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Roles of Community Service-Learning on the Development of Technical Students' Essential Soft Skills. Case Study at Industrial University of Ho Chi Minh City, Vietnam.

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Abstract

Soft skills are essential abilities that help individuals succeed in their careers and personal life. Technical students, in particular, must possess a variety of soft skills to be successful in their chosen fields. This study examines the role of community service-learning (CSL) in the development of essential soft skills among technical students of the Industrial University of Ho Chi Minh City. The study employed a qualitative approach and involved interviews with faculty, staff, and students who have participated in CSL activities. A total of 150 respondents, which included 50 teachers and 100 technical students who had participated in a community service learning project, participated in the study. Results of the study showed that CSL had a positive effect on the development of essential soft skills among technical students. The participants perceived the CSL activities as a valuable source of learning, which enabled them to gain a better understanding of their subject and to develop important soft skills such as communication, teamwork, and problem-solving skill. The study also revealed that the CSL activities provided the students with an opportunity to develop their critical thinking skills, as well as to gain a better understanding of the community in which they were working. The analysis of the results also divulged the pedagogical potential of service-learning as an effective teaching tool. This is of particular importance to employers who are seeking more knowledgeable personnel in the job market. The study suggests that a more comprehensive approach to service-learning should be incorporated into educational programs in order to maximize student outcomes at higher education level.

Keywords: Soft skills, Service learning, community, teamwork, communication.

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1. Introduction

Schools around the world are incorporating service learning programs into their training curricula (Bhattacharyya, 2004). This term refers to a teaching and learning method that blends meaningful community service with instruction and contemplation to boost the educational journey, foster civic commitment, and make societies stronger (Rocheleau, 2004). Past research has shown that it is feasible to cultivate higher accountability to meet social duties (Kolenko, 1996; Buss, 2004) and provide students with the opportunity to become civically engaged through participating in community service activities (Gomez, 1999). Community service is one of the experiential activities that can supplement learning in the classroom as well as give students a chance to give back to the community. This type of learning provides students with the opportunity to practice contributing to humanity (McCarthy et al. 1999). By including community service in the core curriculum, learners are equipped with significant life skills that are useful not only for them but also for the community and society in general (Andrews, 2007). Furthermore, it helps educators to coordinate learning, education, and humanity (Andrews, 2007). Additionally, students who take part in community service programs become more invested in their school's activities, and educational organizations start to build mutual relationships with the local community and strive to find answers to social issues as a result of their involvement.

As the globalization of economies has progressed, the need for those who are malleable, accommodating, and multi-skilled has grown significantly. Furthermore, those who are socially outgoing, reliable, and have the capacity to take the initiative are preferred by the labor market. Consequently, it is a commonplace to give preference to individuals with "soft skills" instead of just technical skills, a tendency that is reflected in both national and international policy. According to Trivers (1997), the labor market seeks to enhance human interaction in the workplace by requiring higher levels of communication proficiency. Research indicates that job seekers are unlikely to be successful in today's competitive job environment without the interpersonal and communication capabilities that are considered to be among the essential life skills (Gottlieb, 2004). Through the practice of community service, when students collaborate with peers and with people in the community, service-learning has been demonstrated in multiple studies to improve students' verbal and written communication abilities (Dewey, 1937). Additionally, service-learning may also develop a person's capability to interact with others, solve problems, and cultivate leadership skills, as well as their understanding and conception of what leadership requires (Penner, 2005).

Recently, scholars and educators have been turning their attention to the value of community service, voluntary work and civic engagement with society. Such activities have been linked to the development of social skills, as well as a greater understanding of different cultures and perspectives (Ferber 2007; Chun & Akutsu 2003). Additionally, their implementation has the potential to reduce instances of bias and conflict, improve diversity and pluralism, and foster collective cooperation within the community (Seider, 2011). Despite the potential benefits of these activities, research on the topic is limited in our setting, as CSL is a relatively new pedagogy at most of the school levels (Seider et al. 2011). As such, administrators of high schools are still in the process of familiarizing themselves with the concept, its advantages, and its educational outcomes.

This study sought to determine the impact of a CSL project on students' social skills. Therefore, the primary research question was: What is the effect of the community service

2.0 Literature Review

2.1 *Community service Learning (CSL)*

CSL involves students performing a service for a nonprofit organization as part of a course requirement. This form of experiential education is designed to promote the development of skills and knowledge through a combination of service tasks and reflective learning. Depending on the location, students may work with a nonprofit, university division or devise their own projects with the input of their professor. Every project requires the professor to set expectations for the students to reflect on the course content in relation to the service experience. This type of learning is integral to the growth of the student and the community (Salam, 2019).

Both the organization and the students benefit from the work done by the students, as it gives them a chance to put into practice the knowledge they have acquired in the classroom. For example, if they are learning about entrepreneurship or strategy, they may create business plans to help low-income communities (Alexander, 2020). It is becoming increasingly common for business schools to offer community service learning opportunities due to the numerous benefits that both businesses and students can gain from them (Boles, 2020).

Kohlberg (1971) posited that community service is an essential part of civic and social growth, as it forces individuals to confront social issues in a novel way and thus encourages them to think at higher levels. Such service activities can be both co-curricular and extracurricular, providing students with a unique opportunity to develop their skills as well as their social and civic awareness. Rest and Narvaez (1991) underlined the importance of community service in promoting moral development. Over the past two decades, youth mentoring programs have emerged as a popular pedagogical approach, with research indicating that it has a positive effect on student development. Penner (2005) further argued that the combination of community service and academic learning provides an ideal way to fulfill educational objectives. Ultimately, community service learning helps to cultivate social skills and foster ethical, responsible citizenship. This is particularly important in the 21st century when commercial interests have come to dominate many educational establishments, overshadowing the traditional goal of cultivating civic responsibility (Sears, 2003).

2.2 *The types of soft skills*

Soft skills are a set of personal qualities, attitudes, and behaviors that enable a person to interact effectively and cooperatively with others. They are also known as interpersonal or people skills and are distinct from hard skills, which are technical skills related to specific tasks or processes.

Some common types of soft skills are communication, conflict resolution, problem-solving, critical thinking, collaboration, teamwork, leadership, and adaptability. Communication is the ability to convey ideas, thoughts, and feelings in an effective manner. This includes active listening, speaking clearly and concisely, and being able to understand and interpret the messages of others. Conflict resolution is the ability to resolve disagreements and disputes between people in a constructive and positive manner. This includes the ability to recognize and understand the different points of view of all parties involved and to negotiate a resolution that is acceptable to everyone (Salam 2019).

Problem-solving is the ability to identify and analyze a problem and determine an effective solution. This involves analyzing and organizing information, breaking down complex problems into smaller components, and using creative strategies to find the best solution. Critical thinking is the ability to analyze and evaluate information, make decisions, and solve problems based on logic and reasoning. Soft skills are important for a variety of roles, from customer service to management. They can help people succeed in their current roles and can be developed over time. By developing these skills, individuals can better understand the needs of others and be better prepared to work in a team (Harkins, 2020).

2.3 Characteristics of Community service Learning

Community service learning (CSL) is a type of experiential learning in which students engage in meaningful service activities within their local community in order to gain a deeper understanding of course material and to develop a sense of civic responsibility. The concept of CSL dates back to the mid-1960s when higher education institutions began to experiment with service-oriented educational opportunities for their students. Since then, CSL has become increasingly popular, with a multitude of institutions now offering classes and programs that incorporate service activities (Lillo, 2019).

The primary goal of CSL is to enable students to gain knowledge, skills, and values through direct involvement with a community organization. This type of learning focuses on enabling students to develop a sense of civic responsibility and an appreciation for diversity and social justice. CSL also aims to foster an understanding of the complexities of community dynamics and the roles that people of different backgrounds and perspectives can play in building a more equitable society (Lillo, 2019).

The fundamental characteristic of CSL is that it is a structured learning experience that merges service activities with structured reflection and course content. Through service activities, students are able to gain practical experience with the material being studied and develop a deeper understanding of the subject matter. Through reflection, students are able to make connections between the service activities and course content and develop a sense of civic responsibility (Boles, 2020).

In addition to combining service activities with structured reflection and course content, CSL programs often emphasize community partnerships. CSL programs often involve collaboration with local organizations and community members to ensure that the service activities are relevant and beneficial to the local community. These partnerships also provide students with the opportunity to interact with members of the community and gain a better understanding of the local context (Kim, 2021).

Finally, CSL programs typically incorporate assessment components in order to evaluate the effectiveness of the program and the learning outcomes of the students. These assessments typically involve pre- and post-service surveys and reflections, as well as interviews with students and community partners. This assessment component allows CSL programs to evaluate not only the learning outcomes of students but also the impact of the program on the local community (Kim, 2021).

2.4 Benefits of Community service Learning

2.4.1 Benefits for University

Community service learning (CSL) is an important part of the university experience, as it provides students with the opportunity to give back to their community while also developing valuable skills. CSL programs are designed to help students gain a better understanding of the issues facing their communities while also providing them with the opportunity to work with local organizations and develop their leadership and communication skills (Rukhsana, 2020).

Educational institutions have traditionally sought to prepare students to meet the requirements of the world by emphasizing the value of critical thinking and social responsibility, as well as the need to contribute to one's community and engage in social activities. This notion is consistent with the thought of John Dewey (1937), a leader in the field of higher education who believed that all societies should strive to offer equal chances for educational progress to all individuals.

He believes that all members of a society should take on the responsibility to act in a socially responsible manner and to think critically to enhance the general level of human interaction. He posits that these social skills can be instilled during childhood and reinforced by providing assistance to others. Dewey (1916) states that helping others of their own accord will lead people to partake in community service.

In addition, CSL has been found to improve academic performance. Research has shown that students who participate in CSL have higher grade point averages, better attendance, and

improved test scores. CSL provides students with the opportunity to apply their classroom knowledge to real-world situations, as well as to gain a deeper understanding of course material. Furthermore, CSL encourages collaboration, problem-solving, and critical thinking, which can lead to greater academic success (Rukhsana, 2020).

Finally, CSL has been linked to personal growth and development. Students who participate in CSL often report feeling a greater sense of purpose and satisfaction, as well as increased self-confidence and self-esteem. CSL provides students with an opportunity to explore their own values and beliefs, as well as to gain a deeper understanding of their potential to make a difference in the world (Salam, 2019).

Overall, CSL is a valuable form of experiential education that can have a range of benefits for university students. By engaging in service to their community, students can gain a better understanding of their civic responsibility and the importance of social justice, as well as improve their academic performance and foster personal growth.

2.4.2 Benefits for communities

For the community, CSL enables students to become more involved in their local community and provides them with an opportunity to give back. This not only increases the number of volunteers available to serve the community but also helps to foster a greater sense of civic responsibility among students. Additionally, CSL can provide the community with a number of tangible benefits, including improved infrastructure, better access to services, and increased economic opportunities (Medved, 2021).

Furthermore, CSL activities can be beneficial to the community by providing a way for individuals to take an active role in their community's improvement and development. CSL activities can help to foster a sense of community engagement and ownership while providing a way for individuals to contribute to their community's growth and development in a meaningful and tangible way (Medved, 2021).

CSL provides an opportunity for students to be exposed to different cultures and ideas and to gain a better understanding of the issues facing the community. Additionally, CSL can help to strengthen the relationship between the university and its local community, potentially leading to increased support for the university. Finally, CSL projects can be highly beneficial to local organizations in need of assistance and resources, as they provide an opportunity for students to make a meaningful contribution. Finally, CSL activities can also help to promote social justice and equality. By engaging in CSL activities, individuals can become aware of social injustices and inequalities and can take an active role in addressing them. This can help to create an environment in which all members of a community feel included, respected, and valued (Gottlieb, 2004).

Overall, CSL can be a powerful tool for both the community and the students involved. By providing tangible benefits to the community, as well as offering students the chance to develop important skills and gain a greater appreciation for their community, CSL can be an invaluable experience for all.

2.4.3 Benefits for students:

CSL has been recognized as an important part of the educational experience. It provides students with an opportunity to apply their theoretical knowledge to real-world situations, in addition to learning about the community in which they live. Community service learning also has many benefits for students (Andrews, 2007).

Communication skills are essential for successful collaboration, and CSL can help to develop these skills. Through service projects, students have the opportunity to engage in meaningful conversations with their peers and with members of the community (Ferber, 2007). They learn to articulate their ideas and ask thoughtful questions while also developing the ability to listen attentively and respond empathetically. Group work skills are also important for successful collaboration. Through CSL, students learn to work together effectively, delegate tasks, and manage conflict. They also learn to respect the ideas and opinions of others, even

when they don't agree.

Additionally, problem solving skills are necessary for any successful collaboration. CSL provides an opportunity for students to practice these skills in a safe and supportive environment. They learn to think critically, identify and address problems, and come up with creative solutions. Creativity skills are essential for innovation and creativity. Through CSL, students learn to think outside the box, come up with novel ideas, and challenge existing assumptions. They also learn to identify and develop novel ways to solve problems (Ferber, 2007). Finally, collaborative skills are essential for successful group work. Through CSL, students learn to work together as a team, share ideas and resources, and divide tasks. This helps them to develop trust and respect while also learning to compromise and respect the ideas of others.

Overall, CSL can have numerous benefits for both the individual and the community. It can be an effective way to develop important soft skills such as communication, group work, problem solving, creativity, and collaborative skills, while also providing students with meaningful and rewarding experiences

3.0 Methodology

3.1 Research design

In this article, a combination of qualitative and quantitative research methods was used to investigate the effects of community service learning on technical students' social skills. To collect the data, a questionnaire was sent to the students. Furthermore, further exploration was conducted in the natural context, such as with the students who took part in the CSL project and those who benefited from it, to gain an understanding of the importance of community service learning.

3.2 Participants

Creswell (2003) suggested that a target population is comprised of individuals or participants from a general population that possess features of particular relevance and importance to a research study. It is further argued that this population is more sophisticated than the general population since it contains no attributes that could potentially invalidate a research assumption, setting, or objective. In this context, the target population was Technical students at IUH. A sample size of 50 teachers and 100 Technical students who took part in the community service learning project was selected using a random sampling method due to the pre-defined nature of the population and the desire to ensure that all participants in the voluntary service program had an equal chance of being selected for an interview. This selection process was intended to eliminate any potential bias.

3.3 Procedure and data analysis:

The researcher interviewed students who had taken part in a community service project by visiting and organizing some English learning class at Go Vap Youth nurturing and vocational training center in Ho Chi Minh City, Viet Nam. After every three weeks, a random selection of five students was chosen to be part of a focus group, and the semi-structured interview was tape-recorded and transcribed. The volunteers' focus group interviews provided information on their experience, knowledge, and views on the community service programs, while the parent school students' focus group interviews gathered data on how the beneficiaries perceived their community service experience. After collecting all the responses, the researcher started to analyze the data by counting the options chosen by the students, and then the statistics were converted into percentages. Additionally, descriptive statistics were used to analyze some of the data, which included the mean and standard deviation.

4.0 Results and Discussion

4.1 Soft skills acquired through the service learning program

After analyzing the responses from the surveys and interviews, I was able to gain a better insight into the methods by which soft skills are developed, particularly in the context of CSL. The project student volunteers indicated that they had obtained valuable knowledge and abilities through their experiences. The most often mentioned abilities were those that came from having to adjust to the learner's level. In addition, the volunteers discussed how they had sharpened their personal skills, respect, patience, and the capability to explain, advise and instruct techniques within the sport activities, Skill- Consultation meetings and English communication tutoring more clearly.

Student Excerpts

Increased communication skill: It was evident from the majority of the students' responses that the community service learning program helped them to improve their communication skills. One of the participants stated:

"I can confidently say that the Community Service-Learning program at the Industrial University of Ho Chi Minh City improved my communication skills. Through the program, I was able to gain a better understanding of how to communicate effectively with a variety of people from different backgrounds. It also gave me the opportunity to practice my communication skills in real-life situations, which has been invaluable in my professional development."

Community service learning increases the sense of social responsibility. The focus group interviews revealed that the majority of students experienced an enhanced sense of social responsibility. This was evidenced by the participants' increased sense of duty and stronger social skills, which were articulated by one of the research participants in the following statement:

"I gained insight into how to be a leader in order to make a positive difference in someone else's life through the community service learning program. I realized that even a single individual can have an impact on the world around them and their responsibility as a member of society."

The students found that through their community service experience, they were able to gain a better understanding of themselves and their place in the world. They believed that their involvement in service activities had increased their self-esteem and enabled them to take greater responsibility for their actions and those of their peers. Additionally, they reported that their interactions with people in their communities had caused them to re-evaluate their preconceived notions and develop greater empathy towards their neighbors. The research by Medved (2021) supports these conclusions, with participants in the study noting the same changes in their attitudes and outlooks. One student remarked:

"I realized the true significance of not having many advantages. When you gain insight into a situation, you become more empathetic, as you strive to comprehend how others feel."

Another student brought up a really intriguing topic in their contribution. He said:

"When we are at school, our teachers take care of us and provide us with comfort. However, when we go to participate in community service, we understand how hard it is to be kind to other people."

In the focus group interviews, students reported that participating in community service learning had improved their awareness of social skills and fostered a sense of value change. Both male and female participants shared similar thoughts, noting how the program had helped them to develop social skills and become more responsible citizens. For instance, one boy commented on the way the service experience had changed the way he viewed social skills and volunteering,

expressing:

"This experience had a major impact on my perspective on social skills... I gained an appreciation for respecting others. This encouraged me to be kind to everyone, aid others, and take it upon myself to do volunteer work."

One learner was grateful for the school's efforts in providing a community service program, as it helped her to become more responsible and mature.

"I was delighted that my school had planned such activities, as I wouldn't have taken the initiative to do so myself. I was able to make use of the time I had, and I was able to do it. This opportunity really assisted me in becoming more socially engaged and took on a sense of responsibility. It was a remarkable experience."

Community service learning attract students and increased the student's level of engagement on social activities. Generally, the majority of learners expressed that community service offers meaningful tasks that contribute to the greater good. As one of them expressed their enthusiasm:

"I believe that community service is a great way to make a difference in our world and to help those in need."

Increased problem solving skill. Most of the learners also revealed that community service participation helped them to improve their problem solving skills. As stated by one of the participants:

"The program greatly improved my problem-solving skills. Through participating in the community service-learning program, I was able to develop my analytical and critical thinking abilities. I was able to work with and learn from a diverse group of people, which enabled me to better understand different perspectives and develop better solutions to problems. Additionally, I gained valuable communication skills that I believe are essential for any technical student. I am confident that I have grown as a problem solver and that this program has been a great benefit to me."

Increased academic knowledge. Did the students believe that participating in community service has helped them to enhance their academic abilities? Below are the responses:

"What we learn in school can be used to educate others, helping us to gain a better understanding of the topics we cover as well as the issues that affect our community."

One student remarked that doing community service gave them the opportunity to put the ideas they had learned in school into practice:

"Engaging in social service education is comparable to implementing concepts in the real world."

However, some of them expressed that the level of knowledge of their students is different from their own; consequently, they did not have the chance to learn new concepts but instead had the opportunity to review their own.

Awareness of social issues. Students offered several instances to illustrate how their participation in a community service program raised their awareness of issues that are prevalent in the community. There were just a few students who said that they had stereotypical notions about the other students they would meet, but when they were doing their duty, they were able to witness the truth that they had never before envisioned. One student informed:

“Those children desperately require our help, as they are deprived of the essential elements of life that we assume as normal. We can now comprehend the difficulties that these students face in their lives, for instance, extreme destitution and a lack of privilege....”

By interviewing the volunteer students, the researcher was able to ascertain that involvement in community service learning can help learners break down their preconceptions and see that more information is necessary to form valid judgments. One student reported that they had previously assumed people in need of assistance had poor ethics; however, they now recognize that there may be deeper causes behind this behavior.

The replies of the students indicate that after they have improved their ability to comprehend others, they may also increase their social skills. One of the students reported that:

“I found the community service program to be a worthwhile experience. Interacting with other people humbled me, and I was able to be more of a help to those around me.”

The results of this study indicated that students viewed community service as a beneficial endeavor; it enhanced their social abilities, encouraged them to take on social responsibility, and showed them the value of diversity and the importance of addressing societal matters. Additionally, some of the participants in the focus group interview reported gaining a better understanding of concepts they had learned in school due to their involvement in community service. Recipients also benefited from the program by taking pleasure in their studies and forming strong relationships with other volunteers.

4.2 Teachers survey

Instructors' opinions on the effects of students' involvement in service learning were also studied in this research. The results indicated that the most significant benefit to students was the improvement of their interpersonal skills. According to the teachers, the inclusion of service learning courses in the curriculum allowed students to utilize the knowledge they had gained in the classroom in a practical setting, which consequently resulted in a better understanding of interpersonal skills.

Table 1: Common Variance Extraction

<i>Items</i>	Common variation	Cumulative	KMO	Chi-square	Sig.
Interpersonal Skills	63.746	63.746			
Content Knowledge	7.253	71.000	.948	2759.850	0.000
Volunteering Attitude	5.316	76.316			

Prior to the factor analysis, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of sphericity had to be examined in order to determine the appropriateness of the data for analysis. Generally, a KMO score of 0.50 or higher is appropriate, while the Bartlett's Test of sphericity must be significant ($p < .05$) before the exploratory factor analysis can be executed. The KMO score of .948 and the Bartlett's Test of Sphericity with a significance level of .000 both indicated that the sample was appropriate for the current factor analysis. Using the Principal Component Analysis (PCA) technique, the three-factor model was determined based on the 11 items. The factors included content knowledge, interpersonal skills, and volunteering attitude. Content knowledge pertained to the subject matter knowledge of the students, interpersonal skills comprised the ability to communicate and interact with others, and volunteering attitude referred to the

capability of providing service to the community without any personal gains.

The factorization of the three different components is shown in Table 1. The overall variance of the scale is calculated to be 76.316 and is based on 11 different items. The first element, interpersonal skills, was responsible for 63.746 percent of the common variance. The second factor, content knowledge, was responsible for 7.253 percent of the common variation, and the third factor, volunteering attitude, was responsible for 5.316 percent of the common variation.

Table 2: Item Loading for Service-Learning Participation Outcomes

Factor	Item	Factor Loading	Mean	SD
Interpersonal Skills	Q1 Friendships among students are tighten.	0.85	4.30	.71
	Q2 Students collaborate effectively with friends, teachers and several organizations.	0.74	4.32	.71
	Q3 Students may interact with others and community in a productive manner.	0.93	4.37	.68
	Q4 Students and community members work together and deeply eunderstand	0.87	4.35	.69
Content Knowledge	Q5 Deeper understanding and engrave knowledge learned at university	0.77	4.26	.78
	Q6 Gained a greater grasp of civic obligations	0.79	4.31	.74
	Q7 Increased application of knowledge and skills from their courses.	0.82	4.25	.76

	Q8 Soft skills practicing and development as: leadership skills, problem-solving.....	0.73	4.26	.73
Volunteering Attitude	Q9 Display a desire to assist the community.	0.85	4.31	.71
	Q10 Show effort to cooperate solve real life problems with others in groups and community.	0.86	4.35	.68
	Q11 Be willing to donate your time to the community.	0.83	4.43	.67

The item loadings for the results of service learning participation in vocational training institutions are shown in Table 2. Interpersonal skills, topic understanding, and volunteering attitude all had extremely high mean ratings across the board. This demonstrates how strongly the majority of the respondents saw them as a result of their involvement in service-learning courses.

This table compares the loading factors, mean, and standard deviation of four different items related to service-learning participation outcomes. The four items are related to interpersonal skills, content knowledge, and volunteering attitude. The first factor is interpersonal skills, which includes items about friendships between students, collaborations with teachers and organizations, and interactions with the community in a productive manner. The factor loading for the interpersonal skills item is the highest, with an average mean of 4.34 and a standard deviation of 0.70. This indicates that students are building strong relationships with each other, teachers, and organizations. The second factor is content knowledge, which involves items about understanding and knowledge learned at university, civic obligations, application of knowledge and skills, and soft skills. The factor loading for the content knowledge item is the second highest, with an average mean of 4.27 and a standard deviation of 0.75. This indicates that students are gaining a deeper understanding of the knowledge they learned in their courses and are applying it in real life situations. The third factor is volunteering attitude, which includes items about desire to assist the community, cooperation to solve real life problems, and willingness to donate time. The factor loading for the volunteering attitude item is the third highest, with an average mean of 4.23 and a standard deviation of 0.69. This indicates that students are displaying a desire to help their community by donating their time and effort. Overall, this table suggests that service-learning participation has a positive effect on students' interpersonal skills, content knowledge, and volunteering attitude.

4.3 Student Perceptions of Service-learning

This study also evaluated how students viewed service-learning, considering if their views coincided with what was said in the literature. Generally, the students noticed the link between the task and the course material. This study revealed information about if students felt that service-learning was useful for comprehending the material. By applying both a descriptive and interpretive approach, it was found that the majority of the students in this sample saw both cognitive and behavioral effects that were linked to having a good experience. The end results and themes are discussed further below.

Positive Cognitive Themes

A participant shared that they had taken away valuable insight from the course, using the theoretical approach discussed to better understand different cultural norms and apply it to their service experiences. They noted how this gave them a greater appreciation for the people they were serving and enhanced the quality of their interactions:

"I gained insight and understanding of my experience by utilizing a mixture of social science, interpretive, and critical approaches."

Another student drew on the terms and ideas they had learned in class to shape their conversations at the service-learning site.

"I found it beneficial to use the ideas I had been taught in class in my interactions with the people at [my site]. For instance, they had a low level of apprehension with respect to unfamiliar situations. The way they spoke was unlike what I was used to. Being polite and respectful was of the utmost importance to the people at [my site]."

Based on the comments, students found positive mental benefits from the service experience, which aided them in navigating it.

Positive Behavioral Themes

From a behavioral perspective, the student noted that their time spent in service-learning had made them more accepting and understanding of different perspectives and points of view, leading to an increased willingness to engage with a variety of people:

"I typically stay on the college grounds, not venturing out much. As a result, I don't often come across new people. But thanks to this course, I got to know a lot of fascinating individuals from other countries. Additionally, I interacted with people from different economic backgrounds. This enabled me to have a deeper understanding of how individuals from diverse cultures and economic backgrounds are different, yet similar."

Another student realized that his behavior had an effect on his interaction with an elderly person, and this helped him to comprehend the significance of his actions:

"I found it enjoyable to use the dialogical approach. One man particularly stood out to me with his hilarious personality, and after spending a considerable amount of time with him the day before, he still recognized me the following day. This made me feel that I had made a genuine connection."

These examples illustrate the remarks of students who recognized the behavioral effects resulting from the service-learning experience.

Negative Cognitive Themes

Though a majority of reviews were favorable, some students reported that the experience did not help them gain a better understanding of the material. For instance, one student said:

"I didn't gain any additional insights into the course material from the service experience.";

And another participant added:

"I don't believe that going through the service experience was beneficial in understanding a particular concept theoretically. Nevertheless, it was useful in comprehending the nuances of cultural communication."

The majority of students reported positive cognitive and behavioral outcomes resulting from their service experience, suggesting that it had a beneficial impact on their classroom learning.

5.0 Discussion

The findings of the study showed that the majority of the talents and abilities acquired by participants were gained through volunteering. This includes teaching-related abilities, as well as "soft skills" that were in line with the values of the organizations the volunteers worked with. This is in accordance with Harvey's (2014) study, where he stated that there were four distinct types of soft skills developed: personal skills, communication skills, interpersonal skills, and "various" skills that reflect the values of the organization (solidarity, commitment, empathy, etc.).

The research also revealed that the most significant result of service-learning courses in vocational training institutes is the growth of students' interpersonal skills. This finding is in line with previous research conducted by McCarthy (1999), who observed that service-learning students exhibited better interpersonal skills. In addition, Rocheleau (2014), Seider (2011), and Salam (2019) recognized service-learning as a community-based educational approach that provides students with chances to interact and form meaningful friendships, thus improving their interpersonal skills. Moreover, Gomez (1999) highlighted that service-learning courses offer students transparent opportunities to practice outside of the traditional classroom walls, increasing their courage and self-esteem and allowing them to help others (Buss, 2004).

It is worth noting that many of the volunteers engaged in activities that were related to the career they wanted to pursue. Volunteering appears to be a way to gain useful experience in a particular line of work, and the interviews suggest that this is seen as a way to make oneself more attractive to potential employers. This goes hand in hand with Harvey's (2014) study that revealed that volunteering plays a major role in the career learning experience. The students who were interviewed expressed a strong desire to use their volunteer work to build a better future for themselves, and they felt that it had helped them to hone their listening skills and patience, as well as improve their self-esteem. Furthermore, their learning was based on the interactions they had in a social context, which gave the experience an even more meaningful dimension.

The findings also support the works of (Chun, 2003), who discovered that service-learning course gives students a chance to communicate with different people from the community in a tangible setting that helps foster their civic responsibility. Collaborating with individuals from the public advances their teamwork and social abilities. They additionally benefit from being exposed to a variety of people. Moreover, pondering and creating approaches to support their localities assists them in perceiving their roles more clearly. In conclusion, these activities eventually bolster their self-assurance and dedication to community services (Lillo, 2019).

The study reveals that volunteering can be an effective way to gain various skills, including transversal skills, as they are honed through experience rather than just by academic studies.

Its data pertain largely to research done by Penner (2005), which found that volunteering often occurs during a period of “pre-professionalization”. However, it does not offer a comprehensive overview of the volunteering world.

6.0 Conclusion

This article examines how participating in community service activities can broaden the educational experience of students and considers to what extent such volunteering can provide an extra benefit to them. It is argued that a community service learning program involves voluntary or unpaid work done in the community with the aim of improving the environment and living conditions of the area. Such activities are often coordinated by school administrators or adults who direct students to become socially conscious and to teach and mentor other members of the community. Different theorists and researchers have different interpretations of what community service learning exactly is; however, the researchers in this study define it as any voluntary work done in the community with the purpose of bettering the situation of the area.

The research study demonstrated that participating in community service learning positively impacts students by increasing their appreciation for community work, knowledge of diversity, interpersonal skills, and sense of responsibility. It also revealed that Community Service-Learning (CSL) is a powerful tool for developing essential soft skills among technical students. It was found that CSL has the potential to help students develop their communication, problem-solving and critical thinking skills, as well as their ability to work in teams. Also, CSL can help to increase the students’ understanding of the social and environmental context of their studies, thus providing them with a holistic view of their field of study. The research also revealed that the most important factors for the successful development of soft skills in technical students through CSL are the dedication and commitment of the instructor, the design of the CSL program, the quality of the CSL experience, and the support of the university.

6.1 Recommendations

The study recommends that rather than making community service learning something optional, schools should incorporate it into their curriculum. School officials should develop a comprehensive plan that involves parents, and upon completing the program, students should be encouraged to continue engaging in community service independently.

6.2 Suggestions for Future Studies

Future research could investigate the community's views on the factors that impact service-learning implementation in vocational training institutes. This would give a more comprehensive understanding of the issues related to service-learning, including its advantages and drawbacks, as well as its effects on the educational environment. The findings of such a study could provide new directions for further research in the area of service-learning in vocational and non-vocational contexts.

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Appendix
Pictures of the projects
Picture 1



Picture 2



Picture 3



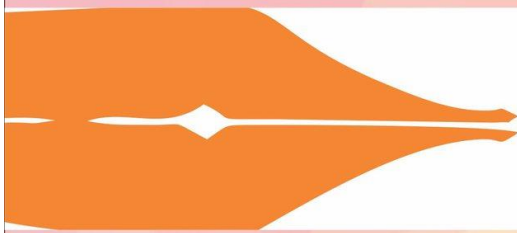
Picture 4



Picture 5



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Applying Community Service Learning to Improve Technical Students' English Communication Skill: Case Study at Industrial University of Ho Chi Minh City, VietNam

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ABSTRACT

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Community Service Learning (CSL) is a form of experiential learning that involves students in community service activities to improve their understanding of course content and to enhance their interpersonal skills. This type of learning is particularly beneficial for technical students because it encourages them to apply the knowledge they acquire in the classroom to real-world scenarios. The purpose of this study was to investigate the effectiveness of community service learning in improving the English communication skills of technical students at the Industrial University of Ho Chi Minh City (IUH). The study was conducted using a mixed methods approach, which included a survey of students and interviews with English teachers. 24 English teachers and 396 Technical students were selected for the study. The results of the survey indicated that students who participated in community service learning activities reported higher levels of English communication skills compared to those who did not participate. The interviews revealed that English teachers believed that community service learning activities provided students with opportunities to practice their English in a real-world setting. Additionally, English teachers noted that community service learning activities provided students with the chance to develop interpersonal skills and a sense of responsibility, which improved their listening, speaking, and writing skills. The findings of this study suggest that community service learning can be an effective tool for improving the English communication skills of technical students at the IUH

1. Introduction

The English language has become a crucial skill in the 21st century, and it is particularly essential for technical students to possess communication abilities in English in order to stay competitive in the rapidly changing global economy (Dymond, 2007). English communication skills are the ability to speak, listen, write, and understand the English language. To develop strong English communication skills, one must be able to properly read, write, listen, and speak English. This includes being able to comprehend the nuances of the language and use the correct grammar and vocabulary (Keshwani, 2017). Additionally, one must be able to express oneself clearly and effectively. To become a proficient communicator in English, one must develop their skills over time and practice consistently. Thus, this study will investigate the impact of CSL on technical students' English communication skills, as well as its effectiveness in providing an effective learning environment. CSL is a form of experiential learning that combines classroom learning with service activities in the community. CSL is increasingly being used in higher education, particularly in foreign language courses. It provides learners with authentic language learning opportunities and the

chance to develop their communication skills in real-world settings (Plumlee, 2012). However, there is limited research on the impact of CSL on technical students' English communication skills.

CSL is a form of experiential learning that combines community service with academic learning. It is designed to provide students with an opportunity to apply classroom knowledge to real-world settings and to help them think critically about issues in their communities (Warner, 2020). Through CSL, students gain a sense of purpose and civic responsibility, as well as develop academic, social, and leadership skills. Typically, students must complete a certain number of hours of service at a community organization or agency and then reflect on their experience as part of their coursework (Bhounsule, 2020).

In recent years, there has been an increased focus on the development of English language proficiency among technical students. This is because English has become the universal language of communication in the workplace. Many technical universities in Vietnam recognize the importance of improving the English language skills of their students and have implemented various programs and activities both inside and outside classes to promote this goal (Dubinsky, 2002; Truong, 2018). One such activity is the use of CSL. CSL is a pedagogical approach that combines community service with academic learning, which has been shown to be effective in improving language proficiency. The CSL approach can provide students with the opportunity to practice their English language skills in real-world settings while also providing meaningful service to the community (Lasley, 2017).

This research is significant to the field of English language teaching in universities due to its potential to provide students with an opportunity to apply language skills in real-world contexts. By taking part in community service learning activities, students are able to gain valuable life experiences, develop friendships and relationships with their peers, and apply their language skills in real-world settings. Previous studies have shown that CSL activities can have a positive impact on language learning, including increases in motivation, confidence, and self-esteem (e.g., Coyle, 2005). In a study by Askildson (2013), students who participated in CSL activities reported improved English language skills compared to those who did not participate. Other studies have found that CSL can lead to increased confidence in English language use and can have a positive effect on students' overall academic performance (Dubinsky, 2002).

This study seeks to further explore the role of CSL in improving the English communication skills of technical students at the IUH. It will investigate the effectiveness of CSL in enhancing the English language proficiency of the students, as well as its impact on their academic performance. The results of this study may provide useful insights into the potential benefits of CSL as an approach to teaching English to technical students.

2. Literature Review

2.1 Community Service Learning

CSL is an experiential learning approach that combines classroom learning with meaningful service to the community (Gillis, 2010). CSL is designed to support and develop the skills, values, and attitudes that enable students to be engaged in their local communities and contribute to their broader society. It has been used for decades to engage students of all ages in meaningful service activities, and its use has grown significantly with the rise of service-learning initiatives in schools, universities, and non-profit organizations (Keshwani, 2017).

CSL involves a variety of activities, from hands-on service projects to civic engagement activities such as volunteering, advocacy, and policy work. It is a powerful way to foster civic responsibility and develop skills such as problem-solving, teamwork, and communication. CSL is also a great way to engage students in meaningful and purposeful activities that can help them build a sense of belonging and connection to their communities (Matthews, 1999).

CSL has been studied extensively and has been found to have a range of positive impacts, including increased academic performance, increased self-esteem, improved attitude towards school, and enhanced social and civic skills (Oakes, 2011). Additionally, research has found that CSL can result in long-term changes in students' attitudes and behaviors, such as a greater commitment to civic engagement and social responsibility (Salimbene, 2005).

Overall, CSL is an important and effective tool for engaging students in meaningful service activities and fostering civic responsibility and social engagement. It is an effective way to build skills, foster community connection, and develop a sense of purpose and belonging in students. CSL is an approach that has been proven to have a range of positive impacts on students, from improved academic performance to increased self-esteem and engagement in their community.

2.2 Benefits of Community Service Learning

Community service learning (CSL) has been gaining more attention in recent years due to its potential to provide numerous benefits to both individuals and communities. CSL has been described as “an educational strategy that combines service to the community with learning objectives” (Tsang, 2001). It is an approach that encourages students to participate in service projects in order to gain an understanding of the social, economic and political context in which the service is provided. Through CSL, students are exposed to the realities of life in their local communities and learn to reflect on their own experiences and the experiences of those around them (Youngblood, 2013).

CSL has been found to benefit students in a number of ways. First and foremost, it is an effective way to develop students' empathy and understanding of the world around them. Through CSL, students can gain a better understanding of their own

community and the social issues that exist within it. They can also gain a deeper appreciation for the diversity that exists among people and the importance of working together to solve social problems (Warner, 2020).

On an individual level, CSL can also help students develop their emotional intelligence, problem-solving skills, and self-confidence (Sapp, 2002). Through their involvement in CSL, students are challenged to think critically and creatively about the issues they are addressing and are given the opportunity to acquire new skills and knowledge. Furthermore, CSL can provide students with a sense of accomplishment and an increased sense of responsibility and connectedness to their community (Salimbene, 2005).

Finally, CSL can benefit the community by providing assistance to those who are in need. By participating in CSL, students are able to make a positive contribution to their local communities and develop a sense of responsibility for their own actions and those of their peers. In addition, CSL can help to increase awareness of social issues and create a more inclusive and equitable society (Plumlee, 2012).

Overall, CSL has the potential to provide numerous benefits to both individuals and communities. By encouraging students to become involved in their local communities, CSL can help to foster a greater appreciation for diversity and a deeper understanding of the social issues that exist within them. It can also help to develop students' problem-solving skills, emotional intelligence, and self-confidence. Finally, CSL can provide assistance to those in need and increase awareness of social issues in the community.

2.3 Communication skill

Communication skills are essential for successful interactions in our personal and professional lives. Effective communication is the cornerstone of building strong relationships and achieving success in any endeavor (McEachern et al., 2001). The purpose of this literature review is to explore the importance of communication skills and their impact on achieving success.

One of the most common forms of communication is verbal communication, which is defined as the use of words to exchange information. Effective verbal communication requires the ability to listen, ask questions, and voice opinions and ideas. It is an essential skill for interacting in a professional, social, or personal setting. Poor verbal communication can lead to misunderstandings, frustration, and even conflict (Halberstadt, 2019).

Nonverbal communication is also an important form of communication that is often overlooked. It includes body language, gestures, facial expressions, and eye contact, and can help to convey meaning and emotion beyond words. In some cases, nonverbal communication can be more powerful than verbal communication (Dymond, 2007).

Written communication is another important form of communication that is becoming increasingly important in today's digital world. Written communication involves the use of written language to convey a message. It is used in many different forms, such as emails, letters, and memos. Effective written communication requires the ability to write clearly and concisely, use correct grammar and punctuation, and communicate effectively through words (Dubinsky, 2002).

The importance of communication skills cannot be overstated. They are essential for successful interactions and relationships in both personal and professional settings. To effectively communicate, one must be able to listen, ask questions, and understand the needs and wants of others. Good communication is the key to success in any endeavor.

2.4 Community Service Learning and English Communication Skill

CSL has been increasingly recognised in recent decades as an important educational strategy for promoting the acquisition of English language and communication skills. CSL activities provide students with a hands-on learning experience in which they can apply the skills they have acquired in the classroom to real-world settings. Through CSL, students have the opportunity to develop their English language and communication skills, both verbally and in written form, while also providing a valuable service to their community (Askildson, 2013).

Studies have found that CSL can be an effective tool for helping English language learners to develop their English communication skills. Research has shown that CSL can help to increase learners' confidence in using English and can improve their ability to communicate effectively in English (Bhounsule, 2020). In one study, college students who participated in CSL activities reported improved English communication skills, including increased confidence in speaking and writing, increased knowledge of English grammar and vocabulary, and improved ability to communicate in English in different contexts (Dubinsky, 2002).

In addition to the direct benefits of CSL for English language learners, CSL can also promote the acquisition of other skills and knowledge. Through CSL activities, students can gain an understanding of the social, cultural and political contexts in which they live, which can help them to become more aware of the world around them. They can also learn about the diverse perspectives of their community and develop an appreciation for the different cultures and values that exist in their environment (Gillis, 2010).

In conclusion, CSL can be an effective tool for helping English language learners to develop their English communication skills. Through CSL activities, students can gain a better understanding of their community and the world around them while also improving their English language proficiency. CSL can provide a valuable learning experience which can help students to grow and develop both academically and socially.

2.5 Technical Students' English Communication Skills

Technical students face a unique set of challenges when it comes to developing their English communication skills. Much of their course material and instruction is delivered in their native language, leaving them with less opportunity to hone their command of English (Johnson, 2008). Furthermore, in many technical fields, the language of instruction is not the same as the language of instruction in other areas. This can create a barrier for technical students attempting to express themselves effectively in English (Lasley, 2017).

In a review of the literature, there are several studies that have explored the communication skills of technical students. A study by McEachern (2001) examined the English communication skills of computer engineering students. They found that the students had difficulty expressing their ideas in English and struggled with the grammar and vocabulary needed to communicate effectively. The study concluded that students need more guidance and instruction in English communication skills in order to succeed in their technical studies.

A study by Plumblee (2012) examined the English language skills of engineering students at an Iranian university. They found that the students lacked the ability to effectively communicate their ideas in English, as well as the knowledge of the language needed to read and understand their course material. The study concluded that the student's lack of English communication skills was impeding their success in their technical studies.

Finally, a study by Sapp et al (2012) looked at the English communication skills of engineering students in China. They found that the students had difficulty expressing themselves in English and struggled to understand English-language course material. The study concluded that the students needed more instruction in English communication skills in order to improve their technical studies.

Overall, these studies show that technical students face a unique set of challenges when it comes to developing their English communication skills. Without proper guidance and instruction, these students may struggle to succeed in their technical studies. Therefore, it is important for teachers and educators to provide adequate support and instruction in English communication skills to ensure the success of their technical students.

2.6 Challenges of Implementing Community Service Learning

Despite the potential benefits of CSL, there are numerous challenges associated with implementing CSL programs. This paper will provide an overview of the challenges associated with implementing CSL programs, with a particular focus on the lack of resources, insufficient staff, and inadequate assessment and evaluation.

One of the biggest challenges of implementing CSL programs is the lack of resources (Wade, 1997). This includes financial, human and material resources needed to develop and manage a program. For example, schools may not have the money to hire additional staff to manage and evaluate CSL programs or the necessary materials and equipment to ensure the safety and efficacy of the program. Additionally, if the school does not have sufficient resources or staff to provide support and guidance to students, the program may lack coherence and structure (Youngblood, 2013).

Another challenge associated with implementing CSL programs is the lack of sufficient staff. In order for CSL programs to be successful, staff need to be available to provide support and guidance to students and to ensure the program is running smoothly. Additionally, staff need to be trained in order to understand the goals and objectives of the program and to better understand the needs of the students. Without sufficient staff, CSL programs may not be able to reach their full potential (Warner, 2020).

Finally, inadequate assessment and evaluation is a significant challenge for CSL programs (Tsang, 2001). Many schools do not have the resources or personnel to effectively assess and evaluate the program or measure the impact of the program on the students. Without proper assessment and evaluation, it is difficult to determine whether the program is meeting its objectives or having a positive impact on the students. Additionally, it is difficult to ensure that the program is running effectively and efficiently (Salimbene, 2005).

In conclusion, implementing CSL programs can be challenging due to the lack of resources, insufficient staff, and inadequate assessment and evaluation. In order to ensure the success of CSL programs, schools must have the necessary resources and personnel to support the program and must ensure that the program is adequately assessed and evaluated. With the right resources and guidance, CSL programs can be successful and can have a positive impact on students' lives.

3. Methodology

3.1 Research Design

This research used a qualitative case study design. This approach gave a better understanding of the role of community service learning in improving the technical students' English communication skills at the IUH. The study involved semi-structured interviews, questionnaires as well as observations of students.

3.2 Population size

The study population is the set of all individuals or items in which data is collected and analyzed (Cresswell, 2003). The population of this study consists of students and English language teachers of the IUH who are currently engaged in teaching and learning processes of the English language. The participants in this study are those who have had some form of experience

and had taken part in a community service project in 10 weeks by visiting and organizing some English learning classes at Go Vap Youth Nurturing and Vocational Training Center in Ho Chi Minh City, Viet Nam.

3.3 Sample Size and Sampling Technique

The sample size for this study was 396 Technical students consisting of both males and females from IUH and 24 English teachers who are responsible for General English courses at IUH. The sampling technique used in this study is a purposive sampling technique. This technique includes choosing a sample of respondents who are able to provide detailed information on the research topic. The participants in this study are those who have had some form of experience and had taken part in a community service project in 10 weeks by visiting and organizing some English learning classes at Go Vap Youth nurturing and vocational training center in Ho Chi Minh City, Viet Nam.

3.4 Research Instruments

Data was collected through questionnaires, observation and interviews. The semi-structured interviews were conducted with a sample of students and English teachers with experience in community service learning. The purpose of the interviews is to uncover the students' perceptions of the impact of community service learning on their English communication skills. The interviews explored issues such as the students' motivation for participating in service learning, how service learning has helped them to improve their English communication skills, and what challenges they have faced. Observations of students participating in service learning activities were also conducted. The observations focused on the activities the students are engaged in and how they interact with each other and with the community members they are serving.

3.5 Data Analysis and Presentation

The data collected from the questionnaires and interviews were analyzed using descriptive and inferential statistical methods. Also, the Statistical Package for Social Sciences (SPSS) was used as a method to examine data. The responses to the questionnaires and interviews were coded and then input into the computer for analysis. The collected information was presented in the form of percentages, frequencies and tables in order to draw conclusions and make recommendations based on the research objectives.

4. Results and Discussion

4.1. Teachers' survey

Table 1: Teachers' Views on the Frequency of CSL Application in Teaching English

Integration (300)	Frequency(f)	Percentage (%)
Often	5	20.83
Sometimes	10	41.67
Rarely	8	33.33

Never	1	4.17
Total	24	100.00

Table 1 provides a breakdown of the frequency of CSL application in teaching English as viewed by teachers. According to the table, 5 teachers (20.83%) often apply CSL to teach English, 10 (41.67%) sometimes apply CSL, 8 (33.33%) rarely do, and 1 (4.17%) never does. The total number of teachers surveyed was 24.

CSL is an effective and popular method for teaching English in a more engaging and immersive manner. It involves integrating content-based learning and language teaching. By combining real-life contexts and language learning, students can learn English in a more meaningful way. The results of this survey indicate that CSL is often applied in teaching English, but not as often as it could be. Thus, it could be beneficial for teachers to consider using CSL more often and for administrators to provide more support for CSL applications.

Table 2: Teachers' views on the contribution of Community Service Learning in improving Technical Students' English Communication Skills

Statements	N	Mean	Std. Deviation
CSL Provides opportunities for students to practice speaking in English in real-life situations.	24	4.14	.55
CSL builds students' confidence in their English speaking skills.	24	4.19	.53
CSL helps students develop their problem-solving and critical thinking skills.	24	4.35	.57
CSL allows students to apply their English knowledge in a practical way.	24	4.24	.60
CSL teaches students how to use English in a professional context	24	4.72	.71
CSL helps students develop their listening and pronunciation skills.	24	4.16	.53

CSL offers students a chance to practice conversational English	24	4.37	.66
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This table shows the results from a survey given to teachers about the contribution of community service learning (CSL) in improving technical students' English communication skills. The survey asked the teachers to rate their level of agreement with seven different statements about CSL. The responses were rated on a scale of 1-5, with 1 being "strongly disagree" and 5 being "strongly agree". The table shows the number of responses (N), the mean of all the responses, and the standard deviation. The results show that the teachers had a generally positive view of CSL, with the highest mean score being 4.72 for the statement "CSL teaches students how to use English in a professional context". The standard deviation shows that the responses to this statement had the least amount of variation, indicating that the teachers had a strong agreement with this statement. All of the statements had a mean rating of 4 or higher. In general, the results of this survey suggest that CSL can be an effective way to help technical students improve their English communication skills.

Table 3: Challenges Faced by Teachers in Implementing Community Service Learning in Teaching English

Statements	N	Mean	Std. Deviation
Limited resources.	24	4.37	.51
Lack of knowledge.	24	4.10	.53
Time constraints	24	4.62	.57
Limited student resources.	24	4.32	.62
Inadequate assessment	24	3.99	.71
Unclear objectives	24	3.87	.53
Difficulties in collaboration	24	4.11	.64

Table 3 provides data on the challenges associated with implementing community service learning in teaching English. It includes seven statements and the responses of 24 participants. The responses range from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean and standard deviation are provided for each statement.

The data shows that the most challenging issue was time constraints, with a mean of 4.62, indicating that participants generally agreed that this was a challenge. The least challenging issue was inadequate assessment, with a mean of 3.99, indicating that participants generally disagreed that this was a challenge. The other issues, such as limited resources, lack of knowledge, limited student resources, unclear objectives, and difficulties in collaboration, were all generally agreed to be challenges, but to a lesser extent than time constraints.

Overall, this data suggests that the greatest challenge to implementing community service learning in teaching English is time constraints. Educators should consider this factor when designing their programs and look for ways to make the most effective use of the time available. Additionally, they should be aware of the other challenges, such as limited resources, lack of knowledge, limited student resources, unclear objectives, and difficulties in collaboration, and be prepared to address them in order to ensure the success of their programs.

Table 4: Strategies of Effective Implementation of Community Service Learning in Teaching English

Statements	N	Mean	Std. Deviation
Establish clear expectations for students on the CSL outcome.	24	4.30	.51
Identify appropriate community partners.	24	4.29	.58
Design course content	24	4.13	.53
Develop meaningful assessments of the service learning activities.	24	4.21	.62
Foster collaboration and communication: among the students	24	4.87	.75
Provide support: to students	24	4.22	.50
Celebrate the successes of the students	24	3.89	.61

Table 4 shows the strategies for effective implementation of Community Service Learning (CSL) in teaching English. It shows the number of respondents (N), the mean, and the standard deviation for each statement.

The first statement, "Establish clear expectations to students on the CSL outcome," has a mean of 4.30 and a standard deviation of .51, indicating that respondents generally agreed that this was an effective strategy. The second statement, "Identify appropriate community partners," has a mean of 4.29 and a standard deviation of .58, indicating again that respondents generally agreed that this was an effective strategy. The third statement, "Design course content," had a mean of 4.13 and a standard deviation of .53, indicating that respondents generally agreed that this was an effective strategy but not as strongly as the first two statements. The fourth statement, "Develop meaningful assessments of the service learning activities," had a mean of 4.21 and a standard deviation of .62, indicating that respondents generally agreed that this was an effective strategy. The fifth statement, "Foster collaboration and communication among the students," had a mean of 4.87 and a standard deviation of .75, indicating that respondents strongly agreed that this was an effective strategy. The final statement, "Celebrate the successes of the students,"

had a mean of 3.89 and a standard deviation of .61, indicating that respondents generally agreed that this was an effective strategy, but not as strongly as the other statements.

Overall, this table suggests that respondents generally agreed that all of the strategies for effective implementation of Community Service Learning in teaching English were effective. The most strongly agreed upon strategies were "Establish clear expectations to students on the CSL outcome," "Identify appropriate community partners," and "Foster collaboration and communication among the students."

4.2. Students' survey

Table 5: Student's views on the contribution of Community Service Learning in improving their English Communication Skills

Statements	N	Mean	Std. Deviation
CSL has helped me to develop confidence.	396	4.89	.54
CSL has enhanced my listening skills.	396	4.12	.57
CSL has facilitated me to Practice conversation	396	3.60	.51
CSL has enhanced my writing skills.	396	4.36	.63
CSL has Improved my pronunciation	396	4.42	.77
CSL has enhanced my critical thinking skills	396	4.61	.56
CSL has enabled me to practice public speaking	396	4.20	.62

This table shows the results of a survey of 396 students regarding their views on the contribution of Community Service Learning (CSL) in improving their English communication skills. The results indicate that the students generally had positive views on the contribution of CSL in helping them to improve their English communication skills. The standard deviation scores range from 0.51-0.77, suggesting that the students had a high level of agreement on the contribution of CSL towards improving their English Communication Skills. In particular, the students reported that CSL had helped them to develop confidence (mean = 4.89) and enhanced their critical thinking skills (mean = 4.61). They also reported that CSL had improved their listening skills (mean = 4.12), writing skills (mean = 4.36), pronunciation (mean = 4.42), and public speaking skills (mean = 4.20). Overall, this table suggests that CSL has been effective in helping students to improve their English communication skills.

Table 6: Challenges Faced by students during Community Service Learning

Statements	N	Mean	Std. Deviation
I find difficulty Applying Academic Knowledge to the community.	396	4.22	.57
I find it difficult trying to communicate effectively with people who may not speak English well.	396	3.12	.51
I find it difficult trying to understand cultural differences and expectations of the community	396	3.77	.53
Feeling uncomfortable in a new environment.	396	4.12	.65
Struggling to find the right words to express my thoughts and feelings in English	396	4.37	.70
I feel discouraged if I make mistakes or am unable to communicate successfully with my peers	396	4.28	.65
Feeling pressure to perform well in the community service setting	396	4.33	.64

This table shows the challenges faced by students during CSL, as reported by 396 respondents. The table lists 6 statements related to challenges faced and the N, Mean, and Standard Deviation for each statement. The results show that the most difficult challenges reported by the respondents were applying academic knowledge to the community (Mean = 4.22) and expressing their thoughts and feelings in English (Mean = 4.37). The respondents also reported feeling uncomfortable in a new environment (Mean = 4.12), feeling discouraged if they make mistakes (Mean = 4.28), and feeling pressure to perform well in the community service setting (Mean = 4.33). The least difficult challenge reported by the respondents was trying to communicate effectively with people who may not speak English well (Mean = 3.12). These results suggest that students find it challenging to apply what they have learned in the classroom to real-world situations, as well as to understand and navigate cultural differences. Overall, this table shows that the respondents found all of the challenges to be somewhat difficult, with the most difficult challenge being struggling to find the right words to express thoughts and feelings in English.

4.3 Students Excerpts

Benefits of English Communication Skills: It was evident from the majority of the student's responses that English language communication skills had several advantages. One of the participants stated:

"Having good English communication skills is essential because it allows you to effectively communicate with people from different backgrounds. Additionally, it also helps you to make a good impression in presentations, as well as to express yourself better in written documents. Finally, it is also beneficial in daily life, as you can use it to better understand and share information with others."

Benefits of Community Service Learning: It was evident from the majority of the student's responses that the use of community service learning in language teaching had numerous advantages. One of the participants stated:

"Community service learning was a great experience for me and my classmates. We learned a great deal about working together, problem solving, and even how to better communicate in the language we were learning. It was a great way to apply what we were learning in the classroom to real-world situations. We gained a better understanding of the language, culture, and community while also gaining valuable skills that we can use in the future."

Another learner claimed:

"I think that it really helps the students to learn better because they are actively participating in their learning. They are not just passively sitting in the classroom listening to a teacher. They are out in the community interacting with people and engaging in activities that help them learn the language."

Also, another student commented:

"I think that service learning is a great way to learn a language because it gives us the opportunity to apply it in a real-world setting. We can learn the language while also helping others in the process. It's a win-win situation."

Finally, another student said:

"I think that service learning is a great way to learn a language because it helps the students develop language skills in an authentic context, which is much more meaningful than simply memorizing words and phrases."

Challenges for Integration of Community service learning in the Teaching of English: It was evident from the majority of the students' responses that the use of CSL in language teaching was faced with several challenges. One of the participants stated:

"Integrating CSL into language classes can be challenging. It's difficult to find a service opportunity that is also appropriate for our language learning objectives. It's also challenging to keep students engaged and motivated in the service activity."

Another participant expressed her concern about the difficulty of finding a service opportunity that is appropriate for language learning objectives:

“It’s hard to find an activity that is both beneficial to the community and aligns with the language learning objectives. Sometimes it’s difficult to find a service opportunity that is appropriate for the student’s language level.”

Furthermore, a few participants highlighted the challenge of providing sufficient support for students to integrate CSL successfully in their language classes:

“The teacher needs to have a good understanding of the community in which they are working and the service organization they are partnering with. The teacher also needs to be able to provide the necessary guidance and resources to help the students succeed.”

5. Discussion

This study suggests that community service learning is an effective way to help technical students improve their English communication skills. This is in line with Oakes et al. (2011) studies that have shown that service learning is an effective way to promote language development in students. Additionally, this study found that community service learning had a positive impact on the student's language acquisition, with the majority of the students reporting an increase in their English communication skills.

Matthews et al. (1999) studies have also suggested that community service learning can be an effective way to help students develop their English communication skills. However, this study found that community service learning was more effective when it was used in combination with classroom instruction. This suggests that a more comprehensive approach to teaching language skills may be more effective than simply relying on one teaching method. Additionally, this study found that students who participated in community service learning activities had significantly higher language scores on communication tests than those who did not engage in such activities. This suggests that community service learning activities may provide an effective supplement to traditional classroom instruction.

The results of this survey also suggested that there were several Challenges in Implementing Community Service Learning in teaching English. The findings of this survey are in line with the findings of Keshwani's (2017) studies that have looked at the challenges of implementing community service learning in teaching English. In particular, the survey found that the most common challenge faced by teachers was a lack of resources, with most citing a lack of materials and funding. Other challenges included time constraints, a lack of student interest, and a lack of support from school administrators.

The findings of this study are consistent with Halberstadt's (2019) research that has shown there are several challenges associated with implementing community service learning in teaching English. These challenges include a lack of established guidelines for instructor training, a lack of resources to support the implementation of service learning activities, and a lack of clarity about the roles and responsibilities of teachers and students. Additionally, the study revealed that the implementation of service learning activities could be hindered by a lack of student motivation and low levels of engagement. Furthermore, the study found that cultural differences between the instructor and the student can create additional challenges. Overall, these findings suggest that implementing community service learning in teaching English is not without its challenges and that instructors need to be aware of these potential issues and be equipped to address them.

This study also found that the most effective strategies for implementing community service learning in teaching English included the use of the real-world application, integration of language, culture, and content, and the use of critical thinking and problem-solving activities. These strategies are in line with Dymond's (2007) research in the field, which has shown that meaningful and authentic learning experiences can be enhanced through community service learning. In addition, this study found that the use of collaboration, reflection, and meaningful assessment all contributed to the effective implementation of community service learning in teaching English. Furthermore, the results showed that teachers should be aware of the potential for power dynamics between students and community organizations and should take steps to ensure that the learning experience is equitable for all involved. Overall, this study provides valuable insight into effective strategies for implementing community service learning in teaching English.

6. Conclusion

The study conducted at the IUH has concluded that community service learning has a major role in improving technical students' English communication skills. Through this study, it has been established that when students are exposed to real-world applications of their language skills, their English proficiency is significantly enhanced. This is due to the fact that students are required to learn to apply what they have learnt in class to real-life situations. Furthermore, the increased exposure to different cultural contexts and perspectives has enabled them to become more confident and comfortable in their communication.

The study has shown that CSL can play a significant role in improving the English communication skills of technical students at the IUH. Through the application of CSL, technical students have been able to develop confidence, enhance their listening and writing skills, improve their pronunciation, and enhance their critical thinking skills, public speaking, soft skills, group work skills, and problem solving skills. Moreover, CSL has enabled students to develop a better understanding of their local community and the issues faced by it. It has also enabled them to gain a better appreciation for the importance of civic engagement. Overall, the study has demonstrated that CSL is a valuable tool for developing and improving the English communication skills of technical students.

The findings of this study have implications for educators, administrators and policymakers involved in technical education. It reinforces the importance of providing students with opportunities to gain real-world experience and practice their language skills. Community service learning has been found to be an effective tool to facilitate language learning, as it provides a platform for students to gain knowledge and develop skills in a meaningful and contextualized manner.

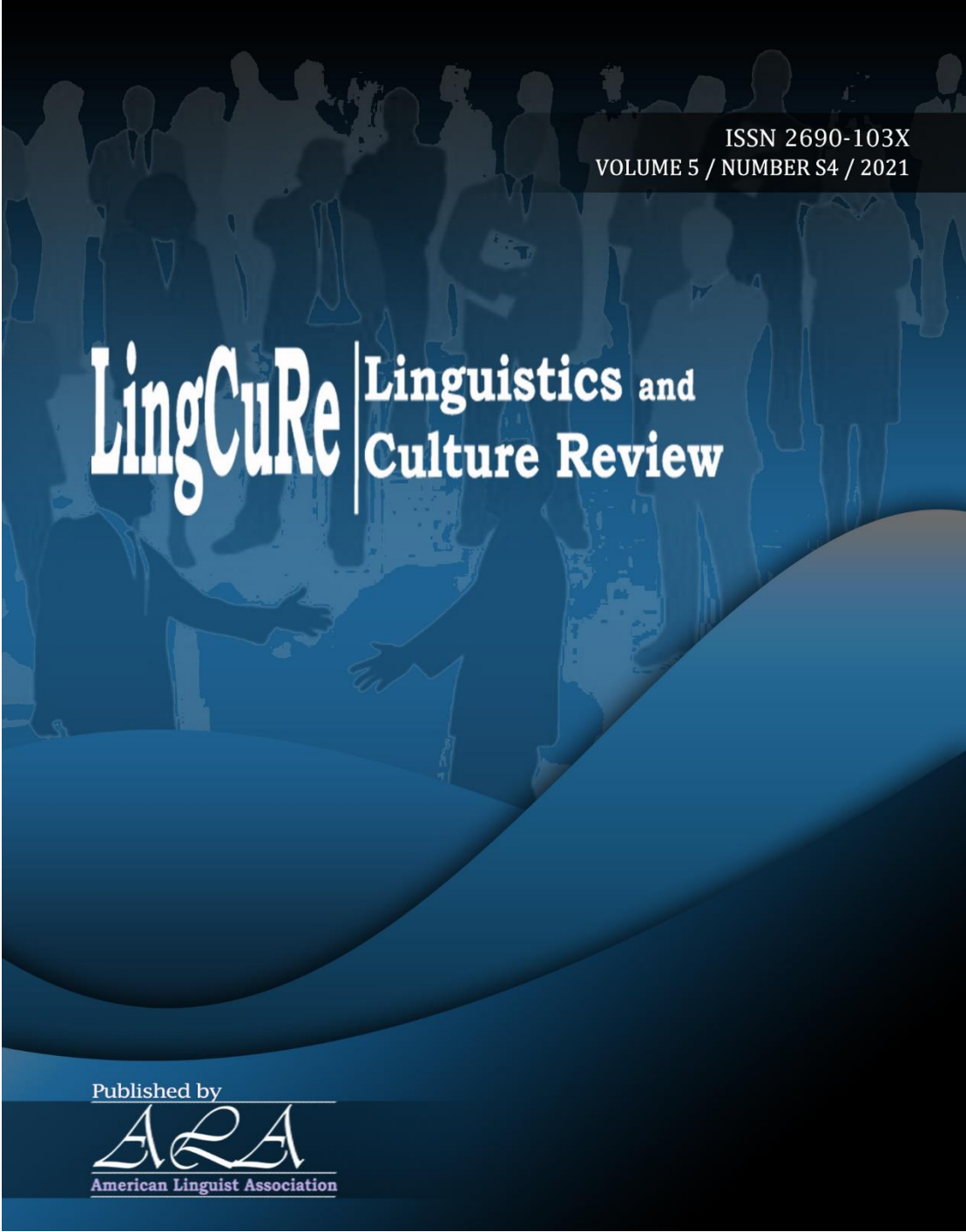
6.1 Recommendations

The findings of this study suggest that CSL should be an important component of Technical Students' English language learning. The study shows that CSL activities are effective in developing students' English communication skills and can significantly improve their overall performance. This study provides strong evidence that CSL is an important tool for improving Technical Students' English communication skills and should be incorporated into language teaching programs at Industrial University of Ho Chi Minh City.

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Improving Speaking Skill for Technical Students at IUH Through Experiential Activities

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Abstract---Nowadays, English is one of the most important languages in Vietnam, so students at all levels in Vietnam have been studying English as a compulsory subject with special attention to speaking skills to communicate and work in the integration world. However, speaking skill is still strongly not successful with students, especially technical students at universities. Therefore, this small-scale research aims to investigate the difficulties which technical students at IUH usually faced when practicing the skill, and the efficiency of experiential activities in improving learners' speaking skills. This research used quasi-experimental method. The sample of the research is 120 technical students in 4 English classes in the second semester of the school year. After distributing a questionnaire to 120 technical students at IUH, the findings indicated that speaking skill is essentially evaluated by most of the students, although they still have some difficulties when practicing. It was also evident that students were interested in experiential activities which were applied to improve students' skills, such as watching films and telling opinions, role play, communicate in group work, and so on. These activities not only enhance students' positive motivation in studying English and speaking skills but also improve their communicative skills.

Keywords---communicative skills, experiential activities, expressing opinion, speaking skill, technical students.

Introduction

Nowadays, English is one of the most important languages for most nations all over the world to exchange global information and knowledge together. Therefore,

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English plays an important role in the current world context. Many countries in the world especially Vietnam and developing countries are always trying to acknowledge the English language the most. To reach this goal, education is the most vital field to help Vietnamese citizens use English as the most popular foreign language as well as explore, learn almost everything in the world, especially spread Vietnam worldwide. That is the reason why students at all levels in Vietnam have been studying English as a compulsory subject. Especially, all colleges and universities, students are required to learn English during their studies and have to get the English certificate as an outcome base before graduating. When studying languages, students have to practice all skills such as listening, speaking, reading, and writing, and studying English is not an exception (Yusof et al., 2020). One of the final targets of language learners is communication ability, so speaking skill is the most important skill for learners, because of the usefulness to express our mind and idea (Hamer, 2001). We all know that speaking skill is not only the first but also the most important skill to conquer a language. By improving speaking skills, the other skills are easier to develop; for example, when we can speak any language fluently, we can listen and understand what people say better and it means that we have enough vocabulary to get and transfer information with others. It is obvious that, speaking skill is the cradle for the success of conquering foreign languages (Mokhtar et al., 2011; Christen et al., 2008).

In the IUH curriculum, English subject plays an essential role in teaching and learning, so IUH students have to learn English during the time at the university, and in order to graduate, engineering students also have to get an international degree, for instance, IELTS or TOEIC certificate, as an outcome condition. Although they are aware of the importance of English, learning English for a long time from secondary school to university, they cannot use English well in studying, real-life, and looking for a good job in the future. The fact that they learn the language by the passive methods, instead of focusing on speaking skills, they try to study grammar and vocabulary to pass the grammar exam. Besides that, Vietnamese students also lack the environment to practice English and they do not have good opportunities to familiarize themselves with speaking skills, so it is also difficult for students to practice and improve their speaking skills. Lastly, teachers' methodologies in teaching and classroom activities also affect deeply students' motivation in practicing the skill. For these reasons, we are trying to conduct the research to examine the factors that affect IUH technical students' speaking ability and then recommend some useful experiential learning activities to develop students' speaking skills (Brackenreg, 2004; Lam et al., 2018).

Literature review

Experiential learning theory

Many teachers have discovered that the interests of students in this present generation have really changed. Also, many education systems have made numerous changes making the curriculum developers implement new techniques and methodologies in creating the program. This could be attributed to the shift from lecturer-centered to learner-centered approach. This technique has led to the development of a powerful reading environment as it facilitates knowledge

construction and discovery. Experiential learning theory mostly concentrates on the importance of experience in the human learning process (de Guzman & Choi, 2013; Young & Norgard, 2006).

The theory of experiential learning proposed by David Kolb was an inheritance and development from the theory of learning that was related to the experience of famous Psychologists and Educators, such as John Dewey (1859-1952), Kurt Lewin (1890-1947), Jean Piaget (1896-1980) and many other scientific researchers. These useful research works were vital foundation for David Kolb to build up his four stages experiential learning theory which was applied at developed countries in the world. Up to now, the theory has become modern educational philosophy with most of the countries to improve their education quality and develop students' competence and performance to meet job requirements and social demand in the modern life. According to the Kolb's theory "learning is a process in which knowledge is created through transformation learners' experience" (Kolb, 1984). During the process, learners take part in their active studying steps and activities, so that "knowledge is created by combinations of grasping and transforming the experience".

Generally, experiential learning encompasses any learning process that focuses on the application of student's knowledge to real-world situations and whereby the teacher acts as a facilitator and director of the learning process. Experiential learning can occur in classrooms or laboratories with the inclusion of activities like art projects and experiments (Wurdinger & Carlson, 2010). Experiential learning incorporates phenomenon observation and acting purposively with it through active participation. It focuses on a learning process where the student directly gets involved with the substance being studied rather than just hearing or writing their teachers' words. Although many researchers have come up with different definitions of experiential learning, there is no specific agreed definition. Generally, it is assumed that experiential learning is based on the notion that students should be given a key role in the learning process and that self-discovery is the best learning process (Lysiuchenko et al., 2021; Markova et al., 2021).

Experiential learning is a process of learning on doing. That is, an individual is given the first priority in the learning process. According to Ambrose (2010), "The learner is exposed to the real situation that is being studied". This is different from the learning process where the student only reads about or talks about the reality but at no point do they meet with the reality in the process of learning. In his research, Kolb concluded six special key points of experiential learning:

- The best learning should focus on the process, not the result.
- Learning is a continuous process based on experience.
- Learning requires a solution of conflicts between theoretical model with real life.
- Learning is a comprehensive process of adapting knowledge and experience to real life.
- Learning is the connection between learners and social environment.
- Learning is a process of creating knowledge which is the result of the transformation between social knowledge and personal knowledge (Kolb, 1984).

In line with the works of [Boud et al. \(1993\)](#), experiential learning encompasses all activities that involve not only the left brain but also the right brain. This depicts that experiential learning is more of constructive learning in which the learners actively participate in constructing their own language and not only observing the teacher's demonstrative behavior. Since experiential learning makes students understand what they are learning, this makes them have a higher retention capacity of the content. It is evident from most research conducted that experiential learning highly motivates students. In this paper, the researcher supports the application of such learning techniques which may incorporate: Picture description, Discussions, Brainstorming, Experiments, Making presentation, storytelling, Games, etc. The common model that illustrates experiential learning ([Kolb, 1984](#)). In collaboration with Roger Fry, they came up with the experiential learning model that consisted of four elements ([Krismayani et al., 2020](#); [Aryani et al., 2016](#)).

Why applying experiential learning in language teaching and learning?

According to [Schank & Fano \(1995\)](#), experiential learning enables students to acquire skills by doing. According to him, one of the greatest benefits of experiential learning is that it motivates the students. It is evident from his works that students like to learn through engaging in real-world situations and at the same time get entertained while learning and participating in learning activities inside class. Learning through classroom experiences plays a significant role in improving the communication skills of learners ([Ariffin, 2021](#)). Language learning is also a process in which students should not just listen to their teachers' words, they need to practice using the language depending on their lexical resource, grammar, and their social knowledge about the topics. The best way to motivate students take part in useful activities to improve their communication skill is organizing variety of experiential activities instead of sitting quietly and listening to their teachers. Students will have chance to make decisions in studying and check the consequences. Their evaluation of the results will determine their future actions ([Tanwete & Kombinda, 2020](#); [Widana et al., 2020](#)).

Most of the learning institutions are faced with a major problem where learners are not capable of transferring and applying the knowledge acquired in class to the real-world environment. Based on this fact, [Hamer \(2001\)](#), recommends the application of experiential techniques as a way of encouraging learners to apply the acquired skills in the outside classroom environment. [Harmin \(1994\)](#), agreed with this idea. According to him, this goal could be achieved through the development of a classroom that promotes self-respect, self-management, and consciousness. For that reason, some useful activities as real simulation situations were applied in teaching, which was a constructive approach for students at IUH to practice and improve their speaking skill while studying English subject ([Lee et al., 2021](#); [James, 1996](#)).

Kolb's experiential learning cycle

In line with [Kolb \(1984\)](#), Experiential learning theory gives a model for the learning process and student development. It is known as "Experiential Learning" to depict the essence of experience in the process of learning. According to him,

learning is a process where knowledge is converted through experience. In his theory, he described a cylindrical model of learning comprising of four stages. In his learning cycle, he described how experience is translated through reflection into ideas that guide experimentation that is active and facilitates the selection of new experiences.

Kolb's four stages of learning

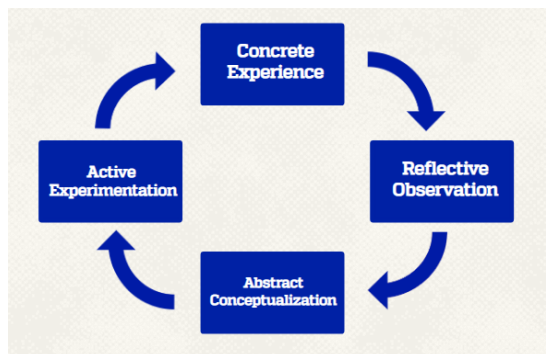


Figure 1. Kolb's Four Stages of Learning (Kolb, 1984)

Concrete experience

Concrete experience is the first stage in Kolb's learning process cycle. This can either be re-occurred experience that happened earlier or a completely new experience. In this stage, each learner engages in a task or an activity. Kolb alleged that involvement is very significant in any learning process. For purposes of obtaining a new skill, it is a must for learners to engage actively in a task and not just read or watch it in action (Tavil, 2010; Yee et al., 2015).

Reflective observation

Reflection of the task by the learner after engagement in the concrete experience is the next step. In this stage, learners gain an opportunity to ask questions and discuss the experience with colleagues. During this stage, communication is significant as it enables learners to discover any inconsistencies between experience and their understanding. Events that occurred can be reviewed by good vocabulary.

Abstract conceptualization

Making sense of the event is also crucial in the learning cycle. Learners attempt to make conclusions of the experience through a reflection of their previous skills and knowledge, using familiar ideas or discussing potential theories with colleagues. Through concept classification and conclusion formation with regard to the events that occurred, the learner makes a step from reflective observation to abstract conceptualization. This encompasses experience interpretation and comparing their present understanding with the interpretation.

Active experimentation

In this stage, testing is the area of focus. Learners re-participate in tasks with the aim of using their conclusions to new experiences. They are capable of making predictions, do task analysis, and make future plans for acquired knowledge. Through the allowance of learners to put their knowledge into practice and exhibiting its importance in their lives, it leads to future retention of the information.

Instructor's and student's roles in experiential learning

Implementation of experiential learning for the first time can be challenging. With regard to this, different teachers have their own views concerning. Some teachers claim that the application of experiential learning makes the teaching process to be complicated and others say that it denies them control over the class proceedings. However, experiential learning has proved to be beneficial to education because it engages conversations with learners about their experience and acquisition of new skills (Kolb & Yeganeh, 2012). According to Warren (1998), the role of teachers in an experiential classroom is dissimilar from that in the traditional classroom. The teachers act as a leader and guider in the experiential classroom. For the sake of empowering learners to acquire skills by themselves, the instructor must become an essential participant of the group. However, at a point where the learners have gained self-responsibility, teachers are less likely involved in the guiding process. After students are given the required skills, the teacher steps back and acts as a supporter or resource person.

Similarly, the works of Wurdinger & Carlson (2010), revealed that in experiential learning, the role of the instructor is to guide rather than direct students based on their learning interests. According to their works, instructors are supposed to accept a less-centric role and allow the students to dominate the learning process through experience. This can be achieved through the identification of experience that is relevant to the students by the instructor.

Some examples of experiential learning activities inside class

Experiential learning occurs in several varieties and encompasses a wide range of strategies that can be applied by instructors. Below are examples of how teachers can apply experiential learning in language teaching not only to motivate students in learning but also to get better their communication skill.

- Specific role plays
One regular activity is asking learners to participate in an imaginary role and play it, for example, being a doctor, a visitor to a new city, a manager, a customer in a restaurant or a coffee shop. In this manner, student emulates and perform tasks that are similar to what individuals who hold this position does (Gentry, 1990). Role play activities are obviously new approach in teaching speaking, because students will improve their ability of applying language knowledge in meaningful contexts and also help them more confident in studying. It seems that the activity was beloved by most of students during the research because they have chance to practice with

their classmates using handy daily structures for real situations which happen every day in their life. The role play teaching method is carried out according to the following process.

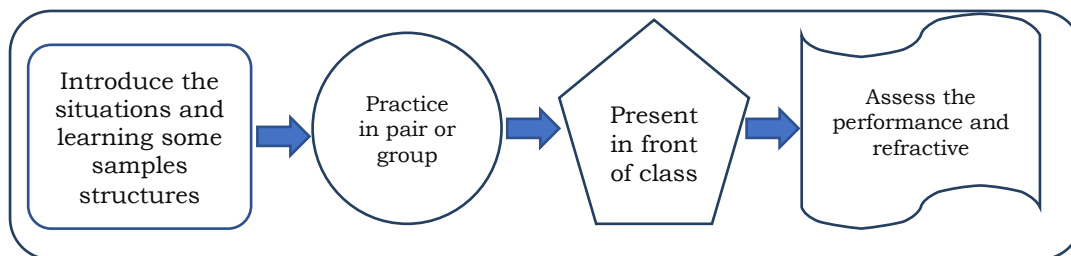


Figure 2. The process of role-play teaching in language teaching

- **Project work / Group work presentation**
This involves assigning of tasks to students in groups. This enhances the student to develop a norm of self-dependence and become more responsible learners. The activity was not only an active teaching but also a collaborative learning activity for students during investigating, researching, and solving the learning problems. Instead of teaching students what to do, the teacher helped them how to do in their group to practice speaking skill and develop many core skills, such as: collaborative skill, time management, critical thinking skill, problem solving, and group work skill. Based on learning out come and the content of the course, in the last semester, the researcher designed the task with related topics for students to prepare in their group, and then present in front of their class for example: environment, part time job, introduce a famous city or country etc. After every group presentation, the teacher and their classmates gave out advice for each member. The group work or project work teaching method is carried out according to the following process.

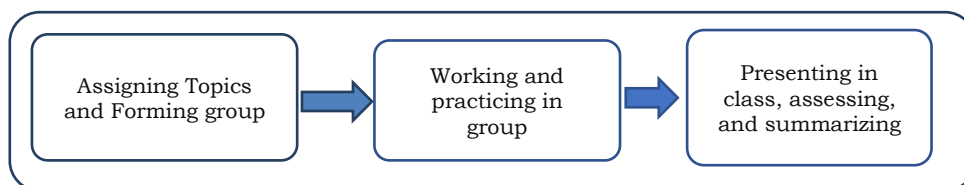


Figure 3. The process of organizing cooperative teaching (Tran, 2019)

- **Community-based research**
In this Experiential activity, teachers and students collaborate with the members of the society and local organizations and conduct research that satisfies the needs of members of the community. This enables the students to gain immediate experience during the process of research (Moore, 2010).
- **Story telling**
In this activity, the teacher gave popular topics, students worked in pair or in group to tell a story which they read. The story was limited to a certain period of time. However, students seemed to be difficult and not eager to join the activity because of many reasons, for example: lacking of vocabulary and confidence.

- Answering riddles / playing games
The experiential activity may be organized before learning to lead to new lesson or review old lessons, or after learning to consolidate what students are studying. One of the most difficulties is how to conduct the game and what content should be combined. Most students are eager to play games or compete in answering riddles. Although the game was small and simple, it activated the learning mind, stimulated alive learning, and effectively used language.

Criticism of experiential learning

Although experiential learning has a lot of benefits. Some scholars have strongly condemned the technique. For instance, [Abu-Assab \(2015\)](#) criticized Experiential Learning as a method of instruction for money and time. According to him, for the sake of creating a meaningful and differentiated lesson, instructors require time to create different elements. Additionally, experiential learning is a time-consuming process in the classroom. If the instructor wants to teach a complicated process, he must set aside enough time for the task. Failure to good planning could result in teachers being left behind in lessons. In addition, money can act as a barrier in this method because it will cost money for learners to be exposed to constant hands-on learning. Similarly, [Kayes \(2002\)](#) claims that experiential learning is condemned because it doesn't provide a clear description of the role of non-reflective experience in the process of learning. The theory is only good at explaining how learning occurs in individuals and not in larger social groups.

Related studies

[Williams \(1990\)](#) researched the consequences of the Kolb model of Experiential learning on the acquisition of knowledge and attitudes towards learning. The results of his study depicted that the model had a great impact on knowledge acquisition and it improved learner's attitudes towards learning. This shows that Experiential learning when applied appropriately can have positive results on student achievement. Similarly, [Groves et al. \(2013\)](#), conducted a study to examine whether the Experiential learning approach enables learners to obtain higher levels of skills that are necessary for successful reading. The findings depicted that the model had significant impacts. Also, the findings revealed that the approach enabled the learners to gain self-reliance skills that boosted their communication skills. [Stern et al. \(2014\)](#), looked at the effectiveness of the three elements of experiential teaching activities on learners. Kolb Experiential Learning model was applied as reference material. The author made use of classroom assessment to measure the results of the activities. The results indicated that lessons exhibited a significant impact on learners' knowledge gain.

Methodology

Research design

The research design employed in this paper was a combination of quantitative and qualitative research with the data collecting from the questionnaire for

students. The questionnaire for technical students consists of questions, which are used to get information about students' points of view about speaking, their speaking level, and the difficulties they face during the studying process.

Population

Creswell & Poth (2016), posits that a target population is made up of individuals or participants drawn from a general population with particular features of interest and significance to a study. They expound that when compared to the general population, the target population is more sophisticated in terms of having no attribute that invalidates a research assumption, setting, or objective. The study targeted technical students at IUH. The sample size involved 120 second - and third - year students at IUH.

Procedure and data analysis:

The data collection for this research was supported by 120 second - and third - year students at IUH. All of them majored in Electronic Engineering and Machinery Engineering, but English is just a compulsory subject at university. After all responses from students were collected, the researchers started to analyze the data by counting the options selected by students, then the statistics were converted into percentages. Moreover, a part of the data analysis was made by using descriptive statics which encompassed mean and standard deviation.

Findings and Discussions

This section displays findings which were gathered from the study.

Learners' views on the oral exam of English

Table 1
Descriptive analysis of attitude of students towards the English speaking

No	Items	N	Minimum	Maximum	Mean	Std. Deviation
1	Being nervous while speaking english due to fear of making mistakes in grammer or vocabulary.	120	1	5	2,91	1,17
2	Use of native language (Vietnamese) when given tasks to work in groups.	120	1	5	4,11	1,07
3	Inadequate information on the taks assigned.	120	1	5	3,55	1,24
4	Inaqequate grammar and vocabulary to handle the assigned tasks.	120	1	5	4,44	0,82
	Total	120	1	5	15,01	4,3

Based on the survey in Table 1, it was evident that the problems of technical students at IUH could be classified into four main categories:

- Learners felt uncomfortable while speaking in English because they were nervous to make mistakes in vocabulary or grammar in the process of speaking.
- When given tasks to work in groups, most of the time the learners used their native language to discuss. Most of the time they use Vietnamese to discuss with each other or give further descriptions of ideas which is hard to do so in English.
- Most of the time the learners felt that there was inadequate data on the topics they were to discuss even in their native language.
- Learners felt that limited language and verbal resources to give a solution of assigned tasks. In that situation, instructors should develop a friendly environment of cooperation so that learners don't get nervous in admitting their mistakes and take criticisms positively.

The mean scores in the above table ranged from ($M = 4.44$ to $M = 2.91$) respectively.

Students' opinions on the causes resulting to their mistakes in the process of English speaking

Table 2
Descriptive Analysis of Student's view of the causes of the error when talking in English

No	Items	N	Minimum	Maximum	Mean	Std. Deviation
1	Being afraid of the speaker/lecturer	120	1	5	4,12	1,08
2	Voice, phonetic, lectures' intonation and students	120	1	5	3,05	1,49
3	Lack of background knowledge, limited vocabulary	120	1	5	4,45	0,83
4	Speed of speaking is fast, slow, or pronounced incorrectly	120	1	5	3,02	1,31
5	Strange topics, or not yet learned	120	1	5	2,97	1,38
6	The level of concentration is not good	120	1	5	2,12	0,93
	Total	120	1	5	19,73	7,02

Table 2 above displays results for a descriptive analysis for Student's view of the causes of the mistake in the process of English speaking. Based on the data displayed in Table 2 above, there were numerous causes of errors including objective and subjective causes that hindered them to speak English effectively. Most of the learners reported that inadequate background knowledge and limited

vocabulary were the key reasons that lead to the struggle in expressing ideas. Different pronunciations and the usual speaking speed of foreign speakers and people of Vietnam also resulted in problems for learners to listen to questions and answer them. Also, unfamiliar topics to learners, inadequate vocabulary, and knowledge, greatly affected the required content in presentation, even though it was submitted to learners before their English oral test.

In line with the interview responses, most of the learners revealed that inadequate vocabulary and phonetics, natural intonation led to many problems for learners in the process of presentation of topics. A portion of the learners depicted that they faced difficulties in both sentence construction and in vocabularies that were needed for topics. Also, it was evident that learners borrowed the ex-student materials and tried to memorize them in one to two days to exam also they were unable to understand the content of the topics they were to present. More particularly, a large percentage of the learners stated that subjective reasons like inadequate background knowledge, inadequate vocabulary, and limited communication skills greatly affected the accuracy of answers. Similarly, objective factors including phonetics, voice, lecturer's intonation, and issues related to students themselves were considered as the elements that contributed to mistakes made by learners while doing English speaking exam. The mean scores in the above table ranged from (M = 4.45 to M = 2.12) respectively.

Effective activities found by the learners when partaking experiential learning in experimental group

Data from the survey was gathered and analyzed to determine the errors and the difficulties that the learners encountered in the process of learning and during their English oral test. Because English speaking skills that were more present in the syllabus included group work, role-plays, the researcher decided to do an experiment to determine the effectiveness and efficiency of English teaching activities. The table below displays some of the inside class activities that the students found effective while practicing experiential learning.

Table 3
Descriptive Analysis of the average rate of activities that learners feel effective when partaking experiential activities to improve speaking skill

No	Activities	N	Minimum	Maximum	Mean	Std. Deviation
1	Learners give their opinions on the topic assigned by the instructor/ answering questions	60	1	5	2,72	1,04
2	Making conversations using everyday situations	60	1	5	4,33	2,84
3	Picture/ beautiful places/ cities/ countries description	60	1	5	3,07	1,16
4	Group presentations on a topic	60	1	5	4,33	2,84

5	Role-play	60	1	5	4,48	0,86
6	Storytelling	60	1	5	3,02	1,49
7	Chained storytelling	60	1	5	3,02	1,31
8	Present or speaking individually	60	1	5	2,57	1,38
9	Debates	60	1	5	3,05	1,49
10	Answering riddles / playing games	60	1	5	4,12	1,08
11	Oral diary; oral weekly report	60	1	5	2,91	1,17

The findings on typical activities the learners felt effective when participating in experiential activities were directly linked to the activities they loved. Specifically, a large percentage of the learners loved role play activity most. Most of the learners (M= 4.48) selected working in groups to act different role to practice English and regarded them as the most effective. Also, during making presentation, most of the learners reported that this activity was very effective in their participation in English speaking (M=4.33). A large percentage of learners also revealed that making conversation as real situations in their life (M= 4.33) and answering riddles or playing games (M= 4.12) were crucial and useful in the process of learning English. Other activities that were not interested by the learners included storytelling, answering teachers' questions, and speaking individually. The explanations for the problems are lacking of vocabulary, grammar and general knowledge about the topics to express their ideas.

Students' speaking improvement after the semester depending on pre-test and post-test

The research also used quasi-experimental research. There were 120 technical students who were students in 4 English classes in the second semester of 2020-2021 school year became the sample of the research. They were separated into two experimental classes (Group 1) and two control classes (Group 2). They are consisted of 27 females and 93 males. The instrument of this research were free interview and experimental activities as presented in table 3. In pre-test, an English teacher was invited to interview the students to know their ability before applying activities in English class. The free interview was about the personal information and educational background. It consisted of 20 items.

After conducting pre-test, it is continued with teaching the students using active activities in classes for experimental class. In control class, the researcher also taught them with conventional method with the same material with experimental class. In post-test, the researcher observed and interviewed students to know the student's improvement in speaking. After analyzing the data using speaking rubric score, the students score classified in the following table:

Table 4
Students speaking Score Classification (from the rubric of English class)

No	Classification	Score
1	Excellent	8,5 -10

2	Very Good	7,5 -8
3	Good	5,5 -7
4	Fairly good	4,5 -5
5	Bad	3 - 4
6	Very Bad	0 - 2,5

After giving the post test, the researcher calculated the mean score, standard deviation, and the t-test score using manual formula for both experimental and control group. The result can be seen in the following table:

Table 5
Pre-test and post-test analyze

		Pre-test		Post-test	
		score Group	score Group	score Group	score Group
		1	1	2	2
N	Valid	60	60	60	60
	Missing	0	0	0	0
Mean		5,3317	7	5,7817	6,6583
Std. Error of					
Mean		0,10829	0,08814	0,09426	0,0819
Median		5,5	7	6	6,5
Mode		5.00	7	6	7
Std.					
Deviation		0,83878	0,68272	0,7301	0,63441
Variance		0,704	0,466	0,533	0,402
Range		3	3,5	3	3,5
Minimum		4	5,5	4	5
Maximum		7	8,5	7	8
Sum		319,9	420	346,9	399,5

In pre-test, the mean score of students in experimental group (Group 1) was 5,3317 with SD was 0,83878 and in control group (Group 2) was 5,7817 with SD was 0,7301. The numbers showed that two group was not very different. There is an improvement in post-test. The mean score of experimental class was 7 with SD 0,68272 and control class was 6,6583 with SD 0,63441. Therefore, we can say that students' speaking ability in experimental group improve after applying some experiential activities during the semester. In proving the hypothesis, the researcher also analyzed the data with t-test analyzing. The result of t-test in pre-test and post-test can be seen in the following table:

Table 6
The T-test of Pretest and Post-test

	N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pre-test score Group 1	60	5,3317	0,83878	0,10829	
Pre-test score Group 2	60	5,7817	0,7301	0,09426	0.287
Post-test score Group 1	60	7	0,68272	0,08814	0.000

Post-test score Group 2	60	6,6583	0,63441	0,0819
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According to testing criteria hypothesis, if the P-Value is higher than α (0.05), there is no significant difference score between two groups and if the P-Value is smaller than α (0.05), there is a significant difference score between two groups. In the table 6, we can conclude that in pre-test there is no significance different score between experimental and control group because the P-value (0.287) is higher than α (0.05) and in post-test there is a significance different score between experimental and control group because the P-value (0.000) is smaller than α (0.05). In other word, the use of experiential activities in teaching English for technical students at the university can improve their speaking ability.

Conclusion

The main aim of this study was to identify the errors that technical students at IUH usually encountered when learning to speak English and causes of the mistakes. Based on the findings of the study, the errors were a result of both subjective and objective causes. It was evident that key subjective causes that resulted in difficulties in English oral tests included inadequate background knowledge and poor listening and speaking English skills. Also, the study highlighted the strategies that the learners could put in place in practicing English speaking. The researcher suggested that some of the solutions that could be applied included an increase in vocabularies and learners should learn to identify pronunciation and built vocabulary. These suggestions help learners to improve their speaking skills and enhances their listening comprehension skills.

Recommendations

The study recommended that School administrators should come up with seminars that will teach instructors how to apply experiential learning to enhance English speaking skills and other methodologies in teaching English subjects. English instructors are also supposed to look at their current methods of teaching and if they are not effective, they need to incorporate experiential learning in their teaching.

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Tạp chí

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Teachers' and Students' Evaluation towards Online Teaching and Learning in English Speaking Class during Covid-19 Pandemic

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ABSTRACT

The sudden closure of higher education institutions during the COVID-19 pandemic last two years in Vietnam has caused learners to experience problems in learn-ing English, particularly speaking skills. Learning speaking skills is crucial because it is the main mode of communication worldwide. Most learning institutions across the world have adopted e-learning since the Covid-19 lockdown implementation. Teachers and students require more time to adapt to virtual learning since the majority of them are not well familiarized with the new technologies to be used in the online speaking classes. Hence, this paper investigates teachers' and learners' evaluation concerning with teaching and learning in online English Speaking Classes. The paper will also examine the challenges encountered by teachers and learners during online class. The study used a structured questionnaire cov-ering teachers' and learners' perceptions of online teaching - learning at two engineering technology universities in Ho Chi Minh City, Vietnam. The empirical data were collected by distributing questionnaire to 20 English teachers and 100 students. Data analysis was done by use of simple statistical tools like mean and percentages. The findings reveals that the quality of teaching and learning English speaking skills in online classes is not high due to the lack of interaction between teachers and students; Technology skills and online learning skills of students are still limited. Besides, the article makes some suggestions to improve the quality of teaching and learning English speaking skills in online classes based on the survey results.

Đánh Giá Của Giảng Viên Và Sinh Viên Về Dạy Và Học Trực Tuyến Kỹ Năng Nói Tiếng Anh Trong Giai Đoạn Dịch COVID-19

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THÔNG TIN BÀI BÁO

Ngày nhận bài:
Ngày hoàn thiện:
Ngày chấp nhận đăng:
Ngày đăng:

TỪ KHÓA

TÓM TẮT

Việc đột ngột đóng cửa các cơ sở giáo dục đại học trong đại dịch COVID-19 tại Việt Nam trong hai năm vừa qua đã khiến người học gặp khó khăn trong việc học tiếng Anh, đặc biệt là kỹ năng nói. Học tập và rèn luyện kỹ năng nói là rất quan trọng vì đó là phương thức giao tiếp chính trên toàn thế giới. Hầu hết các tổ chức giáo dục trên toàn thế giới đã áp dụng học trực tuyến trong giai

Học tập trực tuyến;
Giảng dạy trực tuyến;
Lớp học nói;
Cảm nhận;
Kỹ năng nói.

đoạn dịch bệnh Covid-19. Giảng viên (GV) và sinh viên (SV) cần nhiều thời gian hơn để thích nghi với việc học trực tuyến vì phần lớn họ chưa quen với các công nghệ mới được sử dụng trong các lớp học nói trực tuyến. Vì vậy, bài báo này tìm hiểu đánh giá của GV và SV những vấn đề liên quan tới dạy - học trực tuyến trong lớp học kỹ năng nói tiếng Anh. Bài báo cũng xem xét những thách thức mà GV và SV gặp phải trong lớp học trực tuyến. Nghiên cứu sử dụng bảng câu hỏi có cấu trúc bao gồm nhận thức của GV và SV về dạy học trực tuyến tại hai trường đại học công nghệ kỹ thuật tại Thành phố Hồ Chí Minh, Việt Nam. Dữ liệu nghiên cứu được thu thập bằng cách phát bảng câu hỏi cho 20 giáo viên tiếng Anh và 100 SV. Phân tích dữ liệu được thực hiện bằng cách sử dụng các công cụ thống kê như giá trị trung bình và tỷ lệ phần trăm. Kết quả nghiên cứu cho chất lượng dạy và học kỹ năng nói tiếng Anh trong các lớp học trực tuyến chưa cao là do thiếu sự tương tác giữa GV và SV; kỹ năng công nghệ và kỹ năng học tập trực tuyến của SV còn hạn chế. Bên cạnh đó, bài báo đưa ra một số đề xuất để nâng cao chất lượng dạy và học kỹ năng nói tiếng Anh trong các lớp học trực tuyến dựa trên kết quả khảo sát.

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1. Mở đầu

Sự bùng phát đột ngột của dịch bệnh Covid-19 đã gây ra nhiều đảo lộn trên toàn thế giới. Căn bệnh này đã ảnh hưởng trực tiếp đến cuộc sống con người ở nhiều nơi trên thế giới (Aboagye et al., 2020) [1]. Các hoạt động hàng ngày như đi du lịch đã tạm thời bị hủy bỏ để ngăn chặn sự lây lan của dịch bệnh. Hậu quả của Covid-19 đã khiến nhiều tổ chức phải đưa ra các quy tắc hoạt động mới. Nhiều quốc gia đã thực hiện các biện pháp hạn chế dẫn đến việc tạm đóng cửa tất cả các tổ chức giáo dục. Vì mục đích giảm sự lây lan của Covid-19, mọi hình thức học trực tiếp đã bị đình chỉ (Adedoyin & Soykan, 2020)[2]. Tình hình đã buộc các GV và nhà giáo dục từ các nơi khác nhau trên thế giới phải chuyển sang dạy và học trực tuyến. Hầu hết các tổ chức giáo dục đã đưa ra các biện pháp tốt nhất để giải quyết các thách thức liên quan đến các chế độ học tập trực tuyến. Tuy nhiên, hầu hết GV trên toàn cầu đều thiếu kỹ năng khi áp dụng e-learning trong giảng dạy. Alhumaid và cộng sự (2020)[3] cho rằng hầu hết SV có thái độ lo lắng đối với việc học trực tuyến, mặc dù họ ủng hộ thực tế rằng học trực tuyến là lựa chọn tốt nhất để học trong thời kỳ đại dịch. Trong trường hợp này, các nền tảng học tập như Zoom, Skype, Microsoft Teams và các nền tảng truyền thông xã hội như Facebook, Zalo và WhatsApp chủ yếu được sử dụng trong quá trình học trực tuyến. Al-Jumaili và cộng sự (2017) [5] và Katarina (2022)[4] cho rằng việc áp dụng các kỹ thuật học trực tuyến và áp dụng “nhiều hình thức giáo dục từ xa” của hầu hết các tổ chức giáo dục trên tất cả các châu lục đã đảm bảo quá trình học tập được tiếp tục trong thời kỳ đại dịch khi trường học đóng cửa.

Những người học tiếng Anh như một ngoại ngữ đã gặp nhiều khó khăn khác nhau trong việc học và cải thiện ngôn ngữ tiếng Anh do các cơ sở học tập đột ngột đóng cửa (Al-Jumaili, 2020) [5]. Điều này đã ảnh hưởng rất nhiều đến việc học ngôn ngữ, đặc biệt là kỹ năng nói. Theo Allam (2020)[6], quyết định loại bỏ hình thức học trực tiếp và đóng cửa trường học đã dẫn đến việc điều chỉnh trong điều kiện “bình thường mới”. Đó là một thách thức lớn đối với hầu hết những người học tiếng Anh đang cố gắng cải thiện khả năng nói của mình trong quá trình học trực tuyến. Kết quả nghiên cứu của Azam et al. (2019) [7] cho thấy mức độ lo lắng cao do sợ bị đánh giá, kỹ thuật giảng dạy của GV và văn hóa của người học là những yếu tố khiến người học tiếng Anh ngại sử dụng ngôn ngữ trong học tập và giao tiếp trực tuyến. Tương tự, Cakrawati (2017) [8] chỉ ra rằng những vấn đề chính cản trở khả năng nói của

người học bao gồm thiếu tự tin, vốn từ vựng không đủ, căng thẳng và thiếu động lực. Do đó, điều quan trọng là phải xác định các giải pháp khả thi để khắc phục những thách thức và cải thiện kỹ năng nói của người học. Nhiều nhà nghiên cứu đã đề xuất một số kỹ thuật như là giải pháp để khắc phục những vấn đề mà người học tiếng Anh gặp phải khi thực hành kỹ năng nói như áp dụng các phương tiện truyền thông xã hội như WhatsApp, Facebook, Skype, Zalo và nhiều nền tảng khác. Cần phải tìm hiểu nhận thức của người dạy và người học về việc áp dụng dạy học trực tuyến vào quá trình dạy và học các lớp học tiếng Anh, những thách thức mà họ gặp phải khi học trực tuyến và các biện pháp có thể áp dụng nhằm giảm bớt những thách thức và nâng cao hiệu quả đào tạo.

Bài báo này xem xét nhận thức về dạy và học và những thách thức GV và SV gặp phải trong quá trình dạy và học kỹ năng nói tiếng Anh trong giai đoạn đại dịch Covid-19. Các đề xuất của nâng cao chất lượng dạy và học kỹ năng nói tiếng Anh trong lớp học trực tuyến của giảng viên và sinh viên cũng được xác định trong nghiên cứu này.

2. Nội dung nghiên cứu

2.1. Học tập và giảng dạy trực tuyến

Học tập trực tuyến là quá trình ứng dụng công nghệ mới và internet để tham gia các khóa học thông qua các phần mềm, nền tảng học tập và giảng dạy giữa GV và SV, (Rice và Gregor, 2016) [9]. Học tập và giảng dạy trực tuyến giúp xóa bỏ khoảng cách giữa nhà trường và người học, tạo thuận lợi cho người học tiếp cận với khóa học, tiếp cận với GV và tài liệu học tập một cách nhanh chóng và dễ dàng và hiệu quả mà không cần đến lớp trực tiếp. Theo Kramer (2000) [10], cùng với sự phát triển không ngừng của công nghệ, sự phổ biến của internet, wifi; học tập trực tuyến cũng phát triển không ngừng, trở thành một hình thức học tập hiệu quả bên cạnh hình thức học tập trực tiếp truyền thống. Điều này có nghĩa là GV cần học tập không ngừng, điều chỉnh kỹ thuật giảng dạy của mình để có thể trang bị những kỹ năng tốt giúp họ tiếp cận nhanh nhẹn với nền giáo dục trong thế giới hiện tại.

Giảng dạy trực tuyến là việc sử dụng internet để phân phối, thực hiện và quản lý các khóa học thuận lợi hơn; bao gồm việc áp dụng công nghệ để lập kế hoạch, hướng dẫn và phân phối tài liệu học tập và khuyến khích sự tương tác hai chiều giữa GV và SV. Hầu hết các tổ chức giáo dục đã áp dụng các nền tảng học tập trực tuyến như Zoom, Microsoft Teams và Google Meet ... để tạo điều kiện thuận lợi cho việc triển khai học tập trực tuyến. Theo Chung (2020) [11], GV sử dụng công nghệ trong giảng dạy từ xa trong thời điểm đại dịch là điều khó tránh khỏi. Áp dụng hình thức học ảo trong các lớp học ngoại ngữ trước khi dịch Covid-19 bùng phát chủ yếu là để làm cho việc học thông thường trở nên hiệu quả. Tuy nhiên, việc áp dụng công nghệ trong các lớp học tiếng Anh đã trở thành bắt buộc trong thời kỳ đại dịch vì nó giúp hạn chế sự lây lan của dịch bệnh và đảm bảo tính liên tục của quá trình học tập trong thời kỳ đại dịch (Dizon, 2020) [12]. Theo Famularsih (2020) [13], quá trình đào tạo trực tuyến diễn ra khi GV và SV sử dụng internet và công nghệ để dạy và học, ứng dụng công nghệ và tối ưu hóa việc tích hợp công nghệ thông tin vào quá trình giảng dạy, học tập; nhằm tạo động lực cho SV, giảm bớt căng thẳng và đạt hiệu quả cao.

2.2. Những thách thức Sinh viên gặp phải khi học kỹ năng nói trong đại dịch covid-19

Theo Ghavifekr (2020) [14] sự thiếu tự tin của SV và việc giao tiếp qua các lớp học ảo đã khiến người học khó nói hoặc phát âm chưa chính xác như khi thực tập trực tiếp ở lớp học. SV gặp khó khăn trong việc thể hiện bản thân vì họ sợ phạm sai lầm. Ngoài ra, thiếu vốn từ vựng khiến SV khó diễn đạt ý kiến, quan điểm một cách hoàn hảo (Hernandez, 2021) [15]. Sự thiếu hụt kiến thức ngôn ngữ khiến SV lo lắng vì ngay cả khi người học có điều gì muốn nói, trao đổi, họ cũng ngần ngại vì sợ mắc lỗi ngữ pháp và bị các SV khác chê cười (Jasrial, 2020) [16]. So với học trực tiếp, học trực tuyến hạn chế tương tác giữa các SV với nhau, bởi vì tất cả SV không thể làm việc cùng nhau và ngồi cạnh những người khác để hiểu rõ hơn thông qua cử chỉ, nét mặt, điệu bộ.... Theo Kaur (2020) [17], tương tác không đầy đủ với bạn bè sẽ cản trở việc thực hành hiệu quả kỹ năng nói. Mặc dù GV nỗ lực rất nhiều trong các lớp học trực tuyến để đảm bảo họ thu hút sự chú ý của tất cả SV bằng cách lôi cuốn họ vào

các hoạt động thú vị, khuyến khích họ nói trong lớp, SV vẫn khó đạt được mục đích này vì không phải tất cả người học đều đã quen với học trực tuyến, và GV thậm chí cũng khó nhận được phản hồi từ những SV không tích cực trong quá trình học tập (Kaur, 2020) [17]. Trong nghiên cứu của mình, Layali (2020) [18] đã tổng kết rằng Covid-19 đã đặt người học vào tình huống họ có thể tự học ngôn ngữ, điều này khiến họ phải tích cực hơn trong học tập, tự nghiên cứu và vượt qua những khó khăn, thách thức trong quá trình tự học đó.

Theo nhà khoa học Lim (2021) [19] yếu tố tâm lý ảnh hưởng đến sự tham gia của SV trong quá trình học tiếng Anh. Một vấn đề lớn của học trực tuyến là quá trình tương tác GV và SV không nhanh và hiệu quả như trên lớp trực tiếp do khoảng cách quá xa, không gian mạng không ổn định (Manan, 2020) [20]. Vì vậy, cần có giải pháp cho quá trình SV tương tác hai chiều hiệu quả, nhanh chóng để đạt được mục tiêu học tập trong thời kỳ đại dịch. SV cũng thường lo lắng và không có đủ động lực để học khi đối mặt với những tình huống khó khăn vì một số SV không thành thạo trong việc sử dụng máy tính, kỹ thuật kết nối internet, thao tác các ứng dụng... Do đó, SV mất nhiều thời gian để tìm hiểu, khám phá và thao tác các ứng dụng học tập trực tuyến, làm ảnh hưởng không nhỏ đến giờ học và tâm lý học tập. Mistar (2020) [21], cho rằng, không nên quá lạm dụng học tập trực tuyến vì nó liên quan đến nhiều quá trình phức tạp mà SV thường gặp khó khăn như ghi âm, sử dụng phương tiện học tập trực tuyến để tham gia thảo luận, trình diễn và ghi nhớ, đặc biệt là để đánh giá kỹ năng nói. Đây là những thao tác mà người học cần nhiều thời gian để thích nghi, để gia tăng mức độ căng thẳng đối với những SV cảm thấy khó thích nghi, hoặc gặp khó khăn trong quá trình học tập như kết nối chậm, không thể kết nối với bạn bè, nhóm học tập, đăng tải bài làm, đăng tải bài tập... (Octoberlina, 2020) [22]. Ngoài ra, với sự hỗ trợ không phù hợp từ gia đình, bạn bè, khoa, nhà trường và người hướng dẫn trong thời gian dịch bệnh, SV khó đạt hiệu quả cao trong học tập trực tuyến (Pazilah, 2020) [23]. Thiếu không khí học tập thoải mái, thuận lợi tại nhà cũng là một thách thức cản trở việc triển khai thành công hình thức học tập trực tuyến. Nguyên nhân là do hầu hết các gia đình đều sinh sống chung, đông người và việc trợ giúp các công việc nhà trong thời gian dịch bệnh cũng làm ảnh hưởng tiêu cực đến việc học tập của SV (Rashid, 2020) [24].

Hơn nữa, những thách thức về thể chất như căng thẳng nếu ngồi lâu trước máy tính, thị lực giảm sút... là những vấn đề phổ biến mà SV gặp phải và có thể khiến họ cảm thấy không thoải mái trong quá trình học tập (Shahzad, 2020) [25]. Theo Verawardina (2019) [26] sự hài lòng và tương tác hiệu quả của người học là yếu tố cốt yếu trong quá trình học trực tuyến, đặc biệt là học tiếng Anh. SV sẽ có động lực hơn để tham gia vào việc học tập trực tuyến khi GV đưa ra những phản ứng, nhận xét, khuyến khích phù hợp trong quá trình tương tác, giúp phát triển kỹ năng và kết quả học tập.

2.3. Ứng dụng mạng xã hội để giúp người học tiếng Anh đối phó với những thách thức trong đại dịch Covid-19.

Chiến lược tự học là một trong những kỹ thuật học ngôn ngữ được sử dụng phổ biến, đặc biệt là trong thời kỳ đại dịch. Học các kỹ năng ngôn ngữ, đặc biệt là kỹ năng giao tiếp trong thời đại này, là rất quan trọng đối với người học vì nó giúp tăng cơ hội việc làm của SV sau khi ra trường. GV cần phát triển các chiến lược hiệu quả và đổi mới hơn trong việc sử dụng công nghệ để thúc đẩy quá trình tự học, tự nghiên cứu của SV như cung cấp tài nguyên giảng dạy và học tập phong phú, giao thêm nhiều hoạt động học tập bên ngoài lớp học.... Tạo môi trường học tập bền vững, phát triển cộng đồng học tập và áp dụng công nghệ phù hợp để phát triển nội dung phù hợp là những ví dụ về học trực tuyến có thể mang lại cơ hội học tập tốt nhất cho người học. Rõ ràng là người học luôn có động lực khi tham gia các hoạt động học tập trực tuyến mà họ cảm nhận sự hữu ích, phù hợp, lôi cuốn và là chủ thể chính của giờ học, bằng cách được hướng dẫn và trợ giúp phù hợp về sử dụng các nền tảng học trực tuyến thay cho hình thức dạy trực tiếp, đặc biệt trong giai đoạn dịch Covid-19. (Wang, 2020) [27].

Theo Yilmaz (2017)[28], các hoạt động học trực tuyến mang tính tương tác cao, hấp dẫn rất quan trọng vì nó giúp người học rèn luyện các kỹ năng ngôn ngữ và làm quen với từ vựng mới trong quá trình học. SV thích trau dồi từ mới và học cấu trúc ngôn ngữ thông qua các nguồn trực tuyến do sự gia tăng đáng kể của các thiết bị kỹ thuật số, máy tính và điện thoại thông minh. Hiện nay, hầu hết SV đều cài đặt từ điển trên thiết bị của mình để giúp họ hiểu nghĩa của từ vựng mới. Ngoài ra, một số ứng dụng rất hữu ích vì nó giúp GV tạo bài tập cho người học của họ. Nghiên cứu của Zakaria (2017) [29] cho rằng từ điển điện tử rất tiện lợi và tiết kiệm thời gian cho người học khi tra cứu định nghĩa của từ mới, từ đồng nghĩa và trái nghĩa, đồng thời có cách dùng mẫu từ mới trong các tình huống cụ thể. Một số nghiên cứu đã tiết lộ rằng sự tự tin của người học được nâng cao nhờ áp dụng các chiến lược này, cho phép họ học từ vựng theo tốc độ của riêng mình.

Theo kết quả bài báo của Rashid (2020) [24], người học hào hứng với việc học tiếng Anh trên các nền tảng truyền thông xã hội như Facebook, Zalo và WhatsApp... Tương tự, người học từ các nơi khác nhau trên thế giới có thể tham gia và thảo luận về các chủ đề khác nhau trên các nền tảng truyền thông xã hội (Mistar, 2015) [21]. Việc áp dụng giao tiếp qua các thiết bị trung gian cho phép SV học dạng chuẩn của một ngôn ngữ và các biến thể của nó một cách linh hoạt hơn, phù hợp với ngữ cảnh. Theo nghiên cứu của Hernandez (2017) [15], SV thích sử dụng Facebook hơn trong hoạt động học tập vì các tính năng giao tiếp phổ biến, thân thiện với người dùng. Theo nhà ngôn ngữ học Chung [11], các nền tảng xã hội đã giúp SV cải thiện kỹ năng nói của họ và cũng chia sẻ, học thêm từ ngữ, kiến thức và thuật ngữ mới. Rõ ràng là các nền tảng xã hội cung cấp một môi trường phong phú, khuyến khích người học và cải thiện sự tự tin, động lực và nhận thức của SV về việc học các kỹ năng nói tiếng Anh. Theo Kaur (2016) [17], thái độ của SV đối với việc học một ngôn ngữ mới có thể được thúc đẩy thông qua phương tiện truyền thông xã hội. Theo đó, Octaberlina (2015) [22] khẳng định rằng Facebook có thể tăng cường hướng dẫn ngôn ngữ và mở rộng giao tiếp ra ngoài lớp học, vì Facebook dễ sử dụng hơn nên nó cho phép người học giao tiếp bằng bất kỳ ngôn ngữ nào đồng thời giảm bớt sự lo lắng của họ về việc giao tiếp bằng ngôn ngữ thứ hai.

Tương tự, việc ứng dụng Viber, Facebook message, WhatsApp ...trong dạy và học đã phổ biến ở nhiều cơ sở giáo dục trên toàn cầu. Nhiều SV đã quen thuộc với các ứng dụng này và do đó không cần phải tốn nhiều thời gian tìm hiểu, học trước về cách sử dụng (Allam, 2020) [6]. Viber, Facebook message và WhatsApp... cho phép GV và SV tương tác hiệu quả hơn trong môi trường giáo dục trực tuyến (Adedoyin, 2018) [3]. Trong thời kỳ đại dịch, các ứng dụng này đã giúp GV có thể theo dõi tiến độ học tập của SV, tương tác hiệu quả và nhanh chóng. WhatsApp được áp dụng trong trao đổi văn bản trực tiếp với sinh viên và thảo luận về các yêu cầu của họ, đặc biệt là trong việc giảng dạy tiếng Anh. Theo nghiên cứu được thực hiện bởi Layali (2020) [18] về quá trình học tiếng Anh của SV đại học, rõ ràng là ứng dụng WhatsApp rất quan trọng vì nó tạo điều kiện thuận lợi cho việc học và thúc đẩy giải quyết vấn đề, đồng thời hỗ trợ người học hợp tác và cải thiện kỹ năng giao tiếp của họ. Một nghiên cứu ở Indonesia của Manan (2017) [20] kết luận rằng ứng dụng WhatsApp có thể hỗ trợ và nâng cao khả năng đàm thoại của người học trong môi trường đại học. Người học sử dụng phần mềm hiệu quả vì nó không có trở ngại và giảm thiểu các vấn đề về giao tiếp. Ngoài ra, rõ ràng là WhatsApp nâng cao vốn từ vựng của người học. Theo Yilmaz (2020) [28] WhatsApp được sử dụng để trao đổi các cuộc trò chuyện, cảnh báo thời hạn nộp bài và đưa ra thông báo về bài giảng. Bởi vì WhatsApp là phương tiện truyền thông xã hội được sử dụng rộng rãi cho phép người điều hành gửi và nhận văn bản, video và cuộc gọi thoại, nên nó gián tiếp cải thiện kỹ năng nói của người học (Mistar, 2019) [21]. SV cũng có thể tương tác với GV của mình thông qua WhatsApp trong giờ hành chính bất kể giới hạn khoảng cách vật lý và do đó nhận được phản hồi ngay lập tức từ GV. Có thể khẳng định rằng hiệu quả trong giao tiếp là rất quan trọng trong học tập trực tuyến (Alhumaid, 2020) [3]. Ứng dụng của các nền tảng xã hội trong

việc hỗ trợ quá trình học tập giúp cải thiện trải nghiệm học tập, nâng cao hiệu quả học tập đặc biệt là đối với người học tiếng Anh (Jasrial, 2018) [16].

Theo tác giả Rashid (2021) [24], học trực tuyến rất quan trọng trong việc giúp người học nâng cao kỹ năng nghe và nói. Bởi vì việc áp dụng công nghệ trong học tập đang trở thành chuẩn mực mới, nên có nhiều nền tảng công nghệ phù hợp để GV sử dụng trong lớp học, đặc biệt là trong việc dạy kỹ năng nói. Nghiên cứu của Octaberlina (2015) [22] cho rằng học trực tuyến là kỹ thuật tốt nhất để dạy và học kỹ năng nói vì nó đáng tin cậy khi chúng ta bị hạn chế về khoảng cách. Đây cũng là một cách giảng dạy phù hợp vì GV có thể hướng dẫn cho SV từ những khoảng cách địa lý xa, cùng thời gian có thể cung cấp tài liệu học, hướng dẫn, phản hồi cho SV theo cách tích cực nhất, giúp gia tăng sự tự tin, động lực của người học (Yilmaz, 2018) [28]. Ngoài ra, hầu hết SV thích học tập độc lập vì họ có thể chủ động với quá trình học thông qua sự tương tác với GV, các SV khác, tài liệu học, nhiệm vụ học tập một cách thoải mái về không gian và thời gian.

3. Phương pháp nghiên cứu

3.1. Mẫu nghiên cứu

Đối tượng nghiên cứu bao gồm GV và SV của 2 trường đại học công nghệ kỹ thuật là Trường Đại học Sư phạm Kỹ thuật Thành phố Hồ Chí Minh (HCMUTE) và Trường Đại học Công nghiệp Thành phố Hồ Chí Minh (IUH). Đây là hai trường Đại học đào tạo đa ngành, có số lượng SV đông tại Thành phố Hồ Chí Minh, cung cấp nguồn nhân lực kỹ thuật công nghệ có chất lượng cho thị trường lao động. Hai trường Đại học HCMUTE và IUH đã có những thay đổi tích cực trong giảng dạy trực tuyến, kịp thời đáp ứng nhu cầu của GV và SV trong thời gian giãn cách xã hội, và giúp cho quá trình đào tạo không bị gián đoạn trong giai đoạn dịch bệnh Covid-19. Hai mươi GV phụ trách lớp học kỹ năng nói tiếng Anh và 50 sinh viên HCMUTE và 50 sinh viên IUH tham gia trả lời các câu hỏi về giảng dạy và học tập trực tuyến kỹ năng nói tiếng Anh.

3.2. Công cụ nghiên cứu

Các cuộc khảo sát trực tuyến được tạo bởi Google Docs. Câu hỏi khảo sát dành cho GV có ba phần bao gồm dữ liệu xã hội học, đánh giá của GV về chất lượng dạy học trực tuyến trong lớp học kỹ năng nói tiếng Anh. Câu hỏi khảo sát dành cho SV liên quan đến đánh giá về chất lượng học trực tuyến, những thách thức và thuận lợi của việc học trực tuyến trong các lớp học kỹ năng nói tiếng Anh. Cuộc khảo sát được phát triển dựa trên định dạng Thang đo Likert 4 mức độ là Hoàn toàn đồng ý (S.A), Đồng ý (A), Không đồng ý (D) và Hoàn toàn không đồng ý (SD). Việc tham gia vào nghiên cứu là tự nguyện và không có sự thu thập thông tin cá nhân nào. Dữ liệu sau đó được chuyển sang Excel để cho phép phân tích được trình bày thành các bảng và tỷ lệ phần trăm.

3.3. Thu thập dữ liệu và phân tích

Các nhà nghiên cứu thường sử dụng một cuộc khảo sát trực tuyến trong tình huống đại dịch Covid-19, để đảm bảo sự an toàn sức khỏe. Nghiên cứu này tiến hành khảo sát GV và SV theo hình thức trực tuyến thông qua biểu mẫu Google Docs được gửi và thu thập qua các nền tảng xã hội như Zalo, Email, và Facebook. Khách thể khảo sát điền vào bảng câu hỏi thông qua biểu mẫu Google. Họ cần phải hoàn thành 10 mục được cung cấp trong bảng câu hỏi trong khoảng 10-15 phút. Kết quả trả lời câu hỏi được thông kê và trình bày theo tần suất, tỷ lệ phần trăm và giá trị trung bình để biểu thị tần suất của dữ liệu. Các kết quả này được phân tích để tìm xác định nhận thức của giảng viên và sinh viên về liên quan tới dạy và học trực tuyến trong lớp học kỹ năng nói tiếng Anh tại HCMUTE và IUH.

4. Kết quả và thảo luận

Kết quả được sắp xếp theo các phần khảo sát, bao gồm khảo sát của GV và khảo sát của SV.

4.1. Kết quả khảo sát Giảng viên

4.1.1. Kinh nghiệm giảng dạy trực tuyến

Nghiên cứu đã xem xét sự sẵn sàng của GV để thực hiện các lớp học trực tuyến. Khảo sát cho thấy một tỷ lệ đáng kể GV đã có kiến thức về giảng dạy trực tuyến trước khi dịch Covid-19 bùng phát, với

tỷ lệ 60%. Tuy nhiên, vẫn còn 40% GV không có kinh nghiệm giảng dạy trực tuyến trước đó. Hầu hết các GV cũng cho biết rằng họ đã sử dụng Zoom và Microsoft Teams để tổ chức các lớp học trực tuyến với tỷ lệ lần lượt là 95% và 90%. Rõ ràng là hầu hết GV đã sử dụng nhiều nền tảng xã hội để giao tiếp với SV của họ. Ngoài ra, một số người tham gia cho biết họ đã sử dụng điện thoại để thông báo, trợ giúp cho SV, như được chỉ ra tại Bảng 1.

Bảng 1. Kinh nghiệm dạy học trực tuyến của giảng viên

Câu hỏi	Lựa chọn trả lời	Tần xuất	Phần trăm (%)
Thầy/Cô đã có kinh nghiệm giảng dạy trực tuyến trước khi dịch Covid-19 bùng phát không?	Đồng ý	12	60
	Không Đồng ý	8	40
Thầy/Cô có được huấn luyện trước khi giảng dạy trực tuyến không?	Yes	6	30
	No	14	70
Ứng dụng/ Nền tảng xã hội nào Thầy/Cô thường sử dụng khi dạy trực tuyến?	Zoom	19	95
	Microsoft Teams	18	90
	WhatsApp	10	50
	Google Meet	15	75
Trong quá trình giảng dạy trực tuyến, Thầy/Cô thường liên hệ, giao tiếp với SV bên ngoài lớp học bằng cách nào?	Zalo,	20	100
	Chat platform được cung cấp trên mạng xã hội,	20	100
	dùng điện thoại cá nhân	15	75

Phần lớn GV (60%) đã từng có kinh nghiệm giảng dạy trực tuyến trước khi dịch Covid-19 bùng phát. Tuy nhiên, hầu hết giáo viên (70%) không đồng ý rằng họ không được đào tạo chuyên sâu về giảng dạy trực tuyến. Rõ ràng là, bên cạnh việc sử dụng Zoom và Microsoft Teams trong giảng dạy như những nền tảng trực tuyến phổ biến ở Việt Nam, vì chúng miễn phí và dễ dàng cho cả GV và SV, tất cả các GV cũng đã sử dụng một số cách khác nhau để liên hệ, giao tiếp và thảo luận với SV của mình.

4.1.2. Đánh giá kỹ năng sử dụng công nghệ vào dạy học kỹ năng nói tiếng Anh trong các lớp học trực tuyến của giảng viên

Trước thời gian giãn cách xã hội, hầu hết tất cả các lớp nghe nói tiếng Anh đều được giảng dạy trực tiếp tại trường đại học IUH và HCMUTE. GV và SV tương tác trực tiếp trên lớp, với sự hỗ trợ từ hệ thống học tập online (LMS), hỗ trợ từ nhà trường SV có thể tiếp nhận tài nguyên học tập, tham gia thảo luận và rèn luyện các bài tập bổ sung hàng tuần dưới sự hướng dẫn của GV. Tuy nhiên, hầu hết GV và SV chưa có sự chuẩn bị cho việc học tập trực tuyến trong thời gian giãn cách xã hội, vì dịch bệnh bất ngờ. Tuy nhiên, bằng tinh thần tự học tự nghiên cứu để phục vụ tốt cho quá trình giảng dạy, hầu hết GV đã trang bị cho mình kiến thức về máy tính, internet, sử dụng các phần mềm... để có thể giảng dạy trực tuyến tốt, với kết quả tối ưu nhất.

Kết quả khảo sát đánh giá của giảng viên về kỹ năng sử dụng công nghệ vào dạy học kỹ năng nói tiếng Anh trong các lớp học trực tuyến, có từ 80% - 95% giảng viên khẳng định có kỹ năng công nghệ thực hiện dạy học trực tuyến. Phần lớn giảng viên có kiến thức và kỹ năng cơ bản về sử dụng bộ phần mềm ứng dụng văn phòng, công cụ tìm kiếm và các phần mềm dạy học trực tuyến. Tuy nhiên, có 20% giảng viên còn gặp khó khăn với biểu hiện kỹ năng công nghệ này. Tỷ lệ giảng viên sử dụng hiệu quả các công cụ phần cứng và phần mềm vào dạy học trực tuyến rất cao. Bên cạnh đó, có tới 90% giảng viên sử dụng đa phương tiện để nâng cao hiệu quả dạy học và phù hợp với việc học của sinh viên. Ngoài ra, khi dạy học trực tuyến có 85% giảng viên sử dụng phối kết hợp các phương tiện truyền thông và công cụ dạy học trực tuyến. Hầu hết giảng viên tự tin giải quyết được những sự cố xảy ra về kỹ thuật trong khi dạy học trực tuyến. Phần lớn giảng viên giảng dạy tiếng Anh tại IUH và HCMUTE đều là giảng viên trẻ, và làm việc trong môi trường dạy học kỹ thuật công nghệ nên dễ dàng tiếp cận với công nghệ

trong dạy học. Bên cạnh đó, ngay cả khi dạy học theo phương thức trực tiếp, các giảng viên trẻ dạy tiếng Anh cũng thường sử dụng công nghệ vào dạy học để gia tăng tính tương tác và sự đa dạng của bài học đối với sinh viên. Những khía cạnh này có thể giải thích về khả năng sử dụng công nghệ khi dạy học kỹ năng nói tiếng Anh cho sinh viên trong các lớp học trực tuyến của giảng viên.

Bảng 2. Đánh giá về kỹ năng sử dụng công nghệ vào dạy học kỹ năng nói tiếng Anh trong các lớp học trực tuyến của giảng viên

TT	Kỹ năng sử dụng công nghệ vào dạy học	Hoàn toàn đồng ý	Đồng ý	Không đồng ý	Hoàn toàn không đồng ý
1	Tôi có kiến thức và kỹ năng cơ bản về sử dụng bộ phần mềm ứng dụng văn phòng (MS Office), công cụ tìm kiếm, thư điện tử... và các phần mềm dạy học trực tuyến (Google Meet, Zoom, Ms Team ...).	30%	50%	20%	-
2	Tôi sử dụng hiệu quả các công cụ phần cứng (Máy tính để bàn, laptop, máy tính bảng, máy ảnh ...) và phần mềm theo yêu cầu của dạy học trực tuyến.	40%	55%	5%	-
3	Tôi sử dụng đa phương tiện (Hình ảnh, đồ họa, video, âm thanh, văn bản) để nâng cao việc dạy học của bản thân và phù hợp với hoạt động học tập của sinh viên.	45%	45%	10%	-
4	Tôi sử dụng phối hợp các phương tiện truyền thông khác nhau (Email, Zalo, Google Meet, YouTube) và các công cụ webtools (Quizlet, Padlet, ThingLink, EdPuzzle...) khi dạy học trực tuyến.	35%	50%	15%	-
5	Tôi giải quyết được các vấn đề phát sinh khi sử dụng công cụ dạy học trực tuyến hay tình huống không mong muốn (Ví dụ như ngắt kết nối mạng).	55%	40%	5%	-

4.1.3. Đánh giá của Giảng viên về chất lượng học kỹ năng nói tiếng Anh trong các lớp học trực tuyến

Nghiên cứu khảo sát đánh giá của GV về chất lượng học kỹ năng nói tiếng Anh trong các lớp học trực tuyến cho thấy, nhìn chung tỉ lệ giảng viên đánh giá tích cực về chất lượng học kỹ năng nói tiếng Anh chưa cao. Có tới 75% GV cho rằng chất lượng học kỹ năng nói thấp là do GV và SV thiếu tương tác. Có 62% GV không đồng ý với ý kiến cho rằng SV có đủ kỹ năng để tham gia thảo luận, đặt câu hỏi một cách rõ ràng trong các lớp học trực tuyến. Chỉ có 37% giảng viên đồng ý rằng SV học tập trực tuyến có kết quả học tập tốt hơn so với học tập trực tiếp. Kết quả đánh giá này đặt ra yêu cầu đối với nhà trường về việc bồi dưỡng kỹ năng học tập cho sinh viên trong môi trường học tập trực tuyến.

Bảng 3. Đánh giá của giảng viên về chất lượng học kỹ năng nói tiếng Anh của sinh viên trong các lớp học trực tuyến

TT	Chất lượng học kỹ năng nói tiếng Anh của sinh viên	Hoàn toàn đồng ý	Đồng ý	Không đồng ý	Hoàn toàn không đồng ý
1	Chất lượng học kỹ năng nói của SV thấp vì thiếu tương tác giữa GV và SV	5%	20%	40%	35%
2	SV có đủ kỹ năng để đặt tương tác, thảo luận, câu hỏi rõ ràng trong các lớp học trực tuyến.	18%	20%	47%	15%
3	SV tham gia các khóa học trực tuyến học tốt hơn những người học trực tiếp	19%	18%	55%	8%

4.1.4. Đề xuất của Giảng viên nhằm nâng cao chất lượng dạy và học kỹ năng nói tiếng Anh trong các lớp học trực tuyến

Nghiên cứu cũng xem xét các đề xuất của GV nhằm nâng cao chất lượng dạy và học kỹ năng nói trong đại dịch Covid-19. Nhiều người được hỏi đồng ý rằng việc xem video, sử dụng sách giáo trình, bảng thảo luận và nhiều chiến lược khác là rất quan trọng trong việc cải thiện việc dạy và học kỹ năng nói trong thời kỳ đại dịch, như được chỉ ra trong Bảng 4.

Bảng 4. Đề xuất của Giảng viên nhằm nâng cao chất lượng dạy kỹ năng nói tiếng Anh trong các lớp học trực tuyến

T T	Đề xuất nâng cao chất lượng dạy kỹ năng nói tiếng Anh	Hoàn toàn đồng ý	Đồng ý	Không đồng ý	Hoàn toàn không đồng ý
1	Xem video, nghe các băng ghi âm trên internet	40%	50%	10%	-
2	Tạo các diễn đàn thảo luận, chia sẻ ý kiến	35%	60%	5%	-
3	Đọc giáo trình, sách tham khảo	37%	59%	4%	-

Một tỷ lệ lớn GV (50%) đồng ý rằng việc xem video kể chuyện sẽ nâng cao chất lượng dạy và học kỹ năng nói trong mùa dịch Covid-19. Theo đó, 60% GV đồng ý rằng forum/diễn đàn thảo luận rất quan trọng trong việc nâng cao chất lượng dạy và học kỹ năng nói, nhưng GV cần chia lớp thành các phòng trò chuyện hoặc phòng thảo luận nhỏ hơn để có thể kiểm soát SV dễ dàng hơn. Đa số GV (61%) rất đồng ý với việc ôn tập từ vựng và ngữ pháp trong sách bài tập điện tử sẽ giúp nâng cao chất lượng dạy và học kỹ năng nói, đây cũng là một phương pháp thú vị để SV nâng cao kiến thức ngôn ngữ và phương pháp tự học hấp dẫn. Ngoài ra, đa số GV (50%) đồng ý với việc sử dụng phần mềm tự luyện/ghi âm có ý nghĩa trong việc nâng cao chất lượng dạy và học kỹ năng nói trong mùa dịch Covid-19, vì thời gian có hạn, GV khó có thể thúc đẩy SV của mình luyện nói thường xuyên trong giờ học nói, vì vậy tự luyện tập hoặc ghi âm ở nhà có thể là một cách chủ động với SV và khuyến khích nâng cao kỹ năng tự học. Cuối cùng, một tỷ lệ lớn hơn GV đồng ý mạnh mẽ rằng việc sử dụng hiệu quả sách tham khảo, giáo trình sẽ nâng cao chất lượng dạy và học kỹ năng nói trong Đại dịch Covid-19. Bên cạnh đó, việc quay video, ghi âm giọng nói của SV khi luyện tập ở nhà trong thời gian dịch bệnh thực sự là những cách hiệu quả để khuyến khích SV dành thời gian luyện nói cũng như cải thiện kỹ năng nói. Chỉ cần ở nhà, dành thời gian xem video của SV và đưa ra nhận xét ở khoảng cách an toàn, thực sự là lựa chọn tốt nhất của GV mà không sợ nguy cơ lây nhiễm bệnh.

4.2. Kết quả khảo sát sinh viên

4.2.1. Đánh giá việc học trực tuyến kỹ năng nói tiếng Anh của sinh viên

Phần đầu tiên của bảng khảo sát xem xét quan điểm của SV về tình trạng học tập trực tuyến trong thời kỳ đại dịch. Rõ ràng, sinh viên xem học trực tuyến là một giải pháp học tập phù hợp trong thời kỳ đại dịch. Hầu hết những SV được hỏi cho biết rằng họ đã sử dụng Microsoft Teams hoặc Zoom trong các lớp học ảo của mình. Điều này phù hợp với nghiên cứu của Hernandez (2020) [15], người đã phát hiện ra rằng việc sử dụng Microsoft Teams đã tăng lên đáng kể bên cạnh Zoom trong thời kỳ đại dịch. Tuy nhiên, hầu hết SV tham gia khảo sát tiết lộ rằng họ không được đào tạo đầy đủ và thiếu kỹ năng công nghệ để tham gia học trực tuyến.

Nhiều SV cũng chỉ ra rằng các nền tảng trực tuyến không dễ sử dụng, điều này cho thấy rằng người học chưa thực sự được chuẩn bị đầy đủ để tham gia các lớp học trực tuyến, do tình hình dịch bệnh bất ngờ. Các lớp học trực tuyến giúp SV thấy linh hoạt hơn khi tham gia các lớp học. Tuy nhiên, nhiều SV cho biết họ chưa hài lòng về sự tương tác giữa SV và GV trong quá trình dạy và học trực tuyến, vì vậy họ không có động lực cao để tham gia các lớp học trực tuyến.

Dữ liệu cho thấy hiệu quả của việc học trực tuyến chưa cao, với giá trị trung bình là 2,548 và độ lệch chuẩn là 0,647. Hầu hết các thách thức được báo cáo bao gồm cơ sở vật chất và thiết bị không đầy đủ, kiến thức máy tính không đầy đủ và những khó khăn khi sử dụng các nền tảng trực tuyến.

Bảng 5. Đánh giá của sinh viên về việc học trực tuyến kỹ năng nói tiếng Anh

TT	Đánh giá của sinh viên về việc học trực tuyến kỹ năng nói tiếng Anh	Giá trị trung bình	Độ lệch chuẩn	Câu trả lời
1	Tôi có đủ kỹ năng để tham dự các lớp học trực tuyến	2.0929	0.92668	Disagree
2	Tôi có đủ kỹ năng máy tính để tham gia các lớp học ảo.	2.9321	0.93845	Disagree
3	Tôi hiểu rõ các hướng dẫn của GV đưa ra trước khi tham gia vào các lớp học trực tuyến.	3.6821	1.00306	Agree
4	Thật dễ dàng để sử dụng các công cụ trực tuyến.	2.8929	0.99242	Disagree
5	Tôi có được kinh nghiệm học tập trong môi trường học tập ảo mới.	3.6893	1.07091	Agree
6	Thật linh hoạt để tham gia vào việc học trực tuyến.	2.5429	1.157	Disagree
7	Tôi có động lực cao khi tham gia học trực tuyến.	3.3630	1.40120	Neither
8	Tôi hài lòng với sự tương tác với GV trong các lớp học trực tuyến.	3.475	1.13249	Agree
9	Tôi có đủ kỹ năng để đặt thảo luận, câu hỏi trong học tập trực tuyến	2.7321	1.02463	Disagree
10	Tôi có thể tham gia học trực tuyến một cách hiệu quả khi ở nhà.	3.3857	1.3311	Neither
11	Thình thoảng các thành viên trong gia đình làm phân tâm khi tôi tham gia các bài giảng trực tuyến.	2.7179	1.1527	Agree

Hầu hết SV được khảo sát không đồng ý với ý kiến cho rằng họ có đủ kỹ năng để tham gia các lớp học trực tuyến, với điểm trung bình là 2,0929 và độ lệch chuẩn là 0,92668. Ngoài ra, hầu hết SV (Mean=2,9321, Std =0,93845) không đồng ý với thực tế là họ có đủ kỹ năng máy tính để tham gia các lớp học ảo. Phần lớn SV (Mean = 3,6821, Std = 1,00306) hiểu rõ các hướng dẫn của giảng viên đưa ra trước khi tham gia lớp học trực tuyến. Theo đó, hầu hết ý kiến phản hồi (Mean = 2.8929, Std = 0.99242) không đồng tình với ý kiến cho rằng việc sử dụng các công cụ trực tuyến rất dễ dàng. Tuy nhiên, hầu hết SV (Mean = 3,6893, Std = 1,07091) đồng ý với ý kiến rằng họ đã có được trải nghiệm học tập trong môi trường học tập ảo mới. Đa số SV (Mean = 2.5429, Std = 1.157) không đồng tình với ý kiến cho rằng nên linh hoạt khi tham gia học trực tuyến. Dựa trên động lực, hầu hết SV ở mức trung lập (Mean = 3.3630, Std = 1.40120). Ngoài ra, đa số SV (Mean = 3,475, Std = 1,13249) đồng ý với ý kiến rằng họ hài lòng với sự tương tác giữa GV và SV trong lớp học trực tuyến. Tuy nhiên, hầu hết SV (Mean = 2,7321, Std = 1,02463) không đồng tình với ý kiến cho rằng họ có đủ kỹ năng và tự tin để thảo luận, đặt câu hỏi khi học tập. Cuối cùng, một tỷ lệ lớn SV (Mean = 2,7179, Std = 1,1527) đồng ý với ý kiến rằng thỉnh thoảng các thành viên trong gia đình làm phân tâm khi SV đang tham gia các bài giảng trực tuyến với GV. Kết quả khảo sát cho thấy, khi học trực tuyến kỹ năng nói tiếng Anh, khả năng sử dụng công nghệ trong học tập, các kỹ năng học tập và tương tác trong quá trình học tập trực tuyến còn hạn chế.

4.2.2. Những thách thức đối với sinh viên khi học trực tuyến kỹ năng nói tiếng Anh

Các SV khảo sát cho biết họ gặp một số khó khăn trong quá trình học trực tuyến. Một số thách thức bao gồm mất quá nhiều thời gian để thích nghi với việc học trực tuyến (Mean = 3,7683, Std = 0,92457), thiếu kỹ năng CNTT đầy đủ và không thể truy cập internet (Mean = 3,5778, Std = 0,67699). Người học cũng cho biết họ gặp khó khăn trong việc quản lý thời gian vì luôn nộp bài muộn (Mean = 0,67699, Std = 1,22020). Một số SV cũng tiết lộ rằng việc thiếu tương tác cũng là một thách thức đối với họ (Mean= 3,7966, Std = 0,41899).

Ngoài ra, SV lo lắng các lớp học trực tuyến không có đủ công cụ để đánh giá SV chính xác và công bằng (Mean = 3,8662, Std = 1,53110). Các lớp học trực tuyến cũng gây khó khăn cho GV xác định sự khác biệt cá nhân giữa các SV một cách nhanh chóng. Cuối cùng, vấn đề bảo mật của SV là một mối

quan tâm vì hầu hết họ chỉ ra rằng việc sử dụng máy tính xách tay hoặc mở webcam, truyền tải dữ liệu có thể làm lộ dữ liệu của họ (Mean = 3,7170, Std = 0,35789).

Bảng 6. Những thách thức đối với sinh viên khi học trực tuyến kỹ năng nói tiếng Anh

TT	Những thách thức khi học tập trực tuyến kỹ năng nói tiếng Anh	Giá trị trung bình	Độ lệch chuẩn	Câu trả lời
1	Khả năng thích nghi	3.7683	0.92457	Agree
2	Internet và các vấn đề kỹ thuật khác	3.5778	0.67699	Agree
3	Vấn đề quản lý thời gian và tổ chức công việc	3.3670	1.22020	Agree
4	Tương tác không đầy đủ với các SV khác và GV	3.7966	0.41899	Agree
5	Thiếu công cụ thích hợp để đánh giá SV	3.8662	1.53110	Agree
6	Bảo mật và quyền riêng tư dữ liệu	3.7170	0.35789	Agree

4.2.3. Đánh giá về ưu điểm của học trực tuyến kỹ năng nói tiếng Anh

SV cho biết học trực tuyến giúp họ truy cập tài liệu học tập thuận tiện (Mean = 3,8677, Std = 1,4706). Ngoài ra, học tập từ xa thúc đẩy SV tham gia học tập vì nó chủ yếu tập trung vào phương pháp học tập lấy SV làm trung tâm (Mean = 3,7170, Std = 1,90513). Rõ ràng là học trực tuyến linh hoạt về thời gian và giao tiếp (Mean = 3,5763, Std = 1,4113). Học trực tuyến cũng giúp SV có được những kỹ năng và kinh nghiệm mới (Mean = 3,3670, Std = 1,83807). Các SV cũng tiết lộ rằng học trực tuyến giúp giảm chi phí đi lại khi đến trường đại học và các chi phí liên quan khác (Mean = 3,3041, Std = 1,95631), như được chỉ ra trong Bảng 7.

Bảng 7. Đánh giá của sinh viên về ưu điểm của học trực tuyến kỹ năng nói tiếng Anh

TT	Ưu điểm của	Giá trị trung bình	Độ lệch chuẩn	Câu trả lời
1	Truy cập vào các tài liệu học tập khác nhau	3.8677	1.4706	Agree
2	Thuận tiện và thoải mái khi học	3.7170	1.90513	Agree
3	Hình thành phương pháp học tập tích cực, chủ động	3.9378	0.0197	Agree
4	Ứng dụng các phần mềm, trang web giúp gia tăng hiệu quả học tập	3.7165	1.79101	Agree
5	Tăng cường nắm bắt các kỹ năng và kiến thức mới	3.3670	1.83807	Agree
6	Linh hoạt về thời gian và gia tăng cơ hội giao tiếp thông qua các ứng dụng online	3.5763	1.4113	Agree
7	Học tập trực tuyến giúp tiết kiệm chi phí	3.3041	1.95631	Neither

4.2.4. Đề xuất nâng cao chất lượng học kỹ năng nói tiếng Anh trong các lớp học trực tuyến của sinh viên

Kết quả tìm hiểu đề xuất của sinh viên về việc nâng cao chất lượng học kỹ năng nói tiếng Anh trong các lớp học trực tuyến cho thấy, hầu hết SV đều đồng ý rằng việc sử dụng tài liệu, ghi âm, xem lại ngữ pháp và từ vựng trong sách bài tập kỹ thuật số, cùng với các yếu tố khác, rất hữu ích trong việc cải thiện việc dạy và học kỹ năng nói trong thời kỳ đại dịch, như được chỉ ra trong bảng dưới đây (Bảng 8)

Đa số SV (65%) hoàn toàn đồng ý với ý kiến cho rằng việc sử dụng tài liệu rất hữu ích trong việc cải thiện việc học và rèn luyện kỹ năng nói trong thời kỳ đại dịch. Theo đó, phần lớn SV (57%) cho biết việc sử dụng video đã tạo hứng thú và cải thiện kỹ năng nói. Ngoài ra, một tỷ lệ lớn SV (54%) đồng ý với ý kiến rằng đọc sách tham khảo, giáo trình là rất quan trọng trong việc tự học. Một tỷ lệ lớn SV (71%) hoàn toàn đồng ý với thực tế rằng việc ôn tập từ vựng và ngữ pháp trong sách bài tập kỹ thuật số có tầm quan trọng rất lớn trong việc ôn tập, ghi nhớ và làm giàu thêm kiến thức ngôn ngữ. Cuối cùng, bảng thảo luận và bản ghi âm cũng được chỉ ra là rất hữu ích trong việc cải thiện việc nâng cao kỹ năng nói trong thời kỳ đại dịch, với tỷ lệ lần lượt là 56% và 69%.

Bảng 8. Đề xuất nâng cao chất lượng học kỹ năng nói tiếng Anh trong các lớp học trực tuyến của sinh viên

TT	Các đề xuất nâng cao chất lượng học kỹ năng nói tiếng Anh trong các lớp học trực tuyến	Hoàn toàn đồng ý	Đồng ý	Không đồng ý	Hoàn toàn không đồng ý
1	Tài liệu bổ sung	65%	35%	-	-
2	Xem video	57%	41%	2%	-
3	Giáo trình	33%	54%	10%	3%
4	Ôn tập từ vựng và ngữ pháp trong sách bài tập và tài nguyên số	71%	28%	1%	-
5	Diễn đàn thảo luận	38%	56%	6%	-
6	Ghi âm hoặc làm video	69%	29%	2%	-

Các kết quả khảo sát nhận thức của giảng viên và sinh viên về dạy - học kỹ năng nói tiếng Anh trong các lớp học trực tuyến tại HCMUTE và IUH cho thấy, giảng viên và sinh viên là hai chủ thể quyết định sự thành công của quá trình dạy - học trực tuyến kỹ năng nói tiếng Anh. Hầu hết GV trong nghiên cứu này có khả năng sử dụng công nghệ trong dạy học trực tuyến. Điều này giúp họ tiến hành giảng dạy trực tuyến thuận lợi và tự tin hơn. Phát hiện này cũng được đề cập trong nghiên cứu của Adedoyin (2016) [2], kỹ năng CNTT là rất quan trọng trong giảng dạy trực tuyến. Tuy nhiên, rõ ràng là hầu hết GV thích giảng dạy trực tiếp hơn là học trực tuyến. Theo Famularsih (2020) [13], các lớp học trực tiếp sinh động hơn và cho phép người GV thảo luận với SV của họ nhanh chóng, rõ ràng và hiệu quả hơn. Các GV cũng chỉ ra rằng các lớp học trực tuyến cần nhiều thời gian chuẩn bị hơn so với các lớp học truyền thống, và GV có thể đối mặt với nhiều vấn đề làm ảnh hưởng đến quá trình giảng dạy.

Dựa trên kết quả khảo sát của SV, rõ ràng là học trực tuyến là phương thức học tập đem lại nhiều lợi ích như sự an toàn cần thiết, độc lập và tự chủ trong học tập, nâng cao khả năng tự học, tự nghiên cứu, học trực tuyến cũng giảm chi phí đi lại cho SV. Tuy nhiên, SV cũng gặp nhiều khó khăn trong quá trình học trực tuyến. Một số thách thức được báo cáo là khó thích nghi với việc học trực tuyến, thiếu tương tác với GV và SV khác và thiếu kỹ năng công nghệ, kết nối internet kém đã ảnh hưởng đến việc học trực tuyến của SV. Phát hiện này tương đồng với kết quả nghiên cứu trong công trình của Jasrial (2020) [16]. Vì vậy, các cơ sở giáo dục cần nhìn nhận và có những hỗ trợ cần thiết để quá trình giảng dạy và học tập của GV và SV hiệu quả hơn. Các SV cũng nhấn mạnh rằng vấn đề này có thể được giải quyết bằng cách cải thiện tốc độ internet. Do đó, nhà trường nên cung cấp cho SV các gói internet với chi phí thấp hơn, tốc độ cao hơn, tạo thuận lợi cho quá trình đào tạo trong điều kiện dịch bệnh khó khăn. Vấn đề bảo mật dữ liệu cũng là mối quan tâm của SV, cho nên các trường đại học nên tuyên truyền, giáo dục nhiều hơn cho SV về quyền riêng tư dữ liệu, vấn đề bảo mật và bản quyền truy cập và sử dụng tài nguyên học tập.

5. Kết luận

Nghiên cứu điều tra nhận thức của GV và SV về dạy và học tập trực tuyến kỹ năng nói tiếng Anh. Kết quả khảo sát cho thấy, phần lớn GV có kinh nghiệm và khả năng sử dụng các phần mềm, ứng dụng dạy học trực tuyến vào dạy học kỹ năng nói tiếng Anh, tuy nhiên việc dạy học trực tuyến cần nhiều thời gian chuẩn bị hơn. Đánh giá của SV về việc học trực tuyến kỹ năng nói tiếng Anh trong giai đoạn diễn ra đại dịch Covid cho thấy việc học trực tuyến gặp phải một số khó khăn như khó thích nghi với các khóa học trực tuyến, kỹ năng công nghệ và kỹ năng học tập trực tuyến còn hạn chế. Điều này ảnh hưởng tới chất lượng học tập kỹ năng nói trong các lớp học trực tuyến của sinh viên. Kết quả nghiên cứu cũng xác định được một số đề xuất nâng cao chất lượng dạy - học kỹ năng nói tiếng Anh cho sinh viên trong các lớp học trực tuyến như (1) tăng cường tổ chức cho sinh viên xem video, sử dụng sách giáo trình, bảng thảo luận... trong dạy học kỹ năng nói tiếng Anh; (2) Quay video, ghi âm giọng nói khi SV luyện tập nói tiếng Anh trong giờ tự học; (3) Sử dụng các học liệu số để ôn tập bài tập từ vựng, ngữ pháp... Kết quả nghiên cứu cũng chỉ ra sự cần thiết của việc bồi dưỡng kỹ năng số - kỹ năng và thái độ sử dụng

công nghệ trong học tập kỹ năng nói tiếng Anh và các kỹ năng học tập trực tuyến cho sinh viên. Đây là những yếu tố quan trọng giúp sinh viên gia tăng sự tương tác với giảng viên, bạn học và học liệu số trong quá trình học và rèn luyện kỹ năng nói tiếng Anh, qua đó nâng cao chất lượng học kỹ năng nói tiếng Anh. Đồng thời, cần có nhiều sự trợ giúp, tham vấn, đào tạo về kỹ năng công nghệ thông tin cho GV để họ có thể đáp ứng tốt với giảng dạy trực tuyến và nâng cao khả năng thích ứng với công nghệ trong giai đoạn đổi mới giáo dục theo hướng linh hoạt, hiện đại. Hơn thế nữa, các cơ sở giáo dục đại học cần xây dựng hệ thống học tập trực tuyến phù hợp và thường xuyên cập nhật đến GV và SV trong quá trình vận hành để đạt được tiêu chí tự học, tự nghiên cứu của SV. Giảng dạy và học tập trực tuyến không nên được xem như là một giải pháp tạm thời, trong giai đoạn ngắn, mà cần được duy trì như một xu hướng mới, tích hợp với giảng dạy và học tập trực tiếp để tận dụng tối đa những lợi ích của hình thức dạy và học này ở bậc học cao [30].

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