

# Learners' attitudes towards blended learning at Nguyen Tat Thanh University

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## Abstract

In many educational settings across the world, including Viet Nam, blended learning has grown quickly due to evidence of its benefits over traditional classroom or online instruction alone. The study examined the attitudes of students at Nguyen Tat Thanh University toward the existing English blended learning course with the overall goal of enhancing the quality of language teaching and learning. A total of 367 students non-majoring in English language participated in the survey conducted at Nguyen Tat Thanh University in Ho Chi Minh City, Viet Nam. The 44-item survey was used to collect the data, and SPSS version 20.0 was used for statistical analysis. The results demonstrated that most students had very positive sentiments towards four factors: the course's overall quality, the quality of the instructors, the course material, and the supportive services. However, a few students expressed dissatisfaction with the technology system, as they frequently encounter technical issues when engaging in online learning outside of the classroom.

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## Keywords

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University, educational  
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## 1 Introduction

### 1.1 Background of this study

Advances in technology require educators to adapt new teaching strategies, especially for language instruction. While online learning is expanding, students often prefer face-to-face classes due to the lack of in-person interaction in online courses [1]. The shift to online learning during COVID-19 highlighted integrated learning, with students reporting increased satisfaction and knowledge gained from high-quality information and services. Blended learning combines in-person and virtual instruction to maximize the benefits of both [2]. In this model, students can access course materials online while still receiving traditional classroom instruction [3].

Blended learning frees educators and students from classroom limits, enabling diverse teaching methods

that foster interaction and various activities [4]. Recent studies have supported adopting blended learning, offering a roadmap for high school students to combine traditional and online learning for engaging and meaningful experiences [5]. Research shows that this approach is beneficial for both instructors and students, leading many universities to adopt it for teaching various subjects, including languages. It highlights the integration of technology with traditional methods to enhance language learning, especially in Vietnam.

The flipped classroom blends face-to-face and distance learning, making students responsible for active, self-directed learning [3]. According to [4], students prepare theoretical content while teachers schedule activities to reinforce understanding. This approach allows teachers to use various resources for effective explanations, enhancing learning quality through



practice and a student-centered focus, shifting instruction to individual learning where teachers no longer dominate the process [6].

### 1.2 Underlying Constructivism Theory for Blended Learning

Constructivism – a knowledge theory – offers key principles for designing blended learning. It emphasizes that learners build knowledge through collaboration and self-paced learning. Researchers agree that blended learning, rooted in constructivist theory, enhances students' communication and interaction skills [7].

Since 2022, Nguyen Tat Thanh University (NTTU) has used blended learning to enhance language skills students from passive to active learners. The Richmond platform supports vocabulary, and in-class activities promote real-life English use, though challenges like technology issues and limited support persist [9]. Despite extensive research on blended learning, students' attitudes have been overlooked, thus necessitating further study. This research examines NTTU students' attitudes towards blended language learning by focusing on instructor quality, staff support, technical systems, and course content which are vital for improving teaching practices [10]. Learners with positive affective, cognitive, and behavioral attitudes tend to put more effort and enjoy learning activities more than those with negative attitudes.

## 2 Method

This study attempts to propose students' attitudes towards blended learning in the second semester in 2024 at NTTU

### 2.1 Research Site

This study was conducted in the second semester of 2024 at NTTU's Foreign Language Center with the focus on project-based training and blended learning.

### 2.2 Sampling Technique and Participants

The researchers used convenient sampling to select participants based on practical factors like accessibility, proximity, availability, or willingness to participate [11]. Out of 8,000 non-English major students at NTTU, 360 were selected for the survey. Sixty of them were from the researcher's classes, and the remaining 300 were from other teachers' classes.

### 2.3 Description of the English Blended Learning Approach at NTTU.

#### 2.3.1 Materials

Participants in this study used the course book "Personal Best," published by Hue University, covering 12 topics. Level 1A students, aiming to develop accurate and fluent English skills, focused on the first six units over a seven-week course following the syllabus.

#### 2.3.2 Blended Learning Process

In the blended learning mode at NTTU, students attend 18 face-to-face sessions (90 periods) and 4 online sessions (20 periods).

##### a. Description of Offline Class Activities

Students attended 14 offline sessions (70 periods) to learn new topics and grammar, with instructors promoting a dynamic environment for language acquisition and discussion.

##### b. Description of Online Class Activities With Their Instructors

Students primarily learned offline but attended four online evening sessions via Google Meet for project instructions. In groups, they discussed topics and presented ideas, ultimately creating videos or leaflets for their final presentations.

##### c. Description of Online Self-Study

The Richmond online platform supports effective English learning with resources to improve the four language skills (Listening, Reading, Speaking, Writing) and language knowledge (pronunciation, grammar, vocabulary) for each unit. It allows convenient access anytime, anywhere for lesson review.

#### 2.3.3 Learning Assessment

Students' progress was assessed via a midterm and final test, including attendance, participation, Richmond platform assignments, and a listening test. The final exam had 50 multiple-choice questions covering vocabulary, grammar, sentence transformation, cloze text, and reading comprehension.

Weighting for learning assessment is as following

**Table 1** Criteria for learning assessment

Description	Weight (%)
Learning progress (%) - Active participation: 10 - Project presentation: 20	30
Midterm test (%) - Richmond learning: 15 - A listening test: 5	20
Final test	50

## 2.4 Research Tool

In this study, the researcher used a survey research design, a quantitative method where surveys are administered to gather data on attitudes, opinions, behaviors, or characteristics. The data is analyzed statistically to identify trends and test hypotheses [12]. This study focuses on students' attitudes toward blended learning, using questionnaires as the data collection method to address the research question.

## 2.5 Procedure of Data Collection

The researchers chose a questionnaire for its ease of use with large groups and effectiveness in capturing attitudes and beliefs. The 44-item questionnaire was divided into five sections: overall attitudes (Items 1-15), instructor quality (Items 16-26), technology system (Items 27-34), course content (Items 35-41), and staff support (Items 42-44), rated on a five-point Likert scale. A pilot study with 25 students showed high reliability (Alpha coefficient .732). All 367 participants returned valid, translated questionnaires.

## 2.6. Data Analysis

After data collection, researchers entered responses into Excel and analyzed the quantitative data using SPSS version 20.0. Descriptive statistics, including Mean and Standard Deviation, were calculated based on five themes: (a) overall attitudes toward blended learning, (b) instructor quality, (c) technology system

and interface design, (d) course content, and (e) staff assistance.

## 2.7. Reliability and Validity

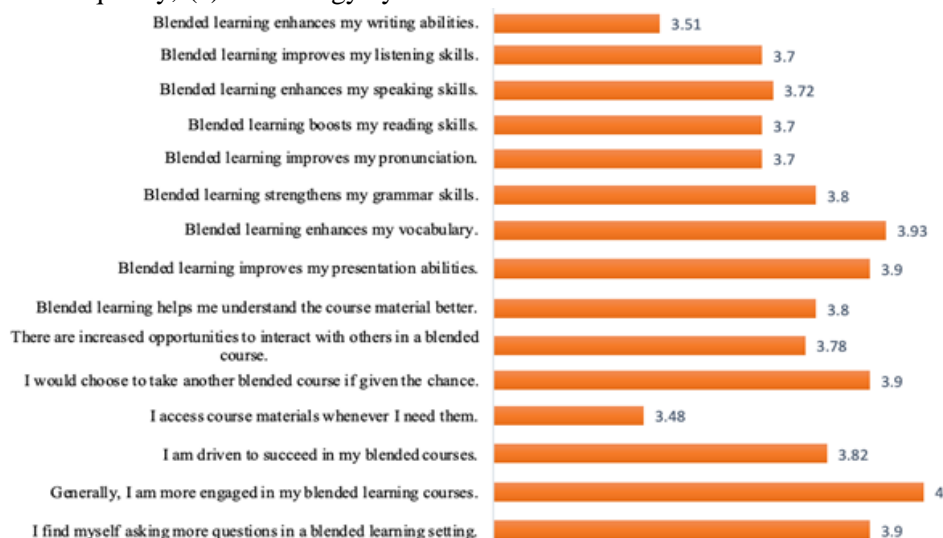
Research is meaningless if it is invalid and unreliable. This study's questionnaire demonstrated high reliability, with Cronbach's Alpha values above .700 for all sub-scales, thanks to adaptation from reliable sources. Content validity was ensured by aligning the 44 items with participants' blended learning experiences, while construct validity was achieved by organizing items into five themes. High face validity was confirmed through expert review of content, scales, and layout in both English and Vietnamese.

## 3 Results

This part presents the results of the collected data that is analyzed by the SPSS software version 20.0 to answer the research question "What are students' attitudes towards English Blended learning at NTTU?". This chapter consists of a description of sampling, reliability analysis and results.

### a. Overall Attitudes towards the Blended Learning Course

The first group (item 1 to 15) was employed to investigate affective, cognitive and behavioral attitudes of the students towards blended learning. The Figure 1 below presents the results of the first group.



**Figure 1** Learners' overall attitudes towards the blended learning course

The Figure 1 shows that most learners view blended learning positively, particularly in engagement (Mean = 4) and motivation (Mean = 3.82). Students feel

engaged and are interested in more courses (Mean = 3.9), but educators should improve access to materials and writing support.

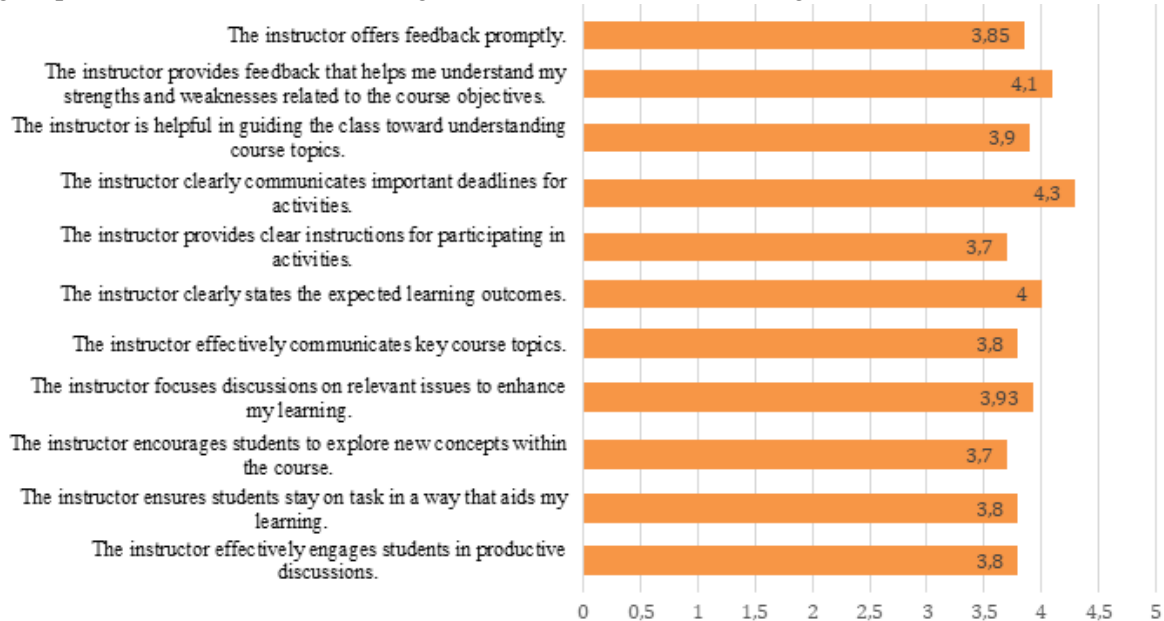
Regarding the behavioral attitudes, the accessibility, accessing course materials on Richmond platform accounted for the lowest mean (under 3.5) compared to other categories. The data shows that this factor needs room for improvement in how material on the Richmond platform can be easily accessible for them during the learning course.

In reference to the cognitive aspect of students' attitudes towards blended learning, with respect to interaction, students showed that they got significantly increased opportunities to interact with others in blended language learning (Mean = 3.78). Blended learning improved students' understanding of course

material (Mean = 3.8) and presentation skills (Mean = 3.9). For language knowledge, vocabulary scored highest (Mean = 3.93), followed by grammar (3.8) and pronunciation (3.7). Reading, speaking, and listening skills had a mean of 3.7, while writing has lower mean at 3.51, indicating a need for improvement in writing skills.

b. Specific Attitudes towards Teaching Quality of Instructors

The second group (item 16 to 26) was recruited to explore affective, cognitive and behavioral attitudes of the students towards teaching quality of instructors in blended learning.



**Figure 2** Learners' attitudes towards the quality of instructor participating in the blended learning course

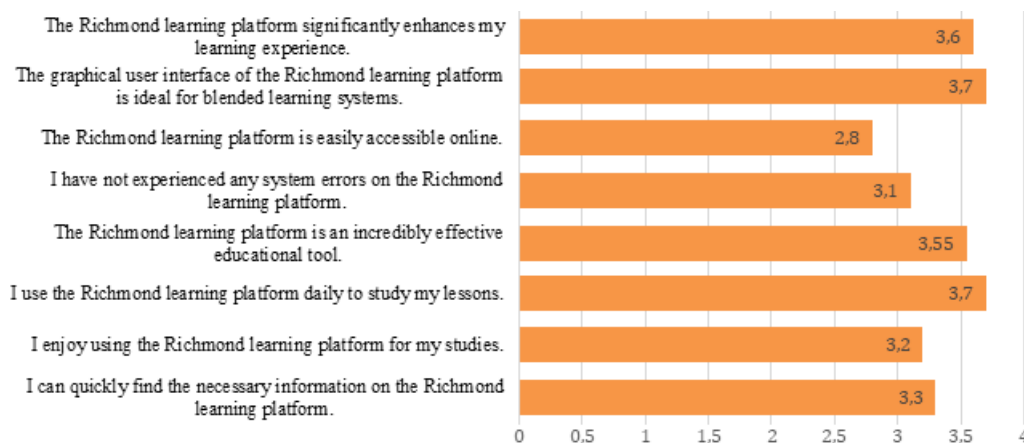
Overall, the affective, behavioral and cognitive attitudes of instructor quality in blended learning courses are generally positive related to various aspects categorizing in engagement, task management, and feedback (Figure 2).

The instructor quality mean score of 3.8 shows students felt engaged in discussions due to their support and valued opportunities for interaction. Behavioral aspects rated highest at 3.93 for focusing discussions, followed by 3.8 for keeping students on task and 3.7 for encouraging exploration. In cognitive attitudes, clear

communication of deadlines scored 4.3, while clarity of expected outcomes was rated 4.0. Feedback received 4.1 for clarifying strengths and weaknesses and 3.85 for promptness. Guidance on course topics was rated 3.9, with effective communication and clear instructions scoring 3.8 and 3.7, indicating areas for improvement.

c. Specific Attitudes towards the Technology System and Interface Design

The third group (item 27 to 34) was recruited to explore affective, cognitive and behavioral attitudes of the students towards technical system and interface design.



**Figure 3** Learners' attitudes towards technology system and interface design

The Figure 3 shows generally positive student attitudes toward the Richmond learning platform. While ratings for the technology system and interface design were high, they were slightly lower than the previous two categories.

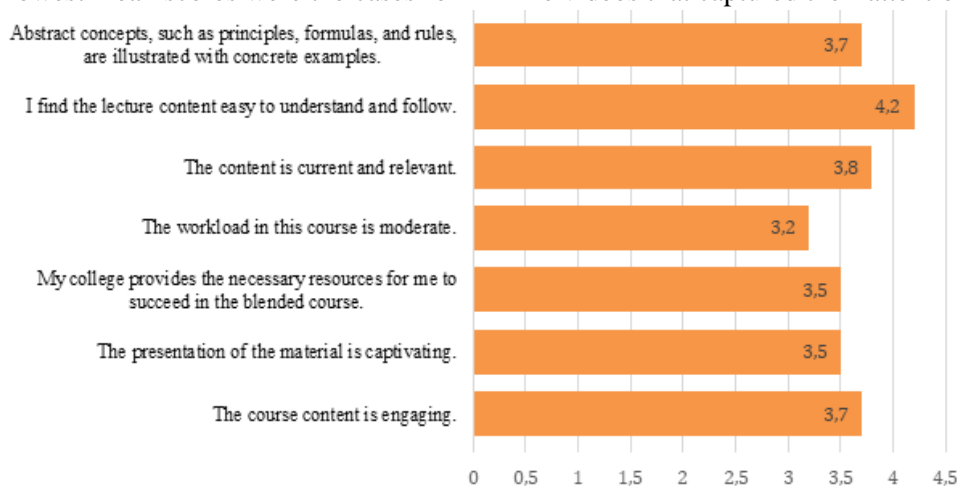
For the affective aspect, the Richmond platform scored 3.5 for enjoyment and 3.3 for ease of finding information. While enjoyable, it needs navigation improvements for better user efficiency.

The highest cognitive attitude scores were for daily platform use and its suitability for blended learning, both with a mean of 3.7. Students also rated the Richmond platform as an effective educational tool at 3.55. Conversely, the lowest mean scores were the cases for

system reliability and online accessibility, with ratings of 2.9 and 2.8 respectively, showing that most learners were unsatisfied with accessing the system and they found system errors while joining it to study.

Students showed a positive behavioral attitude toward enhancing their learning experience, with a mean score of 3.6, perceiving the platform as beneficial to their progress.

**d. Specific Attitudes towards Course Information and Content in Blended Learning**  
The Figure 4 shows that students had a highly positive affective and cognitive attitude toward course content. They were satisfied with the materials, appreciating clear examples, illustrations, and updated resources like videos that captured their attention.



**Figure 4** Learners' attitudes towards course information and content in the blended learning course

As for affective attitudes towards course information and content, while the course content being engaged was rated at a mean of 3.7, the figure for the interesting presentation of material was at 3.5, which was lower than the means of engagement. Generally, the

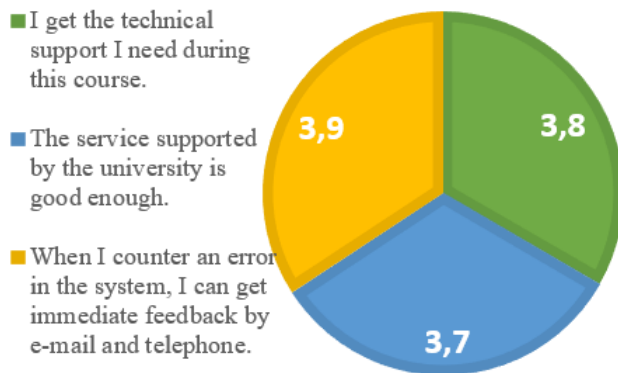
participants had a positive affective attitude towards this aspect.

In cognitive attitudes, the highest score was 4.2 for ease of understanding lecture content, followed by 3.8 for relevance. Participants rated concrete examples for

abstract concepts at 3.7, indicating their helpfulness. Resource availability scored 3.5, while moderate workload for timely task completion was 3.2.

e. Specific Attitudes towards Assistance of Staff or Administrators Relating to the Blended Course

The Figure 5 shows that most respondents had a positive attitude toward staff support, with a mean score of 3.9. Immediate feedback for system errors scored 3.8, and technical support was rated 3.7. Students felt the college's services were adequate for blended learning.



**Figure 5** Learners' attitudes towards assistance of staff or administrators relating to the blended course

4 Discussion

The results from the five sections employed to answer the main research question give information that NTTU has a significant positive attitude towards blended mode.

Participants reported highly positive affective, cognitive, and behavioral attitudes. They enjoyed the learning mode, felt satisfied, and saw improved outcomes. Interaction boosted confidence and enhanced language skills. It is consistent with the idea "most students had positive attitudes in their learning performance and motivation" [14].

The findings show a strong correlation between student attitudes and instructor quality. Positive attitudes were linked to effective teaching methods and prompt feedback. This finding overlaps with a belief "pedagogical or teaching effectiveness of instructors profoundly influences student learning in the blended course" [15].

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The Richmond platform in blended learning is considered effective and user-friendly, supporting the educational process. Students felt accomplished and gained autonomy in learning English. However, drag-and-drop errors caused dissatisfaction, highlighting a need for improvements to boost learner satisfaction.

The answer to the fourth section for the course content revealed that participants praised the course content for being engaging and easy to follow, helping them understand abstract concepts. However, some suggested adding more games to improve the presentation.

Responses showed that during blended learning, students received staff support for technical issues, a key factor in their satisfaction. Technical problems often negatively impact student satisfaction and attitudes [1].

In summary, the quantitative analysis revealed that students had a positive attitude toward blended learning. It enhanced their learning autonomy, language knowledge, and skills. Key factors like instructor quality and supportive staff contributed to their positive outlook.

5 Conclusion

This study of 367 NTTU students explored their attitudes toward blended learning in the second semester of 2024. A survey assessed five areas: overall attitudes, instructor quality, technical system, course content, and services, with data analyzed using SPSS 20. Most students favored blended learning for its benefits, such as autonomy and improved language skills. However, technical issues with the online platform led to dissatisfaction and decreased positive attitudes. Addressing these issues based on student feedback is essential for improving the technological system in blended learning. A key problem is unreliable or slow internet, disrupting learning. Institutions should upgrade to stronger solutions like fiber optic or 5G and improve home connections. Additionally, simplifying complex software and ensuring device compatibility is crucial. Regular updates and training can enhance student software use, significantly improving the blended learning experience.

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## **Thái độ của sinh viên đối với phương pháp học tích cực tại Trường Đại học Nguyễn Tất Thành**

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**Tóm tắt** Trong nhiều môi trường giáo dục trên khắp thế giới, bao gồm cả Việt Nam, học tập kết hợp đã phát triển nhanh chóng nhờ bằng chứng về lợi ích của nó so với phương pháp giảng dạy truyền thống trong lớp học hoặc trực tuyến. Nghiên cứu này đã xem xét thái độ của sinh viên tại Đại học Nguyễn Tất Thành đối với khóa học tiếng Anh kết hợp hiện tại với mục tiêu tổng thể là nâng cao chất lượng giảng dạy và học tập ngôn ngữ. Tổng cộng có 367 sinh viên không chuyên ngành tiếng Anh đã tham gia vào nghiên cứu khảo sát, được thực hiện tại Đại học Nguyễn Tất Thành ở Thành phố Hồ Chí Minh, Việt Nam. Khảo sát gồm 44 câu hỏi được sử dụng để thu thập dữ liệu, và SPSS phiên bản 20 được sử dụng cho phân tích thống kê. Kết quả cho thấy hầu hết sinh viên đều có cảm nhận rất tích cực đối với bốn yếu tố: chất lượng tổng thể của khóa học, chất lượng của giảng viên, tài liệu khóa học và các dịch vụ hỗ trợ. Tuy nhiên, một số ít sinh viên bày tỏ sự không hài lòng với hệ thống công nghệ, nêu rõ những vấn đề kỹ thuật thường xuyên gặp phải khi tham gia học trực tuyến ngoài lớp học.

**Từ khóa** Chương trình học tập kết hợp, Thái độ, Trường Đại học Nguyễn Tất Thành

