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## *A Note from the Editor-in-Chief*

Dear authors and colleagues,

We are pleased to present the most recent issue of the International Journal of Language Instruction, Vol. 2, No. 1, which contains a variety of contributions from prestigious institutions and scholars in the field of language instruction. This issue highlights the essential research and insights generated by educators and researchers from all over the world.

Contributors to this issue came from prestigious institutions such as Universiti Sains Islam Malaysia (USIM)/Universiti Kuala Lumpur, Malaysia, Universiti Kuala Lumpur, Malaysian Institute of Aviation Technology (UniKL, MIAT), Malaysia, Faculty of Foreign Languages, Van Lang University, Vietnam, Lourdes College, Cagayan de Oro City, Philippines, and Thanh Loc Middle and High School, Kien Giang, Vietnam. Their contributions reveal a diverse array of perspectives, experiences, and knowledge in the field of language instruction.

We would like to express our gratitude to the authors for their insightful research and dedication to advancing the field of language instruction. Their rigorous studies, innovative methodologies, and perceptive analyses have significantly enriched this issue and contributed to the ongoing development of language teaching and learning.

Additionally, we would like to express our appreciation to the editorial staff, who have labored tirelessly to ensure the quality and rigor of the articles in this issue. Their meticulous attention to detail, prompt responses, and advice were crucial in defining the content and publication process as a whole.

In addition, we extend our deepest gratitude to the diligent reviewers who generously contributed their expertise and time to the submissions' evaluation. Maintaining the high standards and academic integrity of this journal would not be possible without their constructive feedback and scholarly insights.

We hope that the articles in this issue will inspire further research, generate fruitful discussions, and have practical implications for language education. We anticipate that this compilation of research will contribute to the ongoing conversation and advancement of language teaching and learning practices.

Again, we would like to extend our profound appreciation to all contributors, editorial staff, and reviewers for their unwavering support and commitment. We hope that readers will find this issue of the International Journal of Language Instruction to be insightful, thought-provoking, and a useful resource for their professional endeavors.



Associate Professor Dr. Phan Vu Phi Ho  
Editor-in-chief  
Faculty of Foreign Languages, Van Lang University



## The Ups and Downs of Learning and Using English: Aviation Students' Voices


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### ABSTRACT

**Keywords:** Aviation students, English Language Learning, Successes, Challenges

Proficiency in English has become the standard language in the international aviation industry. To avoid accidents, all aviation personnel needs to communicate in English. The communication skills of aviation personnel should be developed during their studies. Therefore, this study aimed to investigate aviation students' successes and challenges in learning and using English. Six aircraft maintenance students from three different aviation schools in Malaysia participated in the study. Using a qualitative research design, the study collected information from open-ended interviews and document analysis gathered from online postings. The data were analyzed thematically and managed using ATLAS.ti software. Overall, the results showed that students experienced more successes than challenges in learning English. There were three themes categorized under successes and challenges: opportunities, feelings, and progress. The results could help course module developers and language teachers create modules that meet the needs of aviation students.

### Introduction

Effective communication is critical in aviation to ensure timely flight operations and safe takeoff and landing (Torquato, 2004). This includes the aircraft maintenance field, which requires effective English communication to ensure no accidents occur (White, 2018). Miscommunication or misunderstanding in communication can result in the loss of life. Many aviation maintenance tasks frequently include substantial use of English, and maintenance personnel must be fluent in English to ensure that the tasks are completed accurately and smoothly (Shukri et al., 2021). As a result, aviation personnel's communication abilities should be cultivated and formed from the start of their undergraduate studies.

According to Dalkilic (2017), as reported by Shukri et al. (2021), the average percentage of aircraft incidents related to maintenance issues was around 10% between 2009 and 2013. Even

though the percentage of commercial aviation events caused by maintenance problems is very modest, accidents are frequently fatal (Cacciabue et al., 2003). This explains why maintenance operations are critical to an aircraft's continued safety and economic costs. Human factors and human error have a substantial relationship. Maintenance errors can be caused by a variety of circumstances, including poor communication and misunderstandings (Padil et al., 2018; Shukri et al., 2021).

The nature of language and the way a person interprets it can lead to misunderstandings; even an aircraft maintenance engineer can write a report and speak English well. Aircraft maintenance engineers should constantly avoid language misunderstandings when writing a field report, communicating, or responding to critical communication. Therefore, building communication skills in English must begin at the undergraduate level.

The primary goal of teaching English in Malaysian higher education institutions is to prepare students for workplace communication. However, it is considered troublesome when graduates are unable to find work because they cannot communicate effectively in English. Despite improvements in the education system, industries continue to express their dissatisfaction (Ismail, 2012). According to the National Economy Action Board (MTEN), one of the criteria that industries highlighted as a problem among fresh graduates is a lack of communication skills, particularly in English. This is supported by some previous studies that have been conducted in the past that future graduates are still unable to communicate effectively because they lack confidence and have a poor command of the English language. (Devira, 2017; Ramakrishnan & Yasin, 2012; Ting et al., 2017). Engineering students must be fluent in written and spoken English, or they may struggle to grasp what others are saying. Hence, the development of communication skills in English must begin at the beginning of their studies. It is crucial to determine what students currently know and practice and what they still need to learn in order to have strong communication skills. Therefore, this study examined students' experiences learning English while studying aircraft maintenance in order to prepare them better for the next phase of their careers.

## Literature review

As a worldwide industry, aviation uses a variety of languages. On the other hand, the International Civil Aviation Organization (ICAO) has designated English as the official language of aviation. Aviation English differs from general English. Aviation English is a subset of English for Specific Purposes (ESP), along with English for Specific and Technology (EST), English for Business and Economy (EBE), and English for Social Science (ESS) in Hutchinson and Waters' tree (Lin et al., 2014).

Learning ESP, including Aviation English, usually presents greater difficulties than learning general English. To build a combination of vocational skills and specific job-related tasks, greater emphasis is placed on learner requirements and the language used in the environment. ESP is a language teaching method that works directly with curriculum, methods, and activities (Hutchinson, 1987). It is designed to meet the specific needs of learners related in content to particular disciplines, occupations, and activities. In the ESP model, the three (3) components



of necessities, lacks, and wants were emphasized (Hutchinson, 1987). Hutchinson and Waters claim that the "necessities" refer to the types of needs defined by the requirements of the target situations, such as in this case, what students need to know in the target environment. Meanwhile, "lacks" refers to the discrepancies between what students know and the necessities they lack. Finally, the term "wants" refers to the types of needs that students want to learn. The results of these needs can be used to guide classroom resources and activities and raise the standard of ESP learning and teaching.

The English used in the aviation sector is specific to work performed in each division. Aircraft maintenance is one of the aviation industry's divisions. The English requirements for aircraft maintenance differ from those for pilots, Air Traffic Controllers (ATC), and flight attendants and are regulated by the task performed. The primary responsibility of aviation maintenance is to assure the continued airworthiness of an aircraft or aircraft parts. These responsibilities should serve as the beginning point for aviation schools' teaching and learning processes. Therefore, the students are aware of their area of expertise and are capable of carrying out their responsibilities once they graduate. However, training future aviation professionals focuses on developing technical knowledge while paying less attention to communication ability and soft skills (Vieira & Santos, 2010). Ineffective communication may increase the probability of a human error occurring.

Wu et al. (2019) noted that the use of official language in such a large industry as aviation could help avoid misunderstanding and misinterpretation. However, since the majority of aviation groups consist of non-native speakers who use English as a second or foreign language, misunderstandings may still occur. Although English proficiency is obviously a necessary skill, the language abilities of non-native speakers vary significantly (Barbieri, 2014; Fleckenstein et al., 2016). As a result, misunderstandings may occur, jeopardizing airline safety (Tetiana, 2015).

A thorough study of students' experiences in studying English is crucial because English is the only subject that involves communication skills. Therefore, it is critical to understand what students are saying as they learn and develop their communication skills. As mentioned in the previous sections, the development of communication skills in English must start at the beginning of the study.

Based on the previous study, the students complained about the teacher's readiness to use the general English syllabus, which did not fulfill their needs (Daulay & Prabowo, 2015). Rasyimah et al. (2017) stated that challenges are unavoidable when teachers develop an ESP course. According to the findings of the study, English teachers do not completely execute the ESP course in the English classroom because they employ a course that combines general English with limited ESP content. One of the issues raised in the earlier study was that English teachers lacked language fluency and expertise (Rasyimah et al., 2017). In addition, the students' motivation to use English in communication also is another obstacle in the previous study (Daulay & Prabowo, 2015). Meanwhile, according to a study conducted by Karimi and Sanavi (2014), students admitted that they have a high need for English language skills for their future careers in aviation, but the existing course falls short of their expectations. When it comes to skills, more emphasis should be placed on practicing the skills. The content of the books as well as the activities in class, should be carefully tailored to the essential needs of the students.

However, the two studies were conducted in different settings, Indonesia and Iran. Moreover, the studies focused only on the challenges students faced and did not offer an explanation for students' success in learning English as an overall experience.

According to Rahmah et al., (2011), as referenced by Sanmugam & Kadir (2019), one of the variables that contribute to the unemployment problem among Malaysian graduates is the quality of graduates. It could be related to a lack of communication skills and a lack of linguistic ability. In the Malaysian context, graduates who are unable to seek employment due to a lack of effective English communication abilities are regarded as troublesome (Sanmugam & Kadir, 2019). Aircraft maintenance students still lack specific oral and written communication abilities and oral presentation skills (Sanmugam & Kadir, 2019). These findings seem to align with recent studies that indicate that a lack of communication skills and a lack of understanding when using technical documents are the two challenges students face during their industrial education in Malaysia (Sasila & Mahmood, 2017). However, the aforementioned previous studies referred to aircraft maintenance students doing their industrial internship and not to students' experiences in learning and using English as a whole.

In addition, unfamiliarity with accents and jargon, confusion in using grammar, and pronunciation difficulties are some of the obstacles faced by new employees in applying English communication skills in the workplace (Tengku Abdul Jalal, 2016). However, this study did not focus on aircraft maintenance students from different industries; the participants were those who had graduated. The study might have been more convincing if the author had considered the qualitative approach to explore the listed obstacles more.

There is extant literature in ESP research that highlights many issues such as ESP teachers' needs (Basturkmen, 2019), teachers' responsibilities (Ghafournia & Sabet, 2014), students' need analysis (Daulay & Prabowo, 2015; Embryany & Ratmanida, 2019), or particular linguistic elements of Aviation English such as rhythm and intonation (Aiguo, 2007; Trippe & Baese-Berk, 2019). Despite the essential contributions of multiple academics, there is currently a scarcity of studies on aviation students' experiences learning and using English, particularly aircraft maintenance students.

Therefore, this paper examined the experiences of aviation maintenance students in learning and using English, focusing on both the successes and challenges. The purpose of this study is as follows.

### *Research Questions*

To fulfill the purpose of the study, the interview and document analysis conducted was seeking to answer the following research questions:

What are the successes and challenges of aircraft maintenance students in learning and using English in aviation schools in Malaysia?

## Methods

### *Pedagogical Setting & Participants*

To fully represent the current phenomenon, this study uses a qualitative technique and a small number of participants (Bloomberg & Volpe 2008; Creswell 2012). Qualitative research approaches often aim for a thorough understanding of the phenomenon or emphasis on meaning (and heterogeneity of meaning) - typically the how and why of a particular problem, process, method and cause, environment, subculture, setting, or group of social interactions (Dworkin, 2012). Although generalizability was not the study's intended goal, the transferability issue was critical.

Six (6) aircraft maintenance students were chosen using purposive sampling for this study. They were all studying aircraft maintenance and finishing their English courses at three different Malaysian aviation colleges. The names of the institutions were kept confidential. The majority of them were between the ages of 21 and 22. Institutional A gave participants pseudonyms such as Naz and Qobi to protect their identities. A pseudonym is a fictional identity that the researcher or writer frequently uses to protect the participants' confidentiality (Allen & Wiles, 2015). They were both in semester 5; Naz was an engaged student with a position in a Student Representative Community (SRC), while his friend, Qobi, was an active student in basketball. Meanwhile, Haziq and Syafiq were from Institution B, a Sepang-based aviation school. Haziq was a student with violin talent, and Syafiq was the SRC. Meanwhile, Amirul and Luqman were from Institution C, which was the only institution in this study that offered general English courses, whereas Institutions A and B provided students with Aviation English courses. The participants were all male students.

### *Design of the Study*

This study used the semi-structured interview, which is commonly used in qualitative research. It is one of the most prevalent qualitative data sources to gather information on students' successes and challenges in learning and using English as aircraft maintenance students. It provides a good narrative of major events as well as participant perspectives. Furthermore, the document analysis was made up of the participants' online postings on Google forms as their reflections on their learning and usage of English. The data from the students' semi-structured interviews were triangulated with the information from the online postings.

### *Data collection & analysis*

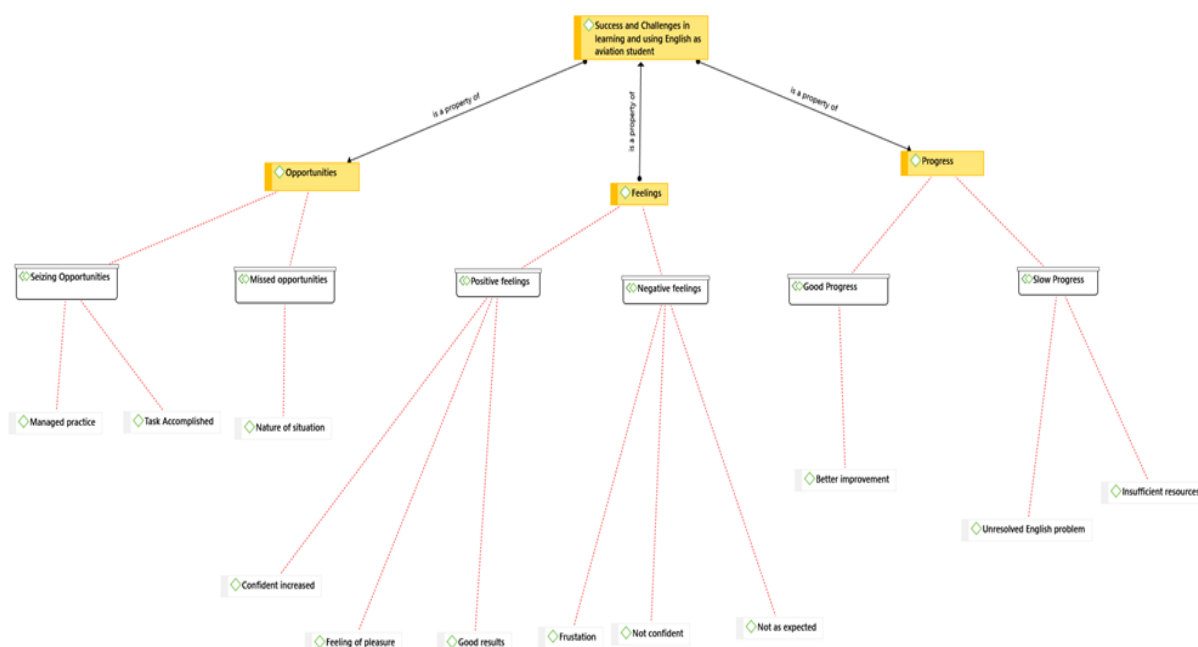
As part of the data collection process, all participants were interviewed one-on-one. Each interview lasted around 40-60 minutes, and questions were asked about the participants' successes and challenges in learning and using English as aircraft maintenance students. Then, they were asked to reflect on their thoughts regarding their successes and challenges in learning English through the online posting that they shared that semester.

After the interview was conducted, it was transcribed verbatim and then sent to the participants to allow them to edit, refine, add to, or revise the interview as needed. Data analysis was conducted using the six-step thematic analysis (Braun & Clarke, 2006), and ATLAS.ti was used to support data management and presentation.

## Results/Findings

The qualitative research results revealed several successes and challenges that were categorized into three main themes: Opportunities, Feelings, and Progress. Success can be defined as the achievement of all desirable outcomes that participants desired or hoped for. This study has three (3) sub-themes of success: seizing opportunities to practice English and master tasks, positive feelings, and making good progress in using and learning English. Conversely, a challenge is a new or difficult activity that tests participants' skills and knowledge. These include missed opportunities to practice English, negative feelings, and slow progress for specific reasons. Figure 1 shows the three sub-themes for each success and challenge used as keywords in the study question.

**Figure 1.** A Network View of the Findings



**Figure 1** shows a network view generated by ATLAS. There were three sub-themes for successes and three sub-themes for challenges in learning and using English. The details of the sub-themes are seen below. The themes are supported by excerpts taken from the data. They show that the excerpts are from Naz (pseudonym), which are from the interview (int) or online posting(op). The source of the data is indicated; for example, by (Naz\_int) or (Naz\_op).

### *Students' successes in learning and using English*

As previously stated, three sub-themes of students' successes in learning and using English are seizing opportunities, positive feelings, and good progress. Seizing opportunities refer to the actions in practicing using English, task accomplishment, and the second sub-theme, positive feelings, whereas pleasant feelings refer to feelings of confidence, pleasure, and obtaining good

results. Finally, good progress refers to the students making good progress in learning and using English. The details of the successes are below.

### *Success-seizing opportunities*

Participants were able to practice using English and complete assignments linked to academic and co-curricular activities. Participants in this study said that they took advantage of opportunities to practice using English in the classroom with their friends, whether local or international students. They also reported being able to practice speaking English outside of the classroom. Naz, one of the participants, noted that he tried to speak English with his Chinese and Indian friends and practiced speaking English when he went shopping at the mall. He said,

*I tried to speak English with my friends, especially Chinese and Indian. Even though I will use English when I buy stuff at any store with them. (Naz\_int).*

Moreover, the participants were able to use the opportunities they had to find answers that required them to use English, such as directly asking the teachers, using technology to find out the words they didn't understand, such as Google, and writing emails in English. Furthermore, the participants felt successful when they were able to take opportunities to complete co-curricular activities. One of the participants mentioned that he became an event moderator at his university and he moderated the event entirely in English. He said,

*Last year, I became a host for a program from 12 campuses, which is University Foreign Language Festival 2021." I was hired as a host, and that program had plenty of openings. Slots with Russian lecturers, Dr. K's slot, the Pre-Russian Program, the Closing Ceremony, and the Opening Ceremony This one is entirely in English. (Naz\_int)*

In summary, they took the opportunity to speak English with friends, international students, and teachers. They also tried to improve their English skills by watching English movies, using English translation techniques, listening to English songs, participating in and moderating English events, writing emails in English, asking teachers to review their assignments, and many others.

### *Success-positive feeling*

The participants in this study had a positive feeling when they indicated that they felt confident speaking English, even when they made mistakes. One of the participants stated that he just kept speaking in English even when he made mistakes because he believed that the exercise would help him improve his English skills. He mentioned,

*When I became the host for any program, during an event, I used the wrong vocab and inappropriate terms, but I will just be confident and proceed with the event. Some people might downgrade this person, no need to use English; you were talking nonsense. Some of them will appreciate whatever you did. It is okay. At least you use English." (Naz\_int)*

In addition, they expressed their delight with using and studying English by using terms like "fun," "enjoy," "easy," and "happy" in the interview. One of the participants said that he liked the English classes because the other technical subject already gave him a lot of work. He wrote in his self-reflection.

*Yes. I enjoyed. Because it is a subject for me to release tension since the other technical subject is already heavy and burdens me. So, I expect something relaxing. (Syafiq\_op)*

Furthermore, they also reported feeling happy about their success in English class, as seen by their high grades and achievements.

To sum up, they experienced positive feelings when they felt confident and pleasant and obtained good results.

#### *Success-good progress*

Many participants stated that learning and using English as an aviation student progressed well. One of the participants claimed that he could tell that his English skills had improved. He described,

*To be honest, yes, enjoy. Enjoy the process. Day after day, I can see some differences and improvements. I can see my development since I was small, during school until now. But I am not 100% fluent, but I can see the improvement. (Luqman\_int)*

Overall, the participants had made progress in their study of the English language as aviation students. They had passed the prior English subject as a prerequisite for passing the present English course.

#### *Students' challenges in learning and using English*

As indicated earlier, there are three sub-themes for students' learning and using English challenges. These include missed opportunities due to the nature of the circumstances that did not require them to speak English and inadequate use of English in their daily communication. Negative feelings such as frustration towards others, lack of self-confidence, and not meeting expectations were other challenges experienced by the students. Finally, slow progress is due to an unresolved English problem, the nature of learning ESP, and a lack of resources.

#### *Challenge- Missing opportunities*

On the other hand, the participants believed they faced difficulties when they missed opportunities to practice using English. Due to the nature of the settings that they were in, they acknowledged that they missed the possibility of speaking English. One of the participants said that he communicates with his family and Malay friends in his mother tongue, which is the Malay language. In the meantime, he converses with his friends and technical instructors in both English and Malay. He explained that,

*BM at home, with a Kelantan accent. Chinese and Indian, English Malay friends, some of whom use English. Lecturer, sometimes I use English, and sometimes they ask a question in English, so I will answer in English. (Naz\_int)*

He also mentioned that his technical instructors used both languages to ensure that all of the students understood what he was saying, particularly the meaning of specific phrases. He added in his self-reflection,

*Most of my lecturers use a mix of English and Malay because when the lecturers teach the students, some do not understand the terms in English. So, some lecturers will speak*



*both Bahasa and English to ensure the students understand the term. (Naz\_op)*

To summarise, the participants were confronted with an environment that did not emphasize the use of English, and they opted to utilize their mother tongue as a preferred language to assure communication comprehension.

#### *Challenge- Negative feelings*

Participants reported a range of feelings due to factors such as frustration with others, lack of confidence in their skills and knowledge, and unmet expectations. First of all, Qobi felt uncomfortable with the attitude of the people he was dealing with, especially his classmates. He said,

*They teased me and said that I spoke with a certain English accent. No. It is not because of the accent, it is because unable to pronounce the R letter. (Qobi\_int)*

In addition, participants indicated that they were dissatisfied with the content of the English subject as it did not meet their expectations. Luqman expressed his dissatisfaction by saying that the English subjects offered at his aviation school are the same as the general English subjects he learned before. He said,

*English 2 and 3 do not really meet my needs as I required. There are several things that I have to achieve because I want to go into the aviation industry. English in aviation is not the same as the English that we use in our daily life. So, the English that I learned is like daily life communication, not specific to aviation. Like the terms used. (Luqman\_int)*

Additionally, the participants indicated anxiety about their ability to complete specific activities provided by their English teacher. Qobi also described his experience of feeling unconfident about completing the online assignment and mock interview assigned by his English teacher. He mentioned,

*We completed an online activity and an interview session for the intermediate subject. I felt a bit stressed at the moment because I was afraid I couldn't provide the right answers. (Qobi\_int)*

In addition, Syafiq confessed in his self-reflection that he was not confident in his English speaking and was dissatisfied with his performance in the presentation. He wrote,

*Yes, I had been in that situation because I have lack of confidence in speaking English. It is because my speaking is not fluent, and I cannot present the presentation as expected. (Syafiq\_opt)*

In summary, when participants were frustrated, they had very negative feelings. Their frustration stemmed not only from their interactions with classmates but also from their disappointment in themselves when they did not achieve the desired level and from their nervousness when completing English assignments.

#### *Challenge- Slow progress*

Although good progress, such as improvement, has been described previously, participants have also acknowledged that they have encountered slow progress. They saw it as a challenge when they didn't show much progress because they still had issues with specific areas of the language. According to Luqman, the most challenging aspect of learning and using English is writing due

to grammar difficulty. He said,

*Writing is the most difficult for me because my grammar is not good, and sometimes, I get confused about my writing. I understand what I am going to write, but when I try to reread it, I don't get it.* (Luqman\_int)

In addition, the participants pointed out that one of the reasons for the slow progress was a lack of resources. Luqman noted that no single textbook could be used as a reference for them. He said,

*We have to find the right terms to construct the sentence to describe something. But there is no specific textbook. Just a softcopy of a few pages, just like the slides used in the class.* (Luqman\_int)

In addition, Syafiq further stated that he found it difficult to revise because no textbook was presented in their English session. They relied on the notes provided by their English teachers

*I think is a bit difficult because hard for us to have revision for the following week's class."* (Syafiq\_int)

In summary, the participants experienced slow progress when they felt that they did not advance much in their English language learning. This might also be due to the nature of the English language itself.

## Discussion

As mentioned earlier, participants encountered both successes and challenges in learning and using English. They felt successful when they took opportunities to practice English and complete tasks had positive feelings and believed they were making progress. On the other hand, it became a challenge for them when they missed opportunities to use English, had negative feelings, and felt they were too slow in learning and using English. Specifically, the data extracts show that the participants were able to speak English with foreigners, shop at the mall, do an English program, and attend English events. All of this is possible because English is a second language for many Malaysians and is not a foreign language to them. In contrast, some of their difficulties could be attributed to Malaysians' inability to interact effectively in English, as indicated under the sub-themes of missed opportunities and negative feelings.

In terms of the success of students learning and using English, the participants were aware of the significance of English in their preparation to be future aviation professionals. The findings are consistent with a previous study conducted by Daulay and Prabowo (2015), who indicated that students realized that English is important for their future; thus, they need to learn English more and acquire good grades. It is reasonable to conclude that the participants were motivated to practice English, completed tasks, made good progress, and had a positive feeling toward learning and using English. Motivational variables and experiences have the potential to alter students' attitudes and anxiety levels toward English language acquisition (Shams, 2008). As a result, students must increase their motivation to improve their English.

Meanwhile, research findings from this study also revealed several challenges that were

categorized under three sub-themes: missing opportunities, negative feelings, and slow progress. As discussed in other research studies (Arnaiz & Guillén, 2013, 2012; Liu, 2006), the findings can be connected to anxiety in learning English. A large majority of ESP students appear to suffer average-to-high levels of anxiety in the English language classroom (Pizzaro, 2018). This research implies that anxiety may hurt English language development. Among the several types of performance anxiety, communication apprehension appears to be the largest source of students' anxiety, particularly speaking anxiety. As a result, participants admit to feeling confused, uncomfortable, and self-conscious when using English in and out of the classroom. All this is related to the student's linguistic competence and skills. They need to master a large vocabulary and understand the basics of grammar, and good pronunciation is also required for confident speaking (Vo, 2022).

Besides that, the participants also admitted that they encountered insufficient textbooks as references, which influenced their progress in learning English. The lack of resources, textbooks, and materials for teaching ESP, including Aviation English, is still a matter of contention. It can be related to a study conducted on teachers' challenges in developing content-based materials for ESP students (Meristo & Aria, 2020; Syamsinar & Jabu, 2015).

In this study, the participants experienced more successes than challenges in practicing and using English as aircraft maintenance students. Some of them agreed that the curricula taught at their aviation school used the Aviation English curriculum. These findings are in line with Rahmat and Al As'ary (2017), who believe that aviation employees, regardless of their role, should be trained to communicate effectively using the language of aviation.

The participants need to understand that learning English is usually a lifelong effort to succeed as a future aviation professional. It is an "ongoing, voluntary, and self-motivated" pursuit of learning for personal and professional improvement.

## Conclusion

The study helped identify aviation maintenance students' successes and challenges in using and learning aviation English. By identifying the types of successes and challenges faced by students, it can help stakeholders, especially teachers and curriculum developers, improve English courses in the institution in the future. They can think deeply about which parts should be retained and which parts should be improved or removed. Language training modules that enable aircraft maintenance students to obtain functional skills will assist them in meeting occupational requirements.

Despite the limited sample size of participants, many case studies allowed for a detailed description and hearing from individuals. Multiple case studies can be used to predict the comparative outcomes of the expected reasons or comparable outcomes given in this study (Yin, 2003). This method allows the research to show whether the results are valuable or not (Eisenhardt, 1991). Evidence from multiple case studies is considered meaningful and credible, which is an all-encompassing reality (Baxter & Jack, 2008).

According to Vo (2022), education is a collaborative activity, and teamwork is necessary for us

to learn. To meet industry expectations, all stakeholders, including teachers, technical educators, legislators, higher education institutions, and industry participants, need to exchange ideas, take appropriate action, and share best practices.

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## Teaching English Sounds to Vietnamese Secondary School Students: From Theories to Applications Using Learner-centered Methods

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### ABSTRACT

**Keywords:** second language acquisition, teaching pronunciation, secondary school, theories, activities

Pronunciation plays a pivotal role in language teaching for communicative purposes. Practitioners, however, are either ignorant or reluctant to teach pronunciation due to insufficient professional training, time restrictions, large classrooms, and excessive language knowledge. This research was conducted to fill this gap. The author carefully synthesized theories of language and second language (L2) learning to design a series of activities for teaching English pronunciation to Vietnamese secondary school students with the use of learner-centered methods. Sixteen pronunciation lessons on sounds from English 6 i-Learn Smart World (Vo et al., 2021) and English 7 i-Learn Smart World (Vo et al., 2022) were examined. The findings recommended some activities which were based on the pronunciation acquisition of meaning, form, and use and followed the Pre-While-Post teaching procedure. The pedagogical issues mentioned will be resolved in similar educational settings when this effort succeeds in developing a basic theory-based procedure to teach English sounds.

### Introduction

The teaching of English as a second language (ESL) pronunciation has been developed over the past 150 years. In the 19<sup>th</sup> century, little or no emphasis was placed on pronunciation in L2 classrooms due to the influence of the Grammar Translation Method (GTM). Next, pronunciation teaching witnessed two of four waves of pronunciation teaching, namely precursors (1850s-1880s) and the Reform Movement (1880s-early 1900s), and the period of consolidation (1920s-1950s). Many modern tendencies and intelligibility as the goal for teaching pronunciation among non-native English speakers originated from this period. The increasing preference for the use of the Audiolingual Method (ALM) (in the US) and Situational Language Teaching (in the UK) in the 1960s influenced the imitative-intuitive approach to pronunciation instruction and made this approach notably prevalent in language classrooms.

This approach was sometimes supplemented by a teacher's analytic linguistic explanations of phonological aspects. The expansion of ALM was backed up by concurrent technological developments, which placed stress on the spoken pattern practice inside and outside of the classrooms with the use of language labs and, a few years later, portable cassette players. However, the "how" of teaching phonological characteristics was less effective in many classrooms during this growth. After the ALM's decline, Communicative Language Teaching's great expansion was recorded in the 1980s, which contributed to teaching pronunciation according to communicative styles (the 3<sup>rd</sup> wave of the Reform Movement). Along with the three waves mentioned, educational experts did not generally conduct main empirical studies that improved the quality of pronunciation teaching. This led to the 4<sup>th</sup> wave (from the mid-1990s to the present), called the emergence of empirical research on pronunciation teaching (Murphy and Baker, 2015).

In Vietnam, the revised English curriculum, introduced on December 26<sup>th</sup>, 2018 (MOET, 2018), has been piloted in numerous secondary schools for years. English language education aims to build learners' communicative competence, which is the capacity to employ linguistic knowledge of pronunciation, vocabulary, and grammar in communicative tasks such as listening, speaking, reading, and writing (*ibid.*, p. 16). As a result, teaching both language areas and skills is essential. Additionally, the existing teacher-centered paradigm needs to change to the new learner- or learning-centered paradigm so that learners can maximize the opportunities to gain communicative competence (Tung, 2020a).

Six significant trends stand out in language instructions, namely Grammar Translation Method in the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries, Direct Method at the beginning of the 20<sup>th</sup> century, Audiolingual Method in the 50s-60s, Communicative Language Teaching in the 70s-80s, and Task-based Language Teaching (version 1) and Task-based Language Teaching (version 2) in the 90s (Richards and Rodgers, 2001). Language teaching approaches may be categorized into three categories, language-centered methods, learning-centered methods, and learner-centered methods (Kumaravadivelu, 2008). According to Tung (2020b), the first four trends above belong to group 1, fifth to group 2, and last to group 3.

Although teaching pronunciation is essential to oral communication, practitioners are likely to be unaware or hesitant to do so (Macdonald, 2002). The writer found two research papers disclosing the situation of teaching English pronunciation in Vietnamese language classrooms. Firstly, Tran and Nguyen (2020) conducted a study in which they used a mixed-methods design to identify teachers' beliefs and their practices of pronunciation teaching. Seven male and sixty-three female teachers from a private English language center in the Mekong Delta of Vietnam participated in the research. According to their findings, 27.1% of participants stated that they always taught pronunciation in the classroom, and up to 51.4% said they often did ( $n=36$ ); 20% gave a "sometimes" response, and 1.4% indicated they seldom did ( $n=1$ ). In addition, the teachers seemed to use conventional approaches and activities due to their lack of expertise in pronunciation pedagogy. This might be linked to insufficient professional training as a result of instructors' awareness and understanding of pronunciation in terms of tertiary phonetics courses. Another work was carried out by Nguyen and Newton in 2020. Six Vietnamese EFL instructors

from a public university in Vietnam voluntarily participated in this study as a cohort (with a total of six instructors whose ages ranged from 29 to 52). They all held an MA in TESOL or Applied Linguistics and had taught at the institution for six to 23 years. Each course included four study packages, one three-hour class meeting each week in a 12-week duration. Twelve lessons made up each study package, including two lessons each for reading, listening, speaking, writing, vocabulary, and grammar. The final grade was based on a written examination that primarily assessed students' vocabulary, grammar, reading, listening comprehension, and writing skills. As a result, pronunciation played no role in either assessment. Six individual interviews and non-participant classroom observations totaling 12 forty-five-minute classes were used to gather the data (approximately 30 minutes for each). The research findings demonstrate that the instructors' pronunciation teaching is often unplanned and reactive, incorporating corrective feedback via recasts and/or prompts in reaction to learners' pronunciation problems of segmental characteristics. The instructors say that it is impossible to teach pronunciation in detail due to time restrictions, their large classrooms, and the excessive amount of language knowledge that is required to deliver by the curriculum (Nguyen and Newton, 2020). To sum up, insufficient professional training, time constraints, large classes, and excessive language knowledge are to blame for the teachers' uncertainty about teaching pronunciation to their students.

This study was carried out to close this gap. It aimed to contribute a basic theory-based procedure to teach English sounds in which the teachers use learner-centered methods to the literature by thoughtfully summarizing theories of language and L2 learning. Therefore, the findings revealed from this work would propose some applicable activities which help to solve the pedagogical problems mentioned above if the teaching contexts are similar.

### *Research Question*

To fulfill this objective, the following research question is put forward: *Which activities can teachers use to teach English sounds to Vietnamese secondary school students?*

## **Literature review**

### *The study of language*

According to McCarthy (2001), the two main paradigms in the study of language are language as an abstract system and language as a social phenomenon. Whereas the former claims that language should be independently studied with its environment, the latter supports that social settings in which language is employed should be taken into account because it determines the speaker's or writer's intentions.

There are three main approaches for teaching pronunciation, including the intuitive-imitative, analytic-linguistic, and integrative Methods (Celce-Murcia, 1996). The first and final approaches most relate to the two paradigms mentioned. Two notions of "competence" also link to these paradigms: linguistic competence and communicative competence.

### *Language as an abstract system*

According to Hismanoglu and Hismanoglu (2010), the intuitive-imitative Method makes the assumption that a student's capacity to hear and mimic the rhythms and sounds of the target language will result in the establishment of an acceptable threshold of pronunciation without the need for any explicit instruction. In the 1960s, 1970s, and even 1980s, the development of the language laboratory and the Audiolingual Method helped promote this approach.

In terms of competence, Chomsky (1965) emphasizes studying language as a system independent of any particular context of language usage, in which the ideas of linguistic (syntactic, lexical, morphological, and phonological) competence were introduced.

### *Language as a social phenomenon*

In the current integrative approach, pronunciation is not seen as a separate drill-and-practice subskill but rather as a crucial part of communication. Pronunciation is practiced within purposeful task-based activities. For instance, students may employ pronunciation-focused listening exercises to speed up their pronunciation learning. The suprasegmentals of stress, rhythm, and intonation are given additional attention in the extended discourse that goes beyond the phoneme and word level. Additionally, it is taught to fulfill learners' particular needs (Hismanoglu and Hismanoglu, 2010). What is more, a dual-focus oral communication program aims to develop discourse, sociolinguistics, and strategic competence by using language for communication, in which the micro-level instruction focuses on linguistic (i.e., phonetic-phonological) competence through the practice of segmentals and suprasegmentals and the macro-level attends to more global elements of communicability (Morley, 1994).

Over the last twenty years, there has been a transformation in the way that language is taught and learned, with the current focus more on students and learning than on teachers and teaching. This results in a marked shift of emphasis among researchers from particular linguistic competencies to wider communicative competencies (Morley, 1991). Hymes (1972) defines communicative competence as understanding grammatical rules and language usage in specific contexts. The researcher offers four alternative ways to language usage in social contexts, including what is formally possible with language, what is practical, what is suitable, and what is really done. The scholar defines "formally possible" as the type of social activity that will elicit a response to someone's language usage and cultural practices. He connects what is feasible to psycholinguistic features of a speaker's capacity to comprehend the utterances that are formally possible in either language productions or comprehensions, such as memory limitation and understanding. Besides, appropriateness can be viewed as a link between particular language performance and the context as participants in communicative practice understand it. What subset of formally conceivable, practicable, and suitable utterances will be utilized by participants in a certain speech environment is determined by probabilistic principles of language usage (Van Compernelle, 2014).

### *The Theories of L2 Learning*

#### *Behaviorism*

All learning, including acquiring a language, is viewed in behaviorism as the development of new behavior. The environment is the most vital component of learning. This means that learning is the process of building reactions to environmental stimuli. These responses will be

repeated if they are positively reinforced. If the replies are penalized, consisting of mistake correction, they will be susceptible to giving up. To this theory, a youngster acquires a language by mimicking the sounds and sentences he/she hears around him/her. Moreover, frequency plays a crucial influence. This means that the relationship between the stimulus and the response is reinforced each time by the response which is given (Bill and Jessica, 2015).

In terms of pronunciation teaching, mimicking and reading aloud are the earliest ways of teaching pronunciation. The emphasis on developing habits while learning L2 phonology is due to the unique features of pronunciation, which, unlike other language abilities, integrates both motor and cognitive processes. Few will contest that frequent practice of motor activities increases dexterity. In addition, listening and repeating have mutually reinforcing effects; focused listening may increase oral output, and practicing oral production can improve auditory perception. Both imitation and discrimination exercises play a crucial role in the teaching of pronunciation as a way to make articulation more automatic and routinized, but they are best understood as a step toward more meaningful and communicative practice (Pennington, 1996).

### *Mentalism*

Traditional psychologically oriented views hold that learning is an individual endeavor in which external stimuli accomplish learning. Nina and Patsy (2010) restate that acquiring a second language involves the learner's attention and effort, which students are completely aware of what is being paid to. According to certain information processing theories, language, like other skilled activities, is initially learned through the conscious study of what is referred to as "declarative knowledge", which may then be "proceduralized" through practice and eventually become "automatic" (De Keyser, 2003).

The skill acquisition hypothesis is one cognitive psychology viewpoint pertinent to acquiring L2 pronunciation (DeKeyser, 2015). These phases involve learning declarative knowledge, turning declarative knowledge into procedural knowledge, and automating. Declarative information about a skill is learned in the first stage through reading books, seeing others, or hearing from a teacher. This knowledge often takes the shape of abstract principles and concrete instances. The second level requires the procedural application of declarative information to execute a skill, often via gradual and careful training. A significant quantity of practice is required at the final level to achieve effortless and fluid skill performance.

### *Acquisition process*

One way of encouraging students to notice is by using some kind of input enhancement (Sharwood Smith, 1993). It can take the form of "input flooding", in which learners are more frequently exposed to the target structure in a specific text. According to Donato (1994), and Swain and Lapkin (1998), peer interactions can also increase learners' awareness through the use of particular "consciousness-raising" tasks (Fotos and Ellis, 1991). In these tasks, students are given data, such as a set of grammatical and ungrammatical sentences, and are encouraged to find the grammatical generalization for themselves. Additionally, input-processing tasks are involved in the promoting noticing category (Van Patten, 2006), where students are encouraged to focus on specific target language features, particularly those that differ from their native language (L1) and second language (L2), rather than working on explicit rule learning and application. Since using language is a skill, overt productive practice is necessary as well



(DeKeyser, 2007). Furthermore, feedback is also considered to be an important component. Its mechanisms range from direct instructor correction to recasts, in which the teacher reformulates what the students have just stated incorrectly to allow them to correct themselves freely (Diane and Jeanette, 2010).

### *Meaning, Use, Form (MUF) Framework*

The MUF (Meaning, Use, and Form) framework strongly emphasizes using context while teaching English to young students. The first component of the MUF framework is to provide students with meaningful learning by giving them a proper context. In the second component, they are provided chances to employ the previously learned language. They are then encouraged to recognize the linguistic pattern that they have previously learned. These aspects of this framework allow students to practice and utilize language while noticing its form (Moon, 2008).

### *Teaching Pronunciation*

Penny (2012) reveals that teaching pronunciation should begin with awareness-raising tasks in which the teacher allows students to hear and compare two easily misunderstood sounds either in isolation or within simple pairings, such as ship/sheep, and makes sure they can really distinguish the differences. In this stage, systematic clarification is useful. The next stage is to instruct them to mimic your or an audio recording's pronunciation of the sounds in single syllables or pairs of contrasting syllables. Then, memorizing how whole phrases or sentences should be performed is usually helpful in the context of dialogues or jazz chants. Finally, it is crucial to practice pronunciation within a communicative activity that requires students to communicate with one another, where comprehension relies on proper pronunciation or emphasis.

### *Task-based instruction (TBI) and L2 pronunciation*

Tasks are activities that are meaning-focused and mainly need language use. This means that in order to complete a "task", participants must behave as "language users", using the same types of communication techniques used in everyday life.

TBI is a kind of communicative approach seeking to improve L2 learners' communicative proficiency by having them participate in meaning-oriented communication while carrying out a task (Ellis and Shintani, 2014). The term "task" in TBI refers to a "workplan" with meaning as its main priority and requires students to use their language resources to complete it. This "workplan" often has some kind of "information gap", and the goal is to produce a clear communicative result (Ellis, 2003). Regarding second language acquisition, TBI has been deemed appropriate for language learning because it fosters interaction and meaning negotiation in L2, leading to the notice of salient linguistic forms in the input or the production of more language-related episodes (Doughty and Williams, 1998; Schmidt, 2001). These episodes are interactional sequences in which learners concentrate on a particular linguistic feature and engage in discussion about it (Swain and Lapkin, 2001). TBI also aims to sharpen linguistic and interactional skills while promoting the development of communicative competence in learners via meaning-focused communication (Ellis, 2003). This is because learners must pay attention to linguistic forms for learning to occur, even if they are mainly focused on meaning to generate and interpret messages (Ellis and Shintani, 2014). In this regard,

Robinson's Cognition Hypothesis (2001) offers an explanation of how TBI might assist students in developing L2. According to Robinson (2001), as the cognitive complexity of activities increases, they will make L2 language more accurate and sophisticated (but less fluent) because difficult tasks encourage greater engagement, attention to form, and the absorption of information from the input than simpler ones.

## Methods

This study was conducted in three English-intensive classes at a state secondary school in Ho Chi Minh City, Vietnam. In terms of the educational setting, the number of students in each class was usually around 45 students. Televisions or projectors are equipped in some classrooms. I-Learn Smart World textbooks were the fundamental textbooks that are used to teach students as the requirements for the standard English program. The two textbooks, namely English 6 i-Learn Smart World (Vo et al., 2021) and English 7 i-Learn Smart World (Vo et al., 2022), with eight pronunciation lessons on sounds (for each), were used to survey.

Vietnamese teachers usually taught pronunciation lessons in the i-Learn Smart World textbooks. At this school, students have weekly 90-minute lessons with foreign teachers, and they use other textbooks, including Achievers Grade 6 and Achievers Grade 7 (Martyn and Julia, 2021) in those lessons. Besides, the pronunciation and speaking lessons are taught in a 45-minute lesson according to two syllabuses (grade 6 and grade 7). Hence, approximately 25 minutes are usually spent on teaching pronunciation.

## Findings and discussion

The activities which were designed to teach English sounds in these textbooks followed a similar sequence of tasks which included (1) focusing on this sound, (2) listening to the words and focusing on the underlined letters, (3) listening and crossing out the one with the different sound, (4) reading the words with the correct sound to a partner, (5) practicing asking and answering, and (6) practicing with your own ideas.

For the first task, teachers introduced or explained target pronunciation which was shown with its phonetical transcription, to their students. For the second task, students were asked to hear three examples containing the target pronunciation. This task aimed to make the target pronunciation appear more frequently and make students notice it more. For the third task, students were required to listen to a recording and cross out the one that did not follow the previous note. This activity was to help students differentiate between correct and incorrect sounds. For the last two tasks, students worked with their classmates to practice the target pronunciation using clues and their opinions. These activities provided students with opportunities to use target pronunciation to communicate in specific contexts.

The activities which were reported in this work followed a Pre-While-Post procedure and adopted a task-based approach. Based on the MUF framework, the acquisition process ranged from meaning to use. Teacher and peer feedback was provided after each activity.

**Table 1.** A part of the procedure with activities to teach English sounds

Stages and Timing	MUF Framework	Teacher's activities	Students' activities
Pre- (8 mins)	Meaning	<p><b>Aim:</b> introducing new language in a context</p> <p><b>TASK 1: NOTICING GAME</b></p> <ul style="list-style-type: none"> <li>- Dividing the class into two groups</li> <li>- Asking students to listen to a recorded file or watch a short clip containing the target sounds twice. The content should be authentic and easy for students in grades 6 and 7 to understand.</li> <li>- Asking students to work in groups in which students try to imitate the sounds.</li> <li>- Informing students that the winner will be the group having more students reading the text in the most similar way to the audio content in the recording or clip. The script should be given to students at this stage.</li> <li>- Informing students that each team has three turns. After each turn, the teacher asks students to listen to the file again and check together. The scoring rubric should also be designed and delivered to make peer evaluations more precise and fair.</li> <li>- Checking students' comprehension by asking questions</li> <li>- Demonstrating the game with a group</li> <li>- (<i>It's time to play the game</i>)</li> <li>- Giving teacher and peer feedback after each turn</li> <li>- Summarizing the points of each group and announcing the winner</li> <li>- Asking students to highlight the sounds that the teacher wants them to determine in this context</li> <li>- Asking students to classify the sounds into groups such as /əʊ/, /aʊ/, etc.</li> <li>- Asking students to tell the differences between separate sounds and giving some examples for each group</li> <li>- Demonstrating the sounds to students and giving students phonetical transcriptions (1)</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to their teacher and joining the game</li> <li>- Working in groups and mimicking the sounds</li> <li>- Listening to their teacher</li> <li>- Listening to their teacher</li> <li>- Answering their teacher</li> <li>- Observing their classmates</li> <li>- Listening to their teacher and friends giving feedback</li> <li>- Clapping their hands and receiving candies</li> <li>- Highlighting the sounds</li> <li>- Classifying the sounds</li> <li>- Telling the differences and giving examples</li> <li>- Listening, observing their teacher, and taking notes</li> </ul>
While- (12 mins)		<p><b>Aim:</b> making learners aware of sounds learned</p> <p><b>TASK 2: LISTEN AND DO TASKS</b></p> <ul style="list-style-type: none"> <li>- Asking students to listen and repeat the words given</li> <li>- Asking students to listen and point out the sounds of the underlined part</li> <li>- Asking students to listen twice and cross out the one that does not follow the transcriptions noted in (1)</li> </ul>	<ul style="list-style-type: none"> <li>- Listening and repeating the words</li> <li>- Listening and finding out the sounds</li> <li>- Listening to the recording and crossing out the item</li> </ul>
	Form	<p><b>Aim:</b> helping students to remember the target sounds longer by practicing pronouncing them in contexts</p>	

		<b>TASK 3: FOCUSED TASKS</b> - Giving students a list of pictures indicating the words/ sentences which have similar sounds - Asking students to guess these words/ sentences and practice pronouncing them	- Looking at the pictures - Guessing and practicing producing sounds
Post- (5 mins)	Use	<b>Aim:</b> helping students to practice speaking meaningfully using the sounds taught <b>TASK 4: OUTPUT PROMPTING TASK</b> - Asking students to practice the conversation in pairs - Asking students to practice speaking with their own ideas in pairs (the pair may be similar or different from the previous pair.)	- Practicing speaking in pairs - Practicing speaking in pairs
		<b>SPEAKING PART</b>	

During the initial phase, the teacher designed different activities to provide adequate support to her learners so that her students could deal with a series of complex and challenging tasks. New English sounds were also presented in the pre-stage. Throughout the task, the learners performed the task by doing exercises (emphasizing the correctness of linguistic forms) and practicing using these sounds in contexts. In the final stage, the teacher created an opportunity for task performance, in which the students were let to practice the target language with their own ideas.

For homework, students were asked to collect different words containing these sounds and then make flashcards. One side of a card was recommended to be a phonetical transcription, and the other was a word or sentence. Additionally, the teacher asked her students to complete pronunciation exercises at home. This type of exercise might help the students recognize the sounds learned in particular words, compare the pairs of sounds given, and then choose the words whose underlined part was pronounced differently from that of the others. This exercise also helped the teacher to assess her students easily and objectively. Moreover, in this exercise, the target sounds that the teacher wanted to test her students could be tailored to make the content more suitable for their English levels and ages.

**Table 2.** An exercise for assessing students' understanding of English sounds

<b>Choose the words whose underlined part is pronounced differently from that of the others in each group. Write the phonetical transcription of each underlined part next to it.</b>			
1. A. <u>s</u> ign ...	B. <u>c</u> ity ...	C. <u>k</u> itchen ...	D. <u>d</u> inner ...
2. A. <u>s</u> peaking ...	B. <u>t</u> eaching ...	C. <u>c</u> leaning ...	D. <u>w</u> earing ...
3. A. <u>w</u> est ...	B. <u>r</u> estaurant ...	C. <u>c</u> enter ...	D. <u>b</u> ed ...
4. A. <u>h</u> ometown ...	B. <u>h</u> ouse ...	C. <u>g</u> row ...	D. <u>n</u> ow ...
5. A. <u>f</u> estival ...	B. <u>n</u> ever ...	C. <u>p</u> erformance ...	D. <u>s</u> elfish ...

The procedure to teach English sounds revealed in this work is comparable to that of Penny (2012). It starts with an activity that raises awareness by having students listen to and compare the target sounds with the others. Then, they are instructed to imitate the teacher's or the audio recording's pronunciation and memorize how the whole phrases/ sentences are performed in the

context. Finally, they put their newly acquired pronunciation into practice. Through this process, the goal of language teaching, which places emphasis on building the learner's communicative competence (MOET, 2018), is also achieved. Moreover, it is appropriate for the second paradigm in language study, namely language as a social phenomenon, where pronunciation is rehearsed within intentional task-based activities (McCarthy, 2001). In accordance with the MUF framework, students are given a proper context (Meaning) for meaningful learning before being prompted to discover linguistic patterns (Form). In the final phase (Use), they can employ the previously learned language (Moon, 2008).

The teaching activities proposed in this paper adapt the theories of L2 learning. For behaviorism, students are asked to imitate the sounds in the file/ clip, listen and repeat after their teacher or the recording, which are similar to mimicking, increasing frequency, listening, and repeating reported by Bill and Jessica (2015) and Pennington (1996). For mentalism, Nina and Patsy (2010) believe that learning a second language requires the learner's focus and effort, which students are well aware of the attention being provided to them. In this investigation, the author modifies this theory by letting the students listen to/ watch a recorded file/ short clip, doing follow-up activities, and then presenting the target sounds before practicing. The writer also takes advantage of the characteristics of the acquisition process to design activities for students which increase their peer interactions through working in groups and peer commenting. Additionally, the teacher helps students notice categories or gain input processing by classifying the sounds into groups. What is more, the activities in this research are similar to some previous studies. Specifically, the author uses the activities such as reading aloud, repetition/ imitation, classroom games, role-play, and visual aids as Tran and Nguyen (2020), and recasts and/or prompts that provide corrective feedback in response to pronunciation mistakes made by students as Nguyen and Newton (2020).

## Conclusion

The theory-based procedure discussed above can be used as a reference when teachers instruct English sounds in the textbooks of English 6 i-Learn Smart World (Vo et al., 2021) and English 7 i-Learn Smart World (Vo et al., 2022).

This work is not without weaknesses. Firstly, owing to the constraint of time for each pronunciation lesson, more activities cannot be employed. The number of students in each class is high. Therefore, it can cause loud noise in the environment outside the classroom when teachers apply these activities. Secondly, weaker students do not have many opportunities to perform in front of their class and receive teacher feedback. In such a circumstance, the ideal number of students in a classroom should be between 12 and 25. Thirdly, these findings are surveyed based on two specific textbooks, so teachers need to modify this procedure more for teaching other textbooks. Finally, the teachers may deal with the lack of teaching facilities such as speakers, televisions, and projectors. This requires teachers to make teaching aids by hand, which costs them time and money. However, I believe this technical issue cannot cause long-term trouble in the future.

The approach outlined in this paper needs more empirical research to be fully developed. Suppose future efforts are successful in building a well-grounded procedure from the theories

of applied linguistics and second language acquisition. In that case, the pedagogical problems mentioned above can be alleviated if the teaching contexts are similar.

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### APPENDIX

An example, English 6, i-Learn Smart World - Unit 8 - Lesson 2 (Vo et al., 2021)

Pronunciation

**a. Focus on the /ou/ sound.**

**c. Listen and repeat.**

**d. Read the words with the correct sound to a partner.**

**b. Listen to the words and focus on the underlined letters.**

soap    pillow    phone

Practice

**a. Practice the conversation. Swap roles and repeat.**

Toby: What do we need for the trip?	tent/cell phone
Emma: We need to bring a <u>flashlight</u> so we <u>can see at night</u> .	have somewhere to stay/can call our parents
Toby: Should we bring <u>bottled water</u> so we don't get <u>thirsty</u> ?	food/toys
Emma: No. <u>They have water</u> there.	hungry/bored
Toby: Okay, what else do we need to bring?	There's a restaurant/There's lots to do
Emma: We need to bring <u>sleeping bags</u> so we <u>don't get cold at night</u> .	jackets/books
Toby: Sorry, did you say we need <u>sleeping bags</u> ?	don't get cold/can read at night
Emma: Yes, that's right.	jackets/books

**b. Practice with your own ideas.**

Speaking

#### Preparing for an Overnight Adventure

**a. You're preparing for a camping trip to Cát Tiên National Park. Work in pairs. Look at the list and choose the five most important items to bring with you and give reasons why.**

What do we need to bring for our camping trip?

We need to bring bottled water so we don't get thirsty.

Should we bring a tent so we have somewhere to stay?

Yes, good idea.

OVERNIGHT ADVENTURE

- bottled water
- pillows
- cell phone
- flashlight and batteries
- soap and shampoo
- toilet paper
- tent
- comic books
- food
- money
- jacket
- toys
- sunglasses
- candies
- sleeping bags
- towels

ITEMS TO BRING	REASONS
bottled water	don't get thirsty

**b. Join another pair and compare your lists. Did you choose the same things?**

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## Verbal Learning Styles: Implications to Oral English Skills

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### ABSTRACT

**Keywords:** Verbal Learning Styles, Oral English Skills, College Students

Learning styles are unique to each person, and Verbal Learning Style is specific to people who learn best with words. This study aimed to determine the implications of Verbal Learning Style Characteristics of College Students' Oral English Skills. A correlational research design was used. The study was participated in by (50) fifty Teacher Education Program College students. Data were analyzed using descriptive and inferential statistical tools to assess students' verbal learning style and oral English skills. The findings of the study showed that there is a significant correlation found between college students' verbal learning style as to memory and their level of oral English skills as to pronunciation which implied that ability to pronounce words is determined by their term memory to recall the manner on how words and phrases are sounded in English.

### Introduction

The verbal learning approach is focused on language and words. It is focused on how individuals engage with all forms of language, including speaking, writing, and reading. Verbal learners are more comfortable expressing themselves verbally and in writing. They also find comfort in writing and reading. The greatest way to teach someone with a verbal learning type is to use spoken or written words. De Gree et al. (2021) posit that verbal learning occurs when a person learns best through written and spoken words. A person who learns in a verbal learning style tends to remember unfamiliar words and has a large vocabulary.

Verbal learning processes contribute to students' ability to encode, retrieve, and comprehend information. This learning style is concerned with how people generally interact with words, be it through reading, writing, or speaking. Furthermore, words may be pleasurable to the learner, such as a willingness to read extensively or simply preferring the written and spoken word to other forms of learning, such as hands-on tasks. Furthermore, verbal learner places great importance on the act of communicating through words because they have to process and remember information they have read, written, heard, spoken, or spoken well themselves (Jenna, 2022).

Subsequently, verbal learning compels everyone to adopt a specific learning style to absorb more knowledge and perform better in school. In general, some learners find it simpler to study their schoolwork when logic and reasoning are necessary, while others perform better in areas



that call for more original thought and creative thinking. However, verbal learners struggle with tasks that call for good body coordination, such as understanding images and resolving mathematical equations. Verbal learners succeed in school activities like reading and writing. They have a great recall of spoken information, a well-developed memory for the information they have read, and are generally good listeners. They also have good communication skills. However, tasks requiring hand-eye coordination or visual-spatial skills may be difficult for verbal learners. They could also find it difficult to comprehend information presented visually. For instance, verbal-linguistic learners have a harder time understanding a mind map, reading a graph, or interpreting a chart. Some verbal learners are so fascinated with using language correctly that they point out other people's grammatical mistakes or draw attention to language or word misuse. Some verbal learners find it simple to grasp other concepts even though they may not be able to understand grammatical rules completely.

Although there is a great deal of literature and research on verbal learning style being the least preferred learning style of students in an Asian country (Poliden, 2016), learners eventually develop a preferred method of choosing their learning styles due to their genetic makeup, life experiences, and the demands of their current environment. People know little to nothing about it, and an explanation of the problem has become out-of-date and irrelevant. Thus, new research is required to close the knowledge gap. As learning to speak the English language has drawn much attention from educators and students, according to several literature and studies (Nguyen & Pham, 2022; Tran, 2022, Tuong, 2022, Vo, 2022), the researchers are motivated to investigate the implications of verbal learning style characteristics of college students' oral English skills.

## Literature review

This study argues that Verbal Learning Styles correlate with students' oral English skills, with verbal learners having an easy time picking up novel words and having a large vocabulary. Verbal learners process and remember information they have read, written, heard, spoken, or spoken well themselves. Jean Piaget, a Swiss psychologist and the founder of Cognitive Learning Theory, favored this learner-centered approach to teaching.

### *Verbal Learning Styles*

The emphasis on verbal learning highlights the fact that verbal learners favor verbal learning through reading or listening. In order to build connections for new learning, the mind works as an information processor, and students process information by activating existing knowledge or schema. Jean Piaget's Cognitivism Theory is primarily concerned with how to take in information, deal with issues, and eventually learn. In order to create a richer learning environment where new information may be retained in the long-term memory and added to the permanent knowledge base, educators and students employ a variety of tactics. Mainly, Jean Piaget proposes that learning theory focuses on mental processes.

From the perspective of cognitivist learning theory, how people learn is influenced by how their minds process, store, and access information. When individuals learn anything new, their brains transfer the knowledge to solve new issues or situations. By integrating research on the brain and mental processes for learning and applying new information, cognitivism, commonly called cognitive learning theory, helps create better learning programs. De Gree et al. (2022) reckoned that learners investigate which strategies work best for these students in the classroom. Memory, vocabulary, hobbies, and abilities are the independent variables that are assumed to be the causes of this research. Hence, the learning theories' main goal is to achieve this.

Firstly, memory is a substantial amount of information stored by people. Images, sounds, and meaning are just a few. The ability to speak solely depends on memory. Without this, people are unable to function in the present or consider the future. They couldn't share what happened yesterday, what happened today, or what they planned to do tomorrow. If they lacked memory, they would be unable to learn anything (McLeod, 2013). In the context of this study, memory refers to information stored by students so they can have something to express while speaking English.

Secondly, a language's vocabulary is referred to as lexis. Lexis, a Greek word that translates to "word" or "speak," is the source of the adjective lexical. The study of lexis and the lexicon, or collection of words in a language, is known as lexicology. Lexicalization is the technique of adding words and word patterns to a language's lexicon. All the words in a language, or its full vocabulary, are referred to by the term lexis, which derives from the Greek word for "word" (Nordquist, 2019). In this study, lexis refers to the vocabulary usage of students when expressing themselves in English.

Thirdly, hobbies are typically referring to recreational activities. Hobbies are things one does in leisure time that are typically unpaid and are not professionally related. Hobbies include playing sports, making art and crafts, collecting stamps, and learning new things (Severt, 2022). Hobbies in this study refer to leisure time through the exposure of the English language in reading, writing, listening, speaking, and viewing.

Lastly, verbal learners who excel in arts such as poetry and writing are referred to as Abilities. Furthermore, they are frequently the most sensitive to grammatical nuances. Verbal learners, on the other hand, may struggle with hand-eye coordination, mathematics, and fine motor skills (De Gree et al., 202). In the context of this study, the term refers to the ability of students to write and speak in English in class presentations and activities.

### *Oral English Skills*

To learn a language, a person must already have a linguistic framework in their brain that is activated by the input they receive. Pronunciation, vocabulary, grammar, fluency, and comprehension are thus the dependent variables that are assumed to be the cause of this research (Candilas, 2016). Furthermore, the dependent variable of this study is the student's oral English skills, which are dependent on the other verbal learning styles measured and the expected effects of this research.

Pronunciation is the act of saying or producing words correctly. Making the correct sounds that make up a word and saying the entire word correctly. It is the act of saying a word in a concise and clear manner so that the correct sounds and the entire word are understood. Pronunciation refers to how a word should sound when spoken aloud. It focuses on the word's syllables and how the speaker should put them together correctly. Pronunciation is concerned with the sounds of each syllable and how to say them correctly. Vo (2022) suggests that students must practice their pronunciation on a regular basis so they can produce English words correctly.

Vocabulary is a practical and essential tool for communication and knowledge acquisition, and it normally grows with age. A language's vocabulary is made up of all the words that a particular person or group of people comprehends. The word vocabulary comes from the Latin word for "name." The two primary categories of vocabulary are active and passive. A person's vocabulary is a collection of terms from their original tongue that they are familiar with. A vocabulary is active when it is used and understood in speaking and writing. Words that learners may recognize but don't often employ in everyday conversation make up passive vocabulary (Nordquist, 2019).



For one to speak English with confidence and fluency, grammar is necessary. By being aware of grammar, learners can prevent errors that make their English sound weird to native speakers. The use of proper grammar shows off their command of the language as well as their dedication and attention to detail (Woodford, 2022).

The capacity to speak a language naturally and freely without having to hunt up terms or idioms is referred to as fluency. Fluent speakers sound like native speakers and speak at typical speeds with little pauses or stumbles. For most people, acquiring vocabulary and fundamental grammar is the first step toward being able to speak. Fluency is when someone can explain themselves without speaking their native tongue by combining these key skills. Speaking English fluently means being able to do so without stuttering or hesitation. The capacity to utilize a language without having to think about it is frequently referred to as "automaticity." The capacity to quickly put together a sentence is a common definition of fluency. A fluent person, for example, may be able to communicate clearly but make many mistakes. This is due to the speaker's inaccuracy in what they are saying (Mayor, 2015).

Comprehension is the capacity to process information that has been read and comprehend its meaning or written words. Reading comprehension gives the written word meaning. Additionally, comprehension enhances the fun, enjoyment, and educational aspects of reading. It's essential for success in everything from work to school to life in general (Brandon, 2021). Brandon claims that comprehension makes reading interesting, entertaining, and educational.

Thus far, the theories and studies cited help perform this study because they provide more explanation of how a person decides the features of Verbal Learning Style in Oral English Skills. In conclusion, the aforementioned reviews of related readings are imperative in substantiating the argument of this study.

#### *Aims of the study*

The study aimed to determine the implications of verbal learning style characteristics of college students' oral English skills.

## **Methods**

### *Pedagogical Setting & Participants*

Fifty (50) college education student participants in this study were selected. These students were officially enrolled in a private Catholic College School in Cagayan de Oro City in the school year 2022-2023. In this study, the participants were selected using the non-probability sampling design, particularly purposive sampling. In non-probability sampling methods, known as purposive sampling, participants are chosen because they possess the qualities the research seeks to investigate (Ames et al., 2019). In other words, participants were selected on purpose. Moreover, these participants were selected with the following inclusion criteria: first, they provided information about their specific preferences. Second, they understand the learning style and know what works best to assess their learning and adapt their education experience accordingly. Furthermore, the said sampling was utilized because the participants gained and made use of their verbal learning styles as having implications on their oral English skills.

### *Design of the Study*

A correlational research design was used in this study. Correlational research is a non-experimental quantitative design in which the researcher applies correlational statistics to measure and describe the degree of association among variables or sets of scores (Creswell,

2012). This study attempts to find relationships between college students' verbal learning styles and their oral English skills.

### *Data collection & analysis*

In gathering the data for this study, the researchers sought permission from the school's principal and the Dean of the Teacher Education Program in one of the private schools in Cagayan de Oro City through a letter seeking authorization to obtain a response from the selected students. After the approval, the researchers administered the questionnaire to the participants for the data on Verbal Learning styles. In contrast, the data on Oral English skills was gathered through an interview.

Upon receiving the approval, the researchers informed the participants of the purpose of the study and asked about their readiness to participate. Then, the researchers distributed the survey questionnaires online, and participants were given time to answer. They were collected, tallied, and processed for analysis and interpretation. The participants were reminded of the purpose of the discussion, the importance of genuine efforts, and honesty to ensure the study's validity. Full confidentiality of the respondents' identities was strictly observed during the discussion of the results. All portions of their answers were included in the presentation and discussion of the findings. After the research study, all the collected answers and information that were stored digitally were deleted. Thus, the responses provided by the participants during the survey were only utilized for research purposes only.

Participants were gathered in a private live video conference where the Focus Group Discussion (FGD) was administered. Carefully, the researchers selected this method to gain more in-depth responses of their online English skills. The participants were again oriented on the purpose of the study. The participants spoke impromptu in explaining their answers. The duration of the interview was 30-35 minutes. After the research study, all the collected responses and information stored digitally were deleted. Thus, the responses provided by the participants during the interview were utilized for research purposes only.

The following statistical tools were utilized in the study: for problems 1 and 2, descriptive statistics such as frequency, percentage, mean distribution, and standard deviation were used to assess the verbal learning style and oral English skills of students. As for Problem 3, Pearson correlation was used to identify the relationship between verbal learning styles and oral English skills.

## **Results/Findings and discussion**

This section presents the findings drawn from the study. The analysis and interpretation of results are presented according to the specific problems outlined in the introduction.

### *Students' verbal learning styles*

*Table 1: Mean Distribution of Verbal Learning Styles*

<b>Students' Verbal Learning Styles</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Memory	3.42	.538	Moderate
Lexicon	3.68	.587	High Extent
Hobbies	3.54	.613	High Extent
Abilities	3.56	.611	High Extent
<b>Overall Mean</b>	<b>3.56</b>	<b>.588</b>	<b>High Extent</b>

Table 1 presents the overall mean distribution of verbal learning styles. Results reveal that verbal learning styles in terms of memory with an overall mean of 3.42 can be described as moderate, which means that participants remember and recall information to detail. This result is supported by the study of (Rodigier et al., 2011), who stated that the capacity of the mind to store and recall information is truly prodigious. Lexicon with an overall mean of 3.68, which is described as a high extent, means that participants easily understand the book they have read when they are familiar with words. This corresponds to the study of Rash (2013), who pointed out that the ability to recall a term during speech is the strongest indicator of a good command of the English language. Hobbies with an overall mean of 3.54, which is described as a great extent means that participants are likely to learn new things and read a lot to get the information needed. Braze et al. (2015) posit that students are often intrigued by new vocabulary and easily pick up existing terms, where they value both written and spoken words, making them passionate to develop an interest in acquiring unfamiliar words. Abilities with an overall mean of 3.56 can be described as high extent, which means that participants read English books that help them to communicate in English Language. According to the study of Barnard (2021), verbal learners who used words from their hobbies and have linguistic abilities are likely to be expressive with their ideas and opinions through the English language.

#### *Level of Participants' oral English skills*

Table 2 presents the overall mean distribution of oral English skills. Results reveal that oral English skills in terms of pronunciation have an overall mean of 4.38 which is described as a good extent, meaning that participants are saying and producing words correctly. This is supported by the study of (Nguyen & Newton, 2020) that students considered pronunciation as an internal component as it mainly focuses on the sounds of each syllable.

*Table 2. Mean Distribution of Oral English Skills*

<b>Students' Oral English Skills</b>	<b>Mean</b>	<b>S.D.</b>	<b>Description</b>
Pronunciation	4.38	.530	<i>Good extent</i>
Vocabulary	4.36	.563	<i>Good extent</i>
Grammar	4.34	.658	<i>Good extent</i>
Fluency	4.44	.675	<i>Good extent</i>
Comprehension	4.68	.513	<i>Very great extent</i>
<b>Overall Mean</b>	<b>4.44</b>	<b>.588</b>	<b><i>Good extent</i></b>

Vocabulary with an overall mean of 4.36 is described as a good extent, meaning that participants have a large vocabulary that serves as the fundamental tool for communication and acquiring knowledge. Alqahtani (2015) asserted that words used in speaking and writing make up an active vocabulary. A wide vocabulary is essential for learning a second or foreign language since, without the appropriate and sufficient vocabulary, learners cannot comprehend others or express their own feelings. Tuong (2022) mentioned that speaking performance is hampered when learners lack vocabulary skills.

Grammar with an overall mean of 4.34, which is described as a good extent, means that participants combine and manipulate words to form more extended units of meaning and determine how grammatically accurate phrases are constructed and this is supported by the study of Eisenmann & Summer (2017) state that grammatical competence is required component of Language Education and still widely regarded as a sufficient requirement for effective language acquisition. Vo (2022) argued that since mastering English grammar is delicate, especially when speaking, students must practice speaking the language to become proficient.

Fluency with an overall mean of 4.44 which is described as a good extent means that participants are related to the extent to which they are confident on what has been stored is reliable. This corresponds to the study of Housen et al. (2012) who articulated that speed fluency is based on techniques for storage and recall, confidence that what has stored is dependable. This speed fluency was observed by the researchers in the conduct of this study.

Comprehension with an overall mean of 4.68 described as a great extent means participants understand and interpret what they are reading or speaking. According to Gilikjani & Sabouri (2016) comprehension promotes learning and comprehension relates to the process of comprehending and making meaning of spoken language.

*Significant relationship between College Students' verbal learning style and their level of oral English skills*

Table 3 revealed that the r values show the association between College Students' verbal learning style and their level of oral English skills. A significant correlation was found between College Students' verbal learning style as to memory and their level of oral English skills as to pronunciation (r = .285; p= .045). English pronunciation towards students at the initial level is focused on improving the memory ability to communicate verbally with clear and understandable communication.

*Table 3. Significant relationship between College Students' verbal learning style and their level of oral English skills*

Verbal Learning Style	Level of Oral English Skills									
	Comprehension		Fluency		Vocabulary		Pronunciation		Grammar	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Memory	.127	.378	.238	.096	.173	.231	<b>.285</b>	<b>.045*</b>	.239	.095
Lexicon	.060	.681	.049	.733	.109	.452	.136	.345	.135	.349
Hobbies	.088	.542	.043	.756	.017	.909	.046	.749	.211	.141
Abilities	.062	.666	.016	.913	.005	.974	.149	.303	.179	.215

Legend: \*significant at p<0.05 alpha level

In connection with the result, a study by Mulyani & Sartika (2019) claimed that pronunciation skills are one of the keys to achieving communicative competence in language learning. English pronunciation towards students at the initial level is focused on improving the memory ability to communicate verbally with clear and understandable communication. Thus far, pronunciation is both productive and receptive, and can be taught using mnemonic labels such as mind meaning and memory sounds.

Furthermore, memory is essential to people. Without a memory of the past, people cannot operate in the present or think about the future. Pronunciation is the act of saying or producing words correctly. Hubber (2022) espoused that making the correct sounds that make up a word and saying the entire word correctly help an individual to express his ideas and opinions fully. Additionally, this general finding is supported by the study of Gilakjani (2016) that students dedicate much effort in improving their pronunciation. Learners with appropriate pronunciation and intonation may communicate effectively despite their poor grammar and vocabulary.

## Conclusion

This study intended to determine the implications of students' Verbal Learning Styles and their level of oral English Skills. In this study, it is inferred that memory is necessary for speaking as it is dependent on operating appropriately in activating their ability to articulate English speech sounds. This result confirms Jean Piaget's Cognitivism Theory, which is essentially focused on how to absorb information and ultimately learn. Mainly, Jean Piaget suggests that the theory of learning focuses on processes of the mind which were also supported by Cognitivist learning. This theory states that when people learn something new, the process that occurs in mind begins with the activation of prior knowledge.

The study retained some limitations in terms of the methodology. Thus, it is suggested that future researchers will conduct a sequential mixed method to validate the findings of students' verbal learning styles and oral English skills.

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## The Effect of Video Clips on Students' Speaking Performances

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### ABSTRACT

**Keywords:** English speaking, role-play, technology, video-based instruction

The literature review is aimed at enhancing the quality of speaking English learning through video clips. The paper's objectives are to use technology to stimulate students' interest in learning English and to how teachers accelerate students' speaking English learning in their classroom. One of the reasons is that frameworks of language function constrain the design of teaching methods and curricula, and so this skill is often only used as a motivator or to enrich language teaching activities. The participants are one hundred eleven students at Thanh Loc high school 11th Grade and Five English Teachers. Data collection includes analyzing and discussing the obtained data in light of the theoretical basis of combining teaching speaking skills to develop inter-communication competence for learners, and the teacher makes specific recommendations on classroom teaching design and the professional development of learners in the file of technology.

### Introduction

Communication by video clip is one of the successful techniques in many countries around the world. But in Vietnam, it is not quite popular. Video clips allow the students to work with their friends in the classroom, at home, or anywhere on how an individual or group might behave in response to a particular situation. Role-playing through technology can help students learn more easily and efficiently in this type of teaching. Role-playing is often used primarily to promote speaking skills in class and help students gain more confidence in a second language. Liu & Ding (2009) pointed out that role-play helps teach speaking skills effectively, interest learners, and impress learners with the lecture content. The teacher should use the role-playing method. But most Vietnamese teachers have not been successful in this approach.

Role-playing is an effective learning technique for students and makes communication more lively. Based on my experience, many problems make students unmotivated to speak English at Thanh Loc High School. Students were very shy when practicing speaking and acting in a dialogue at the teacher's request because they felt the students' difficulty, so I found out the reason through a questionnaire with a few questions about why they did not like it. The results

received from the students were that they were afraid to speak, afraid of wrong pronunciation, useful vocabulary, and afraid of making grammar mistakes. Rafsanjani et al. (2020) reported that the teacher used a traditional teaching style that rendered the students bored and unable to respond when someone presented to them in English, which made them passive participants. This is the problem that made me think and research how to solve the problem. Kaharuddin & Rahmadana (2020) related that the teacher gives those exercises with basic sentence patterns, asking short questions, and using role-plays in short conversations in class can also develop speaking skills. This study investigates using video clips for role-playing in teaching and learning to speak English.

### Literature review

Saeed et al. (2016) believed that communicative language learners who want to improve their speaking ability through interactive activities that take place between learners through conversation combined with information technology to help learners practice better. Krebt (2017) states that Iraqi English teachers have applied various techniques to teach speaking to increase comprehension in the classroom, but those techniques have mostly been unsuccessful. Role-playing is one of the effective ways to teach speaking. I have used role-play in my classes in my school, but it is not perfect for the student's sides to practice role-play. Besides that, Shrosbree (2021) stated that using videos in foreign language classes attracts learners a lot. Learners can interweave environmental factors to enrich their communication content. Learners can use technology to enrich and animate videos through role-playing activities that are easy to edit at their discretion, such as adding subtitles, and illustrations, creating sound and creating an environment in the communication, helping students develop their speaking skills, 'model videos' that visually demonstrate that learners are expected to do in an oral task by role-play. Role-playing exercises help students improve their communication abilities and are urged to grasp and extend their vocabulary learning through conversational exercises (Alabsi, 2016).

Speaking through role-play is very important in speaking English. When used appropriately, role-playing can be a highly good teaching technique. Teachers shouldn't overlook including such a speaking exercise because its main objective is increasing student involvement. This allows learners to apply their technical concepts of a language (Kuśnierek, 2015). These ways help learners practice role-playing easily, confidently, and effectively. From the basics, students are free to promote their creativity through non-verbal behavior, turn the original situation into their own and make it a habit of repeating many times to inculcate their ideas deeper knowledge, from which learners form behaviors more naturally and more effectively. Pinatih (2021) mentioned that as just a simulation or an action emulating a person, role-playing could be characterized as student play acting as someone else in the actual world. Students participate in role-playing as a way of teaching, speaking, and acting in the roles they are given. The role-playing method has various benefits that can assist in resolving pupils' speech difficulties. According to Stokoe (2011), role-playing is divided into two groups. First, this is a comparison with other forms of communication of learners through practical activities, in the direction of theory, and responses by action through observation.

The second is the learners' communication skills through role-playing and non-verbal actions. From there, the ultimate goal is to create a framework for learners to communicate naturally and effectively. Shih (2010) pointed out that English has emerged as one of the common languages that unite people in this age of internationalization and globalization. For scholars and educators studying the topic of English language education in Taiwan, methods for promoting and improving the quality of English teaching and learning have thus become more important. Yükseli & Şevki Kömür (2017) pointed out that the use of online videos as well as other technology-based materials has attracted the attention of researchers and lecturers, especially in the last ten years, as communicative language education theories spread all over the world. Pinatih (2021) considered that in speaking class, students face some problems, such as students showing little enthusiasm and motivation in speaking, being shy, and being afraid to speak.

Speaking is a difficult skill that students must master in English. Role-playing is the most suitable technique for speaking skills in the 21st century, and it has the many benefits of encouraging students to speak naturally. Gudu-(2015) Large classes cause students not to have the opportunity to practice speaking or speak very little or not at all. This makes students worry about making mistakes for fear of being criticized or shy. Students are not motivated to express themselves. This problem makes students limited in communication. This limits students' ability to communicate; at this time, teachers should find the most suitable support method for students to develop their communication abilities. Baile & Blatner (2014) role-playing is the most effective method of communication. The role-playing method includes a warm-up, role-playing, duplication, and role reversal, which is promoted through the use of video clips. Through role-playing activities, students have a lot of difficulties when practicing mastering four skills in learning English, especially speaking students lack vocabulary; this happens because in the learning process, students are lazy to study, afraid to make mistakes, don't care, and don't pay attention when teachers teaching.

### *Research Questions*

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

1. What are the effects of video clips on students speaking performances?
2. What are students' attitudes towards students speaking performances?

### **Methods**

Regarding the research, I used a very convenient technique of collecting opinions through a questionnaire to collect opinions through a google form. I use this technique to get results that are easily accessible, close to students, and easy to manipulate for accurate results. I had gotten with 4 English teachers at Thanh Loc high school and 103 grade 11 students at Thanh Loc high school by participating in surveys through questionnaires by google form.

### *Pedagogical Setting & Participants*

An experimental study was conducted at Thanh Loc high school, which was one of the high schools in Kien Giang Province. Through the general education program, the goal to achieve is the ability to communicate in English for high school students to reach the b1 level. In the 10th grade year, students have to complete 16 topics with the final goal of A1. Similarly, in grade 11 students also study 16 topics and communicate in English up to A2 standard, which usually ranges from 40 to 45 students in a class. The high school English training program, aims to equip students with the necessary English skills that enable them to continue their studies at the university level or to have basic communication skills.

The participants of this study are all EFL students at a high school in Kien Giang, which consists of 103 EFL students who study English at high school. Students who were in grade 11 and judged to be comparable at practicing speaking performance are enrolled in the studies.

### *Design of the Study*

This study is descriptive, mixed-methods research. Fraenkel et al. (2012) stated that a mixed-methods design, including both qualitative and quantitative approaches, will be used in this study. Its benefit is that researchers are better able to collect and evaluate significantly more varied types of data using numerous approaches than they would be able to use just one. Studies using a combination of methodologies may favor one strategy over another or give each about equal weight.

A questionnaire and individual interviews are used to discover more about how teachers regard active learning. On the other hand, a combination of in-person interviews and classroom observations is used to examine the benefits and drawbacks of teachers using active learning approaches in the classroom. This design will integrate quantitative and qualitative approaches, including a questionnaire, in-person interviews, and classroom observations to explore the two study questions.

### *Data collection & analysis*

Data is collected from students' speeches in class and speeches via video clips for analysis. First, a personal talk about a certain topic, then a talk through dialogue in pairs or groups, and finally, taking by role-play in class and through a video clip. This test aims to find out which student activities in the live classroom and practice speaking skills through video clips are more effective for students. Second, to test whether there is any significant difference in students' influence and learning attitude through video clips. The last part is the investigation through questions using a google form to get accurate results. The data collection will be conducted for 15 weeks. Three instruments, namely questionnaires, observations, and interviews, will be carried out, respectively.

### *Questionnaire*

The study addressed two research questions. The first study question is, "Does using talk videos help students improve their public speaking skills?" and the second is, "What do students think about using videos to help students improve their public speaking skills?" To respond to the questions, the researcher used a degree of agreement scale ranging from "strongly disagree" to

"strongly agree." Additionally, the research approach was a mixed-method study. The pupils choose the answers to inquiries and the provision of fundamental personal data.

## Results/Findings and discussion

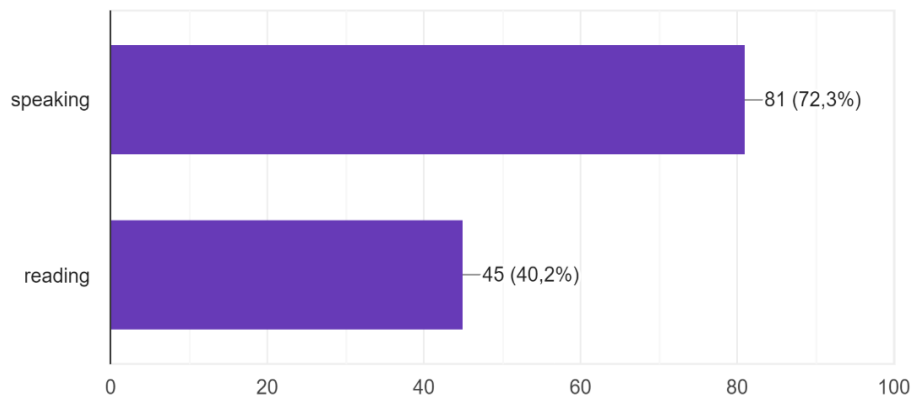
### *Presenting the results in the light of the research questions.*

The first research question of the study whether, "What are the effects of video clips on students speaking performances?" Using video clips is an activity that helps students better participate in speaking skills in class. Besides, students have more opportunities to practice and more time for their speaking skills, especially for students whom the teacher corrects 100 percent for each student through their submissions. Besides, students think that speaking is a difficult skill and they are always scared to practice communicating in a class in English. I had taken a survey with 112 students who said they felt difficulty when they learned to speak face-to-face with the teacher in class. I took the survey with Thanh Loc high school students and received the result from chat 1. When they answered the question, "What are the effects of video clips on students speaking performances?" Look at chart 1.

#### **Chart 1.**

What skills in English do you feel difficulty with?

112 câu trả lời



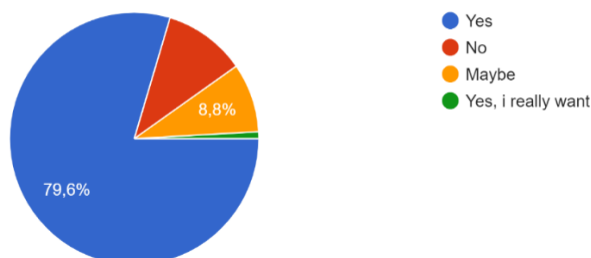
From chart 1, we can see that students had just answered the question, "what skills in English do you feel difficulty with? The results of the current study, chart 1 shows 72,3% of students who feel speaking skills are difficult, meaning 81 students feel speaking is difficult. This reflects that it is difficult for students to meet the requirements in speaking skills, but the rate of students failing is high. Besides that reading skill, only 45 students felt difficult and took 40,2 %. This is a problem that needs to be solved.



## Chart 2.

Do you want your teacher to correct your pronunciation?

113 câu trả lời



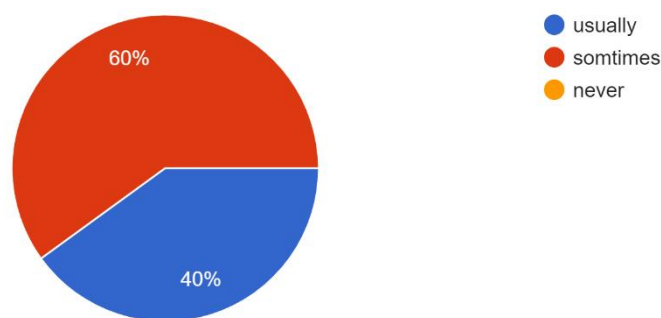
Through the survey in chart 2. When students asked, “Do you want the teacher to correct your pronunciation?”. As a result, 79.6% answered “yes”. This means that students want to be corrected by the teacher. 8.8% said that they were unconfident may be “yes or no”; also, 8.8% do not want to correct their mistakes by the teacher. In addition, 2.8% of the students wanted to ask the teacher to correct their homework.

It is very difficult for teachers to correct all students' pronunciation errors in one period of 45 mins in a large class with up to 40 - 45 students, but with video clips, teachers can use time at home to correct students' mistakes and feedback. Students can correct themselves by Zalo or Facebook.

## Chart 3

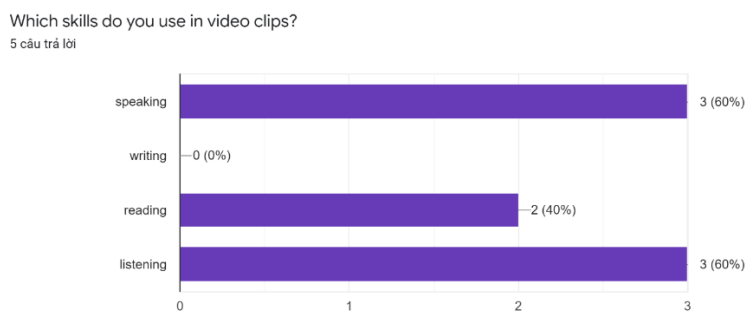
Do you use video clips in teaching?

5 câu trả lời



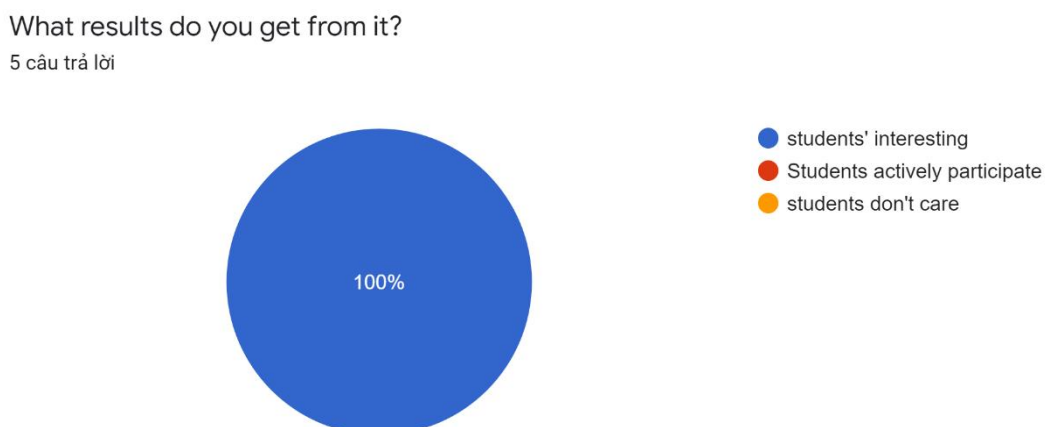
Besides, I also had a survey with teachers in Thanh Loc school with the question "Do you use video clips in teaching?" and the result is that 60% often use video clips in teaching and 40% sometimes use this tool. The survey is in chart 3.

**Chart 4.**



At Thanh Loc school, there were 5 English teachers. Through survey chart 4, all 5 teachers usually used video clips to teach speaking skills and listening 60%, and 40% used video clips for teaching reading skills.

**Chart 5.**



From chart 5, the teacher asks, “what results do you get from it (video clips)? The results answered that 100 % of their students were interested in learning through the method during the speaking time and most practically, they communicate directly.

So far, the answer to the first research question has shown that video clip activities help students learn better speaking skills.

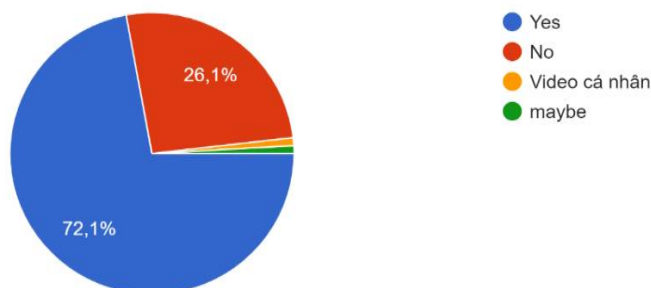
As for the study's second research question regarding students' attitudes towards this teaching trick, “What are students’ attitudes towards students speaking performances?”

In response to this research question, I took a survey through a questionnaire, and the results were obtained after about 4 months of applying the experiment with 111 students at Thanh Loc high school, 72.1 percent of students have a positive attitude. Be positive with this activity. In chart 6

## Chart 6

Do you like using video clips for speaking skills?

111 câu trả lời



As you can see, In chart 6, there were 72,1 % of students said “yes” to the question “Do you like using video clips for speaking skills?” Besides, there was 26,1% disliked this teaching tool for speaking skills, and about 0,9% couldn’t decide whether they liked it or not, and 0.9 % gave a personal opinion.

More importantly, the results are also obtained from the practice of teaching students to participate in learning with a more positive and excited attitude. The most obvious thing I have noticed is that students speak more confidently, even when participating in role-playing communication activities. They are more engaged and use more vocabulary than before, and the best result I got was the speaking test results of the district's high schools. The student organization got second place in English speaking contest. Thereby showing the effectiveness of the teaching method through video clips that helped me initially succeed with students at the school I am teaching. Pham and Nguyen (2019) found that by using video clips to help students practice back-to-back communication, both in terms of grammar, pronunciation, and vocabulary, students still improved more, and through questionnaire, the results showed that students who used videos to learn to speak English had a positive attitude towards the task.

## Discussion

This section develops from the results to discuss the two research objectives stated before and the study's weaknesses, pedagogical implications, and ideas for future research. The study's first purpose is to examine the effects of video clips on students speaking performances. The results showed that using video clips in teaching speaking skills to help students become more confident and practice speaking more fluently is evidenced through speech contests at schools, districts, and provinces. Through the analysis results, 72.1% prefer to use video clips to practice speaking skills and gain more confidence when speaking in front of a crowd, or performing through role-playing, based on chart 6 above. Students who have been supported by their teachers to “prepare, organize, and deliver their presentations” (Nguyen, 2022), can be more confident, dynamic, and creative when creating attractive video clips that attract listeners.

Thanks to video clips, students can make advance their speaking skills inside and outside class (Le, 2022).

The second purpose is that answer the question about students' attitudes toward students speaking performances. English communication is very popular nowadays. When entering university, all schools check English entrance exams, so it is important to pay attention to English, especially speaking skills that are being improved and investigated. My school's teachers rated up to 100%. Teachers demonstrate this through speaking tests and contests of eloquence. This shows that students use video clips regularly to give them confidence, interwoven with role-playing activities to help students express the material better.

The gap for these studies is to use existing video clip performance, but the student video clip for students' control was not rich in the content of them. Through role-playing activities, students have a lot of difficulties when practicing mastering four skills in learning English, especially speaking; students lack vocabulary. This happens because, in the learning process, students are lazy to study, afraid to make mistakes, don't care, and don't pay attention when teachers teach. Krebt (2017) stated that students use their speaking in every contact they have, whether inside or outside of the classroom. Such a skill necessitates a large number of repetitions and is mainly thought of as a neuromuscular rather than a cognitive process.

## Conclusion

The purpose of the survey is to find out to what extent the method of teaching speaking skills to high school students through video clips is effective, and as shown, the results are very promising. The student's learning progress, as well as the student's learning attitude, improved markedly. In this activity, students can promote their creativity, record their clips, listen to them, and review them to correct their own mistakes before the teacher corrects them in class; the opportunity to work more and practice more, and 100 percent of students have teachers correct mistakes in pronunciation, grammar, and word form. Moreover, students' vocabulary is increasingly richer due to self-discovery learned through individual speaking exercises, pairs, and hands-on role-playing. As technology develops, students spend more time on their phones for entertainment purposes. This is how we make it possible for them to play and learn at the same time more effectively and efficiently, as evidenced by: the given ab.

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