

Factors Influencing First-Year Non-English-Majors' Satisfaction In Blended Learning: A Study At Nguyen Tat Thanh College In Ho Chi Minh City.

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Abstract

This study investigates the determinants of first-year non-English majors' satisfaction with blended learning at Nguyen Tat Thanh College in Ho Chi Minh City. With blended learning becoming more prevalent as a pedagogical tool across Vietnam's vocational education system, student satisfaction plays a vital role in promoting learning engagement and academic success. The study particularly aims (1) to identify the key factors influencing students' satisfaction in blended learning and (2) to investigate the degree to which they influence their academic levels. Convergent mixed-methods research was applied using quantitative and qualitative data to provide comprehensive analysis. Quantitative data were collected from 180 first-year non-English-major students using a structured questionnaire on a five-point Likert scale, and qualitative data were collected with semi-structured interviews from 15 participants. The five main factors under investigation are teacher support, peer support, teacher-student interaction, learning motivation, and technology. It was found that the five factors had a profound impact on students' satisfaction, where teacher support and learning motivation are the most significant predictors. Technology and peer support also gained advantage, particularly in promoting accessibility and collaboration in the physical as well as virtual classrooms. Furthermore, students' satisfaction increased proportionally to the study level, which means that increased satisfaction in blended learning will mean improved performance and student engagement. The study has important implications for administrators, educators, and curriculum developers at vocation colleges in its emphasis on the need for greater instructional support, motivational strategies, and technological readiness to facilitate greater learning experience and performance in blended learning.

Keywords: *blended learning, student satisfaction, non-English majors, teacher support, peer support, teacher-student interaction, perceived of useful, perceived of ease, learning motivation, Nguyen Tat Thanh College.*

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I. Introduction

Today, the rapid development of information technology and communication along with digital transformation. The extensive adoption of the Net in modern society has brought about many changes in the socio-economic fields, including changes in the approach to teaching and learning in university educational institutions. Many institutions are turning to hybrid approaches. One of the most effective is blended learning (BL)—a method that combines in-person instruction with online components. Blended learning has been globally recognized for its advantages, including flexibility, convenience, and cost-effectiveness (Simon, 2014). It enhances students' learning experiences by promoting greater engagement and learner autonomy. Besides that, according to Garrison and Vaughan (2008) and Vernadakis et al. (2012) have highlighted its potential to foster enriched, student-centered environments that leverage the strengths of both traditional and digital modes of education. Thus, blended learning model combines the advantages of traditional teaching models and online learning (E-learning), becoming an inevitable trend in the field of education in the world. As educational institutions keep developing, the tendency to incorporate digital tools and online materials into academic programs is increasing (Gerbica, 2011). Vietnam's education system has experienced notable and visible transformations, mainly caused by developments in Information and Communication Technology (ICT), especially after the COVID-19 pandemic (Hanh, 2022). These changes have marked a transition from traditional face-to-face instruction to digital education; the presence of BL is a response to school closures (Tran & Nguyen, 2023). In the context of EFL (English as a Foreign Language) learning, its importance is growing significantly, and numerous studies have investigated the features and effectiveness of BL for university students along with students' perceptions regarding its application in English classrooms (Tran & Nguyen, 2023), and the benefits of BL for both educators and learners are widely recognized. As a result, in English language programs at many higher education institutions in Vietnam and around the world, blended learning, a

combination of traditional classroom and online teaching methods, has become increasingly popular (Hanh, 2022) due to its advantages such as helping learners practice self-study awareness, proactiveness in choosing learning space and time, limiting some of the disadvantages of the traditional teaching and learning model (teachers and learners must meet directly and fixedly at a predetermined location and time). While studies such as Wu et al. (2010) show a positive association between BL and satisfaction, other researchers such as Giannousi et al. (2009) emphasize the lack of direct evidence showing satisfaction with learning outcomes, noting that satisfaction is influenced by many factors, including course design, learning pressure, and teaching conditions, but there has been little research conducted on how English teachers in Vietnam perceive the impacts and consequences of blended learning and it remains difficult to understand the level of student satisfaction with blended learning. Blended learning arises the benefits of combining online and face-to-face instruction methods to improve learning knowledge (Garrison et al. 2008). Blended learning combines traditional classroom instruction with online lectures in the educational process. The primary aim of creating a blended learning approach is to discover an effective integration of the two learning methods to accommodate various learners, settings, and objectives (P. Neumeier, 2005). Furthermore, student satisfaction is not only the key factor for students to foster or enhance their confidence alongside their capacity to gain new knowledge and skills (Nasir et al. 2021) but also considered one of the key variables in determining the success or failure of courses, programs of faculty or institution in student learning outcomes and performance (Elliott & Shin, 2002). For a course or training program, student satisfaction reflects the learner's assessment of the quality of all aspects of the course (Abou Naaj et al. 2012). Student satisfaction is also positively related to enrollment and the decision to take one or more subsequent courses. In addition, student satisfaction represents the promotional power of an educational institution.

In Ho Chi Minh City, various institutions have incorporated BL into English language teaching for both major and non- English major students. the most notable being Nguyen Tat Thanh College is a vocational school without an English department, but all students are still required to learn and improve their English skills. Thus, non-English majors at the school often face challenges with the limited opportunities to use English outside the classroom or language learning along with other academic or personal commitments. That is why Nguyen Tat Thanh College needs to implement blended learning as a flexible approach to address these challenges by using technology, building flexible curricula, and promoting student engagement through teacher support because in blended learning environments, teacher and peer support, teacher-student interactions, perceived ease of use (PEU), and perceived usefulness (PU) are some of the factors that influence student satisfaction in blended learning environments. Furthermore, how students perceive the usefulness of the system greatly influences their satisfaction, as they tend to maintain focus and dedication to learning when they perceive the system as beneficial (Yu, T., Han, J., & Cheng, J., 2021).

II. Overview Of The Research Site

Site overview

Nguyen Tat Thanh College (NTTC), in the name of the honorable name of President Ho Chi Minh - the beloved leader of the nation, was established in 2007 (formerly a unit under Nguyen Tat Thanh University), now operating under the direct management of the Ministry of Labor, Invalids and Social Affairs. Located at 306 Nguyen Oanh Street in Go Vap District, Ho Chi Minh City, an accessible position enhances its reach to students from across the city and surrounding regions. During the process of construction and development, NTTC, with the mission of training high-skilled, quality human resources and high professional qualifications, has always affirmed and is proud of its position as one of the prestigious vocational training institutions in Ho Chi Minh City, trusted and chosen by society, parents, and students.

Over the past 17 years due to it has contributed to the socio-economic development of the country. NTTC has built a strong reputation in providing technical and vocational education. The college is widely recognized for its strong commitment to workforce-oriented training, offering practice-based programs that effectively respond to the needs of a globalized labor market and contribute to the development of high-quality human resources of NTTC, 2024. In response to the increasing demand for skilled professionals, NTTC has earned substantial trust from both students and parents. The institution provides a seamless academic pathway from intermediate to university level and promotes a practical, forward-looking training model that supports national strategies for international integration and skills-based development on Vietnam Ministry of Labor, Invalids and Social Affairs. NTTC's constant goal is to provide students with a "solid profession-bright future".

Training Capacity and Outstanding Achievements

Since its establishment until now, NTTC has successfully trained more than 20,000 students, and 95% of graduates begin working as soon as they graduate. This makes a clear demonstration of the training quality and the suitability of the curriculum's alignment with industry demands of the labor market. Besides that, NTTC currently cooperates closely with more than 200 businesses domestically and abroad to create favorable

conditions for students to seek internships, practice, and jobs. On the other hand, NTTC also creates opportunities for students to participate in the national vocational competitions, and they have achieved many high achievements in city and national vocational competitions, typically 2 First prizes, 2 Second prizes and 4 Third prizes in vocational competitions in Ho Chi Minh City. These achievements not only affirm the professional capacity of students but also demonstrate the effectiveness of the school's practice-focused training method.

Training Motto “Dual Training” and Admission Process

NTTC pays special attention to implementing the motto “dual training”. A parallel educational model which integrates theoretical learning at school and professional practice in a real-life environment at businesses, students are exposed to businesses right from their school days, helping them to quickly acquire knowledge, hone their professional skills, and immediately meet job requirements after graduation. The curriculum at NTTC has up to 70% of the time devoted to practice and 30% theory, ensuring that students are fully equipped with practical skills. To create the most favorable conditions for students, NTTC has simplified the registration and admission process. Students who have graduated from junior high school or higher are recruited through the consideration of grade 9 transcripts. This is in line with the orientation of the Vietnamese Government in streamlining students after junior high school, expanding vocational training opportunities for many young people.

Multidisciplinary Training Programs and Market Alignment

To meet the varied needs of Vietnam’s dynamic economy, NTTC offers training in 20 disciplines across five key faculties, such as:

1. The Faculty of Medicine and Pharmacy contains an Intermediate Pharmacist, a General Practitioner, and a Nurse
2. Faculty of Economics – Tourism and Services consists of Business Accounting, Commercial Services, Finance and Banking, Hotel and Restaurant Operations, Travel and Tourism, Food Processing Technology
3. Faculty of Engineering Technology comprises Automotive Technology, Industrial and Civil Electricity, Thermal Power, and Refrigeration
4. The Faculty of Information Technology is composed of Office Informatics, Network Administration, Computer Assembly and Repair, Electronic Communication Engineering, and Graphic Design
5. The Faculty of Beauty and Fashion consists of Styling and Beauty Care, Garment and Fashion Technology

Study Progress and Student Support

Regarding creating conditions for students to continue their studies and improving their qualifications. NTTC students will receive a vocational intermediate degree and a certificate of completion of high school after 3 years of study. From there, students are fully capable of transferring to higher levels of education, such as colleges and universities domestically or abroad, as Decision No. 18/2017/QĐ-TTg of the Prime Minister. In addition, NTTC not only actively supports students in the tuition reimbursement process to alleviate financial burdens and encourage education in compliance with Government Regulation 86 but also operates a dedicated Student Support Center, providing career counseling, entrepreneurship training, and job placement services, thereby contributing to the comprehensive development and career readiness of students (NTTC, 2024).

Infrastructure and Teaching Environment

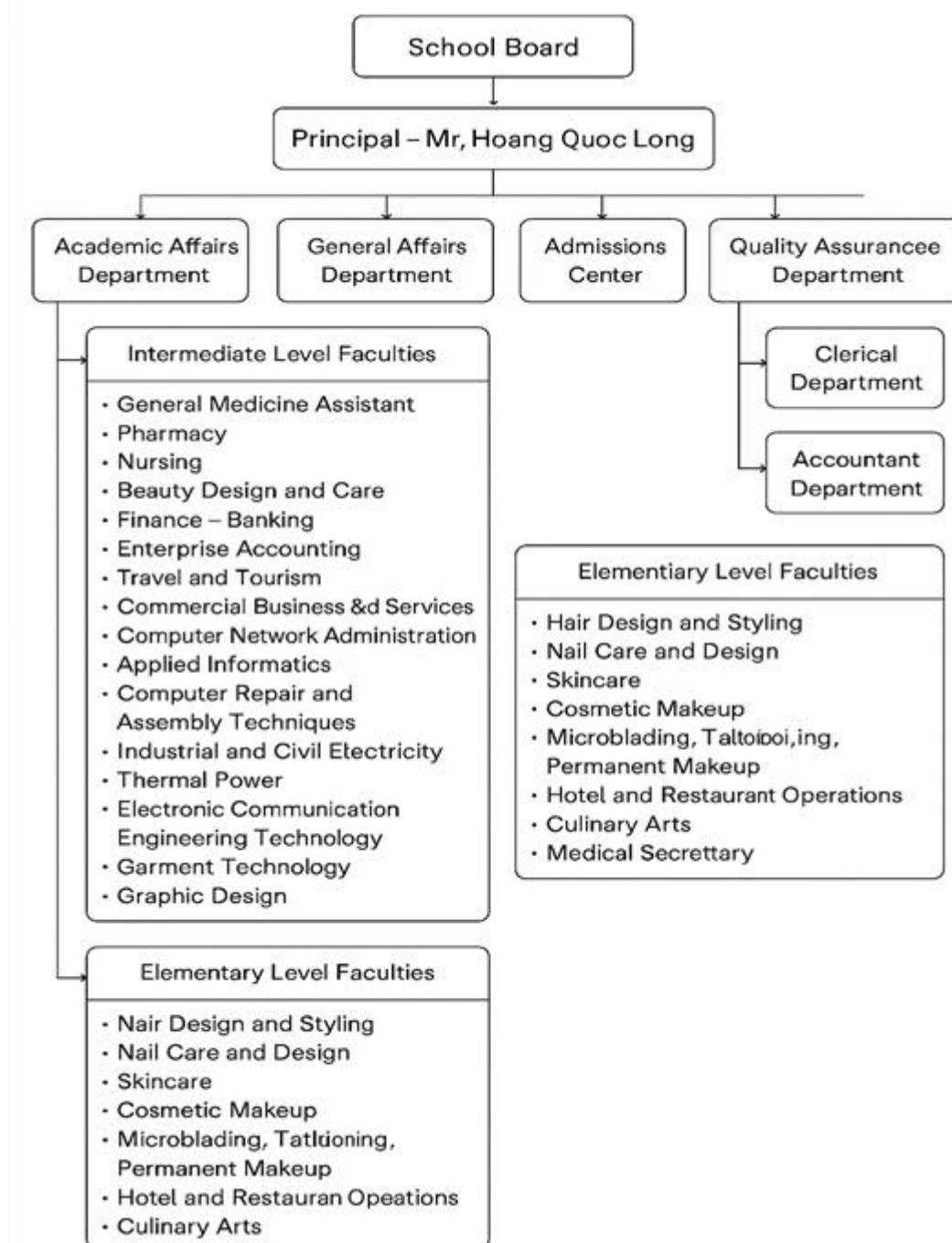
To provide a friendly and modern learning environment with full facilities in a student-centered learning environment. NTTC has equipped theoretical classrooms, state-of-the-art practice rooms, a library with 1,500 books, and extracurricular living areas. Extracurricular activities, startup skills topics, hands-on workshops, and specialized laboratories are always organized to supplement students' knowledge and skills. Besides that, the management staff (33 people) and teachers (103 people) are all highly qualified (80-85% have a university degree or higher) and have rich practical experience. They not only provide knowledge to teach students based on practical projects but also help students develop holistically.

Organizational structure

At the top of the School Board is the chief executive body responsible for strategic direction and overarching oversight to report directly to the Principal, Mr. Hoang Quoc Long, who serves as the top leader, overseeing daily operational management and guiding strategic initiatives. Under the Principal are three Vice-Principals directly supervise several key departments, each department has department leader with different essential duties to NTTC's functioning, Specific as the Academic Affairs Department play a central educational mission to manage curriculum and faculty; the General Affairs Department provides essential administrative and operational support; the Admissions Center, focused on student recruitment and enrollment; the Media and

Events Center, managing public image and events; and the Supervisor's Room, likely involved in oversight and quality assurance. To further delineate responsibilities and manage specialized areas, core departments have their own subdivisions. Under Academic Affairs, these include Intermediate Level Faculties, encompassing vocational programs at that level, and Elementary Level Faculties, covering foundational training needs. Additionally, under General Affairs, the Clerical Department handles critical administrative tasks supporting overall operations. This is shown in the chart below.

NTTC'S Organizational Structure



There is one thing that seems a bit regretful because NTTC does not use Lean and Six Sigma (LSS) tools for their organization management system. Because if they have the tools like Lean and Six Sigma (LSS), they can get a comprehensive management and improvement approach to supervise education training quality to eliminate waste and minimize variation in operating processes to improve organizational efficiency, quality, and performance. Besides that, these planning activities can be closely connected to process improvement,

optimizing workflows, reducing errors, or enhancing efficiency. These can monitor deviations and verify that products and processes meet standards. Equally important, their documentation and communication practices ensure that quality records are precise, standards are simply conveyed across the organization, and performance is tracked through metrics. Otherwise, using LSS can help the Accounting Department to conduct internal audits, manage non-conformances, ensure legal and regulatory alignment, and prepare for external inspection efforts for gathering and analyzing feedback as well as resolving complaints, which is inextricably linked to all other functions to ensure continuous quality enhancement and customer satisfaction to keep quality certifications. These responsibilities are interwoven with training and education, which promote quality awareness and competence among employees. The Academic Affairs Department, which serves as a core element, is subdivided into Intermediate and Elementary Level Faculties to indicate NTTC's commitment to its vocational training mission and diverse programs. Furthermore, the dedicated supporting from the General Affairs Department for smooth administrative and operational support; The crucial for institutional growth through student recruitment of the Admissions Center and the Media and Events Center with vital for managing external perception and internal cohesion or the commitment to quality assurance in teaching and learning, providing essential feedback and professional development for faculty from "Supervisor's Room" (or its implied function of instructional oversight) and the Quality Assurance Department as a guardian of quality to ensure the organization's offerings consistently meet or exceed the highest standards to increase customer satisfaction or improved efficiency, reduced costs, and a strong brand reputation. These departments all demonstrate their wide expert governance system to support students in vocational training options, which is suitable for intermediate and elementary-level faculties to cater to diverse student interests and market needs. However, despite these strengths, there are potential areas for consideration and improvement. For instance, the integration of the Quality Assurance Department and Academic Affairs could not benefit from clarification regarding its reporting lines if it serves all departments, potentially necessitating a higher reporting structure or dotted-line reporting, even though they are currently placed under General Affairs. This does not make logical sense for centralized administrative tasks. Similarly, the "Supervisor's Room" scope and reporting could be refined; while it reports to the principal, the question is whether these supervisors are part of the Academic Affairs Department, the Quality Assurance Department, or a separate entity. It is still unclear for their functional position whether it is a strong link to be beneficial to other departments or their primary focus is academic quality when there is some overlap in function. Moreover, if it is possible, NTTC should consider establishing a dedicated department for student services/support beyond academics and admissions, encompassing broader student welfare, counseling, career services, or extracurricular activities to encourage student development of other talents or and unexplored skills. Likewise, when financial oversight is mentioned, the functions of the Finance Department or Accounting Department must be specifically defined in day-to-day functions (e.g., payroll, budgeting, and financial reporting) to provide greater clarity for on-time staff and teacher salaries. Lastly, the organizational structure could benefit from explicitly detailing a centralized Human Resources (HR) function for all staff in managing non-faculty, administrative, and support personnel, who warrant clear mention, even if currently embedded within other departments.

State and School Policy

English is one of the compulsory subjects in the intermediate-level training program. Depending on the characteristics of the training majors and occupations, schools choose English or other foreign language subjects according to the regulations of the Ministry of Labor- Invalids and Social Affairs to teach.

At the request of the General Department of Vocational Education. The entire English program is based on the general knowledge block of the intermediate and college-level training program. All vocational colleges in Vietnam apply English output standards according to the 6-level Foreign Language Proficiency Framework of Vietnam or the Common European Framework to improve the competitiveness of graduates. Therefore, NTTC's policy is to directly implement these regulations through a compulsory general English program consisting of two modules for all non-major students.

Learning methods

Having good learning methods will help students develop their English communication skills effectively. Students need to form some basic learning methods such as: how to determine goals and learning plans, how to practice communication skills and learn language knowledge, how to use learning materials and electronic learning materials, how to actively and proactively participate in interactive learning activities, self-assess, and adjust their own learning activities and plans so that students choose learning methods that are suitable for their individual abilities, characteristics and learning conditions. Appropriate learning methods help students learn actively and effectively, becoming capable of self-studying independently in the future.

Lifelong learning habits

The world is in the process of strong globalization, creating opportunities and challenges for every country and everyone. To compete in the global race. Learning does not stop graduating from high school but must continue even when no longer continues to study at a higher level to constantly improve the ability to update knowledge and skills, meeting the needs of social life. Therefore, the English General Education Program is created with a suitable learning method for students and gradually orients and forming lifelong learning habits for them. Therefore, the English General Education Program is created with a suitable learning method for students and gradually orients and forming lifelong learning habits for them.

The English General Education Program helps students develop the skills and abilities needed to become independent learners, taking advantage of opportunities of formal and non-formal education to meet their individual learning needs. Along with helping students form and develop the ability to self-assess their own knowledge and skills to orient their future development, the Program needs to equip students with a solid foundation to form and develop independent learning skills, lifelong learning, thereby orienting their future careers so that they can contribute to the development of the country throughout their lives.

Description of the language curriculum

The deployment of a language curriculum is the practical implementation of a designed course of study in a real educational environment. It goes from a theoretical framework to effective language learning experiences in the classroom, as the Advanced English Course (MC014) curriculum is a typical one. In the Vietnamese educational system, a number of English language textbooks are adopted, but all of them fail in reaching the required level. Several factors have been driving this failure. First is that all the textbooks are not organized in a scientific and systematic way, or the curriculum designers and textbook writers are not qualified enough. Second, these textbooks are designed either for different learners from other countries or for commercial purposes. Lastly, teachers and students are not invited to give input on curriculum writing.

Curriculum development is an important and necessary factor of any educational system. Textbooks play an important role in the teaching and learning process, as they convey knowledge to learners in an organized method. The process of evaluation shows how curriculum can be developed according to the present and long-term needs of students. However, the present investigation will be beneficial to administrators at the ministry of education to update the new curriculum that serves the process of teaching and learning.

At Nguyen Tat Thanh College, the English language curriculum for non-English-major students is developed based on the Dispatch No. 147/TCGDNN-DTCQ dated January 22, 2020, of the General Department of Vocational Education and Circular No. 03/2019/TT-BLDTBXH dated January 17, 2019, of the Minister of Labor- Invalids and Social Affairs. This English curriculum is a compulsory subject within the general education block of the intermediate-level vocational training program, which is designed to equip students with basic knowledge and essential language skills to use English effectively in daily life, in study, and in a job environment that is appropriate for their level of learning and training. The teaching materials in the curriculum are drawn from the standardized English program for general subjects at the intermediate level, as issued under Circular 03/2019, and divided into 3 courses. The first eight lessons are divided into two core components: English 1 (Units 1–4) and English 2 (Units 5–8) for intermediate-level students, while college-level students study all twelve. The curriculum's primary goal at this basic stage is to consolidate essential grammar, broaden vocabulary, and strengthen basic skills in listening, speaking, reading, and writing. The curriculum is not only structured to ensure that all students in their varied English backgrounds can reach the required English exit standards of vocational colleges and meet the A1 to A2 levels as defined by the Common European Framework of Reference (CEFR), but also to improve communication competence to meet the standardized language proficiency assessments. By implementing this curriculum, Nguyen Tat Thanh College aims to standardize English proficiency among students and ensure consistency with national benchmarks across Vietnam's vocational education system.

Position and nature of the subject

English is not only a compulsory subject in the general education program from grade 3 to grade 12, as one of the main subjects in general schools, but also it is one of the compulsory foreign language subjects in the general subjects block in the intermediate-level training program. As a compulsory subject in the general education program, English is also directly related to and interacts with many other subjects/educational contents, such as literature/Vietnamese, nature and society, history and geography, art, physical education, information technology, and experiential activities. English is also a tool for teaching and learning other subjects, especially mathematics and natural sciences. This English course program includes basic knowledge and skills as a tool for using English for life, studying, and job activities that are appropriate to the level of training to help students form and develop their English communication skills and contribute to the formation and development of general skills to live and work more effectively, to study other subjects well, and to learn

for life. Being proficient in English skills is an important international communication tool to help students exchange information and advanced scientific and technical knowledge, and learn about cultures, thereby contributing to building understanding between nations and forming global citizenship awareness. From this, they can contribute to the development of personal qualities and abilities. Through learning English, students can learn about different intercultural aspects of the world, and they can better understand and love their mother language and culture.

Goal of the Course

After completing the program at the intermediate level, learners will achieve English proficiency level 1 according to the 6-level foreign language proficiency framework for Vietnam, specifically as follows:

No.	Goals	Goal Description
1	Knowledge (G1)	Students will be able to recognize and explain the basic grammatical structures related to sentence structure, present and past tense usage, and classification of nouns, pronouns, adjectives, etc., including recognizing vocabulary about introducing oneself and others, daily activities, hobbies, places, food and drink, special events and holidays.
2	Skills (G2)	a) Listening Skills: Students will be able to follow and understand native spoken language when it is delivered slowly and clearly to get the information processing on topics such as family members, leisure activities, the location of objects in the house, common food and drinks, activities during festivals or special events, travel, daily routines, and hobbies. b) Speaking Skills: Students will be able to make and answer simple statements related to very familiar topics such as introducing oneself, family, occupation, stating interests, asking about quantities, talking about holidays or special events, travel, daily activities and hobbies c) Reading Skills: Students will be able to read and understand short, simple texts on topics related to introducing friends, free-time activities, places, popular foods and drinks, special holidays and vacations, daily activities, and hobbies. d) Writing Skills: Students will be able to write at least 50 words of short paragraphs and sentences about himself/herself, family, school, work, and free time activities. or describe his/her home, food and drink, festivals and special occasions, holidays, and hobbies.
3	Attitude (Autonomy and Responsibility) (G3)	- To realize the importance of foreign languages in general and English in particular and be responsible in using English in life, in study, and in jobs. - Can work independently or in groups to apply English to study, work, and other activities.

Course Output standard

No.	Output standard	Output standard Description
1	Course Title	TIẾNG ANH (English - MC014)
2	Level	Elementary (CEFR A1–A2)
3	General Description	Students can understand and use familiar daily expressions and very basic phrases for instant needs. They can also introduce themselves and others, ask and answer the questions about personal details, and interact in an easy way if the other person speaks slowly and clearly.
4	Basis of Standard	can cumulatively understand unit objectives across four language skills and foundational vocabulary and grammar
Overall Expected Outcomes		
1	Lexical and Grammatical Competence	Vocabulary: Basic vocabulary on daily topics (family, friends, food, leisure, places, holidays, etc.) Grammar Structures: Verb “to be” Present Simple, Present Continuous & Past Continuous; Possessive & demonstrative pronouns; Adverbs of frequency; Modals: can/can’t, should/shouldn’t; Structures: There is/are, How much/many, Would like, How often...?: Prepositions (place/time); Countable/uncountable nouns; To-infinitive and gerunds Play/go/do sports.
2	Listening Skills	Understand short, simple conversations; Identify specific details; Answer Wh- questions; Do True/False exercises; Follow basic instructions; Match audio info to objects/activities
3	Speaking Skills	Introduce self and family; Ask/answer questions on daily topics; Describe location, likes/dislikes, hobbies, places; Talk about past and current events; Engage in pair work and simple role plays
4	Reading Skills	Understand main idea & details in short texts; Answer MCQs & T/F questions; Extract relevant information; Infer word meaning from context
5	Writing Skills	Write short coherent paragraphs (50–80 words); Write about self, family, hobbies, and past Events; Describe pictures, places, and give simple advice; Use correct vocabulary & grammar with minor errors
6	Main Goal	Equip students with foundational English for basic real-world communication in everyday situations.

General Course Content and Time Allocation

❖ **Subject name: English**

❖ Course name: Advanced English Course

❖ Course code: MC014.

❖ Level: First Year Non-English Major Students

❖ Session Structure: 1 session = 3 periods

❖ Weekly Schedule: 1 session per week

❖ Unit Structure: 1 unit = 9 periods (3 sessions)

❖ Total Units: 8 Units + Final Test

❖ Course duration: 90 hours (Theory: 30 hours; Practice, experiments, discussions, Practice chapters: 56 hours; Test: 4 hours)

Number	Name of the lesson unit	Total	Time (hours)		
			Theory	Practice, discussion, exercises	Check
1	Lesson 1: Family and friends	9	3	6	
2	Lesson 2: Leisure time	9	3	6	
3	Lesson 3: Places	9	3	6	
4	Lesson 4: Food and drink	9	3	6	
5	Consolidation & test	9	3	4	2
6	Lesson 5: Special occasions	9	3	6	
7	Lesson 6: Vacation	9	3	6	
8	Lesson 7: Daily Activities	9	3	6	
9	Lesson 8: Hobbies and interests	9	3	6	
10	Consolidation & test	9	3	4	2
	Total	90	30	56	4

Deployment of the language curriculum

In teaching the English language, like in many other fields, a big deal has been made about designing the content of the textbook. Creating a syllabus must be related to the subject of what to teach and deals with the content that would be taught in schools. More significantly, the educational system is responsible for integrating the English language into the learner's everyday life through various levels, stepping from the elementary stages at schools to advanced levels at universities. This can be achieved if there is a well-designed curriculum that corresponds to the needs, thoughts, and beliefs of a specific nation.

Detailed description of course content

Unit Subject	Objectives	Language Skills	Language Knowledge
1 Family and Friends (9 Periods)	Introduce self and family, use basic verbs and vocabulary, and practice present simple and possessive/demonstrative pronouns	Listening: Answer questions about personal and family information, True/False exercises. Speaking: Introduce self and family, Q&A about family. Reading: "My friend Minh" text, multiple choice, True/False exercises. Writing: Paragraph introducing self (min. 50 words).	Vocabulary: Family members, occupations, common verbs and activities. Grammar: The verb "to be", possessive adjectives, pronouns (subject, object, possessive), demonstrative pronouns, present simple tense
2. Leisure Time (9 Periods)	Identify adverbs of frequency, can/can't, and "How often...?", use vocabulary for hobbies/sports/free time activities.	Listening: Individuals describing interests, multiple choice, matching objects and activities. Speaking: Describe hobbies and free time activities, interview a classmate. Reading: "What does she usually do on Saturdays?", answer questions, multiple choice, True/False exercises. Writing: Paragraph about favorite activities in spare time (min. 50 words).	Vocabulary: Sports, activities in free time. Grammar: Adverbs of frequency, modal verbs can/can't, "How often...?" structure.
3. Places (9 Periods)	Use "There is/are", prepositions of place, vocabulary for household items, places, and common adjectives.	Listening: Answer questions about object locations in the house, multiple choice. Speaking: Describe location of objects and places in an image, complete a questionnaire. Reading: "Da Nang City - a worth-living city in Viet Nam", answer questions. Writing: Short paragraph describing a room in your house (min. 50 words)	Vocabulary: Locations in the city, common adjectives, household objects. Grammar: "There is/There are" structure, prepositions of place (in, on, at, next to, under, behind, in front of).
4.		Listening: Answer questions about foods and	Vocabulary: Food and

Unit Subject	Objectives	Language Skills	Language Knowledge
Food, drink, and health (9 Periods)	Use countable /Uncountable nouns, "How much/many", should/shouldn't, would like, and food/drink vocabulary.	drinks, True/False, multiple choice. Speaking: Asking about quantity in shopping, complete sentences with much/many, choose correct answer, sentence correction. Reading: A restaurant menu, vocabulary classification, True/False exercises. Writing: Short paragraph stating dos and don'ts for good health (min. 50 words)	beverages. Grammar: Countable and uncountable nouns, "How much/How many" structure, should/shouldn't structure, would like structure.
Consolidation & Test – English 1 (9 Periods)	Consolidate knowledge and skills from Lessons 1-4	Content: Review of vocabulary and grammar, practice exercises for listening, speaking, reading, and writing from previous units. Test (2 hours) on content from Lessons 1-4.	
5. Festivals and Special occasions (9 Periods)	Use Present Simple/Continuous, prepositions of time, vocabulary for clothes, colors, festivals, special events, and appearance adjectives.	Listening: Answer questions about festivals, multiple choice, pair practice, fill in the blanks. Speaking: Talk about family activities during festivals and special events, arrange sentences, practice with classmates. Reading: "Tet holiday", answer questions, discussion. Writing: Short paragraph describing a festival or special event (min. 50 words).	Vocabulary: Important holidays, vocabulary describing appearance, clothing, and colors. Grammar: Present Simple tense, Present Continuous tense, prepositions of time (in, on, at).
6. Vacation (9 Periods)	Use Past Simple, phrases about time, holiday-related items/activities, adjectives describing places/feelings.	Listening: Answer questions about vacations, multiple choice, matching exercises. Speaking: Ask questions related to vacations, arrange sentences, practice with classmates. Reading: "My first trip to Hanoi", answer questions, True/False exercises. Writing: Short paragraph about your last vacation (min. 50 words).	Vocabulary: Holiday related activities, holiday related items, adjectives describing places and feelings. Grammar: Simple Past tense (regular and common irregular verbs), Past form of "to be" (was/were), Past form of "can" (could/couldn't).
7. Daily activities (9 Periods)	Combine Present Simple/Continuous, infinitive/gerund, vocabulary for everyday activities, and adjectives of character.	Listening: Answer questions about daily activities, multiple choice, answer exercises. Speaking: Talk about daily activities, listening and repeating practice, pair practice. Reading: "A letter" (introduction about a trip), multiple choice. Writing: Paragraph describing the activity taking place in a picture (min. 50 words).	Vocabulary: Daily activities, adjectives of personality. Grammar: Combine Present Simple and Present Continuous, To infinitive and Gerund (basic verb patterns like want to do, like doing)
8. Hobbies and Interests (9 Periods)	Combine Past Simple/Continuous, vocabulary about hobbies/sports with play/go/do.	Listening: Individuals talk about their interests, multiple choice. Speaking: Talk about past and present hobbies, listening and repeating practice. Reading: "What is a hobby?", True/False/Not given exercises. Writing: Short paragraph describing your hobbies (min. 80 words).	Vocabulary: Interests, structure Play/go/do + sport. Grammar: Simple Past tense, Past Continuous tense, combine Past Simple and Past Continuous
Consolidation & Test 2 (9 Periods)	Consolidate knowledge and skills from Lessons 5-8 and overall course.	Content: Review of vocabulary and grammar, practice exercises for listening, speaking, reading, and writing from previous units. Final Test (2 hours) on content from Lessons 5-8 and overall course.	

Conditions for implementing the subject

The learning environment has to be enabled by several essential conditions. Firstly, classrooms and practice workshops are equipped with adequate lighting systems, individual desks and chairs for each student, as well as a teacher's desk, board, projector, and chalk or whiteboard markers. Secondly, necessary machinery and equipment, projectors, and sound systems are available to enhance instruction. Thirdly, teachers rely on shared textbooks and supplement their lessons with additional teaching materials. Finally, vocational and higher education institutions are encouraged to equip audio-visual classrooms and ensure other supportive conditions to facilitate the organization of online teaching for entire subjects or specific content areas.

Content and evaluation methods

Content for Evaluation:

Evaluation is a form of inquiry that is used to address critical questions concerning how well a program, process, product, system, or organization is working. The term evaluation is known as the process of gathering empirical and contextual information about an intervention program, including answers to some questions (such as what, who, how, when, and why) that will contribute to assessing the effectiveness of a program (Chen, 2015). In the English language curriculum, the content for evaluation consists of knowledge and skills. Knowledge is assessed through students' understanding of vocabulary and grammatical structures presented in each thematic unit, and language skills are evaluated across listening, speaking, reading, and writing skills. Listening skill involves the ability to comprehend and identify information related to topics such as family, friends, daily routines, special events, locations, and interests. Speaking skill demonstrates the ability to introduce oneself, discuss one's family, work, and interests, and describe daily or special event activities as required. Reading skill is the ability to help students grasp and understand, to improve students' ability to understand the main ideas and specific details of short passages or the intentions and thoughts of people expressed in writing in the form, especially in developing verbal skills and fluency, as well as improving memory and comprehension. Finally, writing skill evaluates how well the student can master the language knowledge to compose clear and accurate sentences and short paragraphs content on various assigned topics in their writing

Evaluation Method:

The evaluations of learning outcomes are carried out in accordance with the provisions of Circular 09/2017/TT-BLDTBXH issued by the Ministry of Labor, Invalids, and Social Affairs. The assessment methods are tailored for reliability, validity, authenticity, and washback to align with the specific characteristics of each vocational field and the operational context of the training institution. Evaluations may combine listening, speaking, and written tests to ensure a comprehensive and fair measurement of student performance, and students are assessed through their autonomy and responsibility to identify their ability to work independently or collaborate effectively in group settings.

Instructions for implementing the subject

Instructions for implementing the subject are one of the elements that can affect students in their learning process. Good instructions can lead students to learn effectively. Students who find it easy to follow the instructions can work diligently in all classroom activities or tasks provided. In other cases, students cannot study well because the Teaching instructions do not meet their learning needs. Therefore, one of the most important tasks for teachers is planning effective teaching instructions by considering some factors that may affect students in learning process such as subjects, teaching materials, students' characteristics, teacher preferences and environment

Scope of Application:

For the scope of the subject, students who are enrolled in the junior high school graduation system are required to study the entire program of this subject. For students who are enrolled in the high school graduation system or have been granted a certificate of completion of the high school program or have passed the exam to meet the requirements for a sufficient amount of high school cultural knowledge, the school principal shall base on this program and the high school curriculum that the learner has completed to consider and decide to adjust the subject program accordingly, ensuring the achievement of the objectives and output standards of the subject.

Exemption and Reservation of Course Results

exemption, and retention of learning results for English subjects are regulated as follows: Firstly, students may be exempted from studying and taking the final exam in English if they possess an English certificate at Level 1 or higher according to the 6-level Foreign Language Proficiency Framework for Vietnam, or an equivalent certificate at A1 level or above under the Common European Framework of Reference issued by foreign organizations. Secondly, the reservation and recognition of prior learning results are carried out in accordance with Circular No. 09/2017/TT-BLDTBXH issued by the Ministry of Labor - Invalids and Social Affairs. Finally, students who wish to apply for exemption or recognition of prior learning must submit a request to the principal for consideration and approval at the time of admission or before each examination.

Instructions on teaching and learning methods of the subject

Effective teaching requires teachers to select methods that match learning goals, content, and student requirements. Thus, the well-done strategies and techniques are the teaching methods that teachers use to improve and help them adopt and gain knowledge and skills for their studies. So, the following instructions on

teaching and learning methods of the subject are suggested to address different learning and teaching preferences and enhance students' involvement in learning the English language.

- For teachers: Teachers should apply flexible teaching methods, focus on communication methods in teaching, apply a variety of teaching techniques, take learners as the center, and organize lively listening, speaking, reading, and writing activities to increase learners' participation and organize diverse activities with the support of vivid teaching materials and visual aids to serve the lesson objectives.

- For students: Observe, work in groups, follow the teacher's instructions, and do homework.

- Encourage the organization of online teaching and learning of subjects, combined with online self-study software, to improve the quality of teaching and learning

Self-Study: Except for 90 hours of official classroom attendance study. Teachers need to develop more material and topics for 110 extended hours for students' self-study by using a system of extra exercises, self-study software or English applications, and other reference materials to help students reach the required A1 competency after completing the intermediate level.

III. Statement Of The Research Problems

Research problems in the global context

In today's digital world, a world centered digital, the rapid development of information technology, communication, and digital transformation, the widespread integration of technology into daily life has transformed not only how people live but also how knowledge is constructed, shared, and restructured. Besides that, along with education continuing to evolve in the digital age, the extensive adoption of the Net in modern society has brought about many changes in the socio-economic fields, including changes in the approach to teaching and learning in university educational institutions. Familiarity with technology has become crucial in all sectors, particularly in education and this digital transformation was further accelerated by the being of the COVID-19 pandemic, compelling universities worldwide to adopt distance learning and invest in blended learning environments to maintain educational continuity. This digital transformation in education, particularly in higher education, has gained momentum to meet the teaching and learning demands of modern educational contexts. An example of a successful blended learning initiative is The Nationwide Online School for Ukraine. The program provides more than 500,000 students in grades 5–11 with distance and blended learning education in 18 different subjects by using a modified Open edX platform to provide a scalable, user-friendly and platform which approved by the Ministry of Education. This project demonstrates the potential of BL to deliver quality education at scale in times of disruption. Despite its promise, the implementation of BL is not without challenges. One major issue is faculty resistance. Research has shown that not all educators are inclined toward blended-based instruction (Benson et al., 2011). Many perceive ICT integration as time-consuming, particularly when it comes to preparing digital content, developing course platforms, uploading materials, responding to students, and evaluating online work (Alebaikan & Troudi, 2010). These tasks significantly increase teacher workload, leading some to view BL as both physically and cognitively demanding. There is a contradicting idea when Jokinen and Mikkonen (2013) demonstrated that collaborative planning provides positive opportunities for instruction while another also reflected in the study that joint planning is time-consuming and laborious as the study of Benson et al. (2011) where they emphasized that in blended learning environment, it entails lots of time for instructional preparations such as course design and development. Remarkably, it was stressed that prior experiences play an essential role for teachers to engage in collaborative planning. Another challenge that was also presented is the appropriateness of instructional materials differentiation. It was reiterated, for instance, the importance of having variety of learning activities, and not limited face-toface instruction. Primarily, this points the notion that the use of blended learning environment must not be confined to submission bins of assignments or file uploads, rather teaching and learning discussions (e.g., either synchronous and/or asynchronous) can be integrated as physical classroom extension. Despite these challenges of blended learning environment, the benefits that it can bring about to teaching and learning environment are essential to consider as various studies show that it provides flexibility, enhances learning autonomy, and accessibility; thus, it lessens the teaching and learning gap exists between teachers and students. Given this notion, one of the factors that hinder blended learning developments is faculty skepticism and confusion (Ivankova & Moss, 2017). It was also argued that not all faculty members adopt blended-based instruction when introduced by their respective universities because of their negative perceptions like lack of knowledge and training on ICT integration, and poor infrastructure. Moreover, the lack of technological knowledge among teachers often hinders the effective implementation of BL. Educators must possess the necessary digital literacy to design courses that appropriately blend instructional modes to meet learners' needs. Where such competencies are lacking, it can negatively affect student learning experiences and outcomes, resulting in unfavorable attitudes toward BL among some faculty. Furthermore, Institutional and contextual barriers also pose significant obstacles. Teachers in Vietnam challenge such as insufficient training and support, language

barriers (with many LMS platforms using English), and lack of technological infrastructure, including unstable internet and limited access to computers. These issues are similarly prevalent in other developing country as Philippines for example. They face the same problems such as shortages of ICT facilities, poor maintenance of available resources, and insufficient funding.

Overall, Applying the blended learning has been implemented for over two decades, especially in countries like the United States, where 80% of universities use it, with 93% in doctoral and 89% in master's programs (Arabasz & Baker, 2003) increased students' satisfaction but is still influenced by various factors such as perceived usefulness, ease of use, instructional design, and learner motivation. However, its relationship with academic achievement and long-term learning outcomes remains ambiguous and underexplored, its ambiguity also influence to student satisfaction, a key indicator of educational quality and student retention. While its benefits are well recognized but the global implementation of blended learning needs to continue to face persistent technological, pedagogical, and institutional challenges to ensure its effective adoption requires addressing infrastructure limitations, improving teacher training and support, and conducting further research on its impact on student satisfaction as well as academic success so that blended learning fulfill its promise as a truly transformative educational model.

Research problems in the context of Vietnam

Blended learning is an educational approach in combining traditional classrooms with online instruction which has been adopted worldwide for over two 20 years and it not only brings flexibility, convenience but also increases autonomy in learning and teaching in today's digital age. However, in Vietnam, the adoption of blended learning only became popular earnest after the presence of COVID-19 pandemic, when institutions were forced to pivot rapidly to online platforms to maintain educational continuity. This modification has prompted significant changes within the Vietnamese education system in applying the use of Web 2.0 technologies and learning management systems (LMSs) to support blended learning models. Despite these monuments, in fact, there are many problems still exist must be solved in Vietnamese context in rural and remote areas of Vietnam such as infrastructure limitations, pedagogical and instructional issues, stakeholder-specific concerns, and systemic policy gaps as well as infrastructure and access inequalities remain a major barrier. Accessing stable power and reliable internet connections is still lacking which makes difficult for both teachers and students to fully engage in blended learning. This digital divide is further exacerbated for financially disadvantaged students, who often lack access to digital devices and stable networks. In the other hand, on the pedagogical and instructional level, the transition to blended learning has exposed several limitations. Many classrooms remain teacher centered. Especially students who are non-English majors. They often face problems with low digital knowledge, limited self-regulated learning skills, and poor motivation. Although this approach encourages flexibility and learner autonomy, in practice, blended learning environments are often reduced to simple assignment submissions or file uploads, rather than being utilized as interactive extensions of the classroom. Instructional material differentiation is also a concern, as teachers struggle to develop a variety of learning activities suitable for both online and offline settings and teachers face considerable burdens in terms of instructional design and preparation, this can be laborious and is often hindered by the lack of prior experience or clear frameworks. Moreover, many instructors report psychological barriers when adapting to new teaching methods, especially those requiring high levels of interaction and cooperation. Another major barrier is the lack of technological training for teachers. Some teachers resist adopting blended learning due to negative perceptions, limited IT knowledge, or poor infrastructure. Even, when universities in Vietnam's rural was asked to promote blended-based instruction. But not all faculty members follow through due to struggling with the slow digitalization of administrative processes, limited upgrades to IT infrastructure, and insufficient training for experts and educators, causing them delay in redesigning curricula, digitizing learning resources, and establishing systems for digital archiving. They often encounter problems due to confusion, inadequate support, or a lack of professional development in ICT integration (Wingo, Ivankova & Moss, 2017). In the same situation, At the institutional and policy level, challenges include the lack of a synchronized national policy and legal framework for blended learning implementation. Besides that, the organizational structure management are often fragmented and lack clear guidance on securing digital environments as well as ensuring the rights for all stakeholders for legal and ethical issues. The personal data protection, copyright of digital content, and transparency in information use, etc. are not yet fully addressed, creating uncertainty and unbelief for both educators and learners. In English learning aspect, many studies have begun exploring the implementation of blended learning of EFL students (English as a Foreign Language) in Vietnamese contexts, but it still a lack of in-depth investigation into student perceptions, especially with regard to students' satisfaction and contextual factors like access, motivation, and course relevance including the perspectives of instructors and institutional practice that support or hinder blended learning are under-researched.

Generally, while blended learning brings benefits to combine traditional and online education, its practical implementation still faces a complex web of infrastructural, pedagogical, psychological, and policy-related challenges. To address these issues, the researchers must ask for other stakeholder engagement along with institutional support, and unified national policies to ensure that blended learning truly contributes to improved training quality for students in the context of Vietnam's digital transformation.

Research problems at the research site

Face-to-face teaching is a long-standing traditional teaching method of the Vietnamese education foundation, where teachers can interact directly to create a lively learning environment and effectively connect with students. However, today, in the digital age with the rapid development of information and communication technology, a number of new teaching methods have emerged and brought many positive changes in teaching and learning, such as distance education, online learning, and web-based teaching, etc. These innovative methods not only expand access to education and increase flexibility but also provide a flexible learning environment, diversify teaching methods, and improve learning efficiency. In response to this situation, educators have begun to explore more effective learning methods to combine the strengths of traditional face-to-face teaching methods with digital learning platforms; this has led to the presence of blended learning (BL), a hybrid educational model that is recognized as a promising approach to improving teaching and learning outcomes (Graham, 2006).

Blended learning is the combination of the benefits of both physical and virtual instruction. It offers advantages such as instructional richness, improved access to learning materials, increased opportunities for interaction, enhanced student autonomy, cost-effectiveness, and easier content revision. Although BL offers many positive advantages for students in learning. But its widespread adoption still faces many problems, like technical, pedagogical, motivational, and institutional ones for both students and teachers. Students have common problems in lacking digital technologies knowledge (Alammary, 2019), having limited access to technology and reliable internet experiencing cognitive overload, having poor time management, low motivation and self-regulation (Broadbent & Poon, 2015), and lacking social interaction (Garrison et al., 2000). Besides that, traditional teachers often struggle with increased workloads, inadequate training and support challenges with online assessment difficulties in engaging students in online learning and limited institutional support.

In Ho Chi Minh City, various institutions have incorporated BL into English language teaching for both major and non-English major students. Nguyen Tat Thanh College, a specific, typical school, is a vocational school without an English major department, but NTTC still has posed new challenges in teaching in the digital age, such as flexible learning environments, access to rich learning resources, development of digital skills, increased interaction and collaboration, and more effective management and assessment, so they encourage all students to improve their English abilities. Consequently, non-English major students at the college frequently face difficulties in learning English. Most students study while working, so they have restricted chances to use English beyond the classroom and the requirement to juggle language acquisition with other academic or personal requirements. To get through those problems, at the beginning of the school year 2024-2025, NTTC applies a study in the blended learning method as a flexible approach by utilizing technology instruments and traditional classrooms to create adaptable curricula and foster student involvement through teacher assistance. The flexibility of this method is effective in improving the learning, knowledge, and academic achievement for non-English major students. However, grasping how local factors like cultural beliefs, availability of technology, and institutional frameworks influence students' experiences and contentment in blended learning or not still was a limitation.

The Findings

The findings from the mixed-methods study investigating the factors influencing first-year non-English-major students' satisfaction in Blended Learning at Nguyen Tat Thanh College. A convergent mixed-methods design was employed to integrate quantitative survey data and qualitative interview data. The analysis examined six core constructs that were measured using items that were based on Appendix 1: teacher support (TS), peer support (PS), teacher-student interaction (TSI), perceived usefulness (PU), perceived ease of use (PEOU), and learning motivation (LM). By utilizing the five-point Likert scale, the survey instrument assessed each construct. The measurement items of the constructs were from "strongly disagree" to "strongly agree." To identify additional enhancements to the questionnaire's instruction, question content, difficulty, wording, sequence, form, and formatting, a pilot test was implemented. Prior to the actual collection, the pilot test was administered to a small sample of 20 respondents using the questionnaire that was adopted. All necessary modifications were implemented in accordance with the feedback provided to address the following objectives: 1) To investigate factors that influence first-year non-English majors' satisfaction in blended learning courses.

2) To explore the extent to these factors influences first-year non-English major students' academic levels in blended learning course.

The following findings are presented through three main sections: quantitative findings, qualitative findings, and integrated analysis to respond to the two research questions and demonstrate for students' satisfaction in Blended learning.

- 1) What are the factors that influence first-year non-English majors' satisfaction in a blended learning course?
- 2) What extent do these factors influence first-year non-English majors' academic levels in a blended learning course?

Quantitative Findings

a. Student Satisfaction with Blended Learning

Overall, the majority of first-year students at Nguyen Tat Thanh College expressed high levels of satisfaction with the blended learning experience. Among the five items of satisfaction factors:

- 83% agreed or strongly agreed with SS1 ("I am satisfied with this way of learning in class").
- 84% expressed willingness to continue using blended learning in the future (SS2)
- SS4 and SS5 revealed particularly high satisfaction levels, with more than 88% of students reporting positive experiences.
- ❖ ["SS2. If I still have the opportunity to apply this way of learning in class, I will be happy to do so"; "SS4. I feel very satisfied with this way of learning in class"; "SS5. I am satisfied with my overall experience in this course"].

These results indicate a high level of acceptance of the blended learning model among first-year Non-English Major students.

b. Teacher Support (TS)

Teacher support was consistently rated highly among the contributing factors

- Over 70% of students agreed that teachers were willing to communicate (TS2), created a conducive learning environment (TS3), and clearly communicated grading policies (TS4).
- 71% also felt that teachers were proficient in the subject matter (TS5).
- ❖ ["TS2. Teachers are willing to communicate with students); "TS3. Teachers create an environment conducive to learning in the process of blended learning"; "TS4. The teachers clearly inform the students of the grading policy for Blended learning courses"; "TS5. The teacher is proficient in all the content involved in the course"].

c. Peer Support (PS)

Peer support (PS) played a significant role. Students perceived peer support as beneficial to their learning experience:

- Over 70% agreed or strongly agreed that their classmates offered academic advice and emotional support (PS1, PS2, PS4).
- PS5 showed the highest agreement, with **76% strongly agreeing** that discussions with peers helped them overcome challenges.
- ❖ ["PS1. When I encounter difficulties in my studies, I can rely on my friends"; "PS2. My friends can share happiness and sadness with me during the learning process"; "PS4. When I face challenges in my studies, my classmates give me advice"; "PS5. Discussing with friends helps me solve the difficulties that I encounter in my studies].

d. Teacher-Student Interaction (TSI)

Teacher-student interaction (TSI) was another strong predictor of satisfaction. Students reported strong interaction with teachers such as:

- 78% felt respected by teachers (TSI1).
- 77% felt informed about course progress (TSI2), and 69% agreed that teachers gave them sufficient time to respond (TSI3).
- 76% felt that their discussions were uninterrupted and respected (TSI4).
- ❖ ["TSI1. The teachers respect our opinion"; "TSI2. The teachers informed us about the course progress in in-class meetings"; "TSI3: The teachers give us adequate time to respond to questions"; "TSI4. The teachers do not interrupt students during the discussion in in-class meetings"].

e. Perceived Usefulness (PU)

In terms of technology perceptions. Perceived usefulness was also strongly endorsed:

- More than 65% of students agreed that blended learning enriched their learning experience and helped them gain new knowledge (PU1–PU4).
- PU3 (smooth learning process) and PU4 (ease of accessing useful information) had especially high agreement.
- ❖ [“PU1: This way of learning in class enriches learning activities”; “PU3: The learning mechanism provided by this way of learning in class makes the learning process smoother.”; “PU4: This way of learning in class helps me get useful information when I need it”].

f. Perceived Ease of Use (PEOU)

Students found the blended learning platform user-friendly:

- Over 60% agreed or strongly agreed that the system was easy to operate and navigate (PEOU1–PEOU5).
- PEOU5 had the highest rating: 36% strongly agreed the system interface was easy to use.
- ❖ [“PEOU1: The kind of operating system by this way of learning in class is not difficult for me”; “PEOU5: I think the system interface of this way of learning in class is easy to use”].

g. Learning Motivation (LM)

Learning motivation (LM) emerged as a key factor, it showed moderate to high agreement:

- LM3 and LM4 indicated that students were interested in continuing blended learning, with over 60% agreement.
- 57% agreed that this learning model is worth applying (LM4), and 52% believed it should be adopted more broadly (LM5).
- ❖ [“LM3: I want to learn more in this way of learning in class”; “LM4: I think it is worth applying this way of learning in class”; “LM5: I think it is important for every student to learn to apply this way of learning in class”].

B. Qualitative Findings

Thematic analysis of 15 student interviews revealed three major themes that supported the quantitative results:

a. Instructor Presence and Feedback

Students valued teachers who were responsive and explained expectations clearly. Many mentioned that timely feedback made them feel supported and motivated.

b. Collaborative Peer Learning

Students appreciated working in groups, especially when facing challenges, assignments or technical challenges. Peer discussion forums were mentioned as effective spaces for sharing knowledge.

c. Technology and Platform Design

Most students found the learning management system accessible and easy to navigate, although a few faced minor challenges at the start. Training and tutorial support helped mitigate these issues.

These qualitative insights confirmed and contextualized the survey findings, offering deeper understanding of students' satisfaction drivers. The findings indicate that all six studied factors significantly contribute to student satisfaction in blended learning environments. Teacher support, peer support, and teacher-student interaction are the strongest factors. Perceived usefulness and ease of use of the blended platform improve both engagement and efficiency factors. Learning motivation played a critical factor in determining how actively students participated in blended learning activities. Overall, these findings suggest that a holistic approach to blended learning design—addressing pedagogical, social, and technological dimensions—can significantly enhance the learning experiences and satisfaction of first-year non-English majors.

Discussion

The integrated analysis of quantitative and qualitative data of finding provides deep insights into how pedagogical, social, and technological elements shape students' experiences in blended learning environments such as:

a. Teacher Support and Its Central Role

Over 70% of students confirmed that their teachers were communicative and provided them clear grading criteria as well as created a conducive learning environment; these not only demonstrated that teacher support (TS) is a consistently strong predictor of both student satisfaction and performance but also affirmed the H1 and H2 hypotheses aligning with previous research that positions teacher presence and responsiveness as essential to student engagement in blended contexts (Zhou et al. 2022). The convergence of these findings

highlights that teacher support is not just desirable; it is a foundational component for sustaining motivation and enhancing performance in blended learning. Thus, the qualitative data also showed its effectiveness through students highlighting how such timely feedback and fully explained objectives made them feel more supported and confident in managing their learning tasks.

b. Peer Support and the Power of Collaborative Learning

The significant factor, peer support (PS), also confirms H3 and H4, with more than 70% of students recognizing the academic and emotional value of peer interactions, particularly in problem-solving and coping with learning stress. The strong agreement (76%) that peer interactions through online discussions and collaborative tasks strengthen social connections and promote a sense of belonging; both of these are vital for maintaining engagement in a blended learning context (Smith and Jones, 2020). By showing how collaborative assignments and peer discussion forums create a sense of community, which is often hard to foster in online settings. These insights suggest that blended learning environments should not merely permit but actively encourage structured peer interaction to maximize student satisfaction

c. Teacher–Student Interaction as a Satisfaction Driver

The strong hypotheses, H5 and H6, affirm that teacher–student interaction (TSI) significantly contributes to students' satisfaction and performance. It demonstrates that the high rate of agreement for being respected, well-informed, and given uninterrupted space to express opinions indicates students value reciprocal communication, which matches students' perception of satisfaction according to the Community of Inquiry (CoI) framework (Castellanos-Reyes, D. 2020); these findings emphasize that social presence and interactive discourse are crucial in blended learning. The students' testimonials confirmed this dynamic, underscoring the importance of respectful, two-way communication and a consistent teacher presence in fostering a positive and engaging learning environment.

d. Technological Usability and Perceived Usefulness

The findings further validated H7 through H10, highlighting that both perceived usefulness (PU) and perceived ease of use (PEOU) of the learning platform significantly influenced student satisfaction and performance. Over 65% of students reported that blended learning facilitated smooth knowledge acquisition and easy access to learning resources. The highest positive response for PEOU came from PEOU5 (36%), indicating that students appreciated the system's navigability. The Technology Acceptance Model (TAM) by Davis (1989) provides theoretical grounding here, suggesting that when students perceive the system as beneficial and user-friendly, their engagement and satisfaction increase. The interviews echoed this, with students acknowledging the platform's intuitive design while also noting that initial difficulties were resolved through training. These insights support the conclusion that technical reliability and user training are critical enablers of successful blended learning adoption.

e. Learning Motivation

The role of learning motivation (LM), supported by H11, proved essential in determining students' willingness to persist and engage in blended learning activities. More than 60% of respondents indicated a desire to continue with this learning mode, and over half believed it should be more widely applied. These findings align with self-determination theory (Deci & Ryan, 2012), which posits that intrinsic motivation—driven by interest and perceived value—leads to more sustained learning engagement. The positive motivational sentiment captured both in survey items and interviews suggests that students do not merely accept blended learning—they value and advocate for it. Institutions should therefore continue to cultivate learning environments that inspire curiosity, autonomy, and a sense of purpose.

In general, the convergent mixed methods added rigor to the analysis by validating quantitative results through qualitative insights. Each of the six variables—teacher support, peer support, teacher–student interaction, perceived usefulness, perceived ease of use, and learning motivation—was confirmed as statistically significant and thematically consistent. Importantly, the strongest predictors of satisfaction were those grounded in human interaction: teacher support, peer support, and teacher–student interaction. These findings suggest that while technology facilitates blended learning, it is the social and pedagogical dimensions that truly enhance student satisfaction. The triangulated findings indicate that an effective blended learning model must balance technological ease, teacher involvement, and collaborative engagement. When students feel supported by their teachers and peers and find the system accessible, their satisfaction and performance both improve. These insights have meaningful implications for administrators, for teachers, and for students, and in blended learning environments in the education setting

IV. Conclusion And Implications

Conclusion

The development and exploitation of BL in education were acknowledged as the “new normal” these days, since it is known for its multi-faceted benefits, namely access and convenience, teacher and students' satisfaction, learning outcomes, and cost reduction (Graham, 2013). While much research has been done on theoretical frameworks and learning models to support its implementation and to emphasize some principles for student-teacher interaction, active learning, timely feedback, collaboration, and respect for diverse learning needs, the skepticism about blended learning persists, such as limited access to reliable internet, insufficient digital infrastructure, and lack of training for teachers and parents, as well as varying levels of student motivation and digital readiness, still exist. The critics argue that it risks becoming impersonal, increases demands on teachers' time and the ability to effectively use technology, and lacks strong empirical evidence for BLs' benefit.

However, the practical research experiences suggest otherwise. With the rapid expansion of information, technology, and the Internet in the 21st century, the relationship between higher education and information technology has grown closer. The development and reform of higher education have gradually moved in the new direction of curriculum and IT integration. Blended learning is part of the ongoing convergence of two archetypal learning styles; it not only offers a sustainable model to meet the changing needs of students in a digital age but also fosters collaboration to enhance communication and support personalized learning as well as reshape the roles of both teachers and students in learning and teaching in the new technology era. Furthermore, there is a need for institutions to invest in infrastructure systems, so blended learning is accessible and effective for all students to bridge the gap between traditional and modern education.

In this study, we specifically investigated six critical factors that influence student satisfaction in blended learning, such as teacher support, peer support, teacher-student interaction, perceived ease of use, perceived usefulness, and learning motivation. The findings show that teacher support is the most influential factor for students to be at higher levels of engagement and academic motivation if they receive clear guidance, prompt feedback, learning motivation, and encouragement. Besides that, peer support helps students to reduce anxiety and foster deeper understanding in teacher-student interactions to build stronger emotional connections and learning confidence. In addition, the perceived ease of use and perceived usefulness of technology are also key factors for students to be more engaged and active in their learning with the user-friendly and beneficial platform.

Although this study has some limitations, such as reliance on self-reported data and a limited scope focused on a single institution, it also contributes to a growing body of evidence that supports the potential of BL to transform education, and it also represents a practical and hopeful pathway forward to create more opportunities for differentiation and targeted instruction. Through the practical seminar, it can be recognized that today, BL is more and more popular and highly appreciated globally and in Vietnamese education. Overall, BL is not just a simple combination of online and face-to-face methods; it also asks for a fundamental restructuring of traditional teaching and learning practices and offers flexibility, personalization, and enhanced engagement to improve student outcomes and satisfaction in blended learning.

Implications

The term blended learning is used to describe a learning situation that combines several delivery methods to provide the most efficient and effective instruction experience as a combination. A blended learning environment, which is regarded as a different type of distance education, amalgamates the advantages of distance education with the effective aspects of traditional education, such as face-to-face interaction. Singh (2003) had gone one step forward and introduced the term ‘blended e-learning.’ The objective of BL is to look for a harmonious balance between online access to knowledge and face-to-face human interaction. The coordinated efforts of all administrators, teachers, and students in applying thinking in practice will meet the demands of this evolving learning model and its success. Thus, the following implications are the basic interpretation of results, which are focused on the significance, relevance, and potential applications of the research, based on my personal experience and opinions. These implications contribute to the practice of understanding student satisfaction in environments in higher education. To enhance student satisfaction,

Implications for Administrators

Implementing effective blended learning requires strategic investment and policy alignment. The implications are suggested to administrators. Firstly, infrastructure and technology are needed to invest in robust infrastructure and reliable devices to anticipate and address potential charging and network issues. Ensuring Learning Management Systems (LMS), like Moodle, must have more design upgrades to support communication tools (forums, chats) and collaborative learning, not just content delivery. The second is professional development for providing structured and ongoing professional development for teachers in

technology use and e-assessment strategies (especially with platforms like Moodle), including blended pedagogy. Besides that, offer training and incentives for course designers and teaching staff to enhance their skills and motivation in using blended pedagogies. The third policy and support are to align institutional policies with the intended outcomes of blended courses, clearly defining teacher roles, responsibilities, and expectations. Implement the empowerment of teachers and program leaders to participate in course design decisions and pedagogical planning, as well as allocate dedicated time for teachers to effectively plan and integrate blended learning into their curriculum. Finally, Professional Learning Communities (PLCs) should support and enable the sharing of the best practices to troubleshoot issues (device or infrastructure-related) and effective tools and strategies for blended learning for teachers to train and improve their technology skills to serve teaching activities.

Implications for Teachers

The blended learning hinges on adapting pedagogical approaches and effectively utilizing technology. Thus, some key implications are suggested as follows:

Taking a student-centered approach is the first implication for teachers to be facilitators rather than solely lecturers to encourage students to take more responsibility for their learning in developing online facilitation skills by using LMS tools and external platforms to engage students in BL. Second, enhance the technology integration and assessment by applying LMS and e-assessments (like Moodle quizzes) as well as integrating LMS-based and external communication channels effectively to build interactivity (e.g., moderated forums, group chats) to offer immediate feedback to help students self-regulate and learn at their own pace. In addition, promoting the perception of self-regulation to support developing their self-regulated learning skills by offering scaffolding, teaching time-management strategies, chunking assignments, and setting clear milestones. In addition, encourage students in engaging learning experiences by incorporating real-world, collaborative tasks to boost student engagement and relevance and build consistent classroom routines in responsible device use and minimize off-task behavior in learning sessions. The final is collaboration and course design activities. Actively collaborate with colleagues through PLCs to reflect on practice, aim to troubleshoot issues, and share teaching strategies. Working with leadership in designing courses plays a necessary role in ensuring policies and content reflect best practices in blended learning.

Implications for Students

For students, blended learning offers numerous benefits when it is properly implemented, but there is also some guidance needed to maximize its potential, such as the following: Individualization and flexibility in blended learning bring the benefits of individualized learning paths, which let students work at their own pace and better organize work and materials. Enhancing feedback and self-regulation for students by receiving immediate feedback on e-assessments can help students enable self-assessment and reflection on their learning results and boost engagement and autonomy to gain support for developing self-regulation, including goal-setting and effective use of LMS tools. Moreover, interactive and relevant learning can engage students in collaborative applied learning tasks to bring classroom content to real-world relevance. By the way, students can take more benefits from interactive tools through LMS platforms and teacher facilitation or incorporate collaborative features. Lastly, students must have clear instructions and orientation for blended learning expectations from teachers about how to use technology effectively, including how to access content, engage in online activities, and interact with teachers and peers.

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