Research Article

A PILOT RESEARCH OF INQUIRY-BASED APPROACH
IN ENGLISH LANGUAGE TEACHING AT TON DUC THANG UNIVERSITY

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ABSTRACT

The research aims at providing background theory, depicting a clear picture of the Inquiry-based Learning approach through survey as well as interviews, and making some suggestions for more effective application to English-majored students at Ton Duc Thang University. The results of the survey demonstrate that students have positive attitudes towards this approach as it helps them enhance their learning autonomy, expertise knowledge, creative, and soft skills such as teamwork, critical thing skills, problem-solving skills, creative skills.. In addition, the interviews from students, lecturers, and managerial staff elicit that the Inquiry-based Learning approach is helpful in teaching and learning as it enables students to be more active in learning, doing research, and interacting between lecturers and students, which results in apparently better learning outcomes. Based on these practical surveys, this paper provides some implications of Inquiry-based Learning activities for English-majored students and English Language Teaching.

Keywords: English language teaching; Inquiry-based learning; university

1.   Introduction

The development of the world in the 21st century has led to considerable changes in diverse aspects of life, such as Economy, Education, Technology, Health. Education has witnessed and adapted to these changes, which mainly refer to competency and lifelong learning. This suggests that competence is the focus of education in the transformational era. It has been stated clearly in the Resolution No.29 -NQ/TW of the Communist Party of Vietnam issued on November 4th, 2013, which highlights "the need to transform from the traditional approach to the competency-based approach to provide comprehensive development for workforce with personalities and competencies. Learning is along with practicing, theory is along with practice" (The Communist Party of Vietnam, p.3). Education orients primarily towards competence, and English Language Teaching is not an exception in the current context. Among the methods and approaches used in teaching, Inquiry-based

Learning (IBL) has been applied in higher education and has shown its effectiveness to some extent in Vietnam. However, it has not still been paid enough attention. In an attempt to have detailed insights into this approach, this study was caried out to investigate students', lecturers', and managerial staff's perceptions of Inquiry-based Learning in developing students' English oral competence. On the grounds of the strengths and weaknesses withdrawn from the study, some recommendations are made for improving the education quality and English Language Teaching.

2. Literature review

2.1. *Definitions*

According to Alberta Education (2004), "IBL is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view" (p.1). Students are involved in the learning process in which they have a deep insight into teaching materials (Coffman, 2009). Similarly, Blessinger and Carfora (2004) defined "IBL is an approach to enhance and transform the quality and efficiency of the learning experience by adopting a learner-centered, learner-directed, and inquiry-oriented approach to learning that put more for learning with the learner" (p.6). It is believed to be a didactic principle in higher education which is based on students' independent learning through their own research (Mieg, 2019).

In Vietnam, IBL is believed to be a kind of teaching approach in which teachers elicit the issue, and students have to solve it by themselves to reach the target learning outcomes. On the grounds of these, the learning outcomes are checked and confirmed with the support of teachers (Dang & Ha, 2017). Similarly, IBL is considered a teaching approach that provides students with opportunities to experience the phenomenon and scientific process (Le & Phan, 2016)

The authors of this article assure IBL is the type of learning that mainly focuses on research, starting from raising authentic issues in life, retrieving information, processing and creating new information, sharing the information in groups, and receiving feedback from teachers. On the grounds of these activities, students become more independent, active, and creative in learning as they have opportunities to explore and understand practical issues

2.2. *Characteristics of IBL*

According to Drayton and Falk (2001, as cited in Alberta Education, p.14), there are 13 characteristics in IBL, including (1) inquiry is in the form of authentic problems within the context of the curriculum or community; (2) inquiry focuses on students' curiosity, (3) information collected is actively used, interpreted, processed, refined, and discussed; (4) teachers, students, and teacher-librarians closely collaborate; (5) community and society are connected with the inquiry; (6) teachers model the behaviors of inquirer; (7) teachers use the language of inquiry on an ongoing basis; (8) students are more active in learning; (9) teachers

facilitate the process of gathering and presenting information; (10) teachers and students use technology to advance inquiry; (11) teachers are responsible for both content and pedagogy; (12) the teacher and students have more interaction and become more active than with traditional teaching, and (13) time for IBL is identifiable.

2.3. *Principles of applying IBL*

According to Blessinger and Carfora (2004), IBL has two key principles. **First**, it promotes students' abilities by creating and engaging them in meaningful educational environments through various learning activities. It is congruent with learners' inclinations for curiosity, exploration, and experiential learning by providing them opportunities to investigate the answers to the questions on the grounds of their research, the ability of processing information, creation, collaboration, and sharing. **Second**, it fosters the instructor's roles. Instructor is not only the content specialist but also the collaborative instructional leader who is in charge of providing information and nurturing students' knowledge. Briefly, IBL is incompatible with modern education learning theories relating to how humans learn and make sense of their environment.

2.4. *Stages of IBL*

With the targeted aims of IBL, students may become more active in joining inquiry activities by incorporating their knowledge into problem-solving. Teachers can build up the inquiry process by assisting and encouraging students to raise questions relating to a topic.

To meet these aims, five stages of the learning process are elicited, including (1) planning, (2) retrieving, (3) processing and creating, (4) sharing, and (5) evaluating. All of which are in line with the metacognition consisting of the affective domain (feelings) and cognitive domain (thoughts) as a whole structure (see Figure 1 and Figure 2)

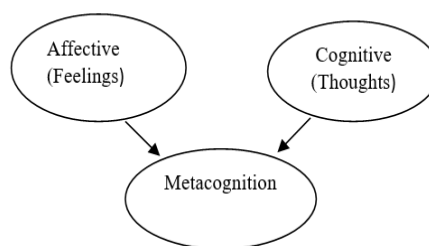*Figure 1*. *Inquiry-process*
(Coffman, 2013, p.6)

Figure 2. *Inquiry and Metacognition*
(Alberta Education, 2004, p.13)

2.5. *Benefits of IBL*

The purpose of IBL is to ensure students not only memorize required factual information but also create meaningful questions and develop their understanding. It promotes students to (1) develop necessary life skills, (2) learn to cope with problems, (3) deal with changes and challenges, and (4) shape their search for solutions (Alberta

Education, p.13). Students have opportunities to engage in inquiry, know an overall process and understand that the inquiry process can be transferred into other inquiry situations.

Blessinger and Cafora (2014), furthermore, assured that IBL may demonstrate its effectiveness if it is adequately implemented in terms of teaching, content, learning, and assessment. **First**, IBL may enable students to be self-sufficient and responsible for their learning. **Second**, IBL is a kind of active learning strategy which is used to help students produce their own knowledge as well as develop their skills for lifelong learning. It can be said that IBL is a kind of holistic strategy that may promote students' psychology, social, and behavioral qualities, and skills for lifelong learning in the 21st century.

2.6. Inquiry-based Learning, Motivation, and Bloom Taxonomy

Coffman (2013) stated that both motivation and Bloom taxonomy are of importance in developing students' learning abilities (pp.2-3). **First**, motivation helps students engage in learning, and the inquiry process happens. Students have intrinsic and extrinsic motivation as they are interested in the learning materials and good grades or receive praise on their performance. **Second**, six cognitive levels of Bloom taxonomy, including remembering, understanding, applying, analyzing, evaluating, and creating/ synthesizing, has been employed and integrated into IBL. This provides teachers opportunities to incorporate lower cognitive-level thinking activities, such as knowledge and comprehension into higher cognitive-level thinking activities, such as analysis and synthesis.

As we are concerned, curriculum outcomes are paramount in education as they reflect the teaching quality and students' strengths and weaknesses. In ELT, the IBL approach is implicitly suggested in the training programme but is not outstanding enough. Using an approach to teach a language successfully and effectively is not adequate but a mixture of approaches and activities.

2.7. Relations between Inquiry-based Learning and Constructivism

As stated previously, the principles of IBL demonstrate that learning should not belong to only learners or teachers but include meaningful content and students' active participation through authentic teaching and learning activities. This is congruent with the assumption of Blessinger and Carfora (2014) that "IBL has its roots in the theories of John Dewey and is considered a type of constructivist educational paradigm where constructivism views learning as a situated, active, and social process when students construct their own knowledge" (p.12).

According to Biggs and Tang (2014), "Constructivism emphasizes that the learners construct knowledge with their own activities and that they interpret concepts and principles in terms of the "schemata" that they have already developed" (p.22). This can be explained on the grounds that (1) both teachers and students are clear about the desired learning outcomes and what they need to do in the learning process, (2) students can define their need to achieve the outcomes, (3) students feel free to focus on a task, and (4) students work

collaboratively and in dialogue with other peers as well as teachers. Once they elicit good dialogues in the learning activities, they can shape, elaborate and deepen their understanding. These points align with IBL, which focuses on students' discovery learning, independent learning, critical thinking, and collaboration in group work and thus reflect students' abilities.

3.   Research Design, Results and Discussions

3.1.   Research design

3.1.1. Research aim

The research aims to investigate students' perceptions of Inquiry-based Learning in enhancing learning competence. Based on the study results, some implications are made to promote teaching innovation and teaching quality at Ton Duc Thang University.

3.1.2. Research questions

Research question 1: What do students' and lecturers' feedback on the application of IBL in their learning-teaching activities?

Research question 2: What are students' attitudes towards applying IBL in promoting their competence?

3.1.3. Research Methods and Tools

   • *Research design*

The authors employed quantitative research. Fifty-two participants from two assigned Speaking 4 classes were invited randomly to join in based on their final results in the previous course (Speaking 3). After that, the researcher conducted the survey and in-depth individual interviews with students, lecturers, and managerial staff.

   • *Sampling*

The authors employed a convenient sampling. McMillan and Schumacher (2001) believed that "Often the researchers will describe convenient samples carefully to show that although they were not able to employ random selection, the characteristics of the subjects match those of the population or substantial portion of the population" (p.175). In this case, the samples were selected based on the final results of the previous course (Speaking 3) and the standardized programme they were following. The authors also invited two lecturers and two Heads of the division to share current teaching practice and the management of each division.

   • *Research tools*

   - *Questionnaire*

The main purpose of the questionnaire is to describe the characteristics of the population and identify necessary information for the research (McMillan & Schumacher, 2001, p.258). In this study, 52 of 160 sophomore students participated and provided their responses to the application of IBL. The author conducted the study to (1) observe the application of IBL as the author was the lecturer in charge, (2) perceive how students were engaged in the lesson through discovery tasks, (3) understand the nature and value of IBL in teaching, and (4) have a concise overview of how students produced new knowledge.

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- *Interviews*

In this study, the authors invited eight students who were ranked very good, good, fairly good, and average to join in. This may help generalize the results from different perspectives of students. In addition, two lecturers in charge of these subjects and two heads of the division joined the individual interviews and gave their responses on the current issue. Through their sharing, a general view of this application can be revealed.

3.2. Results and discussions

3.2.1. Results of the student survey

The statistical results from the student survey are described in the following tables:

Table 1. *Descriptive statistics from the student survey towards IBL*

Descriptive Statistics	Students' preference	Students' views	Students' attitudes	Students' advantages	Students' disadvantages	N
Mean	4.26	4.29	4.11	4.00	3.33	52
Std Deviation	.5282	.461	.4367	.515	.6840	

3.2.2. Results of in-depth individual interviews

- **Results of students' feedback**

The interview was conducted with students in terms of (1) their views on IBL, (2) the level of its application, (3) its strengths and weaknesses, and (4) their attitudes towards IBL.

First, all students agreed that although the term IBL was new, they had already been introduced to and guided. This approach might help them become more creative, develop English ability, have more critical thinking, independent learning, and pursue lifelong learning. It, however, might put them in trouble at the beginning, such as searching for information, working in groups, and solving problems (student 1, student 3, student 5) but meaningful in future learning and work.

Second, most students agreed that IBL was already applied to 60 to 70 percent of their learning. Productive skills (Writing and Speaking), primarily, were used to apply as students had opportunities to think independently and extract information from various available sources. However, not all lecturers thoroughly used this approach in their teaching. If they employed it, they did not apply completely (student 3, student 7, student 8) and did not provide sufficient support in relation to its ways of learning (student 2, student 3, student 4, student 7, student 8) as students sometimes struggled to cope with IBL in learning.

Third, most students showed their favor towards IBL. On the plus side, it helped (1) reduce boring learning atmosphere and stimulate a comfortable learning atmosphere, (2) increase learning autonomy, (3) gain more soft skills such as working in teams, sharing ideas, communication skills, and problem solving skills, (4) have more reference learning resources, and (5) promote English ability (remembering and applying knowledge well in reality). On the downside, there were limitations such as (1) being unfamiliar with this approach, (2) being in trouble finding reliable learning resources and classified necessary

information for learning, (3) being confused in dealing with problems, (4) finding hard to work in groups and share ideas, and (5) lacking computer skills.

Fourth, most students agreed that IBL enabled them to learn better and equipped them with soft skills. They elucidated that it helped them gain more profound knowledge, better communication skills, gain more soft skills, and prepared them for employability skills. However, they sometimes struggled to work well with this approach.

- *Results of lecturers' feedback*

The interviews with lecturers are analyzed in terms of (1) views on IBL, (2) its application, (3) its strengths and weaknesses, and (4) attitudes toward IBL.

First, the lecturers understood this approach to some extent but could not distinguish the difference between the Task-based approach and IBL (Lecturer 2). They found it interesting and valuable as it encouraged students to discover their learning, be more involved, better their ability, and promote autonomy in the long term. Lecturers were also flexible in teaching, had chances to update knowledge, employ more teaching approaches and create more valuable activities (Lecturers 1 and 2). These could be used to accumulate students' abilities and provide a comfortable learning atmosphere. They, nevertheless, had to prepare the lessons carefully and make a great effort in teaching (Lecturer 1).

Second, two lecturers agreed that they partly applied IBL in their teaching (Lecturers 1 and 2). Roughly 30 percent applied during their teaching process, depending on the syllabus, students' levels, learning styles, and facilities. Productive skills (Speaking and Writing) were mainly used in applying this approach (Lecturers 1 and 2)

Third, there were many advantages and disadvantages when applying for IBL. On the one hand, it made the learning atmosphere comfortable, enabled students to find and extract suitable information, increased learning autonomy, and developed their soft skills such as group work, communication, and computer skills (Lecturers 1 and 2). Another significant plus was that students were equipped with modernized learning facilities, and diverse learning resources and received relevant supporting extra materials from lecturers (Lecturer 2). Nonetheless, lecturers found it hard to cope with this approach due to the assigned syllabus, inequal students' abilities, and ways of inspiring students to cooperate and be well-prepared for the lessons (Lecturers 1 and 2).

Fourth, they assumed that IBL was somewhat effective in their teaching (Lecturers 1 and 2). There was approximately 50 percent of success when using it, as there were students who were for and who were neither for nor against it. Some weak students were not favorable to this approach as they had to work independently and were unable to summarize what they could learn from the lessons (Lecturer 1)

- *Results of Managerial staff's feedback*

The interviews were conducted with two heads of division. They gave responses in terms of (1) the level of application, (2) training, and (3) the positives and negatives of IBL.

First, it can be assumed that the term was new, and it has already been applied at the Faculty of Foreign Languages (Heads of Division 1 and 2). The extent of applying could not be defined exactly, but it was already employed. This approach considered students centered, which meant that students would make much more great effort in learning (Head of Division 2). To be successful in language teaching, using one approach was not enough but combining various ones to produce the best outcomes (Head of Division 1)

Second, it is the fact that lecturers were not trained in this teaching approach (Heads of Division 1 and 2). However, most of them had previous teaching experience and used their teaching approaches in agreement with their student's learning styles and abilities. The faculty also organized some sharing meetings so that lecturers could share their concerns relating to teaching and learning.

Third, there were benefits and drawbacks when applying for IBL. On the one hand, it was interesting, encouraged students to discover their learning, gave them more learning resources, and equipped them with employability skills. As stated, teaching language could not succeed if only one approach was used. Therefore, it should be mixed with other approaches appropriately. On the other hand, it was impossible to apply this approach to all students as they were not familiar and their levels were different. The strong students felt comfortable, whereas the weak found it hard to follow. Some students were not good at how to opt for appropriate learning materials, analyze, and synthesize the information. Another weakness was that lecturers had to spend much time preparing for the lesson.

3.3. Discussions of the findings

3.3.1. Theme 1: Why do students prefer Inquiry-based Learning?

First, it can be because students have chances to experience a new way of learning and gain knowledge themselves. This is compatible with students' positives attitudes (60%-70%) towards IBL application in this setting (Interview, Q1: What do you know about IBL, its roles and value in learning and teaching?, Q2: To what extent has IBL used in learning and teaching?). However, lecturers assumed that they applied 30 percent in their teaching as it might put them in difficult situations (e.g., mixed-level students, syllabus, facilities). Therefore, it can be inferred that students may not understand IBL clearly although they show their favor towards the IBL application as Coffman (2013) showed that "In our 21st century, students need to be entrepreneurial and use their imagination to identify new possibilities" (p.25). Students not only know how to find and record the information but also know how to analyze its impact on their own personal environment as well as the larger world. This helps them move away from textbooks and opens up the learning process to become more personal, independent, and meaningful although lectures and textbooks may be a useful way to transmit information. As can be seen, the ultimate goal of IBL is to improve learning by developing more self-efficient learners and being responsible gradually for their learning. Another significance is students are trained in soft skills such as group

work, sharing, and problem-solving, which may fully support their learning and working in the future. This can be tracked in the interview with students (Q3: What are the advantages and disadvantages when learning with IBL?). Furthermore, Blessinger and Carfora (2014) stated that "Collaboration is a key ingredient in IBL classrooms because students often work on group projects where they must interact intently with other in order to complete the learning tasks and objectives" (p.6)

Second, employability skills are important in the 21st century. Employees not only need to have expertise but also life skills, which make their work smooth and effective. This can be explained on the grounds of (1) the interview (Q4: What do you think about the application of IBL in learning and teaching?) in which most of them assured this approach equipped them with skills of work and (2) the correlation between students' preference and attitudes towards IBL. In addition, lecturers and managerial staff confirmed that IBL supported students in this aspect. This can be found in the responses in the interviews with lecturers (Q3: What are the advantages and disadvantages when applying IBL in teaching?) and with managerial staff (Q3: What are the advantages and disadvantages in management when applying IBL in teaching and learning?). As Blessinger and Carfora (2014) stated that "Since IBL is oriented around authentic and meaningful learning, it is positioned to aligned better with a students' own value system, learning needs and life and career aspiration" (p.10). This can be found in Constructivism theory (Biggs & Tangs, 2014), in which students are exposed to authentic materials, work collaboratively, and create new knowledge. As we are concerned, Competency-based Learning is relatively unfamiliar to Vietnamese teachers who may cause them to be confused in choosing appropriate teaching strategies. Therefore, IBL was proposed to facilitate students' core competencies (Bui Thi Ngoc Linh and Khuu Thuan Vu, 2020).

3.3.2. Theme 2: Why do students positively feedback on the application of Inquiry-based Learning?

It can be because students directly benefit from IBL. This can be in agreement with students' opinions in the interview (Q3: What are the advantages and disadvantages of IBL in learning? Q4: What do you think about the application of IBL in learning and teaching?). Coffman (2009) believed that "Motivation is a key element and this is especially critical with inquiry activities. When motivated, students are eager to learn, fascinated by their discoveries and enjoy asking questions" (p.3). Besides, Coffman (2013) elicited that "The goal of critical thinking is to help your students develop multiple ways of knowing, such as sense of reason, logic, resourcefulness, imagination and innovation" (p.23). Research on developing students' competencies showed the effects of IBL in promoting students' scientific achievement based on the 2015 PISA data. There was a close connection between IBL and scientific capacities as the more IBL was applied, the better the students' results were (Tang et al., 2019).

Although students showed positive thoughts toward the IBL application, they did not find it interesting. This can be explained by the following reasons.

First, it may be because students still struggle with IBL. They find it hard to identify trustworthy learning resources, and extract and select basic information. Also, they do not receive clear instructions and get sufficient feedback from lecturers. This can be explained based on the interview with students (Q3: What are the advantages and disadvantages of IBL in learning?). Lecturers mainly orient towards Task-based Teaching and cannot define clearly the difference between Task-based Teaching and IBL. Students get acquainted with this approach as they are provided tasks and receive support from lecturers. The interview with lecturers (Q1: What do you know about IBL, its roles, and value in teaching? Q2: How do you apply IBL in teaching?) can prove these assumptions. As Wulf (2019) pointed out that this approach may not be equally appropriate for all students as they are accustomed to traditional forms of teaching and prefer instruction-oriented learning. Even though this approach is adapted to suit the environment, it is possible to change it slightly.

Second, it may be because lecturers have to comply with the assigned syllabus and balance the lessons based on students' learning levels. This can be found in the interviews with lecturers (Q3: What are the advantages and disadvantages when applying IBL in teaching? Q4: What do you think about applying IBL in teaching?) Practically, procedures are the ones lecturers have to obey. Otherwise, assessment cannot be carried out as requested, and students cannot meet the demands of the progress tests, midterm exams as well as final tests. Teaching materials do not allow lecturers to work on IBL efficiently but have to adapt to other sources. Lacking instructions from lecturers may also be one of the causes of this issue.

Third, it may be because there is no training relating to IBL but sharing meetings among lecturers in ELT. The interviews with the managerial staff can demonstrate this point (Q2: Is there training about IBL in practical teaching?). This implies that IBL is not common in language teaching. It is believed that to teach a language successfully, it is vital to combine different approaches together, such as Task-based Learning and IBL.

4.   Conclusions and Recommendations

4.1. Conclusions

It is apparent that the research has elicited a deep view of IBL as well as a wide range of strengths and weaknesses of IBL application. **First,** it opens a new perspective in teaching and learning to all stakeholders, including students, lecturers, and lecturers. **Second**, it has incorporated students' expertise and soft skills together to boost their competence as well as enhance lecturers' professional development. **Third**, it makes educational institutions aware of the significant values that IBL has provided. **Finally**, it helps educational researchers think about the training approaches they have employed to meet current requirements. Generally, this paper has provided foundations for further application of IBL in the English language major in higher education.

Despite many difficulties during the application, it has revealed a large number of benefits. The 21st century is the era in which competency and lifelong learning are crucial to all learners. That means major knowledge and soft skills are not sufficient but employability skills. With the advantages, disadvantages withdrawn from the study as well as some recommendations for future application, the author of this paper hopes that this research may contribute to the success of teaching and learning in higher education in the future.

4.2. Recommendations

4.2.1. From students

Students are the ones who have experienced the IBL application. To make it better, some recommendations are withdrawn. ***For school***, it is vital to organize training sessions on how to use the library effectively, especially with open-access materials linked with international publishers. Facilities such as classrooms, labs, and the Internet connection should be equipped sufficiently to fulfil this application. ***For faculty***, they should emphasize the main learning features, and learning materials should be updated in congruence with modern life. More training for lecturers should also be conducted to help enhance teaching performance. Extra outdoor activities should be incorporated to sharpen students' research skills and soft skills. ***For lecturers***, it is the teaching quality, not the workload in the syllabus, is of fundamental focus. More activities in class should be organized to boost the learning atmosphere lively and help students engage in learning. It is necessary to help students find exact information, instruct them on how to learn with this learning approach and support them with more related learning materials. ***For students***, they should learn actively, advance their ability to search for ready materials, and locate reliable materials. Last but not least, they should study this approach in order to find the most appropriate way for learning.

4.2.2. From lecturers

To apply IBL successfully in the future, it is the lecturer who may provide some practical recommendations. ***For school***, more facilities like spacious rooms and quality of the Internet connection should be upgraded. ***For faculty***, more training should be held to help lecturers orient towards the outcomes of the syllabus completely as well as the curriculum. Syllabus should be reduced, concentrate on the main points, and help lecturers be flexible in teaching. ***For lecturers***, they can guide students with some useful materials suitable for students' learning and give them more chances to practice at home. ***For students***, they should be active in learning and cooperate closely with lecturers and their peers to improve their abilities.

4.2.3. From managerial staff

To make IBL work effectively, it is the Head of the Division who has general perspectives on the curriculum and may have some practical suggestions to support lecturers as well as students. ***For faculty***, it is essential to include professional development and sharing so as to help lecturers understand IBL deeply both in theory and practice. ***For***

lecturers, as a syllabus is what lecturers have to follow, they can be flexible in teaching and assign more tasks to create chances for students to self-discover more at home. It is also important to create groups among lecturers to share knowledge and activities for the whole IBL application. *For students*, they should be active in learning, undertake more self research on special topics, and have a good collaboration with their peers.

4.2.4. From the authors of the research

IBL has provided a large number of benefits besides its downside. In this paper, the authors would like to elicit some implications regarding future language instruction and curriculum innovation. *For language instruction*, teaching a language successfully requires lecturers to combine a variety of teaching approaches to produce the best outcomes for teaching and learning. IBL, one of the current outstanding approaches, should be incorporated into teaching to promote students' learning autonomy, personal abilities, and employability skills. To fulfil this, it is urgent to implement training sessions regarding diverse teaching approaches in general, IBL in specific, to broaden lecturers' viewpoints and make them flexible, appropriate, and effective in teaching contexts. *For curriculum innovation*, ADDIE instructional design should be applied in combination with IBL as it not only raises students' learning autonomy but also helps them construct their knowledge through discovery learning. This may also help policy makers and educational managers have a deep view into the value that IBL has brought to ELT.

❖ ***Conflict of Interest:*** *Authors have no conflict of interest to declare.*

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**NGHIÊN CỨU PHƯƠNG PHÁP DẠY HỌC KHÁM PHÁ
TRONG GIẢNG DẠY TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC TÔN ĐỨC THẮNG**

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TÓM TẮT

Bài viết cung cấp lí thuyết tổng quan, mô tả thực tiễn phương pháp dạy học khám phá thông qua khảo sát, phỏng vấn và đưa ra một số đề xuất về việc áp dụng phương pháp dạy học nêu trên đối với sinh viên ngành Ngôn ngữ Anh tại Trường Đại học Tôn Đức Thắng. Kết quả khảo sát cho thấy sinh viên đánh giá tích cực đối với phương pháp dạy học khám phá vì những lợi ích mà phương pháp này có thể mang lại, như: nâng cao tính tự học, nâng cao năng lực chuyên môn, khơi gợi tính sáng tạo, nâng cao kĩ năng làm việc nhóm, tư duy phản biện, giải quyết vấn đề... Ngoài ra, trong kết quả phỏng vấn sinh viên, giảng viên và cán bộ quản lí, phương pháp này còn được đánh giá có thể giúp sinh viên năng động hơn trong học tập, nghiên cứu; trong tương tác cùng giáo viên và bạn bè..., dẫn đến sự tiến bộ hơn trong học tập. Trên cơ sở kết quả khảo sát thực tiễn, tác giả bài viết đưa ra một số đề xuất về hoạt động dạy - học khám phá cho sinh viên ngành Ngôn ngữ Anh nói riêng, ngành ngoại ngữ nói chung, nhằm mang lại hiệu quả cao trong học tập.

***Từ khóa:** giảng dạy tiếng Anh; phương pháp dạy học khám phá; trường đại học*