

Impact of a DMGA Scaffolding-Based Module on Improving the EFL Speaking Skills among Vietnamese ESP Learners

ABSTRACT

This paper aims to investigate whether the scaffolding model named "Diagnosing, Modelling and Sharing, Guiding, and Applying" enhances the EFL speaking skills among ESP learners at public university in Vietnam. It also attempts to explore these ESP learners' perceptions towards this scaffolding-based module. The study employed the study employed a mixed method research approach with an explanatory sequential research design. The participants were a total of 50 first-year undergraduate students of the ESP Department at a public university in Vietnam, who were equally divided into two intact groups, namely the intervention group and the control group. The scaffolding model was implemented in the teaching module during the 16-week intervention. The results of the Wilcoxon test of the pretest and post-test of the intervention group revealed a significant difference in the EFL speaking performance among the Vietnamese ESP learners with a p value of 0.00, and an increase in the mean score of the pre-test from 5.5 to 6.7 in the post-test, and with a large effect size ($r = .42$). On the other hand, no significant result was reported from the control group ($p=0.20$, the pretest mean score= 5.80, and the post-test mean score=5.89). It is hoped that this study could provide a scaffolding framework that is compatible with the emerging needs of teaching innovation. This research also suggests a long-term strategy for innovating English teaching and learning, which is a core goal of Vietnam National Foreign Language Project 2030.