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A Case Study of Home-based Teaching and Learning Practice at Ton Duc Thang University

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Abstract

Online teaching has not been widely applied in education until the severe widespread outbreak of the Covid-19 pandemic on a global scale. Like other educational institutions, Ton Duc Thang university promptly switched to online teaching practice for all courses for the sake of teachers' and students' safety and health protection. To investigate the implementation of home-based teaching practice at TDTU as well as its advantages and disadvantages, a case study was launched by the university with the participation of three teachers and 76 non-English major students from three English classes at elementary and pre-intermediate level. The study was a qualitative design; observations and interviews were used as research methods. The researcher found that there are generally three main stages in every three-period online lesson: teacher's presentation with Zoom, students' assignment in Google classroom, and teacher's constructive feedback with Zoom. Teachers and students praised geographical convenience, time flexibility, and a customized learning environment and experienced technical problems. Students found it difficult to motivate themselves to study, had no self-discipline, and interactions were limited. Teachers also had difficulty in class control, and teachers exerted anxiety over technology use. These findings contributed to further research on online teaching practice as well as considerations as to whether face-to-face teaching and learning should be replaced in the long run.

Keywords: home-based teaching and learning, Ton Duc Thang University, Zoom

1. Introduction

With the ubiquity of the Internet and the accessibility of technology, the demand for online learning has been increasingly popular since the 1990s. Accordingly, a great number of researchers have delved into the effectiveness of online courses in comparison with traditional on-campus schooling in attempts to work out which model of education is better. While a meta-study conducted in 2010 reveals that e-learning would help enhance students' academic performance (Means, Toyama, Murphy, Bakia, & Jones, 2010), plenty of other research favored the traditional in-class method over its online counterpart. The quintessence is the study carried out in 2002 by Noble, proving that the student participants preferred face-to-face instruction because of its more desirable learning outcomes. To weigh up the two training methods to have an objective view, there are many factors that need taking into consideration.

Due to the outbreak of the Covid-19 virus worldwide, many educational institutions have decided to replace traditional teaching and learn with online courses. In particular, Ton Duc Thang University swiftly switched to technology-mediated learning with the aid of Zoom and Google classroom. To make a humble contribution to the research into the field of online teaching and learning, this study was implemented, entitled "*A case study of home-based teaching and learning practice at Ton Duc Thang university*".

2. Literature review

2.1 Definitions of common terms in online education

In your literature review and also when describing your teaching environment, you need to tell us something about pedagogy. What is the pedagogy discussed in the literature for online learning? What pedagogy was applied in your case study context, and what exactly the students and the teachers were doing? You need to include a lot of detail in your paper to be interesting for people to hear about your context. You don't have to get things right but share some information to all relate to it: Include lots of detail.

There are various terms for online education coined by linguists and researchers. Some common ones are chosen and discussed as follows.

Keegan (2005) called this kind of educational approach “distance learning”, which does not take place in physical classrooms but over the Internet instead. According to him, one absolute necessity of this kind of education is the employment of technical media such as computer and video to create two-way communication between the instructors and the learners.

Additionally, "e-learning" or "m-learning" is also widely used in the era of technological advances. The first term, e-learning, is defined as interactive learning in which multimedia technologies and the Internet are used to improve the quality of learning by enabling access to a variety of online learning or teaching resources (the European Commission, 2001). The second one, m-learning or mobile learning, can be understood as any educational provision where the sole or dominant technologies are hand-held or palmtop devices” (Traxler, 2005). For this definition, it is implied that mobile learning employs a wide range of portable devices such as smartphones, tablets, laptops rather than desktops.

Web-based learning or Web-based education is also a term commonly used in online education. Keegan (2005) defined that web-based education as a "subset of distance education". Barron (1998) considered Web-based learning as "Internet-based learning" and "network-based learning". Therefore, they can all be defined as the method of learning using computers and Internet-supported technologies.

2.2 Types of online education

According to Algahtani (2007), there are two typical online education types, namely computer-based learning and Internet-based learning. Computer-based learning is an instructional approach employing computer software and hardware as the key component for the learning process. In this type of e-learning, a range of computers or laptops is used as the main tool. They can either assist the learning environment with interactive software for Information and Communication Technology or act as an instructional strategy to help the educators or instructors to manage and assess the learners' progress. On the other hand, the second, Internet-based learning, uses the Internet as a medium for the process of learning. Hence, the learners can access the learning content which was made available on the Internet before at anytime and anywhere without the teachers' presence. This type of e-learning provides any time with the comfort of time and space (Almosa, 2001).

On the other hand, Zeitoun (2008) had another way of classifying online education. The total online mode can create either synchronous or asynchronous interactions in his classification. The first mode enables the instructors and the learners to have direct online meetings via the Internet. This means they can have live interactions and get immediate feedback in real-time using video-conferencing or other similar means. Unlike the first mode, asynchronous e-learning is more flexible as the learners can access the e-learning environment whenever or wherever they want. This mode was facilitated by certain platforms and media such as email or thread discussions.

The kind under discussion in this study is computer-based learning or synchronous e-learning. In this case, both the teachers and the students are supposed to possess a computer or a laptop as a main means of conducting the teaching and learning process. With the aid of particular software and platforms, lessons are delivered through direct online class meetings.

2.3 The use of online learning in education

The dramatic development of the Internet and technological tools has led to the widespread use of online learning in education. Mertens (2009) indicated that Internet-based activities had been proved a great help to the learners' process of knowledge transmission. Therefore, many educational institutions like colleges and universities have started to apply blended learning, known as a mixture of traditional education and e-learning, in their teaching curriculum (Fry, 2001). Warschauer (1996) claimed that e-learning enhances the learning progress of the learners at any educational level and facilitates the process of assessment and evaluation, reducing the burden of workload for the teachers. Adding to the view, Keegan (2005) asserted that online learning has been contributing significantly to the changes in the role of instructors and learners. The teachers, known as main knowledge dispensers, would no longer play a major role in the teaching and learning process. Accordingly, the students would tend to employ self-learning during their process of gaining knowledge instead.

2.4 Research questions

The study sought to answer the following research questions:

1. How is online teaching implemented in English classes at Ton Duc Thang university?
2. What advantages and disadvantages do teachers and students have during the implementation of online learning and teaching?

3. Methods

3.1 Research participants

Three teachers and 76 students who took part in the study were all from Ton Duc Thang University.

First, all of the three teachers have had at least two years of teaching experiences about the teacher participants. Among them, teacher 3 (T3) spent the longest time working as an English teacher at TDTU, while teacher 1 (T1) was the least experienced teacher in teaching. All three teachers have got bachelor's degrees in TEFL (teaching English to foreign learners) from public universities in Vietnam. Two of them (teachers 2 and 3) acquired Master of Arts in Applied Linguistics and TESOL.

Table 1.

Teachers' information

No.	Information	Teacher 1 (T1)	Teacher 2 (T2)	Teacher 3 (T3)
1	Class in charge	Foundation 2 – group 43	Foundation 3 – group 56	English 1 – group 38
2	Age	25	28	32
3	Years of teaching English	2	5	9
4	Degree/ Certificate of English	Bachelor's degree in TEFL IELTS 7.5	Bachelor's degree in TEFL Master of Arts in Applied Linguistics	Bachelor's degree in TEFL Master of Arts in TESOL

Second, as for students, the number of student participants in the current study was 76. They were first and second-year non-English major students from three classes with different levels. The students major in Chinese, Information Technology, and Accounting.

Table 2.

Students' information

Gender/Class	Foundation 2 – group 43	Foundation 3 – group 56	English 1 - group 38
<i>Male</i>	14	22	8
<i>Female</i>	12	6	14
Total	26	28	22

3.2 Research design

The study was developed as a case study, which is defined as “an intensive, holistic description and analysis of a single unit” (Mackey and Gass, 1998). This approach is ideal for this study because it can descriptively show “the particularity and complexity of a single case, coming to understand its activity within important circumstances”. According to Creswell (2009), three distinctive types of a case study are intrinsic, collective, and instrumental cases. Among the three, a collective case study that focuses on several cases to provide deep understandings of an issue after comparing or contrasting the cases is a good choice for the researcher in this study. By studying three different classes, the researcher aimed to grasp the practice of online teaching and learning at TDTU as well as its advantages and disadvantages.

3.3 Instruments

To answer the stated research questions, the researcher employed two instruments, observations and interviews.

3.3.1 Observations

A number of class observations were conducted online via the Zoom cloud meetings to delve into how distance learning and teaching were actually done in English classes. The researcher contacted the teacher participants and asked for the codes before the classes started to observe the chosen online classes. The researcher was then available in the class meeting on Zoom five minutes earlier than the students. So as to avoid their attention and any disturbance caused by the observer's presence, the researcher turned off the video so that no one could see him. This could help ensure the study's objectivity as the students would behave comfortably without exerting any inhibitions or nervousness during the observations.

3.3.2 Interviews

In order to get both teachers' and students' opinions about the problems and benefits during online classes, semi-structured interviews were conducted with the participation of the three teachers and fourteen selected students from three classes. While the three teachers were coded as T1, T2, and T3, the students were coded as S1, S2, to S15. Because of the quarantine, the interviews were administered online using Zoom cloud meetings and recorded for the sake of data analysis. Each teacher was interviewed at their convenience, whereas the students were invited as a group for the interviews. With the support of the teachers in charge, the researcher contacted the volunteer students via social networks to agree on the date for the interviews. For some students who had scheduling conflicts with their peers, interviews were implemented individually at their earliest convenience. As an act of obedience to

the ethical research principles, all of the participants were informed that their participation in the study was kept confidential and anonymous. All the data collected from the observations and the interviews were then used for analysis by coding and themes grouping.

3.4 Platforms used for online teaching and learning English at TDTU

Online teaching and learning processes at TDTU were conducted with the use of the Zoom app alongside Google classroom. Zoom cloud meetings were the primary tool used for live class meetings where teachers and students had direct interactions. On the other hand, the teacher in charge was responsible for creating a class in Google classroom and then invited the students to join it via their personal email. Google Classroom was a platform where teachers created assignments for the students during and after the class. It also acted as a channel of communication between the teachers and their students. Teachers, who would like to update announcements, i.e., time and dates for online meetings, could make a post directly in Google classroom; and on the other way round, the students may write any inquiries there too.

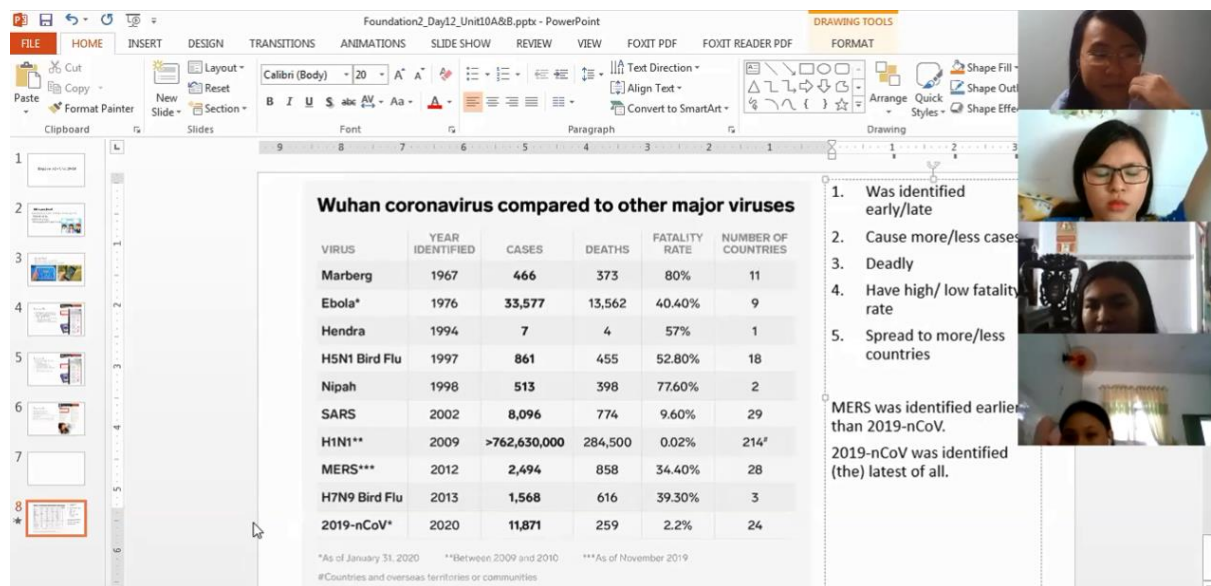


Figure 1: The teacher was delivering her lesson by using Share screen on Zoom app in an online lesson at TDTU

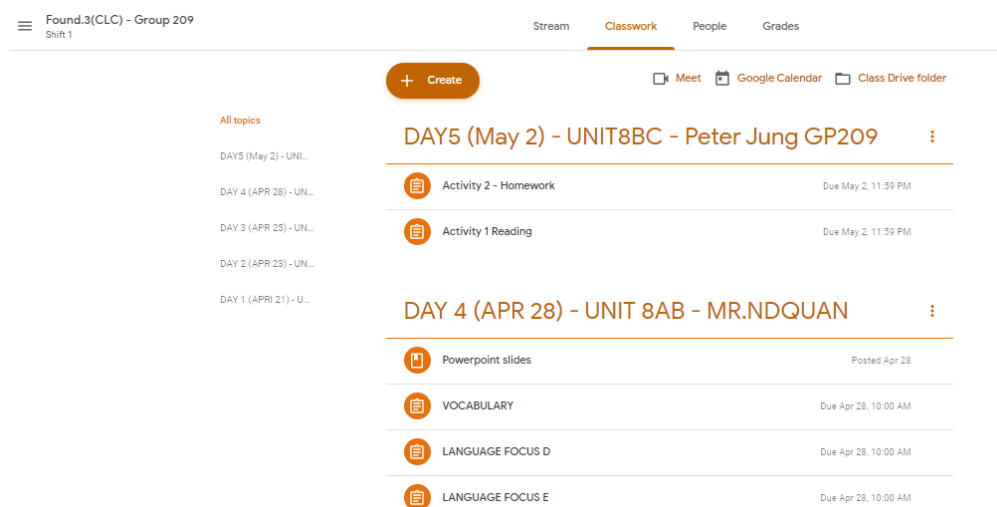


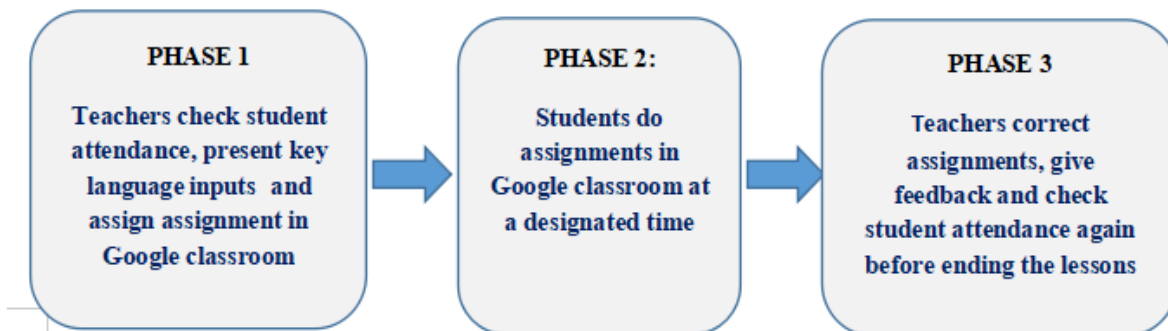
Figure 2: Prior to the online lesson, the teachers had to post materials for language input or exercises on Google

classroom platform

4. Findings and discussion

Research question 1: *How is online teaching implemented in English classes at Ton Duc Thang university?*

According to the data collected from a series of observations in three classes, a three-period English lesson can be divided into three main stages.



Phase 1: Teachers check student attendance, present key language inputs and assign assignments in Google classroom

There was a similarity in each lesson's first period presented by the teachers. They all started with settling the class down for some minutes before checking the students' attendance. Next, they opened the PowerPoint slides prepared beforehand and shared them with the students using the Share screen function. Then the key knowledge inputs were all presented. It was observed that the teachers called on some students to interact from time to time to ensure the students' full attention during the presentation stage. After providing the students with essential knowledge, the teachers checked if they had a good grasp of the lesson or not. Sometimes they asked questions and requested answers from the students, and they also occasionally organized quick games. Before stopping the Zoom app, the teachers reminded the students to visit Google classroom to do exercises assigned in advance. They also went through how to do the assignments and announce the students to the deadline.

Phase 2: Students do assignments in Google classroom at a designated time

As required by the teachers, the students started to do the exercises in Google classroom within the set time frame. The exercises given by the teachers were normally in the forms of short quizzes designed with Google forms. There were also writing tasks or open questions that required the students to write and submit their writing products in word documents. After finishing the assignments, they were allowed to take a short break for about 15 minutes before joining Zoom again for the feedback section.

Phase 3: Teachers correct assignments, give feedback, and check student attendance again

When the students were all present again in Zoom, the teachers then checked the answers and gave them constructive feedback. Students' scores for the assignments were automatically recorded, which would then be added to their total progress scores. After that, the teachers gave students some reminders if necessary and then ended the lessons.

Research question 2: *What advantages and disadvantages do teachers and students have during the implementation of online learning and teaching in English courses?*

Advantages perceived by teachers and students.

Both the teachers and the students had common perceptions of the advantages of online courses they were conducting via certain platforms. There were three main benefits coded from the data collected from the interviews.

Geographical convenience

All of the participants agreed that online teaching and learning practice brought them the comfort of space. They all found it convenient when they did not have to travel a long distance to the university to deliver or attend lessons.

It was kind of convenient because I could conduct my teaching right at home. I did not have to move anywhere. (T1)

The first benefit I can see is the convenience of the place. I could stay at home to learn using my computer... (S3)

Time flexibility

Besides the convenience in terms of place, it was shown that the teachers and the students also benefited from the flexibility of time. Regardless of strict adherence to the class start time on the schedule, the teachers posited that they could flexibly allocate the time when the lesson delivery was in progress.

Although we had to follow the class start time on the Portal strictly, we could still flexibly manage time during the lesson. For example, after the students finished their assignments, I started to give them feedback and correction. And when it was done, we could stop some time earlier than scheduled. (T2)

Similarly, some students also stated that they also had certain advantages from time flexibility while learning online with Zoom. For instance, they “*could do something else after quickly finishing all of the exercises assigned in Google classroom*” (S5) or “*asked the teacher to join another class with the same level at a more suitable time*” (S9).

Customized learning environment

Apart from benefits regarding time and space, home-based teaching created great opportunities for teachers to adjust the learning content and the time allotment for the purpose of the appropriateness of learning outcomes. T1 claimed that “*instead of following the steps available in the book, I had to redesign the content to make it more suitable for the students. It seemed more productive in the end because I think the rigidity of the tasks in the book sometimes did not help much*”. T2, similarly, shared that “*when teaching online, I selected the key knowledge from the book and added some extra activities or materials so that the students could better understand the lessons and learn something else*”.

Regarding the effectiveness of a custom-made learning environment, the students showed positive attitudes. In the interview, they stated that learning through the teachers' slides was pretty accessible and effective.

The lessons which were all put on slides by my teacher was very useful. The content was so concise and easy to understand. Moreover, he always posted his slides in Google classroom right after the lesson, which was good because we could read them again later (S7)

Disadvantages perceived by teachers and students.

Besides certain benefits of online learning and teaching discussed above, the participants faced several drawbacks, which are discussed as follows.

Overmuch amount of work

According to the three teachers, it took them much more time to prepare a lesson before "the Livestream" was conducted (T1). The extra amount of time was spent on designing the PowerPoint slides together with exercises or quizzes, which "took three times as much as teaching in the classrooms" (T1).

"It was so time-consuming to prepare a lesson before the class. I had to put everything on slides to show the students, then create quizzes in Google forms for them to do in the second period... (T2)

The lessons conducted online also took three periods as in physical classrooms, but I had to spend extra time to prepare for the lessons before that. There was no tool on my laptop, so I had to prepare slides to show the students instead. I even stayed up some nights until three pm to plan the lessons for the three classes the next day. (T3)

On the side of students, most of them also expressed certain concerns over the excessive amounts of time they were supposed to spend on doing assignments on Google classroom.

My teacher assigned a lot of homework in Google classroom and I had to finish everything to meet the deadline. There were times when there were so many exercises and the time given was so short, and I had to be quick to finish them just on time. (S3)

Another student also complained about the number of exercises he was supposed to do during online lessons: "I don't like learning with Zoom because there were a lot of things to do during the break. The teacher gave us a lot of assignments and asked us to finish them. It was called "break" but actually we had no break with this kind of learning. We spent more time trying to do the exercises to get the points..." (S11)

Technical problems

As stated, one problem commonly faced by the participants was Internet instability. This caused lagging or freezing during the class meetings, which occasionally created a disturbance to both the teachers and the students.

Poor Internet connection was the most common problem I knew. This happened to me and also my students. Sometimes I was out during the meetings because the Internet bandwidth was too low, which confused my students. On the other way round, some of my students suddenly disappeared on screen, and I had no idea where they were until they joined again and reported that it was the Internet instability that stopped them. (T2)

In agreement with the teachers on this issue, the students accepted that they had to experience certain problems caused by the slow Internet speed.

The Internet was so low, and I found it hard to follow the lessons. (S4)

We were interrupted at times because of poor Internet access, which was so frustrating. (S5)

I was out when the Internet was weak, and I had to provide the teacher with evidence not to mark absence. (S10)

Moreover, there were some extra problems such as broken webcam and microphones, which hindered the participants from seeing and hearing each other.

Some students just kept saying that their webcam was broken and asked me for my permission to let them have a blank screen instead of turning on their video. (T1)

Speaking of technical problems, I found that the audio was inactive at times, and I had to ask my students over and over again just to know if they could be hearing me or not. Then I had my laptop fixed at the store with a new microphone separately connected to my laptop. (T3)

No self-discipline

In the interview, the teachers asserted certain typical problems about the students' indiscipline while attending the lessons via the Internet. They can be named inappropriate learning postures, eating and drinking misconduct, and frequent lateness.

Some of the students did not study seriously. Even though I had consistently told them to choose a quiet place and have a good sitting position during the lessons, they still ignored what I said... I could notice they were both learning and watching films or listening to music at the same time. Some others even laid on the bed with their laptop on their belly, which was so annoying... (T1)

I was shocked at times when noticing that some of my students still covered themselves with blankets in the early mornings. It seemed they were not awake yet, still sleepy, and could not stay focused. Some students recklessly ate and drank while I was teaching. I reminded them so many times about the classroom rules, but this still happened from time to time...(T2)

I observed that my students usually joined the class late. Just a few came early for the lessons. I think students' tardiness partly came from their thinking that it was quick to access the class meetings online instead of allotting some time to get to school... (T3)

Limited interactions

Due to the large number of students joining the class meetings, the teachers admitted that they had difficulty covering the whole class at a time. Therefore, interactions were limited to a certain extent.

Online interactions were not as easy as in the classrooms. There were many students present during the class meetings, and when I asked a question and invited a student to answer, I had to wait for him to unmute himself, which took a while. (T1)

I had to limit interactions with the students as few as possible for fear of having not enough time. It took a lot of time for interactions via the Internet to happen for some reasons. The students might not hear me clearly, and I had to repeat the question over and over. Then for some students who were distracting or not available, I had to wait for ages to hear them say something whenever I called them. (T2)

Difficulties in class management

Class controls from a distance are such a big problem for teachers. All of the teachers agreed that it was hard to manage the class during an online lesson even though they made great attempts to use Zoom's functional buttons.

It took me a lot of time to check if the students were still there listening to me. (T2)

Some of my students just kept making excuses about their broken cameras and refused to turn them on when I requested. Then I did not even know if they were actually listening to me or doing something else. Some even used a fake profile picture to trick me into believing that he was listening to me. I didn't know until I asked him to answer a question... (T3)

Anxiety over the use of technology

A number of participants shared that they were anxious at first when switching to teaching and learning online in fear of technology. The stated reason was that it was the first time they had had such an experience.

Their anxiety came from a lack of familiarity with the participants' application.

When I heard that the department had an announcement on online teaching, I was a bit worried because I had not been familiar with this kind of teaching. I had never heard of Zooms before. I remember that the first online lesson was such a mess. I even did not know how to turn on my microphone... (T1)

To be honest, I was scared at first because I was not good at technology. I was such a technophobe, actually. I had to spend the whole night searching on Google and watching videos on Youtube to learn how to use Zoom for teaching. The Department's announcement came so late, and I did not have much time to familiarize myself with the tool. I was even stressed about that. It was such a nightmare when looking back on those days... (T2)

Sharing the same ideas, students affirmed that “learning with Zoom app was completely new,” and they, therefore, “found it hard to adapt to this kind of learning” (S4).

It was the first time I had used Zoom for learning. I was a bit afraid because I had not known how to use it as well as how to install it on my computer. (S9)

I had never used this app (Zoom) before, so I did struggle at first. I was so nervous on the first day when I turned on the app and saw my teacher's and my friends' faces. (S13)

Learning through Zoom was a bit hard at first because I had not tried it before. Things were much easier later as I got familiar with the app. (S14)

5. Conclusion

In general, it can be seen through a series of observations that the practice of home-based teaching and learning at TDTU went through three main phases: Teacher's presentation of key knowledge inputs, Student's completion of assignments and Teacher's feedback and correction. Each lesson lasted for three periods, with 45 minutes being spent on each stage. Regarding the participants' perceptions of this mode of education, both the teachers and the students asserted that they had certain advantages and disadvantages while teaching and learning online via Zoom cloud meetings and Google classroom. However, the drawbacks of this education mode far outweighed the benefits, which was clearly stated by the majority of the participants. Overall, they expressed a strong preference for a traditional classroom atmosphere to bring more productive educational outcomes.

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Microsoft Teams in the context of freshmen ELF learning

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Abstract

The aim of this research paper is to determine how Microsoft teams worked when teaching the first-year English at Van Lang University through the COVID-19 pandemic. Microsoft Teams is a new application used by the university, and this paper reports on the experience of using it for other colleagues to critique and improve on. The sample for this study consisted of eighty freshmen selected from four classes. A set of questionnaires with fifteen Likert-scale items together with interviews served as instruments for data collection. The findings demonstrated that using Microsoft Teams for teaching and learning was an effective way to keep learning activities going on. In general, despite some inconveniences with the technological problems, the students were eager to a new means of learning but did not make good use of this collaboration tool in their learning. Also, the research paper results reveal that the participants possessed positive attitudes towards the benefits of using Microsoft Teams in online learning. In contrast, they expressed an unfavorable perspective on the drawbacks of using this tool respectively.

Keywords: attitudes, Microsoft Teams, benefits, drawbacks, implications

I. INTRODUCTION

With the global trend of educational era 4.0, there is always an inherent must in an attempt to improve the quality of education and encourage students' autonomy learning. Without a doubt, an ever-increasing demand for web-based teaching and learning has been generated by the easy accessibility of technological devices and social networks. Consequently, along with the strong development of information and communication technology, online education – also known as e-learning comes into life as a result of teaching and learning renovation. Indeed, online education, which is categorized into three common implementations: fully Internet-based learning, blended learning, and web-based supplements for face-to-face traditional learning, is not a new practice since it has been infiltrating into a vast number of schools across the globe (Gilbert, 2015).

There is a plethora of robust evidence that online learning is considered a pedagogical solution that facilitates personalized learning and flexibility to acquire knowledge regardless of time and geographical locations (Guragain, 2016). Nevertheless, it has been widely proven that e-learning develops unevenly in all regions of the world, with the strongest growth in North America and Europe and the prospective but less application in Asia and Southeast Asia. In line with the educational reform policy regarding industrialization and modernization enacted by Vietnam's government in 2010, the application of e-learning, especially in the higher education context, witnessed a significant increase for learners' sake. What matters is

Vietnamese e-learning is mostly in the form of blended learning, while traditional education with interactions between teachers and students is widely believed to be the most effective education method during so many years - ranging from primary schools to tertiary institutions (Le et al., 2013, p. 240).

In response to the common trend in today's education, both teachers and learners at Van Lang University have explored the Moodle software as an e-learning tool to facilitate learning and teaching since 2015. Like many other Vietnamese universities, e-learning activities in the university are in the shape of blended learning. Particularly, a majority of the lecturers take advantage of this learning management system in uploading a series of lectures, references; giving assignments, and hosting a forum. On the whole, this software facilitates students' learning by giving them more chances to keep track of the lessons, store the studying resources and discuss their concerns. Unfortunately, due to the outbreak of the COVID-19 pandemic at the beginning of the second semester of the school-year 2019-2020, all students throughout the country had to stay off school and be under social distancing, and Van Lang students were not an exception. To avoid the irresistible interruption of the training schedule, a new application, i.e., Microsoft Teams, was introduced to resolve other apps' problems, which fails to enhance a face-to-face interaction like that of traditional classrooms. However, this teaching method was not favored by those who are not accustomed to autonomy learning and subject to technological problems. In reality, despite 8-time unrivaled opportunities of supplementing registration, the number of students enrolling in the real-time courses was not up to 85%, not to mention the ever-increasing proportion of students' dropout during the semester. Hence, making Microsoft Teams a more beneficial teaching tool is far more necessary than ever before. Surprisingly, there are no studies to find out the students' perceptions towards the use of Microsoft Teams at Van Lang University. In other words, to what extent this online teaching tool is beneficial to students and what kinds of reflection students have after experiencing by themselves are not addressed formally.

The main purpose of this research paper is to explore how learners' – actually respond to learning English with Microsoft Teams' help. It also investigated how teachers at this university use Microsoft Teams as a facilitator of language learning. The results gave some teaching implications for those who would like to make better use of these teaching tools due to the drawbacks of using them revealed by the students respectively.

Research Questions

1. How do the first-year English majors respond to the use of Microsoft Teams in online learning at Van Lang University?
2. What can be done to improve the quality of online courses in the application of Microsoft Teams?

2. LITERATURE REVIEW

Benefits of online learning

A review of recent literature on online learning supports that online learning should be integrated into schools' teaching programs due to it is beneficial in terms of flexibility, convenience, and personalized learning opportunities (e.g., Segaren, 2020; Guragain, 2016; Smedley, 2010). Specifically, in the area of flexibility and convenience, Zhang et al. (2006)

and Judahil et al. (2007) once emphasized the advantage of e-learning as a way of flexible learning with substantially less need for commuting to classes. Also, e-learning is far more flexible on account of time and geographic locations, allowing learners to select the best time or place to study (Guragain, 2016). In other words, students enabled to easily access resources such as videos, PowerPoint lecture slides, and so on for learning many times at many places, including at home, at a café, or even on the road. As far as Henninger (2012) was concerned, the advantages of e-learning were outlined with a way of relieving learner's anxiety about their study since no matter where they live, they are likely to receive the same quality of training.

In terms of the personalized learning experience, according to Wagner et al. (2008), e-learning could benefit students through the exploration of discussion boards, including forums, email, and chats, which motivated students to interact, expose and respect different standpoints without any fear of losing face. Hence, students can have continual access to materials regularly, seek help from teachers or peers, explore lessons at his/ her own pace, use preferred learning devices, and gain timely feedback in order to reflect upon their own learning.

In the review of recent relevant studies and related books, Seragen (2020) proposed a diagram presenting eight different benefits of e-learning, including flexibility, accessibility, global knowledge, students control study time, a chance for interaction, cost-effectiveness, better opportunity, and student-centered as shown in Figure 1.

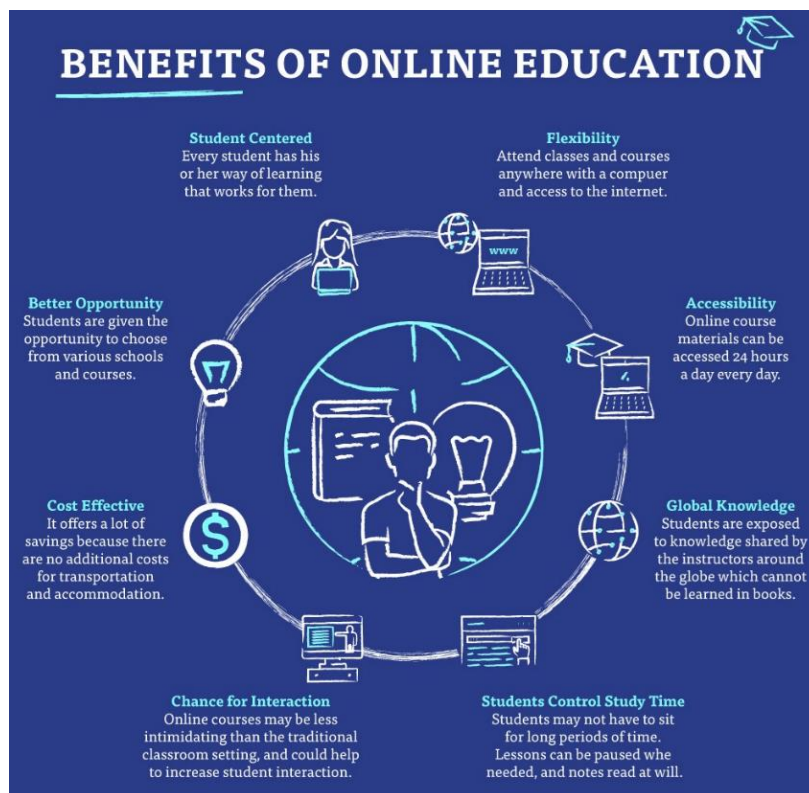


Figure 1. Benefits of e-learning (Adapted from Aragon, 2020)

Disadvantages of online learning

Like other teaching methods, e-learning also has its own drawbacks since it is not likely to replace unique features, including human emotional interaction as well as face-to-face interaction that can be found in the classroom. Also, heavy dependence on computer skills and Internet access, according to Twomey (2004), became a barrier for students to effective learning.

According to several research findings, online classes' anonymity drove students to be prone to cheating, which deteriorated ways of assessment and the quality of education. More importantly, e-learning was not effectively applicable to a multitude of specialized courses or discipline such as medical science and pharmacy, vocal arts, graphic design, and so on since it curbed learners' practical involvement (e.g., Akkoyuklu and Soylu, 2000; Hameed et al., 2008; Arkorful, 2014).

Microsoft Teams as a means of online teaching facility

Integrated directly with a full package of Microsoft 365 applications, Microsoft Teams has been commonly used in most large corporations and schools. It facilitates better communication and collaboration with absolute confidentiality. Its key utilities lie in performing a series of activities like real-time discussing, instant texting, PowerPoint presenting, programs sharing and running, whiteboard interacting, audio calling, giving assignments, and online meetings. Unlike other free web-conference tools, this copyrighted software is far more helpful in holding a long meeting, which can be lasted up to a few hours without interruption. Additionally, its easy-to-use and the simple interface takes the users a very quick time to get acquainted with the software by reading the manual guideline rather than participating in a relevant training workshop.

3. METHODOLOGY

This study was designed as qualitative research, which aimed at investigating students' perceptions of learning English with the help of Microsoft Teams at Van Lang University. Therefore, qualitative research instruments, specifically interviews and questionnaires, were used to collect data as they are considered effective instruments for gathering information about attitudes, perceptions, and beliefs in second language classroom research.

The respondents providing the data for this paper were eighty first-year English majors belonging to four classes at Van Lang University. Then, 10 of these students were interviewed face-to-face to gain further insight into Microsoft Teams' use in online learning. Noticeably, the interview comprised mainly of the two following questions:

1. *What are your experiences when you study online using Microsoft Teams?*
2. *What can be done to improve online teaching and learning by the use of Microsoft Teams?*

Data Analysis Procedure

The study results were presented in tables, and explanations were provided accordingly. Together with the questionnaires' data, the interviewed students' responses were presented.

4. FINDINGS AND DISCUSSIONS

Student attitudes towards using Microsoft Teams to online learning

Table 4.1.

Advantages of using Microsoft Teams to online learning

Items	SD %	D %	N %	A %	SA %
1. I found learning through Microsoft Teams convenient since I can study via my cellphone or laptop.	5 6.2%	6 7.5%	8 10%	22 27.5%	39 48.8%
2. I can save time because I don't have to commute to school.	2 2.5%	6 7.5%	6 7.5%	28 35%	38 47.5%
3. I feel comfortable for not being in a classroom surrounded by many classmates and not being prone to the coronavirus infection.	3 3.8%	6 7.5%	11 13.7%	33 41.2%	27 33.8%
4. I can access study resources easily and quickly through the toolbar "Files".	3 3.8%	5 6.2%	7 8.8%	20 25%	45 56.2%
5. I can study online at my favorite place, e.g., at home or at a café.	4 5%	12 15%	9 11.2%	20 25%	35 43.8%
6. I can correct my response easily by using the "edit" function.	3 3.8%	5 6.2%	7 8.8%	20 25%	45 56.2%
7. I can re-watch the recorded lectures at anytime and anywhere.	4 5%	5 6.2%	6 7.5%	15 23.8%	50 62.5%
8. I can receive frequent and timely feedback from the teacher and peers on my response(s) and assignment(s).	6 7.5%	9 11.2%	16 20%	31 38.8%	18 22.5%
9. I can study in accordance with my learning pace because I can pause or rewind the video clips many times after the meeting on Microsoft Teams.	7 8.8%	4 5%	18 22.5%	33 41.2%	18 22.5%
10. I have unrivaled opportunities to get involved in the discussion without embarrassment.	5 6.2%	10 12.5%	6 7.5%	37 46.3%	22 27.5%

[Notes: SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree]

As shown in Table 4.1, most students expressed positive attitudes towards online learning through Microsoft Teams with higher percentages of agreement (A) and strong agreement (SA). Generally, the responses showed that most students rank the benefits of applying this software in online learning 4 and 5 on a 5-point Likert scale. Specifically, 86.3% of the participants agreed or strongly agreed that learning through Microsoft Teams gave them flexibility because they could re-watch the recorded lectures at any time and anywhere. 82.5% was the second-highest proportion of participants expressing their agreement or strong agreement on the help of online learning through Microsoft Teams in saving time to school. 81.2% appreciated the ease of access to study resources and response correction when having

a meeting on Microsoft Teams, while 76.3% confirmed the convenience of online learning with a variety of learning aids, e.g., a laptop or even a cell phone. As far as the benefits of personalized learning opportunities, more than half of the samples, i.e., 73.8%, were stress-free from a fear of losing their face or shyness in participation.

Noticeably, 61.3% of the students reported that their response(s) and assignments could be reviewed with comments frequently and timely from their lecturers and peers, while 63.7% of the respondents could keep track with the lesson at their own learning pace since they found it easier to rewind or pause at the difficult part. 75% was the proportion revealing the students' comfort of studying at their favorite place rather than being in a crowded classroom and being subject to the coronavirus infection.

Although online learning through Microsoft Teams benefited students in many ways, its application was somewhat disadvantageous, according to the following findings.

Table 4.2.

Disadvantages of using Microsoft Teams to online learning

Items	SD %	D %	N %	A %	SA %
11. I lose my concentration gradually in a long-lasting teaching session (2 hours and a half) through Microsoft Teams.	5 6.2%	6 7.5%	4 5%	50 62.5%	15 23.8%
12. My knowledge acquisition deteriorates during 2-hour-a-half online teaching period.	3 3.8%	8 10%	10 12.5%	25 31.2%	34 42.5%
13. I feel exhausted when continuously looking at the screen.	4 5%	9 12.4%	12 15%	34 42.5%	21 26.2%
14. I am sometimes interrupted by the unstable network connection.	9 11.2%	3 3.8%	10 12.5%	46 57.5%	12 15%
15. I can't interact well with my friend due to their lack of a mic or camera.	3 3.8%	8 10%	12 15%	41 51.2%	16 20%

Table 4.2 reveals that the majority of participants de-appreciated online learning through Microsoft Teams, for 86.3% of the students claimed that they couldn't stay concentrated on the lecture during a long teaching session that lasted over two hours. In addition to losing concentration, 73.7% of the participants reported that it was quite hard for them to acquire knowledge in such a long period. In response to the rest of the items, students who revealed their agreement or strong agreement on being tired accounted for 68.7%, while 72.5% and 71.2% supposed that the network connection sometimes prevented them from studying and their classmates' lack of relevant aids caused problems in interacting with one another respectively.

Interview results

Question 1: What are your experiences when you study online in the use of Microsoft Teams?

The first question was to find out students' real-life experiences in studying online through Microsoft Teams. All of the interviewees stated that it was beyond their prior anxiety of online courses' quality because they found it convenient and flexible to some extent. Ten participants from different classes shared the same response that they could study at their comfort simply with a technological device and a network connection no matter where they are. In addition,

all of the interviewees appreciated the logical storage of study resources in the Microsoft Teams application, which helped them find out the needed files and re-watch them over and over again. In comparison with the traditional face-to-face learning, three out of ten students added that the lecture's content was simplified, and the teacher put into more practice with the introduction to Kahoot and Quizlet every twenty minutes. Four other students stated that receiving frequent and detailed feedback from the teacher and classmates to their response and assignment facilitated them to perform better and know exactly what should be improved.

Nevertheless, two other participants said that they were overwhelmed with the computer skills since their friends or they sometimes pressed the wrong button, i.e., "take control", which accidentally disrupted the teaching and learning process and caused a loss of control. They further explained that some of their friends were not responsible for their study by the fact that they joined the meeting and did their own business, e.g., sleeping, playing games, or doing household chores. Apart from lack of computer skills, one of the participants complained that she was annoyed with the other's microphone squeaking sound and the teacher's cacophony generated by the teacher's live recording. More importantly, she showed feeling isolated because she could not communicate with her classmates in the flesh.

Question 2: What can be done to improve online teaching and learning by the use of Microsoft Teams?

Of all the interviewees, eight students are expressing that most teachers made good use of Microsoft Teams that facilitated them to better online learning. As online learning activities are concerned, they all agreed that the content and the structure of the lesson should be simplified and gave room for practice and discussion time. To do so, they reported that lecturers should lecture within 10 minutes and then change the atmosphere into a relaxing and challenging way with the help of interactive games.

Meanwhile, one student reported that sometimes there was a technical problem, so learners fail to listen to the lecturer smoothly. As the participants' suggestion, the teacher should master the software before he or she started teaching. The other students added that sometimes their teacher looked somehow embarrassed when they talked in front of a camera and failed to manage students' attendance and performance properly. These students desired their lecturers to have a dashboard or portfolio to keep track of such problems.

5. DISCUSSION AND IMPLICATION FOR TEACHING

The findings mentioned above are quite consistent with the literature on the benefits of online learning or e-learning. Particularly, the advantage of giving learners flexibility and convenience aligns with work by Guragain's study of e-learning benefits and application (2016). His conclusion is that the business of e-learning is fast growing since it assists students everywhere. More importantly, the findings do not contradict the literature review on students' personalized learning (e.g., Wagner et al., 2008). Although works in the literature review did not represent some strengths that emerged from the study (e.g., frequent and timely feedback, anonymously confident participation, learning pace adjustment), the findings contribute to support the application of Microsoft Teams to online learning as an effective solution for teaching and learning in the complicated situation of COVID-19 pandemic.

It is clear that using Microsoft Teams in online learning received much positive feedback. Students who experienced the software reported that they gained more than expected beyond the initial fear, ranging from convenience, flexibility, and personalized learning opportunities. Nevertheless, these advantages could not outweigh a series of drawbacks, including loss of concentration, lack of knowledge acquisition, the feeling of tiredness, lack of face-to-face communication and interaction, as well as heavy dependence on technology and network connection.

Implications for teaching

There is no reason that more and more Vietnamese universities and even high schools and primary schools have been implementing or are about to apply this web-based application instead of Zoom app in their training schedule for its easy-to-use characteristics and continuous long-time meetings. Following the worldwide educational trend in the era of comprehensive modernization, to cope with the ever-increasing risk of coronavirus infection, the Vietnamese school system should take advantage of Microsoft Teams for learners' sake. However, exploring Microsoft Teams in online learning successfully is quite a daunting task because it is always believed that traditional courses outperform online learning, and there still exists a vast number of shortcomings. There are many practical solutions for both teachers and learners to overcome such challenges.

As far as teachers are concerned, they have to hone their online class management by a plethora of helpful ways including using a new feature, i.e. Polly in Microsoft Teams to check attendance and mark learners' participation, checking and assessing students through quick assignments or a quick survey through Form apps. In addition, varying activities and changing teaching methods every half an hour should be carried out to ensure to stop learners from being bored and distracted. Short explanations or lectures should be followed by discussion, a short break with music, tasked-based learning, or interactive games, which creates an exciting online learning atmosphere. During a long-time teaching period, teachers are likely to focus on the main point and simplify some unnecessary content.

For the sake of learners, choosing the best place to study, which is tranquil and comfortable, is an absolute must for students to absorb the lecture at their convenience. Secondly, to avoid falling behind what the teacher is saying, students should briefly refer to the required materials beforehand. In other words, students have to cultivate their self-study in an attempt to learn and explore knowledge actively. Finally, learners should use opportunities for discussion to interact with their peers and the teacher with the help of a camera, microphone, and emotional chat forums in Microsoft Teams.

CONCLUSION

With an ever-increasing innovation in era 4.0 and the outbreak of COVID-19 pandemic, educational institutions face the challenges of requiring new approaches in education and preparing students to meet the diversified working environment requirements. Online learning is one of the successful means of teaching methods that best suits keeping the training schedule going on and a convenient online teaching and learning environment. From the findings of this study, beyond the fear and anxiety at the first time and some difficulties during online teaching

and learning, online learning using Moodle or Microsoft Teams is favorable and receives many positive attitudes from students and should be widely used and explored.

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APPENDICES

APPENDIX 1: Students' questionnaire

The purpose of the questionnaire is to do a survey on students' attitudes towards using Microsoft Teams in online learning at Van Lang University. It is the foundation for teachers to have an insight into how students experienced this software. Therefore, I would like to appreciate your contribution in responding to this questionnaire. Your opinion will be confidential and only used in this research paper. Thank you for your cooperation.

Date:.....

Please read each statement carefully and mark your best choice.

- SD = Strongly Disagree
- D = Disagree
- N = Neutral
- A = Agree

SA = Strongly Agree

Items	SD	D	N	A	SA
1. I found learning through Microsoft Teams convenient since I can study via my cellphone or laptop.					
2. I can save time because I don't have to commute to school.					
3. I feel comfortable for not being in a classroom surrounded by many classmates and not to be prone to the coronavirus infection.					
4. I can access to study resources easily and quickly through the toolbar "Files".					
5. I can study online at my favorite place, e.g. at home or at a café.					
6. I can correct my response easily by using the "edit" function.					
7. I can re-watch the recorded lectures at anytime and anywhere.					
8. I can receive frequent and timely feedback from the teacher and peers on my response(s) and assignment(s).					
9. I can study in accordance with my learning pace because I can pause or rewind the video clips many times after the meeting on Microsoft Teams.					
10. I have unrivalled opportunities to get involved in discussion without embarrassment.					
11. I lose my concentration gradually in a long-lasting teaching session (2 hours and a half) through Microsoft Teams.					

12. My knowledge acquisition deteriorates during 2-hour-a-half online teaching period.					
13. I feel exhausted when continuously looking at the screen.					
14. I am sometimes interrupted by the unstable network connection.					
15. I can't interact well with my friend due to their lack of a mic or camera.					

APPENDIX 2: SCREENSHOTS FROM MICROSOFT TEAMS' ACTIVITIES

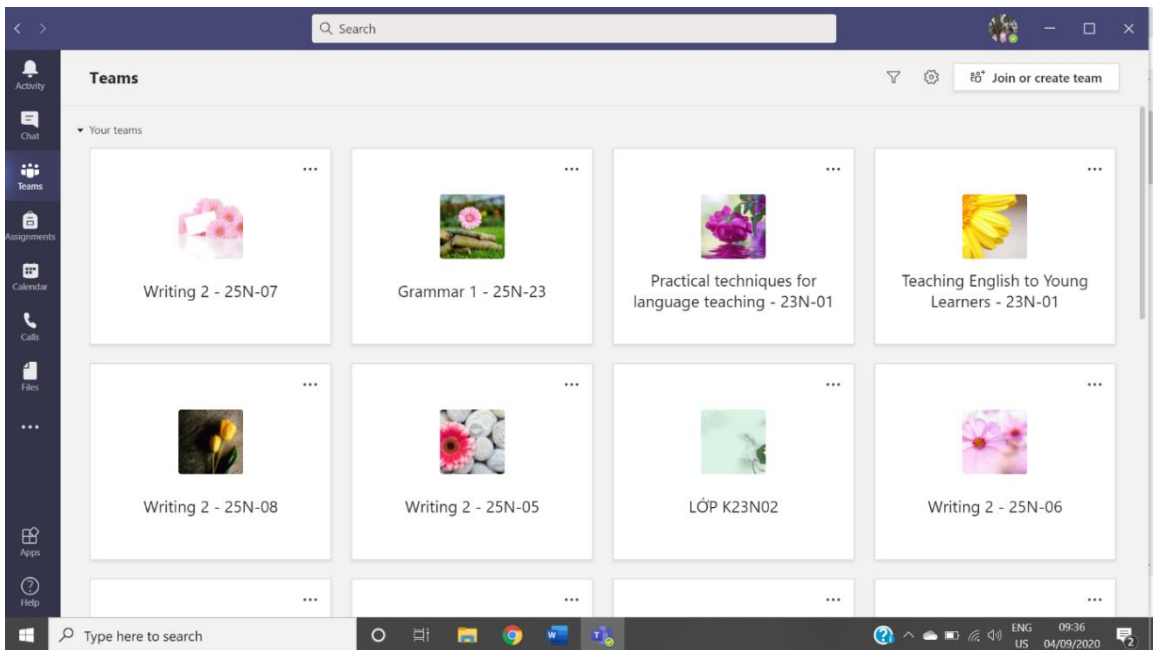


Figure 3: Microsoft Teams Interface

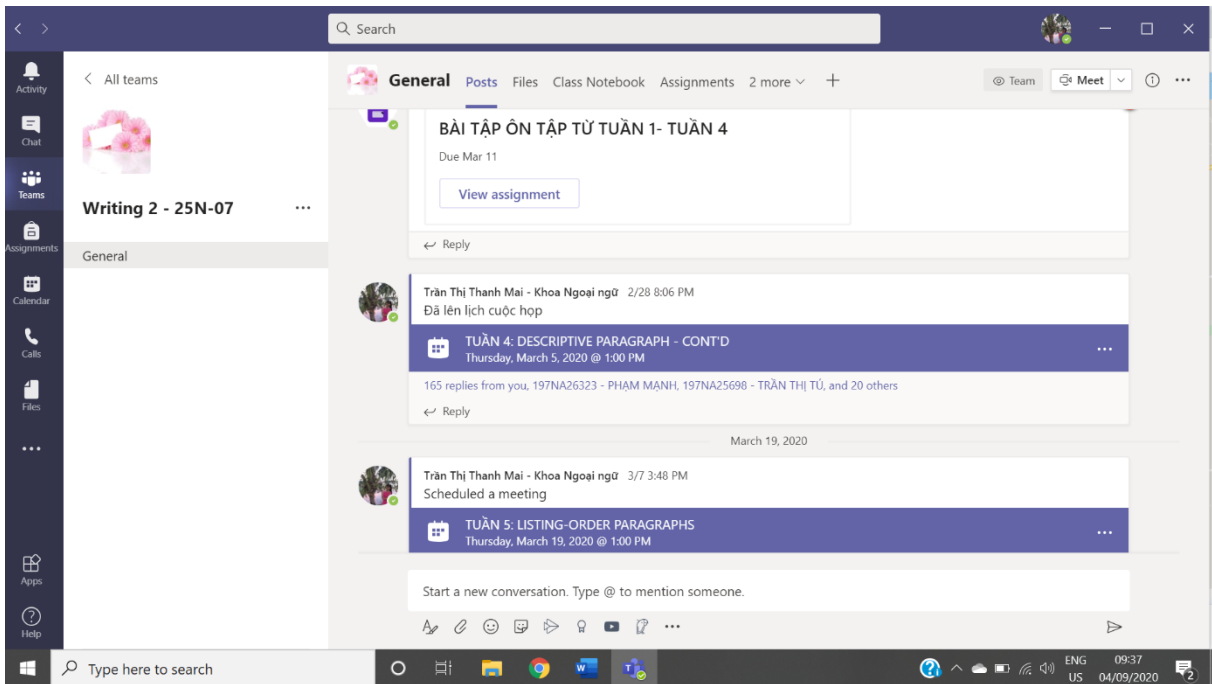


Figure 4: Screenshot from one writing class

Features of a Good Topic Sentence

A good topic sentence has the following features:

- **It controls or guides the whole paragraph.** When you read the topic sentence, you know what to expect in the paragraph.
- **A good topic sentence is not a general fact that everyone accepts as true.** For example, a bad topic sentence would be, "Libraries have books." The information in this sentence is true, but it is a general fact and is not a good choice for a topic sentence.
- **A good topic sentence is specific.** "Tea is delicious" is not a good topic sentence because the information in the sentence is too general. The reader does not know what to expect in the paragraph. If you want to write a paragraph about tea, make your topic sentence more specific, such as "Green tea has many health benefits."
- **However, a good topic sentence is not too specific.** "This monolingual dictionary contains more than 42,000 words" limits the topic too much—there is nothing else for the writer to say. (Can you imagine what the sentence after this would say? Or the third sentence of the paragraph? No, you cannot because there is really nothing else to add.)
- **A good topic sentence has controlling ideas—words or phrases that help guide the flow of ideas in the paragraph.**

Figure 5: Screenshot from one writing class

The Effectiveness of Using Technology in Learning English

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ABSTRACT

This study found out about the effectiveness of using technology in learning English. However, few studies have been shown the effectiveness of technology in all English skills: Speaking, listening, reading, and writing skills. Third-year students of the Foreign Language Department at Van Lang University participated in this study for two weeks. The questions revolved around learning English and using technology in learning English. The researchers collected all the responses. The goal of using technology in learning English brings a strong potential to enhance learners' language skills and promote the process of learning English quickly. After using technology in learning English, we examined the impacts of the teaching on the four skills, and this effect is expressed as a percentage (30%, 50%, 80%) based on the results obtained from the questionnaires.

Keywords: *Technology, learning English, the effectiveness of using technology, English skills.*

1. INTRODUCTION

1.1. Background of the study

There has been a lot of research on using technology in learning English. Himmelsbach (2019) stated that when the Internet is connected, we can access and collect information 24 hours a day. Moreover, we can find almost everything on the Internet, and it has regularly updated versions. For students, this access helps them find study materials and learning software to interact and open resources from famous universities in the world. Using technology in learning is an online world where learners use their image as their profile picture to immerse themselves in one place with various contexts. Second Life offers students chances to connect and to cooperate with other learners while away from classes. Moreover, the learners can discover and communicate with the other and immerse themselves in the language they are learning (Zazulak, 2016). One of the benefits of using technology in learning English is engaging students in new ways. According to Arifah (2014), accessing

the Internet will help motivate readers to learn. We can use pictures, films, and music to combine with the lessons to increase their intellectual awareness and develop their thinking ability. Another benefit is that students can use English-related apps on their phones. According to Speck (2019), English language learners will benefit if they approach technology. Nowadays, we are using technology in many different ways, especially in education. Hopkins

(2017) said that people just knew something close to them in the past. However, technology has changed all their minds. Now students can communicate with their friends, family, and teachers immediately via smartphones. Furthermore, Motteram (2014) claimed that the users such as teachers and students could access the Internet to seek various information and debate with their classmates about what they have just found out in the world. Thank you for technology, especially the Internet, learners can access to studying easily. Learners can broaden their study extent when they have classes supported by technology (Larsen- Freeman and Anderson, 2011). According to Ahmadi (2018), technology makes learners study smoothly, but we should be considered using it as a support tool in learning. There are several methods in teaching vocabularies, such as using mobile phones or mobile applications. Furthermore, these things also accept learners to learn beyond the classroom. On the other hand, teaching activities will not restrict the places everywhere that students can take part with their lecturers and other students (Hashemifardnia, 2018). Computer technology and the Internet will use the benefits of studying, enhancing, rehearsing, and developing speaking skills. EFL students can use some technology such as computers, tablets, and Smartphones to access the Internet to communicate with foreigners and improve the language (Alsied and Pathan, 2013).

1.2. Statement of the problems

Using technology has become popular with everybody in every area. Especially in the Covid-19 pandemic is spreading worldwide, so many countries have been applying technology to learning, specifically in learning English. For example, in Vietnam, there are a lot of schools, colleges, and universities that use technology in learning. However, many students and teachers have some difficulties using technology to learn English. For instance, students and teachers hardly connect together, or teachers cannot motivate students as traditional learning. Therefore, they do not want to use technology in learning.

On the other hand, using technology still has become more general, including learning English. The reason for using technology in learning English more widely is that it has many advantages. For instance, pronunciation will be improved by using pronunciation test apps. Communication skills also will be more proficient. Furthermore, technology helps education be expanded, and modern technology supports people to achieve many outstanding achievements in future learning, particularly in learning English.

1.3. The purpose of the study

The main purpose of this research is to clarify the benefits that technology brings to students and teachers.

1.4. Significance of the study

Large numbers of research papers have provided advantages from the use of technology in language learning. Technology helps educators and learners have more options for English learning. This below is how technology brings benefits for students and teachers:

- Students can use educational apps such as Elsa, Duolingo, etc., to improve their vocabulary and pronunciation.
- In the Covid-19 pandemic, technology allows students to connect to teachers while away from class.
- Technology gives teachers a lot of software to create more life-like lessons for students.

2. PREVIOUS REVIEW

2.1. Theory review

What is technology? Technology is the invention, change, use, and knowledge of tools, machines, techniques, professional skills, systems, and organizational methods, to solve a problem, improve an existing solution, achieve a goal, or perform a specific function. Using technology in learning English uses software or applications on phones or computers that can assist in learning. Application software is used, such as Duolingo, Elsa Speaking, Oxford's Dictionary, etc.

2.2. Literature review

There are several surveys and researches for using technology in language learning. In 2016, Alsulami researched intending to find the impact of technology on learning English for female EFL students in Effatt College. He used questionnaires with Likert scale questions for this research. The Statistical Package analyzed this study's data for Social Sciences (SPSS) to obtain results. The findings clearly indicate that social media, software, audio tools (Youtube, Skype, MP3 player), and educational apps on smartphones positively affect. However, the useful impact of using Technology in English learning depends on how students or learners use it.

In 2012, one research was done by Shyamlee and Phil with the topic "Use of Technology in English Language Teaching and Learning". Two authors used qualitative analysis to find out the pros and cons of applying multimedia technology to English language teaching and learning, such as e-mail, the Internet, Electronic Dictionary, PowerPoint, etc. The results obviously show that using multimedia technology can enhance teachers' and students' teaching effect and interaction. Moreover, technology also makes the course content flexible. Everything has two sides, however, technology also keeps students' thinking potential restricted. All in all, the authors claimed that technology should not be overused because it is just a support tool for teaching and learning English.

This article was written by Parvin and Salam (2015). This commentary is related to the value when using technology methods in the English language and improving English skills. Afterward, this writing aims to recommend more

technology devices such as audiovisual materials in the primary schools to develop children's capability in English because the education wants to concentrate on grammar and obliges children to learn by heart the new words in the past. This research's methods were surveyed to analyze the unbelievable changes when applying a new way like audiovisual materials into the primary schools. The following data collection was observed by the team members (2013) that divided into three parts: comparing the different results of examination between ICT and non-ICT, paying attention to the debated team between students and teachers, and the last one is monitoring devices at school that includes the number of observation type such as Classes is over 50, Classes have a recorded video that is 13, Observed Classes without ICT are 33. The main results make people know about ICT and non-ICT schools, the debating team, and class observation. Furthermore, these findings want the other people to understand more about the changes when comparing use or do not use technology and also create innovation when applying it to education in successful ways.

Another research was done by Patel (2015) with the topic Significance of Technology Enhanced Language Learning (TELL) in Language Classes. He used a questionnaire and analysis method for this research. The findings indicate that many opportunities that English teachers created to help students meet their language goals in technology improved language learning in a language environment. All in all, this research makes an effort to outline some of the trends growing in technology-enhanced language learning.

Technology is popular with everyone in every area, including education. An article was written by Costley (2014) with the topic The Positive Effects of Technology

on Teaching and Student Learning. The author used analysis for this paper. This paper showed that technology has a positive effect on language learning. Moreover, technology is effective in all age groups and helps students with special learning needs. In summary, using technology in learning English has many following benefits: increased student motivation, engagement, collaboration, and technology skills.

This article was written by Rahami and Katal (2012) to show the innovation of using podcasting technology in studying a language. This writing illustrates the

estimation of students when using a metacognitive listening skill. Besides that, the purposes of this observation are to reveal the position of methods awareness about metacognitive listening skills and ready to use technology in podcasting for studying English. This survey analyzes how using podcasting technology affects university students. Afterward, students introduce using podcasting technology and making it more helpful. Those students are also participants of this research, with 141 people from four universities. This study accounts for almost 41% masculine and 60% feminine students. Then, the sample (about 90%) argues digital devices that can be used to electronic devices. The main results want to teach university students to have more knowledge about metacognitive listening skills, and through using podcasting technology in studying English, the necessary things of students are attitude, understanding, or experience.

The authors of this research are Yang and Chen (2007) to reveals the influence of using Internet devices in learning English as a foreign language. This commentary lets students have more opportunities to use technology in the foundation course. This study's main purpose lets students know if students study English through multimedia technology, it will require new studying methods and self-directed studying. The participants have 44 people to complete this research paper, and all of the participants are masculine students in the grade tenth. Besides that, 12% never uses the Internet before, 88% left has experience of using technology devices (Internet, e-mail, and so on). Data collection divides into many parts such as discussion, questionnaires, document analysis, and e-mail. This research wants to show technology devices that can be useful for enhancing students' English skills, even for teaching methods, and improving communication skills.

Fithriani (2019) study to investigate the popular media in Indonesia - Facebook - is indeed a useful learning tool that EFL university students use in their classroom learn to write advanced. The researcher used questionnaires, discussions, and interviews on Facebook with 53 students, including 40 female students and 13 male students. The results show that using Facebook in the writing classroom has helped students boost their confidence, communication skills and improve their English, especially writing skills. The study's conclusion has

confirmed that Facebook is an effective learning tool for students in their classes.

Another study did by Trasierra in 2018 with the main purpose is to analyze the disadvantages and advantages of using Information and Communication Technologies (ICTs) in English as a Foreign Language (EFL). The research paper participant is Primary Education English teachers in Catalonia, and the data collection has collected in questionnaires by Google form. Through surveys, he has analyzed teacher vision problems in using technology in the classroom. This research's limitation is the results are based on limited data collection. And the author considers having more studies in terms of the disadvantages of ICTs in English learning.

The article is observed by Mofareh (2019) to demonstrate the positive outcomes of technology after using technology in education. For our research, the study wants to change the old teaching methods into modern methods such as using technology. This is because the old teaching research has some problems that are not as expected. Students and teachers are the participants in our research. Besides that, the research paper reveals between 75% and 85% that students accept these traditional teaching methods, from 60% to 80% that students do not pleased with these methods to study. The final results want students to have more confidence to achieve with flying colors in English and show more traditional teaching methods.

2.3. Research question

The paper will provide us the answer to the following questions:

What technologies (social media, computer software, audio tools, and educational apps) do learners use in learning English?

What have been the positive results of using technology in learning English?

3. METHODOLOGY

3.1. Research context

Van Lang University was established in 1995. The president of this university is a professional Tran Thi My Dieu. Nowadays, Van Lang has three campuses. The head

office is located in district 1, the second campus located in Binh Thanh district, and the last campus is located in Go Vap district. Van Lang is a private university that has 30 faculties. Each year, about 17.000 new students enroll in this school. Van Lang University not only has the slogan of Van Lang, which is Morality-Will-Creativity but also has a song called "Van Lang Dai Hoc Duong".

3.2. Population and sampling method

Our research's goals focus on the faculty of a foreign language, and the participants are the junior students. We feel these students are a suitable object to complete our research topic because of the same major.

We choose a convenient method to make completely sampling methods. Our group will divide into three steps:

- The first step: we listed each subject's class that we studied to know the population in every single class.
- The second step: we printed the research paper in every class's exact population and checked the questions again.
- The third step: we gave the paper to the students, and we asked them to fill in to finish research questions.

3.3. Research design

We choose Questionnaire and Interview to survey this study.

We make 19 questions for questionnaires and ten questions for interviews.

In questionnaires, number 1 to number 4 questions answer for the first research question. The rest of the questions answers for the second research question.

In the interview, we have number 1 answers for the first research question and number 2 to number 10 answers for the second research question.

3.4. Data collection

We collected data by Questionnaire and Interview at Van Lang University during a week. We surveyed by giving 288 questionnaires to third-year students in the Faculty of Foreign Languages, and we have obtained 288 responses for this. We also interviewed 10 students for this research.

3.5. Procedure

We wrote questionnaires and interview based on two research question:

- What technology (social media, computer software, audio tools, and educational apps) learners use to learn English?
- What have been the positive results of using technology in learning English?

We have discussed how to create questions that satisfy two research questions. After that, we printed 300 questionnaires and ten interview questions to give third-year undergraduates in the Faculty of Foreign Languages. We started giving them from Nov 9-14, 2020, and on Nov 15, 2020, we analyzed the data.

We went to each class that third-year students were studying and asked for the teacher's permission. Each survey students take about two to three minutes, only about 10 minutes for interviews.

3.6. Data analyze

After collecting evaluation data on the study:

- Summary and categorization of data.
- Then present the data regarding the number of examples, questions percent... by the graph.
- Firstly, 'Descriptive Statistics' is used to describe data.

- After that, 'Inference statistics' helps to compare data.

4. RESULTS

4.1. The demographic data of participants

Relating to survey participants, 288 students were surveyed for the effectiveness of using technology in learning English. All of them are third-year students in the foreign language departments of Van Lang University. The participants were studying in the first semester of the academy year. We have decided to select junior students for the survey because we are also junior students of the university, which helps us have more advantages in getting opinions such as arranging time easily.

4.2. Research question 1

What technologies (social media, computer software, audio tools, and educational apps) do learners use in learning English?

Question number 1 to number 4 in questionnaires answers the research question 1, which was created to explore what kind of technologies students often use in their English learning (question 3). Questions 2 and 4 have explored participants' feelings when using technology to study English. And number 1 has discovered the way that students often learn English.

Chart 1. The way of student practice English.

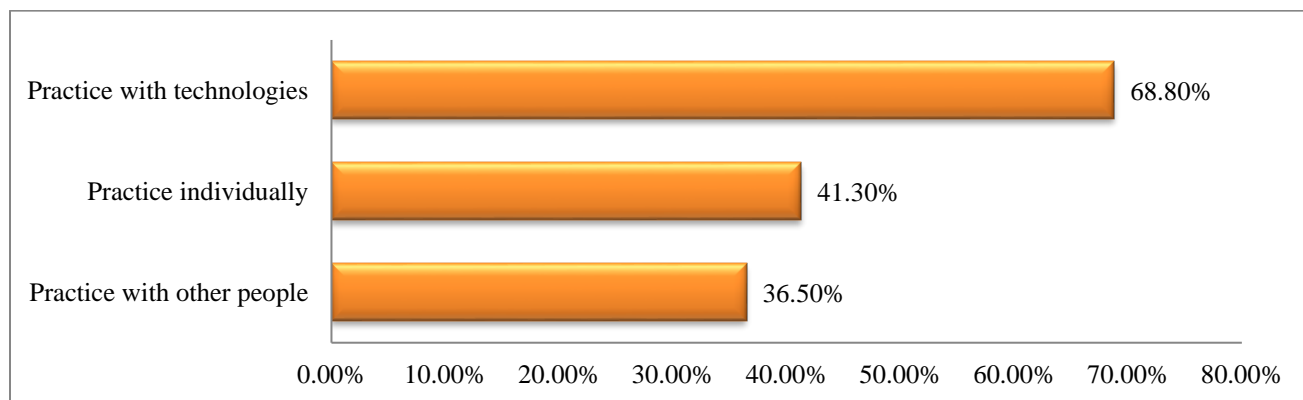


Chart 1 shows how students practice English. As indicated in the questionnaires, students have chosen technology to learn English by 68.8%. This number shows that the application of technology to learn

English is no longer unfamiliar to students. And it is really beneficial, so the percentage of students who chose to study with technology is so much. 43.3% of students have chosen to practice individually. This is

also a pretty large percentage. It means that students are hesitant about learning with others even though they practice English very effectively. Studying alone can also bring great results, but it is very difficult to help you spot mistakes as easily as studying with fellow students.

Chart 2: Technology is useful for students in learning English

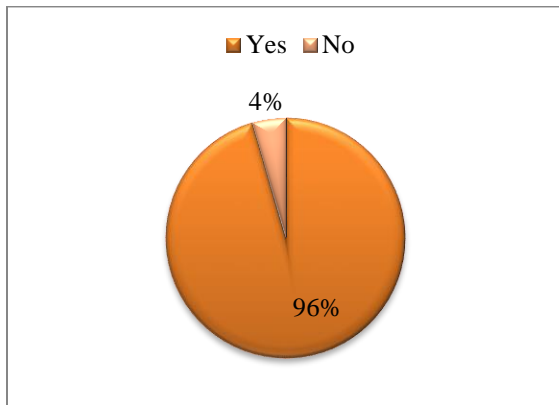


Chart 3. The feeling of participants when using technology in learning English

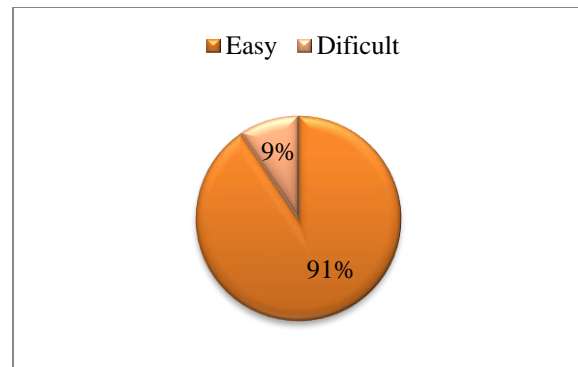
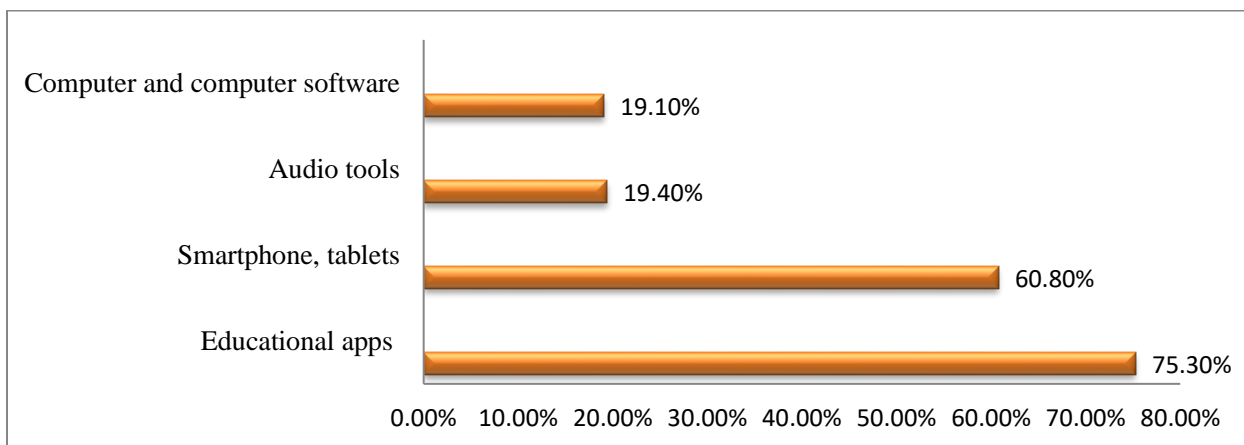


Chart 2 and chart 3 reveal that the number of students choosing technology useful for learning English and easily using is a lot, the rate is 96% and 91%, respectively. It means that technology really works for them and they like applying it, and it hard for any disadvantages to the learners. They can be easily accessed anytime and anywhere. 4% of students think that technology is not beneficial. That is a very small percentage, but it is shown that they maybe have not applied technology in the right way, so it has not worked for them yet. In addition, 9% of participants said that using technology to learn is difficult. This number suggests that there are still some limitations. For instance, students must have an internet connection to use English learning apps, or students are bothered by advertisements while studying on software or computer.

Chart 4. The kind of technology that participants apply to learn English



This chart shows the most common technology that learners regularly use to learn English. As can be seen, the highest percentage of all cases is educational apps (75.30%). It means that the learning apps are very popular among students, and those are easy to download and easy to use. Nevertheless, smartphones

and tablets were also selected by many students (60.80%). As you know, Smartphones are a kind of technology that almost everyone has today. Students choose smartphones and tablets to learn English because they are so compact and have many features to aid in learning. And learners can carry them easily.

To sum, the data from question 1 to question 4 indicated that the use of technology in learning English is increasingly popular and effective for students. Furthermore, the data also shows that it is easier for learners to study technology. Some kinds of technologies like educational apps, smartphones, tablets are used the most by learners for their convenience. However, technology in learning English also has a few limitations, such as having a lot of advertising while studying and having to have an internet connection to learn.

In this study, we have 10 questions for interviews, and questions number 1 and 2 will show us the answer to research question 1. We interview face-to-face with 10 junior students to have in-depth information for the research question. The participants in the interview are coded S1, S2, to S10. We create question 1 to want to know which technologies students use the most in learning English. S1, S2, S3, S4, S5, S6, S7, S8, and S10 said that smartphones are used the most. However, S9 has used computers the most. This result shows that smartphones are really good tools for English. It is very small but contains a lot of information and data. Moreover, students can download learning software or information to their smartphones to study anywhere and anytime. Those are the reason smartphones are so popular in English learning. Furthermore, question 2 helps us explore the purpose of students when using technology in learning English.

The main purpose when I using technology is looking up a dictionary, consulting friends, improving listening skills, and learning new words.

Student 1

The purpose is to use a dictionary online to search for new words and translating.

Student 2

My purpose is to use the Internet to search for information for a research paper, using an online dictionary to find out the meaning of new words, discussing with my fellow student through Messenger when we are at home.

Student 3

The purposes are enhancing vocabulary and 4 English skills: reading, listening, writing, and speaking.

Student 4, 5, and 6

My aim is to seek many vocabularies and checking pronunciation.

Student 7

I think my purpose is to communicate with foreigners.

Student 8

I want to take part in the English clubs on Facebook.

Student 9

The purposes: accessing information and finding new words in the dictionary online.

Student 10

In general, the main purpose has given the most of the responses is using an online dictionary and improve their 4 English skills. It means that in learning a foreign language, it is necessary to understand the meaning of the words, so students use the dictionary online. However, in some cases, the students depend too much on the dictionary. In addition, 4 English skills: listening, speaking, reading, and writing is also mentioned. As can be seen, students are also increasingly focusing on all skills rather than just focusing on listening or speaking.

To summarize the interview, the answer to research question 1 was clearly that smartphones are applied the most by students while learning English because they give us a flexible ability to download and access information. Besides, using online dictionaries and enhancing their English skills is the main purpose of using technology. An online dictionary helps students have the opportunity to an in-depth understanding of the meaning of new words. And focusing on 4 English skills will help them become more fluent in English.

4.3. Research question 2

What have been the positive results of using technology in learning English?

Question number 5 to number 12 of the questionnaire, which was designed to explore how four English skills of third-year students in Van Lang

University applied technology in learning English. And question number 5 has explored the first skill.

Chart 5. Speaking skills have been enhanced after using technology in learning English



As can be seen in chart 5, about 96% of students in Van Lang University said "Yes" to this question. This explains that speaking skills have improved the most after using technology in learning English. And the rest of 4% is that students still cannot improve their speaking skills through study with technological devices.

Chart 6. The percentage of speaking skills have been enhanced after using technology

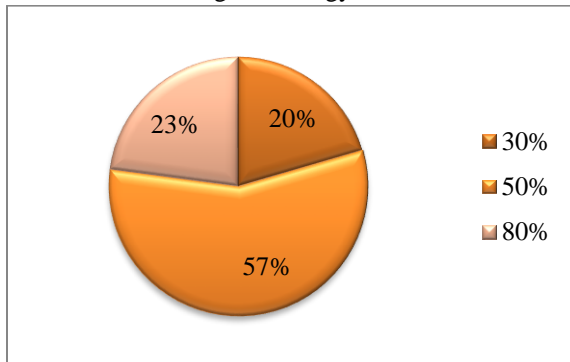
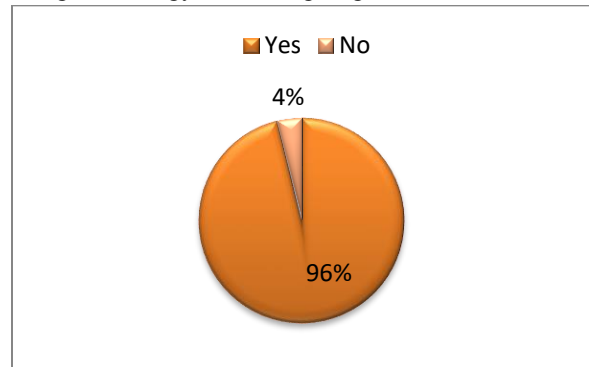


Chart 6 reveals that students' speaking skills have improved at an average level is 57%. This implicated that speaking skills are enhanced significantly when students apply technology to learning English. Moreover, this percentage also showed that students apply the right technology to learning English, so it brings students amazing results. For example, they can use smartphones to call foreigners to practice speaking. Next, about 23% is the percentage of the level of the improvement more than 80% of students after using technology in learning English. It shows that their speaking skill is likely to improve a lot after using technological devices in learning English.

Although the percentage of the improvement level is more than 80%, which is still low, this number shows that students know how to use technology in learning English. The remainder of this question's percentage is 20% presented that using technology in learning English is not as helpful as they expected.

Chart 7. Listening skills have been developed after using technology in learning English



As can be seen from data in chart 7, it showed that 96% of students at Van Lang University said "Yes" to this question. This explains that listening skill has been improved a lot after using technology in learning English. And the rest of the 4% is that students still cannot improve their listening skills through study with technology.

Chart 8. The percentage of listening skills have been developed after using technology

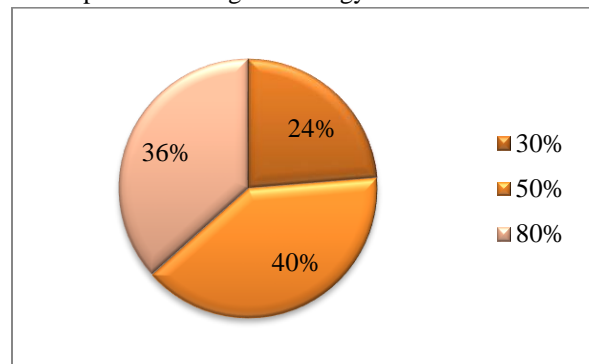
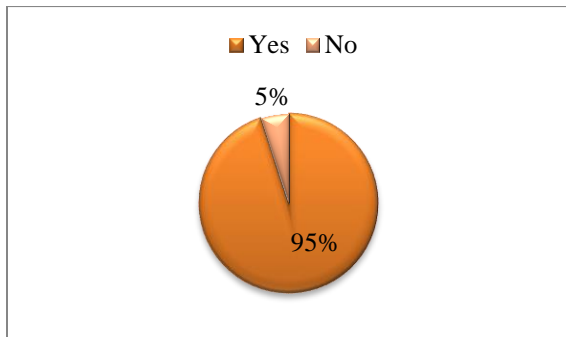


Chart 8 showed that students' listening skills have improved at an average level of 40%. This implicated that listening skills increased not very much when students apply technology to learning English. Furthermore, this number also shows that students apply technology correctly to studying English. Next, about 36% showed that their listening skills had been enhanced the most (more than 80% of listening skills) after using technological devices to learn English. This percent is extremely high. This explains that students

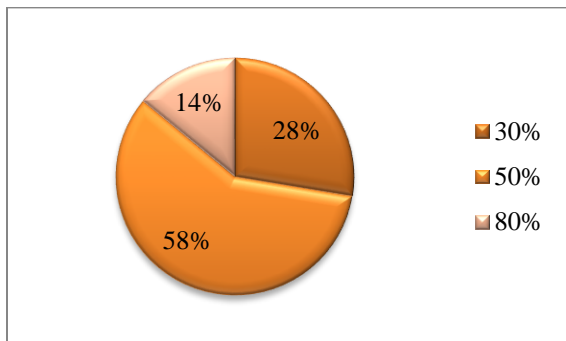
know exactly how to use technological devices in learning English, and technology helps them practice listening skills. They improve their listening skills by more than 80% because they always listen to English songs and stories or news in English on Youtube like VOA Learning English or learning apps supporting students to practice listening. The rest of the percentage of this question is 24% presented that using technology in learning English is useful for them to study English.

Chart 9. Reading skills have been improved after using technology in learning English



Our research paper stated that 95% of students at Van Lang University said "Yes" to this question. This explains that reading skills have been enhanced significantly after using technology to learn English. And the rest of the 5% is that students still cannot improve their reading skills by studying technology.

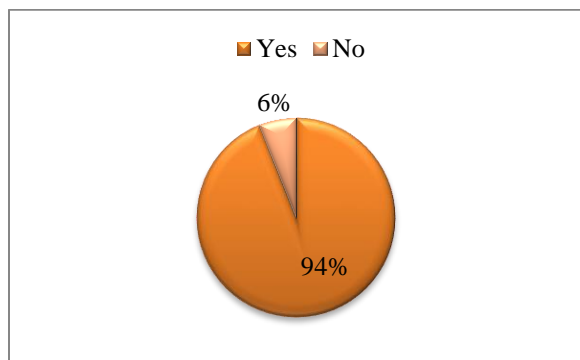
Chart 10. The percentage of reading skills have been improved after using technology



This chart presented that students' reading skills have improved at an average level is 58%. This implicated that listening skills increased rather well when students apply technology to learning English. In addition, this explains that almost all students usually apply technological devices to learning English,

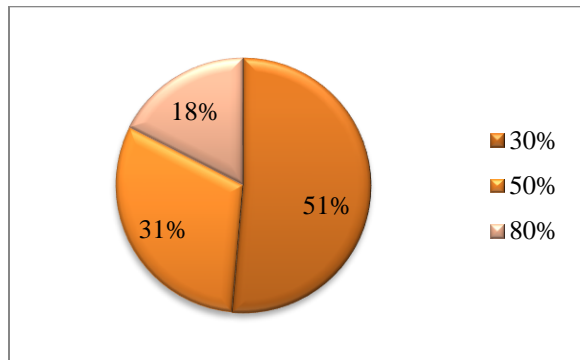
especially in reading skills. Thanks to technology and the Internet, students can read more and more online newspapers and English stories to be experts at reading skills. Next, about 14% showed that their reading skill is likely to improve not much after applying technology to learning English. The rest of this question's percentage is 28% (level of improvement at 30%). It shows that the improvement of reading skills is very low. This number presented that using technology in learning English is not as useful as they wanted.

Chart 11. Writing skills have been improved after using technology in learning English



As can be seen in this chart, about 94% of students at Van Lang University said "Yes" to this question. This explains that writing skill has been improved the most after using technology in learning English. And the rest of the 6% is that students still cannot improve their writing skills through study with technological devices.

Chart 12. The percentage of writing skills have been improved after using technology



This chart showed that 51% of reading skills had been improved at a weak level. This number indicated that using technological devices in learning English is not

helpful. Students cannot know exactly how to use technology to improve their writing skills, so they feel that their writing skills have been improved when they study with their face-to-face instructors. However, writing skill has improved at an average level is 31%. This implicated that listening skills enhanced but not much when students apply technology to learning English. This percent also shows that many students still apply technology to learning English. For example, they can enhance their writing skills through Grammarly apps or check plagiarism apps to prevent them from having some plagiarism and grammar mistakes when they practice writing in English. Next, about 18% showed that their writing skill is likely to improve not much after applying technology to learning English.

In sum, question 5 to question 12 indicates that listening skill has been improved the most in four English skills surveyed by third-year students at Van Lang University. On the other hand, writing skills increased not as much as listening skills. Finally, the rest of the two skills (speaking and reading skills) were enhanced sufficiently. All four English skills have been improved significantly by studying with technological devices.

In the interview, question number 6 to question number 9 will show us the answers to research question 2. We interviewed person-in-person 10 students to have in-depth information for this research question. The participants in this interview will be coded S1, S2 to S10. We create question 6 in order to know how effective technology in speaking skills. According to S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10, they said that:

My speaking skill has been improved a lot.

Student 1, 5, 7, 8, and 9

Speaking skill has been enhanced averagely.

Student 4 and 10

Technological devices are not helpful for me in practicing a speaking skill at all.

Student 2, 3, and 6

We design question number 7 to explore how listening skills developed after using technology to learn

English. Also, we have an interview face-to-face with 10 students at Van Lang University.

Technology helps me improve my listening skills a lot because I usually practice listening skills through Youtube videos.

Student 1, 5, 6, 7, and 8

My listening skill has been improved but not much.

Student 2, 3, 4, 9, and 10

Question number 8 was created to know how reading skills improved after using technology to learn English.

I enhance my reading skill at an average level, learn some new words and read newspapers in English.

Student 2, 3, 4, 8, and 9

My reading has been improved not much.

Student 5, 7, and 10

I do not improve my reading skill at all.

Student 1 and 6

Question number 9 was designed to get how writing skills improved after using technology in learning English.

My writing skill has been improved a lot by using Grammarly and Check Plagiarism apps.

Student 1, 3, 7, 8, 9, and 10

My writing has been enhanced averagely.

Student 4 and 6

I do not use technology to practice my writing skill.

Student 2 and 5

To summarize the interview, we designed these questions in the interview to answer research question 2. We find that there are different answers to each question. Generally, all four skills have been improved. However, there will be various levels for each skill. Firstly, speaking skill has been improved averagely. Next, reading and writing skills have not been enhanced much. Finally, listening skills are improved the most when using technology to support their learning English.

Next, from question 13 to question 19 are the small questions of research question 2 to meet learners' necessities when they want to know more about the benefits of using technology in learning English. For questions 13 and question 14, they illustrate how using pronunciation test software corrects the fault when we speak English. Afterward, quizzes 15 and 16 explore

some advantages of using an online dictionary to meet the study. Besides that, from question 17 to question 19 want to seek learners' enjoyment when applying technology into education. Finally, question 13 to question 19 plays a significant role that finds out how many percentages learners improve after using technology in learning English.

Chart 13. Pronunciation has been better after using pronunciation test software

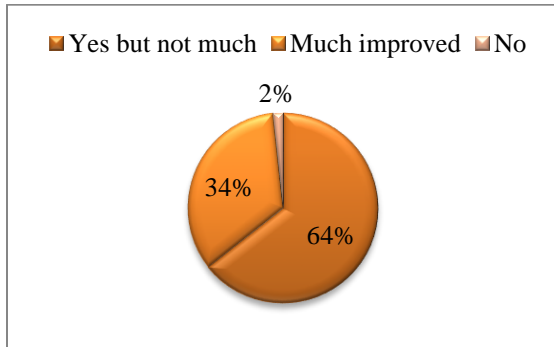
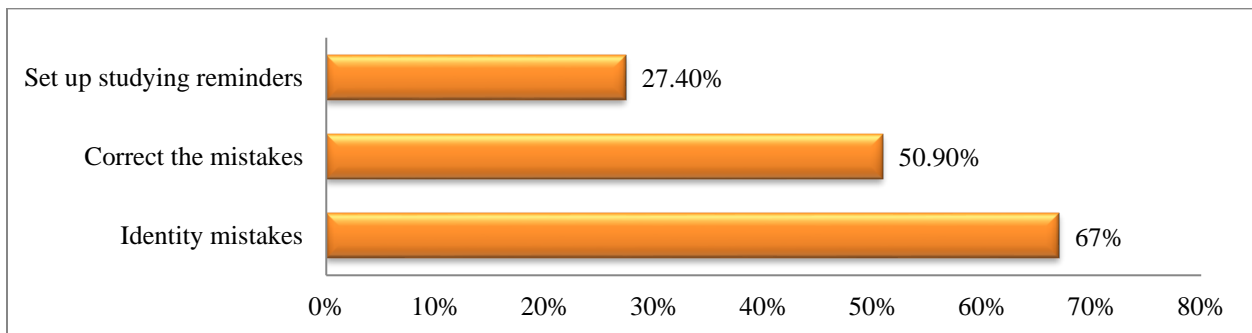


Chart 13 shows data about how many learners affect pronunciation after using the software. 64% is the highest rate in this chart, and it represents that students improve a lot after using the software and still limit to use technology a lot. Besides that, the learners account for 34% who develop English skills after using technology and know-how to use it efficiently. The lowest rate is 2%, which means that most learners also know to use technology to complete the study's task. It has very few people who do not know the advantages of using technology to learn English.

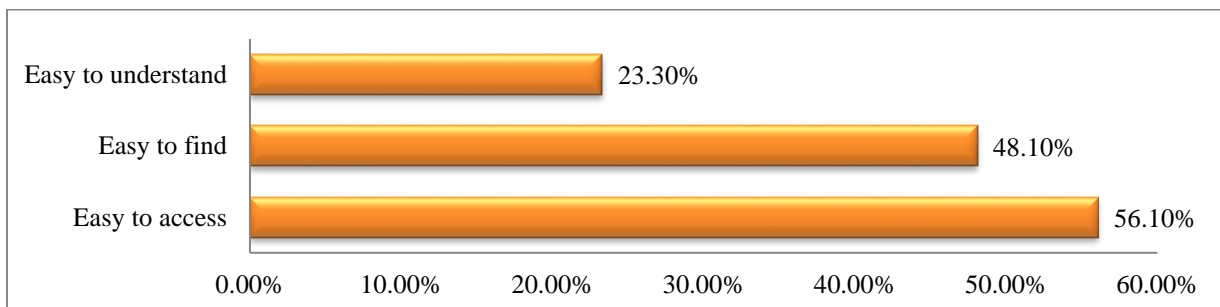
Chart 14. How pronunciation test software helps students



As can be seen in chart 14, it divides into three rates, which make learners know the significant role in pronunciation when speaking English. The highest rate (67%) expresses that learners use the software to find out the pronunciation's faults to know which words they pronounce false. Besides,

the rate is 50.90% that the rate illustrates learners want the software to check pronunciation and fix it when learners pronounce false. The last rate accounts for 27.40%, which means that very few people know this utility and do not care about this one's benefits.

Chart 15. How online dictionaries bring students benefits



This chart reveals that how online dictionaries easily to use. The highest rate is 56.10% that represents learners can access the dictionaries wherever, whenever, because it does not limit some aspects. 48.10% is the second rate, which means the advantages of online dictionaries help learners easily find the words that learners want. Moreover, there are many online dictionaries on the Internet, so learners have many choices to decide. The part "easy to understand" accounts for 23.30%, which shows that there are still some restricted areas that online dictionaries cannot explain clearly to learners.

Chart 16. The usage of the dictionary helps students more confident when you speak English with many new words

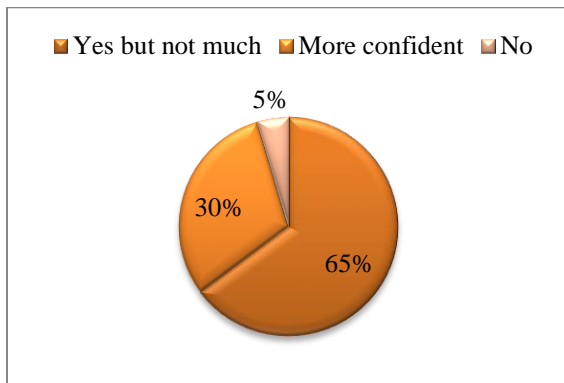


Chart 16 illustrates how the influence of the dictionary affects speaking skills. It seems that most learners feel they improve a lot after using it, but there are still some areas that learners do not understand (65%). The average rate is 30% that describes some learners when using a dictionary, they feel more confident speaking with native speakers, and they easily use a dictionary. The lowest rate is 5%, which means that very few people do not improve by using a dictionary.

As can be seen from the data in chart 17, it shows the necessity when applying technology in learning English classroom. The highest rate accounts for 81%, which illustrates the number of people who agree to use technology that provides many benefits to help learners understand lessons. The second rate

is 15%, which represents that some students understand very little about using technology in the classroom because the technology still argues in learning English also teaching. The last rate accounts for 4%, which means some people do not like this type of study. It seems that they feel easily understand when studying in the traditional classroom.

Chart 17. Using technology in learning English classroom will make it easier to understand the lesson

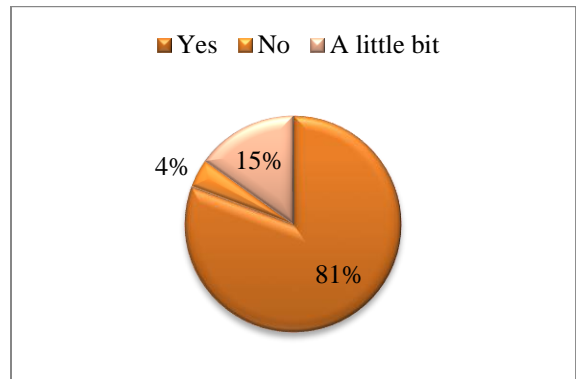


Chart 18. Using technology will increase students' enjoyment of learning English

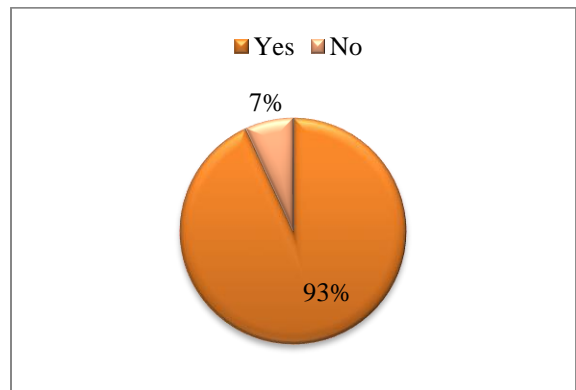
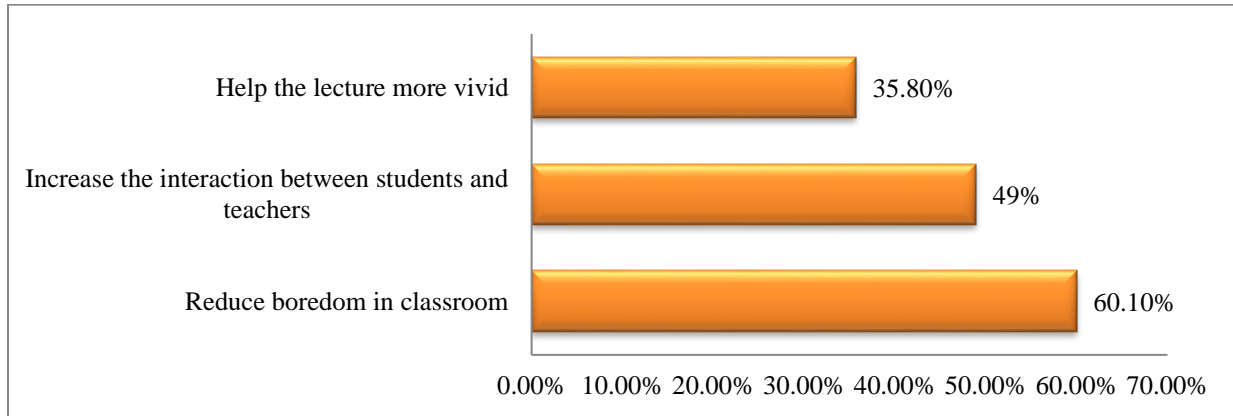


Chart 18 relates to students' feelings when applying technology in learning English. The highest number accounts for 93%, which represents that learners feel excited when using technology and help them boost their pleasure in studying English. 7% left that means very few people do not like this way of studying.

Chart 19. How technologies increase students' enjoyment of learning English



The last chart provides that technology affects students' feelings in which way, and there are many ways to make students feel interested in learning English. Reducing boredom in the classroom is 60.10% that means students like applying some modern devices into education to make learners have more opportunities, which can decline the sadness in class. 49% stands for the number of learners who feel communication between students and teacher increase a lot based on using technology. The last rate is 35.80%, which describes the lessons as more interesting, lively, and easy to understand for learners after using technology to learn English.

To sum up, questions 13 to question 19 want to know how many percentages of the participants feel that using technology in the classroom. Furthermore, we estimate how people's rate effects after using technology in studying English. Afterward, we emphasize some apps that can make learners improve a lot and pay attention to learners' emotions to seek the best way that is suitable for learners.

Interview questions 3, 4, 5, and 10 create to investigate the influence of using technology in studying English. Our team members interview face-to-face 10 participants and record their voices to collect the data for these four questions. To question 3 relates to the benefits of using technology in learning English:

I can access sources and information easily anywhere and anytime.

Student 1 and 6

The benefits of using technology in learning English: enhancing vocabulary.

Student 2

The benefits: providing abilities to access sources, watching many videos in terms of how to improve English on Youtube.

Student 3

There is no limitation of information and document on the Internet.

Student 4

Technology helps me find out and correct some mistakes in pronunciation.

Student 5

I can improve pronunciation better, know more vocabularies, more structures

Student 7

I have a chance to earn money

Student 8

I feel more convenient when using technology in learning English

Student 9

Technology provides different opportunities to make learning more fun and enjoyable

Student 10
Continue with question 4, it relates to using technology affects which skills in English:

Speaking skills are improved a lot because I keen to learn British accents so I just search on Youtube about it and practice day by day. It helps me a lot.

Student 1

I think my listening and speaking skills have improved a lot because there are many sources to download and practice on the Internet.

Student 2, 5, 6, 7, 8, 9, and 10

I think reading skills and writing skills have improved a lot because I usually read online newspapers and journal articles to have new words for my reading skills and use Grammarly for my writing skills.

Student 3

My writing skill is improved a lot after using technology in learning English.

Student 4

Moreover, question 5 illustrate the impact of technology in learning English

Technology is one way to raise English skills, but it still bases on learning. If they learn hard, they will be better. And if they don't, then technology doesn't help. I have improved my speaking skills a lot through media and Youtube.

Student 1

Technology affects my listening skill a little bit.

Student 2, 6, and 9

Technology helps me reduce boredom when learning English. There are many educational apps that the very vivid interface.

Student 3

Technology affects me a little bit. Technology just helps me improve my vocabulary and writing skills.

Student 4

Instead of studying in books, learning with technology has made me more active, interested.

Student 10

The last question is number 10; it commends about the pronunciation part.

I think I can be fluent in pronunciation through some foreigners on social media.

Student 1, 4

My pronunciation has enhanced, like clearer pronunciation.

Student 2, 5, 8

My pronunciation also has improved too much. I can pronounce correctly American accent through Elsa App.

Student 3

My pronunciation improved slightly after using technology to correct my pronunciation mistakes.

Student 6

I think technology helps me pronounce more correctly and clearly.

Student 7 and 8

Learn English through phone apps that support speech recognition. From there, I can correct the voice and practice to have a correct voice.

Student 10

To wrap up, those questions want to investigate some aspects that help learners have real experiences in learning English based on using technology and illustrate which skills after using technology will improve a lot. Besides that, our research emphasizes the influence of using test software or using online

dictionaries in learning English classroom and attaches special importance to the learner's feelings when applying many ways to study English.

5. DISCUSSION

Most of the research papers in the literature review have studied a small part of the English language. On the other hand, our study focuses on English skills, including listening, speaking, reading, and writing. Comparative with Alsulami (2016) research paper, he found that the participants always use smartphones (52.8%). Besides, Facebook, Twitter, WhatsApp, and Blogs always are used a lot (50%). However, our study showed that the participants use educational apps the most (75.30%).

There are several different methods between our research and the article "The Effectiveness of Using Technology in English Language Classrooms in Government Primary Schools in Bangladesh" wrote by Parvin and Salam (2015). The first thing, the participants of our topic will focus on students more. Nevertheless, the research paper on google scholar concentrated on teachers more. On the other hand, our methods aim at collecting the rate of developed skills after using technology in learning English. In contrast, the authors' research investigates how some devices (audio-visual content) affect education.

Another comparison that demonstrates our topic is the article "The role of metacognitive listening strategies awareness and podcast-use readiness in using podcasting for learning English as a foreign language" by Rahimi and Katal (2012). Our topic's participants emphasize using technology (mobile phones or computers) to study English. However, the research paper's participants choose the form of using podcasting technology to enhance English skills.

The research paper "Technology-enhanced language learning: A case study" from Yang and Chen (2006) clearly shows the differences with our group's topic. Our research illustrates technology that will have more opportunities to develop our English skills. On the other hand, the authors' study reveals that video conferencing promotes English communication skills.

In the study "Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective" by Fithriani (2019), Facebook is social media that the participants of this study use the most, with a total of 52 users. By contrast, we just focus on smartphones and computers because we think that Facebook is on smartphones and computers.

Shyamlee and Phil (2012) showed that there are many kinds of technological devices used in teaching and learning English like Radio, Electronic Dictionary, computers, and so on. Specifically, our research indicates that students use Educational apps, smartphones, Audio tools, Computer, (75.30%, 60.80%, 19.40%, and 19.10% respectively).

In Costley's (2014) study, he claimed that technology is the best tool for students to learn. Comparing our research with his paper shows that using technology in learning differently. In his research, Wiki technology helps students a lot because students receive feedback immediately from the instructor to use this form of technology. On the other hand, our research shows that writing skill has been improved a little (30%).

Patel's (2017) research, Computer-Mediated Communication (CMC) is very useful for students in speaking and writing in a foreign language. According to our research, technology helps the student improve their speaking skill a lot (57%) and writing skill at a low level (31%).

"The Use of Technology in English Language Teaching" by Mofareh (2009) has different methods from ours. Our group's topic emphasizes technology, which is crucial in learning English. Nevertheless, the research paper showed that students achieved high-level English skills by 75-95% when teachers used modern teaching techniques.

In the literature review, Trasierra (2018) study has shown the advantages and disadvantages of using ICTs in the classroom. Comparative with our study, the participants of his study have just focused on teachers. However, the ICTs tools that help students improve listening, speaking, reading, and writing skills are computer, Youtube, dictionary online, Duolingo, etc. It is a similar result to our research paper.

6. CONCLUSION

Data from question 1 to question 4 in the study suggest that the use of technology in learning English is becoming increasingly widespread and productive for learners. Besides, knowledge also can learn from technology more easily. Due to its usability, certain kinds of technology such as educational apps, smartphones, and tablets are often used by learners. However, using technology in learning English still has some drawbacks, such as certain commercials and an internet connection to learn while using. Data from sentences 5 to 12 indicate that of the four English skills surveyed by 3rd-year students at Van Lang University, listening abilities are the most enhanced. On the other hand, writing skills have not increased as much. Finally, the remaining two skills have been strengthened (speaking and reading skills). By studying with technical devices, all 4 English skills are greatly improved. Furthermore, question 13 to Question 19 would like to know how many percentages of respondents believe that they use technology in the classroom. Besides, we estimate how individuals' rate influences the study of English after using technology. Subsequently, we highlight some programs that can help learners change a lot and pay attention to learners' feelings to find the best approach that is acceptable for learners.

A very important role is played by searching and analyzing data. It is not easy to acquire the data. Researchers have to ask questions and collect them afterward. Currently, this research has not reached all students at Van Lang University studying English. 288 students collected the results of the questionnaire, and 10 students were interviewed (this result is too few). 3rd-year students conducted the research, so it had not connected students in other disciplines as well as in other years.

The results showed that using technology in learning English is very important. so it is even more important to get data and collect opinions. Researchers need to pay more attention when choosing this research paper's participants, such as taking data from all students studying English and other disciplines to get diverse and objective details. Only focus on the questionnaire really associated with using technology to learn English and interviewing 15-20 questions directly with students at

school. Can send these questionnaires to students of other schools if there are time and opportunity. This will help to enrich the database.

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Implementing Elearning System For General Information Technology Course At Van Lang University, Period 2017 - 2020

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Abstract

Van Lang University's General Information Technology course has been implementing eLearning from 2017 to 2020. The course is divided into 3 phases and from level 2 to level 4 of the eLearning training program (Dung, 2020). At every phase, there are improvements in education methods, supporting functions, and above all, system optimization, from functions that support distance learning to course management and others. It ensures the best learning environment for students and helps teachers teach and post results more efficiently. During the eLearning program's developmental phase, different education methods have been used to suit different needs and constitute 20% and up to 100% of the time. During the whole time, the program is receptive to teachers and students' feedback to improve and has already received encouraging results.

Keywords: eLearning, LMS Moodle, MS Teams, LMS

1. The current situation of general information technology education

Elearning has been created and developed extensively for over more than 10 years, and it is no longer a new term in the educational system of developed countries. The 4.0 technology revolution, the growth of Vietnam's tech infrastructure, fast Internet connection with low price, and a young demographic enabled the fast growth of eLearning. Universities demonstrated interest in eLearning through distance learning programs and normal programs that incorporated this new technology.

Before 2016, the General Information Technology course was conducted entirely in class during the whole training time. Teaching entirely in a classroom has many difficulties: communication between students and lecturers, extra materials provision, collecting and managing students' works, fair results announcement, and managing attendance. Paper tests prove to be a hazard to grade fairly and archive.

2. Solution

From 2016 to 2018, Van Lang University conducted a pilot experiment in eLearning training in General Information Technology. At the university, the eLearning model system consists of Learning Management System (LMS); Learning Content Management System (LCMS); Virtual Classroom in real-time; Forum to connect lecturers and students; Courseware: curriculum, study guide, books, and online materials, teaching slides, videos, multiple-choice questions bank, practice exercises; Study support.

Regarding the Learning Management System, the university is implementing LMS Moodle (Oproiu, 2015)

and Virtual Classroom platform MS Teams, which UNESCO recommends for distance learning (Response, 2020). As for the Virtual Classroom platform, the current course uses Microsoft Teams with integrated Microsoft Office 365 (Microsoft, n.d.), and all students and lecturers received login information that is synchronized with every website that supports learning of the university. Before implementing MS Teams, the course evaluated and analyzed alternatives like MS Teams, Hangouts, Zoom, and Classroom. (Iftakhar, 2016)

Tabel 1.

A statistic table that shows the results of study performance with the implementation of Elearning from 2017 to 2020 (Willis, 2017)

Functions	Google Classroom	Microsoft Team	Hangouts Meet	Zoom Meet
Program Installation		X		X
Screen Sharing		X	X	X
Raising hand		X		X
Chat Room for all	X	X	X	X
Personal chatroom		X		X
Announcement Board	X	X		X
Submitting assignment	X	X		
Schedule in Calendar	X	X	X	
Assignment Quiz	X	X		
Grades	X	X		
Material	X	X		

The online training system – Elearning of the course has been implemented through 3 phases from 2017 – 2020.

- Phase 1 (2017-2018): implementing Elearning level 2, study materials are provided through online access through <https://hocruuctuyen.vanlanguni.edu.vn/>. At this stage, teaching and learning are still conducted entirely in the classroom.

- Phase 2 (2018-2019): implementing Elearning level 3 with 80% of the course is in class, and 20% is online. Study materials, written exercises, multiple-choice questions, and discussions are being conducted online more.

- Phase 3 (2019-2020): implementing Elearning level 4 with online classes take up to 50%-100% of the entire course. The reverse classroom model system is being implemented dynamically. Resources and study activities on the Elearning system are plentiful.

2.1 Phase 1 (2017 – 2018)

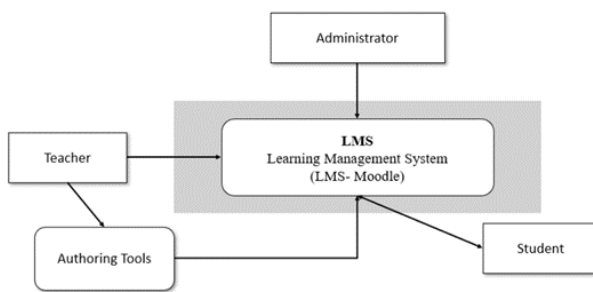


Diagram 1. Implementing Elearning system phase 1 (2017 - 2018)

The basic system consists of:

- Learning Management System (LMS)
- Courseware: curriculum and study guide

The implementation of phase 1 in 2017-2018

The traditional method of teaching is conducted 100% entirely in class. Students have to attend class according to the study schedule they received and under the lecturers' management with this method. Outside of class, students can work on their assignments and read more advanced materials to prepare for the next class.

Learning Management System: use the page hocstructuyen.vanlanguni.edu.vn, with LMS Moodle 3.1 (Moodle™, 2020). In this phase, the LCMS system has not been perfected, so lecturers provide study materials and slides as LMS attachments. The LMS system allows students to upload their assignments and get feedback and grades, but they cannot know their component grades and final grades. Due to the nature of the course, many component grades have different importance; therefore, lecturers have to store and manually process them, which takes an incredible amount of time for lecturers with a big class. Attendance check at the end of a class is stored on a lecturer's personal sheet, which proves to be a nuisance to manage student attendance and classroom performance for the Academic Department.

2.2 Phase 2 (2018 – 2019)

2.2.1 System model of phase 2

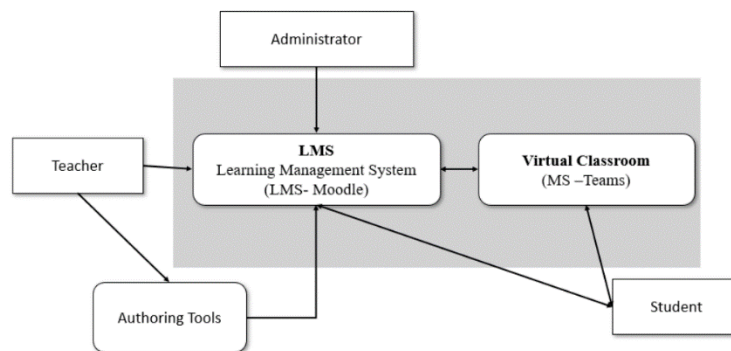


Diagram 2. Implementing Elearning system phase 2 (2018 - 2019)

The basic system consists of:

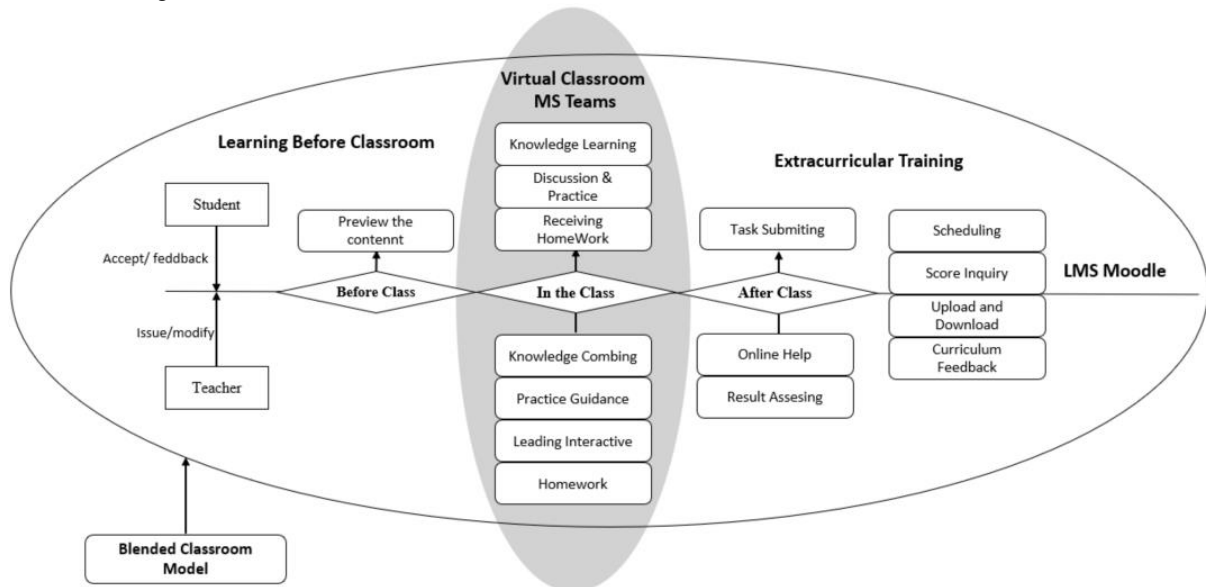
- Learning Management System (LMS)
- Learning Content Management System (LCMS) is not finished yet
- Virtual Classroom in real-time
- Communication system, announcement, study forum
- Courseware: curriculum, study guide, electronic books and materials and study slides, videos, multiple-choice questions bank, practice exercise, Study support forum.

2.2.2 Implementing LCMS and LMS phase 2

Phase 2 is implemented for 2018-2019, Elearning level 3. A blended classroom is implemented in this stage. It is a type of model system that implements study activities in a combination of offline and online. Offline classes will constitute 80% of the course, and virtual classrooms conducted through MS Teams will constitute 20% of the

course. With this model, study activities are conducted on three dimensions: at home, in class, and in a virtual classroom. To prepare for this stage, all lecturers of the course receive training from Microsoft Vietnam experts in Office 365, teaching online through MS Teams. (IEugenia Y.Huanga, Sheng WeiLin, Travis K.Huang, 2012)

Class conduct procedure



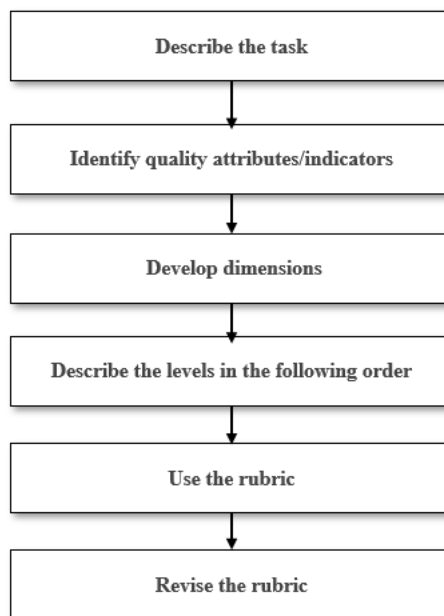
Learning Management System (LMS) using LMS Moodle 3.1. This LMS includes an assignment, quiz, grade report, grade calculator, and attendance.

Diagram 3. Class conduct procedure of phase 2

Assignments - Practice

Assignment system with varying practice exercises and clear time constraint starts to receive submission along with time finished and time late. Not only that, but it also improves in feedback system through the usage of Rubric and specific measurements. To develop these measurements, the course has based on these criteria:

- Program outcome standards
- Learning objectives: knowledge, skill, and mindset
- Missions and activities that need evaluation
- Evaluation standard for activities (detailed description)
- Achievement standard (ranking the criteria)

Rubric design procedure*Diagram 4. Rubric design procedure**Quiz*

The course stresses the importance of creating questions that best reflect the ability of the learner. It has six modules and 4460 questions. These questions are created in various question forms like Calculated and Calculated Simple, Calculated Multichoice, Drag and Drop onto Image, Drag and Drop Markers, Drag and Drop into Text, Embedded Answers (Cloze), Essay, Numerical (numbers as an answer, inaccuracies are tolerated), Select Missing Words, Short Answer, True/False. The quiz acts as a way to evaluate the students and the course itself. It helps the students solidify their knowledge and memorized previously mentioned concepts. It is designed specifically for each specific module, and students are required to repeat the quiz five times after each lesson and concept. The students can check their work during and after the test, and the system will show them a statistic of the parts they do well and the parts they do not so they can formulate a better learning strategy next time.

Grade Report

The component grades of the six modules have different weights. In order to help students monitor their performance better, this function is highly important in changing study activities and improving study performance for the best result. As for the lecturers, they can be aware of the students' progress so they can make appropriate changes to their teaching. After finishing a particular study mission (practice exercise or quiz), the results will be updated immediately through Grade Report with these component grades:

Progress Grade 40% consists of typing speed (2%), Submission of Module 2 Assignment (2%), Internet Module 6 Assignment – Online submission (2%), MS Word Assignment – Online submission (2%), Excel Assignment Online (2%), Slide Design Test (20%), Final Writing Assignment on MS Word – Module 3 (5%), Final Excel Assignment – Module 4 (5%)

Final Grade 60% consists of: Final Test (40%), Quiz Test Module 1 (3.3%), Quiz Test Module 2 (3.3%), Quiz Test Module 3 (3.3%), Quiz Test Module 4 (3.3%) Quiz Test Module 5 (3.3%), Quiz Test Module 6 (3.3%)

Attendance

This attendance managing function is implemented in this stage to help lecturers manage their classrooms better and be more proactive with their teaching. Students can follow their attendance performance through the dashboard. Each class will include time and attendance status to help students be proactive. Currently, this attendance check system is implemented through two methods: students self-report themselves, or the lecturers will call upon them, depending on the nature of the class. Other than reporting each individual's attendance performance, the system will help the lecturers keep track of the list of students who lack the adequate criteria to finish the course and make the work easier.

Sway – Rich Media

LCMS includes study materials and slides as an attachment on the system, which constitutes Rich Media. The online slides will be published as websites with rich media such as text, image, GIF, video, and game,... This will provide an entirely new learning experience for students. Students can easily access it from everywhere without having to download it. By implementing Microsoft Sway into Rich Media design to support teaching, the course helps lecturers understand what content the students love to decide the content appropriate to the students' ability and growth objectives. Referential examples: [Bit.ly/vlgiuaky](https://bit.ly/vlgiuaky); [Bit.ly/vlom3](https://bit.ly/vlom3); [Bit.ly/vlom4](https://bit.ly/vlom4).

2.3 Phase 3 (2019 – 2020)

2.3.1 System model of phase 3

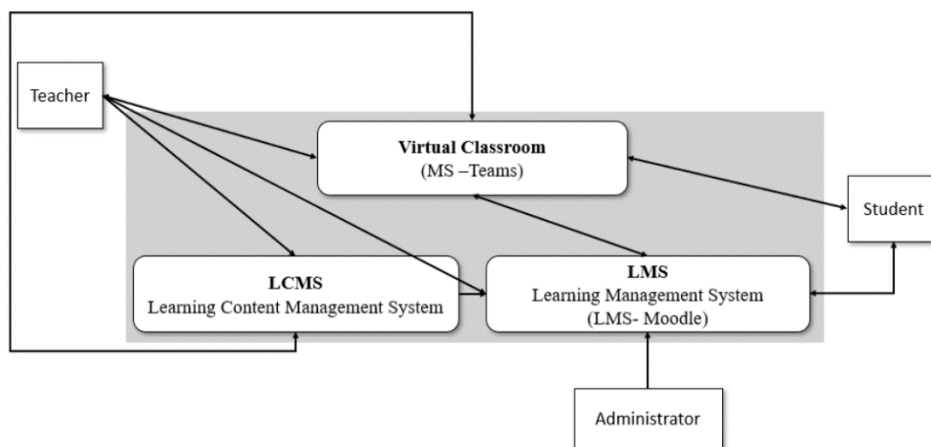


Diagram 5. Implementing Elearning system phase 3 (2019 - 2020)

Elearning system consists of:

- Learning Management System (LMS)
- Learning Content Management System (LCMS) is not finished yet
- Virtual Classroom in real-time
- Communication system, announcement, study forum
- Courseware: curriculum, study guide, electronic books and materials and study slides, videos, multiple-choice questions bank, practice exercise
- Study support channels
- Flip Classroom model system

2.3.2 Implementing LMS and LCMS phase 3

Phase 3 is implemented in 2019-2020, Elearning level 3. The Flip Classroom model system is put into usage in this phase. This model ensures 100% of the course duration will be conducted online. It reverses the usual order of a lecture: students have to read their lecture and do homework before class, and they can have access to their material on all digital devices and be more proactive regarding time and space. Therefore, when class starts, lecturers and students can now only focus on case study problem solving, research, and group discussion. With this model, study time is distributed across all phases: before, during, and after class. Knowledge distribution and teaching methods are diversified through LCMS system with videos, Rich Media, online discussion, peers-to-peers, and student-to-lecturers interaction. To prepare for this phase, all lecturers have to undergo Elearning and Flip Classroom training from Thinking School.

Teaching organization procedure

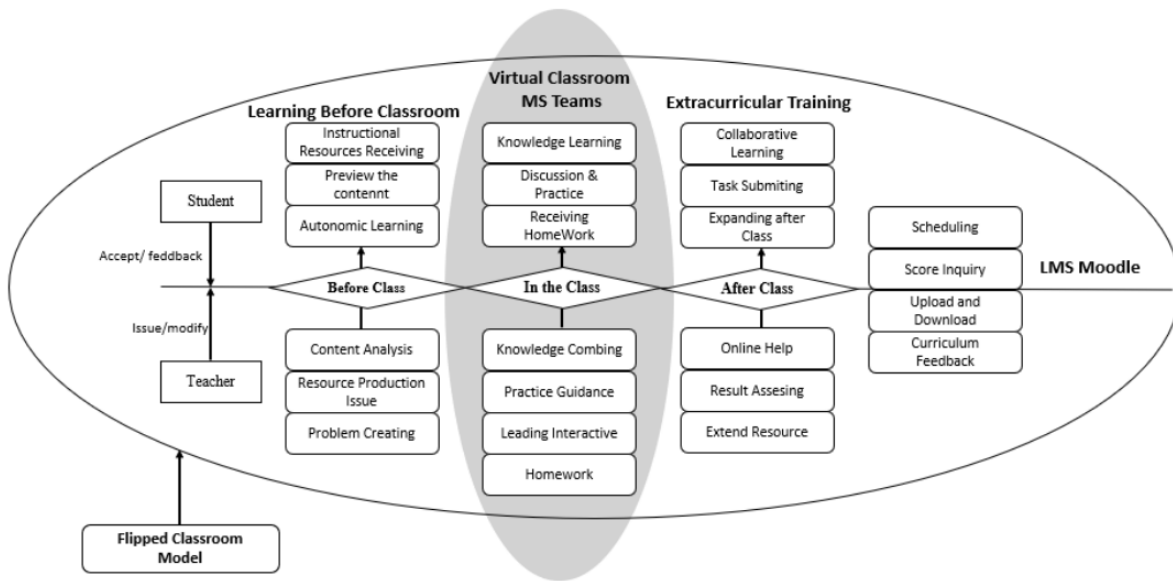


Diagram 6. Teaching organization procedure (Han, 2017)

LMS in this phase uses LMS Moodle 3.9 with updated functions and UI/UX design, bringing ease of usage to teaching organization and management on eLearning. The LMS at this phase inherits and develops further the functions that have been implemented in stage 3: Assignment, Quiz, Grade Report, Grade Calculator, Attendance. It also develops the function Dashboard to help students manage their learning process easier.

Dashboard

The dashboard helps students monitor their learning progress. Students can monitor each course's progress and see what tasks to complete to finish the course. This function, along with the Attendance Management function, helps complete the students' learning monitor system. It will enable students to take a more proactive approach to their own learning while lecturers can follow their students' learning journey easier. Dashboard in the Elearning system consists of Course Completion, Attendance Report, Grade Report. The Attendance Report function has been explained in phase 2, so the remaining functions can do the following tasks:

Course Completion – The function that aids students in monitoring their course completion progress along with to-do tasks and completion status.

Grade Report – The function allows the students to see the grade they have accumulated.

The Learning Content Management System has been perfected at this stage: providing study materials, slides, and webpages. The video library is created on learning objectives and diversifies the courseware for students to have a plethora of choices for their individual needs.

Video

High-quality videos are created to satisfy the students' educational needs and feedback. The Rubric criteria measure the quality of the videos.

Tabel 2.

Video criteria

No	CRITERIA	SCORE				
		40	30	20	10	0
1	Content (40 points)	The content is clear, specific and easy to understand towards the lecture goal . There are illustrative images, specific examples. Very well communicated teaching content .	Content is clear. There are illustrative images, specific examples. Communicate teaching content .	The content has not been directed to the specific goal of the lesson. There are illustrative images, specific examples.	The content has not been directed to the specific goal of the lesson. Do not use illustrations or examples.	The content does not convey the lesson goals.
2	Voice/ Sound (30 points)		Loud voice, inspiring. Sound suitable for teaching content and images on video.	Loud voice, Sound suitable for teaching content and images on video.	Small voice, mixed with noise. Sound does not match the subject and images.	Small voice, and much noise.
3	Image (20 điểm)			The image is clear, bright and beautiful, making the content clear and conveying emotions.	The image is not clear, the lesson content is not clear.	The image is not sharp, does not convey the lesson content
4	Design effects, techniques (10 point)				Attractive effect, attractive, suitable with the lecture content. Use effective, skillful techniques	Do not use effects or effects or use but not match the conten

Each module has many videos, and each video lasts 10 to 15 minutes and is classified into relevant knowledge fields. Each video structure includes objectives about skills and knowledge, content based on the published curriculum and images, sounds, texts, and effects. Learning objectives regarding skills and knowledge are described with keywords from the Bloom taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.

3. Results

Tabel 3.

A table of questions and case studies appropriate to the learning objectives according to the Bloom taxonomy

Subject Goal	Subject content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Goal 1	Content 1	1.1	Ques 1				
		1.2		Ques 2			
Goal 2	Content 2	2.1	Ques 3				
		2.2		Ques 4			
Goal 3	Content 3	3.1		Ques 5			
		3.2			Ques 6		
Goal 4	Content 4	4.1	Ques 7				
		4.2			Ques 8		
Goal 5	Content 5	5.1			Ques 9		
		5.2				Ques 10	

The General Information Technology course has implemented the Elearning system in 2017 – 2018, 2018-2019, 2019-2020. The Elearning system started at levels 2 and 3, and now it is currently at level 4, with the percentage of online classes has gone from 0% to 100%. Right now, the course has completed establishing its courseware database, perfected classroom organization, and testing method. The course also initiates many traditional, blended classroom and flipped classroom models with the digitalization trend. The course also does extensive research to improve the user design so that it is more user-friendly and efficient for students to use.

Tabel 1.

A table that summarizes the implementation of Elearning from 2017 to 2020

Stage	School Year	% Online	Model	Virtual Classroom	LMS					LCMS			
					Assignment	Quiz	Grade Caculator	DashBoard	Attedance	Rich Media	Video	Docs	Slide
Stage 1	2017 -2018	0%	General		X							X	X
Stage 2	2018 - 2019	20%	Blended classroom	X	X	X	X		X	X		X	X
Stage 2	2019 - 2020	50 – 100%	Flipped classroom	X	X	X	X	X	X	X	X	X	X

This statistic shows data in the past 3 years with views, submissions, and percentage of students that finished the course. In that, we can see the interaction rate and homework completion rate increase exponentially due to the shift in teaching method. The percentage of students who completed the course still has an average of 90%. This is a highly encouraging result of a physical class transformation to a digital class.

Tabel 5.

A statistic table that shows the results of study performance with the implementation of Elearning from 2017 to 2020

School year	Semester	Student	View	Submit	Pass
2017 - 2018	SEM. 1	2152	43970	0	92%
	SEM. 2	2233	40986	0	88%
2018 - 2019	SEM. 1	4591	180050	10216	87%
	SEM. 2	7417	300083	16327	89%
2019 - 2020	SEM. 1	5369	1305197	88285	93%
	SEM. 2	8882	1953839	136424	90%

4. Conclusion and suggestion

During the whole time of researching and implementing Elearning for General Information Technology, the course realizes each course from each field will have a different demand for an online time from each other. Depending on the demand for the online class of each class, the class can pick appropriate method: ranging from traditional teaching with the support of Elearning in the assignment, test, communication, and advanced learning to making the online class consists more than 50% of the course, especially during the COVID19 global pandemic. Every method's success depends heavily on the lecturers and the learners. The research and implementation of Benjamin

S. Bloom's taxonomy of cognitive understanding level in the development of curriculum, video, digital slides, randomized practice questions aid students in following with their study and improve their results. Further than that, it is also important to design the visual interface in a user-friendly way, actively create content that aids in learning for students like videos, multimedia study book (Rich Media), multiple-choice questions, bank and practice questions that satisfy the educational and future professional needs of the learners.

Besides the advantages and encouraging feedback the Elearning initiative received from the department and school policies, the course also encounters many difficulties like laptops and phones for some students. This has caused many hardships for students to complete their homework, especially when it comes to practice questions. There needs to be a policy supporting students like laptop renting or buying laptop in installment.

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Improving English Speaking Ability Through E-Learning

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Abstract

E-learning is an alternative approach to education, which mentions the utilization of information and transmission technologies to allow the way to online learning. Many previous studies have compared E-learning with face-to-face learning to determine the benefits and drawbacks of each method and see if they could substitute the other. However, few studies examined whether e-learning affects English as Foreign Language (EFL) in speaking skill; some were successful in investigating, but some were not. In order to fill this gap, this study demonstrates the effectiveness of e-learning in improving English speaking ability. The researchers used a random sampling method with twenty questionnaires and five questions to interview to achieve the goal. Participants were fifty junior students of the Faculty of Foreign Language who had two years of experience of studying speaking skills at Van Lang University (VLU) in Ho Chi Minh City. The procedure of collecting results lasted two weeks, and data collection was analyzed based on the results presented in the chart. These findings shed light on the difficult factor students encountered when speaking English and highlight development-speaking ability progression via E-learning.

Keywords: E-learning, speaking ability, traditional learning, EFL

INTRODUCTION

Background of the study

According to Kauffman (2015) [13], the improvement of technology, involving the internet, has influenced education provision over the world. Therefore, educators sought a new technique of learning based on technology, which is called 'E-learning'. E-learning has become a popular form of training all over the world for many years (Bui et al., 2020). Some developed and developing countries have been using traditional and E-learning to facilitate students' learning environments. Allen and Seaman (2004) reported that most students in the USA attended at least one online class, and about 91% of the public schools in the USA offered online classes (cited in Bonk and Zheng).

According to Bui et al. 2020, E-learning is an impressive and highly powerful way of learning and a very appropriate approach to meet society's requirements. E-learning is defined as an instructional approach where the teachers and students are divided by distance and by time (Boyette, 2008) [4] and mainly access to learning knowledge via the applying of technology (Benson, 2002; Carliner, 2004; Conarad, 2002; Moore et al. 2010). E-learning refers to using content distribution tools such as a personal computer and smartphones to interact and take part in a diversity of educational activities (Boyette, 2010). Therefore, online learning offers some advantages that traditional learning does not. Online education provides convenience and flexibility in time and space, especially for those learners who want to balance work, school, and family

(Kauffman, 2015) [13]. Furthermore, online students can be motivated through (or by) self-learning and self-directed (Kauffman, 2015) [13].

English has indeed become the international language, thereby increasing the demands of learning English. As English is worldwide, according to Boonkit (2010) [3], he suggested that English speaking competence should be advanced together with other skills (listening, reading, and writing) so that both native learners and foreign learners could develop interaction accomplishment. Speaking is one of the four main compulsory skills in English, which is used as a means of transmission, especially when learners are not interacting in their native language (Boonkit, 2010) [3]. Speaking integrated with writing are the two productive skills in the development of successful communication (Boonkit, 2010) [3]. Speaking skill or communicative skill plays a significant role in life; therefore, successful conversations usually provide an amount of value for both learners and business organizations (Boonkit, 2010) [3]. However, students who learn English have limited chances of speaking English outside the traditional classroom (Zhang, 2009 cited in Boonkit 2010) [3], which is why students are afraid of speaking English and unwilling to communicate with foreign speakers. Therefore, students need to spend more time practicing speaking by applying different methods, including E-learning instruments.

In order to improve English speaking skills, students have the opportunity to practice speaking through electronic tools such as videos on YouTube, BBC News, Duolingo, ELSA, online dictionary, etc. All tools are free online learning, and students need to contact the internet to access software. Duolingo, according to Garcia I. (2013) [8], online learning with no cost helps students to learn English by doing some exercises. To the students, in other words, these activities assist them in becoming more active and being able to communicate confidently. To the teachers, E-learning also provides particular software to upload and make suitably material learnings (Cohen & Nycz, 2006) [5]. Teachers use PowerPoint to demonstrate and make lessons more exciting by adding videos. For E-learning, teachers become instructors and facilitators (EL-Deghaidy & Nouby, 2007) [7]. Therefore, E-learning is considered a useful tool for learning English speaking.

Statement of the problem

While many countries in the world have been successful by applying blended learning, which combines E-learning with face-to-face learning in education. For instance, in the United States, thirty states and further than half of the schools suggest online learning, and more than 40% of the students in high school and middle school are fascinated by online learning (Watson, 2008) [21]. Furthermore, in China, the school conditions are poor both in the developed and undeveloped regions. A larger number of students could not go to the highly regarded universities, and the universities generally lack good-condition educational sources. With rapid development, the Chinese now can offer better alternative methods in education and other basic conditions for schools and universities. It is believed that E-learning is a talented method because it advances different ways for students to interact with their teachers. On the other hand, in Vietnam, E-learning is quite strange to both learners and teachers because they prefer face-to-face learning. To Vietnamese learners, traditional learning has been a vital and successful approach in education.

Nevertheless, due to the explosion of the corona epidemic over the world in early 2020, education has been seriously affected and stayed longer. In order to avoid long delaying learning, online training is considered the best choice to meet demand. From that point, some students and teachers adjust new approaches, and

then, they find some positive impacts of online learning during the process of learning and teaching. This study aims to determine the effectiveness of E-learning on the English speaking ability of college students.

Significant of the study.

The study proves that E-learning is beneficial for students and undergraduates who still hesitate whether to use a wonderful method to improve English speaking skills or not. According to Newton (2003), applying E-learning can improve the accessibility of the educational system and training process, enhance the quality of teaching and learning, and alter higher education institutions to maintain the advantages in a transformation for students undergraduates.

LITERATURE REVIEW

What is e-learning?

Moore et al. (2010) stated that the definition of e-learning is not specific; the authors refer to a certain definition of e-learning based on their own observations in their studies. In 2003, Nichols defined E-learning as accessible using electronic tools such as web-based, web-distributed, and web-capable. While in the study of Manocher (2006), e-learning was referred to using the use of processes to learn and electronic applications like computer-based learning, web-based learning, digital collaboration, and virtual classrooms. As well, in a website, ISP (2004) reported that the content of e-learning is delivered via the CD-ROM, TV, Internet, and Intranet with multimedia capabilities. However, Triacca (2004 cited in Moore et al., 2010) presented that e-learning was a kind of online learning.

According to Stockey (2003), E-learning is a curriculum program that involves using electronic means to deliver learning material. E-learning was the first internet-based training broadly used in education since the mid-1990s (Solak & Cakir, 2014) [19]. As a result of model alteration from traditional classrooms to e-learning classrooms, Solak & Cakir (2014) [19] report that students who take responsibility for learning prefer online learning despite arguing whether face-to-face learning is better than e-learning. Many previous research studies have compared the function of e-learning and traditional learning, and the purpose of this study is to verify the sight of English language learners towards e-learning and face to face learning, at the same time, determine the role of academic accomplishment, which is the output of education (Solak & Cakir, 2014) [19]. Hence, researchers found that there are many notions of e-learning. Nevertheless, in this study, e-learning is defined that students use electronic devices to support their learning, such as computers, laptops, and smartphones through websites or applications.

Some difficulties in English speaking skills.

Al-Eiadeh, Al.Sobh, Al-Zoubi, & Al-Khasawneh (2016) [2] reported that many students have difficulties in speaking English, such as misunderstanding and lack of confidence because they did not practice speaking sessions accurately in school. They do not know how to practice speaking effectively or use it in communication. Besides, there is a limited amount of vocabulary among students. Because most Vietnamese classes are big, both teachers and students hardly communicate in English. Instead, they only focus on reading skills and grammatical lessons.

Furthermore, students are afraid of speaking English. According to Hosni (2014) [11], students have no object to explain themselves and lack confidence about their pronunciation. Therefore, Nakhlah (2016) [17]

recommends creating an environment for learning and stimulating students to speak English smoothly to improve advanced English speaking. But in this study, the researchers only concentrate on five factors that strongly influence students' speaking ability.

1. Pronunciation
2. Vocabulary
3. Stress
4. Intonation
5. Undetermined: grammar, structure, miscomprehension

Some effects of E-learning on English speaking skills.

Mohammadi, Ghorbani, & Hamidi (2011) [15] proved E-learning's effects in learning a language. Through some advantages of E-learning, they found that it is like a communicative method of learning languages, which gives learners opportunities to interact with learners peacefully. They are able to use electronic devices and study whatever they want. According to this study, the teachers can use sounds, pictures, and actions on the televisions to attract learners' attention. Sometimes, online games are also language teaching devices. By using this method, learners easily study vocabulary and practice pronunciation. In addition, learners use the internet and multimedia technologies to study English. For instance, learners can look up new vocabulary via online dictionary websites, practice speaking through videos on YouTube, or enhance various listening, reading, and writing papers. In conclusion, it is believed that e-learning is a useful method for learning the language.

Previous research studies

Many previous researchers have compared the function of E-learning and traditional learning. Students in the combined courses were more motivated and supported by their teachers, and the course was likely to create higher learning consequences. The participants' higher academic accomplishment gets positive views towards e-learning. Besides, students' attitudes toward e-learning depend on what they perceive as benefits and drawbacks to this educational method. According to Zabadi and Al-Alawi (2016) [22], factors such as endurance, self-awareness, the facility to use soft wares, the good technological ability to manage time affect attitudes of students toward e-learning, so that attitudes can be positive if the new educational method is suitable for students. On the other hand, Bhatia (2011 cited in Zabadi and Al-Alawi) [22] states that the attitudes can be negative if the students are unable to fit into the new system because they do not have the necessary set of traits.

Al-Eiadeh et al. (2016) [2] found some suitable ways to recover limitations in English speaking ability are recorded by using various media, such as a recording device or a smartphone with a recording application. Then, the interview questions and the student answers are written down on paper, and hard duplicated for statistical analysis. The result indicated that other researchers should conduct studies at many different universities to compare similarities and differences in teaching speaking skills. And in the second study, the researchers advised that students should use modern majority media such as Facebook, YouTube, Duolingo, and so on. According to the research study of Shen and Suwanthep (2011) [20], they surveyed to investigate

how E-learning constructive role-plays influences on speaking skills of Chinese learners in the seminary classes via New Horizon College English (NHCE) e-learning. Data collection was assembled by using speaking pretests and post-tests, students recording analysis, questionnaires, and interviews lasting 18 weeks. The participants were 300 junior undergraduate students with non-English major enrolling in college English advanced classes. The students were divided into three groups based on high, medium, and low language proficiency level terms. After the scores from their previous English final exams and English pretests, 260 students were selected and randomly allocated into an experimental group of 130 students and a control group of 130 students. While the experimental group worked in a constructive role in the one-hour computer lab class, the control group worked with the present behavioral role in NHCE e-learning in the one-hour computer lab class. After 18 weeks, both groups were required to take the speaking post-tests to determine the role's effects on their performances. The results can be examined in terms of speaking performance, language productivity, and students' attitudes toward applying constructive role play. It is proved that the e-learning constructive role plays have a positive effect on improving the speaking performance of the students in the experimental group at all language proficiency levels. Moreover, data collection from questionnaires expressed that students are interested in learning language through e-learning constructive role plays and the process of learning to speak English more collaboratively and enjoyable. The majority of the students also agreed that constructive e-learning role plays provided valuable information on how to speak English. From the results of the study, the researchers proved that e-learning constructive role plays have a positive effect on students' improvement in English speaking.

Besides some previous studies investigating E-learning's effectiveness in improving English speaking ability, some studies also indicated that EFL learners also recover the factors like vocabulary or pronunciation, which seem to be important to learn a second language. The study of Ahmadi (2012) stated that vocabulary knowledge plays an important role in learning foreign languages. In addition, Zhang and Anual (2008 cited in Ahmadi, 2012) examined the connection between vocabulary knowledge and foreign language learning. The results indicated a strong, meaningful relationship between learning a foreign language and vocabulary knowledge. According to a study by Stahl and Nagy (2006 cited in Ahmadi, 2012), learning vocabulary is difficult. Therefore, Ahmadi found a solution to improve foreign language vocabulary through reciprocal teaching methods. The goal of this study is to identify whether mutual teaching methods enhance learners' vocabulary or not.

As well, Ahmadi defined vocabulary into two forms, one is oral vocabulary, in which words are spoken and read verbally, and the other is printed vocabulary, which learners understand when they are reading or writing. Accordingly, the better comprehension of vocabulary definition is, the better comprehension of the whole description of the content would provide. In addition, Ahmadi stated that the reciprocal teaching method is one of the successful approaches in teaching foreign languages and also provides learners environment learning to improve students' learning level. This method points out reading skills, reading motivation, and vocabulary learning. The mutual teaching method has four strategies: predicting, questioning, clarifying, and summarizing. Each strategy has its own benefit, but in general, they help students motivate in reading and have a clear set of goals in learning vocabulary. In addition, teachers have to prepare new vocabulary, hold up students' activities, and adopt reciprocal teaching strategies to improve various topics of vocabulary for students. For example, to memorize words for a long time, teachers should include some pictures or colors which describe the vocabulary to make it easier to learn vocabulary. Therefore, the teacher's teaching strategy can help and improve the vocabulary in which students have difficulty. Consequently, the result of this study

indicated that the reciprocal teaching method has significantly positive effects on improving vocabulary.

Pronunciation features should be recovered as well. According to Scriven (2005 cited in Yangklang, 2013) reports that it is important for undergraduates to learn more pronunciation because they need to understand more in English. Furthermore, intonation is also a significant feature that helps learners know when speakers complete their point (Harmer, 2007 cited in Yangklang, 2013). About 2,800 were undergraduates who applied English Foundation I course taught by e-learning. Learning goals are the undergraduate's feeling and attitude toward e-learning programs. The undergraduates will be checked pronunciation by the speaking test in that program. A questionnaire was used to examine after the post-test to evaluate the students' learning. Relied on the students' scores, the researchers summarized that students agree that E-learning is worthy and able to help them boost their pronunciation strongly. This study represented the undergraduates' pronunciation ability after using e-learning.

Speaking is a macro language skill that is actively used to convey messages and meanings (Hosni, 2014, Afshar & Asakereh, 2016, & Leong & Ahmadi, 2017). The dissemination of English as a language requires learners to achieve communicative competencies for various practical purposes (Copland, Garton, & Burn, 2014). And speaking in the EFL context is not an easy task; researchers from English contexts such as Foreign Languages (EFL) choose a solution to develop students' speaking English skills. In this study, researchers synthesized studies performed from 2013 to 2018, nearly six years in different contexts. This study aims to identify English-speaking learning problems EFL learners face as related to curriculum, teaching methods, learning activities, psychology, and testing systems. Research on EFL learners' speaking problems is in non-native language contexts. They need to communicate a lot with foreigners by directly or indirectly communicating through social networking sites to increase their speaking English reflexes. In addition, teachers and administrators also need to provide learners-appropriate methods and curricula (EFL) so that they can improve their speaking skills most effectively.

English speaking skill is one of the main goals in most Vietnamese universities' English language curriculum. However, it remains a challenge for many undergraduates, especially freshmen of Can Tho University (CTU) in Vietnam. In order to help first-year English majoring students learn their speaking skills more effectively, this study explored difficulties in teaching and learning in the English language from 131 students, interviews with lecturers, and classroom observations. The paper by Gan (2012) explored students' obstacles to speaking skills specialized in English and found that students encountered some problems such as lack of vocabulary, focus on a lot of grammatical structures, no opportunity to speak English in class and outside environments. According to Kabir (2014) and Izadi (2015) 's research, they are recommended for both Faculty and administrators to provide support to improve students' speaking practice. For example, teachers and administrators should encourage students to improve their English by organizing activities such as English rhetoric, English speaking contest, or presentations in English. In addition, timely findings from learners' weaknesses in English speaking and suggest the need for teacher readiness support by diversifying their teaching activities. In 2011, Bashir, Azeem & Dogar reported that using short conversations and asking some short queries could improve students' English speaking skills in classrooms. Teachers could give students dialogues and show structure for them to repeat. They also designed a survey to investigate the influences that affect English speaking skills of secondary level students. All the teachers and students of 9 to 10 grades in Punjab's province were the participants in the study. The investigators will give them questionnaires, which are respectively designed to fill. The data collection will be organized in tabular form with a particularly calculated percentage. Relied on the result, the interactive techniques are used by both teachers and students

during the course. This study also counseled that teachers should boost more English culture of communication in the course and inspire students to speak English with their friends.

According to Liao (2009), she reported that integrated skills mixed with listening, writing, reading, and speaking would boost students' speaking ability. She also showed the problems that in China, teachers concentrated too much on reading and writing, so that speaking was not emphasized. Furthermore, teaching activities are not exciting because they depend on traditional styles, which were all on the papers, and the students are not inspired. Examinations and tests also do not include speaking skills. The same as China, Vietnam also has the same method in teaching English speaking skills. The students do not consider speaking as an important skill because they rarely have opportunities to speak with native speakers. In addition, most entrance exams of high schools and universities do not include speaking tests. In fact, speaking skill is important to express feelings and information and improve writing and reading skill. If teachers are not good at speaking, it is impossible to emphasize speaking skills in the class. Instead, they use dialogues of native speakers to bring authentic accents. By combining four skills in activities, the teachers bring chances to perform the oral activities. The researchers conduct a class with integrating skills by giving students clues. They also use questionnaires to obtain data collection or let students work in pairs to conduct quizzes with factual answers.

On the other hand, in 2018, Lumettu and Runtuwene have reported a way of teaching English is called 'Impromptu speaking' method, which is conservation with little or no preparation. They conducted a survey to investigate this method's effects and compare it with total memorization. The participants were the students of the Tourism Department of Manado State University. They used qualitative methods and some techniques to gather the data, such as inspection, interviews, and papers. The students were divided into two groups; each group had ten members. One group applied the 'Impromptu speaking' method, and others learned by heart the full text. Based on the result, 'Impromptu speaking' was effective in flowing and natural because students could use their imaginations to speak. However, the other group was mostly unsuccessful because students were anxious when they could not remember the words or sentences. Hence, this study counseled that this amazing method should be applied more in improving students' English speaking skills.

Research Questions

1. Which difficulties do students have in improving speaking skills?
2. How do students use E-learning to improve their difficulties?
3. Is there any effect of e-learning on students?

METHODOLOGY

Research context and participants.

This survey was conducted at the Faculty of Foreign Languages of Van Lang University, one of the principal majors in higher education coaching. Each year, the number of candidates applying in the Faculty is more than eight hundred students. Thus, the number of classes is increasing. During the first two years, with the English language, students had to learn four compulsory skills such as listening, speaking, reading, and writing in order to acquire output standards. Students are also trained in four optional majors: business,

teaching, tourism, and translation. During the curriculums, the Faculty has organized some contests such as Foreign Language Contest (FOLA Contest) and the speaking English contest to help students communicate confidently and improve speaking skills and essential skills. In particular, to facilitate students to study abroad, the Faculty co-operates with International University to obtain a Master degree and Ph.D. in some countries such as the United States, Canada, and Australia.

Sampling method

These survey participants were 50 third-year students who have completed two years of studying English speaking skills. Their ages average from 20 to 23. They improve their English speaking skills with upgraded infrastructure such as computers, projectors, smartphones, etc., every day. This survey was conducted with random sampling, which was a probability sampling technique and convenient sampling. It took two weeks to collect answers and information. In week 1, fifty students were given questionnaires through a group of the Faculty's third years on Facebook. The questionnaires were designed on Google form, which is a tool for conducting surveys. In a second week, ten random students were picked to interview. After collecting answers from 2 weeks, the answers were divided into five factors, which are the difficulties in English speaking skill: Pronunciation, Vocabulary, Stress, Intonation, and Undetermined. All these questions are aimed to evaluate the effectiveness of e-learning in improving students' difficulties in English speaking ability.

Research procedure

All the assembled data will answer two main research questions. It is simple for students to answer the questions, and questionnaires are flexible and multiform. The questionnaires can be printed on paper and extensively shared on Facebook. There are 20 questions, 10 of which will ask issues related to e-learning and students' comprehension of e-learning, and the others are about difficulties in speaking English and how to improve English speaking through e-learning. Also, students' names are perceived as anonymous to guarantee their privacy. There are 10 questions for the interview, which clarify the problems students face when speaking and improving English. All answers in the interview were recorded. The more questions were sent and shared, the higher the response rate the researchers have. Kučírková and Jarkovská (2016) [14] claimed that a high response rate also evaluates the accuracy of the study.

Data collection and analysis

Answers collected from questionnaires and interviews were gathered to analyze. The questionnaires are the process of gathering quantitative, and the interviews are qualitative. The purpose of quantitative questions was to discover how difficulties students have in speaking English. The purpose of qualitative questions was to find out how effectively students improve speaking skills through e-learning. The researchers analyzed the data through software and displayed the graphs or figures' data. The researchers show data by percentages or average in relation to quantitative data.

RESULTS AND DISCUSSION

Research question 1: Which difficulties do students have in improving speaking skills?

The purpose of the paper's first research question is to discover difficulties students have in speaking English, and the data collection indicates that almost (95%) students in this survey get hardship to communicate in English. In order to recognize elements, the researchers gave the students five aspects as pronunciation, vocabulary, stress, intonation, and undetermined to decide which elements students encounter when speaking. In the circumstance, the supposition was precise; the study could explore how students improve all these skills in speaking English through e-learning. Chart 1 presents the comparison of the percentages of these five factors.

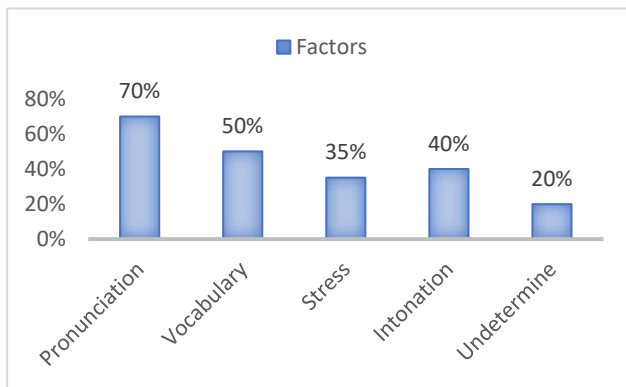


Chart 1. The percentages of five factors

Chart 1 shows the results of the percentages of five elements students find difficulty in speaking; thus, these also cause a lack of confidence when communicating (55%). As can be seen, in a number of difficulties, two factors with high percentages were pronunciation (70%) and vocabulary (50%). The other factors are the average proportion of 31.6%. This result indicated that most students have difficulty pronunciation and vocabulary, which blocks them from speaking English.

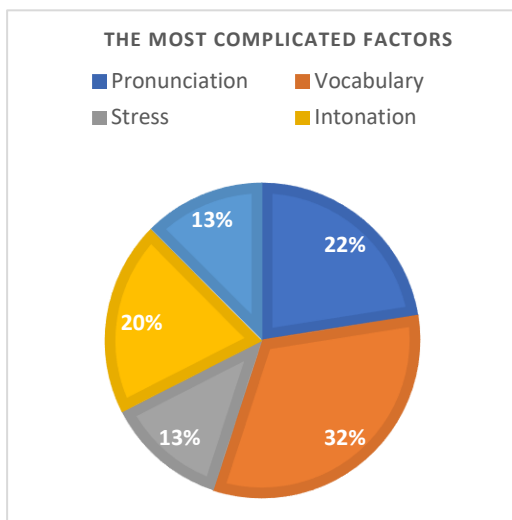


Chart 2. The most complicated factors students find difficult in speaking English.

However, according to the most complicated factors present in chart 2, vocabulary takes up the highest proportion with 32% whilst pronunciation has a second position with 22%. The other factors also seemed to be difficult but not worth considering as getting a low average proportion with nearly 15%. Basically, it can be concluded that both vocabulary and pronunciation are the significantly difficult factors of speaking English skills. These results resemble previous research, such as Gilakjani (2011) [10] claimed that pronunciation is one of the most significant factors of a personality's communication. Bad pronunciation is unable to listen and leads to misunderstanding. Therefore, this conclusion was the foundation for the study to explore how students improve English speaking skills through e-learning.

Research question 2: How do students use E-learning to improve their difficulties?

At the second research question of the study regarding how students use e-learning to improve their speaking English skills, the researchers aimed to ask about e-learning instruments and the progression of enhancing the difficulties in speaking. Table 1 presents the e-learning instruments and educational applications.

Table 1.

The E-learning instruments.

Instruments	cellular phone	65%
	computer	35%

Table 1 shows the results of the e-learning instruments and education applications. As can be seen from the table, most students use cellular phones (65%) for studying while the other students choose computers (35%). The result showed that a large number of students often use cellular phones for learning because cellular phones are convenient to bring out and full of necessary functions. Computers are also chosen to learn but less than cellular phones.

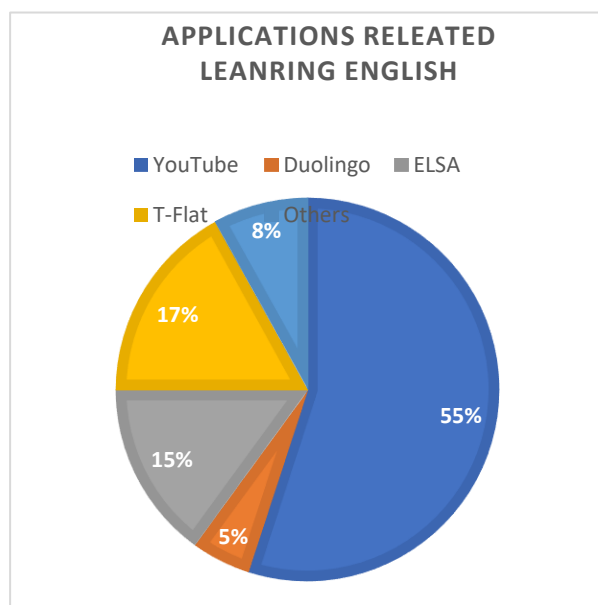


Chart 3. Apps for e-learning

Hence, 85% of the respondents get the applications of education related to studying English. The researchers highlighted some applications as characteristic models such as YouTube, ELSA, Duolingo, and T-Flats for students. Table 1 indicates that students often apply YouTube (55%) for improving speaking skills and use T-Flat (17,5%) for learning languages. Subsequently, it can be assumed that students tend to utilize e-learning as an instrument for studying. The study also found that 70% of respondents learn vocabulary through movies or TV shows, 75% of those learn vocabulary by listening to a song or reading a journal. Especially, nearly 93% of students often repeat the impressive sentences in the movies that help students practice pronunciation. These results resemble preceding study such as Kar, Saha, & Mondal (2014) [12] and Celee-Murica (2001) found that students in university had an auspicious and agreeing attitude towards accepting e-learning strategy for studying; thus, the study revealed that listening and speaking could expand English speaking skill.

Research question 3: Is there any effect of e-learning on students?

For the third research question of the study regarding whether e-learning is effective in improving English speaking skills, researchers ran a simple interview to determine the result of the improvement procedure.

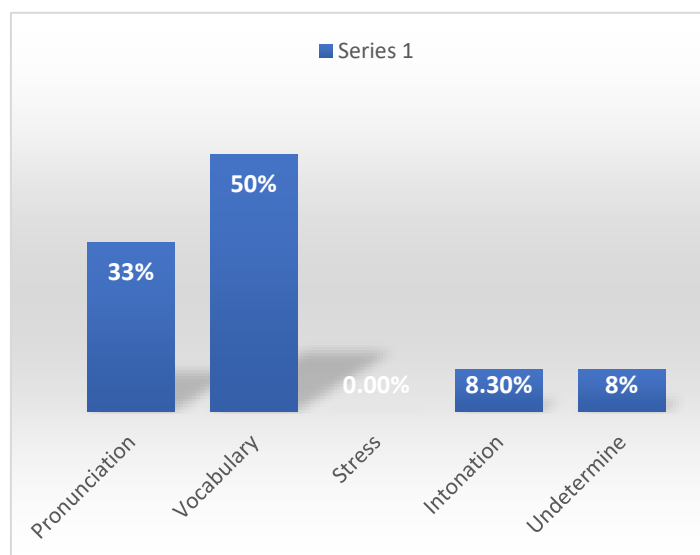


Chart 4. Improvement of skills

As can be seen from the data in chart 4, vocabulary is the most developed factor with 50%. Pronunciation is also improved but not as significant as vocabulary with 33%, while other factors are not outstanding advancement, especially stress with 0%. Hence, the researchers could conclude that students can improve their vocabulary and pronunciation through e-learning effectively. However, the study figured out that e-learning is just effective in two factors above when others are not improved.

At the second interview question, the respondents are asked about which factors students want to improve first. Most of them choose the two-first-factors: vocabulary and pronunciation. Half of them improve vocabulary first, and the others improve pronunciation. When asking about the reasons why respondents chose that factor to improve first in the third interview question, the respondents offer many reasons. Firstly, they seriously lack vocabulary; some consider vocabulary a basic standard in speaking. On the other hand, the respondents who chose pronunciation said that having good pronunciation is the most important for listeners to comprehend. From the result, the researchers concluded that vocabulary and pronunciation are

the most important and priority factors in speaking English skills.

At the fourth review question, the researchers asked respondents what advantages and disadvantages that they found in e-learning. Most claimed that the network is too weak for them to access the materials, limitation in interactions among learners, less concentration on the lessons, and less satisfaction. In contrast, they also pointed out some advantages of e-learning that are convenient, saving time and money, and flexible. The researchers could assume that e-learning has both benefits and drawbacks.

Discussion

This result is the same as the study of Gilakjaini (2011) [10], who found that many English foreign language learners have crucial difficulty with English pronunciation and vocabulary while learning for many years. More importantly, the use of e-learning positively influences on improving English speaking skills. The progress of enhancement could take a long time, but the improvement ability is significantly increasing. These seem to maintain the view about the advantages of e-learning because it encourages students to self-discipline and gain more knowledge through the lessons on videos and dialogue. The result of Rodrigues and Vethamani (2015) found that e-learning helps to increase language proficiency and boost students' confidence. Hence, Rodrigues and Vethamani (2015) recommended that e-learning be combined in English language programs because it improves oral skills among learners.

CONCLUSION

In conclusion, this study successfully replied to all the research questions that discovered the effectiveness of e-learning in improving English speaking skills. Using cellular phones, computers, and some educational applications can enhance the ability to speak. However, the study has some limitations. The researchers just focus on five difficult factors of speaking, and that did not figure out all other complicated aspects of whether the respondents can increase self-confidence to communicate. Besides, the number of the participants is very low, with 50 people, which cannot claim the effects of e-learning in improving English speaking, and the researchers need more participants. Hence, it is recommended for future studies that the universities should alternatively use both traditional learning and e-learning methods in teaching and studying English language, because learners should take part in oral activities to practice regularly, exchange their thoughts in English and, the teachers hold up the task-based language teaching, and make a use of electronic instruments support the teaching and learning. It is hoped that future investigations could explore the new environment for education to help to create an interesting learning area.

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Improving English Speaking Ability Through E-Learning

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Abstract

E-learning is an alternative approach to education, which mentions the utilization of information and transmission technologies to allow the way to online learning. Many previous studies have compared E-learning with face-to-face learning to determine the benefits and drawbacks of each method and see if they could substitute the other. However, few studies examined whether e-learning affects English as Foreign Language (EFL) in speaking skill; some were successful in investigating, but some were not. In order to fill this gap, this study demonstrates the effectiveness of e-learning in improving English speaking ability. The researchers used a random sampling method with twenty questionnaires and five questions to interview to achieve the goal. Participants were fifty junior students of the Faculty of Foreign Language who had two years of experience of studying speaking skills at Van Lang University (VLU) in Ho Chi Minh City. The procedure of collecting results lasted two weeks, and data collection was analyzed based on the results presented in the chart. These findings shed light on the difficult factor students encountered when speaking English and highlight development-speaking ability progression via E-learning.

Keywords: E-learning, speaking ability, traditional learning, EFL

INTRODUCTION

Background of the study

According to Kauffman (2015) [13], the improvement of technology, involving the internet, has influenced education provision over the world. Therefore, educators sought a new technique of learning based on technology, which is called 'E-learning'. E-learning has become a popular form of training all over the world for many years (Bui et al., 2020). Some developed and developing countries have been using traditional and E-learning to facilitate students' learning environments. Allen and Seaman (2004) reported that most students in the USA attended at least one online class, and about 91% of the public schools in the USA offered online classes (cited in Bonk and Zheng).

According to Bui et al. 2020, E-learning is an impressive and highly powerful way of learning and a very appropriate approach to meet society's requirements. E-learning is defined as an instructional approach where the teachers and students are divided by distance and by time (Boyette, 2008) [4] and mainly access to learning knowledge via the applying of technology (Benson, 2002; Carliner, 2004; Conarad, 2002; Moore et al. 2010). E-learning refers to using content distribution tools such as a personal computer and smartphones to interact and take part in a diversity of educational activities (Boyette, 2010). Therefore, online learning offers some advantages that traditional learning does not. Online education provides convenience and flexibility in time and space, especially for those learners who want to balance work, school, and family

(Kauffman, 2015) [13]. Furthermore, online students can be motivated through (or by) self-learning and self-directed (Kauffman, 2015) [13].

English has indeed become the international language, thereby increasing the demands of learning English. As English is worldwide, according to Boonkit (2010) [3], he suggested that English speaking competence should be advanced together with other skills (listening, reading, and writing) so that both native learners and foreign learners could develop interaction accomplishment. Speaking is one of the four main compulsory skills in English, which is used as a means of transmission, especially when learners are not interacting in their native language (Boonkit, 2010) [3]. Speaking integrated with writing are the two productive skills in the development of successful communication (Boonkit, 2010) [3]. Speaking skill or communicative skill plays a significant role in life; therefore, successful conversations usually provide an amount of value for both learners and business organizations (Boonkit, 2010) [3]. However, students who learn English have limited chances of speaking English outside the traditional classroom (Zhang, 2009 cited in Boonkit 2010) [3], which is why students are afraid of speaking English and unwilling to communicate with foreign speakers. Therefore, students need to spend more time practicing speaking by applying different methods, including E-learning instruments.

In order to improve English speaking skills, students have the opportunity to practice speaking through electronic tools such as videos on YouTube, BBC News, Duolingo, ELSA, online dictionary, etc. All tools are free online learning, and students need to contact the internet to access software. Duolingo, according to Garcia I. (2013) [8], online learning with no cost helps students to learn English by doing some exercises. To the students, in other words, these activities assist them in becoming more active and being able to communicate confidently. To the teachers, E-learning also provides particular software to upload and make suitably material learnings (Cohen & Nycz, 2006) [5]. Teachers use PowerPoint to demonstrate and make lessons more exciting by adding videos. For E-learning, teachers become instructors and facilitators (EL-Deghaidy & Nouby, 2007) [7]. Therefore, E-learning is considered a useful tool for learning English speaking.

Statement of the problem

While many countries in the world have been successful by applying blended learning, which combines E-learning with face-to-face learning in education. For instance, in the United States, thirty states and further than half of the schools suggest online learning, and more than 40% of the students in high school and middle school are fascinated by online learning (Watson, 2008) [21]. Furthermore, in China, the school conditions are poor both in the developed and undeveloped regions. A larger number of students could not go to the highly regarded universities, and the universities generally lack good-condition educational sources. With rapid development, the Chinese now can offer better alternative methods in education and other basic conditions for schools and universities. It is believed that E-learning is a talented method because it advances different ways for students to interact with their teachers. On the other hand, in Vietnam, E-learning is quite strange to both learners and teachers because they prefer face-to-face learning. To Vietnamese learners, traditional learning has been a vital and successful approach in education.

Nevertheless, due to the explosion of the corona epidemic over the world in early 2020, education has been seriously affected and stayed longer. In order to avoid long delaying learning, online training is considered the best choice to meet demand. From that point, some students and teachers adjust new approaches, and

then, they find some positive impacts of online learning during the process of learning and teaching. This study aims to determine the effectiveness of E-learning on the English speaking ability of college students.

Significant of the study.

The study proves that E-learning is beneficial for students and undergraduates who still hesitate whether to use a wonderful method to improve English speaking skills or not. According to Newton (2003), applying E-learning can improve the accessibility of the educational system and training process, enhance the quality of teaching and learning, and alter higher education institutions to maintain the advantages in a transformation for students undergraduates.

LITERATURE REVIEW

What is e-learning?

Moore et al. (2010) stated that the definition of e-learning is not specific; the authors refer to a certain definition of e-learning based on their own observations in their studies. In 2003, Nichols defined E-learning as accessible using electronic tools such as web-based, web-distributed, and web-capable. While in the study of Manocher (2006), e-learning was referred to using the use of processes to learn and electronic applications like computer-based learning, web-based learning, digital collaboration, and virtual classrooms. As well, in a website, ISP (2004) reported that the content of e-learning is delivered via the CD-ROM, TV, Internet, and Intranet with multimedia capabilities. However, Triacca (2004 cited in Moore et al., 2010) presented that e-learning was a kind of online learning.

According to Stockey (2003), E-learning is a curriculum program that involves using electronic means to deliver learning material. E-learning was the first internet-based training broadly used in education since the mid-1990s (Solak & Cakir, 2014) [19]. As a result of model alteration from traditional classrooms to e-learning classrooms, Solak & Cakir (2014) [19] report that students who take responsibility for learning prefer online learning despite arguing whether face-to-face learning is better than e-learning. Many previous research studies have compared the function of e-learning and traditional learning, and the purpose of this study is to verify the sight of English language learners towards e-learning and face to face learning, at the same time, determine the role of academic accomplishment, which is the output of education (Solak & Cakir, 2014) [19]. Hence, researchers found that there are many notions of e-learning. Nevertheless, in this study, e-learning is defined that students use electronic devices to support their learning, such as computers, laptops, and smartphones through websites or applications.

Some difficulties in English speaking skills.

Al-Eiadeh, Al.Sobh, Al-Zoubi, & Al-Khasawneh (2016) [2] reported that many students have difficulties in speaking English, such as misunderstanding and lack of confidence because they did not practice speaking sessions accurately in school. They do not know how to practice speaking effectively or use it in communication. Besides, there is a limited amount of vocabulary among students. Because most Vietnamese classes are big, both teachers and students hardly communicate in English. Instead, they only focus on reading skills and grammatical lessons.

Furthermore, students are afraid of speaking English. According to Hosni (2014) [11], students have no object to explain themselves and lack confidence about their pronunciation. Therefore, Nakhlah (2016) [17]

recommends creating an environment for learning and stimulating students to speak English smoothly to improve advanced English speaking. But in this study, the researchers only concentrate on five factors that strongly influence students' speaking ability.

1. Pronunciation
2. Vocabulary
3. Stress
4. Intonation
5. Undetermined: grammar, structure, miscomprehension

Some effects of E-learning on English speaking skills.

Mohammadi, Ghorbani, & Hamidi (2011) [15] proved E-learning's effects in learning a language. Through some advantages of E-learning, they found that it is like a communicative method of learning languages, which gives learners opportunities to interact with learners peacefully. They are able to use electronic devices and study whatever they want. According to this study, the teachers can use sounds, pictures, and actions on the televisions to attract learners' attention. Sometimes, online games are also language teaching devices. By using this method, learners easily study vocabulary and practice pronunciation. In addition, learners use the internet and multimedia technologies to study English. For instance, learners can look up new vocabulary via online dictionary websites, practice speaking through videos on YouTube, or enhance various listening, reading, and writing papers. In conclusion, it is believed that e-learning is a useful method for learning the language.

Previous research studies

Many previous researchers have compared the function of E-learning and traditional learning. Students in the combined courses were more motivated and supported by their teachers, and the course was likely to create higher learning consequences. The participants' higher academic accomplishment gets positive views towards e-learning. Besides, students' attitudes toward e-learning depend on what they perceive as benefits and drawbacks to this educational method. According to Zabadi and Al-Alawi (2016) [22], factors such as endurance, self-awareness, the facility to use soft wares, the good technological ability to manage time affect attitudes of students toward e-learning, so that attitudes can be positive if the new educational method is suitable for students. On the other hand, Bhatia (2011 cited in Zabadi and Al-Alawi) [22] states that the attitudes can be negative if the students are unable to fit into the new system because they do not have the necessary set of traits.

Al-Eiadeh et al. (2016) [2] found some suitable ways to recover limitations in English speaking ability are recorded by using various media, such as a recording device or a smartphone with a recording application. Then, the interview questions and the student answers are written down on paper, and hard duplicated for statistical analysis. The result indicated that other researchers should conduct studies at many different universities to compare similarities and differences in teaching speaking skills. And in the second study, the researchers advised that students should use modern majority media such as Facebook, YouTube, Duolingo, and so on. According to the research study of Shen and Suwanthep (2011) [20], they surveyed to investigate

how E-learning constructive role-plays influences on speaking skills of Chinese learners in the seminary classes via New Horizon College English (NHCE) e-learning. Data collection was assembled by using speaking pretests and post-tests, students recording analysis, questionnaires, and interviews lasting 18 weeks. The participants were 300 junior undergraduate students with non-English major enrolling in college English advanced classes. The students were divided into three groups based on high, medium, and low language proficiency level terms. After the scores from their previous English final exams and English pretests, 260 students were selected and randomly allocated into an experimental group of 130 students and a control group of 130 students. While the experimental group worked in a constructive role in the one-hour computer lab class, the control group worked with the present behavioral role in NHCE e-learning in the one-hour computer lab class. After 18 weeks, both groups were required to take the speaking post-tests to determine the role's effects on their performances. The results can be examined in terms of speaking performance, language productivity, and students' attitudes toward applying constructive role play. It is proved that the e-learning constructive role plays have a positive effect on improving the speaking performance of the students in the experimental group at all language proficiency levels. Moreover, data collection from questionnaires expressed that students are interested in learning language through e-learning constructive role plays and the process of learning to speak English more collaboratively and enjoyable. The majority of the students also agreed that constructive e-learning role plays provided valuable information on how to speak English. From the results of the study, the researchers proved that e-learning constructive role plays have a positive effect on students' improvement in English speaking.

Besides some previous studies investigating E-learning's effectiveness in improving English speaking ability, some studies also indicated that EFL learners also recover the factors like vocabulary or pronunciation, which seem to be important to learn a second language. The study of Ahmadi (2012) stated that vocabulary knowledge plays an important role in learning foreign languages. In addition, Zhang and Anual (2008 cited in Ahmadi, 2012) examined the connection between vocabulary knowledge and foreign language learning. The results indicated a strong, meaningful relationship between learning a foreign language and vocabulary knowledge. According to a study by Stahl and Nagy (2006 cited in Ahmadi, 2012), learning vocabulary is difficult. Therefore, Ahmadi found a solution to improve foreign language vocabulary through reciprocal teaching methods. The goal of this study is to identify whether mutual teaching methods enhance learners' vocabulary or not.

As well, Ahmadi defined vocabulary into two forms, one is oral vocabulary, in which words are spoken and read verbally, and the other is printed vocabulary, which learners understand when they are reading or writing. Accordingly, the better comprehension of vocabulary definition is, the better comprehension of the whole description of the content would provide. In addition, Ahmadi stated that the reciprocal teaching method is one of the successful approaches in teaching foreign languages and also provides learners environment learning to improve students' learning level. This method points out reading skills, reading motivation, and vocabulary learning. The mutual teaching method has four strategies: predicting, questioning, clarifying, and summarizing. Each strategy has its own benefit, but in general, they help students motivate in reading and have a clear set of goals in learning vocabulary. In addition, teachers have to prepare new vocabulary, hold up students' activities, and adopt reciprocal teaching strategies to improve various topics of vocabulary for students. For example, to memorize words for a long time, teachers should include some pictures or colors which describe the vocabulary to make it easier to learn vocabulary. Therefore, the teacher's teaching strategy can help and improve the vocabulary in which students have difficulty. Consequently, the result of this study

indicated that the reciprocal teaching method has significantly positive effects on improving vocabulary.

Pronunciation features should be recovered as well. According to Scriven (2005 cited in Yangklang, 2013) reports that it is important for undergraduates to learn more pronunciation because they need to understand more in English. Furthermore, intonation is also a significant feature that helps learners know when speakers complete their point (Harmer, 2007 cited in Yangklang, 2013). About 2,800 were undergraduates who applied English Foundation I course taught by e-learning. Learning goals are the undergraduate's feeling and attitude toward e-learning programs. The undergraduates will be checked pronunciation by the speaking test in that program. A questionnaire was used to examine after the post-test to evaluate the students' learning. Relied on the students' scores, the researchers summarized that students agree that E-learning is worthy and able to help them boost their pronunciation strongly. This study represented the undergraduates' pronunciation ability after using e-learning.

Speaking is a macro language skill that is actively used to convey messages and meanings (Hosni, 2014, Afshar & Asakereh, 2016, & Leong & Ahmadi, 2017). The dissemination of English as a language requires learners to achieve communicative competencies for various practical purposes (Copland, Garton, & Burn, 2014). And speaking in the EFL context is not an easy task; researchers from English contexts such as Foreign Languages (EFL) choose a solution to develop students' speaking English skills. In this study, researchers synthesized studies performed from 2013 to 2018, nearly six years in different contexts. This study aims to identify English-speaking learning problems EFL learners face as related to curriculum, teaching methods, learning activities, psychology, and testing systems. Research on EFL learners' speaking problems is in non-native language contexts. They need to communicate a lot with foreigners by directly or indirectly communicating through social networking sites to increase their speaking English reflexes. In addition, teachers and administrators also need to provide learners-appropriate methods and curricula (EFL) so that they can improve their speaking skills most effectively.

English speaking skill is one of the main goals in most Vietnamese universities' English language curriculum. However, it remains a challenge for many undergraduates, especially freshmen of Can Tho University (CTU) in Vietnam. In order to help first-year English majoring students learn their speaking skills more effectively, this study explored difficulties in teaching and learning in the English language from 131 students, interviews with lecturers, and classroom observations. The paper by Gan (2012) explored students' obstacles to speaking skills specialized in English and found that students encountered some problems such as lack of vocabulary, focus on a lot of grammatical structures, no opportunity to speak English in class and outside environments. According to Kabir (2014) and Izadi (2015) 's research, they are recommended for both Faculty and administrators to provide support to improve students' speaking practice. For example, teachers and administrators should encourage students to improve their English by organizing activities such as English rhetoric, English speaking contest, or presentations in English. In addition, timely findings from learners' weaknesses in English speaking and suggest the need for teacher readiness support by diversifying their teaching activities. In 2011, Bashir, Azeem & Dogar reported that using short conversations and asking some short queries could improve students' English speaking skills in classrooms. Teachers could give students dialogues and show structure for them to repeat. They also designed a survey to investigate the influences that affect English speaking skills of secondary level students. All the teachers and students of 9 to 10 grades in Punjab's province were the participants in the study. The investigators will give them questionnaires, which are respectively designed to fill. The data collection will be organized in tabular form with a particularly calculated percentage. Relied on the result, the interactive techniques are used by both teachers and students

during the course. This study also counseled that teachers should boost more English culture of communication in the course and inspire students to speak English with their friends.

According to Liao (2009), she reported that integrated skills mixed with listening, writing, reading, and speaking would boost students' speaking ability. She also showed the problems that in China, teachers concentrated too much on reading and writing, so that speaking was not emphasized. Furthermore, teaching activities are not exciting because they depend on traditional styles, which were all on the papers, and the students are not inspired. Examinations and tests also do not include speaking skills. The same as China, Vietnam also has the same method in teaching English speaking skills. The students do not consider speaking as an important skill because they rarely have opportunities to speak with native speakers. In addition, most entrance exams of high schools and universities do not include speaking tests. In fact, speaking skill is important to express feelings and information and improve writing and reading skill. If teachers are not good at speaking, it is impossible to emphasize speaking skills in the class. Instead, they use dialogues of native speakers to bring authentic accents. By combining four skills in activities, the teachers bring chances to perform the oral activities. The researchers conduct a class with integrating skills by giving students clues. They also use questionnaires to obtain data collection or let students work in pairs to conduct quizzes with factual answers.

On the other hand, in 2018, Lumettu and Runtuwene have reported a way of teaching English is called 'Impromptu speaking' method, which is conservation with little or no preparation. They conducted a survey to investigate this method's effects and compare it with total memorization. The participants were the students of the Tourism Department of Manado State University. They used qualitative methods and some techniques to gather the data, such as inspection, interviews, and papers. The students were divided into two groups; each group had ten members. One group applied the 'Impromptu speaking' method, and others learned by heart the full text. Based on the result, 'Impromptu speaking' was effective in flowing and natural because students could use their imaginations to speak. However, the other group was mostly unsuccessful because students were anxious when they could not remember the words or sentences. Hence, this study counseled that this amazing method should be applied more in improving students' English speaking skills.

Research Questions

1. Which difficulties do students have in improving speaking skills?
2. How do students use E-learning to improve their difficulties?
3. Is there any effect of e-learning on students?

METHODOLOGY

Research context and participants.

This survey was conducted at the Faculty of Foreign Languages of Van Lang University, one of the principal majors in higher education coaching. Each year, the number of candidates applying in the Faculty is more than eight hundred students. Thus, the number of classes is increasing. During the first two years, with the English language, students had to learn four compulsory skills such as listening, speaking, reading, and writing in order to acquire output standards. Students are also trained in four optional majors: business,

teaching, tourism, and translation. During the curriculums, the Faculty has organized some contests such as Foreign Language Contest (FOLA Contest) and the speaking English contest to help students communicate confidently and improve speaking skills and essential skills. In particular, to facilitate students to study abroad, the Faculty co-operates with International University to obtain a Master degree and Ph.D. in some countries such as the United States, Canada, and Australia.

Sampling method

These survey participants were 50 third-year students who have completed two years of studying English speaking skills. Their ages average from 20 to 23. They improve their English speaking skills with upgraded infrastructure such as computers, projectors, smartphones, etc., every day. This survey was conducted with random sampling, which was a probability sampling technique and convenient sampling. It took two weeks to collect answers and information. In week 1, fifty students were given questionnaires through a group of the Faculty's third years on Facebook. The questionnaires were designed on Google form, which is a tool for conducting surveys. In a second week, ten random students were picked to interview. After collecting answers from 2 weeks, the answers were divided into five factors, which are the difficulties in English speaking skill: Pronunciation, Vocabulary, Stress, Intonation, and Undetermined. All these questions are aimed to evaluate the effectiveness of e-learning in improving students' difficulties in English speaking ability.

Research procedure

All the assembled data will answer two main research questions. It is simple for students to answer the questions, and questionnaires are flexible and multiform. The questionnaires can be printed on paper and extensively shared on Facebook. There are 20 questions, 10 of which will ask issues related to e-learning and students' comprehension of e-learning, and the others are about difficulties in speaking English and how to improve English speaking through e-learning. Also, students' names are perceived as anonymous to guarantee their privacy. There are 10 questions for the interview, which clarify the problems students face when speaking and improving English. All answers in the interview were recorded. The more questions were sent and shared, the higher the response rate the researchers have. Kučírková and Jarkovská (2016) [14] claimed that a high response rate also evaluates the accuracy of the study.

Data collection and analysis

Answers collected from questionnaires and interviews were gathered to analyze. The questionnaires are the process of gathering quantitative, and the interviews are qualitative. The purpose of quantitative questions was to discover how difficulties students have in speaking English. The purpose of qualitative questions was to find out how effectively students improve speaking skills through e-learning. The researchers analyzed the data through software and displayed the graphs or figures' data. The researchers show data by percentages or average in relation to quantitative data.

RESULTS AND DISCUSSION

Research question 1: Which difficulties do students have in improving speaking skills?

The purpose of the paper's first research question is to discover difficulties students have in speaking English, and the data collection indicates that almost (95%) students in this survey get hardship to communicate in English. In order to recognize elements, the researchers gave the students five aspects as pronunciation, vocabulary, stress, intonation, and undetermined to decide which elements students encounter when speaking. In the circumstance, the supposition was precise; the study could explore how students improve all these skills in speaking English through e-learning. Chart 1 presents the comparison of the percentages of these five factors.

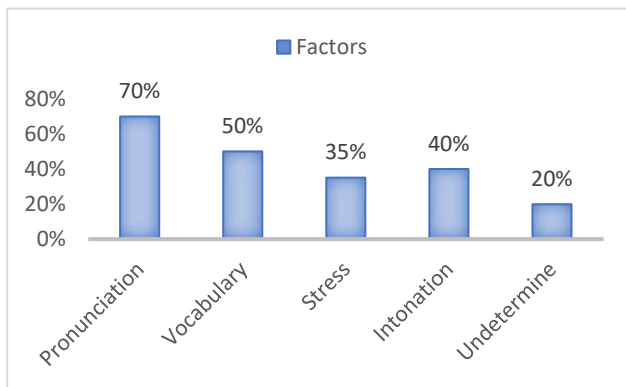


Chart 1. The percentages of five factors

Chart 1 shows the results of the percentages of five elements students find difficulty in speaking; thus, these also cause a lack of confidence when communicating (55%). As can be seen, in a number of difficulties, two factors with high percentages were pronunciation (70%) and vocabulary (50%). The other factors are the average proportion of 31.6%. This result indicated that most students have difficulty pronunciation and vocabulary, which blocks them from speaking English.

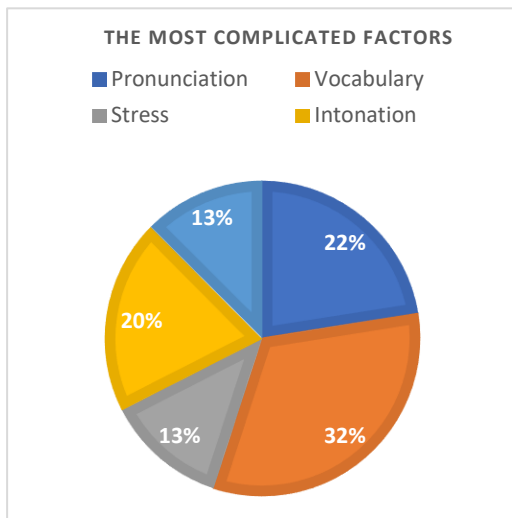


Chart 2. The most complicated factors students find difficult in speaking English.

However, according to the most complicated factors present in chart 2, vocabulary takes up the highest proportion with 32% whilst pronunciation has a second position with 22%. The other factors also seemed to be difficult but not worth considering as getting a low average proportion with nearly 15%. Basically, it can be concluded that both vocabulary and pronunciation are the significantly difficult factors of speaking English skills. These results resemble previous research, such as Gilakjani (2011) [10] claimed that pronunciation is one of the most significant factors of a personality's communication. Bad pronunciation is unable to listen and leads to misunderstanding. Therefore, this conclusion was the foundation for the study to explore how students improve English speaking skills through e-learning.

Research question 2: How do students use E-learning to improve their difficulties?

At the second research question of the study regarding how students use e-learning to improve their speaking English skills, the researchers aimed to ask about e-learning instruments and the progression of enhancing the difficulties in speaking. Table 1 presents the e-learning instruments and educational applications.

Table 1.

The E-learning instruments.

Instruments	cellular phone	65%
	computer	35%

Table 1 shows the results of the e-learning instruments and education applications. As can be seen from the table, most students use cellular phones (65%) for studying while the other students choose computers (35%). The result showed that a large number of students often use cellular phones for learning because cellular phones are convenient to bring out and full of necessary functions. Computers are also chosen to learn but less than cellular phones.

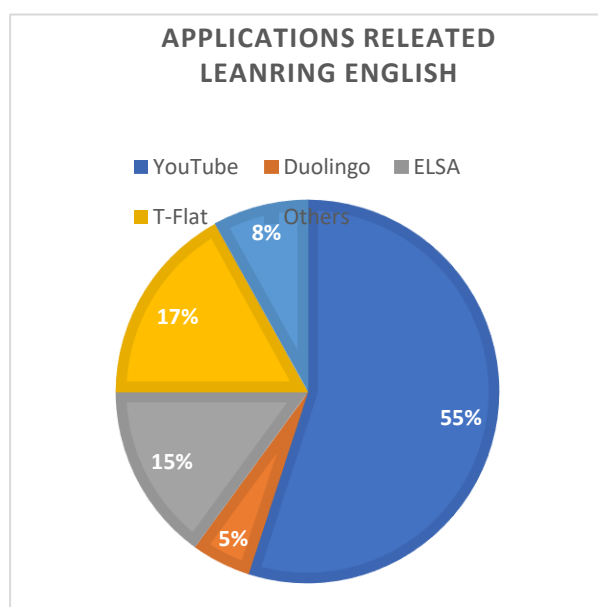


Chart 3. Apps for e-learning

Hence, 85% of the respondents get the applications of education related to studying English. The researchers highlighted some applications as characteristic models such as YouTube, ELSA, Duolingo, and T-Flats for students. Table 1 indicates that students often apply YouTube (55%) for improving speaking skills and use T-Flat (17,5%) for learning languages. Subsequently, it can be assumed that students tend to utilize e-learning as an instrument for studying. The study also found that 70% of respondents learn vocabulary through movies or TV shows, 75% of those learn vocabulary by listening to a song or reading a journal. Especially, nearly 93% of students often repeat the impressive sentences in the movies that help students practice pronunciation. These results resemble preceding study such as Kar, Saha, & Mondal (2014) [12] and Celee-Murica (2001) found that students in university had an auspicious and agreeing attitude towards accepting e-learning strategy for studying; thus, the study revealed that listening and speaking could expand English speaking skill.

Research question 3: Is there any effect of e-learning on students?

For the third research question of the study regarding whether e-learning is effective in improving English speaking skills, researchers ran a simple interview to determine the result of the improvement procedure.

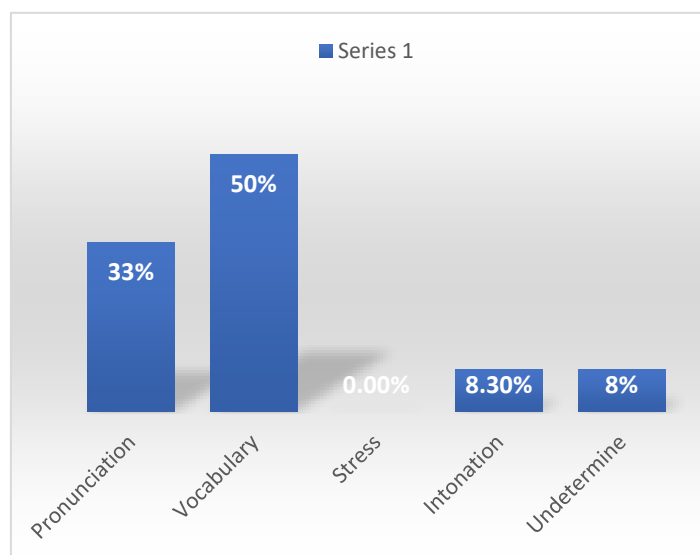


Chart 4. Improvement of skills

As can be seen from the data in chart 4, vocabulary is the most developed factor with 50%. Pronunciation is also improved but not as significant as vocabulary with 33%, while other factors are not outstanding advancement, especially stress with 0%. Hence, the researchers could conclude that students can improve their vocabulary and pronunciation through e-learning effectively. However, the study figured out that e-learning is just effective in two factors above when others are not improved.

At the second interview question, the respondents are asked about which factors students want to improve first. Most of them choose the two-first-factors: vocabulary and pronunciation. Half of them improve vocabulary first, and the others improve pronunciation. When asking about the reasons why respondents chose that factor to improve first in the third interview question, the respondents offer many reasons. Firstly, they seriously lack vocabulary; some consider vocabulary a basic standard in speaking. On the other hand, the respondents who chose pronunciation said that having good pronunciation is the most important for listeners to comprehend. From the result, the researchers concluded that vocabulary and pronunciation are

the most important and priority factors in speaking English skills.

At the fourth review question, the researchers asked respondents what advantages and disadvantages that they found in e-learning. Most claimed that the network is too weak for them to access the materials, limitation in interactions among learners, less concentration on the lessons, and less satisfaction. In contrast, they also pointed out some advantages of e-learning that are convenient, saving time and money, and flexible. The researchers could assume that e-learning has both benefits and drawbacks.

Discussion

This result is the same as the study of Gilakjaini (2011) [10], who found that many English foreign language learners have crucial difficulty with English pronunciation and vocabulary while learning for many years. More importantly, the use of e-learning positively influences on improving English speaking skills. The progress of enhancement could take a long time, but the improvement ability is significantly increasing. These seem to maintain the view about the advantages of e-learning because it encourages students to self-discipline and gain more knowledge through the lessons on videos and dialogue. The result of Rodrigues and Vethamani (2015) found that e-learning helps to increase language proficiency and boost students' confidence. Hence, Rodrigues and Vethamani (2015) recommended that e-learning be combined in English language programs because it improves oral skills among learners.

CONCLUSION

In conclusion, this study successfully replied to all the research questions that discovered the effectiveness of e-learning in improving English speaking skills. Using cellular phones, computers, and some educational applications can enhance the ability to speak. However, the study has some limitations. The researchers just focus on five difficult factors of speaking, and that did not figure out all other complicated aspects of whether the respondents can increase self-confidence to communicate. Besides, the number of the participants is very low, with 50 people, which cannot claim the effects of e-learning in improving English speaking, and the researchers need more participants. Hence, it is recommended for future studies that the universities should alternatively use both traditional learning and e-learning methods in teaching and studying English language, because learners should take part in oral activities to practice regularly, exchange their thoughts in English and, the teachers hold up the task-based language teaching, and make a use of electronic instruments support the teaching and learning. It is hoped that future investigations could explore the new environment for education to help to create an interesting learning area.

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The Need of Applying English Learning Apps to Help Van Lang University Students Improve Their Spoken English Performance

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ABSTRACT

Nowadays, the cutting edge of technology in AI has made many language learning apps available to assist learners. English, the current lingua franca, has focused on many language learning app developments. Numerous studies have examined the benefits and limitations of some English learning apps. Evidence from the studies shows that user-friendly displays and a wide variety of topics from the apps have helped learners gain competencies in English overall. However, not many studies examine these apps' effectiveness in developing English-speaking competence. With the attempt to shed more light on this gap, the researchers focus on analyzing the use of some English learning apps to improve students' speaking skills within Van Lang University's scope. To collect data for the research, 20 open-ended questionnaires and 10 semi-structured interview questions were distributed with the random sampling method to 400 students from Van Lang University in 04 majors, which require good English-speaking skills. The result shows that Elsa Speak, Duolingo, and BBC Learning English are the most famous apps for learning English speaking skills with high effectiveness levels.

Keywords: *Spoken performance, software, learning apps, speaking ability, English learning*

1. INTRODUCTION

1.1. Overall

According to Adminz [1], living within the new era has been associating with recent technology's flourishing; it is necessary to take advantage of technology to apply in all of the human aspects and bring great benefits to life. Technology is like a 'leading arrow' that every field wants to possess to advance itself, whether in economics, politics, or education. Duc [2] claims that technology is a big contributor to the developments in many fields, especially in education.

The advent of technology has led to significant changes in the teaching methods around the world, and it has done so too Vietnam. In the process of acquiring and integrating, technology has brought education closer to the world's civilization, especially languages [3]. Tran & Nguyen [4] emphasize that language is a factor that brings every nation around the world together and is also one of the many factors determining success and development in economic, cultural, and social fields. Education is Vietnam's frontline national policy [5]. Recognizing the importance and benefits of languages in education and economics, Vietnam has taken advantage of technology to equip and renew the language teaching methods [5].

CFL [6] proves that English is the world's second international language and it has been used globally. Therefore, Vietnamese current education policies focus on English teaching to equip the nation's human resources [7]. According to the Japan International Cooperation Agency [8], Vietnam has been receiving a tremendous source of investments from many developed countries and is developing rapidly to be one of the new gems in Southeast Asia. Within that context, high levels of English proficiency focus on helping Vietnam adapt to the global interconnectedness and create opportunities for the labor resources [9].

According to Huynh [10], of all different aspects of English, speaking skills are still the main tools in many situations. Therefore, people who can communicate in English well will usually receive respect and admiration. In simple real-life situations like when applying for jobs or complicated situations when signing contracts and communicating with partners, companies always focus on people with English speaking ability. Erin [11] clarifies that considering in all aspects, from culture, society, economy to politics in the age of adaptation and integration, mastering English speaking skills is an urgent issue that requires attentive attention to equip people for their career development.

1.2. Statement of the problem

Erin [11] argues that learning English is vital for adolescents in Viet Nam. According to Phan [12], companies are always appreciated by companies, offered a well-paying job, and have advancement prospects in their careers as long as they can speak English. With the realization of the important role of English in a person's career development and the development of a nation, many universities in Vietnam have changed their teaching English approaches, and Van Lang University is one among those.

With a deep awareness of the importance of learning foreign languages, especially in learning English, Van Lang University (VLU) has kept on investing and developing the teaching resources to equip its students with a good level of English after graduation. VLU holds annual language proficiency exams for the new students that contribute to the classification and correct assessment of students' ability to use English and provides E-learning labs to create modern learning environments for students [13].

Tue [14] argues that VLU students carry a strong spirit in learning and improving their English skills. To gain that good reputation, there are a lot of non-stop and collaborative efforts behind to fuel the students' spirit. One of the main efforts is that VLU has kept expanding its recruitment to have a qualified and dedicated teaching staff. Next, VLU has set up a clear output for the 26th classes and onwards to achieve the band-score IELTS 6.0 before graduation. Moreover, the Foreign Languages Faculty has had many different joined programs in training and teaching for VLU students and staff, and the Memorandum of Understanding with the British Council is the significant one [15].

Although there have been concerted efforts and substantial investments to English teaching, from facilities to programs, VLU students are not completely satisfied with the current teaching methods (the conclusion is drawn upon a quick survey from the researchers and is confirmed later by the statistics from the surveys). Students expect to have more modern technology applications to the traditional teaching and learning setting to help them improve their speaking skills in English effectively and efficiently.

1.3. Purpose of the study

The purpose of the study is twofold. First, the research illustrates which English-speaking learning apps available on the market nowadays that VLU students know and use. This section is an important component of the study as it will help the researchers to acknowledge which English-speaking learning apps are popular to VLU students. Second, the study assesses the effectiveness of these learning apps on the students. This second component is to help the researchers gain in-depth information about the features and utilities of the apps. Particularly, the researchers expect that if the level of effectiveness is high among the available apps, there will be some key factors that help VLU students engage with the apps.

The study aims to show the feasibility of the needs of applying software to the current English-speaking teaching method of Van Lang University. The researchers analyze data from 400 students at Van Lang University and use both quantitative and qualitative methods to respond to two research questions. The independent variables and the intervening variables will be statistically controlled in the study.

1.4. Significance of the study

It is self-evident that with the rise of AI and learning apps in many subjects, and in English especially, using technology gadgets to support learning is no longer unfamiliar to learners. Thus, the findings from the study are to demonstrate the roles and benefits of applying English learning apps to the traditional classroom in VLU. Particularly, the study argues that despite the efforts of equipping learning and teaching facilities, e.g., projectors, TVs, and computers, there is a real expectation from students to VLU in innovating the English teaching methods through embedding learning apps in the classroom.

Besides the illustration of the usefulness of English learning apps to VLU students, an implication is drawn from the study. The approach of using learning apps is mutually beneficial to many parties. Suppose VLU considers equipping learning apps in learning and teaching. In that case, it helps its students learn better, and its staff teaches better, but it also helps to build up the reputation of the school – a place where innovative actions in teaching are flourished.

2. LITERATURE REVIEW

2.1. *Theoretical concepts*

This literature review examines the impacts of software and apps in education. The review particularly focuses on how software and learning apps generate benefits to students in learning English.

According to Lai [16], nowadays, technology plays an important role that can satisfy the entire learning ecosystem. Technology is expected to enhance language both inside and outside the classroom, without any restrictions. Generally, with the diverse application ecosystem, digitization of education has strongly innovative pedagogy, and it will help teachers eliminate a pile of unnamed work [17]. Furthermore, Ramya and Madhumathi [18] claim that mobile technology has now represented an educational revolution. The teaching method and learning process have been supported by wi-fi gadgets and many other devices, which have taken them to a new level - thanks to the integration of mobile devices into education in recent days.

Moreover, Heba [19] clarifies that innovation has been utilized as a procedure to move forward learning and educating strategies by technology. In like manner, software applications have been implemented broadly in learning the second language since smartphones and tablets are accessible most of the time. Ramya and Madhumathi [18] suggest that mobile apps are software applications that can simply be downloaded from your phone's operating system. Some of them are free, while some others require a subscription. Agnes [20] argues that mobile learning apps are similar to learning software running on a PC, but some of the mobile ones may have some limitations. Research by Mpine and Thulile [21] reveals that in the field of language learning, mobile apps become a 'place' where users can learn and practice languages anywhere at any time whenever they want.

Research by Rao [22] proves that nowadays, anything which links to good English and good speaking skills is a passport for greater career prospects. Since English has become an international language and is widely used worldwide, there is a need for learners to improve communication skills to be successful in their respective fields [23]. According to Kusmaryani et al. [24], the software offers many features, such as instant communication via social media, video player, voice recording, etc. These elements can be incorporated effectively into teaching and learning English-speaking skills. Sharing the same opinion, Richard [25] claims that software application is implemented in different tasks such as visual or auditory learning and play an effective support tool for students to improve their English communication ability.

Also, Liu and He [26] emphasize that students continuously overcome their linguistic limitations during the progress of using certain apps to practice English-speaking skills and happily communicate their thoughts and ideas. That is why CAE TEAM [27] has drawn the inference that taking advantage of technology makes students feel free to practice language and have the motivation to enhance their English-speaking skills by using devices and mobile features like voice recognition, multimedia tasks, etc. Software application helps students immerse themselves in learning a language and enrich their linguistic knowledge. As a result, students are more active in speaking English naturally and fluently.

2.2. *Previous research studies*

Ahmadi [28] study illustrates the benefits and advantages of technology in many different aspects that teachers should recognize in developing learners' learning language skills. The paper shows that learners should use technology to reinforce their language skills because language plays an important role in expanding learners' creativity, promotes learners' autonomy, and helps them feel more flexible in using language. Another aspect of this study is the supplement to the lack of interaction between teachers and learners, which provides comprehensible input and output. Therefore, teaching and learning have become smoother since then.

Parveen [29] conducted research on speaking skills to consider it a crucial skill for learning a language. The findings obtained from this study revealed that students would be judged based on their speaking performance in real-life situations. Therefore, the learners have to be excellent in English speaking ability. The study suggests that technologies should be introduced to teaching English in classrooms and help and encourage the playfulness of learners in different ways. Based on that statement, the author figures out some modern technologies available in education today (such as Speech Recognition Software, Video Library, Communication Lab) to upgrade the effectiveness that delivering a practical environment in speaking skills.

Another study was done by Mustafa [30] on using modern apps related to daily requirements such as Youtube, Skype, Whatsapp also help to fulfill the lack of the target language. The researcher also states that both education apps and social networking can boost students' oral speech skills. For example, Youtube is famous for being a free-access app that allows users to upload various fields from over the world, and English subtitle is the most common language

in videos. As a consequence, viewers are more likely to absorb language without being forced. Hence, technology becomes a vital part of the learning speaking process.

Research by Farman [31] reveals that the "Learn to Speak English", a software used for practicing speaking English has made a significant improvement in students' English-speaking skill development and their interest in it. The researcher set up a study that applied the quasi-experimental method using two groups' pretest-posttest to make this theory more reliable. This study's population is the third year of English Department classes with 320 students. The results of this study indicated that this app had the ability to improve students' interest in the process of study English-speaking skills. Most of them desired the application of this app as a teaching method because of its efficacy in creating motivation in learning speaking.

Riswandi's [32] framework of the study also emphasizes that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation. To investigate the utilization of YouTube-based Videos in teaching and learning, a qualitative approach using an Action Research (AR) method was employed during this study. The findings conclude that the learners were actively involved in learning activities and had high motivation to utilize YouTube-based videos within the speaking class. The other finding of this study clarified some aspects of students' fluency, vocabulary, pronunciation, grammar, and content.

Millrood [33] carried out a study in Tambov State Technical University that designed the learning environment for learners, particularly in constructing a discussion of what students read in a text. The researcher used the "cognitive dissonance" technology, which was first implemented to stimulate participants' oral speech activity in communication. The second technology is the "information gap" which enhanced learners' critical thinking and boosting the effects of decision making. And the final technology used in the study was "logical impasse" with the aim of discovering opposing views, barriers, or blocking in students' flow of logic after boosted decision-making results of structured proved that participants had a significant to discover thoughts and speech activities in the experimental lessons.

Ratnaningsih et al. [34] performed a study, the CALL (Computer Assisted Language Learning) media has created many benefits in discussion method and lecturing for English-speaking skill. To justify the theory, the researchers have created quantitative research using an experimental design, the population of this study were the 50 cadets of Politeknik Pelayaran the Surabaya; all of them were studying ESP Maritime English. The finding indicated that English-speaking skills in both the discussion group and the lecture group kept on increasing with such a significant level.

In another study, Kusmaryani et al. [35] claim that we can extract lots of benefits from mobile devices like web browsing, social media, etc. These benefits can become useful in both teaching and learning, which greatly influence all fields of education. And to make this information more valid, the Wilcoxon signed ranks test, which was used to determine differences in the two pair sample of their study, has been used by the researchers to evaluate the students' English-speaking skills. This study's population was 38 students in speaking class at the English department of Borneo University Tarakan Indonesia. Ultimately, all of these students have developed their speaking skills after a period of time using mobile applications as learning assistance. However, the participants were still inadequate to demonstrate this research's effectiveness.

A research study by Baniabdelrahman [36] used a previously built website, adding a replacement blog page that's secured with a password that gives the experiment to 2 groups that have an identical background. This paper's results, the shared diary method, had a positive side and a better effect on the scholars speaking skill than what the normal method had. Using online "shared dairies" offers the scholars chance to use the language within the classroom, and everywhere which can provide richness to the event of the language, which could not be the case within the traditional way of teaching speaking. However, it is hard to keep students' information private in the era of technology. Also, the blog page was not enough to help students interact with their partners. On the other hand, many apps in the market nowadays have the same features, such as the above methods, and keep students from stealing personal information and securing information, and increasing interaction between people through communication.

According to Abdelmageed's study [37], through the process of testing 8 first-year students of the school with digital storytelling software, the results of this study indicated that the program could affect the participants' speaking skills and attitudes positively. The learners' English-speaking skills, such as pronunciation, grammar, etc., can be improved through the WeVideo. This app provides digital storytelling, a completely new learning method that can effectively enhance learners' English-speaking proficiency.

These 10 studies demonstrate that the development of technology has, step by step, supported the education system thanks to the utilities of intelligent technology software. English learning apps can boost students' oral speech skills, but they also motivate learners to practice English speaking and absorb the language naturally and more likely to absorb language without being forced. However, these studies have not demonstrated the levels of effectiveness when using the learning apps; thus this paper aims to seek and illustrate those levels.

3. METHODOLOGY

3.1. Research questions

Research question 1: What kind of practice speaking English software and learning apps have already been available in the current market that popular to VLU students?

Research question 2: Which level of effectiveness do VLU students achieve after using software/learning apps to practicing their English-speaking ability?

3.2. Research context

The study is conducted at Van Lang University. Founded in 1995, Van Lang university carries a bold national name full of pride, filled with glorious heroic Vietnam's history. On September 17 in 1995, the very first 4469 students became the pioneer generation for Van Lang's education. Their dreams and hopes were spread widely at the 1st opening ceremony. With 45 undergraduate majors, Van Lang university is now becoming a home for more than 17.000 students. There are three main campuses of Van Lang University, which are located respectively in district 1, Binh Thanh district, and Go Vap district. The school has equipped with modern and state-of-the-art quality for lecturers and students' teaching and learning work. A quality study environment and modern teaching curriculum are under maximized and flexibly developed for students comprehensively, with high expectations in the growth of the education system, as well as the advancement of intellectual resources for the country in the future. Alongside, the slogan "Morality, Will, Creativity" is set out with the consensus, unanimity, and determination to build a solid foundation and development for the school. The vision and destiny of Van Lang will become a wing for students, helping them fly far and high to achieve their dreams. And someday, they will dedicate themselves to the development of Vietnam.

3.3. Population and sampling methods

The population in this study is K24 students in all majors of VLU. The reason for choosing this segment is because they are third-year students who are still learning and developing at this school. They are the ones who understand best about the method of teaching and learning in English subjects. After the learning, earning knowledge, and experience process, these K24 students can point out the strengths as well as a shortcoming in the school's application of technology when teaching English. They can also give the most objective opinions to develop the teaching method by applying new technology appropriately and effectively.

3.3.1. Participants of the questionnaires

Table 1.

Participants information

Background information		Number (N=400)	Percentage (%)
Gender	Male	93	23%
	Female	307	77%
Faculty	Foreign languages	112	28%
	Public relations and communications	165	41%
	Commerce	89	22%
	Tourism	34	9%
Course	Freshman (K26)	0	0%
	Sophomore (K25)	0	0%
	Junior (K24)	400	100%
	Senior (K23)	0	0%

As shown above, 400 students in course 24 from non-English majors and English majors of Van Lang university will participate (93 males and 307 females). Therefore, the researchers choose four majors that usually use English in learning: Faculty of foreign languages (28%); Faculty of public relations and communications (41%); Faculty of commerce (22%), and Faculty of tourism (9%) to perform the survey.

3.3.2. Participants of the interviewing

Table 2.

Summary of participants' background

No.	Name	Gender	Course	Faculty
1	Nhi	Female	K24	Commerce
2	Huy	Male	K24	FL
3	Hien	Female	K24	FL
4	Phuong	Female	K24	PR&C
5	Uyen	Female	K24	Tourism
6	Long	Male	K24	PR&C
7	Quynh	Female	K24	Commerce
8	Khai	Male	K24	Tourism

*FL (Foreign languages)

*PR&C (Public relations and communications)

At the set of this study, Table 2 has shown 08 students from 04 selected majors above have been selected for the interviewing part to support more detailed information for the research questions.

3.3.3. *Sampling methods*

This research uses probability sampling techniques because it can specify the probability that a participant will be chosen from a population, and the sampling method is random sampling.

3.4. *Research design*

The design of this research is two types, including survey and interview. The first design of the analysis consists of 20 open-ended questionnaires. The second design used is a semi-structured interview. The reason for us to choose these two research designs is because of the ease and the accuracy of data collection, and it is best served to answer the research questions and the purposes of the study.

3.5. *Instrument*

3.5.1. *Questionnaires*

The data from questionnaires in the current study is to examine to respond to the research questions. According to Cheung [38], the questionnaire is a document consisting of a set of generic questions with a specified scheme that defines the precise wording and order of the questions to collect information from the respondents. Moreover, an effective questionnaire should have a clear purpose, and questions should be answered in a reasonable way, questions that are easy to understand, and responses to achieve a correct and good result [39]. In this study, the researchers are using an open-ended questionnaire. So, the participants can answer the queries with ease, and the researcher can also easily collect the result.

3.5.2. *Interview questions*

For this research, interview questions were used as additional data to support the questionnaire result. McNamara [40] claims that interviews are particularly useful to urge the story behind the experiences of the participant; therefore the interviewer may seek in-depth details on the topic. Furthermore, a semi-structured interview could be a meeting where the interviewer doesn't strictly follow a formalized list of questions. Instead, they are going to raise additional open-ended questions allowing a discussion with the interviewee rather than a simple question and answer format [41]. Thus, a semi-structured interview was used by the researchers. Also, the interview was recorded with the permission of the interviewees for information transcripts.

3.6. *The produce of data collection*

The data collection method for this study went through 4 steps:

Step 1: The researchers use the group discussion method to create an exploratory survey to explore, adjust, and add observational variables measuring research concepts. Based on information obtained after group discussion, the variables of the technology application software model and other factors that affect the motivation of learning needs in suitable conditions of students at Van Lang University. A questionnaire was formed, and this questionnaire was built on the basis of the research model of the topic to gather information for analysis and testing of research hypotheses.

Step 2: The researchers use quantitative methods in this step. The quantitative methods research was done through income data obtained from the online survey through social media to 400 students in the 24th course of Van Lang University (Faculty of foreign languages (112 students); Faculty of public relations and communications (165 students); Faculty of commerce (89 students); Faculty of tourism (34 students) was established from step 1 to answer for the research questions.

Step 3: The researchers use qualitative methods through direct interviews of 08 students in 04 selected majors. They are using the semi-structured questionnaire to collect identifying information for the research paper. The researcher interview randomly participants in the study population. Each interview lasted for about 10 minutes and was recorded by smartphone with these students' permission. To identify difficulties that students face when learning English and understand deeper about students' desire when the school starts to replace the old teaching method with the application of technology into teaching English.

Step 4: The researchers use results analysis and data processing methods.

3.7. Data analysis

Once sufficient data are available, the researchers continue collecting information from the open-end questionnaire and semi-structured interview for assessment. The researchers will consider and sift through the information gathered to answers the research questions for the questionnaire. For the interview, the researchers have to listen to all audios from the smartphone that had been recorded. Subsequently, translated into English and head to the conclusions about the point of each individual interviewed. This helps to add more points to answer the research questions. After that, all necessary information will be filtered and presented properly in the research paper.

4. RESULTS

4.1. Questionnaires results

Table 3.

Students' views on the current issues

No.	Questionnaire items	Answers	Number (N=400)	Percentage (%)
1	English speaking skill is the most vital and necessary for you?	Yes	391	98%
		No	9	2%
2	With the current English teaching method of the school, do you have any problems in speaking English?	Yes	321	80%
		No	79	20%
3	Do you want the school to improve and focus more on teaching English speaking skills?	Yes	392	98%
		No	8	2%
4	Do you have the desire to apply software application in the school's current English-speaking teaching method?	Yes	358	90%
		No	42	10%

According to Table 3, 98% of students at Van Lang University believe that speaking is the most vital and essential skill for them when learning English. However, 80% of students are having difficulty speaking English fluently with the school's current teaching method. Therefore, 98% of students want Van Lang University to improve their speaking performance. With the current trend of learning is using technical devices, 90% of learners wish to apply software to Van Lang University's current English teaching method.

Table 4.

The apps to practice speaking skill that Van Lang University students know

No.	Questionnaire items	Number (N=1046)	Percentage (%)
1	Elsa Speak	216	21%
2	Duolingo	237	23%
3	Cake	170	16%
4	eJOY English	89	8%
5	Memrise	48	5%
6	Speak – Practice Your English	86	8%
7	BBC Learning English	143	14%
8	Say It	25	2%
9	Others	32	3%

The collected data on awareness of English software available in the market is shown in Table 4. Specifically, Table 4 shows the awareness of popular apps that students know when searching for an app to practice speaking in a total of 392 responses received. As can be seen, Duolingo and Elsa are the two most well-known popular apps (23% and 21% on each app). Following after is Cake, which account for 16% of the answers received. Moreover, BBC Learning English is also accounted for 14% based on the answers received. This table is the answer to research question 1.

Since the coverage of the English-speaking practice apps above is massive hence, it's difficult to be sure whether or not students from Van Lang are using them. What are applications used by Van Lang University students to practice their English-speaking abilities? The answer is given as follows.

Table 5.

The apps to practice speaking skill that Van Lang University students *use*

No.	Questionnaire items	Number (N=770)	Percentage (%)
1	Elsa Speak	170	22%
2	Duolingo	194	25%
3	Cake	128	17%
4	eJOY English	53	7%
5	Memrise	27	3%
6	Speak – Practice Your English	51	7%
7	BBC Learning English	96	12%
8	Say It	12	2%
9	Others	39	5%

Table 5 displays students' applications to practice speaking skills through 294 survey responses. As revealed, Duolingo stands on top of the survey with 24% in total answers received. In the second place, we have Elsa with 22% in total answers received, next is the BBC Learning English with 19% in total answers. And last but not least, with 14% of total responses received, Cake holds fourth place.

It can be seen that the majority of students have used the above apps to practice speaking English. So, what level of efficiency does it bring to students after using? The following is the answer obtained.

Table 6.

The level of efficiency of practice speaking English software

No.	Questionnaire items	Mean	Std. Deviation
1	More confidence when communicating in English	2.9147	2.000692
2	Practice self-study skills	3.8571	1.809284
3	Practice study time management skills	2.3233	1.884406
4	Improve vocabulary	4.0877	1.680459
5	Save on study costs	3.8170	1.827789
6	Know more effective speaking techniques	2.3533	1.894963
7	Native standard pronunciation	2.3433	1.891504

With the mean scores of all seven items ranging from 2.34 to 4.08 (out of 5), Table 6 indicates the advantages students get when practicing English speaking by using these applications. In particular, item 4 (M= 4.08) belongs to the highest mean score that helps students improve a lot of new vocabulary. Next is item 2 (M= 3.85), helping students practice self-study skills, especially item 1 (M= 2.91), which demonstrates that students are more confident in speaking English by using these apps. This is also the response to research question 2. Besides, what are the

successful features of the training apps listed above that students are pleased with? The answers are shown in the table below.

Table 7.

Successful features of these apps listed above

No.	Questionnaire items	Mean	Std. Deviation
1	Have visual, easy to remember with pictures and videos	3.6566	1.891504
2	There is a native speaker voice guiding	3.8170	1.827789
3	There are games that incorporated into exercises in order to increase fun	2.6541	1.972340
4	Stay in regular contact with English audios and videos	2.8947	1.999735
5	Practice speaking on real conversation patterns according to each topic	2.7944	1.991910
6	Learn new vocabulary by topic and then apply it to speaking immediately	3.3157	1.977391
7	Detect errors of the learner pronounce and correct them immediately	2.4436	1.923460

In Table 7, the most successful feature that software brings to students is item 2 (M= 3.81) practice speaking skills with the native speaker's support. Furthermore, item 1 (M= 3.65) showing that the students all pleased with the benefits of learning through images and videos, which had raised their interest' in improving speaking skills. Besides, expanding vocabulary is genuinely worth it for the students when learning English and serves the communication purpose (M= 3.31). In general, those features' applications were qualified to suit students' learning needs, especially in the speaking section. Not only that, what utilities of the Apps listed above help students learning to speak English conveniently? The answers are listed in detail in the table below.

Table 8.

Some utilities of the Apps listed above help students learning to speak English conveniently.

No.	Questionnaire items	Mean	Std. Deviation
1	Installed on very small, convenient and fast technology devices	3.9223	1.003250
2	Full curriculums from basic to advanced	3.7719	1.058876
3	Learn anytime, anywhere, without being fixed in one place	3.9849	1.044138
4	Help interact with online partners to study together	3.6115	1.080650
5	Point out the pronunciation mistakes and how to correct them	3.9323	1.013939
6	Use native speakers' voices to help learner pronounce better	4.0501	.9628755

In Table 8, it can see all the benefits which have been mentioned above had a pronounced effect on measurements in English speaking practice. In this table, the action of using the native speaker's voice to improve the student's English pronunciation stands on top of the table (M= 4.05). Next, top 2 of the table is the application of English-speaking practice software gives student benefit is that they can study wherever they want (M= 3.98); Meanwhile, these apps help students point out mistakes in their pronunciation and correcting them (M= 3.93) stand on top 3 of the table. Not only that, the installation of English-speaking practice apps on technology devices which are convenient and fast (M= 3.92). Through all of the benefits that have been collected and mentioned above. Table 5 will answer the question about the efficiency of these English-speaking practice apps after a period time of use.

4.2. Interviewing audios results

With 10 interview questions, consist of both fixed questions and improvisational questions. The researchers have collected the necessary data and documents, which will be presented and analyzed below.

4.2.1. Difficulties that students are facing when learn to speak in English

Through the interview process, the researchers asked about the difficulties which constantly occurred in the English learning process, especially is the English-speaking skill of Van Lang University's students in every major.

Nhi, one of the interviews, said that: *The difficulties she had to deal with in her English learning process were the inefficiency. She even got tired of learning English because the school only focused on teaching specialized vocabulary and grammar, so she did not be able to improve the speaking skill.*

Furthermore, another interview named Quynh also shared that: *Her intensity of learning English is only one day per week, and the current teaching methods were not effective. She felt bored along with less concentrated, and it was difficult for her to find a suitable person to practice with. Furthermore, each of them had a different pronunciation about the teacher, which was hard for students to follow.*

And with Hien - a student who specializes in the English language: *She still cannot feel the efficacy in the school's English teaching method. She usually went to the coffee shop with native speakers to practice speaking English as well as practice through self-online studying to improve her English ability.*

All of the interviews have one thing in common is that they have a hard time practicing speaking English. The school's teaching methods have not helped them develop completely and create an environment for them to improve their English-speaking skills.

4.2.2. *Desire of students*

The researchers had known more about their desire and aspirations from the difficulties that went on constantly among the English learning process of students.

Phuong shared: *She desires to have a learning method that applies technology to take advantage of the technology's outstanding features. Also, incorporate the experience and the coordination of teachers into the teaching process and brought into play the power of both methods.*

And Nhi: *Her desire is to have an environment to practice English outside of the classroom more effectively. More active and more enjoyable during the English learning process for those who wanted to improve their speaking skills.*

Hien said that: *She was looking forward to the development of modern technology that could help her develop her English-speaking ability through the process of studying in speaking classes at school, such as pronunciation practice and developing student's confidence when speaking English.*

All of them have a common desire to apply technology and take advantage of its advantages in teaching methods and create an enhanced, more efficient, modern, and more productive learning environment for students.

4.2.3. *Suggestion from students*

After an observation process, the researcher adds opening requirements questions about the English learning method through software applications.

Long shared that: *Through the learning process with the app, he has approach native speakers talked in videos, movies, or get grammar correct and improve his pronunciation directly through the app. He also thinks that science and technology development gave students a chance to approach new, streamlined, attractive, and easy-to-understand learning methods.*

Khai also had the same point of view: *He felt the mobile application could support him in fixing, reminding as well as creating motivation when learning with many interesting contents, suitable to an individual level. Through the study process, he can be exposed to native speakers and gained confidence when speaking English.*

Phuong believed that: *The software was compact, convenient, and could be learned anytime, anywhere. Modern technology and AI analysis of apps like Duolingo, Elsa Speak helped readers gradually improve their speaking level, and they would feel extremely excited if the school integrates speaking software into the English teaching methods of Van Lang University.*

Hien shared that: *The Discord application can help you gain confidence, English speaking reflexes, and the ability to express that in English speaking classes at school that not provide yet. However, this app could not help her improves pronunciation. She also said that apps like Duolingo or Elsa are only suitable for those who at the beginner level, helping them build up an English-speaking platform.*

And Huy, another interview said that: *The Ted Talk app would be suitable for students who specialize in languages or have an English background. Therefore, for beginners, he recommended Elsa Speak.*

The common point of their desires was that the training environment, confidence in communication, creating opportunities to speak English like a native.

5. DISCUSSION

Regarding the first research question, with the development of the digital age, the number of Van Lang University's students using electric appliances increases for learning English speaking purposes. Most of the students have at least one technology device, such as a smartphone, an iPad, or a laptop. As a consequence, those applications that were available on gadgets that had been renowned for supporting students' learning were analyzed in Tables 4 and 5. The coverage of Speaking Practice Apps pervasive the market enormously, such as Elsa Speak, Duolingo, Cambly... but the number of the students using these apps had an upward trend. It is proved that learners were having problems in improving their English-speaking skills by the current English Teaching Method. As a result, Van Lang University's students desire to enhance speaking skills thanks to Van Lang University's assistance. According to Ms. Van [42] - the founder of Elsa Speak has emphasized that if a person does not speak English well, they are more likely to lose 32% of their career and business opportunities. Over the years, English has gradually transformed itself into an official working language in many fields such as Finance, Science, and Politics. Therefore, it is necessary to be fluent in English to boost reliability and productivity in a company; moreover, students can also broaden their horizons on career paths. In this survey, 90% of Van Lang University's students desire to apply software in the current English Teaching Method, especially in practicing speaking skills.

The answer to the second research question is quite clear in Table 6. After using these English applications, the results depicted the efficiency positively impacting learners. Additionally, the software had overcome most of the difficulties that students were facing when learning speaking skills. It helps them become more confident in communicating in English, acquiring vocabulary, improving self-study skills, and suchlike. It could not be more obvious that VLU's pupils won a lot of benefits from these applications. New College Group [43] clarified that applying technology to teaching is taking benefits for students and teachers to save time and be efficient in teaching practices while integrating technology in the classroom.

To determine whether the speaking practice apps were successful, it depends on the features offered in Table 7. Nagata [44] has proved that educational software integrates multimedia content and provides users a high interactivity level. Therefore, the efficiency between traditional teaching methods and application software methods to teach spoken English is strongly different. It can be seen that those features such as practicing pronunciation with a native speaker's guide, using visual and vivid images which were valuable for drawing students closer to speaking English. Hence, it helps students absorb language easily, as well as the learning process is no longer exhausted. To conclude, it is a great necessity in the current 4.0 era.

Moreover, using speaking practice software on technology devices brings many advantages to Van Lang's pupils, shown in table 8. Students will no longer be passive in their learning; they will be more proactive in their learning time, places, and ways to learn speaking through the mentioned apps. Those apps also create a huge benefit for Van Lang's students when tested to determine their level before starting to use the app. They will arrange the curriculum rationally from basic to advanced for students to learn easier based on their levels. The most important thing that students gained when using this software is if they make any mistake, the app will point it out in any second and the solution to it.

This study suggests that there are a lot of benefits to applying software application in learning English for Van Lang University's students. At the same time, it is pointed out that the current trend of students' learning is through technology equipment. Current research supports the combination of technology equipment and software in learning is a liberating and innovative combination in the digital age.

However, there are still downsides that need to be carefully noted when applying technology software. We need to carefully consider to develop suitable software that meets the English-speaking learning needs of each university. Also, through this study, the researchers found a significant gap in some famous software on the market nowadays is the "free-option".

Firstly, Duolingo was created by a thoughtful and visionary founder who has deep philosophies about creating a software application for learning English. According to Ahn [45] – the founder of Duolingo affirmed that they believe true equality is when spending more can't buy people a better education. Duolingo was created with bright spots from their business point of view, providing optimal benefits for learning English, but the "free-option" contributed to the motivation and promotion of civilized language educational background development.

Secondly, Elsa Speak - English learning application software connects outstanding and effective features to meet learners' needs. Moreover, the difference between the "free-option" and the Plus version of Elsa is not too much, basic learners can still access solid knowledge bases. The subsidy policy of Elsa speaking further enhances the students' love, as well as the motivation, creating a perfect and desirable environment for learners.

Thirdly, BBC learning - software for the free application of English learning has the founder to invest knowledge in people is a valuable resource. The software is born with features that help learners improve and improve their language skills with completely no fee.

Therefore, the outstanding feature that helps learners improve and enhance their foreign language skills is the "free-option". The subsidy feature has made these apps more accessible to users. Because the majority of English learning apps users are students and they don't have the habit of paying for expensive courses through mobile software. Many factors affect the public's perception and behavior when using technology software to learn. So, the price is one of the important reasons leading to their decision of choosing which learning app. Hence, a good, useful application that is also supported by price or completely free of tuition fees. Hence, students know and widely use English learning applications mainly because of the "free-option".

6. CONCLUSION

In this essay, in the framework of the student report, the researchers have developed a study based on Van Lang University students' opinions in Viet Nam. They were thereby deploying the role as well as the necessity of applying technology software into the English teaching method for Van Lang University students. The obtained findings are gratifying. Because with the current technological era, Van Lang students mostly use technology equipment for serving learning purposes, and they adapt to the trend of learning English through the speaking training software available on the market such as Elsa Speak, Duolingo. Hence, the students expressed their desires to apply the software mentioned above to Van Lang University's English-speaking method to improve their speaking performance.

The study also showed how effective those apps are after using data. With many special benefits and features that these applications have brought, applying software that helps students improve their speaking skills is like a breath of fresh air in traditional English classrooms. It is worth considering Van Lang University in improving English speaking teaching methods for students.

While the study has achieved its target, there are several major limitations. First, because the duration of the study is short, just seven weeks, so there is clearly a time limit. Second, the number of participants in the interviews and survey restricts the reliability of the findings. Whether there will be more members, the reliability and validity of this research can be improved. However, the study also pointed out an interesting gap that suggests other researchers look deeper into the "free-option" of some famous speaking-English learning software.

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Investigating the Role of ICT for Teaching English at Elementary Level

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Abstract

Today's world is an ultra-modern world where new ways of communication are being explored continuously. Technology continues to play an important role in ELT. ICT has become part and parcel of the educational systems of the nations. As computers are coming rapidly into the classrooms, parents feel the necessity of computers in education and don't want their children to be left behind. The present study explored the teachers' opinions about ICT use at the elementary level. It tried to explore the possibilities of using computers effectively to teach English. The study seeks out the availability of ICT facilities for the teachers at the elementary level and investigates the problems about accessing ICT. The study was descriptive type in nature. Fifty teachers from the Bahawalpur region participated in this study. The results showed respondents' positive attitudes toward the ICT implementation and integration of in-class activities. The results affirmed that using computers in an EFL classroom helps students better comprehend the English language than the traditional methods of teaching the English language. The recommendations are provided at the end.

Keywords: ICT, role, facilities, attitudes, investigate.

1. Introduction

English is an international language and also a storage bank of world information and knowledge. It is a medium of international communication and also an upholder of standard terminologies. The impact of ICT on teachers' motivation and engagement has significant. Teachers claimed that female students used more ICT than males (Iqbal, Shah, Usman, & Shahzad, 2020). The advancement in higher-level firmness and of English language is necessary a real most all the knowledge is available in English language. The ICT in every walk of life is a miracle of the twenty-first century. The ICT role has expanded in all sectors to improve employee productivity. The role of ICT in education is yet to explore to improve students' performance (Nayar & Kumar, 2018). Due to a lack of resources, teachers are hesitant to use technology in classes (Carnoy, 2005). A change is needed at tertiary education regarding ICT use (Ben Youssef & Dahmani, 2008). Lack of professional development and leadership support are the main challenges (Rabah, 2015). Technology's actual persuasion is needed between teachers and learners (Yusuf, 2005). According to (Cerretani, Iturrioz, & Garay, 2016), the use of ICT four hours a day for study and five hours for entertainment has been proven. Many teachers are using digital skills and ICT in classes (Siddiq, Scherer, & Tondeur, 2016). ICT use has expanded the learning experiences of English language students with enhanced performance. Female students performed better ICT use than males (Pruet, Ang, & Farzin, 2014). The learning motivation and technology use has improved students' satisfaction (Amornkitpinyo & Wannapiroon, 2015). Considering the state of this language is the language's state of the teachers. It is very important for an EFL English language teacher needs to have the English language. Our world is an ultra-modern world where new ways of communication are being explored continuously. Integration of ICT in education is a worldwide issue (Pelgrum, 2001). Communication in Computer education involves multidimensional interactions that are basically divided into face-to-face, writing-reading communication, and visualizing observations. Machines support either of these types. The most innovative of these is the computer, known as man's thinking machine. A computer is a machine, which computer programmed

to accept raw data (input) and put it into useful information (output). The present study's main aim is to explore the possibilities of using computers effectively to teach English. Computers are coming rapidly into the classroom at every level of arts and science (Tebbutt, 2000). No one can deny the impact that technology continues to have on almost every aspect of our daily lives, nor the speed with which we adopt new developments. The mobile phone is ubiquitous, and not just for any time anywhere voice communication. Broadband data connectivity brings to access to the internet and our personal and business communications (Pachler, Bachmair, & Cook, 2010). GPS can give us geographical guidance. A camera gives us a video as well as image and sound recording capability, and local storage continues to get ever larger and ever cheaper. Technology matters for students' achievement (Mercier & Higgins, 2013).

With the introduction of "apps," technology has managed the information to which we have access. With the expansion in "Cloud" people have access to use the information technology (Tomei, 2005). Today, the different electronic equipment has changed the style of thinking of people, and students with multiple languages have developed the capacity to perform in almost every language. Tablet computers like iPads are popular are popular sources of knowledge delivered digitally. Computer technology has been improving in Pakistan's education system (Wasif, Ullah, & Ali, 2011). The use of ICT in teaching and learning has just started progress in learning a language (Albirini, 2006). ICT is a useful tool for educational changes and reforms. A computer-enhanced or blended learning environment may encourage language acquisition (MacDonald, 2008). It means that the learners learn language through trial and error methods. The need for the hour to switch over to learn English through computer keeping in view its advantages. The current study investigated children's engagement with Information Communication Technology (ICT) at the elementary level and examined impacts of ICT on enthusiasm and related issues such as student learning outcomes, behavior, and school attendance and quantify any impacts where possible. The study also sets out to consider the ways in which teachers can use ICT in the best way to enhance motivational impacts for students at the elementary level, especially for those dissatisfied with outdated forms of learning.

1.1 Objectives of the study

The core objectives were:

1. To stimulate the teachers to enhance their language learning.
2. To find out whether ICT can create teachers' interest in studying English at the elementary level.
3. To highlight the role of ICT in teaching-learning situations to facilitate the learners.
4. To make teachers more motivational, self-disciplined and help them formulate ideas.
5. To find teachers' views regarding their beliefs and problems about the implementation of ICT at the elementary level.

1.2 Research Questions

Whether it is possible through the use of ICT to motivate, stimulate sight and hearing, and encourage language acquisition of teachers and get better results in teaching English language than through traditional teaching methods. The major research questions for the present study were to know:

1. What are the teachers' opinions about the implementation of ICT?
2. What is the influence of ICT on teachers' teaching-learning practices?
3. Whether it is possible to make students independent learners through the use of a computer?
4. What types of ICTs are available at the teachers' elementary level?
5. What are the teachers' problems in accessing ICT at the elementary level?

1.3 Research Hypotheses

In this investigation, the researcher attempted to give a tentative solution to the problems; the hypotheses could be stated as follows:

1. Whether the teachers are taking an interest while using ICT in the classroom or not?
2. Does ICT technique improve the language learning skills of the teachers or not?

1.4 Significance of the study

The study will reveal the usefulness and consequences of ICT as one technique in the English language classroom. It will be significant enough to boost a language teacher's teaching capabilities. It will also cover the other skills of language learning techniques in integrating ICT into the teaching and learning process. This research's positive results can support the English teachers to apply this method in teaching language skills, and teachers can change their methods to make the students motivated and relaxed in the teaching-learning process. ICT can make ESL students comfortable in the teaching-learning process because, with this method, the students can improve their language skills by catching the message from their teachers. This research is also expected to be beneficial for the students, the teacher, and the institution as well.

2. Literature Review

2.1 ICT Use in Education

ICT is an interactive learning technique in which students actively use computers, tabs, or mobiles, and the teacher can evaluate their feedback after using ICT. These language learning techniques aim to apply the methods or techniques using ICT and its impacts on students. ICT refers to all broadcasting media, blended management system, auditory transmission system, and networking facilities.

The use of ICT enhances vocabulary learning, as revealed by (Fitzpatrick, Al-Qarni, & Meara, 2008), is considered as multi-technologies carrying diverse data and communication formats and types (Batra, 2001). ICT has no agreed upon definition, as "the concepts, methods, and applications involved in ICT are evolving continuously on a daily basis".

Society has shaped expanded information technology. The students with a better understanding of the learning method are better to receive the nature of learning (Kara, 2009). Adopting new technological methods in teaching can prove a better social media tool for learning (Kumar & Biradar, 2010).

Policymakers widely accepted that access to ICT in education improves skilled workers and social mobility. They emphasized that ICT in education has related to traditional instructions delivery (Mangal & Mangal, 2010). It is supposed that ICT may bring abstract perceptions of life using sounds, images, movements, animation, and simulations. Others argued that it is just a supply mechanism for learning and teaching. A better understanding of ICT use in improving language education has integrated the national education system (Obeng, 2004).

3. Methods

3.1 Research Design

This research is experimental in nature, including both experimental and control pre-test and post-test groups. A pre-test is conducted at the beginning of treatment to get respondents' understanding of the current learning level, while a post-test is directed after treatment to find what has been learned.

3.2 Population of the Study

Elementary level teachers of Bahawalpur City were part of the study. This study's data were collected from the elementary level teachers in the academic year 2018-19. The study was limited to the Bahawalpur City only.

3.3 Sampling and Procedure

In this study, fifty teachers from Workers Welfare School Bahawalpur participated. Twenty-five teachers were selected in the experimental group and the same number in the control group. The experiment lasted for four weeks.

3.4 Data Collection Tool

The questionnaire in the form of test items was the research tool used for this study. The questionnaire was delivered to both experimental and control groups of teachers about their teaching experiences in their teaching, and their responses were recorded. After four weeks' treatment about ICT integration in teaching English was given to the experimental group, the same questionnaire was delivered to both control and experimental groups of teachers, and responses were recorded again. The comparison was made using a t-test in both pre-test and post-test groups. There found a remarkable performance in the post-test result in the experimental group but not a significant difference in pre-test results. The analysis of data is presented in the next section.

4. Results, Findings and discussion

Table 1

Comparing the experimental and control groups in pre-test
Using t-test Results

Groups	Mean	N	Std. Deviation	Std. Error Mean	t	p
Pre-test						
Control group	24.48	25	8.574	1.715	2.295	.301
Experimental group	24.24	25	8.526	1.705		

Table 2

Comparing the experimental and control groups in Post-test
Using t-test Results

Post-Test	Mean	N	Std. Deviation	Std. Error Mean	t	p
PT Control group	30.96	25	8.974	1.795	-15.615	0.000**
PT Experimental Group	37.88	25	7.518	1.504		

****P<0.01**

4.1 Discussion and Results

Prior to the beginning of the study, 50 teachers were randomly selected and divided into control and experimental groups, pre-tests and post-tests were conducted to check whether there was any effect of ICT on the experimental group. In table one, the value of p is greater than 0.05; we will accept the hypothesis that "there is no difference between the control group and experimental group scores in pre-test." In post-test, the p -value is less than 0.01. So, we will reject the hypothesis "there is an apparent difference between scores of control and experimental groups in post-test." It was concluded that the experimental group performed better in integrating ICT in English language learning skills than that of the control group.

So from the results, it is obvious to accept the general hypothesis that "ICT enhances elementary level teachers' performance in learning English language skills."

5. Findings, Conclusions, Suggestions and Recommendations

5.1 Findings

After completing the analysis of data, the researcher found the following information:

it is necessary for everyday life activities and at all levels of education. According to UNESCO, expertise in ICTs is considered modern literacy. The results showed that most students and teachers faced problems in assessing ICT in schools.

Findings revealed supporting with (Zhao & Cziko, 2001) that teachers' opinions with problems in accessing ICTs at the elementary level should be encouraged to provide technology to students and teachers. Due to frequent load-shading of electricity it becomes difficult for teachers to use computers, because of poor phone lines it becomes difficult for teachers to access internet, technical support is not easily accessible when needed and due to lack of supporting staff, teachers face problems in using internet, computers, projectors, and printers, Virtual language lab is not easily accessible by teachers for conducting classes, it's very difficult to access internet websites at school. The study's findings exposed that accessibility of information and communication technology services and elementary teacher's consumption of ICTs are very limited, which is a serious restraint in excellent instructional service delivery.

5.2 Conclusions

Based on the results of this research, the researcher concluded that the implementation of ICT could bring drastic changes among the elementary-level teachers that intern enhances students' performance. The conclusion drew from the teacher's opinion with the availability of ICTs shows the fact that basic ICT facilities like broadband internet, intranet, trained technical staff. The study revealed that a few libraries have an internet connection, limited use of ICT implementation of an automated library system was extremely slow. The mean of teachers' gender score shows that female mean score is higher as compared to male mean score on problems in the accessibility of ICT facilities at the elementary level. Moreover, on the availability of ICT facilities at the elementary level, male students have a high mean score as compared to female students. The mean of private sector school students is higher than public sector students on ICT availability. Moreover, public sector school students face more problems in accessing ICT compared to private sector students.

5.3 Recommendations and Suggestions

Based on the investigation and findings of this study, the researcher makes the following suggestions and recommendations for better implementation of ICT:

1. Special attention may be paid towards infrastructure at the elementary level, such as UPS and Generators' provision for computer laboratories.
2. Poor phone lines should be repaired and replaced.
3. Proper training may be given to technical supporting staff.
4. Access to virtual language labs may be given to teachers.
5. Special training may also be given to female teachers to handle ICTs better.

This study's recommendations and findings should be taken into careful consideration, and steps should be taken to implement those in our classrooms. If implemented intentionally, it is expected that the state of the teaching and learning of language skills at the elementary level will be improved remarkably.

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Biodata

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