

SOME POSITIVE INFLUENCES OF LECTURERS' INSTRUCTIONS ON ENGLISH LANGUAGE LEARNING OF STUDENTS AT HANOI METROPOLITAN UNIVERSITY

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Abstract: *The article discusses some positive influences of lecturers' instruction language teaching on English language teaching at Hanoi Metropolitan University (HNMU). Through practical surveyed questions, the contents of good influences were established. The survey's results partly show the important role of lecturers' instructions given to HNMU's students in language acquisition.*

Keywords: *Influences, indirect instruction, importance positive, direct instruction, positive*

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1. INTRODUCTION

In present days, English not only has become one of the most significant languages in Vietnam but has also been widely spoken in various parts of the world. One clear example of this is the formal education system, which has adopted English as a dominant foreign language nationally. This trend appears to be a natural consequence of the growing importance of English in global communication and commerce. English is put into the diploma of general schools to colleges. Moreover, English is necessary for the future as it has become an international language. As a result, English teaching and studying should be serious, innovative, and effective. Additionally, the trends of English in Vietnam are incredibly rocketing so the instructions of lecturers conveyed to students must be effective and concise. This is the main reason why this research is conducted to recognize the seniors' attitudes toward the importance of lectures' instructions. Concerning this topic, Markova (2018) expressed on page 10 of "*Teaching English Through English: Giving Instructions at A1-A2 Level Students*" [1] that without directions from the instructors, students may face significant challenges in learning a foreign language since there are no use assigning tasks if students do not understand the orders. The main content of this article mentions some positive effects of language instructors' instructions on students' language learning. The positive influence of instructors will make the learning process more effective and enjoyable for students at HMNU.

2. Definition of key concept

2.1. English Language Learning (ELL)

English Linguistics Learning is an area of scientific study of the English language and its application encompassing its structure, history, and usage. English Linguistics Learning involves exploring various aspects of the language, including its sounds, words, sentences, and meanings. Mentioned in this term, Centennial College (2023) believes that English Language Learning (ELL) is a comprehensive, five-level program that is specifically tailored for international students who aim to enhance their English language proficiency.

According to some mentioned theories, it is said that ELL refers to the process by which individuals acquire the ability to understand, speak, read, and write in English. This process can occur in various settings, such as formal education environments, self-study, or through immersion in English-speaking communities. In other words, ELL is a study of English language structure, language development, and its usage. It encompasses various subfields such as phonetics, phonology, morphology, syntax, semantics, and pragmatics.

2.2. Lecturing and instructing

It can be denied that lecturing is a method of imparting information verbally. Lecturing is a traditional method of teaching where the instructor delivers a structured presentation to a large group of students. This process concludes with preparation, delivery, and structure. Instructing- a broader term, on the other hand, often involves more interactive and hands-on approaches like facilitation, adaptability, and assessment. It is known as the instructional strategies which refer to the wide array of techniques, methods, and approaches that educators use to facilitate learning. So, instructing may be a talking through the practicing of something that means the speaker offers information or opinion but doesn't expect a discussion, while instruction begins by presenting facts or ideas then explaining the basis, asking for questions to confirm the students understand what the instructor is trying to reach. Overall, lecturing and instructing are both methods of teaching but they have distinct characteristics. Lecturing involves delivering a formal talk or presentation to a group of people, often in an academic setting like a college or university. Meanwhile, instructing is a broader term that encompasses various methods of teaching, including lecturing. Instructing involves guiding learners through the process of learning a language.

2.3. Type of instructions

There are several types of instructional methods used in teaching language, each with its unique approach and benefits. These types of instructional methods are known as direct method, Indirect method, grammar-translation method, Communicative language teaching (CLT), Total Physical Response (TPR), Task- base Language Learning (TBL), Audio lingual Method, Blended Learning...etc.,. Based on the form of class organization, there are whole-class instructions - group instructions - and individual instructions. And focused on the classroom organization environment, there is guidance in class - guidance through organizing events - guidance through organizing seminars - experience using foreign languages with foreigners - ...etc. Based on the central role in presenting information to the students, there is direct method which is immersive learning in the target language without translation while Indirect method concentrates on possessing advanced critical thinking skills and a strong comprehension of the subject matter.

2.3.1. Direct Instruction

There are many different statements about direct instruction; however, some of the most common ones are shown in the following lines. It is said that interactive learning, and direct instruction is a way of educating where the educators take a central role in presenting information to the students. Another perspective provided by Structural Learning [3] is that direct instruction is a teaching pedagogy that involves creating lessons that are thoroughly planned and well-developed, with a focus on providing clear explanations of teaching tasks and breaking them down into smaller learning segments.

Hence, the learning process can greatly be enhanced and accelerated. According to the Glossary of Education Reform (2013), significant education reforms were implemented in various countries, aiming to improve the quality and effectiveness of the education system. The term "*direct instruction*" generally refers to the two following aspects. The first one

encompasses structured, sequenced, and teacher-led instructional approaches. The other one describes the process by which teachers present academic content to students through lectures or demonstrations, which involves teachers directly providing students with instruction. Essentially, direct instruction involves teachers actively guiding students through the learning process. Overall, the goal of direct instruction is to eliminate misinterpretations by providing clear and concise explanations.

2.3.2. Indirect Instruction

In contrast to Direct Instruction, there are a few statements on Indirect Instructions; just based on Teach Mint [3], Indirect instruction is a student-focused teaching method that encourages learners to observe, inquire, and some practice to deal with problems. This approach requires students to possess advanced critical thinking skills and a strong comprehension of the subject matter being taught. Unlike direct instruction, which involves the teacher presenting information and guiding students through activities, indirect instruction empowers students to take an active role in their learning process. Besides, Educational Research Techniques [4] empowers students to take an active role in their learning by encouraging them to explore, discover, and apply their knowledge to real-world situations.

Therefore, we can generally understand that indirect instruction is a student-centered teaching method that promotes active learning through observation, inquiry, and practice. In contrast to direct instruction, which involves the teacher presenting information and guiding students through activities, indirect instruction empowers students to take an active role in their learning process by encouraging exploration, discovery, and application of knowledge to real-life situations.

2.4. Positive influences of lecturers on English language learning

Lecturers play a crucial role in enhancing English language learning through various positive influences. The teacher-student connection is seen as a crucial mechanism that may enhance students' engagement, motivation, and resilience via the provision of a supportive and positive learning environment [7], [8]. Teachers may create a safe and supportive classroom climate by getting to know their students and meeting their needs [9] Support for teachers has been the subject of an increasing corpus of study in the fields of education and educational psychology, which has verified the significant advantages that it provides for students. For instance, studies demonstrate that teacher support can substantially improve students' learning outcomes, enthusiasm, mastering strategy use, innovative perception, perseverance, engagement, dedication to developing tasks, and professional advancement. On top of that, several studies have shown that increased levels of support from teachers might motivate students to commit more time to their studies.

An important component of successful foreign language learning is students' desire to speak, and research has shown that teachers' encouragement may greatly increase this willingness [8]. Furthermore, research has shown that when teachers are there to support their students, it can have a positive impact on their motivation, engagement, learning experience, emotions, and overall well-being. This includes boosting positive emotions like enthusiasm and optimism, as well as effective learning, and alleviating negative emotions like anxiety by creating a safe space in class. Also, among ELL students, found that students' perceptions of their teachers' support were positively correlated with both their academic performance and their participation in group projects. Moreover, with enough encouragement from ELL instructors, students may strengthen their ability to bounce back from adversity and conquer the difficult tasks that come with learning a new language.

Ultimately, students' interest and effort levels are strong predictors of their foreign language achievement, which is especially important given the demanding and challenging nature of learning a foreign language over a long time.

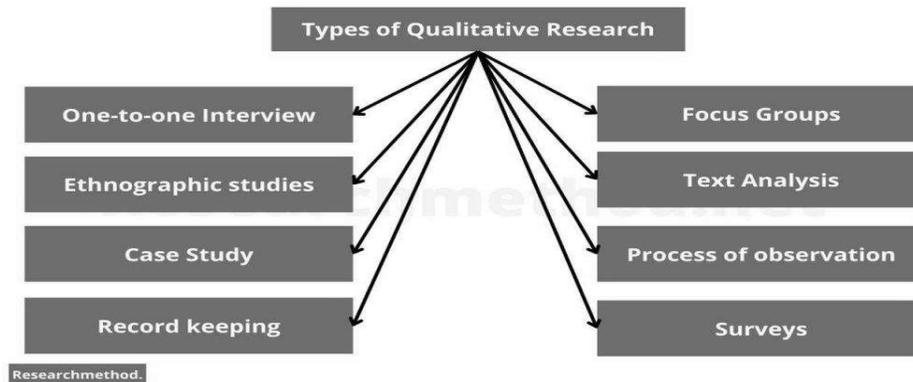
3. Methodology

3.1. Research approach

3.1.1 *Qualitative methods*

Qualitative research [2] is a type of research methodology that focuses on exploring and understanding people's beliefs, attitudes, behaviors, and experiences through the collection and analysis of non-numerical data. It seeks to answer research questions through the examination of subjective data, such as interviews, focus groups, observations, and textual analysis.

Qualitative research aims to uncover the meaning and significance of social phenomena, and it typically involves a more flexible and iterative approach to data collection and analysis compared to quantitative research. There have some types of quantitative research as follows:



Based on the sources collected for the research, also for the objective approach, the paper uses Qualitative methods to collect and analyze the data. Because of this method not only focuses on emotions, thoughts, and experiences but also provides deeper insights into testable theories. Moreover, this method accepts both semi-structured and unstructured approaches.

3.1.2. *Quantitative methods*

In the quantitative realm of quantitative methods, predictor and outcome variables are typically abstract concepts called theoretical structures. The integrity of the research is significantly influenced by the use of valid and reliable measurement tools for these concepts. Moreover, online cross-sectional surveys with five-point scales under the Likert Scale were conducted to a small population of all seniors that are currently learning English language so that their perceptions, beliefs, attitudes, and opinions could be gained regarding instruction-giving. The research was carried out by a questionnaire distributed in a survey. Meanwhile, this current study was part of "Research on the positive influence of lecturer's instruction on seniors studying English Linguistics at Hanoi Metropolitan University in terms of learning". First, a survey including 20 questions will be distributed to 40 seniors learning English at Hanoi Metropolitan University. After this stage, the results will be collected, and then automatically made percentages on the very popular online platform Google Forms to interpret the results. Then, the results will be analyzed based on the data collected to give out the conclusion. The research procedure is illustrated below:

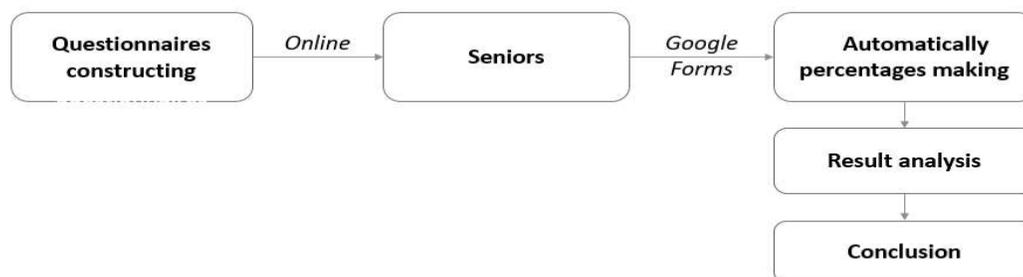


Figure 1. Research procedure

It is stated that qualitative research focuses on emotions, thoughts, or experiences, providing deeper insights into testable theories. This type of research method is often used to find new points of view. It is a non-numerical, non-statistical methodology in which both semi-structured and unstructured are accepted. Moreover, it is based on data gathered using a research methodology to have an answer to the question “*why*”.

Quantitative methods focus on collecting and analyzing numerical data to identify patterns, relationships, and trends. These methods are used to test hypotheses, measure variables, and make predictions then to get an answer to the question “*how*”.

As a result, this research uses qualitative and quantitative methods with the aim a looking at English learning seniors' feelings, experiences, and thoughts about the importance of lecturers' instructions. So, the insights into why and how instructions play an important role in seniors' English learning progress; why and how seniors who are purchasing English at colleges or universities face many difficulties if there is without lecturers' instructions and more will be provided.

3.2. Results and Solutions

It can be denied that the lecturers' instructions impact seniors' English learning. A survey conducted on 200 students in English major showed that: 191 per 200 senior students (about 95,5%) at Hanoi Metropolitan University (HNMU) found the instructions received from their lecturers are suitable for their learning needs. Moreover, a number of seniors responded that their lecturers' instructions are tailored to suit different studying styles. Therefore, the role of lecturers in leading and instructing seniors in English learning is vital as it directly impacts students' understanding, process, and progress. Effective instructions even can lead seniors to go to the right paths, and obtain a nearer way to learning success. A piece of evidence for this statement is that seniors learning English were able to recognize the improvements by their lecturers' instructions and feedback after assignments/assessments. 124 seniors found they have critical thinking improved by the instructions of lecturers exceeds 62%. These findings suggest that while there is a generally positive attitude towards English instruction among senior student at HNMU, there are also challenges and mixed feelings that need to be addressed to enhance their learning experience. Due to the research, it can be generally understood that English Language Learning Seniors' attitude toward instructions that the lecturers give them is positive since it is assessed to be suitable/has a positive impact by almost all of the respondents. The remaining number is not satisfied and should be improved so that the number becomes the minimum.

The two types of instruction that English languagesenior students prefer are mentioned in the paper direct and indirect instruction. When ELL students were asked about the types of instructors' instruction on language teaching that they prefer. The 200 senior students corresponding to 100% who had done this survey supposed the direct instructions. They explained structured group activities get to promote collaboration and communication with active participation from all members. They also maintain peer teaching where students explain concepts to each other that helps reinforce students 'understanding and build confidence with agreeing that their lecturers' instructions were clear and concise enough for them to comprehend. In addition to the given survey, 134 senior students (over two-thirds-67%) were satisfied with the level of lecturers' support to overcome learning difficulties. So for those are mentioned, senior students at HNMU have preferred direct instructions to indirect ones.

In another field of survey, 150 students, accounting for 75% of the total number, were not satisfied when receiving indirect instructions because of the results. They reported challenges in achieving good learning outcomes when lectures use teaching technology tools such as online handouts, and guideline files as assistance. The primary issues identified include difficulties in accessing and navigating digital materials, a lack of direct interaction with instructors, and insufficient technical support. Additionally, students expressed concerns about the effectiveness of these tools in maintaining engagement and understanding complex concepts. The integration of technology in teaching often faces barriers such as inadequate training for both students and teachers, limited access to necessary resources, and varying levels of digital literacy. These factors contribute to overall dissatisfaction and hinder the potential benefits of using technology in education.

Instructors can address accessibility challenges in technology use by implementing several strategies to ensure that all students can effectively engage with digital learning materials as: Providing transcripts or recordings of videos, audio as the alternative formats; designing course materials and online platforms with accessibility in mind from the start and utilizing tools & software that check accessibility issue in documents, websites, multimedia content; implementing assistive technology; offering training & supporting; promoting digital literacy; gathering feedback and continuously improve; collaborating with accessibility experts.

4. CONCLUSION

Many factors contribute to the success of an English lesson. Among them, the importance of the lecturer cannot be ignored, followed by the positive effects of the lecturer's instructions. Using interactive and diverse teaching methods helps students actively participate in the learning process, making the lecture more attractive and interesting. Well-structured instructions, direct and clear instructions help to understand and remember the material better. Help students be more confident in their language abilities, motivate them, and take on challenging tasks by using flexible supportive, and encouraging teaching methods. In addition to direct instructions, lecturers also apply indirect instructions through technological solutions. Research and surveys with quantitative and qualitative research methods conducted on 200 English major students at HNMU, it has shown the positive effects of lecturers on final-year students at HNMU in ELL. These positive influences collectively contribute to more effective and enjoyable English learning for senior students, preparing them for academic and professional success. This has proven the effectiveness of active guidance of lecturers in teaching foreign languages for language major students at HNMU in particular and foreign language learners in general.

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MỘT SỐ ẢNH HƯỞNG TÍCH CỰC CỦA GIÁNG VIÊN GIÁNG DẠY TIẾNG ANH ĐỐI VỚI VIỆC HỌC NGOẠI NGỮ CỦA SINH VIÊN TẠI TRƯỜNG ĐẠI HỌC THỦ ĐÔ HÀ NỘI

Tóm tắt: Một trong những yếu tố tích cực dẫn đến thành công cũng như hiệu quả trong học ngôn ngữ nói chung và học tiếng Anh nói riêng đó chính là sự hướng dẫn của giảng viên giảng dạy ngôn ngữ. Bài viết này tập trung bàn về một vài ảnh hưởng tích cực từ sự hướng dẫn của giảng viên giảng dạy ngôn ngữ lên việc học ngoại ngữ (Tiếng Anh) đối với sinh viên của Trường Đại học Thủ Đô Hà Nội. Thông qua các câu hỏi khảo sát thực tế nhóm nghiên cứu đã tiến hành phân tích nội dung; kết quả thu được từ khảo sát phần nào có thể cho thấy được vai trò hết sức quan trọng của sự hướng dẫn giảng dạy của giảng viên trong chuỗi học tập ngôn ngữ.

Từ khóa: Sự ảnh hưởng, hướng dẫn gián tiếp, tầm quan trọng tích cực, hướng dẫn trực tiếp,