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

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

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1. INTRODUCTION

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

2. Definition of key concept

2.1. English Language Learning (ELL)

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

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

2.2. *Lecturing and instructing*

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

2.3. Type of instructions

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

2.3.1. Direct Instruction

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

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

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

2.3.2. Indirect Instruction

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

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

2.4. Positive influences of lecturers on English language learning

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

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