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A Note from the Editor-in-Chief

Dear authors and colleagues,

It is with great pleasure that I present to you Volume 3, Issue 2, 2024 of the International Journal of Language Instruction (IJLI). This edition marks another milestone in our ongoing commitment to advancing the field of language instruction through the dissemination of high-quality research.

First and foremost, I would like to extend my deepest gratitude to our esteemed authors. Their insightful contributions are the cornerstone of this journal. Special thanks go to the authors from the following institutions for their exceptional work:

1. Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam
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4. University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City, Vietnam
5. University of California, Irvine, USA

Your dedication and scholarly efforts continue to enrich our academic community and inspire future research.

I would also like to acknowledge the invaluable support of our editorial staff, whose hard work behind the scenes ensures the smooth operation and high standards of our publication. Your professionalism and commitment are deeply appreciated.

Equally important are our reviewers, whose meticulous and constructive feedback helps maintain the quality and integrity of the journal. Your expertise and time are crucial to our success, and we are immensely grateful for your contributions.

As we move forward, we remain committed to fostering an inclusive and dynamic forum for language instruction research. We look forward to your continued support and engagement in the upcoming issues.

Thank you all for your dedication and contribution to the International Journal of Language Instruction.

Thanks God for everything!
With warm regards,

Associate Professor Dr. Pham Vu Phi Ho
Editor-in-chief
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Students' Perspectives on the Use of Teacher Questions to Promote Critical Thinking in EFL Classrooms

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ABSTRACT

Keywords: critical thinking skills , teacher questions, students' perspectives	In the age of AI, critical thinking skills have proven indispensable for students to achieve a competitive edge and high employability. Theoretically, teacher questions play an important role in fostering this thinking ability during classroom interaction. In reality, nevertheless, classroom questions are predominantly low-cognitive, rarely paying way for any development of critical thinking. In this regard, the purpose of the study is to shed light on how students view the use of questions in developing critical thinking, and their perspectives on useful support to answer high-ordered questions. The study involved seventy English-majored students at Van Lang University. Given the purpose of the study, quantitative research was used to collect data about students' perspectives through a questionnaire. The results showed that most students held positive attitudes toward using high-ordered questions, and they acknowledged the benefits these questions offer. In terms of suggestions, they highly valued a comfortable learning environment and group discussion as the most useful support.

Introduction

Against the backdrop of rising automation and an unpredictable world, critical thinking is perceived as a desirable characteristic for academic success (Fong et al., 2017; Huynh, 2022; Veliz & Veliz-Campos, 2019; Wallace & Wray, 2021) and bright career prospects (Jafarigohar et al., 2016; Pithers & Soden, 2000). In this light, it comes as no surprise that contemporary educators unanimously placed a great value on this cognitive skill as one of the 21st-century skills for learners, along with creativity, communication and collaboration.

The notion of critical thinking can trace its roots back to the time of Socrates when it was given credit for enhancing learners' ability to profoundly construct their own knowledge through the complex processes involving analysis, evaluation, inference, observation, reflection, and

reasoning. Center to Socratic Method for nurturing critical thinking is productive discussions between teachers and students prompted by thought-provoking questions. Compared to the traditional teacher-dominated dialogue, which notoriously restricts students' role to the passive recipients of knowledge, a shared discussion driven by continual probing inquiries puts students at the forefront of constructing and internalizing new knowledge, while teachers lean back toward the role of facilitators.

In the field of language learning and teaching, critical thinking is indispensable in the acquisition of second language (Esparrago-Kalidas et al., 2023; Larsson, 2017; Li, 2016; Norton, 2020; Wilson, 2016) Despite its influential role, fostering critical thinking has presented a challenge for many teachers in foreign language instruction since probing questions are still secondary to those targeting at memorization and understanding of knowledge (Khan & Inamullah, 2011; Kurniawati & Fitriati, 2017; Nguyen & Nguyen, 2023; Phuong & Nguyen, 2017). Indeed, reflecting upon the researcher's personal teaching experiences, many students in my EFL classes still grapple with cognitively- demanding questions, although they can pass with flying colors once questions primarily focus on memorization and surface understanding of knowledge. For learners to keep pace with the rapid development of AI, the latter achievement will serve as a hindrance rather than a competitive advantage in an increasingly automated world. Certainly, it is not because teachers fail to recognize the significance of critical thinking in academic and professional achievement. One of the underlying causes probably lies in the effectiveness of our questioning strategies. Despite the huge number of research into the role of questions in promoting critical thinking (Khan & Inamullah, 2011; Kurniawati & Fitriati, 2017; Nguyen & Nguyen, 2023; Phuong & Nguyen, 2017), most of which mainly discuss this topic through the lens of teachers, and barely through the view of students, especially on questioning strategies and supports they gravitate toward. As students are now the heart of everything we do in the field of education, a desire to nurture a critically-thinking generation may be just wishful thinking when their voices are not included. Furthermore, the suggestions on how high-cognitive questions should be supported will be particularly useful for EFL teachers at Van Lang University (VLU) to successfully integrate critical thinking skills into their teaching practices. In all consideration, the study aims to gain insight into VLU students' views on how questions should be employed to promote critical thinking in EFL classrooms.

Literature Review

Nature of critical thinking

Given the overlapping nature of its definition, critical thinking is perceived as cross-disciplinary with its roots in philosophy and psychology (Lewis & Smith, 1993). Elder and Paul (1994) suggested that this cognitive ability is "the ability to reach sound conclusions based on observations and information", highlighting the importance of analysis, synthesis, and evaluation in this process (p. 50). Halpern (2013) broadly defines it as "the use of cognitive skills or strategies that increase the probability of a desirable outcome" (p.8). Based on this strand of thought, critical thinkers are believed to be purposeful and goal-oriented since Halpern

(2013) argued that critical thinkers "use these skills appropriately, without prompting, and usually with conscious intent, in a variety of settings" (p.8). Another often-cited definition by Ennis (2015) defines critical thinking as 'reasonable, reflective thinking that is focused on deciding what to believe or do' (p.2).

In the field of language learning, Li (2016), drawn on teachers' perspective toward critical thinking, claims that it involves higher-order thinking skills and the ability to make appropriate arguments and to solve problems (p. 278). Marin and de la Pava (2017) highlight the complex and multifaceted nature of critical thinking as it is "a set of conceptual, methodological, criteriological and contextual considerations that integrates thinking skills, dispositions, attitudes, intellectual resources and pedagogical assistance" (p.86). Notably, they also discussed the role of teaching methodologies in nurturing this intellectual ability for EFL learners since "it is oriented through a communicative approach, including task-based and project-based instruction" (p.86).

Despite the diverse perspectives on the term "critical thinking", these definitions converge on one point: critical thinking is manifested in the effective use of higher-order thinking skills, including analysis, analysis, evaluation, inference, observation, reflection, and reasoning.

Teacher Questions and critical thinking

Functions of teacher questions

Using questions in the classroom is well-received as a common instructional technique to initiate a teacher-student interaction. While questions are crucial, asking the right kinds can profoundly impact learners' acquisition of knowledge (Khan & Inamullah, 2011). Indeed, poorly-formed questions can be a hindrance to learning as they lead to confusion, an intimidating environment, and therefore, limit on creative thinking (Chin, 2008). By contrast, appropriately-formed questions play an essential role in promoting critical thinking (Christenbury & Kelly, 1983; Elder & Paul, 1998). This view lends itself to the long-held consensus among EFL researchers that questions have the potential to elicit students' responses which can range from the simple recall of prior knowledge to more complicated cognitive processes of applying, synthesizing, and evaluating information. (Stobaugh, 2013; Zepeda, 2014)

Classification of teacher questions

Teacher questions can be classified into different categories. Display and referential questions traditionally gain popularity in the use of this technique in classroom's interaction (Wangru, 2016). While the former aims to ask for information familiar with teachers, the latter is useful for eliciting information unknown to teachers. Additionally, teacher questions can be procedural, convergent or divergent, depending on the characteristics of students' responses (Richards & Lockhart, 1994). Procedural questions involve inquiries about a lesson's procedure and classroom management. In comparison, the other types of questions focus more on evaluating students' comprehension, ranging from simple to more complicated responses. When raising convergent questions, teachers expect a single or narrow list of best responses from students, as opposed to divergent questions, which are purposefully used to draw a wide range of possible ideas from students.

Another widely adopted categorization of teacher questions is low-order and high-order types. This dichotomy organically draws its theoretical background on the cognitive domain of Bloom's taxonomy (1956), and subsequently being adjusted to the revised version of Anderson and Krathwohl (2001). According to the revised taxonomy, cognitive processes are categorized into 6 levels including remembering, understanding, applying, analyzing, evaluating and creating. In this regard, teacher questions are classified along this cognitive continuum ranging from asking students to simply recall prior knowledge to requiring them to create an original product (Figure 1). For creating an environment conducive to the development of critical thinking skills, teachers should focus on questions that require students to perform analysis, evaluation or create an original product based on existing knowledge. Given the scope of this study, the researchers would like to base the classification of questions on the revised version of Bloom's Taxonomy.

Figure 1

A revision of Bloom's Taxonomy of Educational Objectives
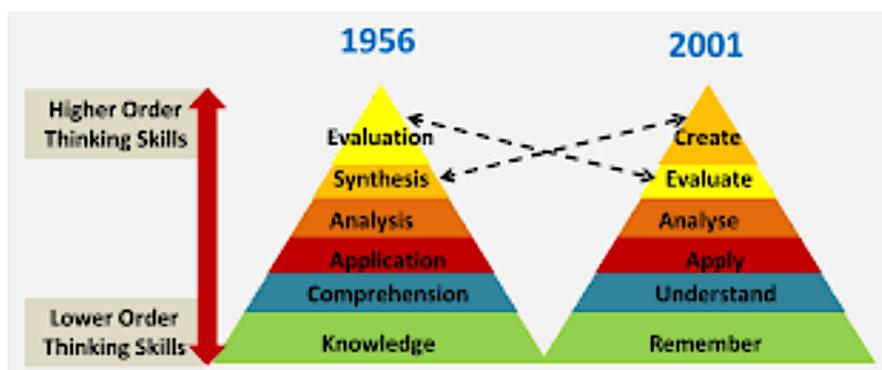
(Anderson & Krathwohl, 2001)

Questioning strategies

Phrasing and clarity

A well-phrased question should be succinct, concise, and appropriate for students' different cognitive levels and knowledge backgrounds (Burden & Byrd, 2018; Wragg & Brown, 2001). The reason for this is that ambiguous ones can serve as a hindrance to students' acquisition of new knowledge (Burden & Byrd, 2018; Christenbury & Kelly, 1983). Furthermore, posing compound questions which require multiple answers could put a strain on learners' cognitive ability, hence being counterproductive to nurturing their critical thinking skills (Kauchak, 2007)

Positive environment

Learners' affective filters, a concept popularized by Krashen (1986) through his "affective filters hypothesis", can create a psychological barrier to their language acquisition. Many studies (Dislen, 2013; Grant & Dweck, 2003) show a positive correlation between classroom atmosphere and learners anxiety. In this light, when learning environment is perceived as psychologically safe, learners might find higher-order questions less intimidating and discouraging (Christenbury & Kelly, 1983). To facilitate a non-threatening environment for

greater learners' engagement in high-order question, teachers should impose neither pressure nor contempt for incorrect responses (Brualdi Timmins, 1998). Alternatively, responses from different perspectives should be given greater preference. Furthermore, teachers can ensure an emotionally comfortable environment through verbal and non-verbal encouragement such as maintaining eye-contact, nodding or providing positive comments.

Wait time

Responding to higher-order questions deems cognitively demanding, and therefore, requires a period of time for the preparation on ideas and target languages (Rowe, 1986). Defined as a pause between a teacher-initiated question and a student's response, wait time can influence the quantity and quality of student responses, and the beginning of a subsequent discussion (Orlich et al., 2010). The increase in wait time is attributed to fewer incorrect answers and questions, more logically supported conclusions, wider variety of students' verbal behavior and longer student responses.

Pimping questions

The term "pimping" refers to the act of posing several cognitively-demanding questions in the sole interest of question initiators boasting about their superior knowledge (Brancati, 1989). This questioning technique comes under heavy criticism for imposing unnecessary pressure and discomfort on students. In this regard, it could hinder teachers' effort to engage students in a thought-provoking discussion, and may fuel students' hostile attitude toward difficult questions (Detsky, 2009)

Previous studies on the use of questions to promote critical thinking skills in EFL context

Served as a highly-anticipated instrument to instill critical thinking skills in students, high-order questions are paradoxically less dominant than low-order types, according to many studies exploring this area of interest.

A study by Khan and Inamullah (2011) revealed that most teacher questions leaned toward the low-order thinking end. This finding resulted from the analysis of 262 questions in which 67% of them were knowledge-based, 23% focused on checking students' comprehension as opposed to 7% being application-based, only 2% being analysis -based and synthesis-based. Similarly, (Shen, 2012) investigated the effects of teacher questions on developing students' critical thinking. The study employed classroom observation of teachers' questioning behaviors and the interview of students. The findings showed that Chinese teachers asked more low-cognitive questions mainly for students recalling old knowledge and checking their understanding of new ones. Furthermore, the study also identified the reasons behind the unsuccessful use of high-ordered questions, which were derived from the lack of explicit instruction, and the way they phrased a difficult question.

In addition, many studies tap into both the perspectives and their questioning strategies to develop students' critical thinking. The teachers' questioning skills were explored in Kurniawati and Fitriati (2017)'s discourse study. Based on the analysis of teacher talks and the follow-up interview, the findings gave insight into teachers' ability to use a wide range of questioning strategies to maintain the active engagement of students, namely redirection, probing,

prompting, wait-time and rephrasing. Despite the understanding of both questioning techniques and the cognitive hierarchy of questions, low-level questions were once again predominant. On the same interest of research, Yuliawati et al. (2016) delved into the role of teacher's questioning in students' ability to think critically. Through classroom observation, field notes and interview, the results suggested that the teachers frequently asked four out of six levels, and rarely used those targeting at synthesis and evaluation. Contrasting to the teacher's questioning behavior, the interview showed that the students expected more use of high-ordered questions. Besides, the results also indicated the importance of joking as a useful technique in asking difficult questions, in addition to other questioning techniques proposed by Turney, namely structuring, focusing, redirecting, distributing, pausing, teacher reacting, prompting and changing the level of cognitive demand.

In the Vietnamese context, studies in this research area of interest still account for a minority. However, most of the findings align with those conducted elsewhere, highlighting the dominance of low-order questions. According to a study conducted by Ho and To (2022) , most of the teachers made use of a variety of question levels during their lessons, with particular emphasis on those asking students to apply their knowledge. Similarly, (Phuong & Nguyen, 2017) conducted a study on the use of teacher questions in a reading classroom at high school level. The results, obtained from classroom observations showed that low-cognitive questions gained higher level of frequency than high-cognitive questions since most teachers placed greater significance on students' understanding and remembering newly-acquired knowledge. However, it was also interesting to highlight that evaluation questions were asked more regularly than the other high- cognitive questions (2017). (Nguyen & Nguyen, 2023) investigated the effects of questioning as a pre-reading activity on grade 12 students' critical thinking in EFL reading classes. The results obtained from pre-test, post-test, and questionnaires revealed that the use of questions in pre-reading stage can positively affect different aspects of reading performance including level of reading comprehension, synthesis and analysis, and hence foster their critical thinking skills. The interviews showed that students hold positive attitudes toward this pre-reading activity since these questions enable students to activate their prior knowledge, and stimulate their curiosity and interest in reading passages.

Research questions

To fulfill the purpose of this study, two research questions were employed:

1. What are VLU students' perspectives on teachers' use of questions to promote critical thinking in EFL classrooms?
2. What are VLU students' suggestions on promoting the use of high-ordered questions to promote critical thinking?

Methods

Pedagogical Setting & Participants.

The study involved the participation of 70 English- majored students at the Faculty of Foreign Languages, Van Lang University. The Purposive Sampling technique was utilized to select

relevant participants for the research. After the first year, they had been familiar with the instructional methods at the tertiary level which essentially puts a strong emphasis on learners' learning autonomy, and their active engagement in a lesson to construct knowledge.

Design of the Study

The study primarily employed the quantitative research approach to collect data about the students' perspectives on the use of teacher questions in fostering critical thinking. Regarding the strengths and weakenesses of the research method, it is true that findings from quantitative research may be less detailed due to the pre-designed options for the participants to select, yet this method would enable the researcher to make more accurate generalizations given the huge number of participants. Additionally, the justification for this research method also lends itself to the participants' background. They have neither specialized knowledge about the research topic nor the teaching experiences. Therefore, a list of suggested options would be more suitable in this research context.

The quantitative data from the surveys were processed using SPSS descriptive analysis, version 20. Descriptive statistics like Means and Standard Deviations were used to analyze the participant responses.

Data collection & analysis

For the convenience of collecting data, the Google-form, close-ended questionnaire was designed to collect the participants' views on two research questions. The researcher designed the questionnaire, drawing on the literature review about the strategies of asking questions and the level of questions. To elicit the participants' perception on the use of questions in an EFL classroom, the first part of the questionnaire focused on their views on the importance of developing critical thinking skills for EFL students, the frequency of each level of questions and the use of high-order questions. The five-point Likert scale for importance, frequency and agreement were created for the participants to express viewpoints. The second part aimed to explore their attitude toward a number of given suggestions on how teachers can support students to answer high-order questions. In this part, the participants voiced their opinions through the 5-point Likert scale for usefulness.

Reliability statistics

To ensure internal consistency in the questionnaire, the researcher employed Cronbach's Alpha to evaluate the reliability of the five-point Likert scale used to collect data for two research questions. As the table 1 shows, each section of the survey demonstrated Cronbach's Alpha higher than 0.7, which is an acceptable benchmark for determining response reliability. Specifically, the first section, comprising 6 items has the Cronbach's Alpha value of 0.88. The second highest reliability score is observed for the third variable, which consists of eleven items, with a Cronbach's Alpha of 0.86. The second variable receives the Cronbach's Alpha of 0.76. Overall, these Cronbach's Alpha results affirm the high reliability of the questionnaire items for the research purposes.

Table 1

Cronbach's Alpha

Variables	Cronbach's Alpha	N of items
1. VLU students' perspective on the frequency of using different question types	0.88	6
2. VLU students' perspective on how teachers use high-ordered questions	0.78	6
3. VLU students' perspective on suggestions on how teachers should support students to answer high-ordered questions	0.86	11

Results/Findings

Table 2

VLU students' perspectives on the important of critical thinking skills (N=70)

How important are critical thinking skills for EFL students?	The number of responds (N=70)	Percentages (%)
Not important at all	0	0
Unimportant	0	0
Neutral	3	4.3
Important	10	14.3
Very important	57	81.4

Table 2 reveals the participants' viewpoint on the role of critical thinking skills. As the figures showed, the overwhelming majority of them attached a great significance to the skills, with 81.4% of them claiming its indispensable role. Therefore, it is undeniable that there is a strong demand for developing the ability to think critically among students who major in language acquisition.

Table 3

VLU students' perspectives on frequency of using different question types

Types of questions	Percentage (%)					Mean	SD
	Never	Rarely	Sometimes	Usually	Always		
1.Questions which require students to remember prior knowledge to give an answer Ex: What is the past tense of "go" ?	1.4	1.4	18.6	51.4	27.2	3.71	0.97
2.Questions which require students to understand new knowledge to give an answer Ex: What are the differences betwen simple past tense and present perfect?	1.4	1.4	20.1	44.3	32.8	3.72	0.97
3. Questions which require students to apply their new knowledge Ex: Can you use present perfect to make 3 sentences?	0	2.8	22.8	40.2	34.2	3.81	0.98
4.Questions which require students to analyze a topic Ex What is the writer's attitude toward organic food? (students read a passage about organic food?	0	2.8	14.3	42.8	40	3.88	1.01
5.Questions which require students to make an evaluation Ex: Which given suggestions are most practical reduce traffic jams in Ho Chi Minh City?	1.4	4.3	24.3	40	30	3.62	1
6.Questions which require students to create a product Ex: How would you use social media to raise public awareness on an social issue?	4,2	8,5	28,6	31,5	27,2	3.50	1.12

Table 3 shows the participants' view on the frequency of different question types during a lesson. As can be seen, the majority of them believed that teachers should frequently use two types of higher-order questions which focus on analyzing and applying new knowlegde (M=3.88 and 3.81 respectively). Notably , the participants expected the greater use of question types targeting at remembering and understanding new knowledge (M = 3.7) while the opposite viewpoint was observed for those at the other end of the critical thinking spectrum (M < 3.7). Given the findings, the participants could possibly either downgrade the importance of questions focusing on evalutaing and creating ability or they may misunderstand the role of remembering and understanding in fostering critical thinking.

Table 4

VLU students' perspective on the use of high-ordered questions in EFL classrooms

The use of high-ordered questions	Percentage (%)					Mean	SD
	Strongly disagree	disagree	Neutral	agree	Strongly agree		
1. Asking high-ordered questions is time-consuming because most tests use low-level questions.	5.9	5.7	4.2	42.8	41.4	4.02	1.15
2. Asking high-ordered questions can put more pressure on low-level students	15.7	30	20	25.8	8.5	2.90	1.24
3. Asking high-ordered questions make a lesson more interesting	5.7	4.3	2.8	32.9	54.3	4.28	1.09
4.Asking high-ordered questions helps students gain deeper understanding of knowledge	4.3	5.8	11.4	35.7	42.8	4.18	0.95
5. Asking high-ordered questions offers students a chance to use more grammar structures	5.7	5.7	17.1	44.3	27.2	3.82	1.07
6. Asking high-ordered questions give students a chance to learn more new words to express their ideas	4.2	5.7	8.6	38.6	42.9	4.14	1.12

Table 4 indicates how the participants perceive the use of high-ordered questions. On the positive side, over half of the respondents strongly believed that these questions infused a lesson with greater sense of excitement (M=4.28). Nearly 43% of them credited high-ordered questions for their acquisition of new knowledge. By contrast, the majority of the respondents viewed these questions unnecessary due to their low frequency in a test. Notably , contrary to the common assumption that challenging questions may stress low-level students out, many respondents expressed the opposite viewpoint, with the lowest mean score being only 2.9. Given the results, it seems that the respondents may have conflicted attitudes toward the use of high-ordered questions in class. While recognizing the merits, they also questioned its usefulness once the evalution primarily focused on low-level thinking.

Table 5

VLU students'perspectives on how EFL teachers should support answers to high-ordered questions

Suggestions	Percentage (%)					Mean	SD
	Not useful at all	slightly useful	Moderately useful	useful	very useful		
1.Teachers should give students more time to prepare an answer to a difficult question	4.3	8.6	4.2	37.1	45.8	4.14	1.03
2. Teachers should let students discuss in group.	4.2	10	4.3	41.5	40	4.12	0.97
3. Teachers should accept many possible answers.	5.7	11.5	4.3	34.2	44.3	4.07	1.10
4. Teachers should create a comfortable learning environment	5.8	7.1	2.8	20	64.3	4.17	1.14
5. Teachers should consider students' knowledge level when making a difficult question	7.5	24.2	18.5	32.7	17.1	3.05	1.17
6. Teachers should phrase difficult questions based on students' English level.	5.7	5.7	11.4	34.4	42.8	4.02	1.06
7. Teachers should avoid asking series of difficult questions at a time	5.7	2.8	17.1	27.2	47.2	4.04	1.14
8. Teachers should focus on an idea rather than English grammar or vocabulary students use to answer a difficult question	8.7	10%	25.7	37.1	18.5	3.47	1.05
9. Teachers should let students use AI techonologies (such as chat GPT) to search for an answer.	5.8	18.5	34.2	20	21.5	3.32	1.17
10. Teachers should allow students to answer a difficult question in Vietnamese	14.2	14.2	41.4	18.5	11.4	3.01	1.17
11. Teachers should out greater weight on high-ordered questions in a test	14.4	20	11.4	22.8	31.4	3.4	1.4

Table 5 presents the participants' view on different kinds of supports for students to answer high-ordered questions. As can be seen, creating a psychologically- safe environment was highly valued by the overwhelming majority of the respondents (M=4.17). Additionally, preparation time and group discussion were considered no less important as scaffolding for responding to difficult questions (M=4.14 and 4.12, respectively). Regarding less -useful suggestions, giving answers in Vietnamese (M=3.01) astonishingly received not as much respondents' agreement as using chat GPT to search for information (M=3.32). Moreover, giving more weight on difficult questions in a test also saw a divergence on the respondents'

opinions, with half of them supporting it and the other doubting about its usefulness. In light of the results, although it appears that most of the suggestions are favored by the respondents, they may be confused about the benefits of each support given their conflicted viewpoints.

Discussion

The study sets aim to delve into how students at Van Lang University view the use of questions to develop critical thinking in EFL classrooms. In this regard, two research questions were employed to elicit relevant opinion from 70 students. Drawn on the findings section, the discussion section provides an interpretation of data and implication for the study

Question 1: What are VLU students' perspectives on EFL teachers' use of questions to promote critical thinking?

It is not surprising that the majority of the students (over 80%) highly value the crucial role of critical thinking skills. Therefore, fostering these skills is not only aligned with the 21st century learning skills, but also fulfills the students' great needs.

In terms of the frequency, most of the students generally expected the frequent use of various questions types ranging from easy to cognitively-challenging ones, with no question types receiving the mean score lower than 3.5. Notably, the students largely agreed that greater frequency should be given to questions designed to develop the first four levels of thinking skills, namely: remembering, understanding, applying and analyzing. The preference for these question types could possibly lend itself to the fact that EFL teachers tended to prioritize them. The assumption was supported by a number of previous studies both in local context and elsewhere, and they which consistently pointed out their dominance over questions targeting at evaluating and creating skills (Ho & To, 2022; Khan & Inamullah, 2011; Kurihara, 2017; Phuong & Nguyen, 2017). Another interesting point worth mentioning is the students' high expectation on the regular use of analysis questions (M=88), but these high-cognitive questions were normally underused by teachers, according to previous studies (Ho & To, 2022; Khan & Inamullah, 2011; Kurihara, 2017; Phuong & Nguyen, 2017). In this regard, new generation of students may not prefer playing safe but rather challenging themselves cognitively; hence teachers should spare more room for this question type during classroom interaction.

Question 2: What are VLU students' perspectives on promoting the use of high-ordered questions to promote critical thinking?

As for the participants' view on the use of high-ordered questions, the attitudes were mostly positive. Specifically, they strongly believed that high-cognitive questions were critical for exciting a lesson, deepening their comprehension and facilitating their vocabulary learning (M=4.28, 4.18 and 4.14, respectively). While this perspective on high-ordered questions is not new, as it is consistent with what found in the studies by Nguyen & Nguyen (2023) and Yuliawati et al. (2016), this finding notably brought many new features to the table. Firstly, the result revealed the main reasons why the participants found difficult questions interesting. Secondly, even though acknowledging the benefits, they also questioned the usefulness of high-ordered questions since application is usually the highest cognitive challenge in most

assessments. Therefore, it appears that the teach-to-test method still gets in the way of positive teaching and learning changes.

Regarding the participants' perspectives on teachers' support, creating a psychologically safe environment was the most-anticipated support (M=4.17). Theoretically, this anticipation reflects the "affective filters hypothesis" (Stephen Krashen,1981), highlighting the profound impact of learning environment on learning and teaching. Additionally, the strong preference for this support may explain why the teacher previously praised "joking" as one of the useful techniques dealing with difficult questions, according to the study by (Yuliawati et al., 2016) .

In addition, preparation time and group discussion were well-received, with mean scores being 4.14 and 4.12, respectively. Theoretically supported by Orlich, Harder, Callahan, Trevisan, & Brown (2010), wait time has found itself support from previous studies as an effective scaffolding (Kurniawati & Fitriati, 2017; Yuliawati et al., 2016), yet group discussion also deserves teachers' attention from now on. Another suggestion perceived as useful was appropriately phrasing difficult questions (M=4.02), which was also the underlying reason for the unsuccessful use of high-ordered questions in the study by Shen (2012). Interestingly, the participants did not value the idea of using Vietnamese to answer difficult questions (M=3.05) as they credited answering high-cognitive questions for the improvement of not only critical thinking but also vocabulary expansion (M= 14). It would be shortsighted if we neglected the participants' conflicted view on the use of high-ordered question in test. Considering these questions a waste of time due to the low occurrence in a test (N=4.02), yet half of the participants were reluctant to give more weight for testing them (N=4).

Conclusion

The purpose of this quantitative study is to explore VLU students' perspectives on how teachers use different question types to develop critical thinking. The result demonstrated that most of the participants viewed the ability to think critically as indispensable in this day and age. Specifically, they expected the greater use of high-ordered questions for more interesting lessons, deeper understanding and wider vocabulary expansion. In this light, the decision to prioritize low-ordered questions hardly pleases the hearts of the students. Therefore, teachers should create more opportunities for high-ordered questions, especially those targeting at analyzing, evaluating and creating skills to thrive during classroom interaction.

In addition, the findings also suggest a number of supports for high-cognitive questions. For difficult questions typically entailing a risk of wrong answers, psychological aspects should be taken into account, first and foremost. In this regard, creating a comfortable learning environment, having group discussions, and having appropriate preparation time were considered most useful by the participants. Secondly, consideration should be given to the language teachers use to make a difficult question and too many challenging questions can backfire. Therefore, these questions should contain familiar words and share a fair space with low-ordered questions. Finally, the students also have different viewpoints on the use of chat GPT and Vietnamese. The former were well-received, whereas more opposition was found for the latter.

Limitation

The current study still holds worth-mentioning constraint. The results can not provide a strong generalization for the viewpoints of all the students at Van Lang University on the research topic, given the sample only consisting of 70 students who were majored in English learning.

Recommendation

Despite the limited number of the participants, the findings indicate a predominantely positive attitudes of students toward the use of high-ordered questions. In this regard, teachers who share the same interest in promoting students' critical thinking through classroom questions should put more emphasis on the high-cognitive ones. Furthermore, how the studens view each support for answering difficult questions could lend a hand for teachers to consider which suggestions are appropriate for their teaching context. Finally, further empirical research on these suggestions will defintely bring insight into the strength and challenges once being implemented in various teaching and learning contexts.

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Biodata

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EFL Students' Perceptions of Peer Feedback in Writing Classes at a University in HCM City

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ABSTRACT

Keywords: peer feedback, writing skills, perceptions

The study aimed to identify EFL students' perceptions of peer feedback in writing classes at a university in HCM city. 60 English - major students participated in the study. The researcher employed a quantitative method with survey questionnaire as the instrument. The questionnaire was designed the students to express their perceptions about the importance and the benefits of peer feedback in their writing as well as their problems when they give and receive peer feedback. The data collected was analyzed, using SPSS software version 26. The results indicated that participants had positive responses towards peer feedback in learning writing skills though they faced some difficulties in those activities. Additionally, the learners responded that feedback from their peers about their writing performance provided them certain benefits, which contributed to improving their final writing products later.

Introduction

In many ways, English writing is regarded as the most challenging language ability for English foreign language learners. According to Nunan (1989), the act of writing requires the writer to control over a variety of factors both inside and outside a sentence. This means that writers must simultaneously maintain control over the content, format, language, punctuation, spelling, and letter formation. Writing can be approached through writing instruction, but it has been viewed as tough work because it takes a wide range of abilities and knowledge based on topic and grammatical rules, making it difficult to transfer ideas and thoughts into writing (Jalaluddin et al., 2015).

In order to enhance writing abilities, it is crucial to regularly and formatively provide comments and feedback on writing projects (Hyland, 2019). Providing writers with continuous and formative comments, feedback, or error-marking is crucial for improving their writing in foreign languages. According to Bichener, Young, and Cameron (2005), writing instructors have various feedback alternatives to use in writing education. Feedback offers the foundation for students to assess their own development and level of language ability. In traditional teacher-

centered classes, teachers normally provide feedback. However, in student – centered classes, peer feedback which allows peers – individuals with approximately the same level of proficiency, to share and comment on others' performance has been widely applied.

Numerous theoretical frameworks offer support for peer feedback, including process writing (Hyland & Hyland, 2006), collaborative learning theory, social scaffolding in collaborative dialogues (Donato, 2000), Vygotsky's concept of the Zone of Proximal Development (Vygotsky, 1978), and several others. Peer feedback creates a social space for conversation and discussion by enabling students to interact with one another through comments on each other's writing. Researchers have strongly recommended peer feedback as the first step in the process writing approach. According to Topping (1998), peer feedback is when students offer suggestions on how their peers should improve their learning in terms of quantity, level, value, and quality. Peer feedback has been demonstrated in a number of studies to be beneficial for both teaching and learning. Peer review will provide students with feedback from a wider range of audiences, which may offer different viewpoints. It will also help students become more confident in their writing, increase their motivation to learn, sharpen their critical thinking abilities, and help them develop social skill (Topping, 1998; Lee, 1998; Omelicheva, 2005).

Literature review

Definition of peer feedback

Peer feedback has emerged as a substitute feedback technique in higher education recently. According to Falchikov (1995), peer feedback was the process by which groups of people give their peers summative grades or formative reviews. Similarly, Ballantyne, Hughes & Mylonas, 2002 defined that in a peer feedback exercise, students evaluate and explain each other's work by applying their knowledge and abilities. According to Shute (2008), formative peer feedback is "all task-related information that a learner communicates to a peer of similar status which can be used to improve his or her academic writing performance." Different researchers have different definitions of peer feedback. This paper, however, employs Shute's definition (2008), in which, peer feedback is the tool helping learners modify their writing performance to gain certain progress.

The role of peer feedback in writing enhancement

Numerous studies have shown strong evidence in favor of the use of peer assessment and feedback in English writing classes as it holds a variety of benefits. According to a study by Peng (2010), the results showed that although the students had no prior experience, they had good attitudes and perceptions of the peer feedback activities. Additionally, the research by Williams (1992) found that the majority of students thought peer assessment was engaging and helpful. Salih (2013) discovered that student authors place a high priority on grammar, whereas peer reviewers should place a higher priority on feedback clarity. This demonstrates that students should pay attention to other elements that contribute to the formation of high-quality writing in addition to grammar. On the other hand, some research present various viewpoints on peer writing feedback. Another finding of Cheng and Warren's study (2005) was that students lacked sufficient confidence while evaluating their colleagues' papers. After that, some

students expressed dissatisfaction with the standard and quality of the feedback that they had received from their peers (Xiao & Lucking, 2008). Despite any potential difficulties, using the peer feedback technique in the classroom is crucial to its success. (Paulus, 1999). In order to effectively apply peer feedback in the classroom, teachers should have a thorough discussion with the students about the process. Students should be made aware that peer feedback is a useful tool for reviewing each other's work as they might be hesitant to approach their teachers. As students get better at applying feedback criteria and clarifying their understanding of the subject being assessed, the peer feedback process as a whole encourages students to be critical, independent learners. When used properly, peer feedback can help students develop various life and learning skills, including learner accountability, critical thinking, and evaluation abilities.

Previous research on peer feedback in writing classes

Several research have looked at the effects of peer input on developing EFL writing skills. Sirikarn (2019) performed a mixed-method study on 21 Thai undergraduate English majors to investigate the influence of peer feedback. The researcher used a five-point Likert scale questionnaire with 36 statements and six open-ended questions, as well as a paired samples T-test. The findings demonstrated that the students' writing abilities increased significantly, as evidenced by the mean scores on the pre- and post-test. Additionally, the students supposed that receiving feedback from their peers was a valuable way to engage in class interaction and this activity helped them understand the writing process, enhance effective strategies, strengthen their critical thinking abilities, and developed both intellectually and socially through teamwork. Also, Sirikarn (2019) investigated students' attitudes toward receiving comments from their peers in order to improve their English writing skills. Twenty-one undergraduate English majors were the research sample. The results showed that students felt positive about using peer feedback, and there was strong agreement across the four categories of writing process, effective techniques, critical thinking, and social interaction.

In 2020, Nurhayati conducted the research in which thirty students were employed as participants. The results reflected a clearer description of how peer feedback affects learning activities and writing assessment procedures. More possibilities for learners to learn from peers' and their own failures led to more meaningful learning. This is as a result of the evaluation or assessment session involving peer and self-feedback. This research also found that the two most important ways for students to reflect on their learning are through self-evaluation and peer feedback. Peer feedback, according to the study, motivates learners to advance. The students considered it as beneficial since they could get feedback from their classmates on their writing mistakes, including grammatical and spelling mistakes. These kinds of exercises are important for students' writing development because they allow them to reflect, share ideas, and use their peers' comments to identify improvement areas.

On the other hand, Ghadi (2016) conducted a study in Iran to look at how peer assessment affected the writing skills and autonomy of 48 Iranian upper - intermediate EFL learners. The participants were randomly assigned to control and experimental groups. Both groups took writing pre - test, post - test and questionnaires. In addition, the subjects in the experimental group underwent a semi-structured interview. According to the data analysis from the questionnaires, peer assessment has a considerable impact on Iranian EFL learners' writing

abilities. Also, the students felt more obligated to read and evaluate their classmates' writing and had positive beliefs about the use of peer assessment. In another study by Sukumaran (2014) in Malaysia, the researcher used the mixed method approach with a questionnaire and open-ended question to gain students' insight into peer feedback towards their writing skills. The participants were final-year students who were required to write academic essays as part of the learning outcome. According to the findings, participants had a positive opinion peer feedback activities in their writing process. While the majority of students in the study supported peer feedback, the minority expressed their concerns towards peer feedback, which they supposed that the peer feedback about their writing sometimes confused them.

It has been discovered that including peer feedback on colleagues' writing assignments is advantageous for both the giver and the receiver. Richter & Smith-Dluha (2019) claimed that the benefits were found to be even greater for the provider of feedback than for the receiver. Also, according to Ciftci and Kocoglu (2012), students' overall writing performance improved dramatically as a result of peer feedback. Additionally, developing awareness of the needs of the audience has increased thanks to peer feedback (Hyland & Hyland, 2006). When leaners read their peers' texts, they gain a deeper grasp of the reader's desires and expectations. This experience enables them to write or revise their future works with the demands of their audience in mind. Also, peers are normally at the same or similar language level, consequently, their classmates can understand their feedback better. Additionally, the work of their peers can be used as an example text for a particular genre, expand their understanding of this form of writing, and offer them helpful vocabulary or structural (Hovardas et al., 2014, p. 134). The "critical detachment" (Hyland & Hyland, 2006, p. 92) that occurs when reading a text written by another person helps students become more effective at revising their own texts, which results in increasing leaner autonomy (Hyland & Hyland, 2006).

In 2022, Vo conducted the research on student's attitude towards peer correction in writing skills. 13 non – English – speaking students participated the study, in which they completed the questionnaire and then they were interviewed. The results showed the most significant advantage that peer correction provided to the participants was to help them write more seriously since they are aware that they have a real audience reading their product. Also, the participants believed that peer assessment help them identify strengths and weaknesses in their writing performance. Peer feedback can be considered as a type of cooperation learning. In a study by Phan (2023) which investigated EFL students' perceptions towards cooperative learning in writing skill at a university in Mekong Delta, fourteen non – English major students were participants. The results collected from the questionnaire reflected that cooperative learning promotes an active, participatory, and exploratory learning environment as it requires students to engage in interaction, share ideas and information with others.

While a number of studies have supported the use of peer feedback in the classroom, some research expressed concerns about this issue. Kurihara (2016) investigated how peer evaluation influenced the writing skills of 35 students in a group. It was discovered that, although students who received comments from peers fared similarly, those who received feedback from the instructor did much better. In a research conducted by Nguyen (2016), 49 bachelor's students majoring in English enrolled in two third-year English writing classes in the teaching EFL

program. The researcher carried out a survey and the findings showed that the practice of peer feedback was not formally implemented in this particular context, meaning that the EFL learners could not benefit greatly from this feedback approach in terms of opportunities to improve their metacognition. They also anticipated that the practice of peer feedback in their writing classes would change.

While there are many benefits to using peer feedback in writing classes, teachers should take it into consideration. Peer feedback is a time-consuming process since students must read drafts, make notes, and work with another reader to reach a consensus by providing written input or conversing with the writer in person during a feedback circle. Therefore, it is necessary to investigate students' perceptions of using peer feedback in writing classes to maximize the students' writing ability.

Research Questions

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

What are EFL students' perceptions of peer feedback in writing classes?

Methods

Pedagogical Setting & Participants

The study selected 60 students (17 males and 43 females) majoring in English in a university in HCM city as participants. Their age ranged from 19 to 21 years old. The participants were selected randomly from different classes. All of the participants took two writing courses, and they took Writing 3, in which they learned how to write academic essays. The students were in their second year of higher study, with English competence corresponding to the B1 level of the Common European Framework of Reference for Languages. Over the course of ten weeks, the students received two 135-minute writing courses every week.

Design of the Study

A quantitative design was employed to answer the research question, with the questionnaire as the instrument. The questionnaires contain 15 items, using the Likert scale, which ranged from Strongly Agree to Strongly Disagree to collect students' perceptions of the benefits of peer feedback, the interaction and motivation as well as the problems when applying using peer feedback in writing classes. The collected data was analyzed statically, which is suitable to the duration of time and size of participants.

Data collection & analysis

To collect data, the researcher met participants face to face in their classes and gave the questionnaire to them. The researcher explained the objective of the survey, which is to collect the students' perception of peer feedback in their writing courses. The participants received the questionnaire and completed it voluntarily in 20 minutes. The data collected was then analyzed, using SPSS (Statistical Package for the Social Sciences) software version 26.

Results/Findings

Regarding participants' ideas of the importance of peer feedback in writing classes, the majority of the respondents expressed that peer feedback plays a crucial role in their writing study, as illustrated in Table 1.

Table 1

Participants' perception of the importance of peer feedback in writing classes

Not important	Not very important	Quite important	Important	Very important
0%	8,3%	25%	51,7%	15%

Table 1 shows that the majority of participants supposed peer feedback was crucial for their writing lessons while 15% thought it was very important and a quarter believed that it was very significant. These results suggested that students gained benefits from feedback as they have developed their writing skills.

Table 2

Participants' perceptions of the benefits of giving peer feedback to their classmates

	Item and Description	N	Mean	S.D
1	peer feedback helps me understand more about the task's instructions and requirements.	60	3.90	.65
2	Peer feedback helps me gain more ideas for the writing tasks and arrange ideas more logically.	60	4.05	.79
3	Peer feedback provides me more vocabulary for the tasks.	60	3.93	.77
4	Peer feedback provides more grammatical structures.	60	3.90	.73
5	Peer feedback helps me avoid grammatical and vocabulary errors.	60	3.92	.70
6	Giving and receiving peer feedback helps me improve the ability to assess my own written work.	60	3.83	.78
	Overall mean score	60	3.92	.74

(N: Number, M : Mean, SD: Standard Deviation)

With regards to respondents' perceptions of the benefits of peer feedback towards writing performance, the descriptive data showed positive results (M:3.92; SD:.74). According to Table 2, the majority of students supposed that peer feedback activity made them understand more

clearly about the instructions and requirements of the task (M = 3.90, SD = 65). They also found peer feedback effective in helping them widen their ideas and vocabulary for the tasks (M = 405, SD = .79; M = 3.93, SD = .77). Moreover, the respondents expressed that reading their peers' feedback contributed to preventing them from making grammatical and vocabulary mistakes (M = 3.92, SD = .70). A high percentage of participants claimed that they were provided more grammatical structures to complete the tasks (M = 3.90, SD = .73).Thanks to reading their peers' written work and giving feedback, the respondents believed that they understand more about the instructions and requirement of the task (M = 3.90, SD = 65) and their ability to assess their work improved as well (M = 3.83, SD = .78).

The results about how the respondents perceived the interaction among peers and self-motivation in writing lessons is shown in Table 3 with rather high overall mean score.

Table 3

Participants' perception of the interaction and self-motivation in writing lessons

	Item and Description	N	M	S.D
1	Peer feedback activities increase my interaction with my teachers.	60	3.88	.78
2	Peer feedback activities increase the interaction with my classmates	60	4.05	.76
3	Peer feedback creates sense of participation in the writing lessons.	60	3.81	.70
4	Peer feedback activities motives me to learn writing skills.	60	3.76	.78
	Overall mean score	60	3.87	.75

Looking at Table 3, it can be noticed that peer feedback activities offered most of students more opportunities for interaction with their instructors and their classmates. (M= 3.88, SD = .78; M=4.05, SD = .76). Through peer feedback activities, students also developed their motivation in learning writing skills (M = 3.76, SD = .78)

Despite the benefits, the data about problems in complementing peer feedback activities were collected and displayed in Table 4.

Table 4

Participants' problems in peer feedback activities

	Item and Description	N	M	S.D
1	I don't really trust my peers' feedback.	60	2,90	.82
2	Different feedback from peers makes me confused.	60	2,84	.84
3	My language proficiency is not good enough to give feedback to my classmates.	60	2.96	.97
4	I'm more focused on giving feedback about mistakes in written work rather than on positive aspects.	60	3.4	.85

As can be seen from Table 4, the participants had problems in both giving and receiving peer feedback for written work. When they received feedback from their partners, a number of the students did not really trust the peers' comments (M = 2,9, SD = .82). In other cases, when they received different feedback from peers, they found it confusing and hard to improve their writing later (M = 2,84, SD = .84). In contrast, in terms of giving feedback, the respondents felt a lack of confidence as they supposed their language proficiency level is not good enough (M = 2,96, SD = .97). Finally, they tended to focus more on giving comments about the errors instead of recognizing positive items in their partners' writing (M = 3.4, SD = 85).

In summary, the participants positively perceived peer feedback in writing lessons in terms of the benefits for future written work and class interaction. However, the respondents still faced some problems in giving and receiving feedback activities.

Discussion

The results of this study confirmed that students have positive responses towards peer feedback in writing classes. The outcomes are consistent with Nurhayati (2020) findings, which highlighted the participants were able to learn from their peers' mistakes and avoid them in their own writing. Also, the study showed that both receivers and givers gained benefits from peer feedback on their writing performance, which is similar to the findings by Richter & Smith-Dluha (2019). In terms of interaction development, the study's results are aligned with the findings by Sirikarn (2019), who found that through peer-feedback collaboration, feedback users can enhance their critical thinking abilities, social skills, and intellectual reasoning. Regarding the problems faced by the students in peer feedback activities, the fact that students felt confused about different feedback corresponds to what Ghadi (2016) mentioned in his study. The results of the study are different from the findings by Nguyen (2016), which suggested that learners could not benefit greatly from the peer feedback approach.

Conclusion

The study's results indicated that participants had a good attitude toward peer input on their writing skills. Teachers may utilize the data to organize peer feedback activities in class to assist students improve their writing abilities, including ideas, vocabulary, and grammar. This approach promotes teacher-student and peer interaction, as well as key abilities like analysis, critical thinking, and communication.These characteristics will benefit both students' future employment prospects and their social life.

A number of suggestions can be proposed for utilizing peer feedback activities in writing classes. First of all, students need to have peer feedback training so that they clearly understand the purposes and the methods of giving feedback. At this step, teachers play the crucial role in guiding and preparing their students for the activities. Students should be provided feasible evaluation criteria and clear explanations by teachers to develop their confidence for the task. The second recommendation would be reasonable grouping, which can effectively increase the student's trust. Students of mixed language proficiency should be in the same group, and it would be advisable for groups to exchange their feedback together. This approach can help students of different levels have opportunities to learn from others and improve themselves.

Due to time constraints, the current study has some limitations, which needs to be considered. First, the study employed a quantitative method with single instrument – a survey questionnaire. Secondly, the samples were chosen from a university in HCM city, so the results might not be generalized for different contexts or institutions. Therefore, it is recommended that future research should take these limitations into account to gain more complete results.

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Biodata

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Improving First-Year English-Majored Students' Speaking Skills through Using Digital Storytelling

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ABSTRACT

Keywords: digital storytelling, English speaking skill, English speaking confidence, motivation

This study aims to investigate the effectiveness of digital storytelling on Vietnamese first-year English-majored students' English-speaking learning at a university in Vietnam. In this study, the students were asked to create English-dubbed animated stories with different topics relating to their speaking lessons by using the Movie Adventure application. Methods for data collection were speaking pre-and post-tests, questionnaires, and interviews. The findings revealed that using digital storytelling as a pedagogical tool for practicing English speaking benefited students' speaking ability. The findings also showed that engaging in the content of stories not only encouraged students' motivation but instilled their confidence to speak in English. The results of the given questionnaires and interviews showed that students responded positively to the implementation of digital storytelling, which facilitated learning by allowing learners to interact and collaborate in English. From the results gained, it was concluded that digital storytelling can be used to create a dynamic speaking learning environment that helps students participate actively in their English-speaking lessons during their learning time.

Introduction

Speaking is considered a way for speakers to communicate with their listeners and share their ideas (Fauzan, 2014). For English as a second language (EFL) learners, achieving a good speaking skill is one of the most important indicators of mastering a language (Ur, 2012). Despite being aware of the importance of English speaking skills, many students still have difficulties speaking English as they do not have sufficient vocabulary sources, and English language structures make their oral communication influential and reluctant (Fauzan, 2014). Additionally, Al-Wossabi (2016) states that it is not easy for EFL students to ask simple questions even if they have learned English for several years. However, it is argued by Zhang (2009) that years of exposure do not affect the EFL students' ability in English, but an

opportunity for them to use the language is a vital factor directly influencing students' English speaking ability. The author also claims that a chance to practice or use language both inside and outside the classroom as much as possible can improve students' English speaking skills (Zhang, 2009). Teachers, in addition, also need some help with their students, such as mother tongue use, shyness, low participation of individuals, etc., in teaching speaking skills when asking their students to get involved in speaking activities (Ur, 2012).

In Vietnam, English is taught as a compulsory subject at schools, but students' English proficiency is low as they have limited opportunities to use the language (Le & Phan, 2023), so when speaking English, they have little accuracy, confidence, and fluency (Vo et al., 2018). When entering the university, as a result, first-year English-majored students still need help to achieve English speaking skills fully (Nguyen et al., 2023; Nguyen & Tong, 2024). In pre-study research, the authors of this study also found that first-year English-majored students are reluctant to speak English, and the students mentioned both internal and external challenges, especially since most of the students emphasized a lack of English-speaking environment to use the language (Tuong, 2022). In addition, they also showed that during their school years, they focused on learning grammatical rules to pass their exams without participating in speaking activities. Similarly, Harmer (2007) claims that it is essential for English teachers to create a good English-speaking environment and activities for their students to practice the language to improve their speaking skills, and one of the most effective activities for speaking is storytelling.

According to Somdee and Suppasetseree (2012), storytelling is a technique that allows learners to participate in speaking activities. Storytelling has been utilized for many years to impart personal knowledge and anecdotes, and it is also frequently employed to improve students' speaking and listening skills (Lwin, 2016). This indicates that using storytelling as a learning strategy to help people understand their tales and share experiences with their audience is the same as using storytelling as a process of meaning-making (Nampaktai & Suksiripakonchai, 2018). In the era of advanced technology, digital storytelling is a contemporary method of conveying stories that combines storytelling with multimedia (Razmi et al., 2014).

Digital storytelling is a strategy to teach English that is interesting and engaging. It allows students to improve their academic standards, knowledge, and skill levels (Windy Astuti & Chakim, 2023). Therefore, digital storytelling can be used as a teaching and learning tool for students to develop their speaking features, such as vocabulary, fluency, pronunciation, grammar, and comprehension (Idayani, 2019). Besides improving speaking skills, using digital storytelling can enhance students' creative and critical thinking, self-confidence, and motivation (Yang, Chen, & Hung, 2020).

From the above-mentioned benefits, it is reasonable to assume that learning through digital storytelling increases Vietnamese first-year English-majored students' speaking ability, confidence, and motivation.

Literature review

Digital Storytelling

Different researchers have defined digital storytelling. According to Nair and Yunus (2022), digital storytelling is a form of telling stories through using digital media. In other words, this is a contemporary method in that the storyteller utilizes media sources to tell their own stories. When expressing their ideas, students can develop their speaking skills (Nair & Yunus, 2021). In another way, Gurrieri and Drenten (2018) suggested that digital storytelling is known as using digital technology to tell a story. The authors believe that the learners will enhance their oral communication ability while self-describing their own tales. However, the researchers (Mirza, 2020; Badawi et al., 2022; Arroba & Acosta, 2021) recommended that the length of the story should be short from 2 to 3 minutes and use a digital format that is compatible software to be able to place video files. More importantly, the teller should tell stories by using her/his own voice and adding her/his own personal touch to the narratives (Badawi et al., 2022), which are planned, written, modified, and clarified by the teller himself/herself to appeal the listener through communication (Arroba & Acosta, 2021).

Relations between speaking and digital storytelling

Vietnamese students are only exposed to English inside the classroom when they are at school. There has not been much attention to improving the EFL learners' speaking skills due to the focus on fostering the students' learning of grammar and vocabulary for exams. As a result, the students have limited opportunities to build their knowledge of English speaking (Tuong, 2022).

A significant amount of studies have reported the advantages of using digital storytelling in improving students' English-speaking ability. A study by Rubinni et al. (2019) stated that digital storytelling during their English-speaking lessons can help students improve their speaking skills. The authors revealed that digital storytelling's elements and characteristics enhance the learners' English speaking ability more efficiently. The learners find it easy to create stories based on their personal experience so they can understand the content of the stories and take advantage of opportunities to improve their speaking fluency at the same time. In their study in 2014, Razmi et al. reported that the students are better at speaking English when using the English language in their stories with meaningful and authentic contexts. Malita and Martin (2010) were in line with this point when showing that through the process of creating, sharing, and evaluating stories, the learners grab the chance to use the language and develop their speaking skills. It is clearly seen that the studies positively impacted using digital storytelling to improve students' speaking skills.

Effects of digital stories on English-speaking motivation and confidence

In a language class, confidence and motivation to speak the language students are learning are essential, so teachers need to find ways to help their learners be interested in their learning. Lei (2010) asserted that extrinsically driven students rely on incentives and desired outcomes to keep them motivated. Moreover, students who lack intrinsic motivation may perform worse academically than those who do. Gardner (2007) addressed motivation in the classroom and named it "classroom learning motivation", regardless of the motivation's intrinsic or extrinsic source.

According to Gurler (2015), there are numerous obstacles to speaking. If the learners lack self-confidence, which can be categorized as a psychological barrier, they will find it difficult to communicate in both their native and foreign languages. According to Druckman and Jork (1994), since performance accomplishments are derived from an individual's personal mastery experiences, they should offer the most reliable confidence information. The level of confidence will rise if these experiences are consistently perceived as successes, and vice versa. If the students frequently lose their motivation and confidence, hindering their language learning, teachers must stop engaging in such demotivating behaviors. Instead, they should boost their students's motivation and self-confidence to learn. Learning speaking through digital storytelling can be a technique that helps teachers enhance their students' motivation and confidence.

According to Gheghesh (2010), using digital storytelling in EFL lessons boosts students' motivation and facilitates their learning. When teaching pupils a foreign language, digital storytelling uses computer technologies and the power to narrate and construct stories while inspiring them to apply higher-order thinking skills. When students use technology to use digital material to communicate their own personal tales, it makes them more willing to participate in class activities.

Researchers Nampaktai and Sukriripakonchai (2018) looked into how students' confidence levels were affected by digital storytelling. They found that learners' speaking abilities changed significantly after utilizing digital storytelling. The majority of students reported that using digital storytelling improved their confidence and ability to speak English.

In summary, the literature review appears to provide solid evidence regarding the efficacy of digital storytelling in enhancing learners' oral communication abilities. There is a wealth of data supporting the impact of digital storytelling on students' motivation and sense of self-confidence in the classroom. The desire of students to study EFL appears to be positively impacted by digital storytelling. This, in turn, raises students' interest in the language and in using it, at least in the classroom, which eventually helps them become more proficient speakers. From the provided evidence, this research will examine the effectiveness of digital storytelling on first-year Vietnamese English majors' English-speaking proficiency, motivation, and confidence.

Research Questions

To conduct this study, there are two main aims that need to be achieved as follows:

1. To examine how effective using digital storytelling is on Vietnamese first-year English-majored students' English-speaking ability

2. To investigate the level of motivation and confidence Vietnamese first-year English-majored students achieve after using digital storytelling in their speaking class

To fulfill the aforementioned purposes, the study sought to answer the following research questions:

1. To what extent does using digital storytelling in speaking class improve students' English speaking ability?

2. To what extent does using digital storytelling in speaking class foster students' English-speaking motivation and confidence?

Methods

Pedagogical Setting & Participants

The participants in this study are 60 first-year English majors (52 female and eight male) divided into two groups (control and experimental groups) at a university in Vietnam. Listening and Speaking Skills 2 is the second course among six compulsory courses that they have to fulfill to achieve a B1 level in listening and speaking skills according to the Common European Framework of Reference for Languages (CEFR) scale. Before enrolling in this course, the students had already passed their first course, which was equivalent to the A2 level. Therefore, their language ability was quite similar as they had a pre-intermediate level of English proficiency.

Design of the Study

To investigate the effectiveness of using digital storytelling on first-year English-majored students' English speaking ability, motivation and confidence, a quasi-experimental approach in the design of one control and one experimental group pre-and post-tests with both qualitative and quantitative data analysis was employed to conduct this research. For the purposes of the study, quantitative data has been collected from test results and survey questionnaires. Semi-structured interviews following up the questionnaires and discovering more about students' motivation and confidence were used to gain qualitative data. The interviews consisted of open questions, and the participants felt free to share their ideas (Cresswell & Cresswell, 2017).

Procedure

The course lasted for 14 weeks and followed the students' timetable for the semester. The students will have five periods (50 minutes each) of learning listening and speaking skills every week. The researchers met the study group and explained the objectives of the study and how students should make and present their digital stories. The intervention of using digital storytelling will be applied in two periods per week for the experimental group in the classroom following their speaking topics in the syllabus. The control group also follows the same syllabus without using the digital storytelling technique.

In the first meeting, the teacher introduced several digital stories to the students, gave different examples based on speaking topics in the course syllabus, and answered all the questions they had. The students were also advised to combine images, audio, and animated clips using the Movie Adventure application, a free app used to assist students in creating videos for digital storytelling activities in the study. When having the content of a story, learners can access the

app, choose backgrounds, characters, and music, and add their voices to make their own movies. It is easy to change the scene or pause the movie if they have some problems while building up their stories and saving their files for their learning purposes. The researcher and teachers who were responsible for teaching the course administered pre-intervention speaking skills tests to both groups of students.

For the following sessions during the course, the procedure in the classroom was done as below:

- Step 1: The teacher divided the students into groups of 5 and provided them with the speaking topic of the week.

- Step 2: The teacher explained and guided students to cooperate together on the digital storytelling activity

- Step 3: Students were asked to work together, narrow the topic, brainstorm the ideas for the story, and write down the story. After that, they will use the Adventure Movie app to create pictures and backgrounds, choose suitable characters, and insert voice, music, and sound effects if necessary.

- Step 4: The students presented their stories, and the other groups responded by asking questions and making comments.

- Step 5: The teacher led the class to discuss, gave feedback, and scored the students' work.

The researcher and teachers administered student post-tests to both groups in the last meeting. In an experimental group, the students were asked to complete a survey after using digital storytelling, and 10 students were randomly selected to be interviewed to collect data for the study.

Data collection & analysis

Speaking Tests

Pre- and post-tests were adapted from the Key English Test from Cambridge English Preliminary (2018). The tests included two parts and lasted from 8-10 minutes. Students took the first part for about 5-6 minutes, during which the examiners asked them about personal information. In the second part, each participant was asked to talk to another participant about two situations presented on a cue card. The speaking tests were taken in the course's first and last weeks. The students' English speaking proficiency was independently assessed in the form of an oral exam with the researcher and the English teacher, who have been trained to evaluate speaking skills professionally. Based on the student's list and the format of the speaking tests, the examiners tested each pair of students at one time. After the first pair completed their test, there was the turn of another pair. The process continued until the last pair of the list. Simultaneously, participants' oral performance was recorded to ensure that the researchers could use them later for re-checking if necessary. To ensure the reliability and validity of the test results, the examiners were given a rubric with five different criteria (grammar, vocabulary, pronunciation, fluency, and organization) with a scale of 0 to 10. Each scale was described in great detail, which guided the examiners to give the best score for each candidate.

The test results were analyzed using SPSS 26 software to get descriptive statistics of dependent variables on tests to answer the research question of whether learning to speak through digital storytelling affects students' speaking skills. The researchers used a paired-sample t-test to ensure the significant difference in English speaking skills and digital storytelling prior to and after the intervention plan.

Questionnaires

At the end of the semester, 30 English-majored students from the experimental group were asked to complete a five-point Likert scale survey questionnaire, which included 11 items adapted from Griffee (1997) and Murad et al. (2023) divided into two sections. The first section consisted of five questions about the students' motivation to speak English after learning through digital storytelling. The second section included six items used to find out how confident the participants were after learning to speak through digital storytelling. The teacher who was responsible for the English Listening and Speaking two courses and the researchers conducted the survey. The students were given a paper-based questionnaire and instructions to provide their responses. The collected feedback was then transferred to SPSS for data analysis.

Semi-structured interview

10 students were randomly selected to provide an in-depth understanding of how digital storytelling intervention plans affected learners' motivation and confidence to learn and their English-speaking competence. The interview guiding questions focused on asking the participants to explain their questionnaire choices. The interview procedure was conducted in Vietnamese so the participants could express their opinions freely without language difficulties. The interviews were recorded with the participants' permission. They all were translated and transcribed verbatim and later coded by themes for data analysis.

Results/Findings

Effectiveness of learning English speaking through digital storytelling

The first purpose of the study is to examine whether using digital storytelling intervention in speaking class improves students' English speaking ability or not. Both the control and experimental groups did the tests before and after the intervention.

The result of the pre-test

Table 1

The result of the pre-test of the control group

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Grammar-Control group	30	4.0	7.5	6.400	.9414
Pre-Vocabulary–Control group	30	4.5	7.5	6.250	.9168
Pre-Pronunciation–Control group	30	4.5	7.5	5.917	.8816
Pre-Fluency–Control group	30	4.0	7.0	5.483	.9955
Pre-Organization–Control group	30	4.0	7.5	6.267	.9890
Valid N (listwise)	30				
Average	30	4.2	7.4	6.0634	.94486

Table 2

The result of the pre-test of the experimental group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Grammar-Exp.Group	30	5.0	7.5	6.350	.8216
Pre-Vocabulary-Exp.Group	30	4.0	7.0	6.067	.9714
Pre-Pronunciation-Exp.Group	30	4.0	7.5	5.750	1.0728
Pre-Fluency-Exp.Group	30	4.0	7.0	5.500	.9377
Pre-Organization-Exp.Group	30	4.0	7.5	6.100	.8944
Valid N (listwise)	30				
Average	30	4.2	7.3	5.9534	.93958

As can be seen in Table 1 and Table 2, the differences in the average results of the participants' speaking skills were insignificant among students in the control (average=6.0634) and experimental (average=5.9534) groups. The average of each component was low, and the weaknesses of the students' speaking skills were mainly in their pronunciation and fluency components.

The result of post-test

Table 3

The result of the Paired Sample T-Test of the control group

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreTContr Result	6.063	30	.8381	.1530
PoTContr Result	6.387	30	.5399	.0986

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 PreTContr Result-PoTControl Result	-.3233	.4256	.0777	-.4823	-.1644	-4.161	29	.000

As can be seen in Table 3, although the results saw an increase in total, it is not surprising that the overall average score of the students' speaking skills did not significantly change (mean=6.063 for the pre-test and mean=6.387 for the post-test). This can be considered the fact that the control group did not participate in the intervention.

Table 4

The result of Paired Sample T-Test of the experimental group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTExp-Result	5.953	30	.8731	.1594
	PoTExp-Result	6.683	30	.8379	.1530

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTExp Result – PoTExp Result	-.7033	.2710	.0495	-.8045	-.6021	-14.216	29	.000

The test result from Table 4 for the experimental group showed a mean of the pre-test (5.953) and post-test (6.683), Standard deviation (0.2710), Standard error mean (0.2710), upper difference (0.6021), and lower difference (0.8045). The result of the T-test was 14.216 with df 26 and the Sig. (2-tailed) (0.000). It is clearly seen that Sig (2-tailed) was not higher than 0.005 (0.000 < 0.005), so it can be stated that students' speaking skills improved and students' speaking performance was demonstrated in the result of pre-and post-test results and the paired sample t-test. The significant difference between averages of test results during pre-and post-tests indicated the success of using digital storytelling as an effective method to enhance students' speaking ability. To carefully examine the level of improvement of each component of speaking skills, Table 5 presents the differences in the results of each aspect of speaking skill.

Table 5

A detailed comparison of the result of five criteria assessed in the pre- and post-test of the experimental group

English Speaking ability (total score = 10 points)	Pre-test		Post-test		Mean Difference	t	Sig.
	Mean scores	SD	Mean scores	SD			
1. Grammar	6.350	.8216	6.983	.7711	0.6333	-6.836	.000
2. Vocabulary	6.067	.9714	6.700	.9154	0.6333	-6.420	.000
3. Pronunciation	5.750	1.0728	6.550	.8744	0.8000	-8.733	.000
4. Fluency	5.533	1.0080	6.517	1.0212	0.9833	-16.109	.000
5. Organization	6.200	.8964	6.667	.8644	0.4667	-5.215	.000
Total mean scores	29.9	4.7702	33.417	4.4465	3.5166	-43.313	.000

*P< .05, n= 30, df= 29

As shown in Table 5, the detailed results of each criterion also indicated an increase between pre-test and post-test results. The mean difference of scores ranged from 0.44667 to 0.9833. Notably, the mean

score of pre-and post-pronunciation and fluency increased more than the other three criteria, from 5.750 to 6.550 (mean difference = 0.8000) and 5.533 to 6.517 for fluency (mean difference =0.9833). From the results analyzed, it can be concluded that there was a significant difference between the pre- and post-test results of five aspects of speaking, especially pronunciation and fluency.

Effectiveness of using digital storytelling on students' level of English speaking motivation

Table 6

Findings from students' English-speaking motivation

		Motivation in learning English	Motivation in using gained knowdge in life	Motivation in using the course material	Motivation in understanding and speaking English with the others	Motivation in looking for chances to speak English
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0
Mean		3.33	3.27	3.63	3.70	3.80
Std. Deviation		1.184	1.015	.999	1.022	.805
Minimum		1	1	1	1	2
Maximum		5	5	5	5	5

* Notes: - Five levels according to Likert-5-point scale were used to classify level of agreement of the questionnaire: 1 = Very Low, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Very High

- The interpretion of mean scores of motivation and confidence were defined as follows: 1.00-1.50 = Very Low, 1.51-2.50 = Below Average, 2.51-3.50 = Average, 3.51-4.50 = Above Average, and 4.51-5.00 = Very High

In Table 6, students' motivation level was assessed through five questions in the questionnare with statements about motivation in learning how to speak English, using speaking knowledge gained from the course in life, using course materials in speaking English, understanding and speaking English with the others, and looking for opportunities to talk to other people. The range of mean scores of five questions was from 3.27 to 3.80, being interpreted as the average to above average levels. As shown in Table 6, the average mean score for English-speaking motivation was 3.546. This means that students' English speaking motivation was at the above average level. Moreover, when considering each question item for English-speaking motivation, the highest mean score was the question item 5, which the participants highly rated that they would like to look for opportunities to speak English after learning through digital storytelling. This indicated that the students showed an interest in learning English by speaking outside class.

Analysis from interviews also revealed that their English-speaking motivation have been highly developed through using digital storytelling. First of all, among 10 randomly selected participants (namely from S1 to S10), 7 students (except for S2, S3, and S9) reported that when making the stories by themselves, looking for language functions, vocabulary and gathering all details into a story with meaning gave them a chance self-develop their own language and understand the language they use. In addition, ten of students also agreed that being exposed to English language both inside and outside class increased their English-speaking motivation. Furthermore, creating the stories based on their interest motivated them to speak English. This

is an important factor having good impact on their learning motivation.

Furthermore, 9 students (except for S8) stated that their way of learning English changed after learning through digital storytelling. Firstly, some of their groupmates who used to be very reluctant in learning English got involved much in creating stories and making videos, so they were more sociable. Secondly, together creating digital storytelling made the students enjoy their learning and this learning technique also inspired them to write more stories and use digital storytelling frequently as they would acquire the language from the stories in real life, which helped them develop their innate desire to study English language. They all showed that they were all proud of their products for each topic as they tried their best to make good videos with content to present to their friends. In short, all of them reaffirmed the benefits of digital storytelling for their motivation to learn English speaking.

Effectiveness of digital storytelling on students' level of English speaking confidence

Table 7

Findings from students' English-speaking confidence

		Confidence in being interviewed in English	Confidence in English-speaking discussion with native speakers	Confidence in giving opinion in English to the others	Confidence in understanding and speaking English to the others	Confidence in finding words/phrases for speaking topics in English	Willingness to speak English to a group of people
N	Valid	30	30	30	30	30	30
	Missing	0	0	0	0	0	0
Mean		3.37	3.73	3.47	3.73	3.40	3.53
Std. Deviation		1.159	.740	1.042	.980	.932	1.042
Minimum		1	2	1	2	1	2
Maximum		5	5	5	5	5	5

* Notes: - Five levels according to Likert-5-point scale were used to classify level of agreement of the questionnaire: 1 = Very Low, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Very High

- The interpretation of mean scores of motivation and confidence were defined as follows: 1.00-1.50 = Very Low, 1.51-2.50 = Below Average, 2.51-3.50 = Average, 3.51-4.50 = Above Average, and 4.51-5.00 = Very High

As seen from Table 7, the student's confidence level was shown quite clearly in each question item. After using digital storytelling, most students also chose the average and above average levels when asked to assess their confidence in speaking English. Specifically, the average mean score of all question items was 3.538, considered the above average level. For confidence questions, the lowest recorded score (mean = 3.37) was in the confidence in answering interview questions in English and the highest one (mean = 3.73) was in the confidence in discussing in English with native speakers and more importantly understanding and speaking English to the others. The difference between the high and the low mean scores was 0.36 which was not too large. However, the results presented a significant correlation between English speaking skills and confence when using digital storytelling (Murad & Assadi, 2023).

Data from interviews presented that digital storytelling was one of the students' favorite learning techniques because they were given a chance to learn the language through using authentic materials. All students indicated the most important thing was that they had

opportunities to create the digtal videos through their own stories and experiences which make them much confident in creating and sharing their ideas. Especially, their stories have been created through different forms such as conversations, interviews, discussions, etc. also assisted them in applying the real language in real situations, so they are now quite confident in being interviewed by the other students or raising their voices in discussions in English. In addition, the teachers stored all digital videos made by students in a google drive link, so they could watch their own videos and classmates' again to improve their vocabulary and pronunciation. These students confirmed that their fear of speaking English gradually went down as they were not long nervous about making mistake or feeling shy when speaking in front of many people.

When being asked in details about which parts of making digital stories enhanced their English-speaking confidence, the students answered that when watching digital stories, the combination of pictures, audios, and videos in the stories made them perceive how to pronounce words and use sentences in our conversations properly. The students all confirmed that the audio recording was the most important part in improving the students' speaking competence and confidence. They clarified that they had to repeat their speaking until they thought that it was good enough to submit to the teacher, as a result they felt more confident to talk to their group members.

Discussion

The present study attempts to answer two questions about the effects of digital storytelling on Vietnamese first-year English majors' English-speaking ability and motivational and confidence levels.

The pre-and post-test findings revealed an increase in the students' English-speaking ability before and after applying digital storytelling. The positive result of using digital storytelling to boost students' speaking skills is in line with the findings from previous studies conducted by Robinni et al. (2019), and Razm. Doural, & Nozal (2014), and Malita and Martin (2010) as this technique has been proven to be effective in enhancing students' oral communication skills. As stated by Somedee and Suppasetserre (2012), students' speaking performance can be improved through digital storytelling as they can remember the series of scenes they created and enjoy telling stories using their own words and voices to practice speaking in the classroom. The preparation of speaking topics and guidance before making students work together is crucial. Moreover, the researchers concentrated on assisting the learners in presenting their digital stories with the Movie Adventure app. The use of digital storytelling apps, resulting in students' English speaking improvement, agrees with the statement by Reinders (2011) who argued that storytelling with the help of digital media would support students to visualize story scenes, construct story plots, and speak skills. In addition, this study's result also agrees with that of Rajab (2020), who indicated that speaking features such as vocabulary, grammar, fluency, accuracy, and comprehension have been improved through digital storytelling tools. However, the result of this study emphasizes the development of students' fluency and pronunciation, which are essential in making good communication.

The study also found that the use of digital storytelling in the speaking-learning process improved students' English-speaking confidence and motivation. The students showed their

motivational and confidence levels were at average and above average. Specifically, the students have been motivated to understand and speak English with the others, and they expected to find many opportunities to speak in English outside class. In terms of confidence, the participants stated that they had the above average level for discussing something in English with native speakers and their cheerfulness in learning and speaking English. These are consistent with those of Badawi et al. (2022), who found that creating stories in a positive environment and supportive classroom atmosphere increases the student's interest in learning English speaking. In addition, students' positive engagement and autonomy when sharing their stories foster their motivation to learn English. The findings of the study also further support statements done by Nair and Yunus (2022) that not only did digital storytelling engage students in their textbook's content, but also improved motivation and confidence in studying a foreign language. Since students are more confident and motivated to interact in English, their speaking skill is developed.

Conclusion

In conclusion, the findings of the study reaffirm the benefits of using digital storytelling in teaching and learning the speaking skills of EFL students. Particularly, when asking students to create digital stories, teachers can take advantage of them in guiding their learners to enhance their speaking skills and raising their students' desire to learn English speaking. The increase in pre- and post-test results points out the effectiveness of intervention tools in assisting students to learn speaking skills, especially in terms of pronunciation and fluency. Similarly, students' positive evaluation of their level of motivation and confidence has been shown to confirm that digital storytelling is used as an effective approach to enhance learners' engagement and enthusiasm in learning English speaking. However, the study is expected to do experimental research which makes a comparison of the effectiveness of using digital stories between different groups with more participants. In addition, this study only focused on first-year English majors, so it is essential to expand the participants of the study to second or third-year students of the same specialization or students of other majors, showing further findings for applying digital storytelling in teaching and learning English-speaking skills.

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Semantics of INTO in Motion Events and Its Vietnamese Equivalents

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ABSTRACT

Keywords: Into; Semantics; Path of motion events; Translation; Vietnamese	In the English language, despite its affinity with other spatial prepositions, the preposition *into* demonstrates versatility by conveying spatial as well as non-spatial meanings contingent upon contextual factors. Throughout the process of English language acquisition and in the context of translation between English and Vietnamese, a diverse array of interpretations of *into* has been articulated within distinct discursive settings. The primary objective of examining the corpus of *into* used in *The Complete Sherlock Holmes* is to elucidate the nuances and distinctions in its semantic usage and subsequently conduct a comparative analysis with its Vietnamese equivalents.

Introduction

The demand for learning and utilizing the English language has been elevated to a new level, transcending mere communication, exchange, and commerce to encompass a profound exploration of culture, arts, history, and literature. Continuously evolving teaching methodologies in English are being updated with the assistance of modern educational technologies. There have been numerous significant studies aimed at facilitating Vietnamese learners to express themselves more conveniently and effectively, as well as to translate highly specialized subjects, as exemplified by the works of Nguyen and Pham (2022). Moreover, in order to align with the contemporary technological advancements, artificial intelligence (A.I) is being explored for its potential application in teaching and language comprehension, as evidenced in the research conducted by Nguyen (2023). Nonetheless, as research progresses further, more innovative challenges are uncovered in the realm of English language instruction, translation, and interpretation from English to Vietnamese and vice versa. This article also endeavors to present fresh perspectives on the semantic of English prepositions and *into* is targeted as a case study.

The conceptualization of spatial orientation represents an outcome arising from human interaction with the physical spatial environment. This cognitive construct is linguistically encoded through the utilization of prepositional phrases denoting spatial orientation. The

semantic nuances embedded within spatial orientation prepositions, particularly the preposition *into*, in English, exhibit a considerable degree of complexity. The preposition *into* encompasses the potential to signify a directed trajectory of movement, an undirected path, or even the absence of a directional indicator, instead delineating the positional attributes of entities within the spatial context.

Furthermore, divergences in geographical, economic, and cultural characteristics among distinct ethnic groups contribute to perceptual variations and the formation of spatial concepts. Consequently, the encoding of spatial notions and the utilization of spatial orientation prepositions in English and Vietnamese undergo differentiation. The preposition *into*, for instance, manifests multifaceted expressions in Vietnamese translation. When semantically dissected, both parallels and deviations emerge in the comparison between *into* and its equivalent expressions in Vietnamese.

This scholarly inquiry undertakes an exploration of the semantic intricacies inherent to the preposition *into* within the framework of movement, as exemplified in the comprehensive anthology of *The Complete Sherlock Holmes* (authored by Doyle, 2009), and the outcomes of these will subsequently be contrasted with Vietnamese equivalents (translated by Dang, Le & Thien). It is envisaged that the findings of this research will contribute to an enhanced comprehension and precise utilization of the preposition, thereby facilitating both textual composition and communicative endeavors.

Literature review

Motion events and Path

The conceptualization of motion and its trajectory, as expounded by Frawley (1992), introduces a distinct category of eventuality beyond previously examined types such as stative events, causative events, and dynamic events. This particular type, referred to as *motion events* or the event of motion, is intimately associated with dynamics rather than stasis, a distinction particularly evident when contrasting dynamic events with static events. According to Talmy (2000), motion, in this context, is primarily linked to spatial elements. However, it is essential to note that determining factors, such as temporal considerations, play a pivotal role in characterizing the nature of motion.

A motion event comprises four essential components: (1) The moving entity (Figure) (F) represents the actual entity undergoing motion or an entity set in motion by the influence of another entity. (2) The reference point (Ground) (Gr) constitutes the reference frame or a referenced object within the reference frame. The reference point encompasses the Source (S), Goal (G), and Path elements. (3) The path (Path) (P) signifies the spatial trajectory of the moving entity concerning the reference point. (4) Motion (Motion) (M) serves as an informative factor regarding the dynamic state of the moving entity.

According to Talmy (2000), the path of motion can be either the direction of motion or the spatial extent of the moving entity concerning the reference point. However, Tyler and Evans (2003) and Langacker (1987) diverge by separating orientation from the motion path. These

scholars assert that the motion path comprises a series of contiguous spatial positions and that "orientation is tied to arrangement along the axes of the visual field (or some analogous coordinate system)."

Thus, the motion path is the trajectory along which a moving object traverses from one spatial location to another, with the origin and destination points potentially ascertainable or indeterminate. This nuanced understanding contributes to the scholarly discourse on linguistic representations of dynamic events and their implications for spatial conceptualization.

Semantical Approach from the Perspective of Cognitive Linguistics

Conceptualization of spatial orientation

The concept of space in human cognition is formed from the spatio-physical experience. This vivid and diverse spatio-physical world has provided the initial material for human perception through the senses. The conceptualization of space has also emerged from this. According to Tyler and Evans (2003), spatial prepositions provide rich and interesting evidence of the complex relationship between the embodied experience, human conceptual systems, and language use.

However, the conceptualized space is reflected in language differently than mathematical and logical expressions. According to Talmy (1988), conceptualized space includes relative relationships rather than absolutely fixed quantities.

Encoding spatial conceptualization

The general conceptual framework of human cognition and, specifically, the conceptual framework pertaining to spatial relations, is manifested within the linguistic system. In other words, language serves as a means of encoding the conceptual frameworks inherent to human cognition. This encoding process enables humans to recreate perceptual information associated with sensory experiences of the world.

According to Levinson (2004), spatial encoding can occur in a non-coordinate system or a coordinate system. The semantics of prepositions reflect positional relationships and dynamic spatial relations.

In summary, language serves as a means to reference the conceptual structure of human cognition and indirectly reflects the world. Jackendoff (1999) contends that the information conveyed by language must undoubtedly pertain to a world that is projected, and the semantic structure constitutes a conventionalized form of conceptual structure.

Role of into in Path

Figure 1

Proto-scene for *into* (Tyler & Evans, 2003)
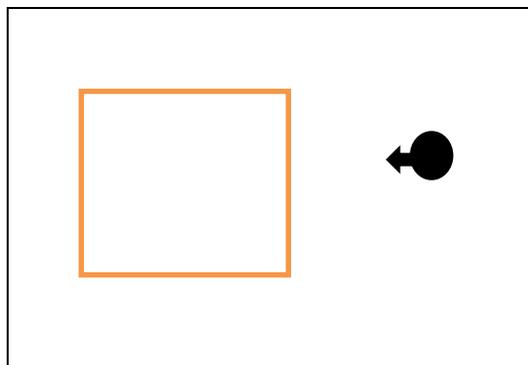
The proto-scene of into illustrates spatial relations in which the Trajector (TR) is positioned outside a specified landmark (LM) with a boundary and direction towards the LM (Figure 1).

Into serves a locative function indicating the goal, and the Landmark (LM) is the target of the Trajectory (TR). The LM with enclosure encompasses an interior area, a surrounding boundary, and an exterior area. However, "the conceptualization of a particular LM as bounded is determined not in absolute terms by its geometry (although clearly this does play some part), but rather by virtue of the way in which humans experience and interact with the LM in question" (Tyler & Evans, 2003).

To clarify the meaning conveying the goal-directed motion of the preposition *into*, Lindstromberg (2010) asserts that the semantic scope of the preposition *into* often emphasizes the dynamic nature, entailing more kinetic energy compared to other prepositions such as "in." Conversely, the semantics of the preposition *in* underscore the resultative or terminative aspect of the motion.

Methods

Research methodology

The methodology employed in this study primarily involves a descriptive approach, delineating the semantics of the preposition *into* and its equivalent expressions in Vietnamese. Subsequently, a comparative-contrastive method is applied to scrutinize the semantic aspects of *into* and its corresponding forms in Vietnamese, aiming to identify similarities and disparities between the two languages.

Data collection & analysis

The linguistic data for investigating the semantics of the preposition *into* are extracted from *The Complete Sherlock Holmes* by Arthur Conan Doyle. Additionally, the source for examining the translation of the preposition *into* from English to Vietnamese is the translation of *The Complete Sherlock Holmes* by Dang, Le, and Thien, published by the Literature Publishing House (Vietnam) in 2019.

Results/Findings

Semantics role of into in Path

According to quantitative analysis, in *The Complete Sherlock Holmes*, the preposition *into* is used 1479 times. Among these, 486 instances of into are used with spatial meaning, accounting for 32.8%. There are 993 instances where *into* is used with non-spatial meaning, constituting 67.2%.

Table 1

Frequency of *into* used in *The Complete Sherlock Holmes*

Into	Numbers (hits)	Percentage (%)
spatial meanings	486	32.8
non-spatial meanings	993	67.2
Total	1479	100

This article exclusively investigates the spatial meaning of *into* and does not delve into its non-spatial meanings. In the spatial context, *into* can denote both goal-directed and non-goal-directed motion, determining the position of entities within space.

* *"Into" represents telic motion*

1) Our prisoner made no attempt at escape, but stepped calmly **into** the cab (p. 88)

      F   **M**   **P** **Gr(G)**

In sentence (1), the verb *stepped* specifies the motion event, and the trajectory is *Our prisoner*. This represents a telic motion with the landmark is *the cab*. The past tense of the verb *stepped* in sentence (1) indicates the completed nature of the motion event. Therefore, sentence (1) reflects a telic bounded motion.

As in the mentioned proto-scene, the landmark (LM) of *into* is often a physical entity with a boundary. In *The Complete Sherlock Holmes, into* is commonly employed to denote telic motion with a bounded landmark.

The bounded landmarks are frequently utilized in *The Complete Sherlock Holmes*, such as *the room, the house, the chair, the cab, the pocket*, etc.

In this compilation, *into* is also employed to represent telic motions where the boundary of the landmark is not explicitly clear. For example:

(2) Holmes dashed **into** the crowd to protect the lady (p. 130)

(3) She raised her veil and stepped forward **into** the light (p. 959)

In sentences (2) and (3), the concept of *boundary* for the landmarks, such as the crowd and the light, is vague and challenging to distinguish between the "inner and outer boundary" of the landmark.

* Into represents path of motion

(4) Before reaching the town the hunter branched away **into** a rugged and

<div align="center">

F   **M**   **P**

</div>

narrow footpath which led to the mountains (p. 79)

    Gr

In sentence (4), the moving entity is *the hunter*, and the motion path is *into a rugged and narrow footpath leading to the mountains*. The landmark (*a rugged and narrow footpath*) of this motion trajectory is not a specific physical entity, not a reference point but rather a frame of reference.

Similarly, in sentences (5), the landmark of the motion path is not clearly specified *(the lowest portions of the City)*.

(5) Sometimes he spent his day at the chemical laboratory, sometimes in the dissecting-rooms, and occasionally in long walks, which appeared to take him **into** the lowest portions of the City (p. 13).

Therefore, *into* in sentences (4) and (5) signifies the direction of the motion, not the goal of the movement.

* Into specifies the location of entities

In *The Complete Sherlock Holmes*, of its spatial sense, *into* is employed not only to indicate the trajectory of motion, the direction of movement, but also to specify the location of entities in the space. For example:

(6) Which they skirted until they came to the gap which opened **into** the cornfields (p.48)

In sentence (6), *the gap* cannot be the trajector. In this context, *into* does not denote the trajectory of movement but specifies spatial orientation for entities, determining the position of *the gap* and *the cornfields*. Nevertheless, in *The Complete Sherlock Holmes*, the utilization of *into* for spatial orientation is notably limited, comprising merely 24 occurrences.

* Into assumes a non-spatial character

Moreover, upon scrutinizing the occurrences of *into* in *The Complete Sherlock Holmes*, it becomes apparent that in specific instances, notwithstanding the comprehensive representation of motion encompassing all its constituents (Motion (**M**), Moving Figure (**F**), Path (**P**), and Goal (**G**)), the semantic import of *into* transcends mere spatial connotations and assumes a non-spatial character, exemplified by:

(7) I should have fallen **into** the hands of the murderous Ghazis had it not been for

    F   **M**   **P**   **Gr (G)**

the devotion and courage shown by Murray, my orderly (p. 7)

Despite the inclusion of all the requisite elements for a motion event in sentence (7), with the specifying verb *fallen* delineating the motion event, the trajector identified as *I*, and the goal specified as *the hands of the murderous Ghazis*, the semantic content of this sentence extends

beyond a mere portrayal of the motion event. It additionally conveys a non-spatial connotation, specifically, *being captured*.

Especially within the context of sentence (8), from a formal perspective of expression, it encapsulates a spatial motion event, yet it is apprehended with a non-spatial connotation.

(8) But if you were alone in this business I'd think twice before I put my head **into**

F M   **P**

such a hornet's nest (p. 47)

Gr (G)

The non-spatial connotation of sentence (8) entails *confronting challenges*.

According to Lindstromberg (2010), the landmark (LM) is related to the semantics of prepositions. In *The Complete Sherlock Holmes*, there are numerous instances where *into* is used in situations where the landmark is not a specific physical entity but rather an abstract concept, for example:

(9) So desirable in every way were the apartments, and so moderate did the terms seem when divided between us, that the bargain was concluded upon the spot, and we at once entered **into** possession (p. 10)   **F**

M   P   Gr

In the case of sentence (9), the landmark is an abstract concept of possession; therefore, *into* in this sentence no longer conveys spatial semantics but instead signifies non-spatial meaning.

In Luu's (2024) research on the semantics of the Chinese locative word "里" (LI), he identified a variety of non-spatial meanings associated with the Vietnamese equivalents. These meanings frequently convey metaphors pertaining to anatomical parts, types of information, organizational structures, and other concepts beyond their original locative connotations.

The semantic analysis of the *into* reveals its versatile usage, encompassing both spatial and non-spatial meanings. In spatial contexts, *into* can signify the trajectory of motion, the direction of movement, or spatial localization. While spatial semantics predominantly characterize the usage of *into*, in certain instances, it assumes non-spatial meanings derived from the spatial sense.

Discussion

Vietnamese equivalents of into in Vietnamese version

*Statistical Analysis of Equivalent Expressions for the into in the Vietnamese Translation

For the sake of precision in this analysis, the researcher have meticulously curated data solely pertaining to equivalent expressions for *into* within contexts signifying purposeful directional motion. Our focus excludes instances where *into* denotes trajectory lacking a distinct destination or spatial determination. Among the 490 occurrences of *into* with spatial connotations, 356 instances involve the representation of telic motion.

Table 2

Vietnamese equivalents of *into* used in *The Complete Sherlock Holmes*

Vietnamese equivalents in Vietnamese translation	Numbers (hits)	*Percentage (%)*
1. Vào, vào trong	262	73.6
2. No any Vietnamese equivalents	35	9.8
3. Xuống	20	5.6
4. Lên	11	3
5. Ra	07	2
6. Đến	04	1.1
7. Sang	04	1.1
8. Về	04	1.1
9. Tới	03	0.9
10. Trong	03	0.9
11. Lại	01	0.3
12. Qua	01	0.3
13. Trên	01	0.3
Total	356	100

Specifications of Vietnamese equivalents of into

* *Into* may not always be rendered through equivalent forms in the Vietnamese translation. Several factors could contribute to this phenomenon, such as the intrinsic nature of each language, translation methods, etc. For instance:

(10) Ames had arrived, and we ran back **into** the room once more (p. 670)

In sentence (10), the spatial preposition *into* encodes the characteristic of a trajector (room) of a telic motion moving to a boundary space. The moving entity completes the motion trajectory by reaching the goal, entering a bounded goal. *Into* has specified the telicity and boundary of this motion event. However, in the Vietnamese translation, influenced by the Vietnamese experiential perception, the focus is on encoding the displacement of the moving entity from the starting point to the goal, emphasizing primarily on directional information rather than details about the goal. Therefore, this concept has been expressed through a different form (*lại/back, lên/up, ra/out*, …), allowing the equivalent expression of *into* to be omitted.

* In the Vietnamese translation, most of the corresponding linguistic renditions of *into* convey directional meaning of motion.

According to the author Nguyen (2001), in modern Vietnamese, there are 11 words in the group of directional motion words (*ra, vào, lên, xuống, đến, tới, sang, qua, lại, về, đi*). Apart from *đi*, the remaining 10 words are equivalent expressions for *into* in Vietnamese translation.

Among the 12 equivocal representations of *into*, only 02 expressions, *trên* (on) and *trong* (in), have a spatial locating meaning rather than a directional one. For example:

(11) Now come up **into** the garret with me for a moment (p. 87)

In sentence (11), if the compound verb *come up* signifies a motion with an upward trajectory, the prepositional phrase *into the garret* focuses on encoding the destination of the motion. The destination *garret* in this motion is a spatial entity with boundaries, and this is a telic motion.

In cases where the destination of the motion is a spatial entity with boundaries, *into* is commonly used, as seen in examples like *get into the car*, *into the office*, *into his coat pocket*, *into the cave*, *into the sea*, *into bed*, and so forth. (Longman Dictionary of Contemporary English. Retrieved from https://www.ldoceonline.com/dictionary/into).

From the examples above, it can be inferred that *into*, specifically, and other spatial prepositions in English generally provide information encoding the destination based on the characteristics of the destination, such as its material (liquid, solid, etc.) and its type (landmark, bounded space, etc.).

In the context of the Vietnamese translation, the synonymous rendering of *into* is encapsulated by the term *lên* (up) instead of *trên*. This selection has been made to coalesce with the analogous expression for *lên* within the translated framework. Vietnamese directional descriptions typically emanate from the embodiments, articulating information concerning the spatial orientation of the moving entity concerning the destination. Common examples include *lên trên*, *xuống dưới*, *ra ngoài*, etc.

Consequently, in instances where the verb phrase *come up* denotes motion directed towards the destination *garret*, situated at an elevated position relative to the initial point of departure, the conceptualization is conventionally conveyed as *bên trên* or *phía trên*. The translators have judiciously opted for *trên* as the equivalent expression in Vietnamese, a selection manifested in merely 0.3% of the total instances.

As mentioned above, the scenario involving "into" illustrates spatial relationships in which TR is positioned outside LM with a boundary and oriented towards LM (Figure 1). Therefore, *into* encodes the concept of *vào*, *vào trong*.

In the Vietnamese translation, in addition to the equivalent form *vào, vào trong*, another equivalent form *trong* is used by omitting the word *vào*. For example:

(12) Finally, he thrust the sharp point home, pressed down the tiny piston, and sank back **into** the velvet-lined arm-chair with a long sigh of satisfaction (p. 66)

However, the equivalent expression of *into* as *trong* is only used 3 times, accounting for 0.9%. The Vietnamese forms *vào, vào trong* are used the most, with 262 cases. This also indicates that the forms *vào, vào trong* more clearly convey the meaning of the directional preposition *into* compared to the equivalent form *trong*. Additionally, for the equivalent form *vào trong*, the translator has omitted the word *trong* to make the expression more concise while still ensuring the directional meaning of *into*. For example:

(13) We are at a loss as to how he came **into** the empty house; indeed, the whole affair is a puzzler (p.15)

The similarities and differences in the semantic aspects of the preposition into and its equivalent expressions in the Vietnamese translation

Similarities

In English, *into* signifies a spatial relationship between TR and LM, where TR is positioned outside LM and directed towards LM with boundary. In Vietnamese, this concept is encoded as

vào, vào trong. For example:

> (14) After we had counted our treasures, we put them back **<u>into</u>** the chest and carried them to the gate-way to show them to Mahomet Singh (p.111)

In the Vietnamese rendition, alongside the analogous phrase *vào, vào trong* for *into*, there are an additional 11 synonymous expressions (*đến, lại, lên, qua, ra, sang, tới, trên, trong, về, xuống*). However, these 11 alternatives are employed merely 94 times, constituting a proportion of 26.4%. This indicates a substantial semantic resemblance of 73.6% between *into* and its corresponding expressions in the Vietnamese translation.

Differences

In Vietnamese, the perception and encoding of directional motion are highly distinctive, leading to certain differences in the semantics of "into" and its equivalent expressions in Vietnamese.

With merely one preposition *into*, but there are remarkably diverse equivalents manifested in the Vietnamese translation, amounting to a total of 12 distinct expressions.

The concept of *into* is rendered as *ra* (out off), *lên* (up) - *xuống* (down).

According to Vietnamese Dictionary (Hoang, 2016), *Vào* is moving to a position inside, in a narrower place, *Ra* is moving to a position outside, in a wider place, *Lên* is moving to a place, a position higher, or considered higher, *Xuống* is moving to a place, a position lower, or considered to be lower.

However, "the process of forming the meaning of words in these small groups (insignificant parts of speech) is a process of adding somewhat abstract features of meaning in expressing movement" (Nguyen, 2001).

In the Vietnamese translation of *The Complete Sherlock Holmes*, *ra* is also an equivalent expression for *into*, used 07 times, accounting for 2%. Examples:

> (15) What could you go **<u>into</u>** the post-office for, then, but to send a wire? (p. 68)

In sentence (15), the preposition *into* is used in this case to refer to a destination as a boundary space (post office). In English, this movement is described as the moving object entering a container space. Therefore, sentence (15) means: *Why did he go into the post office if not to send a letter?*

As mentioned in the previous section, due to differences in human perception of spatial motion between the two countries, it leads to differences in point of view. Therefore, in the Vietnamese translation, the equivalent expression for *into* as *ra* is used to indicate the direction of motion from inside (where the moving object departs: indoors/ room) to outside (the destination: *post office*).

Although, in English, the meaning of *into* encodes information about the position of the **TR** located outside the **LM** and the direction of the route towards the **LM** with a boundary, it does not convey the notion that the **TR** is higher or lower than the **LM**. However, when examining the following two examples:

(16) Then he stepped **into** the cab, and in half an hour we were back in the sitting-room at Baker Street (p. 208)

(17) What did you go **into** the pool for? (p. 168)

In sentences (16) and (17), *into* encodes the motion events with the trajector *he* and *you* heading towards specific bounded landmark, namely, *cab* and *pool*. The semantics of *into* in these motion events signifies movement into or inside.

In the context of sentences (16) and (17) within the Vietnamese translation, the selection of lexical equivalents was influenced by the perceptual schema inherent to Vietnamese speakers, shaping their understanding of the positional correlation between the subject in motion and the intended destination. Specifically, the phrases *từ dưới đất lên xe* (from the ground up to the cab) and *từ trên bờ xuống hồ* (from the shore down to the pool) exemplify the translation strategy where the Vietnamese equivalents *lên* (up) and *xuống* (down) were employed to convey the semantic nuances of *into*.

This embodied choice reflects a meticulous consideration of the spatial relationship, portraying a vertical trajectory from a lower position to a higher one in the case of *lên* (up) and vice versa for *xuống* (down). The recurrence of this translation approach manifests in 31 instances, constituting 8.7% of the instances where *into* was rendered in the Vietnamese context. This attests to the intricacies involved in transcending linguistic boundaries and adapting expressions to align with the cognitive and cultural perceptions inherent to the target language.

The other equivalent expressions such as *đến*, *tới*, *qua*, *sang*, *về*, *lại* adhere to the same principle. In general, the equivalents of *into* reflect various nuances of semantic of directional motions in Vietnamese (Nguyen, 2001). Examples:

(18) As we rolled **into** Eyford Station we saw a gigantic column of smoke which streamed up from behind a small clump of trees in the neighbourhood and hung like an immense ostrich feather over the landscape (p. 235)

(19) I followed him **into** my own bedroom (p. 869)

In sentences (18) and (19), the corresponding terms for *into* are *đến* (to) and *tới* (to) instead of *vào* (into) or *vào đến* (into) and *vào tới* (into). Like other directional words, the meanings of *đến* and *tới* originally contain the seme of *depart* and *approach to*. However, in all other subordinating parts of speech, the seme of *tới* seem to be more appealling. This is an important factor determining the peculiar characteristics of *đến* and *tới*. (Nguyen, 2001). *Đến* and *tới* are used 7 times in the Vietnamese translation, accounting for 2% of the text.

For sentence (20), the preposition *into* appears in a sequence of two consecutive motion events and both convey the same semantic feature. However, there are two equivalent expressions in the Vietnamese translation, namely *trong* and *sang*.

(20) Hosmer came for us in a hansom, but as there were two of us he put us both **into** it and stepped himself **into** a four-wheeler, which happened to be the only other cab in the street (p. 154)

With the second occurrence of the preposition *into*, the translator chose the equivalent expression *sang* (as in the Vietnamese translation) instead of using the more typical equivalent *vào* to convey the semantic meaning of the preposition *into*. This choice aligns with the context of the motion event. If not, the translation would not fully convey the meaning of the movement of the moving object approaching a different destination. However, the intrinsic semantic nature of the preposition *into* in English does not emphasize the change in the destination of the motion (from *a hansom* to *the only other cab*).

The Vietnamese equivalent forms *sang* (to) and *về* (towards, to) are each used four times in the Vietnamese translation of *The Complete Sherlock Holmes*, accounting for 1.1% of the cases. In Vietnamese, *về* signifies a return to one's own place, residence, or homeland (Hoang, 2016).

> (21) Sherlock Holmes sprang to his feet the moment that she was gone and rushed **into** his room (p. 24)

In sentence (21), if the destination were not *his room* (a familiar location) but a different destination (a stranger's room that Sherlock Holmes has never visited before), it would not be appropriate to use the corresponding linguistic forms of *into* as *về*.

Interestingly, corresponding terms to *into* such as *lại*, *qua*, and *trên* were used only once, making up a very small proportion, accounting for only 0.3%. The equivalent expression *trên* was discussed in the previous section.

> (22) Every evening, at the same hour, he walked **into** the consulting-room, examined the books, put down five and three-pence for every guinea that I had earned, and carried the rest off to the strong-box in his own room. (p. 365)

According to Nguyen (2001), *lại* and *về* convey highly abstract directional meaning. *Lại*, *về*, and *đến* are various forms of expressing the notion of approaching, but *lại* tends to emphasize spatial relationships. The awareness of scale of the spatial movement with *lại* is heavily inclined toward spatial relationships, but in a short distance, *gần* but not *xa*.

In sentence (22), the corresponding terms for *into* is *lại*. It could also be translated using equivalents like *vào* or *vào trong*, but these might not convey the movement as explicitly and comprehensively. This type of movement is a routine occurrence (*every evening*), and as in Vietnamese, there is also a phrase *đi đi lại lại* (going back and forth). Additionally, when considering that the subject *he* and the motion verb *walked*, the spatial scale of movement may be confined or limited.

The findings derived from the examination of the Vietnamese translation of *The Complete Sherlock Holmes* reveal the existence of 12 corresponding terms for *into*. Among these, 10 equivalents signify the direction of movement, while the latter 2 equivalents (*trên*, *trong*) fall outside the former group.

Conclusion

Over the course of human existence, work, and the utilization of language, linguistic principles are formulated, organized, and progressively refined. It constitutes an incessant process of inheriting, refining, and innovating. In addition to the shared characteristics conventionally agreed upon by a community or nation utilizing a given language, there are also idiosyncratic features that evolve through the usage and expression of the semantics of linguistic elements based on individual life experiences within the community and society. The examination of the semantics of the preposition *into* reveals that, while still adhering to general principles, the use of human language is not restrictive but rather flexible and creative. This flexibility and creativity do not compromise the fundamental meaning of the words; they ensure accurate representation of human concepts regarding motion in general and the trajectory of motion specifically within space.

Furthermore, by comparing the semantics of the preposition *into* with equivalent expressions in Vietnamese, the researcher understands that, beyond the shared and intersecting spatial perceptions and orientations resulting from the common knowledge of humanity, each ethnic group's spatial perceptual experience differs. Consequently, the translation of prepositions indicating the goal of motion from English to Vietnamese requires flexibility, contingent on the context and spatial perceptual experiences of the speakers in each language.

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Biodata

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ChatGPT in Language Learning: Perspectives from Vietnamese Students in Vietnam and the USA

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ABSTRACT

Keywords: A.I. Tools, ChatGPT, perspectives, language learning	The purpose of this study is to explore the students' perspectives on the use of ChatGPT to support their language learning. The current study collects data from 77 Vietnamese students who pursued their studies at some universities in Vietnam and the United States. The questionnaire was designed with Microsoft Forms and sent to the students via personal connections in both countries. The study found that ChatGPT or A.I. Chatbot was positively viewed as a useful tool for facilitating language learning. Moreover, ChatGPT was found to help engage the students in the learning process and was seen as an effective tool to support their learning and enhance their knowledge. However, over-alliance with ChatGPT might limit the students' critical thinking and creativity. To minimize these drawbacks, a compromise between ChatGPT and conventional teaching methods should be used. The current study suggests educators employ ChatGPT or AI tools to innovate language teaching and research.

Introduction

ChatGPT today potentially revolutionizes language learning and teaching for both teachers and students. When the authors of this current study used Google Scholar for reviewing the literature, only the keyword of ChatGPT was typed, about 152.000 results showed up for previous research studies relating to ChatGPT (Google Scholar, May 2024). This topic has become trend for research in this era. As a matter of fact, ChatGPT is able to comprehend and generate ideas and content that closely resemble human implementations. According to Barrett and Pack (2023), Pham and Nguyen (2024), ChatGPT is able to generate sentences, essays or other forms of knowledge in just a jew seconds. Research suggests that ChatGPT and other A.I. tools may be used to customize language learning experiences (Lodge et al., 2023).

Employing ChatGPT in classroom settings might have various advantages for language learning (Pham & Nguyen, 2024). It could generate an outline of content on suggested topics, assisting students in the stages of idea formation, outline construction, and writing (Barrett &

Pack, 2023; Pham & Nguyen, 2024). Furthermore, researchers claim that employing ChatGPT as a computer-assisted language learning (CALL) may help enhance intrinsic motivation in English learning classrooms (Qu & Wu, 2024). Qu and Wu (2024) propose that ChatGPT-assisted learning support be used to improve learning results in both offline and online language programs. The same is true of sessions conducted both online and offline. Including interesting elements and creative learning strategies that advance the learning process as a whole can help to accomplish this aim. Additional research is required to fully understand the potential benefits and drawbacks of using ChatGPT for English as a Second Language (ESL) students (Qu & Wu, 2024).

In the new era of A.I. tools, employing ChatGPT in the language learning classroom is an effective support tool for both teachers and students. However, Mai et al. (2024) and Pham and Nguyen (2024) found that teachers have varying views on the use of ChatGPT in the classroom. While some are concerned about the effects on language learning and knowledge acquisition, others regard it as limitations for its accuracy and personalized learning (Pham & Nguyen, 2024). While targeted instruction and rapid feedback may improve language learning experiences, there are worries about relying too much on critical thinking abilities (Marzuki et al., 2023; Neji et al., 2023). Several institutions have banned ChatGPT and related curricula because of worries about academic integrity (Barrett & Pack, 2023). On the other hand, a few organizations claim that their policies would accommodate and facilitate the incorporation of new technologies (Halaweh, 2023).

Barrett and Pack (2023) state that educational institutions that primarily depend on written communication to develop and evaluate students' language and cognitive skills have faced significant challenges as a result of ChatGPT. There hasn't been much time for in-depth debate because of the quick growth of generative A.I. as a significant concern for practitioners, institutions, and policymakers in postsecondary education (Lodge et al., 2023). Teachers' concerns about students using ChatGPT and other comparable technologies for academic dishonesty have replaced their earlier focus on this problem due to the growing significance of informatics research on explainable A.I. in higher education (Lodge et al., 2023). Some students who have a history of academic dishonesty may be able to use A.I. technology efficiently, while others may need coaching to ensure they don't unintentionally violate academic integrity policies (Barrett & Pack, 2023). Concerns over its deployment and the necessary institutional adjustments are exacerbated by the fact that there is no consensus on the best way to apply generative A.I. in higher education (Barrett & Pack, 2023).

There are several opinions on how to properly use generative A.I. in higher education. Barrett and Pack (2023) raised concerns about how knowledge and information should be used and what challenges might be added to academic practices. It is crucial that students need to learn how to use them critically, as well as how to use these tools to support their learning effectively.

Literature review

Relating to how ChatGPT affects language teaching in China, Georgia, Thailand, and Vietnam, research indicates that ChatGPT can, particularly in individualized learning environments, improve the effectiveness of language instruction. The literature review emphasizes how teachers and students need to adapt themselves to fully utilize the potential of ChatGPT and smoothly include it in language teaching and learning. Hong's (2023) study shows how, especially in China, ChatGPT may revolutionize foreign language learning and teaching. The study looks at ways that ChatGPT might greatly enhance and broaden foreign language

instruction in Chinese classrooms. In addition, Hong says ChatGPT offers new research prospects, especially in the area of customized learning experiences. The need to look at how ChatGPT affects language acquisition and how it might revolutionize teaching methods is emphasized by this paper.

Kohnke (2023) contends that both teachers and students need to totally change their roles and responsibilities if ChatGPT is to completely achieve its promise in language education. The researchers suggest that both teachers and students need to become proficient in using ChatGPT to support their teaching and learning. This indicates that incorporating ChatGPT into language learning necessitates a reevaluation of current teaching and learning strategies. According to a Georgian study by Mikeladze (2023), ChatGPT can be utilized to create practical English learning tools. The study unequivocally demonstrates that ChatGPT has changed the way teachers teach and can improve learning for both students and teachers. Higher grades are possible when you include ChatGPT in your learning resources since it makes language study more fun and beneficial.

Nguyen (2023) explored teachers' perspectives at Van Lang University in Ho Chi Minh City, Vietnam, and found that most of the English teachers really want to use ChatGPT to help their students improve their writing abilities. The findings of the study indicate that Van Lang University EFL teachers are excited about incorporating ChatGPT into writing classes. The study also highlights as important factors that support the successful implementation of ChatGPT the need for professional training for instructors, increasing user awareness of the limitations and potential risks associated with ChatGPT, and guaranteeing appropriate chatbot use.

In addition, many researchers are investigating to ascertain how ChatGPT affects language learning in different educational settings in Pakistan, Turkey, China, and Uzbekistan. The advantages—including increased motivation, involvement, and language competency—of using ChatGPT in language learning activities are covered in the paper. It emphasizes the requirement of exacting integration techniques and a careful assessment of the impact of technology in educational contexts.

Japoshvili-Ghvinashvili and Suleman (2023) claim that make use of ChatGPT in classroom activities will help the students improve their language skills as ChatGPT provides individualized feedback, which leads to greater motivation and engagement. The researchers emphasize the need for a comprehensive integration process and encourage instructors to carefully evaluate the influence of technology in the classroom. Similarly, Yıldız (2023) looks at using ChatGPT-generated conversations in language instruction materials for second-year Bülent Ecevit University students in Turkey and funds that ChatGPT motivates the learning activities among the students. Rakhmonov and Kurbonova (2023) found that using ChatGPT in the classrooms motivated 85% of the students to increase their interaction.

Previous studies in many educational settings have demonstrated that adding ChatGPT to language learning settings raises student motivation, involvement, and language proficiency. Incorporating student opinions and experiences—especially those from culturally and linguistically diverse backgrounds—is crucial to a deeper study of ChatGPT's effectiveness for language learning. Little research has also been done on the use of ChatGPT by Vietnamese students in the U.S. and Vietnam. The current study aims to explore the use of ChatGPT in enhancing language proficiency among Vietnamese students residing in both Vietnam and the U.S. This study aims to give useful insights into how Vietnamese students use ChatGPT for language learning in various cultural and educational situations, therefore contributing to a fuller understanding of the function of ChatGPT in language teaching.

Research questions

1. What are the perspectives of Vietnamese students residing in both Vietnam and the United States regarding the utilization of ChatGPT for language acquisition purposes?
2. What are the foreseeable limitations and challenges inherent in the integration of ChatGPT within language learning pedagogies?

Methodology

This study design used a cross-sectional strategy, with data collected at a particular moment in time. It used a convenience sample strategy, targeting students who were conveniently accessible and ready to participate. The survey questionnaire most likely contained several variables important to the study aims, such as demographics, academic interests, opinions on certain themes, or experiences linked to their studies.

Participants

The study used a survey questionnaire written in Microsoft Forms using a convenience sampling strategy. The purpose of the survey is to gather information from students enrolled in various universities in Vietnam, including HCMC University of Foreign Languages Information Technology, in addition to select American institutions, including MCPHS University and the University of Texas at Dallas. The researchers administered questionnaires to acquaintances at the designated universities from January 15 to March 30, 2024, with the request that they assist in disseminating the information to other students in their respective situations. Through this collaborative effort, we aimed to increase participation and obtain a broader range of responses. It is probable that the survey inquired about demographics, academic inclinations, perspectives on specific subjects, and experiences related to studies. Seventy-seven students responded to the questionnaire in total.

Table 1

The frequency of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HUFLIT	52	67,5	67,5	67,5
	MCPHS University	14	18,2	18,2	85,7
	UT Dallas	11	14,3	14,3	100,0
	Total	77	100,0	100,0	

The frequency of 77 students who responded to the survey questionnaire is displayed in Table 1. 52 participants, accounting for 67.5% of the total sample, attended HCMC University of Foreign Languages Information Technology (HUFLIT) in Ho Chi Minh City, Vietnam. The poll received responses from 14 students (18.2%) from MCPHS University in the United States. In addition, 11 students (14.3%) came from the University of Texas at Dallas, located in the

United States. In all, 25 students (32.5%) were from universities in the United States, while 52 students (67.5%) were from HUFLIT in Vietnam.

Instrument

A questionnaire was developed to explore students' viewpoints about the integration of ChatGPT for language learning. The purpose of the questionnaire was to gather data on various aspects of using artificial intelligence (A.I.), namely ChatGPT, in language learning activities. It included multiple-choice, open-ended, and Likert-scale questions to ensure that all of the participants' perceptions were fully recorded. The questionnaire's goals were to learn more about the following: (1) evaluating ChatGPT as a Learning Support Tool (Questions 1-6); (2) outlining the rationale behind ChatGPT's use in supporting learning (Questions 7–12); (3) the tool's effectiveness as a supporting resource (Questions 13–19); and (4) ChatGPT's drawbacks and difficulties (Questions 20–24). These concerns centered on the perceived drawbacks and difficulties of utilizing ChatGPT as a supporting tool for language learning. The poll also included an open-ended question concerning ChatGPT's role in language learning and whether technology might someday replace teachers.

Data Analysis

IBM SPSS Statistics version 26 was used to process the survey answers. The dataset was thoroughly outlined using descriptive statistics. This includes computing mean scores and standard deviations (S.D.) for quantitative variables as well as frequencies for categorical variables.

Results/Findings

Table 2

Comparing the average scores of the students in V.N. vs. in the USA

Vietnamese Students in V.N. vs Those in the U.S.		N	Mean	Std. Deviation	Mean Difference	*t*	*df*	*p*
Average	Vietnam	52	3.675	.741	.096	.490	59	.626
	USA	25	3.579	.689				

 * Independent sample t-test

Table 2 compares the average scores of Vietnamese students studying in Vietnam (V.N.) with those studying in the United States (USA). The mean score for Vietnamese students in Vietnam is 3.68 (M=3.675; S.D. =.741), but the mean score for Vietnamese students in the United States is somewhat lower at 3.58 (M=3.579; S.D. =.689). The independent sample t-test shows that the mean difference between the two groups is .10, with a t-value of.49 and a p-value of.626. Since the p-value is larger than 0.05, there is no statistically significant difference in the average evaluation scores between Vietnamese students in Vietnam and those in the United States. This implies that the place of study had no significant effect on the average scores of Vietnamese students in this research.

Research question 1: What are the perspectives of Vietnamese students residing in both Vietnam and the United States regarding the utilization of ChatGPT for language acquisition purposes?

The purpose of this study is to examine Vietnamese students' perspectives on using ChatGPT for language learning in both Vietnam and the United States. To get insights into these topics, the survey questionnaire asked Vietnamese students about their experiences and views toward utilizing ChatGPT for language learning. The results and findings were reported using mean scores (M) and standard deviations (S.D.), which provided a quantitative picture of the participants' viewpoints.

Table 3

ChatGPt as a learning support tool

No	A supporting tool	N	M	SD
1	ChatGPT can help each learner find most of the answers to their queries.	77	4.064	0.816
2	ChatGPT can provide you with numerous ideas, helping you gain a better understanding when participating in group discussions.	76	4.157	0.800
3	ChatGPT can help you clarify the concepts that instructors are explaining.	77	3.818	1.060
4	ChatGPT can help you reinforce the knowledge you have just acquired.	77	3.636	0.998
5	ChatGPT can help learners to gain a better understanding of reading tasks.	77	3.636	1.037
6	Learners often feel that asking clarification questions with ChatGPT is easier than with their instructor.	75	3.600	1.174

Table 3 provides vital insights into how respondents see ChatGPT's function in language learning support. Overall, respondents feel that ChatGPT is good at assisting learners in finding answers to their questions (M = 4.06, SD = 0.82), giving several ideas for group conversations (M = 4.16, SD = 0.80), and perhaps aiding teacher explanation of topics (M = 3.82, SD = 1.06). The results of this study suggest that ChatGPT can be a valuable tool for generating ideas and acquiring information, particularly in situations involving self-directed learning or collaborative discourse. Nevertheless, there is a lack of consensus regarding the effectiveness of ChatGPT in terms of reinforcing recently acquired knowledge (M = 3.64, SD = 0.99), enhancing comprehension of reading activities (M = 3.64, SD = 1.04), and facilitating clarification of inquiries in comparison to educators (M = 3.60, SD = 1.17). The aforementioned results pinpoint domains in which ChatGPT could be enhanced or in which students might be better served by conventional methods of instruction or support. However, the variety of responses underscores the diversity of viewpoints and experiences among participants, emphasizing the importance of considering personal preferences and requirements when integrating ChatGPT into language learning endeavors. In its entirety, this study offers crucial

insights for developers and educators seeking to enhance the capabilities of ChatGPT and optimize its efficacy as a supplementary instrument within language learning settings.

Table 4

Motivation of ChatGPT to support learning

No	Motivation of ChatGPT to support learning	N	M	SD
7	ChatGPT can encourage you to respond to the instructor's questions.	73	3.479	1.081
8	ChatGPT can help you feel more confident when asked to participate in group discussions.	75	3.586	1.140
9	ChatGPT responses can prompt learners to think more deeply as they must assess the accuracy and reliability of the information.	72	3.541	1.186
10	In the classroom, ChatGPT can help you feel less anxious when answering questions from instructors and/or classmates.	76	3.750	1.021
11	ChatGPT can encourage you to spend more time on learning activities outside the classroom.	76	3.223	1.195
12	ChatGPT can provide learners with appropriate answers to enhance their knowledge from reading comprehension assignments.	74	3.621	1.016

Students' perspectives on the perceived motivation of ChatGPT as a supplementary tool in language learning scenarios are moderately aligned, as shown in Table 4. Although most students acknowledge the potential advantages of ChatGPT, their perceptions of the level of support and encouragement it provides in different aspects of the learning process vary. As an illustration, students express a moderate level of encouragement (item 7) to provide answers to inquiries posed by instructors (M = 3.48; SD = 1.08) and gain confidence in their ability to participate in group discussions (item 8) through the utilization of ChatGPT (M = 3.75, SD = 1.14). The findings indicate that ChatGPT has the ability to improve students' involvement and confidence during classroom interactions. These results show that ChatGPT provides a helpful learning environment that empowers students to take part in a wider range of learning activities with confidence and vigor. Additionally, the data shows that most students (M = 3.54, SD= 1.19) agree that ChatGPT may inspire them to critically assess the reliability and validity of information. However, perspectives differ on its effectiveness in lowering anxiety during classroom interactions and encouraging prolonged learning activities outside of the classroom. For example, while some students agree that (Item 10) ChatGPT can help reduce anxiety when answering questions from teachers in the classroom (M = 3.75, SD = 1.02), others are more neutral about its ability (Item 11) to encourage spending more time on learning activities outside of the classroom (M = 3.22, SD = 1.19). Furthermore, (item 12), students believed that ChatGPT can give learners with relevant replies to help them improve their knowledge from reading comprehension tasks (M= 3.62; SD 1.02).

Furthermore, they give significant insights into areas where ChatGPT may require additional development or assistance to optimize its value as a supplemental learning aid. Finally, these findings add to continuing conversations about the incorporation of A.I. technologies in language teaching and guide attempts to maximize their value in promoting learners' linguistic progress and confidence.

Table 5

The effectiveness of ChatGPT as a supporting tool

No	The effectiveness of ChatGPT as a supporting tool	N	M	SD
13	ChatGPT can help you reduce the burden of classwork, such as homework, presentations, final projects, etc.	76	3.802	0.993
14	ChatGPT can help you be prepared to tackle unfamiliar tasks and language-related challenges.	74	3.837	0.979
15	ChatGPT can provide clearer answers to learners' queries than instructors.	76	3.289	1.175
16	ChatGPT can help you stimulate interest in the learning process.	76	3.342	1.183
17	ChatGPT can provide you with a more engaging learning experience.	74	3.432	1.239
18	ChatGPT can help learners organize knowledge effectively based on their learning objectives.	73	3.274	1.108
19	In the classroom, you are more willing to ask questions to ChatGPT than to your instructors.	74	3.162	1.324

Regarding the applicability of ChatGPT as a tool for language learning support, Table 5 lists differing perspectives. Even if attitudes on certain subjects vary substantially across dimensions, respondents often express moderate to strong agreement. Respondents, for example, indicate that ChatGPT may effectively reduce the workload of classwork, like assignments and presentations (M = 3.80; SD = 0.99), and prepare students for new activities and language-related challenges (M = 3.84; SD = 0.98). According to these results, ChatGPT might be a useful tool in language learning contexts, especially for helping students plan their workload and prepare for new assignments. In terms of these crucial features, respondents firmly agreed that ChatGPT is a practical and efficient language-learning tool. However, opinions are more mixed on ChatGPT's ability to provide clearer answers than instructors (M = 3.29; SD = 1.18) and pique interest in the learning process (M = 3.34; SD = 1.18), with some respondents agreeing more than others. Some students believe ChatGPT's responses are shorter, more straightforward, and easier to understand than those offered by instructors. However, the students also believe that in-person teachers are better at providing extensive explanations, paying attention to each student's specific learning requirements, and tailoring their answers based on their own experiences and interactions with other students.

In a similar vein, the students reported that ChatGPT enabled them to organize information effectively (M = 3.27; SD = 1.11), and more interestingly, the students stated that they felt it easier to ask ChatGPT questions than they could ask the teachers (M = 3.16; SD = 1.32). However, the high standard deviations suggest that respondents' assessments of ChatGPT's effectiveness differ from one another. Overall, the results show how ChatGPT has a complicated impact on language learning, highlighting the need to consider user preferences and environment when evaluating its efficacy.

Research question 2: What are the foreseeable limitations and challenges inherent in the integration of ChatGPT within language learning pedagogies?

The effort focuses on Vietnamese students living in Vietnam and the United States. Its goal is to investigate the limitations and risks of using ChatGPT in language learning programs. The factors were examined by analyzing questions 20 through 24 of the survey questionnaire. The primary challenges that students have while using this technology are the subjects of the data analysis. The findings of this investigation give significant information on the challenges faced and potential downsides related to the adoption of ChatGPT in language learning environments.

Table 6

Limitations and challenges of employing ChatGPT in the classrooms

No	Limitations and challenges	N	M	SD
20	Excessive interaction with ChatGPT can lead learners to rely on automated language support, limiting their reading comprehension abilities.	74	3.905	1.022
21	Using ChatGPT can potentially reduce learners' motivation to attend live lectures and complete reading comprehension tasks.	74	3.973	1.072
22	ChatGPT can distract learners from the tasks they are currently working on.	73	3.726	1.057
23	Learners may become overly dependent on ChatGPT and lose the ability to think critically and creatively.	73	4.068	1.071
24	ChatGPT responses only provide basic knowledge for learners' queries, so learners cannot gain in-depth knowledge in areas they are interested in.	73	3.904	0.974
	Valid N (listwise)	61		

Table 6 illustrates the limitations and problems of utilizing ChatGPT in language acquisition. While there is moderate agreement that (item 20) excessive interaction with ChatGPT can lead learners to rely on automated language support, limiting their reading comprehension abilities (M = 3.91; SD = 1.021), there is slightly more concern about (item 21) its potential to reduce learners' motivation to attend live lectures and complete reading comprehension tasks (M = 3.97; SD = 1.07). Technology implies that, while ChatGPT might provide rapid answers to language-related questions, an overreliance on technology may impede learners' development of crucial abilities such as critical reading and understanding. This emphasizes the necessity of encouraging a balanced approach to utilizing ChatGPT, which supplements rather than replaces

traditional learning techniques, in order to guarantee that learners actively interact with and build their language abilities. Moreover, should students perceive ChatGPT as a viable alternative to in-person lectures or self-directed reading assignments, it could potentially dampen their motivation to engage actively in said activities.

There is a notable consensus (item 23) that students can excessively rely on ChatGPT, leading to a decline in their capacity for critical and creative thinking (M = 4.07; SD = 1.07). Consequently, while ChatGPT may offer prompt resolutions to language-related questions, excessive reliance on technology could potentially hinder students' capacity to engage in critical thinking, independently solve problems, and creatively articulate their thoughts. Overreliance on external sources of knowledge can lead to passive learning when students don't investigate, question, or think creatively. It is commonly believed that ChatGPT responses for (item 24) may only provide basic information, limiting learners' ability to understand their interests (M = 3.90; SD = 0.97). This suggests that while ChatGPT can quickly answer student questions, its replies may lack the depth, nuance, or complexity needed for complete topic learning and mastery. Thus, students may use ChatGPT for basic information rather than critical analysis and synthesis. Restricting students' ability to develop critical thinking, problem-solving, and creativity has serious implications. These abilities are essential for academic success and lifetime learning.

Discussion

The questionnaire item analysis on ChatGPT's language learning assistance effectiveness provides important new information on technology-assisted language training. Even if these unique results illuminate users' perceptions, they should be understood in the context of related technology and strategy research. Previous research have examined how A.I. and NLP technologies like ChatGPT may be used in language learning (Pham & Nguyen, 2024). Chatbots for language learning were examined by Huang et al. (2022). Students assert that chatbots enhance communication and response time (Pham & Nguyen, 2024; Neji et al., 2023). In 2023, Kohnke discovered that second language learners enjoyed utilizing chatbots both in and out of the classroom and believed that they improved their English proficiency.

Prior studies indicating that A.I. robots may increase student participation and discourse point to ChatGPT's persistent positive effect on classroom engagement (Ho, 2024; Javaid et al., 2023; Mai et al., 2024). According to research, students find utilizing ChatGPT to be more engaging while learning new words, writing, and language use (Pham & Nguyen, 2024). Its adaptability and accessibility make it more engaging and inspiring for students for a variety of learning activities, according to Karataş et al. (2024), Pham and Nguyen (2024), and Marzuki et al. (2023). Research indicating AI-powered communication in academic contexts may boost students' excitement and self-confidence during group discussions further supports the notion that ChatGPT could improve these features (Pham & Nguyen, 2024; Qu & Wu, 2024). According to Neji and colleagues (2023), and Pham and Nguyen (2024), ChatGPT increases students' interest in instructional materials and facilitates their finding the information they need.

Both the parallels and the discrepancies between these data and those from this investigation are highlighted. It supports previous research indicating A.I. robots may assist humans in finding answers to their problems (Javaid et al., 2023; Neji et al., 2023; Yu, 2024). ChatGPT provides students with thorough and reliable information from their search results, according to Javaid et al. (2023). But Yu (2024) worries about the disadvantages of ChatGPT, which

include the possibility of knowledge plagiarism, ethical and safety issues, data pollution, and response accuracy. A.I. in the classroom may thus be resisted by certain teachers (Ali, 2023).

There are two main reasons why these results on the use of ChatGPT in language learning: They firstly impact the operation of educational institutions and provide insight on the wider use of A.I. technology in the field of language learning.

Research suggests that ChatGPT is a beneficial resource for assisting students with their academic responsibilities (Dwivedi et al., 2023; Neji et al., 2023). This underscores the necessity of incorporating A.I. tools, such as ChatGPT, into language learning programs to enhance the students' language skills. The divergent perspectives on the use of ChatGPT or A.I. tools in language education are reflected in the contrasting opinions on ChatGPT's ability to provide clearer answers than instructors and pique interest in the learning process (Javaid et al., 2023; Marzuki et al., 2023). It is important to acknowledge that the responses provided by ChatGPT may be more comprehensible despite the fact that human training offers the advantages of customization and interaction (Ali, 2023; Yu, 2024). In order to accommodate the requirements of their students, educators must evaluate both the benefits and drawbacks of artificial intelligence technology. The importance of adaptability and user experience in AI-powered educational interventions is underscored by the diverse responses to ChatGPT's dynamic learning environment and well-organized information. The efficacy of ChatGPT's support component is contingent upon its adoption, development, and modification to accommodate the student's needs. In order to satisfy the varied needs of their students, developers, and educators must improve ChatGPT's functionality and usability.

Concerning ChatGPT's limitations and issues as a teaching tool, it gives quick language-related responses (Javaid et al., 2023; Neji et al., 2023), but excessive use may impair critical reading and comprehension. Previous research has indicated that an overreliance on AI-powered technologies might impair learners' autonomy and cognitive engagement. According to Marzuki et al. (2023), relying too heavily on technology may make it more difficult for students to think critically and come up with solutions. To guarantee that students actively participate in language learning and progress, teachers should encourage the restricted use of ChatGPT as a supplement to more traditional methods. Teachers may include ChatGPT into their curriculum to excite students and improve interactive learning through technology. To foster cognitive growth and creativity, teachers should encourage students to conduct independent research and analysis to assess and improve their ChatGPT replies. Furthermore, the discovery that ChatGPT might be a distraction during educational tasks supports prior research highlighting the importance of effective supervision and control of technology usage in educational contexts. According to Flanigan and Babchuk (2022), student digital distraction lowers the quality of the student-teacher connection and impedes educational decision-making. Teachers should use distraction-reduction tactics and ChatGPT's aid to create focused and successful learning sessions.

Conclusion

In short, the results of this study assert that using ChatGPT to learn language is effective. First and foremost, it responded to the students' queries very fast and helped them learn the knowledge quickly. Second, it helps generate ideas for the students to conduct group discussions. This does not exclude the teachers' support in the classrooms because the students could need more profound explanations from the teachers. Third, ChatGPT might help students retain new knowledge for long-term learning, accordingly enhancing their reading skills. Those

students who use ChatGPT to support their learning gain confidence in the learning process. Moreover, employing ChatGPT in the learning activities helps decrease classroom stress, creating a relaxing and engaging learning environment. It made learning more relaxed and encouraged active participation. Also, ChatGPT also lowers academic assignment stress, prepares students for obstacles, and boosts engagement.

These findings demonstrate its importance in education since it provides complete assistance and enhances learning. However, some challenges were also reported by the students. ChatGPT users may lose interest in live lectures. ChatGPT may distract students from their work, and overuse of ChatGPT may hinder students' critical and creative thinking. The students suggest that ChatGPT may not allow in-depth study, which would limit students' understanding of specific areas of interest even if it provided basic information. Combining ChatGPT with standard teaching techniques may reduce the negative impacts on student motivation and cognitive development. Last but not least, the authors of this paper took Pham et al. (2024)'s suggestion to indicate that educators should innovate their language teaching practices to improve their teaching efficiencies by integrating ChatGPT or AI tools into their classrooms for innovating future research.

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