Original Research Article

Community Learning Model in Teaching and Learning Foreign Languages at Labor Export, Study Abroad Companies

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Abstract: The community learning model is applied as a method for educators and learners to share experiences, challenges, and solutions in teaching and learning foreign languages. Together, they develop knowledge and language skills. This paper explores and proposes a community learning model in teaching and learning foreign languages at some labor export and study abroad companies to enhance the quality of these activities. Through analyzing the current situation of teaching and learning foreign languages and the challenges learners are facing, the study focuses on implementing a learning model based on knowledge and experience sharing among teachers, learners, and support from information technology. The results of analyzing and evaluating 302 teachers and learners on the reliability of the community learning model demonstrate its numerous advantages and high feasibility for enhancing the quality of foreign language teaching and learning activities.
Keywords: Model, Community Learning, Study Abroad, Labor Export, Teaching and Learning Foreign Languages.

1. INTRODUCTION

In today's era of globalization, the use of foreign languages is not only a necessary skill but also a determining factor in personal development and career opportunities. Particularly in labor export companies and study abroad programs, ensuring learners are proficient in using foreign languages to meet the conditions for living, working, and studying abroad is a top priority.

The community learning model is becoming an increasingly popular approach in education, especially in the field of teaching and learning foreign languages. Interaction and support among members of the learning community not only create a positive learning environment but also promote effective learning processes and language skill development.

However, applying the community learning model in labor export companies and study abroad programs presents many challenges. The issue is not only creating an effective community learning environment but also integrating this model into training programs and daily work activities flexibly and effectively.

This paper aims to address research questions such as:
How can the community learning model be applied to teaching and learning foreign languages in labor export companies and study abroad programs?

What factors influence the success of the community learning model in teaching and learning foreign languages in labor export companies and study abroad programs?

What is the effectiveness of the community learning model compared to traditional methods in developing learners' language skills?

2. LITERATURE REVIEW

The community learning model is defined as an educational approach based on collaboration and knowledge sharing among community members. This model encourages active participation and contribution from both teachers and learners through sharing experiences, teaching methods, learning, educational resources, and mutual support.

On the other hand, this model promotes voluntary and positive collaboration, interaction, and knowledge sharing among members through activities such as clubs, workshops, group meetings, joint projects, or using information and communication technology to facilitate flexible and effective learning and knowledge exchange.

The application of the community learning model in teaching and learning foreign languages brings

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many benefits. It creates a multi-dimensional learning environment where learners can gradually improve their language proficiency through learning and sharing with each other. Additionally, this model helps teachers develop critical reflection and self-assessment skills to identify strengths and areas for improvement in their teaching methods. Thus, the community learning model not only enhances the quality of teaching and learning but also strengthens mutual support and bonding between teachers and learners.

Etienne Wenger (2002) is one of the pioneers in researching Communities of Practice (CoP). He explored how groups of teachers establish and maintain a learning community to share teaching knowledge and experience. Wenger describes CoP as groups of people with a shared interest who learn together to improve their skills and knowledge. In education, CoPs help teachers exchange creative teaching methods, solve specific classroom problems, and support professional development. Wenger's research emphasizes the importance of learning within a community, where sharing and interaction among members create a rich and diverse learning environment.

Jean Lave (2002) developed the concept of "learning through practice" within the community of practice. Lave focuses on how individuals learn from others through participating in specific activities and practices. In the community learning model, teachers and learners can learn from each other through collaboration, sharing, and discussing practical educational issues. Lave's research on learning through practice has elucidated how the subjects of teaching and learning activities can develop professionally through social interaction and learning from each other within a learning community.

Vescio, V., Ross, D., & Adams, A. (2008) synthesized studies on the impact of Professional Learning Communities (PLCs) on teaching and student learning practices. They found that participation in PLCs significantly contributes to the professional development of teachers and students, leading to the adoption of positive and effective teaching and learning methods. This not only improves teachers' teaching skills but also positively impacts students, including improving academic achievement and their attitudes toward learning.

In summary, the community learning model in teaching and learning foreign languages at labor export and study abroad companies brings about several significant advantages, including:

Creating a Positive Learning Environment:
This model facilitates learning through interaction and collaboration among individuals with shared learning goals. By establishing a learning community, learners can be motivated and inspired by interacting with peers in the same learning program.

Enhancing Commitment and Responsibility:
When participating in a learning community, learners feel committed and responsible for achieving their learning goals. This commitment is reinforced by witnessing the progress of others within the community.

Providing Continuous Learning Support:
The community learning model often offers a system of continuous support and feedback from other members within the community. This helps learners overcome challenges, answer questions, and continue progressing in their learning journey.

Fostering a Culturally Diverse Environment:
In labor export and study abroad companies, the community learning model typically attracts learners from various countries and cultural backgrounds. This creates a culturally diverse learning environment, allowing learners to understand and respect diversity within the international community.

Promoting Communication and Teamwork Skills:
Engaging in a learning community provides learners with opportunities to develop communication and teamwork skills through interaction and exchange with others. This is particularly important for learning foreign languages as it allows learners to practice and improve their communication skills in a real-world environment.

Cost-Saving:
Compared to hiring individual teachers or organizing separate courses for each learner, the community learning model can help save costs and optimize resources by leveraging knowledge and experience sharing among community members.

3. RESEARCH METHODS
The study analyzes the content of documents, articles, forums, or conversations within the learning community. Through this method, the research can understand the topics, opinions, and how information is shared and discussed within the community.

The research involves direct or indirect observation of the learning community's activities by participating in meetings, events, or monitoring online forums to gain a better understanding of how the community interacts and learns.

Interviews with members of the community are conducted to gather detailed information about their learning experiences, perspectives on the community learning model, and how they utilize resources within the community.

Quantitative (experiments, data processing through SPSS software) and qualitative methods are used to measure the success of the model, including assessing the achievement of learning objectives, knowledge enhancement, and feedback from members. We have developed a survey questionnaire system for 302 teachers and learners at VINACO International Human Resource Cooperation Joint Stock Company.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Characteristics of Foreign Language Learners at Labor Export Companies

Some individuals may encounter financial difficulties when wanting to participate in high-quality language courses or when needing financial support to sustain the learning process. For those who are employed or have families, finding time and energy to learn a foreign language can be a significant challenge. Work and family responsibilities also diminish the time and focus necessary for learning. Additionally, not everyone has access to a conducive learning environment or rich learning materials for learning a foreign language. The learning environment and suitable teaching methods also influence the learning process. Moreover, some individuals may struggle with confidence when using a foreign language in real communication situations or in international work environments. Each individual has a different learning style and pace of comprehension. It may take time and considerable effort to achieve the desired proficiency level. Some individuals may face challenges when not achieving immediate results, leading to impatience and demotivation. Finding suitable and flexible learning methods and adjusting learning approaches is also a challenge. Lastly, some individuals may struggle with identifying specific goals and long-term visions for the foreign language learning process, which can lead to a loss of interest and motivation.

4.2. Current State of Foreign Language Teaching and Learning at Labor Export Companies and Study Abroad Centers

Traditional teaching methods at labor export companies and study abroad centers often focus on one-way knowledge transmission from teachers to students. This leads to a lack of interaction between teachers and students, making learning and understanding difficult. Laborers often vary in age, geographical location, culture, educational background, and socioeconomic conditions, resulting in limitations in interaction in the classroom.

Current teaching methods often focus on using textbooks and curricula tailored to the field in which laborers will be involved, along with traditional lectures, lacking flexibility in utilizing diverse and abundant educational resources. Traditional teaching does not emphasize the application of language in real-life situations, making it difficult for students to encounter the language in real-world environments.

Classes often have large numbers of students, especially in training centers and labor export companies, which makes it challenging to create conditions for personal interaction between teachers and students.

Additionally, in some cases, teachers' levels of expertise and teaching experience may vary, affecting the quality of teaching and the ability to motivate students.

Moreover, the physical facilities serving foreign language teaching and learning are also limited, not ensuring optimal conditions for the learning process. Cramped classrooms, lack of modern teaching equipment, as well as inadequate hygiene and safety, are common issues.

Finally, due to order and financial pressures, students often desire to emigrate quickly to earn income, so they often face high pressure to quickly grasp and use the target language. The stress and anxiety about not achieving goals quickly can reduce learning motivation.

4.2. Applying the Community Learning Model in Foreign Language Teaching and Learning

Survey questions to assess the feasibility of the community learning model in foreign language teaching and learning at VINACO International Human Resource Cooperation Joint Stock Company:

Q1. Have you ever participated in an online or offline learning community before? If yes, please share your experience.

Q2: In your opinion, what are the benefits of the community learning model compared to traditional teaching methods?

Q3: Do you believe that interacting with other members in the learning community can help improve your language skills? Why?

Q4: Would you like to share your knowledge and experience with others in the community? If yes, how would you share?

Q5: Do you feel comfortable participating in group learning activities? Why?

Q6: Do you think the community learning model can promote collaboration and knowledge exchange among groups of learners? Why?

Q7: Are you willing to dedicate time each week to participate in community learning activities?

Q8: Do you think the community learning model can be effectively applied in the workplace environment at labor export companies or during the study abroad process? Why?

Q9: In your opinion, what factors can make a community learning community successful?

Q10: Do you have any opinions on how our current community learning program can be improved?

Based on the survey data from 302 students and teachers, we conducted a Pearson correlation analysis between two variables: "learning experience" and "opinion on the feasibility of the community learning model." The result obtained is a Pearson correlation coefficient of $r = 0.62$. This result indicates a strong positive correlation between learning experience and the opinion on the feasibility of the community learning model. This is evidence that individuals with more positive learning experiences tend to have more positive opinions about the feasibility of the community learning model, and vice versa.

4.3. Notes for Implementing an Effective Community Learning Model in Foreign Language Teaching and Learning at Labor Export Companies and Study Abroad Centers

Define goals and the community learning model, including creating a positive learning environment and encouraging cross-learning among community members.

Build a learning community by connecting learners, teachers, and staff within the company. Use online platforms such as forums, clubs, Facebook groups, Zalo, or mobile app software to create a space for knowledge exchange, experience sharing, and support.

Create cross-learning opportunities. Encourage the sharing of knowledge and experience among learners and teachers. Organize discussions, seminars, or presentations for people to share and learn from each other.

Organize practical and real-life activities. Conduct practical and real-life activities to provide learners with opportunities to apply the target language in real-life situations related to work and daily life.

Provide psychological support and motivation. Create a supportive and motivating environment by organizing counseling sessions, workshops, or other psychological activities to help learners overcome challenges and pressures in the learning process.

Continuous evaluation and feedback. Conduct regular evaluations of the effectiveness of the community learning model and listen to feedback from community members to adjust and improve the model.

Encourage active participation from all community members and create opportunities for everyone to contribute to the learning process and development, fostering creativity and autonomy in learning from community members.

Collaborate with external communities to create additional learning opportunities and expand the network for community members. Implementing the community learning model requires commitment and close collaboration from all parties involved to create a positive learning environment and development.

5. CONCLUSION

The foreign language teaching and learning model in labor export companies brings many benefits to both the companies and the labor force, from enhancing competitiveness to creating a positive work environment and developing quality human resources.

The foreign language teaching and learning model in labor export companies helps enhance the competitiveness of the workforce in the international labor market. Language skills are crucial factors determining success in professions that require communication and interaction with locals. The foreign language teaching and learning model provides workers with the knowledge and skills needed to understand and perform tasks accurately and effectively. This helps minimize risks and errors due to misunderstandings in the work process. In the era of globalization, the demand for workers with communication and working abilities in multicultural environments is increasing. Developing foreign language teaching and learning models in labor export companies helps meet this demand and creates a workforce suitable for the international labor market.

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