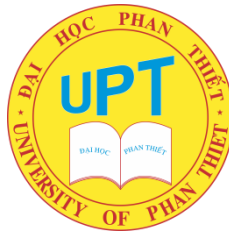


**MINISTRY OF EDUCATION AND TRAINING
UNIVERSITY OF PHAN THIET**



TRUONG THANH HANG

**INVESTIGATING THE ESP STUDENTS' GROUP-BASED
LEARNING ACTIVITIES AFFECTING THEIR
COMPETENCE IN ENGLISH LANGUAGE LEARNING
AT THE UNIVERSITY OF PHAN THIET**

**MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE**

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SCIENCE INSTRUCTOR'S NAME(s):

- 1. NGUYEN PHUONG LINH, Ph.D**
- 2. TRINH THANH TOAN, Ph.D**

Lam Dong Province – 2026

STATEMENT OF AUTHORSHIP

I hereby declare that the thesis entitled **“Investigating the ESP students' group-based learning activities affecting their competence in English language learning at the University of Phan Thiet”** is the result of my own independent work.

This thesis is submitted in partial fulfillment of the requirements for the Master's degree in English Language at Phan Thiet University. It has been completed under the supervision of Nguyen Phuong Linh, Ph.D., and has not been previously submitted, in whole or in part, for any other degree or qualification at this or any other institution.

I confirm that all sources of information, ideas, and data derived from the work of others have been fully acknowledged and appropriately cited in accordance with academic conventions. I further declare that this thesis does not contain any form of plagiarism, fabrication, falsification, or any other unethical academic practices.

I also affirm that all intellectual property rights related to external materials used in this thesis have been respected, and that permission has been obtained where required.

I take full responsibility for the content and accuracy of this thesis.

Lam Dong, April 27th, 2026

Truong Thanh Hang

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ABSTRACT

Group-based learning has increasingly been recognized as an effective pedagogical approach in second language education, particularly in English for Specific Purposes (ESP) contexts where communicative competence is essential; however, empirical evidence examining its impact on different dimensions of language competence in Vietnamese higher education remains limited. This study aims to investigate the effects of group-based learning activities, specifically pair work and group work, on the development of English language competence among ESP students at the University of Phan Thiet. Quantitative research design was employed, involving 120 undergraduate students from three academic disciplines. Data was collected through a structured Likert-scale questionnaire and analyzed using the Statistical Package for the Social Sciences (SPSS) version 26, with descriptive statistics, Pearson correlation, and multiple regression analyses conducted to examine the relationships among variables. The results showed that there was a positive and statistically significant correlation between group-based learning activities and English language competence at the 0.01 level. Both pair work and group work were found to be significantly associated with cognitive competence and specialized competence. In addition, the regression results revealed that group-based learning activities were significant positive predictors of English language competence. Specifically, group work was identified as the strongest predictor of cognitive competence ($B = .348$), while pair work also showed a significant positive effect ($B = .291$). Overall, the results of the study indicated that group-based learning activities explained approximately 29.5% of the variability in cognitive competence ($R^2 = .295$), while the remaining 70.5% may be attributed to other variables not included in this study. In addition, the effect sizes of the regression models were found to be at a moderate to large level, indicating meaningful contributions of the independent variables. This suggests that increased participation in collaborative learning activities leads to higher levels of English language competence among ESP learners. Based on the findings, several

pedagogical implications are suggested. Teachers should provide students with more opportunities for collaborative practice, design structured pair and group activities, and create supportive classroom environments to promote interaction, engagement, and language development.

Keywords: Group-Based Learning, Cooperative Learning, ESP Students, Language Competence

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LIST OF ABBREVIATIONS

ESP – English for Specific Purposes

EFL – English as a Foreign Language

ESL – English as a Second Language

SLA – Second Language Acquisition

CLT – Communicative Language Teaching

TBL – Team-Based Learning

ZPD – Zone of Proximal Development

SPSS – Statistical Package for the Social Sciences

RSCI – Reliability Statistics of Characteristics of Instruments

DIT – Davis's Index Table

CHAPTER 1: INTRODUCTION

1.1 Background and rationale of the study

In a book entitled “How to Teach English”, Harmer (2007) highlights the central importance of practice in EFL language learning, emphasizing that learners need meaningful opportunities to develop proficiency through active language use. This perspective is consistent with contemporary approaches to language pedagogy, which view communicative competence as being constructed through interaction rather than passive knowledge acquisition (Long, 1996; Swain, 1995).

In the context of globalization, English has become an essential medium for academic study, professional communication, and international collaboration. At the tertiary level, students are expected not only to understand linguistic systems but also to apply English effectively within their specific academic and professional domains. This expectation is particularly relevant to ESP programs, where language instruction is tailored to meet discipline-specific and career-oriented needs (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998).

Despite the growing emphasis on English education in Vietnam, many university students especially those enrolled in ESP programs continue to face difficulties in using English in authentic communicative situations. One major contributing factor is the persistence of traditional teaching approaches, in which classroom activities are largely teacher-controlled and students have limited opportunities for meaningful participation. As a result, learners may acquire basic linguistic knowledge but often lack the ability to apply that knowledge effectively in practice (Ellis, 2003; Ning, 2010).

In response to these limitations, recent educational trends have increasingly shifted toward learner-centered approaches that emphasize interaction and collaboration (Ohta, 2001; Swain, 2002; Storch, 2005; Jones, 2006, Lasito & Storch, 2013; Dobao, 2014). Among these, cooperative learning has emerged as a significant pedagogical orientation in second language education, supported by extensive research on its theoretical foundations and practical effectiveness in

classroom settings (Long & Porter, 1985), as well as its contributions to bilingual and foreign language programs (Coelho, 1992, 1994; Cohen, 1994; Holt, 1993; Kessler, 1992; McGroarty, 1989, 1992).

Grounded in cooperative learning theory, group-based learning enables learners to work collaboratively, exchange ideas, and support one another in achieving shared learning objectives (Slavin, 1990; Johnson & Johnson, 2001). Through structured activities such as pair work and group work, students are provided with opportunities to engage in meaningful communication, which is widely recognized as essential for language development (Long, 1996; Swain, 1995). A growing body of research has also demonstrated that collaborative learning environments offer substantial benefits. Learners tend to become more actively involved in knowledge construction and show higher levels of engagement. In addition, group work enhances learners' confidence (Carr & Jitendra, 2000), promotes self-directed learning (Rockman, 2004), and enables them to consider multiple perspectives through discussion and comparison (Karagiorgis & Symeou, 2005). These features contribute to deeper learning by shifting the focus from passive reception to active knowledge construction.

However, although group-based learning has been widely investigated in general English contexts, research focusing on its application in ESP settings at the tertiary level remains limited, particularly in regional universities in Vietnam. At the University of Phan Thiet, many students continue to experience difficulties in using English effectively in both general and specialized contexts, highlighting the need for more contextually appropriate instructional approaches.

Therefore, this study is conducted under the title "Investigating the ESP students' group-based learning activities affecting their competence in English language learning at the University of Phan Thiet." It aims to examine the effectiveness of group-based learning activities, particularly pair work and group work, in enhancing ESP students' English language competence. Furthermore, the

findings are expected to raise teachers' awareness of the pedagogical value of these approaches and encourage their systematic integration into ESP teaching practices.

1.2 Statement of the problem

The problem is that English language competence among ESP students is influenced by a wide range of factors, both identified and unexplored. Despite the growing body of research in English language teaching, previous studies have not yet reached a consistent conclusion regarding the effectiveness of different instructional approaches in enhancing students' competence. There remains a lack of clear and convincing evidence concerning the role of group-based learning activities in developing English language competence among ESP students. While some studies have addressed collaborative learning in general English contexts, limited attention has been given to its impact within ESP settings, especially in relation to specific competence dimensions. As a result, the extent to which group-based learning activities contribute to the development of cognitive and specialized competence among ESP students remains insufficiently examined. Therefore, addressing this issue is necessary to provide a clearer understanding and to bridge the existing gap in the literature.

1.3 Research aim and objectives

The present study aims to examine the impact of group-based learning activities on ESP students' English language competence at the University of Phan Thiet, with a focus on cognitive competence and specialized competence. It also seeks to provide empirical evidence on the effectiveness of collaborative learning in enhancing students' language use in academic and professional contexts.

Situated within the Vietnamese ESP context, the study is expected to contribute to the existing literature on group-based learning and offer practical implications for improving English language teaching practices.

To achieve this aim, the study is guided by the following objectives:

- To examine the extent to which group-based learning activities facilitate the development of English language competence among ESP students.

- To identify the types of group-based learning activities that most effectively support the improvement of both general proficiency and domain-specific communicative competence.
- To develop a comprehensive understanding of ESP students' perceptions and attitudes toward group-based learning, thereby providing evidence-based insights to support teachers in making informed pedagogical decisions.

1.4 Research hypotheses

Based on the statement of the problem, the rationale of the study, and the review of relevant literature, a set of research hypotheses is formulated to guide the present investigation. These hypotheses are designed to examine the extent to which group-based learning activities influence the English language competence of ESP students at the University of Phan Thiet.

- There is no significant relationship between group-based learning activities (pair work, group work) and the English language competence (cognitive competence, specialized competence) of ESP students at the University of Phan Thiet.
- None of factors among variables of group-based learning activities (pair work, group work) is the best predictor or significantly contributes to ESP students' competence in English language learning.

1.5 Research questions

In alignment with the research aim and objectives, the present study is guided by the following two core research questions:

1. To what extent do group-based learning activities affect the English language competence of ESP students at the University of Phan Thiet?
2. Which factors of group-based learning activities including pair work and group work are found to be the best predictor or significant contributor to ESP students' competence in English language learning?

1.6 Scope of the study

The present study examined the impact of group-based learning activities on English language competence among ESP students at the University of Phan Thiet within the context of Vietnamese higher education. The participants were limited to ESP students majoring in Business Administration, Tourism and Travel Management, and Information Technology. Therefore, the findings were context-specific and should be interpreted with caution when applied to other settings.

1.7 Significance of the study

The present study is expected to make meaningful contributions to both theory and practice in English language teaching, particularly within the context of ESP in higher education. By examining the role of group-based learning activities in developing English language competence, the study offers relevant implications for key stakeholders, including students, teachers, educators, and researchers.

For students, the findings are expected to provide insights into how collaborative learning environments can facilitate the development of English language competence. Engagement in structured group-based activities may enable students to participate more actively in meaningful communication, negotiate meaning with peers, and apply language knowledge in context. As a result, students may experience improvements not only in linguistic competence but also in confidence and motivation, particularly in using English in academic and professional settings.

For teachers, the study is anticipated to offer evidence-based pedagogical guidance for the effective implementation of group-based learning in ESP classrooms. By identifying instructional practices that enhance interaction and collaboration, the findings may support teachers in transitioning from teacher-centered approaches to more learner-centered methodologies. This shift may contribute to improved classroom dynamics, more efficient classroom management, and greater overall teaching effectiveness.

For educators and curriculum developers, the study may provide valuable insights into the design and development of ESP programs that better align with learners' communicative needs. In particular, the findings may inform the integration of collaborative learning strategies into curriculum frameworks, thereby supporting the enhancement of students' English language competence in relation to real-world academic and professional demands.

For researchers, the study is expected to contribute to the existing body of knowledge on group-based learning and language competence. Given the relatively limited number of empirical studies conducted in ESP contexts at the tertiary level in Vietnam, this research may serve as a useful reference for future investigations. It may also provide a foundation for further research aimed at addressing existing gaps in the literature and expanding the scope of inquiry into related pedagogical and contextual factors.

Overall, the significance of this study lies in its ability to bridge theoretical perspectives and practical application, offering contextually grounded insights that are relevant to stakeholders in English language education, particularly within similar institutional settings.

CHAPTER 2: LITERATURE REVIEW

2.1 Definition of terms

For clarity and consistency, the following key terms are operationally defined as they are used in this study:

Group-based learning refers to an instructional approach in which learners collaborate in pairs or small groups to achieve shared learning goals through interaction and mutual support. According to Longman Dictionary of Language Teaching and Applied Linguistics, collaborative learning involves learners jointly engaging in tasks that require shared responsibility and active participation. This approach is grounded in sociocultural theory, where Vygotsky (1978) emphasizes that knowledge is constructed through social interaction. In second language acquisition, Long (1996) highlights the role of interaction in facilitating negotiation of meaning, while Swain (1995) underscores the importance of collaborative output in developing linguistic accuracy and fluency. Therefore, group-based learning enhances meaningful communication and peer feedback, which are essential for language development (Ellis, 2003; Johnson & Johnson, 2009).

Pair work refers to a classroom technique in which two learners work together to complete a task or exchange information. As defined in Longman Dictionary of Language Teaching and Applied Linguistics, pair work is a form of classroom organization that maximizes learner participation and increases opportunities for language use. Within communicative language teaching, pair work reduces teacher dominance and promotes learner interaction (Harmer, 2007; Polio, 1998). It also creates a low-anxiety environment that encourages spontaneous language use, thereby supporting fluency development and communicative confidence (Brown, 2007; Nunan, 2004).

Group work refers to instructional activities in which learners collaborate in small groups to accomplish shared tasks or learning objectives. According to The Oxford Dictionary of Applied Linguistics, group work promotes interaction,

cooperation, and shared responsibility among learners. As a key component of cooperative learning, it facilitates extended communication, negotiation of meaning, and collaborative problem-solving (Johnson & Johnson, 2009; Slavin, 2014), thereby contributing to the development of communicative competence (Richards & Rodgers, 2014).

English language competence refers to the ability to use English effectively and appropriately across different communicative contexts. According to The Oxford Dictionary of Applied Linguistics, competence includes both knowledge of language and the ability to use it in communication. This concept has been conceptualized as a multidimensional construct by Canale and Swain (1980), who identify grammatical, sociolinguistic, and strategic components, and further developed by Bachman (1990). In this study, English language competence is understood as the integrated ability to apply linguistic knowledge effectively in real-life communication (Richards, 2006).

Cognitive competence refers to learners' knowledge of fundamental language systems, including grammar, vocabulary, and discourse structures. According to Longman Dictionary of Language Teaching and Applied Linguistics, linguistic competence involves the internalized knowledge that enables language comprehension and production. From a second language acquisition perspective, this competence reflects the mental processes involved in acquiring and organizing language knowledge (Ellis, 2003; Nation, 2022), forming the foundation for accurate language use.

Specialized competence refers to the ability to use English effectively in discipline-specific or professional contexts. In the field of ESP, Hyland (2006) defines this competence as the ability to use language appropriately within particular academic or occupational domains. Similarly, Basturkmen (2010) emphasizes that it includes both technical vocabulary and knowledge of discourse conventions, enabling learners to function effectively in specialized academic and professional settings.

ESP students are learners who study English for specific academic or professional purposes. According to The Oxford Dictionary of Applied Linguistics, ESP refers to language teaching designed to meet the specific needs of particular groups of learners. Hutchinson and Waters (1987) characterize ESP learners as goal-oriented and focused on language relevant to their disciplines. In this study, ESP students refer to undergraduate learners who use English to support their academic study and future professional communication.

2.2 Theoretical framework

This study is grounded in four major theories of Second Language Acquisition (SLA), namely Krashen's Input Hypothesis (1985), Long's Interaction Hypothesis (1996), Swain's Output Hypothesis (1995), and Vygotsky's Sociocultural Theory (1978). These theories, when considered collectively, provide a comprehensive and theoretically grounded explanation of how group-based learning activities facilitate English language competence among ESP students (Krashen, 1985; Long, 1996; Swain, 1995; Vygotsky, 1978).

Beyond these foundational perspectives, cognitive SLA research also highlights the concept of interlanguage, which refers to learners' evolving linguistic system as they approximate the target language (Selinker, 1972). Interlanguage development is shaped through continuous exposure to input, interaction, and output, allowing learners to gradually modify their linguistic system toward a more target-like state (Mitchell & Myles, 2014). This perspective reinforces the dynamic and developmental nature of language acquisition, which aligns closely with the mechanisms activated in group-based learning environments.

Rather than functioning independently, these theoretical perspectives are highly complementary in conceptualizing language acquisition as a dynamic process involving input exposure, interactional negotiation, output production, and socially mediated learning (Ellis, 2003; Gass & Mackey, 2020; Lightbown & Spada, 2013). Within this integrated framework, group-based learning is not merely an instructional technique but a theoretically justified pedagogical approach that

simultaneously activates multiple mechanisms of second language development (Johnson & Johnson, 2009; Slavin, 2014).

2.2.1 Krashen's Input Hypothesis

According to Krashen, language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current level of competence ($i+1$) (Krashen, 1985). In group-based learning environments, this condition is naturally facilitated through interaction among learners with varying proficiency levels, where more competent peers provide accessible linguistic input and less proficient learners benefit from contextualized exposure to new language forms (Long, 1996; Gass & Mackey, 2020).

Moreover, such input is embedded in meaningful communication rather than decontextualized instruction, which enhances the likelihood of incidental acquisition (Ellis, 2003; Lightbown & Spada, 2013). In addition, group interaction contributes to lowering the affective filter by reducing anxiety and increasing motivation two critical affective variables that influence acquisition (Krashen, 1985; Dörnyei, 2005). Therefore, group-based learning environments not only provide rich linguistic input but also create psychologically supportive conditions that facilitate language development.

2.2.2 Long's Interaction Hypothesis

While input is essential, Long argues that it becomes most effective when modified through interaction (Long, 1996). The Interaction Hypothesis emphasizes the role of negotiation of meaning, which occurs when learners encounter communication difficulties and attempt to resolve them through clarification requests, confirmation checks, and reformulations (Long, 1996; Gass & Mackey, 2020).

Earlier formulations of this theory also highlight the concept of conversational repair, where learners actively adjust their language to overcome communication breakdowns (Long, 1983; Pica et al., 1987). These interactional modifications make input more comprehensible and facilitate deeper processing.

In group-based learning activities such as problem-solving or information-gap tasks, these interactional processes enhance input comprehensibility and increase learners' attention to linguistic forms, thereby facilitating the conversion of input into intake (Ellis, 2003; Mackey, 2013). Furthermore, learners receive both implicit and explicit feedback during interaction, which contributes to the development of linguistic accuracy and communicative competence (Lyster & Ranta, 1997; Gass & Mackey, 2020). Consequently, group-based learning contexts function as authentic communicative environments where language use and language acquisition occur simultaneously.

2.2.3 Swain's Output Hypothesis

Extending beyond input and interaction, Swain highlights the crucial role of language production in the learning process (Swain, 1995). The Output Hypothesis posits that producing language, especially under communicative pressure pushes learners to process language more deeply and notice gaps in their linguistic knowledge (Swain, 1995; Swain, 2005).

This perspective is further supported by the Noticing Hypothesis (Schmidt, 1990), which argues that learners must consciously notice linguistic forms in order to acquire them. Output production, therefore, plays a critical role in triggering this noticing process, especially when learners experience difficulty expressing their intended meaning.

In group-based tasks, learners are required to generate comprehensible output through collaborative discussions, presentations, and problem-solving activities, which promotes what is known as "pushed output" (Swain, 1995; Izumi, 2002). This process fosters metalinguistic awareness, syntactic restructuring, and lexical development (Swain, 2005; Nation, 2022). In ESP contexts, where learners engage in domain-specific communication, output plays a particularly significant role in developing not only grammatical competence but also pragmatic and strategic competencies necessary for real-world communication (Hyland, 2006; Basturkmen, 2010).

2.2.4 Vygotsky's Sociocultural Theory

From a sociocultural perspective, Vygotsky conceptualizes learning as a socially mediated process that occurs through interaction with others (Vygotsky, 1978). Central to this theory is the Zone of Proximal Development (ZPD), which refers to the gap between what learners can accomplish independently and what they can achieve with assistance from more capable peers or instructors (Vygotsky, 1978; Lantolf & Thorne, 2006).

In group-based learning environments, this mediation is realized through collaborative dialogue, where learners scaffold each other's understanding and co-construct knowledge (Donato, 1994; Lantolf & Thorne, 2006). Particularly in ESP classrooms, students from different disciplinary backgrounds contribute specialized knowledge, thereby enriching both linguistic and content learning (Hyland, 2006; Basturkmen, 2010). In this context, the teacher assumes the role of a facilitator who guides interaction and supports learners' development, rather than acting as the sole source of knowledge (Vygotsky, 1978; Wells, 1999). Consequently, social interaction becomes a cognitive tool through which both language competence and specialized knowledge are developed.

Taken together, these four theories provide a coherent and comprehensive explanation of how group-based learning facilitates second language acquisition. Krashen emphasizes the importance of comprehensible input, Long highlights the role of interaction, Swain underscores the necessity of output, and Vygotsky situates learning within a socially mediated context (Krashen, 1985; Long, 1996; Swain, 1995; Vygotsky, 1978).

This integrated framework suggests that group-based learning simultaneously activates multiple dimensions of language development by combining input exposure, interactional negotiation, output production, and collaborative scaffolding (Ellis, 2003; Gass & Mackey, 2020; Lantolf & Thorne, 2006). As a result, it creates a rich and dynamic learning environment that is

particularly conducive to the development of ESP students' English language competences.

Table 2.1 Summary of four key SLA theories

Theory	Scholar	Core Idea	Key Concepts	Role in Language Learning
Input Hypothesis	Stephen Krashen (1985)	Language is acquired through comprehensible input	i+1, input exposure	Learners need sufficient listening/reading input slightly above their level
Interaction Hypothesis	Michael Long (1996)	Language develops through interaction	Negotiation of meaning, clarification	Interaction helps learners understand and adjust language
Output Hypothesis	Merrill Swain (1995)	Learners must produce language (output)	Noticing gap, self-correction	Speaking/writing helps learners realize and fix errors
Sociocultural Theory	Lev Vygotsky (1978)	Learning occurs through social interaction	ZPD, scaffolding	Learners develop through support from others

2.3 Conceptual framework

The conceptual framework of this study illustrates the structured relationship between group-based learning activities as the independent variable and English language competence as the dependent variable among ESP students at the University of Phan Thiet. Grounded in major theories of Second Language

Acquisition (SLA), the framework explains how collaborative learning facilitates language development through key mechanisms such as input, interaction, output, and social mediation (Krashen, 1985; Long, 1996; Swain, 1995; Vygotsky, 1978).

Within this framework, group-based learning is not treated as a single undifferentiated construct but is operationalized through specific instructional components that represent different interactional formats. These components activate distinct language learning processes and contribute to the development of multiple dimensions of English language competence.

2.3.1 Independent variable: group-based learning activities

Group-based learning activities (X) are conceptualized as structured instructional practices in which learners collaborate in pairs or small groups to achieve shared learning objectives through communication, discussion, and joint problem-solving. These activities are grounded in cooperative learning principles, which emphasize positive interdependence, individual accountability, and promotive interaction (Johnson & Johnson, 2009; Slavin, 2014).

In the context of this study, group-based learning activities are systematically integrated into ESP instruction to promote active participation and meaningful language use. Rather than relying on teacher-centered delivery, this approach creates opportunities for learners to exchange ideas, negotiate meaning, and co-construct knowledge. As such, group-based learning represents a practical realization of learner-centered pedagogy in language education (Gillies, 2016; Kagan, 2009).

2.3.2 Components of group-based learning

To capture the complexity of collaborative learning, the independent variable is further operationalized into two main components: pair work (X1) and group work (X2). These components represent distinct forms of interaction and are expected to contribute differently to language development.

Pair work (X1) involves interaction between two learners, creating a focused and intensive environment for language practice. This format allows for increased

speaking time, immediate feedback, and greater individual accountability, thereby facilitating more accurate and controlled language use (Nation, 2022; Gass & Mackey, 2020). Due to its structured and concentrated nature, pair work is particularly effective in reinforcing learners' understanding of grammar and vocabulary. Therefore, pair work is expected to contribute primarily to the development of cognitive competence (Y1).

In contrast, group work (X2) involves collaboration among a larger number of learners, typically three to five members. This format promotes more complex interaction, diverse perspectives, and collaborative problem-solving. Learners are exposed to varied language input and are required to negotiate meaning, manage discourse, and engage in extended communication (Dörnyei & Murphey, 2003; Gillies, 2016). As a result, group work provides a more authentic and context-rich environment for language use and is therefore expected to contribute more strongly to the development of specialized competence (Y2).

2.3.3 Mechanisms of influence

The relationship between group-based learning activities and English language competence is mediated by key mechanisms derived from SLA theories. These mechanisms operate simultaneously within collaborative learning environments and explain how language acquisition occurs through interaction.

First, comprehensible input enables learners to acquire new linguistic forms when they are exposed to language slightly beyond their current level (Krashen, 1985; Ellis, 2003). In group-based settings, such input is naturally generated through peer interaction and contextualized communication.

Second, interactional negotiation facilitates learning by requiring learners to clarify meaning, confirm understanding, and reformulate their utterances during communication breakdowns (Long, 1996; Gass & Mackey, 2020). These processes increase learners' attention to language form and promote deeper processing of input.

Third, pushed output encourages learners to produce language that is precise and meaningful, thereby helping them notice gaps in their linguistic knowledge and refine their language use (Swain, 1995; Swain, 2005). Collaborative tasks such as discussions and presentations provide opportunities for such output.

Finally, social mediation and scaffolding occur when learners support each other within the Zone of Proximal Development (ZPD), enabling them to perform beyond their individual capabilities (Vygotsky, 1978; Lantolf & Thorne, 2006). Through guided interaction, learners co-construct knowledge and develop both linguistic and cognitive abilities.

These mechanisms collectively explain how group-based learning activities (X), implemented through pair work (X1) and group work (X2), facilitate the development of cognitive competence (Y1) and specialized competence (Y2).

2.3.4 Dependent variable: English language competence

The dependent variable of this study is English language competence (Y), conceptualized as a multidimensional construct comprising two interrelated components: cognitive competence (Y1) and specialized competence (Y2).

Cognitive competence (Y1) refers to learners' knowledge of fundamental language systems, including grammar, vocabulary, and discourse structures. It represents the foundational linguistic knowledge required for accurate language use (Ellis, 2003; Nation, 2022).

Specialized competence (Y2) refers to the ability to use English effectively within discipline-specific contexts, including the use of technical vocabulary, professional discourse conventions, and field-related communication practices (Hyland, 2006; Basturkmen, 2010). This competence reflects the application of language knowledge in authentic academic and professional situations.

Within this framework, both pair work (X1) and group work (X2) are hypothesized to influence English language competence, but in different ways. Pair work is expected to have a stronger impact on cognitive competence through intensive practice and immediate feedback, whereas group work is likely to

contribute more significantly to specialized competence due to its emphasis on extended interaction and contextualized communication.

Overall, the conceptual framework provides a theoretically grounded model that explains how different forms of group-based learning activities contribute to the development of English language competence among ESP students.

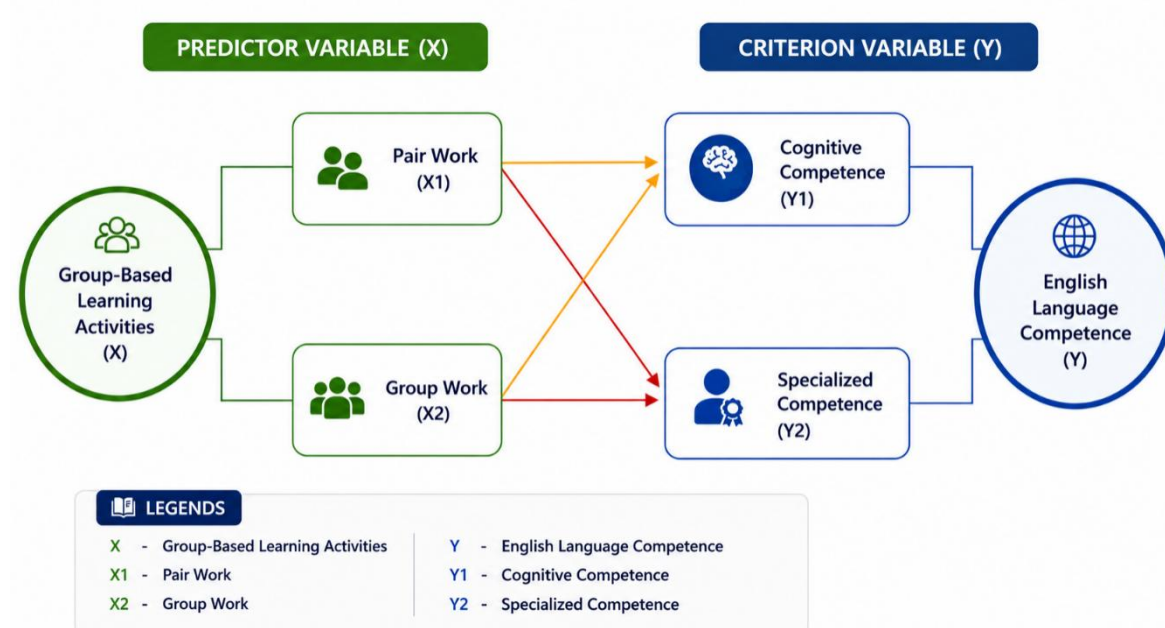


Figure 2.1 Conceptual framework of the study

2.4 Group-based learning

Group-based learning has been widely recognized as an effective pedagogical approach in second language education, particularly in EFL and ESP contexts where interaction and communication play a central role in language development. Conceptually grounded in cooperative learning theory, it involves organizing learners into small groups to collaboratively achieve shared academic goals through discussion, problem-solving, and joint knowledge construction (Johnson & Johnson, 2009; Slavin, 1995; Slavin, 2014). Within this framework, learners work together not only to complete tasks but also to maximize each other's learning outcomes, reflecting a shift from knowledge transmission to collaborative

knowledge construction (Johnson, Johnson, & Smith, 1998; Johnson & Johnson, 2002).

Aligned with interactionist perspectives in second language acquisition, group-based learning facilitates language development through meaningful interaction, negotiation of meaning, and socially mediated processes (Long, 1996; Gass & Mackey, 2020). Unlike traditional teacher-centered approaches, this model repositions learners as active participants who engage in discussion, co-construction of knowledge, and problem-solving, thereby promoting deeper cognitive processing and more meaningful language use (Ellis, 2003; Richards, 2006; Gillies, 2016; Kagan, 2009).

A substantial body of empirical research has consistently demonstrated the effectiveness of cooperative and group-based learning across language skills. Studies indicate that collaborative learning environments significantly improve learners' speaking performance (Pattanpichet, 2011; Al-Tamimi & Attamimi, 2014), reading comprehension (Doulkbas, Keskin, & Polat, 2011; Meng, 2010; Law, 2011), and writing ability (Roddy, 2009). In addition, group-based interaction has been shown to enhance vocabulary acquisition and language retention (Lin, 2018) as well as grammatical competence through collaborative learning processes. These findings suggest that interaction-rich environments provide essential conditions for language acquisition, particularly through increased opportunities for feedback, output, and negotiation of meaning (Alrayah, 2018).

The effectiveness of group-based learning is further supported by key principles of cooperative learning, including positive interdependence, individual accountability, and promotive interaction (Johnson & Johnson, 1991; Johnson & Johnson, 2009). These elements ensure that learners actively contribute to group tasks while supporting each other through explanation, clarification, and feedback. As a result, such collaborative processes play a critical role in enhancing learners' cognitive competence, particularly in terms of grammar, vocabulary, and language structures.

From a pedagogical perspective, the implementation of group-based learning also redefines the role of the teacher. Rather than acting as a transmitter of knowledge, the teacher functions as a facilitator, mediator, and coach who guides learners' interaction and supports the learning process (Calderón, 1990; Ning, 2010). This learner-centered environment not only increases participation but also fosters autonomy and responsibility, which are essential for effective language learning.

However, the effectiveness of group-based learning is not automatic. Research highlights several challenges, including unequal participation, dominance of stronger learners, and the tendency to rely on the first language during group interaction (Dörnyei & Murphey, 2003; Gillies, 2016). In Vietnamese educational contexts, these issues are further influenced by the persistence of traditional teaching practices, which limit opportunities for meaningful interaction. Therefore, successful implementation requires careful task design, structured interaction, and active teacher facilitation.

In ESP contexts, group-based learning becomes even more critical as it enables learners to engage in discipline-specific communication through collaborative tasks such as case studies, simulations, and problem-solving activities. These tasks replicate real-world professional contexts, allowing learners to apply language in meaningful and context-sensitive ways (Hyland, 2006; Basturkmen, 2010). Through such interaction, learners not only develop general language proficiency but also enhance their ability to use English in specialized domains, thereby contributing to the development of specialized competence.

Within Vietnamese higher education, where teacher-centered instruction remains prevalent, group-based learning represents a significant pedagogical shift. It provides learners with increased opportunities for interaction, feedback, and collaborative knowledge construction, thereby addressing limitations in communicative practice. Importantly, these interactional processes support the simultaneous development of both cognitive competence and specialized

competence, making group-based learning a coherent and effective framework for improving English language competence among ESP students.

2.5 English language competence

English language competence has been conceptualized as a dynamic, multidimensional construct that extends beyond the mere command of linguistic forms to encompass the ability to deploy language effectively, appropriately, and strategically across diverse communicative contexts (Canale & Swain, 1980; Bachman, 1990; Hymes, 1972). Within communicative language teaching, competence is not treated as static knowledge but as context-sensitive performance, where grammatical accuracy, discourse organization, sociocultural appropriateness, and strategic resourcefulness operate in an integrated manner to enable meaningful communication (Littlewood, 1981; Richards, 2006; Celce-Murcia, 2007).

The seminal framework proposed by Canale and Swain (1980), later elaborated by Bachman (1990), delineates communicative competence into interrelated components, including grammatical, sociolinguistic, discourse, and strategic competences. While this model remains foundational, subsequent scholarship has emphasized that these dimensions are not discrete but mutually constitutive, co-developing through interaction and use (Celce-Murcia, 2007). From a second language acquisition (SLA) perspective, competence emerges through exposure to input, engagement in interaction, and the production of output, processes that are mediated by cognitive and social mechanisms (Ellis, 2003; Long, 1996; Swain, 1995). Thus, language competence is best understood as an emergent capacity shaped by both internal processing and external communicative engagement.

In ESP contexts, the construct of language competence becomes further differentiated and domain sensitive. ESP students are expected not only to demonstrate general communicative ability but also to perform effectively within specialized academic or professional settings, which require mastery of discipline-specific lexis, genre conventions, and pragmatic norms (Hyland, 2006; Basturkmen,

2010). This shift from general to context-bound competence underscores the need to integrate linguistic knowledge with domain-specific practices, thereby reconceptualizing competence as both cognitively grounded and socially situated.

In line with this perspective, the present study operationalizes English language competence as comprising two analytically distinct yet interrelated dimensions: cognitive competence and specialized competence. Cognitive competence refers to learners' knowledge of core language systems, including grammar, vocabulary, and discourse structures, which underpin accurate language processing and production (Ellis, 2003; Nation, 2022). Specialized competence, by contrast, denotes the ability to mobilize language resources in discipline-specific contexts, involving the appropriate use of technical vocabulary, genre-specific discourse, and contextually appropriate communicative strategies (Hyland, 2006; Basturkmen, 2010). Importantly, these dimensions are not hierarchical but reciprocal: cognitive competence provides the linguistic foundation, while specialized competence reflects the contextualized application of that knowledge.

Despite the centrality of English language competence in ESP education, a persistent misalignment exists between instructional practices and communicative outcomes, particularly in EFL contexts such as Vietnam. Instructional approaches often remain heavily form-focused, privileging grammatical accuracy over communicative functionality, which constrains opportunities for authentic language use and limits the development of discourse and sociolinguistic competences (Ellis, 2003; Brown, 2015). Furthermore, restricted exposure to authentic input, especially in specialized domains, impedes learners' acquisition of relevant vocabulary and discourse conventions (Nation, 2022; Hyland, 2006). The limited availability of interactional opportunities in teacher-fronted classrooms further exacerbates this issue by reducing learners' engagement in negotiation of meaning, a process widely recognized as critical for language development (Long, 1996; Gass & Mackey, 2020). Affective variables, including low confidence and communication anxiety, additionally mediate learners' willingness to participate, thereby constraining the

development of both fluency and domain-specific communicative competence (Dörnyei, 2005; MacIntyre, 2007).

These challenges are particularly salient in tertiary ESP contexts, where learners are expected to transition from knowledge acquisition to functional language use. Within institutions such as the University of Phan Thiet, constraints related to limited interaction, insufficient exposure to specialized input, and the persistence of traditional pedagogies collectively hinder the development of comprehensive language competence. This pedagogical gap highlights the need for instructional approaches that simultaneously address cognitive development and contextualized language use (Nguyen & Huynh, 2024).

In response to these limitations, group-based learning has been increasingly foregrounded as a theoretically grounded and pedagogically viable approach. Drawing on principles of cooperative learning and interactionist SLA, group-based learning creates conditions for sustained interaction, collaborative meaning-making, and socially mediated learning (Johnson & Johnson, 2009; Slavin, 2014; Gillies, 2016). Through peer interaction, learners are exposed to diverse input, engage in negotiation of meaning, and are pushed to produce more precise and contextually appropriate language (Long, 1996; Swain, 1995). These processes are particularly conducive to the simultaneous development of cognitive competence (through focused language use and feedback) and specialized competence (through contextualized communication and task-based engagement). Accordingly, group-based learning provides a coherent pedagogical pathway for bridging the gap between linguistic knowledge and its functional application in ESP contexts.

Empirical research on cooperative and group-based learning provides strong support for the theoretical claims of interactionist SLA. Studies have consistently demonstrated that learners engaged in pair and group work produce a greater quantity and variety of language compared to those in teacher-fronted settings (Long et al., 1976). They are also more likely to participate in negotiation of

meaning, receive feedback, and engage in meaningful interaction, all of which are essential for language development (Pica & Doughty, 1985; Doughty & Pica, 1986).

Furthermore, cooperative learning environments have been shown to enhance overall language proficiency, including listening comprehension and communicative performance (Sharan et al., 1985; Bejarano, 1987). These findings confirm that group-based learning is not only theoretically grounded but also empirically validated as an effective approach to facilitating second language acquisition (Nguyen 2024; Nguyen & Le, 2025).

2.6 Second Language Acquisition (SLA) and interaction

Second Language Acquisition (SLA) research has increasingly converged on the view that interaction constitutes a central mechanism in language development, rather than merely a channel for communication. While early models privileged the role of input, contemporary perspectives conceptualize acquisition as a dynamic process involving the integration of input, interaction, output, and cognitive processing (Ellis, 2003; Gass & Mackey, 2020; Lightbown & Spada, 2013). Within this interactionist paradigm, learning is understood to occur through learners' active engagement with language in socially mediated contexts.

A key theoretical advancement in SLA is the Interaction Hypothesis, which posits that comprehensible input becomes most facilitative when it is embedded within interaction (Long, 1996). During communicative exchanges, learners engage in negotiation of meaning clarifying, confirming, and modifying their utterances in response to communication breakdowns. These interactional moves increase the salience of linguistic forms and direct learners' attention to problematic features of the input, thereby promoting the conversion of input into intake (Gass & Mackey, 2020). In this sense, interaction functions as a cognitive trigger that deepens language processing.

Interaction also provides critical opportunities for feedback, which has been widely recognized as a catalyst for language development. Both implicit feedback (e.g., recasts) and explicit feedback (e.g., correction, clarification requests) enable

learners to notice discrepancies between their interlanguage and target forms (Lyster & Ranta, 1997; Mackey, 2013). This process aligns with the Noticing Hypothesis, which asserts that conscious attention to linguistic features is a necessary condition for learning (Schmidt, 1990). Through feedback-mediated interaction, learners refine their linguistic representations and improve accuracy over time.

Beyond input and feedback, interaction plays a crucial role in eliciting language production. Swain's Output Hypothesis emphasizes that learners must be "pushed" to produce language that is both precise and comprehensible, thereby encouraging deeper cognitive engagement (Swain, 1995; Swain, 2005). In attempting to express meaning, learners test hypotheses, identify gaps in their knowledge, and restructure their interlanguage. This process contributes not only to fluency but also to the development of grammatical and lexical accuracy.

From a sociocultural perspective, interaction is further understood as a socially mediated process through which learning is co-constructed. Drawing on Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), collaborative dialogue enables learners to scaffold each other's performance, extend their current abilities, and internalize new knowledge through guided participation (Lantolf & Thorne, 2006). In such environments, peers are not merely co-participants but active agents in facilitating cognitive and linguistic development.

Importantly, interaction is also closely associated with affective and motivational dimensions of learning. Engaging in collaborative tasks has been shown to increase learner engagement, willingness to communicate, and confidence, all of which contribute to more effective language acquisition (Dörnyei, 2005; Boffi, 2013). Learners who participate in interactive environments are more likely to take risks, sustain communication, and develop communicative competence compared to those in passive, teacher-fronted settings.

Despite these well-documented benefits, opportunities for meaningful interaction remain limited in many EFL and ESP classrooms, particularly in

contexts where teacher-centered instruction predominates. In such environments, learners often have restricted chances to negotiate meaning, receive feedback, or produce extended discourse, which constrains both linguistic development and communicative competence (Ellis, 2003; Long, 1996). This gap between SLA theory and classroom practice is especially evident in tertiary contexts where language learning is still largely form-focused.

In response to these limitations, group-based learning has emerged as a pedagogically robust approach for operationalizing interaction in the classroom. By organizing learners into pairs and small groups and engaging them in communicative tasks, group-based learning creates a structured environment in which interactional processes such as negotiation of meaning, feedback exchange, and pushed output can occur naturally (Johnson & Johnson, 2009; Slavin, 2014; Gillies, 2016). These processes directly support the development of both cognitive competence, through enhanced attention to linguistic form, and specialized competence, through contextualized and discipline-related communication. As such, group-based learning provides a theoretically grounded and practically effective means of aligning SLA principles with classroom practice in ESP contexts.

2.7 Group dynamics and motivation in language learning

Group dynamics play a crucial role in shaping the effectiveness of interaction in language learning environments, particularly in group-based learning contexts. The patterns of participation, relationships, and roles within a group determine the extent to which learners engage in meaningful communication (Dörnyei & Murphey, 2003; Johnson & Johnson, 2009). Positive group dynamics, characterized by cohesion, trust, and balanced participation, create a supportive environment that encourages learners to share ideas, negotiate meaning, and take linguistic risks key conditions for language development (Dörnyei, 2005; Boffi, 2013).

Motivation is closely intertwined with group processes and significantly influences learners' participation and persistence. Rather than being purely individual, motivation is shaped by the classroom environment and group

interaction (Dörnyei, 2001; Ushioda, 2011). In collaborative settings, learners with higher motivation and willingness to communicate are more likely to engage actively in tasks, thereby increasing their exposure to meaningful language use (MacIntyre, 2007).

However, group dynamics may also present challenges. Unequal participation, dominance of certain members, and reliance on the first language can reduce opportunities for interaction and limit learning outcomes (Dörnyei & Murphey, 2003; Gillies, 2016). These issues highlight the importance of effective group organization and teacher facilitation.

In ESP contexts, positive group dynamics are particularly important as ESP students often engage in discipline-specific communication tasks. Well-managed group interaction not only enhances participation and motivation but also supports the development of cognitive competence and specialized competence through increased interaction, feedback, and contextualized language use.

2.8 Related studies

2.8.1 Global studies

A substantial body of international empirical research consistently demonstrated that group-based learning, particularly cooperative learning and team-based learning, played a crucial role in enhancing English language competence across diverse EFL contexts. Numerous studies showed that collaborative instructional approaches significantly increased learners' opportunities for interaction, participation, and meaningful language use, which were essential conditions for language development (Al-Tamimi & Attamimi, 2014; Alrayah, 2018; Dendup & Onthanee, 2020; Gomleksiz, 2007; Pattanpichet, 2011; Zhang & Plonsky, 2020; Sato & Ballinger, 2021; Li & Zhu, 2021).

A considerable number of studies focused on the impact of group-based learning on speaking competence, which represented a core dimension of actualized competence. For instance, Al-Tamimi and Attamimi (2014), Alrayah (2018), and Sangkhawasee and Jansem (2021) consistently reported significant improvements in

learners' fluency, confidence, and communicative performance through cooperative and team-based learning activities. Similarly, Mardani and Jahanbazian (2015), Dendup and Onthanee (2020), and Pattanpichet (2011) demonstrated that structured group interaction enhanced oral performance and communicative ability. These findings were further supported by Alam (2013) and Torky (2006), who confirmed that interactive and collaborative learning environments were highly effective in developing speaking skills in EFL classrooms (Zhou & Hiver, 2022; Phung, 2023).

Beyond speaking skills, empirical research also indicated that group-based learning contributed to the development of cognitive aspects of language competence, particularly grammar and vocabulary. Elizalde-Rivera and Criollo-Vargas (2020) found that collaborative learning techniques significantly improved grammatical competence through peer interaction and shared problem-solving. Similarly, Lin (2018) demonstrated that group work enhanced vocabulary acquisition and retention by promoting repeated exposure and contextualized language use. Additional support was provided by Jacobs and Shan (2015) and Laal and Ghodsi (2012), who highlighted that collaborative learning fostered deeper processing of linguistic knowledge, thereby strengthening learners' cognitive competence (Teng, 2020; McDonough & Vleeschauwer, 2022).

In addition to linguistic outcomes, several studies emphasized the importance of affective factors in group-based learning environments. Taqi and Al-Nouh (2014), Situmorang (2021), and Bertucci et al. (2010) found that group work positively influenced learners' attitudes, motivation, and engagement. These findings suggested that cooperative learning not only enhanced language performance but also created a supportive learning environment that promoted active participation and sustained engagement. Similarly, Burke (2011) and Bruffee (1984) argued that effective group work structures facilitated interaction, collaboration, and negotiation of meaning, which were critical for language development (Chen & Yu, 2022).

Furthermore, research highlighted that the effectiveness of group-based learning largely depended on its implementation and structure. Ghaith (2002),

Gomleksiz (2007), and Slavin (1996) demonstrated that well-organized cooperative learning strategies significantly improved academic achievement and language proficiency. Likewise, Johnson et al. (2007) emphasized that structured group interdependence enhanced learning outcomes by fostering accountability and collaboration (Dobao & Blum, 2023).

More recently, team-based learning (TBL) emerged as an extension of cooperative learning, offering a more structured and systematic approach to group-based instruction. Studies by Michaelsen et al. (2004), Michaelsen and Sweet (2008), and Michaelsen et al. (2014) suggested that TBL enhanced learners' accountability, interaction, and application of knowledge. Empirical evidence from Sangkhawasee and Jansem (2021), Mardani and Jahanbazian (2015), and Amirah (2012) further confirmed that team-based learning significantly improved speaking performance and overall language proficiency.

Overall, international empirical studies consistently indicated that group-based learning activities positively influenced multiple dimensions of English language competence, including speaking fluency, grammatical accuracy, vocabulary development, and learner engagement (Al-Tamimi & Attamimi, 2014; Alrayah, 2018; Elizalde-Rivera & Criollo-Vargas, 2020; Lin, 2018; Dendup & Onthanee, 2020; Pattanpichet, 2011; Zhang & Plonsky, 2020; Chen & Yu, 2022; Phung, 2023; Dobao & Blum, 2023). However, despite these extensive findings, most studies tended to examine these dimensions separately rather than investigating their integrated development. In particular, limited research explored how group-based learning simultaneously affected cognitive and specialized competence within ESP contexts. This gap highlighted the need for a more comprehensive investigation into the multidimensional impact of group-based learning, which forms the central focus of the present study.

2.8.2 Domestic studies

In the Vietnamese context, a growing number of studies examined the application of communicative and group-based learning approaches in English

language teaching, particularly in relation to improving students' language competence. Despite ongoing educational reforms, traditional teacher-centered practices still remained prevalent in many classrooms, limiting opportunities for interaction and meaningful language use. However, recent empirical studies showed increasing adoption of collaborative and communicative approaches to address these limitations (Pham, 2007; Hoang, 2018; Le, 2014; Cao, 2018; Do, 2017).

A considerable body of research focused on the role of cooperative learning and group-based activities in enhancing students' speaking competence. For instance, Do and Le (2020) found that group work was widely implemented in English speaking classes in Vietnam and was perceived by teachers as an effective strategy to improve students' communicative performance. Similarly, Pham (2011) and Nguyen and Tran (2019) reported that cooperative learning positively influenced both teachers' and students' perceptions, while also improving interaction and participation in the classroom. These findings were further supported by Tran and Lewis (2012), who demonstrated that cooperative learning significantly enhanced students' academic performance and engagement. In addition, Nguyen (2013) highlighted the importance of peer scaffolding in collaborative oral presentations, indicating that interaction among learners played a crucial role in developing speaking skills.

Beyond speaking competence, several studies also explored the impact of group-based and task-based approaches on cognitive aspects of language learning. Pham and Do (2021) found that task-based instruction significantly improved students' grammatical performance in both speaking and writing skills. Similarly, Pham et al. (2023) demonstrated that project-based learning enhanced students' self-regulated learning, which contributed to more effective language acquisition. In addition, Tran and Nguyen (2024) reported that collaborative approaches supported vocabulary development in specialized fields, suggesting that group-based learning also contributed to specialized competence, particularly in ESP contexts.

In terms of innovative and context-specific applications, several studies examined the integration of real-world and technology-enhanced tasks into group-based learning. Vo (2021) found that simulated workplace tasks significantly enhanced business English learning by providing authentic communication opportunities. Similarly, Nguyen (2026) reported that flipped classroom models, when combined with interactive activities, improved students' speaking skills and engagement. These findings suggested that combining group-based learning with modern pedagogical approaches could further strengthen its effectiveness in developing language competence.

Additionally, research highlighted the importance of affective and social factors in group-based learning environments. Nguyen (2016) emphasized the role of peer feedback in promoting active participation and improving language performance, while Ho and Pham (2021) found that teamwork skills were essential for effective collaborative learning. Furthermore, Nguyen et al. (2012) pointed out that the transfer of cooperative learning practices into the Vietnamese context required adaptation to cultural and educational differences, particularly in terms of learner autonomy and classroom interaction patterns.

Despite these positive findings, several studies also identified challenges in implementing group-based learning in Vietnam. Nguyen and Tran (2019), Le (2014), and Do (2017) highlighted issues such as large class sizes, limited interaction time, and teachers' lack of experience in organizing group activities. Similarly, Cao (2018) emphasized that although task-based learning offered significant benefits, its implementation in Vietnamese classrooms was often inconsistent due to contextual constraints. These challenges suggested that the effectiveness of group-based learning depended not only on the approach itself but also on how it was adapted and implemented in specific educational contexts.

Overall, local studies in Vietnam consistently indicated that group-based learning had strong potential to enhance English language competence, particularly in terms of speaking skills, grammatical development, vocabulary acquisition, and

learner engagement (Do & Le, 2020; Pham & Do, 2021; Pham et al., 2023; Tran & Lewis, 2012; Nguyen, 2025). However, most studies tended to focus on specific aspects of language learning rather than examining competence as a multidimensional construct. In particular, there was a lack of research investigating how group-based learning simultaneously affected cognitive and specialized competence within ESP contexts. This gap highlighted the need for a more comprehensive and systematic investigation, which formed the basis for the present study at the University of Phan Thiet.

2.8.3 Research gap

Despite a substantial body of international and local research supporting the effectiveness of group-based learning in English language education, several critical gaps remain evident.

First, existing studies have predominantly examined the impact of group-based learning on isolated aspects of language competence, such as speaking fluency, vocabulary acquisition, or grammatical performance. While these findings provide valuable insights, they fail to conceptualize English language competence as an integrated construct. In particular, there is limited research that simultaneously investigates both cognitive competence (e.g., grammar and vocabulary knowledge) and specialized competence (e.g., context-specific language use), especially within a unified analytical framework.

Second, although group-based learning has been widely studied in general EFL contexts, there is still a noticeable lack of research focusing on ESP learners. Unlike general English learners, ESP students are required to apply language in discipline-related and professional contexts. However, previous studies have not sufficiently examined how collaborative learning supports the development of specialized competence, particularly in relation to domain-specific communication and contextualized language use.

Third, prior research has largely emphasized learning outcomes without sufficiently explaining the relationships among key learning processes, such as

interaction, collaboration, and engagement, and their contribution to different dimensions of language competence. This limitation creates a gap between theoretical assumptions and empirical evidence in language learning research.

Finally, in the Vietnamese context, although recent studies have highlighted both the benefits and challenges of implementing group-based learning, most research has been conducted in urban or well-resourced institutions. There remains a scarcity of empirical studies in provincial or less-developed educational settings, where contextual factors such as limited interaction opportunities, traditional teaching practices, and learner-related variables may influence the effectiveness of group-based learning. In particular, little is known about how these factors operate in institutions such as the University of Phan Thiet.

In response to these gaps, the present study aims to investigate the impact of group-based learning activities on ESP students' English language competence, with a focus on cognitive and specialized competence, within the context of the University of Phan Thiet. It seeks to provide a more comprehensive and context-sensitive understanding of how collaborative learning contributes to language development.

CHAPTER 3: METHODOLOGY

3.1 Research design

This study employed a quantitative correlational research design to examine the relationship between group-based learning activities and English language competence among ESP students at the University of Phan Thiet.

A correlational design was appropriate for this study as it aimed to determine the strength and direction of the relationships between variables without manipulating them. This approach allowed the researcher to identify whether and to what extent group-based learning activities were associated with different dimensions of English language competence.

Data was collected through a structured questionnaire using a Likert-scale format, which enabled the measurement of students' perceptions of pair work and group work activities, as well as their self-reported language competence.

The collected data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistics were used to summarize the data, while Pearson correlation was employed to examine the relationships between variables. In addition, multiple regression analysis was conducted to determine the predictive power of independent variables on English language competence.

This research design ensured objectivity and provided statistically reliable evidence regarding the relationships among variables.

3.2 Research site and participants

3.2.1 Research site

The research setting was a higher education institution, University of Phan Thiet in Lam Dong Province, Vietnam, whereby ESP classes are part of the curriculum among non-English major students.

The university-based ESP courses are planned to help the students acquire skills of the English language applicable to their academic fields and profession. The courses are usually concerned with the vocabulary of specific fields, the comprehension of specialized texts, and the practical communication assignments.

Nevertheless, teacher-centered methods have been a classic mode of classroom teaching with minimal opportunities of structured interaction with peers.

3.2.2 Participants

Altogether, a total of 120 ESP students (N = 120) at the University of Phan Thiet, Vietnam participated in this research. Several ESP classes from three main academic specializations were randomly selected. The participants came from various disciplines, namely Business Administration, Tourism and Travel Management, and Information Technology.

All participants were enrolled in a credit-bearing and compulsory ESP course offered by the university program and were identified as lower-intermediate learners of English. The majority of the students were in their second and third years of study. Most of the participants were aged between 20 and 22, which represents the typical age range of undergraduate ESP students. The participants came from various academic disciplines, reflecting the interdisciplinary nature of ESP instruction at the university.

The population was dominated by female students rather than male students (see Table 3.1).

Table 3.1 Summary of participant data

Codes	Major	Participants	Male	Female	20–21	22+
BA ¹	Business Administration	43	16	27	29	14
TM ²	Tourism and Travel Management	42	13	29	19	23
IT ³	Information Technology	35	4	31	17	18
1+2+3	BA+TM+IT	120	33	87	65	55

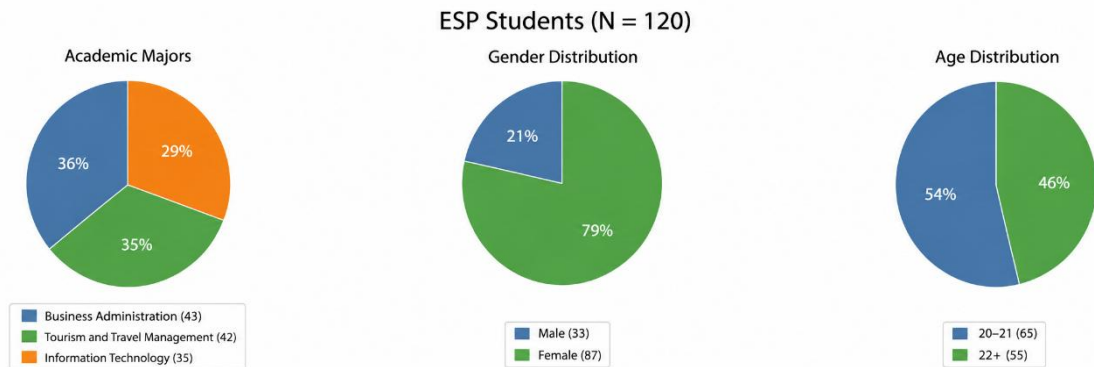


Figure 3.1 Summary of participant data

3.3 Research instruments

This section presents how the variables in the study were operationalized and measured. The primary instrument employed in this research was a structured survey questionnaire, the items of which were developed based on and adapted from previous studies on cooperative learning, interaction, and language development (Johnson & Johnson, 2009; Slavin, 2014; Long, 1996; Swain, 1995). These items were further modified to align with the research objectives and the ESP learning context at the University of Phan Thiet.

The questionnaire was designed to measure the two main categories of variables in the study, namely the independent variable - group-based learning activities, and the dependent variable - English language competence. Specifically, the instrument consisted of four constructs: pair work (X1), group work (X2), cognitive competence (Y1), and specialized competence (Y2), with a total of 40 items, each construct including 10 items.

Table 3.2 Distribution of questionnaire items across constructs

Construct	Code	Number of Items
Pair Work	X1	10
Group Work	X2	10

Cognitive Competence	Y1	10
Specialized Competence	Y2	10
Total		40

All questionnaire items were measured using a four-point Likert scale (Likert, 1932), ranging from 4 to 1, where 4 represented “Strongly Agree,” 3 indicated “Agree,” 2 indicated “Disagree,” and 1 represented “Strongly Disagree.” Participants were asked to indicate the extent to which they agreed with each statement based on their actual learning experiences (Dörnyei, 2001).

Unlike some previous studies that employed dichotomous or five-point scales, this study adopted a four-point Likert scale for two main reasons. First, the absence of a neutral option encourages respondents to provide more decisive responses, thereby reducing ambiguity in the collected data. Second, four-point Likert scales are considered more effective in producing well-distributed data suitable for statistical analyses such as Pearson correlation and regression (Brown, 2007).

In this study, English language competence was not measured through examination scores but through learners’ self-reported perceptions across two dimensions: cognitive competence and specialized competence. This approach allows for a more comprehensive understanding of learners’ language development, particularly in ESP contexts where the application of language in academic and professional settings is essential (Dörnyei, 2001).

To facilitate data interpretation, a three-point scale table of Mean range determination was used to classify the levels of agreement across each construct. These ranges were applied during SPSS analysis to determine response tendencies and to evaluate the overall impact of the variables under investigation.

Table 3.3 Mean range for determining levels of group-based learning activities and English language competence

Mean Range (Mean = M)	Interpretation	Degrees/Levels
	Group-based learning activities	English language competence
3.01 - 4.00	high	good
2.01 - 3.00	moderate	adequate
1.00 - 2.00	low	poor

3.4 Validity and reliability

Validity and reliability are fundamental criteria in evaluating the quality of research instruments, as they reflect the extent to which the data collected are appropriate, meaningful, and accurate for drawing valid conclusions (Fraenkel & Wallen, 2009; Horwitz et al., 1986; Aida, 1994). In this study, particular attention was paid to ensuring both the validity and reliability of the questionnaire.

In terms of reliability, it refers to the internal consistency of the instrument, indicating the degree to which the items consistently measure the same construct. Reliability coefficients typically range from 0 (0 percent reliable) to 1 (100 percent reliable), with higher values representing greater consistency. A coefficient of 0.70 or above is generally considered acceptable for questionnaire-based research, while values below 0.60 may indicate problematic measurement (Dörnyei, 2001; Vogt, 2007). Although higher coefficients, such as 0.90, are desirable, perfect reliability is rarely achieved in practice (Brown, 1996). Therefore, in this study, Cronbach's Alpha was employed to assess the internal consistency of each construct.

To ensure content validity, all questionnaire items were carefully reviewed and validated by four experts, including two internal experts from the Department of English Language at Ho Chi Minh City University of Banking and two external

experts with relevant academic backgrounds. Their feedback was used to refine the clarity, relevance, and appropriateness of the items in relation to the research objectives. Furthermore, both internal and external validity were considered through appropriate research design and sampling procedures. Efforts were made to minimize potential threats to validity by ensuring that the sample was representative and that the data collection process was conducted in a consistent and controlled manner.

The questionnaire items were carefully measured, evaluated, and validated to identify any potential issues within the instrument. The internal consistency of the measurement scales was examined using Cronbach's Alpha coefficient. The results indicated that the overall reliability values were above the acceptable threshold of .70, demonstrating a good level of internal consistency (Bonett & Wright, 2015). Specifically, for the independent variables related to group-based learning activities, the Cronbach's Alpha values for pair work and group work were .827 and .818, respectively, with an overall reliability coefficient of .823. This indicates that the items measuring group-based learning activities were highly consistent.

For the dependent variables, the Cronbach's Alpha coefficients for cognitive competence and specialized competence were .785 and .835, respectively. The overall reliability value for language competence was .810. These results further confirm that the items used to measure English language competence were reliable and internally consistent. In addition, the overall reliability value of the entire instrument was .817, indicating that all questionnaire items achieved a satisfactory level of internal consistency. Therefore, no items were removed, as all constructs met the reliability criteria and contributed positively to the measurement scales.

Overall, the results demonstrate that the research instruments are reliable and suitable for further statistical analyses. This ensures the accuracy and consistency of the findings and provides a solid foundation for subsequent analyses, including correlation and multiple regression. More importantly, validity is related to the probability values used to determine whether to reject a null hypothesis. Altogether,

two research questions and two null hypotheses were tested to obtain the results of this study. Overall, preliminary statistical analyses revealed high internal consistency for the measurement scales. (Table 3.4)

Table 3.4 Reliability statistics of characteristics of instruments (RSCI) (n = 40)

Reliability Statistics		
Cronbach's Alpha: .823		Numbers of Items: 20 in total
Group Based - Learning Activities Variables	Cronbach's Alpha	N of Items
Pair Work	.827	10
Group Work	.818	10
Altogether	.823	20
Reliability Statistics		
Cronbach's Alpha: .810		Numbers of Items: 20 in total
Language Competence Variables	Cronbach's Alpha	N of Items
Cognitive Competence	.785	10
Specialized Competence	.835	10
Altogether	.810	20
Overall value	.817	40

3.5 Data analysis

The collected data were coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 26. An initial significance level of $\alpha = 0.01$ was adopted for the analysis. Descriptive statistics, including mean (M) and standard deviation (SD), were first employed to summarize the characteristics of the data and examine the distribution of the variables.

Subsequently, Pearson's correlation coefficient (p) was used to investigate the relationships between the independent variables - group-based learning activities, including pair work and group work and the dependent variables - English language

competence, including cognitive competence and specialized competence. In addition, regression analysis was conducted to determine the extent to which the independent variables significantly predicted the dependent variables. For these statistical procedures, a significance level of $\alpha = 0.05$ was applied.

For descriptive analysis, the data were further examined using frequencies, descriptive coding, and grouped frequency distributions. The strength and direction of the relationships among variables were interpreted based on the Pearson correlation coefficients. To classify the magnitude of the relationships, Davis's Index Table (DIT) was employed as a reference framework (see Table 3.5).

Table 3.5 David's Index Table

Coefficient of Correlation (r)	Relationship Explanation	Description
0.70 or more (0.7 or >)	Very strong	Highly significant (+)
0.50 to 0.69 (0.5 -0.69)	Strong	Distinctively significant (+)
0.30 to 0.49 (0.3-0.49)	Moderate	Slightly significant (+)
0.10 to 0.29 (0.1-0.29)	Low, weak	Less significant (+)
0.01 to 0.09 (0.00-0.09)	Ignore/zero	No significant (-)

According to Creswell (2012), correlational research can be categorized into two main purposes: explanation and prediction. In explanatory correlational studies, the relationships between variables are examined through statistical procedures, allowing researchers to interpret whether the variables are significantly related or not. In predictive designs, certain variables are treated as predictors to determine their influence on outcome variables, including whether the relationships are positive or negative.

The correlation coefficient (r) ranges from -1 to +1, indicating both the strength and direction of the relationship between variables. Values closer to +1 or -1 represent stronger relationships, while values near zero indicate weaker associations. In general, coefficients above 0.9 indicate very strong correlations;

values between 0.7 and 0.9 suggest strong correlations; values between 0.3 and 0.7 indicate moderate correlations; values between 0.1 and 0.3 represent weak correlations; and values below 0.1 are considered negligible.

In addition to correlation analysis, Multiple Regression (MR) was employed to examine the extent to which the independent variables jointly influence the dependent variables. In this study, pair work (X_1) and group work (X_2) were entered simultaneously into the regression model to determine their combined and individual contributions to predicting English language competence, including cognitive competence (Y_1) and specialized competence (Y_2). This approach allows for a more comprehensive understanding of how group-based learning activities function as predictors in the learning process.

Table 3.6 Toth parameter of value index table

Criteria/parameters	Interpretation
	Values of measurements
02%-12.99%	Small (S)
13%-25.99%	Medium (M)
26%-above	Large affect sizes (L)

This procedure was employed to examine the extent to which each predictor contributes to the dependent variables. In particular, the total variance explained (R^2) was used to indicate the overall predictive power of the independent variables, while squared partial correlation coefficients were used to estimate the unique contribution of each predictor within the multiple regression model.

According to Toth (2007, 2011), the magnitude of effect sizes can be interpreted using Cohen's (2013, as cited in Toth, 2007) criteria. Specifically, values ranging from 2% to 12.99% are considered small effects (S), those between 13% and 25.99% indicate medium effects (M), and values of 26% or above represent large effects (L) in multiple regression models within behavioral and social sciences.

To determine the relative importance of the predictors, both standardized regression coefficients (β) and squared partial correlation values were examined. These measures allow for the identification of the most influential predictors in explaining the dependent variables (Toth, 2007, 2011).

Multiple regression analysis was conducted to determine which variables best predict English language competence. In this study, pair work (X_1) and group work (X_2) were treated as independent variables, while cognitive competence (Y_1) and specialized competence (Y_2) were considered dependent variables. The regression analysis was performed using standardized data to examine the relationships between the predictors and the outcome variables (Child, 2006; Gray & Fox, 1998).

The conceptual framework of the study, illustrating the relationships among these variables, is presented in Figure 3.2.

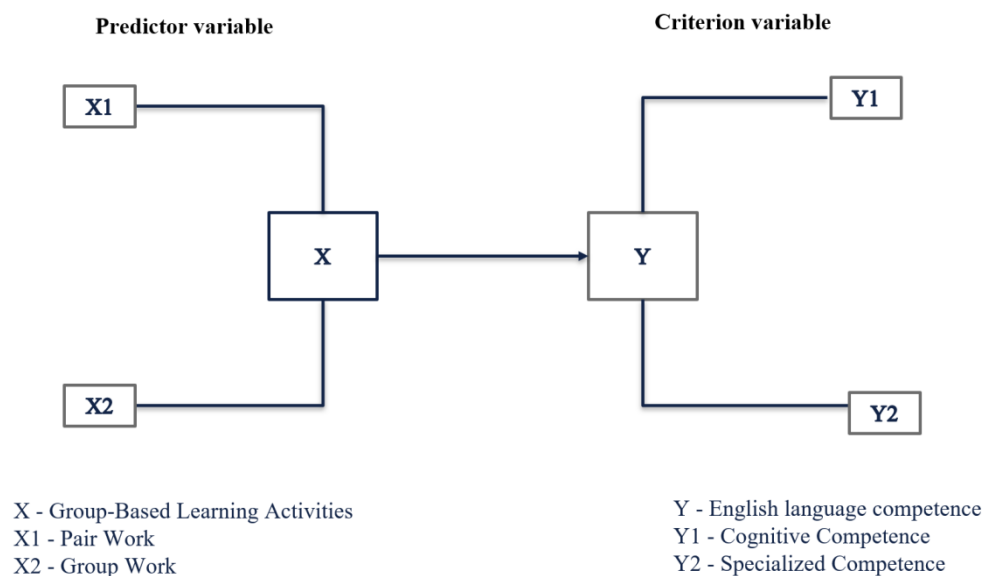


Figure 3.2 Flowchart of relationship between Group – based learning activities and English language competence

3.6 Ethical considerations

To ensure that participants clearly understood the principles of informed consent, relevant materials related to ICPSR (Informed Consent Policy Statement and Release), adapted from TESOL research guidelines <http://www.tesol.org/read-and-publish/journals/tesolquarterly/tesol-quarterly-researchguidelines/informed-consent-policy-statement-and-release> were provided and explained in an accessible manner. Given that obtaining consent from students in classroom-based research may involve elements of perceived pressure (Duff, 2007; Murphy & Dingwall, 2001; Fox et al., 2006), particular attention was paid to minimizing any sense of coercion.

To enhance participants' comprehension and comfort, the consent process was conducted in a flexible and supportive manner, including the use of oral explanations when necessary. This approach ensured that participants fully understood the nature of the study as well as their role in it. Importantly, participation was entirely voluntary, and students were clearly informed of their right to withdraw from the study at any time without any negative consequences or discomfort.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Results

This chapter reports the findings of the study using both tabular and descriptive presentations, systematically organized in accordance with the previously stated hypotheses. In addition, it offers a comprehensive analysis and interpretation of the results.

4.1.1 Descriptive statistics analysis

Before addressing the research questions, descriptive statistics were conducted to examine the main variables of the study. These variables included pair work and group work as the independent variables, and cognitive competence and specialized competence as the dependent variables in English language learning.

Table 4.1 Descriptive statistics of the main variables

<i>Descriptive Statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pair Work	120	2.00	4.00	3.3233	.37500
Group Work	120	2.30	3.90	3.3675	.37375
Cognitive Competence	120	2.10	4.00	3.1408	.36125
Specialized Competence	120	2.00	4.00	3.3025	.39139
Valid N (listwise)	120				

As presented in Table 4.1, the descriptive statistics of the main variables indicate that the mean scores range from 3.14 to 3.37, reflecting a relatively high level of agreement among participants. Among the independent variables, group work has the highest mean value ($M = 3.3675$), followed by pair work ($M = 3.3233$), indicating that students tend to engage slightly more in group-based activities than in pair work.

Regarding the dependent variables, specialized competence has a higher mean score ($M = 3.3025$) compared to cognitive competence ($M = 3.1408$). This

suggests that students perceive their ability to use English in specialized contexts at a relatively good level, while their cognitive competence, including grammar and vocabulary, is slightly lower.

In terms of variability, the standard deviation values range from 0.36125 to 0.39139, indicating relatively low variability in responses. This suggests that participants' responses are fairly consistent. In addition, the minimum and maximum values show that responses are distributed across the scale, reflecting a reasonable level of variation.

Overall, the results indicate that students generally hold positive perceptions toward group-based learning activities and demonstrate a relatively high level of English language competence.

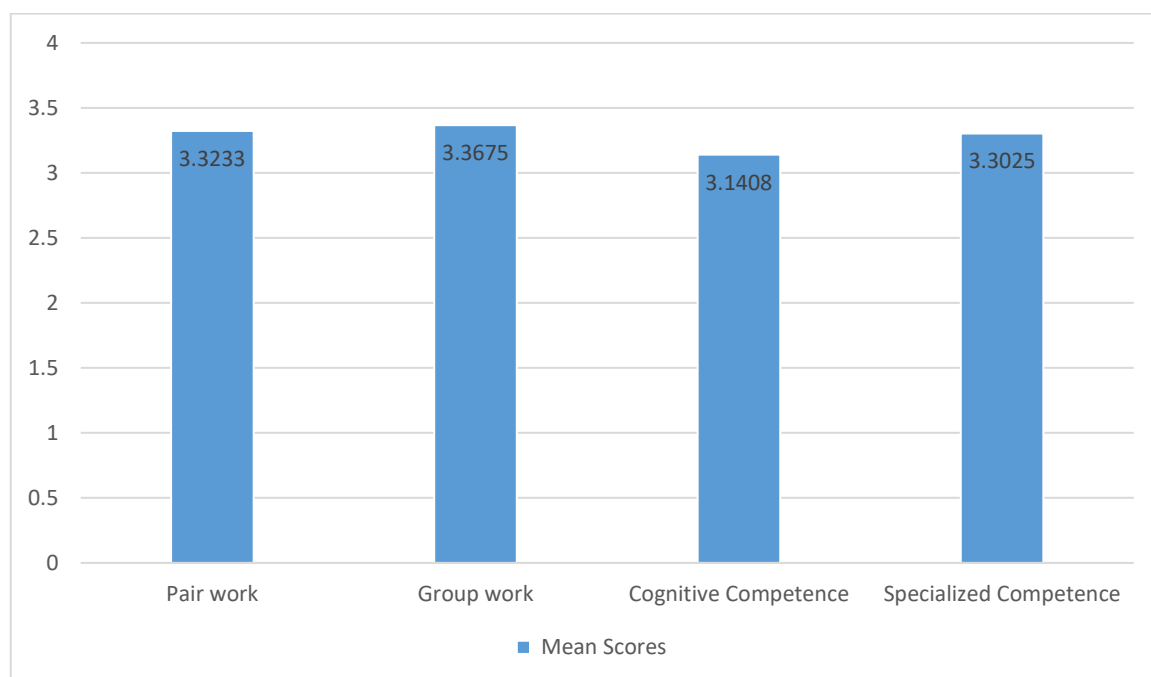


Figure 4.1 Mean scores of the main variables

Figure 4.1 illustrates the mean scores of the four main variables. As shown, group work exhibits the highest mean value, whereas cognitive competence records the lowest. This visual pattern is consistent with the descriptive statistics presented in Table 4.1.

4.1.2 Pearson correlation analysis

Research question 1. To what extent do group-based learning activities affect the English language competence of ESP students at the University of Phan Thiet?

Pearson correlation analysis was conducted to examine whether there was any significant relationship between group-based learning activities and English language competence in English language learning. Specifically, the relationships between pair work, group work, and cognitive competence and specialized competence were analyzed using Pearson's correlation coefficient at the significance level of 0.01.

Table 4.2 Correlations between of group – based learning activities and cognitive competence

Measured Variables		Cognitive Competence	Pair Work	Group Work
Pair Work	r	.425**	1	
	Sig. (2-tailed)	.000		
Group Work	r	.463**	.340**	1
	Sig. (2-tailed)	.000	.000	
Population (N)		120	120	120

As presented in Table 4.2, the results indicate that there is a positive and statistically significant correlation between group-based learning activities and cognitive competence. In particular, pair work shows a moderate positive correlation with cognitive competence ($r = .425$, $p < .01$), while group work demonstrates a slightly stronger correlation ($r = .463$, $p < .01$).

In addition, pair work and group work are also positively correlated with each other ($r = .340$, $p < .01$), indicating that these two forms of collaborative learning tend to co-occur in the learning process.

Overall, all correlation coefficients are statistically significant at the 0.01 level, suggesting that increased engagement in group-based learning activities is associated with higher levels of cognitive competence in English language learning. These findings imply that students who actively participate in pair work and group work are more likely to develop better cognitive competence, including grammar, vocabulary, and discourse knowledge.

Table 4.3 Correlations between of group – based learning activities and specialized competence

Measured Variables		Specialized Competence	Pair Work	Group Work
Pair Work	r	.399**	1	
	Sig. (2-tailed)	.000		
Group Work	r	.388**	.340**	1
	Sig. (2-tailed)	.000	.000	
Population (N)		120	120	120

As indicated in Table 4.3 above, the relationships between group-based learning activities, namely pair work and group work, and specialized competence in English language learning were examined using Pearson correlation analysis.

The results reveal that both pair work and group work have positive and statistically significant correlations with specialized competence at the 0.01 level. Specifically, pair work shows a moderate positive correlation with specialized competence ($r = .399$, $p < .01$), while group work also demonstrates a significant positive relationship ($r = .388$, $p < .01$).

In addition, pair work and group work are positively correlated with each other ($r = .340$, $p < .01$), indicating that these two types of collaborative learning activities are closely associated in the learning process.

Overall, the correlation coefficients, ranging from .340 to .399 ($p < .01$), indicate moderate and statistically significant relationships among the variables. This suggests that students who engage more actively in group-based learning activities are more likely to develop higher levels of specialized competence in English language learning.

In other words, increased participation in pair work and group work contributes positively to learners' ability to use English in discipline-specific and contextualized situations.

It can be concluded that there is a positive correlation between group-based learning activities and English language competence at a moderate level (see Table 4.3). Based on these findings, pair work and group work play a significant role in enhancing students' language competence. In other words, students who engage more actively in collaborative learning activities tend to achieve higher levels of cognitive and specialized competence in English language learning.

This finding confirms that group-based learning serves as an important contributing factor to students' language development. It is consistent with interactionist and sociocultural perspectives, which emphasize that language learning is promoted through meaningful interaction, negotiation of meaning, output production, and peer scaffolding (Long, 1996; Swain, 1995; Vygotsky, 1978; Gass & Mackey, 2020). It is also supported by cooperative learning research, which highlights the role of positive interdependence, individual accountability, and promotive interaction in improving learning outcomes (Johnson & Johnson, 2009; Slavin, 2014).

Therefore, the null hypothesis (H_0), which states that there is no significant relationship between group-based learning activities and English language competence, is rejected. These results provide empirical evidence that collaborative

learning strategies are beneficial for improving English language competence among ESP students.

Table 4.4 Pearson correlation matrix of variables

Variables	Pair Work	Group Work	Cognitive Competence	Specialized Competence
Pair Work	1	.340**	.425**	.399**
Group Work	.340**	1	.463**	.388**
Cognitive Competence	.425**	.463**	1	—
Specialized Competence	.399**	.388**	—	1

Pearson correlation analysis was conducted to examine the relationships among the main variables in the study, including pair work, group work, cognitive competence, and specialized competence.

As presented in Table 4.4, all independent variables are positively and significantly correlated with the dependent variables at the 0.01 level ($p < .01$). Specifically, pair work shows a moderate positive correlation with cognitive competence ($r = .425$, $p < .01$) and specialized competence ($r = .399$, $p < .01$). Similarly, group work demonstrates slightly stronger correlations with cognitive competence ($r = .463$, $p < .01$) and specialized competence ($r = .388$, $p < .01$). In addition, pair work and group work are also positively correlated with each other ($r = .340$, $p < .01$), indicating that these two forms of collaborative learning tend to co-occur in the learning process.

Overall, the results suggest that group-based learning activities are significantly associated with English language competence, supporting their inclusion in further regression analysis.

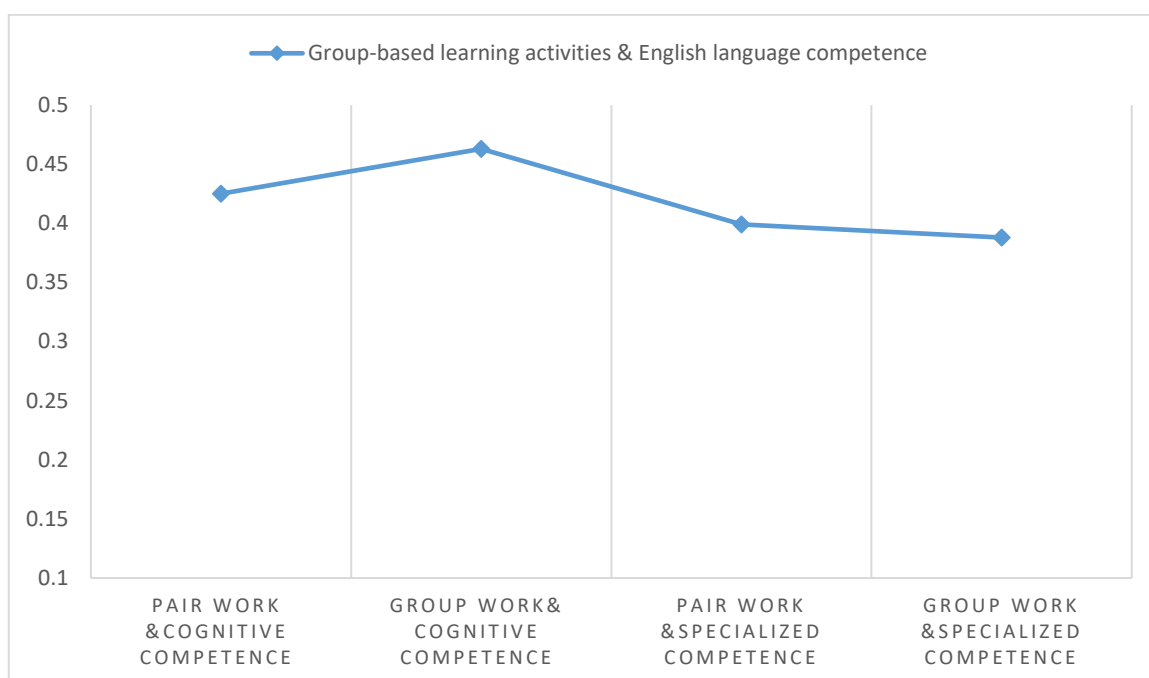


Figure 4.2 Summary of Pearson correlation coefficients between group-based learning activities and English language competence

It can be concluded that there is a positive correlation between group-based learning activities and English language competence at a moderate level (see Figure 4.2). The results indicate that both pair work and group work are significantly associated with cognitive competence and specialized competence ($p < .01$). This suggests that group-based learning activities play a crucial role in enhancing students' language competence. In other words, students who actively participate in pair work and group work tend to achieve higher levels of cognitive and specialized competence in English language learning. These results are consistent with previous research on cooperative learning, which has demonstrated that collaborative activities can effectively improve learners' engagement and language performance (Johnson & Johnson, 2009; Slavin, 2014). Furthermore, the findings are supported by interactionist and output-based perspectives, which emphasize the importance of meaningful interaction and language production in facilitating language development (Long, 1996; Swain, 1995). Therefore, the null hypothesis (H_0), which states that there is no significant relationship between group-based learning activities and English language competence, is rejected.

4.1.3 Multiple regression analysis

Research question 2. Which factors of group-based learning activities including pair work and group work are found to be the best predictor or significant contributor to ESP students' competence in English language learning?

Multiple regression analysis was conducted to examine the predictive effects of group-based learning activities on English language competence. In this study, the dependent variables were Y_1 = cognitive competence and Y_2 = specialized competence, while the independent variables were X_1 = pair work and X_2 = group work.

Table 4.5 ANOVA results of the regression model for cognitive competence

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.583	2	2.292	24.492	.000 ^b
	Residual	10.947	117	.094		
	Total	15.530	119			
a. Dependent Variable: Cognitive Competence						
b. Predictors (Constant): Group Work, Pair Work						

Table 4.5 presents the ANOVA results of the regression model. The F value ($F = 24.492$) and the significance level ($p = .000 < 0.05$) indicate that the model is statistically significant. This confirms that the independent variables, pair work and group work, jointly have a significant effect on cognitive competence. Therefore, the regression model 2 is appropriate for predicting the dependent variable.

Table 4.6 Regression analysis between group-based learning activities and cognitive competence

Coefficients^a									
Model 1		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	1.001	.307		3.256	.001	.295		
	Pair Work	.291	.080	.302	3.661	.000		.884	1.131
	Group Work	.348	.080	.360	4.365	.000		.884	1.131
a. Dependent Variable: Cognitive Competence b. Predictors (constant): Pair Work; Group Work									

According to the results of the multiple regression analysis for cognitive competence (Table 4.6), it can be observed that the coefficient of determination (R^2) is .295. This indicates that 29.5% of the variance in cognitive competence can be explained by the independent variables, namely pair work and group work. The remaining 70.5% may be attributed to other variables not included in the model. The regression coefficients further reveal that both pair work and group work have positive effects on cognitive competence. Specifically, the regression coefficient of pair work ($B = .291$) indicates that cognitive competence increases by 29.1% for every one-unit increase in pair work, holding other variables constant. Similarly, group work ($B = .348$) shows a stronger effect, indicating that cognitive competence increases by 34.8% for every one-unit increase in group work.

Based on the SPSS output, the regression equation can be expressed as follows:

$$\text{As in (M1)} = Y(y_1) = (\text{constant}) - X(x_1 - x_2)$$

equals to

$$Y_1 = 1.001 - 0.291X_1 - 0.348X_2$$

Furthermore, the results indicate that both independent variables are statistically significant, as their significance values are less than the 0.05 level (pair

work: $p = .000$; group work: $p = .000 < \alpha = 0.05$). This confirms that the regression model is appropriate and statistically reliable.

In addition, the collinearity statistics show that all VIF values are below 5 (VIF = 1.131), indicating that there is no multicollinearity issue among the independent variables.

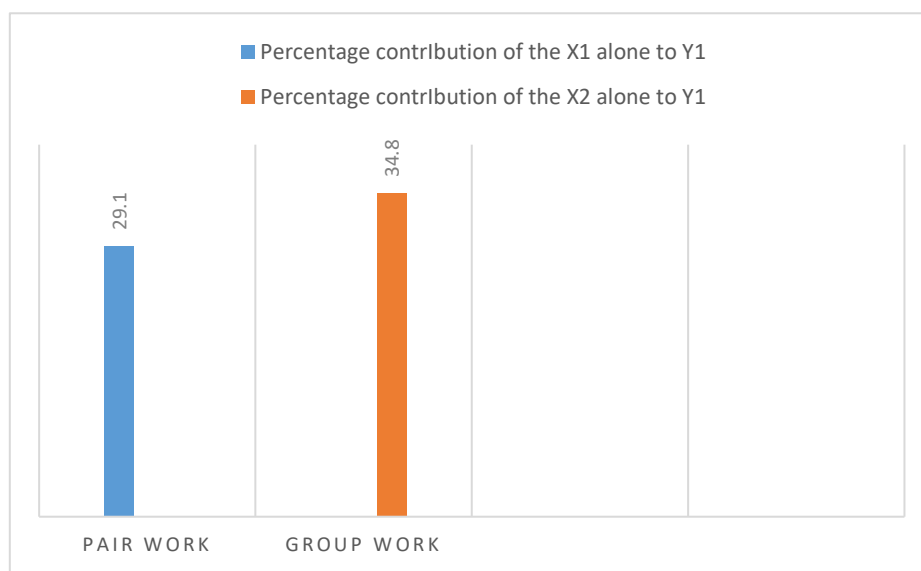


Figure 4.3 The relative influence of group-based learning activities on cognitive competence

As shown in Figure 4.3, group work has the strongest influence on cognitive competence compared to pair work. This suggests that group work plays a more influential role in enhancing students' cognitive competence in English language learning

Table 4.7 ANOVA results of the regression model for specialized competence

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	4.143	2	2.072	17.207	.000 ^b
	Residual	14.086	117	.120		
	Total	18.229	119			
a. Dependent Variable: Specialized Competence						

b. Predictors (Constant): Group Work, Pair Work

Table 4.7 presents the ANOVA results of the regression model for specialized competence. The F value ($F = 17.207$) and the significance level ($p = .000 < 0.05$) indicate that the regression model is statistically significant. This suggests that the independent variables, namely pair work and group work, jointly have a significant effect on specialized competence. Therefore, the model 2 is appropriate for predicting the dependent variable.

Table 4.8 Regression analysis between group-based learning activities and specialized competence

Coefficients ^a									
Model 2		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
2	(Constant)	1.267	.349		3.634	.000	.227		
	Pair Work	.317	.090	.304	3.519	.001		.884	1.131
	Group Work	.291	.090	.278	3.217	.002		.884	1.131
a. Dependent Variable: Specialized Competence									
b. Predictors (constant): Pair Work; Group Work									

According to the results of the multiple regression analysis for specialized competence (see Table 4.8), the coefficient of determination (R^2) is .227. This indicates that 22.7% of the variance in specialized competence can be explained by the independent variables, namely pair work and group work. The remaining 77.3% may be attributed to other factors not included in the model.

Based on the SPSS output, the regression equation is expressed as follows:

$$\text{As in (M2)} = Y(y_2) = (\text{constant}) - X(x_1 - x_2)$$

equals to

$$Y_2 = 1.267 - 0.317X_1 - 0.291X_2$$

The regression coefficients show that both independent variables have positive effects on specialized competence. Specifically, the coefficient of pair work ($B = .317$) indicates that specialized competence increases by 31.7% units for every one-unit increase in pair work, holding other variables constant. Similarly, group work ($B = .291$) suggests that specialized competence increases by 29.1% units for every one-unit increase in group work.

The results also indicate that both variables are statistically significant, as their significance values are less than the 0.05 level (pair work: $p = .001$; group work: $p = .002 < \alpha = 0.05$). Therefore, the regression model is considered statistically significant and appropriate for explaining the relationship between group-based learning activities and specialized competence.

In addition, the collinearity statistics show that all VIF values are below 5 ($VIF = 1.131$), indicating that there is no multicollinearity issue among the independent variables.

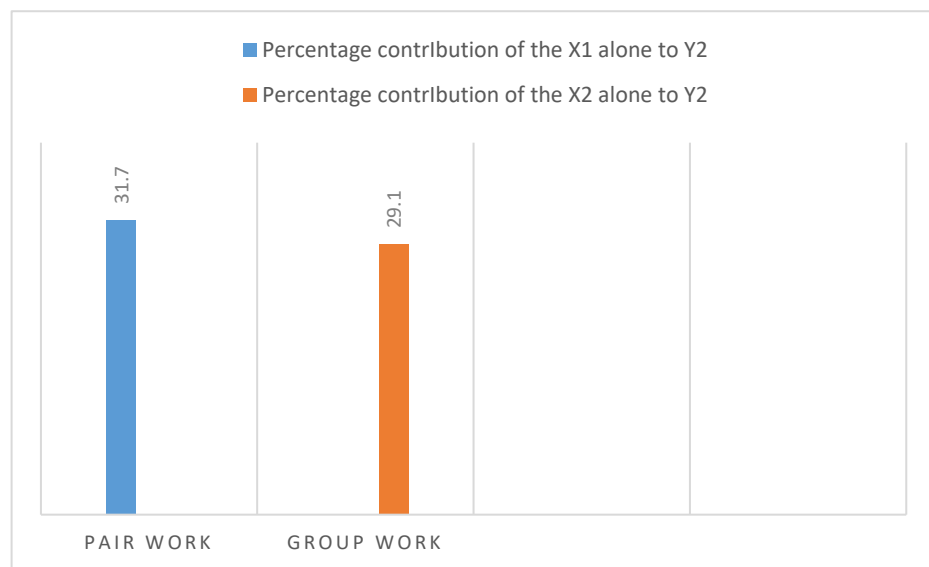


Figure 4.4 The relative influence of group-based learning activities on specialized competence

As illustrated in Figure 4.4, pair work is the strongest predictor of specialized competence compared to group work. This suggests that pair work plays a more influential role in enhancing students' ability to use English in discipline-specific and contextualized situations.

Undoubtedly, the null hypothesis (H_0), which states that none of the group-based learning variables (pair work and group work) serves as the best predictor or significantly contributes to ESP students' competence in English language learning, is rejected.

Table 4.9 Relative contribution of group-based learning activities to English language competence

Responses		Predictors	Reg. Coefficient (B)	Attribution index	Value index	Interpretation
English Language Competence	Cognitive Competence	Pair Work	.291	29.1%	L	The more students engage in pair work, the higher their cognitive competence.
		Group Work	.348	34.8%	L	The more students participate in group work, the higher their cognitive competence.
	Specialized Competence	Pair Work	.317	31.7%	L	The more students engage in pair work, the higher their specialized competence.
		Group Work	.291	29.1%	L	The more students participate in group work, the higher their specialized competence.

The parametric data results presented in table 4.9 above provide a comparative analysis of group-based learning activities. The findings clearly indicate that both pair work and group work contribute positively to English language competence. In particular, group work is identified as the strongest predictor of cognitive competence, as it shows the highest regression coefficient ($B = .348$), followed by pair work ($B = .291$). This suggests that collaborative interaction in larger groups plays a more influential role in enhancing students' cognitive competence, including their knowledge of grammar, vocabulary, and discourse. Another noteworthy finding of this study is that pair work demonstrates a slightly stronger effect on specialized competence ($B = .317$) compared to group work ($B = .291$). This indicates that more focused and direct interaction between pairs may better support the development of discipline-specific language use in English language learning. Overall, these results suggest that both forms of group-based learning activities play important and complementary roles in improving students' English language competence. The findings imply that increased participation in pair work and group work can enhance learners' language development, particularly in terms of both general linguistic knowledge and context-specific communication skills.

4.2 Discussion

The results of this study provide clear evidence that group-based learning activities positively influence ESP students' English language competence. These results are not only consistent with several previous studies but also reveal certain distinctions in the relative effectiveness of pair work and group work across different competence dimensions.

First, the positive correlations between group-based learning activities and both cognitive and specialized competence are consistent with earlier studies that emphasize the benefits of collaborative learning. For example, Pattanpichet (2011) and Alrayah (2018) found that group-based learning significantly improves learners' language performance and engagement. Similarly, Dendup and Onthanee (2020)

reported that students working collaboratively tend to achieve higher levels of academic achievement. These similarities suggest that the positive impact of collaborative learning observed in this study aligns well with established findings in the literature.

However, the regression results provide more nuanced insights, particularly regarding the differential effects of pair work and group work. In this study, group work was found to be the stronger predictor of cognitive competence. This partially supports the findings of previous research, which highlighted the role of group interaction in enhancing learners' language knowledge through increased exposure and negotiation of meaning. For instance, Long (1996) argued that interaction facilitates language acquisition by promoting negotiation processes that enhance comprehension and learning.

In contrast, the finding that pair work is the stronger predictor of specialized competence presents a slightly different perspective compared to some previous studies that primarily emphasize group work. While earlier research has often focused on the overall benefits of group collaboration, the current result suggests that more focused interaction in pairs may be more effective for developing discipline-specific language use. This difference can be explained by the nature of ESP learning, where learners require more individualized attention and targeted practice to master specialized vocabulary and contextualized communication.

At the same time, this result is still partially consistent with sociocultural theory. According to Vygotsky (1978), learning occurs through social interaction and scaffolding within the Zone of Proximal Development. Pair work may provide a more optimal environment for such scaffolding, as learners can receive immediate and personalized support from their partners. In this sense, the present study both supports and extends previous theoretical perspectives by highlighting how different forms of interaction contribute differently to distinct aspects of language competence.

Furthermore, the results of this study also align with Swain's (1995) Output Hypothesis, which emphasizes the importance of language production in learning. Both pair work and group work require learners to actively produce language, thereby helping them notice gaps in their knowledge and refine their linguistic competence. However, the stronger role of pair work in specialized competence suggests that more intensive and focused output may be particularly beneficial for ESP learners.

Overall, while the results of this study are largely consistent with previous research, they also provide additional insights into how different types of group-based learning activities contribute to different dimensions of language competence. This contributes to the existing literature by offering a more differentiated understanding of the role of collaborative learning in ESP contexts, particularly in distinguishing between cognitive and specialized competence.

CHAPTER 5: CONCLUSION

5.1 Main findings of the study

This study investigated the impact of group-based learning activities, specifically pair work and group work, on the English language competence of ESP students at the University of Phan Thiet. The findings provide clear empirical evidence that group-based learning has a statistically significant and positive effect on students' language development. The results also indicate that group-based learning contributes to the development of both cognitive competence, including grammar, vocabulary, and discourse knowledge, and specialized competence, which involves the ability to use English in discipline-specific contexts.

The regression results further demonstrate that group-based learning activities explain a meaningful proportion of variance in students' language competence, confirming their important predictive role in language development. These findings highlight the crucial role of structured interaction and peer collaboration in facilitating language acquisition.

From a broader perspective, the study confirms that group-based learning not only enhances linguistic competence but also promotes learner engagement, interaction, and confidence, which are essential conditions for effective language learning. These results are consistent with major second language acquisition theories, particularly the Interaction Hypothesis (Long, 1996), the Output Hypothesis (Swain, 1995), and Sociocultural Theory (Vygotsky, 1978), all of which emphasize the importance of interaction, output, and social mediation in language development.

Importantly, this study addresses an existing research gap by adopting a multidimensional approach to language competence within an ESP context in Vietnamese higher education. By simultaneously examining cognitive competence and specialized competence, the study provides a more comprehensive understanding of how group-based learning supports different aspects of language development.

Overall, group-based learning is affirmed as a valuable and effective pedagogical approach. The findings suggest that increasing opportunities for pair work and group work can significantly enhance students' language competence and foster more interactive, learner-centered classrooms. It is expected that this study will serve as a useful reference for educators and researchers, as well as a foundation for future investigations into effective instructional practices in ESP contexts.

5.2 Pedagogical implications

The results of the present study provide several significant pedagogical implications for teaching practice, curriculum development, and educational policy in ESP contexts.

From a teaching perspective, the results highlight the importance of systematically designing structured group-based learning activities that promote meaningful interaction and active learner engagement. Rather than implementing group work in an unstructured manner, teachers should incorporate clearly defined roles, communicative objectives, and opportunities for negotiation of meaning. In particular, tasks that require real-time communication and spontaneous language use should be prioritized, as these contribute significantly to the development of both cognitive competence and specialized competence. This suggests that meaningful interaction plays a critical role in enabling learners not only to acquire linguistic knowledge but also to apply it effectively in context.

From a curriculum development perspective, the findings suggest that group-based learning should be more systematically integrated into ESP programs. However, collaborative activities alone are not sufficient to ensure comprehensive language development. It is essential that communicative tasks be complemented by explicit language instruction, particularly in relation to grammar, vocabulary, and discipline-specific language use. Such integration is necessary to support the balanced development of both cognitive competence and specialized competence, ensuring that learners develop both accuracy and contextualized language use.

From a policy perspective, the study underscores the importance of investing in teacher professional development programs that focus on cooperative learning strategies and interactive pedagogies. Providing teachers with adequate training, pedagogical support, and instructional resources is crucial for facilitating the transition from traditional teacher-centered approaches to more learner-centered and interaction-oriented practices. Without such institutional support, the effective implementation of group-based learning may remain limited.

Overall, these implications emphasize the need for a balanced instructional approach that integrates collaborative learning with structured linguistic support. Such an approach is essential for fostering English language competence, particularly in ESP contexts where learners are required to use English in discipline-specific and real-world situations.

5.3 Limitations and delimitations

5.3.1 Limitations of the study

Despite the valuable findings, this study is subject to several limitations that should be acknowledged.

First, the study relies primarily on self-reported data collected through a Likert-scale questionnaire. While this method allows for efficient data collection from a large number of participants, it may be influenced by subjective factors such as students' perceptions, attitudes, and response biases. As a result, the data may not fully reflect the actual level of students' English language competence.

Second, the study is conducted within a limited sample of 120 ESP students at the University of Phan Thiet. Although the sample includes students from different academic disciplines, it remains relatively small and context-specific. Therefore, the findings may not be generalizable to other institutions, regions, or learner populations with different characteristics.

Third, variations in teaching conditions may have influenced the results. Differences in teachers' instructional styles, classroom management, and implementation of group-based learning activities could affect students' learning

experiences and responses. These factors were not fully controlled in the study and may have contributed to inconsistencies in the data.

Finally, the study focuses on a relatively short intervention period. Language development, particularly in terms of cognitive and specialized competence, is a gradual and long-term process. Therefore, the duration of the study may not be sufficient to capture the full extent of the impact of group-based learning on language competence.

5.3.2 Delimitations of the study

This study focuses on investigating the impact of group-based learning activities on ESP students' English language competence at the University of Phan Thiet.

In terms of population, the study is limited to 120 undergraduate ESP students from three academic disciplines: Business Administration, Tourism and Travel Management, and Information Technology. These participants are all non-English majors at the lower-intermediate level, which may not represent learners at different proficiency levels or academic backgrounds.

In terms of setting, the research is conducted within a single institutional context, the University of Phan Thiet. Therefore, the findings are context-specific and may not be fully generalizable to other universities or educational environments with different teaching conditions or resources.

In terms of theoretical scope, the study is grounded in four major Second Language Acquisition (SLA) theories, namely Krashen's Input Hypothesis, Long's Interaction Hypothesis, Swain's Output Hypothesis, and Vygotsky's Sociocultural Theory. Other theoretical perspectives related to language learning are not included in this study.

Furthermore, the study specifically examines two dimensions of English language competence, namely cognitive competence and specialized competence. Other dimensions of language competence, such as actualized, pragmatic or strategic competence, are beyond the scope of this research.

Finally, the study focuses exclusively on group-based learning activities, particularly pair work and group work, as the primary instructional strategies. Other teaching approaches, such as individual learning or technology-enhanced instruction, are not investigated.

5.4 Recommendations for future research

Although the present study has provided valuable insights into the impact of group-based learning on ESP students' English language competence, several directions for future research are recommended.

First, future studies should consider employing longitudinal research designs to examine the long-term effects of group-based learning on language development. A longer duration of intervention would provide a more comprehensive understanding of how cognitive and specialized competence evolve over time.

Second, subsequent research may incorporate a mixed-methods approach by combining quantitative data with qualitative methods such as classroom observations, interviews, or discourse analysis. This would allow researchers to gain deeper insights into the interactional processes within group-based learning environments, particularly how learners negotiate meaning, provide feedback, and co-construct knowledge.

Third, future studies should expand the scope of participants by including learners from different institutions, regions, and proficiency levels. Such diversification would enhance the generalizability of the findings and provide a more nuanced understanding of how contextual factors influence the effectiveness of group-based learning.

In addition, further research is needed to explore the specific roles of pair work and group work in greater detail, particularly how different task types, group configurations, and interaction patterns contribute to various dimensions of language competence. Finally, future investigations may examine the integration of technology-enhanced collaborative learning, such as online group work or digital

platforms, to determine their potential in supporting interaction and language development in ESP contexts.

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APPENDIX A

Survey questionnaire for respondents

Dear respondents,

I, the undersigned, am conducting a research study entitled **“Investigating the ESP students' group-based learning activities affecting their competence in English language learning at the University of Phan Thiet”** in partial fulfillment of the requirements for the Master's Graduation Project in English Language at the University of Phan Thiet. The purpose of this study is to examine the impact of group-based learning activities, particularly pair work and group work, on the development of English language competence among ESP students.

In line with this, may I request your cooperation in filling out the survey questionnaire with the needed information.

Thank you very much.

Researcher

Truong Thanh Hang

I. PERSONAL BACKGROUNDS

1. The number of enrollment:year/s

2. Gender: Male ☐ Female: ☐

3. Age:.....

4. Type of Major/Specialization:

☐ Business Administration ☐ Tourism and Travel Management ☐ Information Technology

II. GROUP-BASED LEARNING ACTIVITIES AND ENGLISH LANGUAGE COMPETENCE

Please read the below statements carefully. Indicate your degree of agreement to every statement by putting a check mark (✓) in the box corresponding to your choice.

A	GROUP-BASED LEARNING ACTIVITIES	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
a. Pair work					
1	I strongly believe that pair work increases my opportunities to use English during class time.				
2	I speak English much more than usual time when working in pairs than in teacher-led activities.				
3	Pair work allows me to express my ideas without any pressure or feeling overloaded with the classroom activities.				
4	I feel less anxious when speaking English with partners or mates/peers, people around me.				
5	Pair work facilitates me to practice English more frequently within each lesson or unit.				
6	I receive useful feedback from my partner during pair work, and it is easy for me to cultivate my new				

	knowledge after lessons or activity integration or involvement.				
7	Pair work encourages me to actively participate in classroom tasks with maximum desires of learning.				
8	I can learn useful things to fill gap of learning from my partner.				
9	Thanks to PW, I can share and be shared good things with each other for altogether better in learning.				
10	Pair work improves my confidence in learning English, such as role play, drama...				
b. Group work					
11	Group work increases my interaction with other students in English learning activities.				
12	I have more opportunities to share and discuss ideas in group work. I recognize that I can learn a lot from my peers.				
13	Group work encourages me to participate actively in learning activities.				
14	I cooperate ideas each other to activate my knowledge through group work.				

15	Group work gives me opportunities to practice real tasks in classroom.				
16	I feel more confident when speaking English in small groups because I am being supported by peoples around me with the best selective ideas in responses of lesson or unit.				
17	Group work promotes cooperation and teamwork among students, everyone is for one and one is for everyone, so confidence and united feeling facilitate us to gain the best achievement or learning outcome.				
18	I use English more frequently when working in groups.				
19	Group discussions help me understand lesson content more clearly.				
20	Group work makes English learning more engaging and activated and meaningful.				

B	ENGLISH LANGUAGE COMPETENCE	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
a. Cognitive Competence					
21	I understand English grammar better through classroom activities when I work with my peers nearby.				
22	I can know and apply so well my lesson such as grammar, lexical aspects when communicating in English in my team.				
23	I can feel satisfy adequately good senses when producing correct sentences in English.				
24	I can understand the main ideas of spoken English in class when sharing in group work or pair work.				
25	I can recognize and apply grammatical structures in communication.				
26	I can organize my ideas logically when speaking English.				
27	I can understand instructions and explanations in English and volunteer to show out on board.				

28	I can apply my knowledge of English in classroom tasks when my knowledge is double sure.				
29	I can explain ideas clearly using appropriate English structures.				
30	I feel more confident in my overall English knowledge as I listen to my teachers explain lesson and then ask me to check what is just said.				
b. Specialized Competence					
31	I can use English related to my major to serve my mind and my work, hobby, study.				
32	I understand and apply specialized vocabulary in my field of study, even other fields.				
33	I can communicate basic professional ideas in English.				
34	I can understand academic materials related to my major in English (reading books, watching English programs on TV, TikTok, CNN, VOA...).				
35	I can use English to complete tasks related to my field. (technical tasks: BA, IT, ...).				

36	I can participate in discussions related to my major in English and I listen to my mates to get well new things to cultivate my knowledge.				
37	I can apply English in real-life professional situations for I & E learning (Implicit and Explicate); P &D knowledge (Procedural and Declarative).				
38	I can explain concepts in my field using English.				
39	I feel confident to participate in workshop, seminar, meeting in English without any single hesitation.				
40	I can understand instructions or documents related to my field in English.				

Thank you for your time.

APPENDIX B

Bảng câu hỏi khảo sát dành cho người tham gia

Kính gửi Quý Anh/Chị,

Tôi, người ký tên dưới đây, hiện đang thực hiện một nghiên cứu với đề tài: **“Khảo sát các hoạt động học tập theo nhóm của sinh viên ESP ảnh hưởng đến năng lực học tiếng Anh của họ tại Trường Đại học Phan Thiết”** nhằm đáp ứng một phần yêu cầu của Đề án Tốt nghiệp Thạc sĩ chuyên ngành Ngôn ngữ Anh tại Trường Đại học Phan Thiết.

Mục đích của nghiên cứu này là khảo sát tác động của các hoạt động học tập theo nhóm, đặc biệt là hoạt động làm việc theo cặp và làm việc theo nhóm, đối với sự phát triển năng lực tiếng Anh của sinh viên ESP.

Vì vậy, tôi rất mong nhận được sự hợp tác của Quý Anh/Chị trong việc hoàn thành bảng câu hỏi khảo sát bằng cách cung cấp những thông tin cần thiết.

Xin chân thành cảm ơn.

Người nghiên cứu

Trương Thanh Hằng

I. THÔNG TIN CÁ NHÂN

1. Số năm theo học tại trường: Năm

2. Giới tính: Nam ☐ Nữ ☐

3. Tuổi:.....

4. Chuyên ngành:

☐ Quản trị kinh doanh ☐ Quản trị du lịch và lữ hành ☐ Công nghệ thông tin

II. HOẠT ĐỘNG HỌC TẬP THEO NHÓM VÀ NĂNG LỰC TIẾNG ANH

Vui lòng đọc kỹ các phát biểu dưới đây. Hãy cho biết mức độ đồng ý của Anh/Chị đối với từng phát biểu bằng cách đánh dấu (✓) vào ô tương ứng với lựa chọn của mình.

A	HOẠT ĐỘNG HỌC TẬP THEO NHÓM	1	2	3	4
		Hoàn toàn không đồng ý	Không đồng ý	Đồng ý	Hoàn toàn đồng ý
a. Làm việc theo cặp					
1	Tôi tin rằng làm việc theo cặp giúp tôi có nhiều cơ hội sử dụng tiếng Anh hơn trong giờ học.				
2	Tôi nói tiếng Anh nhiều hơn khi làm việc theo cặp so với các hoạt động do giáo viên hướng dẫn.				
3	Làm việc theo cặp cho phép tôi bày tỏ ý kiến mà không cảm thấy áp lực hay quá tải.				
4	Tôi cảm thấy ít lo lắng hơn khi nói tiếng Anh với bạn học, những người xung quanh.				
5	Làm việc theo cặp giúp tôi thực hành tiếng Anh thường xuyên hơn trong mỗi bài học.				
6	Tôi nhận được những phản hồi hữu ích từ bạn học trong quá trình làm việc theo cặp.				
7	Làm việc theo cặp khuyến khích tôi tham gia tích cực vào các hoạt động trên lớp.				
8	Tôi học hỏi được nhiều điều hữu				

	ích từ bạn cùng cặp để bổ sung kiến thức của mình.				
9	Nhờ làm việc theo cặp, tôi có thể chia sẻ và học hỏi kinh nghiệm từ người khác.				
10	Làm việc theo cặp giúp tôi tự tin hơn trong việc học tiếng Anh (ví dụ: đóng vai, kịch ngắn,...).				
b. Làm việc theo nhóm					
11	Làm việc theo nhóm giúp tôi tăng cường tương tác với các sinh viên khác trong quá trình học tiếng Anh.				
12	Tôi có nhiều cơ hội chia sẻ và thảo luận ý tưởng khi làm việc nhóm. Tôi nhận ra rằng, tôi học hỏi được nhiều từ bạn của tôi.				
13	Làm việc theo nhóm khuyến khích tôi tham gia tích cực vào các hoạt động học tập.				
14	Tôi hợp tác với các thành viên khác để phát huy kiến thức thông qua hoạt động nhóm.				
15	Làm việc theo nhóm tạo cơ hội cho tôi thực hành các nhiệm vụ thực tế trên lớp.				
16	Tôi cảm thấy tự tin hơn khi nói tiếng Anh trong các nhóm nhỏ vì tôi nhận được sự hỗ trợ từ những				

	người xung quanh cùng với những ý tưởng chọn lọc tốt nhất trong việc trả lời các nội dung của bài học hoặc chủ đề học.				
17	Hoạt động làm việc nhóm thúc đẩy sự hợp tác và tinh thần đồng đội giữa các sinh viên; mọi người cùng hỗ trợ lẫn nhau vì mục tiêu chung. Nhờ đó, sự tự tin và tinh thần đoàn kết giúp chúng tôi đạt được thành tích và kết quả học tập tốt nhất.				
18	Tôi sử dụng tiếng Anh thường xuyên hơn khi làm việc theo nhóm.				
19	Thảo luận nhóm giúp tôi hiểu nội dung bài học rõ ràng hơn.				
20	Làm việc theo nhóm khiến việc học tiếng Anh trở nên thú vị và có ý nghĩa hơn.				

B	NĂNG LỰC TIẾNG ANH	1	2	3	4
		Hoàn toàn không đồng ý	Không đồng ý	Đồng ý	Hoàn toàn đồng ý
c. Năng lực nhận thức					
21	Tôi hiểu ngữ pháp tiếng Anh tốt hơn thông qua các hoạt động trên lớp khi tôi làm việc cùng với các bạn xung quanh.				
22	Tôi có thể hiểu và áp dụng rất tốt bài học của mình như ngữ pháp và từ vựng khi giao tiếp tiếng Anh trong nhóm.				
23	Tôi cảm thấy hài lòng khi tạo ra những câu tiếng Anh đúng ngữ pháp.				
24	Tôi có thể hiểu được những ý chính của tiếng Anh nói trong lớp khi tham gia chia sẻ trong hoạt động nhóm hoặc làm việc theo cặp.				
25	Tôi có thể nhận biết và áp dụng các cấu trúc ngữ pháp trong giao tiếp.				
26	Tôi có thể sắp xếp ý tưởng của mình một cách logic khi nói tiếng Anh.				
27	Tôi có thể hiểu các hướng dẫn và				

	giải thích bằng tiếng Anh và xung phong trình bày trên bảng.				
28	Tôi có thể áp dụng kiến thức tiếng Anh của mình vào các nhiệm vụ trên lớp khi kiến thức của tôi được củng cố chắc chắn hơn.				
29	Tôi có thể giải thích ý tưởng một cách rõ ràng bằng cách sử dụng các cấu trúc tiếng Anh phù hợp.				
30	Tôi cảm thấy tự tin hơn về kiến thức tiếng Anh tổng thể của mình khi lắng nghe giáo viên giải thích bài học và sau đó yêu cầu tôi nhắc lại hoặc kiểm tra những gì vừa được nói.				
d. Năng lực chuyên môn					
31	Tôi có thể sử dụng tiếng Anh liên quan đến chuyên ngành của mình để phục vụ cho sở thích, công việc và học tập.				
32	Tôi hiểu và áp dụng được các từ vựng chuyên ngành trong lĩnh vực học tập của mình, cũng như ở những lĩnh vực khác.				
33	Tôi có thể giao tiếp những ý tưởng chuyên môn cơ bản bằng tiếng Anh.				
34	Tôi có thể hiểu các tài liệu học				

	thuật liên quan đến chuyên ngành bằng tiếng Anh (đọc sách, xem các chương trình tiếng Anh trên TV, TikTok, CNN, VOA...).				
35	Tôi có thể sử dụng tiếng Anh để hoàn thành các nhiệm vụ liên quan đến lĩnh vực chuyên môn của mình (ví dụ: các nhiệm vụ kỹ thuật: quản trị kinh doanh, công nghệ thông tin...).				
36	Tôi có thể tham gia vào các cuộc thảo luận liên quan đến chuyên ngành bằng tiếng Anh và lắng nghe bạn bè để học hỏi thêm những điều mới nhằm nâng cao kiến thức của bản thân.				
37	Tôi có thể áp dụng tiếng Anh trong các tình huống nghề nghiệp thực tế thông qua việc học hàm ẩn và minh thị (Implicit and Explicit learning), cũng như kiến thức quy trình và kiến thức khai báo.				
38	Tôi có thể giải thích các khái niệm trong lĩnh vực chuyên môn của mình bằng tiếng Anh.				
39	Tôi cảm thấy tự tin khi tham gia các hội thảo, seminar hoặc cuộc họp bằng tiếng Anh mà không hề do dự.				

40	Tôi có thể hiểu các hướng dẫn hoặc tài liệu liên quan đến lĩnh vực chuyên môn của mình bằng tiếng Anh.				
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Trân trọng cảm ơn!