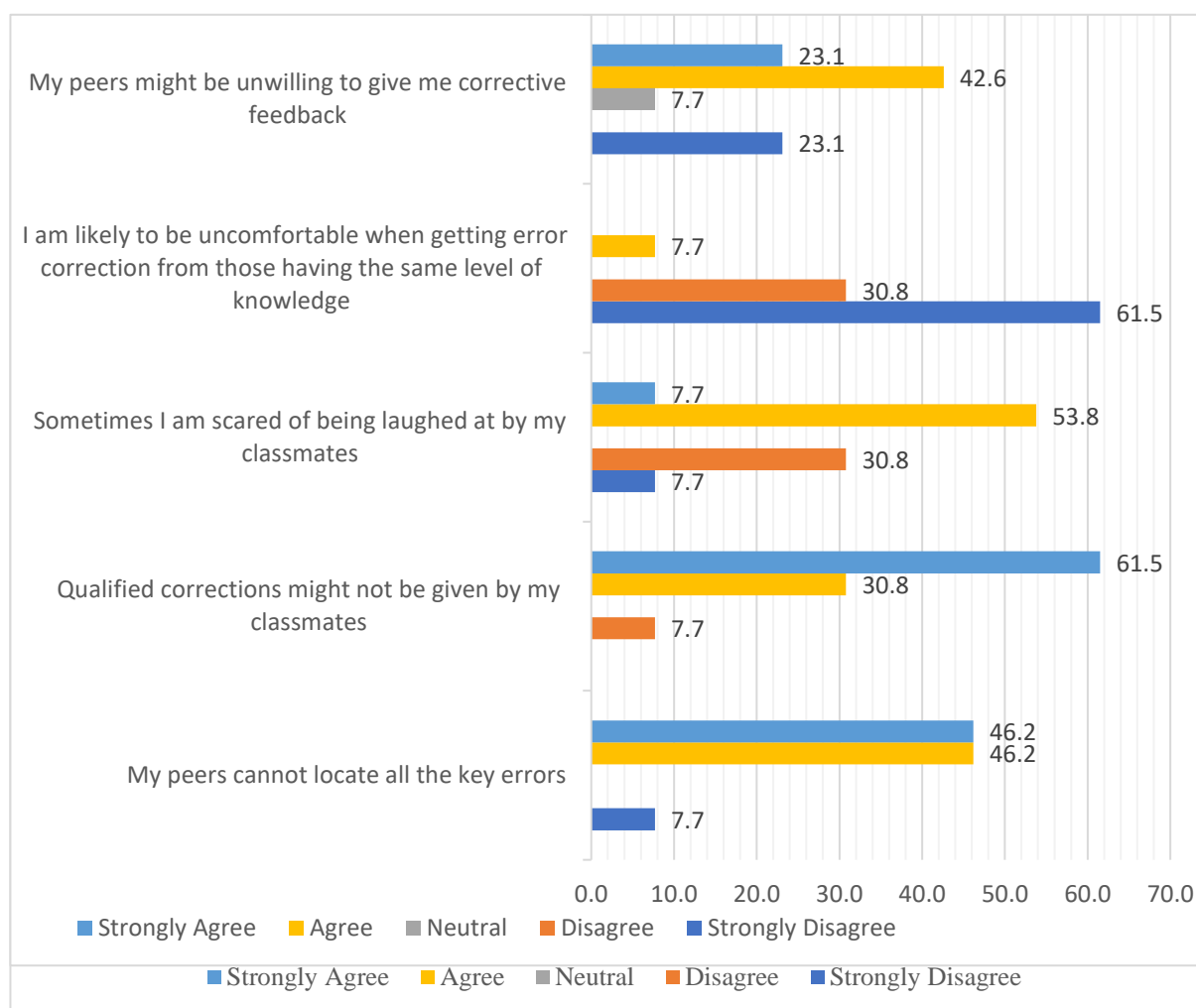


Fig. 5 Pros of peer correction

Fig. 5 unequivocally demonstrates the largest benefit that peer correction may provide to the participants, attaining agreement with 76.9% of the participants, which was to help them write more seriously because they know that they have a real audience reading their writing. The notion that peer assessment might help students identify strengths and weaknesses they might not otherwise be aware of was introduced after this (69.2%). The ability to disclose difficulties more easily because peer correction is less intimidating or stressful than instructor correction was another significant benefit of peer correction that 8 participants (61.5%) acknowledged. Another clear advantage of peer correction was that it increased students' writing correctness, which was acknowledged by 53.8% of the participants. However, almost half of them (46.2%) disagreed that their peers could provide more detailed criticism on content.

Cons of peer correction

The majority of the participants, eight out of the thirteen, agreed that their peers' potential inability to provide insightful or qualified corrections was the biggest challenge. 53.8% of the participants concurred that they occasionally worry about being laughed at by their peers. With relatively high percentages of participants, peer correction also has the drawbacks of students' classmates being unable to identify all the critical faults and their peers possibly being hesitant to correct their errors, with 46.2% and 42.6%, respectively. Eight participants (61.5%) strongly

disagreed that they frequently experience discomfort while getting constructive criticism from those with the same education or experience level.

Interview

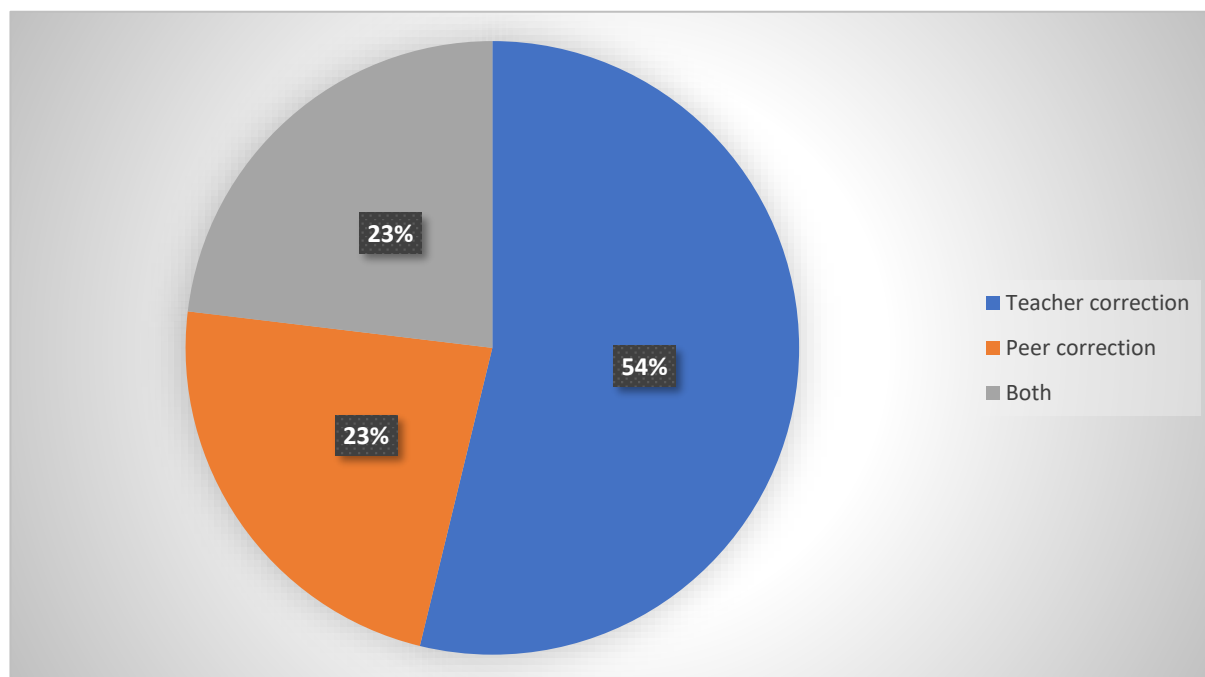


Fig. 6 Learners' fondness of teacher correction and peer correction

Thirteen non-English first-year students at Tra Vinh University who were majoring in Vietnamese literature and Accounting were interviewed for the study, and the results showed that a large majority of them (54% out of 100) desired their teacher to correct their writing mistakes. They firmly believed that their teacher had the academic ability to correct their errors accurately and professionally. However, three pupils of the others also gave peer correction a positive evaluation. They indicated that they really enjoyed getting constructive criticism from their peers. Finally, three additional students—or 23% of the participants—favored both forms of error correction equally. They believed it would vary depending on the circumstance. One of them claimed that his teacher would be the greatest person to provide him with grammatical or vocabulary corrections. Even so, he occasionally desired to generate fresh ideas for his work by soliciting feedback from his peers who could be knowledgeable about something entirely new and worthwhile to learn.

Regarding the second interview question, the interviewees provided a range of methods through which their teacher and students would correct their mistakes. The majority of participants in this study defined teacher correction as the process of finding students' grammatical problems and unsuitable words and correcting those mistakes for them. Others, however, claimed that their teacher frequently highlighted or circled their errors first. Then, after a brief phone chat, their teacher would call them to discuss how to improve their written work. A few individuals also revealed an additional alternative technique of instructor reprimand. On occasion, their teacher found their faults, displayed them to the class, and requested that some students fix them. If such learners were unable to provide proper corrective comments, the teacher would do it instead. Regarding peer correction, two approaches appeared to be relatively comparable

to the first one for correcting students' essay writing. They would first identify the mistakes and make the necessary corrections for their friends. Second, they would identify some problems in writing and offer the writer some solutions to fix the errors.

Discussion

The primary goal of this study was to understand better how non-English students who were majoring in Vietnamese literature and Accounting felt about peer and teacher correction of their writing. Another specific objective of this study was to learn students' perspectives on the benefits and drawbacks of receiving constructive criticism from their teachers and peers. The study's main conclusions were covered in part before. The results of the questionnaire and the interview will be outlined and discussed in this section.

Students' views on the benefits and drawbacks of teacher correction and peer correction after doing the questionnaire

Hamouda's study (2011) found that teachers are frequently thought to be more qualified in providing adequate error correction, helping students point out all of their mistakes so they can improve and avoid making those mistakes again greatest benefit provided for students. It is clear why this benefit was given a higher ranking than the others in this study because the majority of students have a strong sense of confidence in their teacher's professional abilities and ability to manage many areas when correcting students' written faults effectively. Another significant advantage of teacher correction highlighted in this study was the ability of teachers to provide students with specific and in-depth corrective feedback, particularly on ideas and organization. The study of Sapkota (2012) also underscored this agreement. The second-place benefits of instructor correction were helping students with language development, particularly vocabulary and grammar, and making them feel more at ease when getting written criticism. Grammar mistakes were the primary focus of both teachers and students in numerous studies on error repair (Paulus, 1999; Tsui & Ng, 2000; K. Hyland & Hyland, 2006). It follows that English teachers frequently give grammar and vocabulary the most emphasis. Due to this, students frequently believe that their ability to write will increase as they become more fluent in grammar and vocabulary.

Perdani's research (2020) demonstrated the presence of a comfortable sensation after getting instructor punishment. The most often cited drawback of teacher correction was "If my instructor corrects too many faults, I cannot recall them." This flaw can suggest that the participants prefer to move along steadily rather than attempting to learn everything they can. The fact that teachers occasionally fail to comprehend students' thoughts or what they are trying to convey in their writing was another significant negative of teacher correction. This can be explained by the fact that every person has unique perceptions of many factors. As a result, different concepts or expressions may be expressed in different ways. Additionally, non-English speaking pupils in rural areas, particularly in Tra Vinh city, often struggle to communicate their opinions in the right language. This most likely leads to miscommunication between writers and readers, who serve as their teachers. It is believed that teachers' confusion is harmful to students' self-esteem when they make comments like "What's this?" or "I don't understand what you are saying here" (Jimena et al., 2005). The study's participants also mentioned that they

would become discouraged if their teacher constantly corrected their mistakes. From Bandura's (1986) research, it may be extrapolated that such a practice may reduce student efficacy. According to the researcher, students might not apply error correction in the best way if instructor correction causes them to have decreased self-efficacy.

Peer correction in this study was valued positively, which set it apart from many other studies, and a large number of participants endorsed its benefits. Because they are aware that their work will be read by real people, students who take their writing seriously tend to receive the best grades. This pattern was consistent with Tsui and Ng's study (2000), which found that participants favored peer correction since they felt like their audience. Another important advantage of peer correction is that it encourages students to communicate their issues more openly because it is less intimidating or stressful than instructor correction. When correcting several errors, teachers can become stern or feel unhappy, which might produce students anxiety. In Hamouda's research (2011), this problem was explained that teachers tend to think that correcting all the mistakes not only becomes overloaded work but also has a negative impact on students' self-awareness as they only copy what has been corrected by the teacher into their new writing. As a result, discussing ideas with classmates comfortably and easily can be more preferable (Jacobs et al., 1998).

Two significant peer correction weak spots will be thoroughly examined in relation to the last dimension. Students frequently faced the initial challenge that their peers would not provide adequate or satisfying feedback when correcting them. It is frequently said that pupils lack professional abilities or are unable to fix their classmates' writing errors as accurately as their teacher can (Lee, 2005; Ganji, 2009; Perdani, 2020). It's possible that students simply obtain a few fresh perspectives on the subject matter or the foundation for constructive peer criticism. Correcting crucial faults that may involve intricate grammatical construction, suitable vocabulary, or efficient organization calls for a variety of abilities and knowledge. According to Kavaliauskien and Anusien's research, one major drawback of peer correction was that occasionally pupils were afraid of being mocked by their peers (2012). They noted that 50% of the participants in their study decided against peer correction because they would face public criticism and ridicule from their peers. However, turning to this study, it was found that many students vehemently disagreed that they typically feel uneasy while obtaining error correction from those who have the same knowledge or academic level. This disagreement was comparable to Oladejo's research from 1993, in which 65% of participants disagreed that getting feedback from classmates was not the same as losing face. Hence, it can be concluded that the study's participants are open to receiving peer criticism as long as they are not harshly disparaged or made fun of.

Students' attitudes towards teacher correction and peer correction through the interview

The majority of participants in the interview appeared to greatly value instructor correction, according to the interview's results. They were convinced that their teacher had the knowledge and skills necessary to fix their writing errors. Additionally, it is well known that Vietnamese pupils have become accustomed to receiving constructive criticism from their teachers. It shapes their habits and even their mindset that only their teacher has the necessary academic background and professional expertise to handle it effectively. The fact that pupils prioritized

instructor correction was in line with Hamouda's research findings (2011). He found that pupils preferred teacher correction due to their confidence in the teacher's ability to correct and their discomfort with peer correction. Three students chose peer correction out of the 13 interviewees, and three students had positive attitudes about both methods of error repair. They chose to receive constructive criticism from peers because doing so made them feel more at ease and at ease when talking and exchanging ideas with their classmates. One of them remarked, "I prefer having my classmates correct my writing because we can argue openly and comprehend one other's points of view." Regarding the final consideration, the main factor influencing the preference for both mistake correction types was diverse conditions. Students who preferred this pairing said that while their friends might provide them with fresher content ideas, their teacher could mostly assist them with grammar and vocabulary. This may resemble a study by Maarof et al. (2011) in which the majority of pupils desired the use of both teacher and peer criticism simultaneously. They discovered it to be more useful and crucial for improving their writing capacity.

Conclusion

In the context of Tra Vinh University, the current study examined the attitudes of non-English speaking students regarding peer and teacher criticism of their writing abilities. The questionnaire and the interview were the two main data gathering methods used in this study. A total of 13 non-English-speaking students with majors in Accounting and Vietnamese literature were chosen to take part in the interview and questionnaire. The outcomes are listed below. There were both discrepancies and parallels between the questionnaire's findings and those of several other studies. Numerous studies' findings indicated that there were four key benefits for students who received teacher correction. The next step was to provide them with explicit and in-depth remedial criticism, focusing in particular on concepts and organization. The latter two included making students more confident when receiving written feedback and assisting them in improving their writing correctness and fluency. Additionally, two major challenges to instructor correction were consistent with prior investigations. The students concurred that if their teacher corrects too many errors, they won't be able to recall them all.

Additionally, sometimes, their teacher does not comprehend the thoughts they are trying to convey in their writing. The largest advantage of peer correction, as determined by analysis, was that it encouraged students to take their writing more seriously because they were aware that a genuine audience was reading it. Most participants concurred that their peers could identify their strengths and shortcomings that they may not be aware of after that. Another important benefit of peer correction is that it makes it easier for students to talk about their issues because it is less intimidating or stressful than instructor correction. Peer correction, in contrast, has two major drawbacks: occasionally, pupils fear ridicule, and their peers may not provide enough satisfactory adjustments. More than half of the participants indicated that instructor correction was their preference for the interview's outcome. However, both sorts of error correction and good attitudes about peer correction also took place. The variety of answers may result from the students' various backgrounds or learning styles. The majority of participants who preferred teacher correction indicated that they had complete confidence in their teacher's knowledge, whereas some others firmly believed that getting peer correction was

more comfortable in some way. Finally, some of them liked both types of error correction, depending on the many circumstances or aspects they wished to enhance.

Limitations

The study had to put in a lot of time and effort, yet it still had significant flaws, which should be acknowledged as follows. First off, the research's breadth was not as comprehensive as anticipated due to time constraints and a small participant pool. As a result, the study has to be limited to Tra Vinh University's students, in particular non-English majors. Due to this constraint, the study was only able to collect and clarify some of the aspects of students' views regarding writing skill repair. Due to the fact that this study was just basic, there were further detailed topics that needed to be covered and discussed in greater detail. In short, the study's limited participants and breadth were its two main issues, which might have influenced the study's findings.

Recommendations for Further Research

As was noted in the earlier section of this chapter, the study's scope was restricted to one university, and just a few individuals were chosen. Therefore, other researchers can broaden the scope for more accurate and dependable data for their future studies if time, money, and effort permit. Potential subjects for the study in the same field could be English majors. Long-term observation will also be essential in order to more thoroughly and accurately assess students' attitudes toward both teacher and peer correction, as well as the advantages and disadvantages of each method. Future researchers can go in those two important ways to learn more about the subject.

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Biodata

Currently, Vo Thi Thanh Mai is working as an English teacher at Victory center and Tra Vinh university in Tra Vinh city, Vietnam. She has been teaching since 2019, and she has been extremely lucky when having classes with numerous types of learners, which significantly varies her teaching experiences. In terms of doing research, She is really into discovering English learning and teaching problems in order to seek solutions for both herself and other teachers who are also interested in this field. To be more specific, among a wide range of English skills and elements, writing always attracts her attention because it is regularly believed to be the most difficult skill to master. This means students are likely to struggle with a great number of writing problems that hinder their English learning development. Thus, she is motivated to study this area as much as she can.

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