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PREFACE

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FACTORS AFFECTING STUDENTS' MOTIVATION AND SOLUTIONS TO ENHANCE MOTIVATION IN LEARNING ENGLISH READING SKILL FOR NON-MAJOR ENGLISH LANGUAGE STUDENTS AT HONG DUC UNIVERSITY

Luc Thi My Binh¹

Abstract: *This study is an attempt to investigate factors affecting motivation in learning English reading skill of non-major English language students at Hong Duc university. The main purposes of the study are to find out: types of motivation possessed by the students, factors affecting students' motivation in learning English reading skill, activities and techniques applied by teachers and students' preference and then give some suggested solutions for teachers to stimulate students to read and overcome the difficulties they face with in teaching reading.*

Keywords: *Motivation, reading skill, non-major English language students, Hong Duc university*

1. Introduction

1.1. Rationale

Reading skill is an important part of language learning because it helps learners develop other related skills like grammar, vocabulary, speaking, listening and writing. Reading gives students the background information they need for speaking, listening, and writing, as well as vocabulary and grammar structures. Krashen & Terrel (1983, p.131) state that "Reading may contribute significantly to competence in a second language" There is a good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills". Many English language learners, however, are not interested in learning to read since they frequently believe that reading does not directly help them in speaking. Meanwhile, students also acknowledge that reading typically makes them feel uninterested and anxious. Therefore, it is simple to see that our students frequently lack the desire to read. In the meantime, one of the major elements that significantly affects the outcome of English language acquisition is motivation. Brown (1994) affirmed that a learner will be successful with the proper motivation in learning. Students who are very motivated are better able to learn a foreign language than those who are not. Therefore, one of the first responsibilities of English teachers is encouraging their students to read in order to improve the situation as well as the outcome of teaching and acquiring reading competence.

Due to the aforementioned reason, I conduct my research on "Factors affecting students' motivation and solutions to enhance motivation in learning English reading skill

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for non-major English language students at Hong Duc university”. The study is expected to find out the most common elements affecting students’ motivation, to suggest some solutions to improve the current situation of teaching and learning English reading skill, thereby assisting English teachers and students generally and those at Hong Duc university particularly in their teaching and studying.

1.2. Aims of the study

The study is aimed at:

Identifying types of motivation possessed by non-major English language students at Hong Duc university in learning reading skill.

Finding out the factors which have great impact on non-major English language students’ motivation in learning English reading skill.

Suggesting strategies to enhance motivation of non-major English language students at Hong Duc university in order to improve their results of learning reading skill.

1.3. Research questions

The study was carried out in order to find out the answers to the following research questions:

What are the types of motivation possessed by non-major English language students at Hong Duc university in learning reading skill?

What are the factors which have great impact on non-major English language students’ motivation in learning English reading skill?

What are strategies to enhance students’ motivation in learning English reading skill?

1.4. Methods of the study

The theoretical background of the study mainly bases on references and analysis to relevant theories about motivation and reading of many authors. The study is carried out on the basis of survey questionnaires.

Firstly, for the theoretical basis, a lot of reference materials on motivation and reading have been gathered, analyzed and synthesized thoroughly with the clue consideration for the teachers’ and students’ teaching and learning situations.

Secondly, for the practical basis, questionnaires are carried out with teachers and students of English to gather the most reliable data for the thesis.

2. Content

2.1. Literature review

2.1.1. Definitions of motivation

Motivation is the energy that catalyzes behavior. The following are motivation definitions offered by some well-known scholars.

“Motivation is some kinds of internal drove which pushes someone to do things in order to achieve something” (Brown, 2000, p.160)

“Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activities” (Dornyei, 2001, p.7)

“Motivation is an internal state that arouses directs and maintains behavior” (Kleinginna, 1981, p.6)

The aforementioned definitions make it obvious that experts from various fields all agree that motivation includes effort, desire, and a positive attitude and results from a confluence of internal and external influences.

2.1.2. *Types of motivation*

There are many different distinctions between types of motivation, however the study based mainly on the distinction proposed by Gardner and Lambert (1972).

Integrative motivation

In a pioneering study, Gardner and Lambert (1972, p.132) highlights “integrative motivation” which stresses “a sincere and personal interest in the people and culture represented by the other group”. Gardner’s later socio-educational model (1982) adds three aspects of student motivation: effort (time and drive), desire (extent of language proficiency wished for) and effect (emotional reactions to language study).

Instrumental motivation

Gardner and Lambert (1972, p.132) also points out that “instrumental motivation” which stresses “the practical value and advantages of learning a new language”. The practical and tangible rewards that students seek are the focus of instrumental motivation. This has to do with goals of achievement, like passing a test or earning a degree.

2.1.3. *Definitions of reading*

The majority of us perceive reading as a straightforward, passive process that entails reading words one at a time in a sequential fashion and internalizing their meanings. However, reading is actually a very complicated process that necessitates a lot of the reader's active participation. There are several definitions of reading offered by subject-matter specialists.

Harmer (1994, p.190) says “reading is an exercise dominated by the eyes and the brain. The eyes receive the message and the brain then has to work out the significance of these messages”.

Sharing the same point of view, Aebersold and Field (1997, p.15) propose “reading is what happens when people look at a text and assign meaning to the written symbol in that text”.

Goodman (1971, p.153) sees reading as “a psycholinguistic process by which the reader, a language user, reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display”.

As we can see, all the authors share the same idea that reading means comprehending written language and it involves a variety of skills.

2.1.4. *Roles of motivation in learning reading*

It can be clearly seen that reader’s motivation has an effect not only on the product of comprehension but also upon the process of understanding. According to David (1999),

“motivation is one of the most important ingredients in skilled reading”. The reading activity will become a pressure on ourselves if we don't show any interest in the text, which indicates that we don't want to read. It is possible that the reading process won't even take place at all. In actuality, we read most of what we want to read - books, periodicals, commercials, etc.

The desire to read even when it is not necessary to do so is referred to as reading motivation. Finding reading possibilities is one way to get motivated to read out of interest, knowledge, or involvement. Researchers who study reading have realized that teaching students to read well is not enough to develop lifelong readers. Additionally, they require inner motivation. It has been demonstrated that reader motivation affects how well reading works. Numerous studies have revealed that struggling readers are unmotivated to read or spend time honing their reading skills. Therefore, increasing reader motivation is necessary.

2.1.5. Common factors affecting students' motivation in learning reading skill

The students

The first and most significant factor influencing students' motivation to learn to read is themselves. Firstly, the students' attitude toward reading has a great impact on reading motivation. Aebersold and Field (1997:39) say that: “The more interested people are, the more they will preserve in reading”. Additionally, the students' prior knowledge significantly affects their desire to read. Without prior information, students would have a lot of trouble understanding the material, and even language comprehension would be impossible. Last but not least, the students' success has a significant impact on how motivated they are to learn to read. Humans often enjoy what they do well, so we are more likely to repeat it and work harder at it. Students' motivation is maintained by the knowledge that if they work harder, they would achieve greater results.

The teachers

What happens in the classroom, on which the teacher has a considerable influence, will change it, for better or worse, regardless of the level of motivation the students bring to it. First and foremost, teachers should use effective teaching strategies to aid students in honing their reading skills during reading lessons. A solid and effective teaching strategy can make it easier for the students to comprehend the materials they are reading, which increases their desire to read. The students' enthusiasm to learn to read is also much influenced by the teachers' activities and tasks. In order to create a positive learning atmosphere in the classroom, the teachers are crucial. Thirdly, a major factor influencing both student motivation and progress is the teacher's temperament and attitude toward the students. Students will continue to be engaged in reading when their teachers are excited about what they are teaching and have a good attitude toward the material and the students. Finally, how a teacher monitors and evaluates a student's progress has an impact on how motivated they are to study the material. Instead of comparing a student's performance to that of the other students, the teacher should support and encourage them to put up greater effort. It is recommended to assess their development with oneself in order to increase their motivation and self-assurance.

The reading materials

In terms of the degree of difficulty, the subject matter, and the substance, the reading materials have a significant impact on students' motivation to read. Students will read more if the reading materials are engaging and pertinent to them. The texts should be engaging for the students, so reading materials should first have appropriate topics and contents. Nuttal (1982:70) points out that “the texts that are considered suitable will tell the students things they do not know and introduce them to new and relevant ideas”. In general, reading comprehension is greatest attained when pupils love the material they are reading. Second, the linguistic components of reading materials, such as vocabulary and grammatical constructions, have an effect on students' motivation. When confronted with a large number of unfamiliar vocabulary, difficult phrase patterns, and the like, the students would likewise become dissatisfied and exhausted. Additionally, the text's setting needs to be imaginable for the students. To put it simply, it can be difficult for a teacher to choose or use texts in a way that will increase students' reading motivation and interest.

2.2. Research procedure

The study's theoretical framework is mostly based on references to and analysis of pertinent theories regarding reading motivation from numerous writers. Survey questionnaires are used to conduct the study.

First, a wealth of reference resources on reading motivation have been gathered, carefully researched, and synthesized with attention for the teaching and learning contexts of both teachers and students.

In order to acquire the most trustworthy data for the study, the author conducted a survey with 12 teachers. All of them have been teaching English at Hong Duc university for at least 5 years. Besides, 115 non-major English language students at Hong Duc university were also invited to take part in this study by answering the survey questionnaire. These students come from 4 different faculties of Hong Duc university. They are all freshmen who have at least 7 years learning English at secondary and high school and have finished English 1 at Hong Duc university.

In order to determine the responses to the study questions, the data gathered from the questionnaires is ultimately examined.

2.3. Results and discussion

2.3.1. Types of students' motivation

The information gathered from the student survey will be examined to determine the response to the first research question: “*What are the types of motivation possessed by non-major English language students at Hong Duc university in learning reading skill?*”

There are a number of ways to categorize motivation, as was noted in the literature review; however, for this study, the researcher used Gardner and Lambert's classification (1972). Consequently, the study concentrated primarily on the two primary motivational styles: integrative and instrumental motivation.

The first question in part two of the questionnaire for students asked them to explain the motivations behind gaining reading skills. Table 1 presents the outcomes.

Table 1: *The students' reasons for learning reading skill*

<i>Reasons for learning</i>	<i>Number of students</i>	<i>Percentage (%)</i>
a. Results in reading are better than those in other skills	25	21.7
b. Interest in English people and culture	58	50.4
c. To gain qualifications	35	30.4
d. For future jobs	85	73.9
e. To pass exams	42	36.3
f. Reading is compulsory subject	15	13

Table 1 revealed that the main reasons for the students at Hong Duc university to learn reading was to help with their future jobs, to broaden their knowledge of English people and culture and their knowledge of the world, to pass their exams and to gain qualifications. Other reasons such as better result, compulsory subject ... were not the main cause for their high motivation in learning reading skill.

Based on the reasons for learning reading, it could be concluded that types of motivation possessed by the students were quite varied. However, the chart 1 below illustrates many motivational styles that the study's participants exhibited in accordance with Gardner and Lambert's (1972) classification.

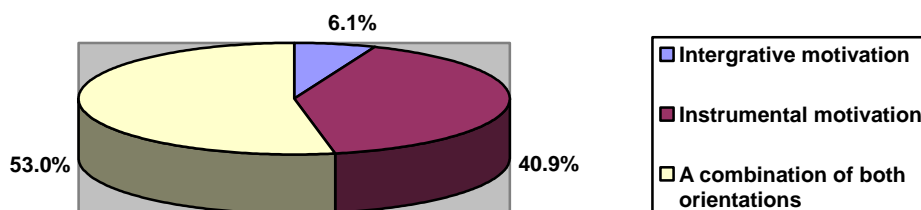


Chart 1. *Types of students' motivation in learning reading skill*

The data shows that 40.9 % had instrumental motivation, citing their study of English as a means of preparing for future employment. At the same time, only 6.1% of respondents said they did favor an integrative strategy for learning a second language. This demonstrated that a practical approach was far more crucial than an integrative one. More than half (53 %) of the students identified as having a combination of both orientations, which was a highly fascinating finding. This might serve as a reliable basis for helping students with their studies. Finding the right kinds of stimulation to motivate students would be more difficult for the teachers.

2.3.2. Factors affecting students' motivation to improve reading skills

In research question 2, we discuss about the factors that influence students' motivation to learn reading skills: “What are the factors affecting students' motivation in learning English reading skill?” The information gathered from the survey questionnaire showed that a wide range of factors affect students' motivation to read. The most common factors were displayed in chart 2 below.

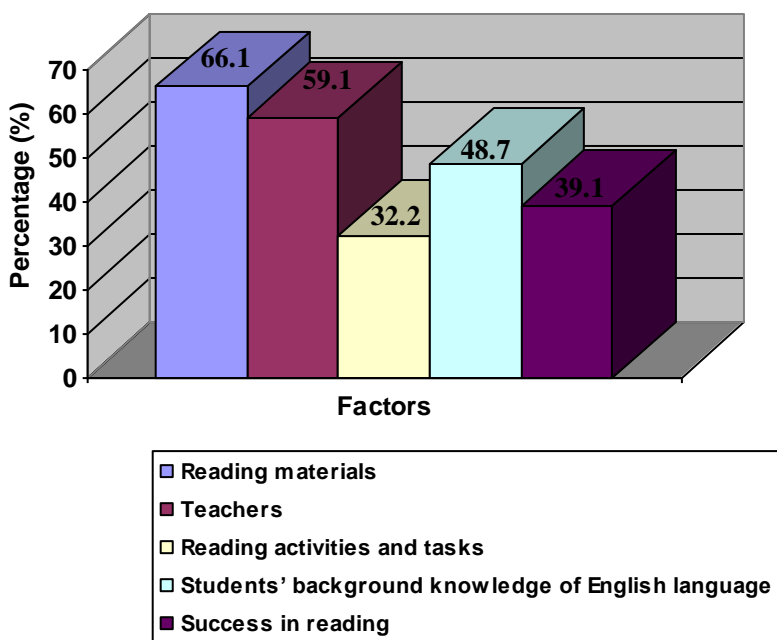


Chart 2. Factors that have an impact on students' motivation to improve reading skills

Chart 2 makes it very evident that, with 66.1% of participants, reading materials were the component that had the biggest impact on students' motivation. Another factor affecting motivation of most students in learning reading was the teacher. According to the survey, the teacher was extremely important to the motivation of almost 59.1% of the students. Besides, the students' background knowledge of English language was also a main factor affecting their motivation to read. 48.7% of the sample's total participants selected this factor. This was due to the justification that having a solid command of the English language, particularly in the areas of vocabulary and grammar, would make reading easier for students and inspire them to read more. About 39.1% of the public stated that success was crucial to their desire in learning to read, as was previously said that a better outcome can result in more motivation. Furthermore, 32.2 % of the participants said that reading-related activities and tasks motivated them to read.

In summary, a variety of factors affected how motivated children were to develop reading skills. The reading materials, teachers, students' prior knowledge of the English language, success, and reading activities and tasks were among them, and they were the most common. This discovery will be of great assistance to teachers in inspiring their students to learn.

2.3.3. *Suggestions for motivating students in learning reading skill*

As mentioned above that the two factors which had the greatest impact on students' motivation in learning reading skill were the reading materials and the teachers. Therefore, the researcher suggested the following strategies to develop students' motivation in learning reading skill were developing the reading materials and improving the teacher's roles. These suggestions were based on the results of questionnaires about the activities, teaching aids, and techniques used by the teachers as well as the students' preferences.

Developing the reading materials

Based on the current situation of teaching and learning English reading skill at Hong Duc university as analyzed above and the results obtained from the questionnaires, the researcher makes the following suggestions for bettering the reading materials.

Firstly, the language used in the reading materials should be more level-appropriate for the students. Students who read texts with too many unfamiliar vocabulary and challenging grammar rules may become weary and lose interest in reading. Nuttal (1982, p.70) points out that "the texts that are considered suitable will tell the students things they do not know and introduce them to new and relevant ideas". In fact, due to their lexical and grammatical elements, several reading texts in the current set of textbooks are too complex for students to comprehend. In this situation, teachers should restructure the reading materials to make them as simple as feasible in addition to pre-teaching new vocabulary and grammar structures. There are many approaches to redesign the reading texts, including deleting passages that are unimportant to the tasks, adding some explanation sentences to the challenging passages, or simply substituting challenging vocabulary or structures with ones that the students already know or have learned.

Secondly, more consideration should be given to the subjects and contents of the reading texts. Despite the fact that more than half of the study's participants were satisfied with the textbook reading material, the majority of them remained interested in reading about other topics that had more relevant and up-to-date information. While some material is new and the themes are novel, some topics are engaging but the information is outdated. They are both unable to increase the students' reading motivation. In order to increase their students' interest in reading, teachers must select reading materials with appropriate topics and substance.

Thirdly, more sorts of exercises, tasks, and activities should be included in the reading materials. In reality, only a few types of exercises are included in the reading materials utilized by the students, such as matching, gap filling, comprehension questions, multiple choice questions, true/false/no information questions, and inference practice. The fact that the students are required to do these kinds of exercises over the course of three terms makes it easy for them to get bored with repeating the same activities in each reading lesson and to lose interest in developing their reading skills. The teacher should develop additional activity types or switch existing exercise types to more engaging ones in order to maintain the students' reading motivation. Additionally, some assignments must be shortened or made simpler so that students can finish their classes more quickly and with greater motivation.

Last but not least, in order to give students additional opportunities to practice reading extensively and increase their understanding of connected subjects, the reading passages in the textbook should be combined with pertinent information. The majority of the teachers and students who participated in the study openly recognized that they did not use appropriate resources for instructing and learning reading skills. Many students who must widen their interests in their coursework have found this to be of only limited interest. So that their students would be more motivated to learn the subject, teachers should choose supplemental readings that include subjects or themes that are linked to the present syllabus.

Improving the teachers' roles

Along with providing reading materials, teachers are crucial in helping students become motivated to learn to read. In fact, 68 out of 115 students (about 59.1%) in the survey reported that the teacher had a vital role to their motivation. Therefore, it is essential to enhance teachers' duties in order to keep students motivated.

In order to suit the needs of the students as well as the subjects, teachers must first devote more time, attention, and effort to modifying the current reading materials, reading activities, assignments, and exercises. The people who truly understand what students want to read, how they like an activity, and what learning challenges they face are teachers, not textbook designers. Therefore, it is the responsibility of the teachers to choose the reading materials that are appropriate and beneficial for their students, to combine the reading texts in the textbook with other reading materials, and to modify the current reading texts, reading activities, tasks, and exercises in order to encourage students to learn.

Secondly, teachers should utilize more effective methods, different teaching aids, and more engaging activities to engage students in reading and motivate them to actively participate in understanding the materials they are reading. Modern teaching tools and appropriate strategies are advantageous and required because they pique the interest of the majority of students. Additionally, a variety of activities inspire the students. The data collected from question 4 of the questionnaire for teachers showed that in reading lessons, teachers often ask students to work individually or in pairs so that they can easily control the class. In order to give the students opportunity to roam around the classroom, work in groups, share ideas, and other activities, the teachers should use more activities that include group work. In actuality, few adults will enroll in seminars where they must remain silent for a whole lecture. However, we frequently demand this of students, who might spend the entire day seated in class. Therefore, it is simply impossible to keep them motivated.

Thirdly, teachers must be enthusiastic, understanding, helpful, imaginative, and engaged. The qualities of teachers have a key role in boosting motivation. Students enjoy learning because of the helpfulness, friendliness, and enthusiasm of their teachers. In addition, a teacher's tolerance makes students feel warm inside, which lessens their stress and makes them feel less threatened. Additionally, one of the criteria determining the effectiveness of the lesson is how imaginative and energetic the teacher is. All students are drawn to the class by the engaging and innovative lecturers' captivating lectures.

3. Conclusion

With the aim of recommending the strategies to develop the motivation in learning reading skill of non-major English language students at Hong Duc university, the researcher has reviewed relevant literature on motivation and reading theories of many different authors and has analyzed the data collected from the survey questionnaires. The major findings of the study together with the suggestions will be summarized as follow:

Firstly, the study's findings indicate that most students looked to have a mix of instrumental and integrative motivation when reading; nonetheless, the instrumental inclination is stronger than the integrative one. This may serve as a sound basis for helping students with their studies. Finding the right kinds of stimulation to inspire students will be harder for the teachers to do, though. Additionally, as integrative motivation has been shown to support students' long-term success, teachers should focus more on cultivating it in their students.

Secondly, there are a number of factors affecting the students' motivation in learning reading skill namely the reading materials, the teachers, the activities and tasks, the students' background knowledge of English language, the success in learning... Among them, the reading materials and the teachers are the ones that have the most important role to stimulate the students. However, both of these two factors need to be improved so as to meet the requirements of the students and also of the reading comprehension subject.

Thirdly, the researcher offers two techniques to increase students' motivation to learn reading skills based on the elements influencing the students' motivation. The creation of reading materials comes first. In truth, there are still some issues with the textbook, such the variety of the themes and assignments, the degree of difficulty, and so on. Therefore, it will be crucial and essential to make certain improvements to the textbook through the adaptation of certain reading texts, the redesign of certain activities and exercises, and the blending of the textbook with pertinent reading resources... Enhancing the involvement of the teachers is another tactic. There is still a sizable discrepancy between what teachers have done and what students prefer, despite the teachers' best efforts to inspire their students to master reading skills through a variety of teaching activities and strategies. Therefore, it will be important and advantageous for the students if the teachers make some changes to their teaching methods, the way they use instructional resources, and how they plan reading activities.

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AN ANALYSIS ON IMPLICATURE IN NOVELS OF ERNEST HEMINGWAY

Hoang Thi Thu Ha¹

Abstract: *This research aims to find out some special features of conversational implicature used in some novels of Hemingway. A qualitative research was carried out through several steps. The subjects of the study were four novels of Ernest Hemingway. The findings from the research revealed that Hemingway used particularized conversational implicature much more frequently than generalized conversational implicature. And in the novels about war, Hemingway used less conversational implicature than in the novels about other topics.*

Keywords: *Conversational implicature, novels, Ernest Hemingway*

1. Introduction

Literature is a crucial part of life. There have been many wonderful writers, who totally dedicate themselves to the sincerity, kindness and beauty in the world. Ernest Hemingway is one perfect example among them. Although the style that he used his words is simple, the more the readers spend time on coming through and thinking about, the more meanings they realize. He can imply one thing by mentioning another thing that makes the words colorful and deeply stay in mind of oneself. By using these implicature patterns, Hemingway often reached the target of writing without directly making it explicit.

As an English lecturer, I realize that for learners, understanding the direct speech is already not easy; therefore, understanding implicature, which is not directly written out, is even more difficult. To decide successfully what the messages of a sentence, a story, an article or a memoir are, we need know clearly not only the culture which the writing comes from but also the private style of the person who wrote it. Therefore, in order to understand the writings of Hemingway more easily, we need to look at his style of using implicature carefully. Due to the time limitation, we only conducted the research on the four novels: A Farewell to Arms, The Sun also Rises, For Whom the Bell Tolls- chapter 43 and The Old Man and the Sea.

2. Theoretical background

2.1. *Implicature*

2.1.1. *Definition of implicature*

The term “implicature” is used by Grice (1975) to account for what a speaker can imply, suggest, or mean, as distinct from what the speaker literally says. Or, an implicature is anything that is inferred from an utterance but that is not a condition for the truth of the utterance.

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2.1.2. Main types of implicature

There are two main types of implicature: Conversational implicature and Conventional implicature.

Conventional implicature:

Grice introduces the concept of “conventional implicatures” which are determined by “the conventional meaning of the words used” (Grice, 1975)

According to Vo Dai Quang (2003, p.14) “*Conventional implicature = An additional unstated meaning associated with the use of a specific word, e.g. “A but B” implies a contrast between A and B, so “contrast” is a conventional implicature of “but”*”

Conventional implicatures have the features that are being associated with the use of a certain word and being fairly stable in the semantic system of language.

Conversational implicature: The other type of implicature is conversational implicature which derives from a general principle of conversation and a number of maxims expected to be followed by the participants in a speech event.

- E.g. (a) What a mess!
 (b) The house is on fire.
 (c) Tomorrow is another day.

In (a), the intended meaning or implicature could be just a criticism or a reminder to put the house back in order. In (b), it is not a description of the fact that the house is on fire, but rather it could be a warning to the residents to escape. And in (c), the utterance is impregnated with a lot of implicatures. (Nguyen Hoa, 2004, p.242)

Conversational implicature includes generalized conversational implicature and particularised conversational implicature.

Generalized conversational implicature: An additional unstated meaning that does not depend on special or local knowledge.

E.g. **Mary**: Did you buy bread and butter?

Tom: I bought some bread.

“I bought some bread” -> I didn’t buy butter.

Particularized conversational implicature: An additional unstated meaning that depends on special or local knowledge.

E.g. **Tom**: Would you like another beer?

Peter: Is the Pope catholic?

“Is the Pope catholic?” -> Of course, yes.

In order to infer this implicature, the listener is supposed to know about Catholicism and the relationship between Catholicism and Popes.

The meaning of conversational implicature is created in conversation on the basis of flouting the conversational maxims.

2.2. Conversational maxims

Grice's conversational maxims were created by the British philosopher H. Paul Grice

in the 1970s. The Conversational Maxims are Maxim of Quality, Maxim of Quantity, Maxim of Relation, and Maxim of Manner.

Maxim of Quality

Abiding by the Maxim of Quality means not telling a lie on purpose. When following this maxim during communication, you should:

Only say things you believe to be true.

Not say things that you cannot back up with evidence.

Maxim of Quantity

Make your contribution to the conversation as informative as required.

Not contribute more informative than required.

Maxim of Relation

Only say things that are relevant to the conversation.

Maxim of Manner

Avoid obscurity or ambiguity.

Be brief and orderly.

Try and be as clear as possible.

3. Research methodology

3.1. Research questions

This study is carried out with the purpose of finding out the answers to the following research questions:

1. What sub - type of conversational implicature was used most often?
2. What maxims were violated the most frequently in the conversational implicature of Hemingway from the perspective of cooperative principle?

3.2. Data collection and analysis

This study employed mainly qualitative analysis. Although there are more than 10 novels in Hemingway's career, an analysis process was carried out in four novels of Ernest Hemingway with different topics: A Farewell to Arms, The Sun also Rises, For Whom the Bell Tolls- chapter 43 and The Old Man and the Sea.

The qualitative and quantitative data were categorized according sub - type of conversational implicature in each novel. Besides, cooperative principles as well as the maxims were also the basis foundation to analyse his conventional implicature.

4. Findings and discussion

4.1. Finding on sub - type of conversational implicature

The author analysed the conversational implicature in four novels as the following samples in novel "A Farewell to Arms". The implicature was picked randomly in the novel to compare the percentage of particularized and generalized conversational implicature in each novel.

In the conversation between Henry and his friends at the beginning of the novel (chapter 2, page 4):

"Listen to him talk about the Abruzzi. There's more snow there than here. He doesn't want to see peasants. Let him go to centres of culture and civilization."

The implicature here is that Abruzzi is not as modern as some other places. There are a lot of farmers there and the man in the conversation wants Henry to come to the places that are centres of culture and civilization, not Abruzzi.

In the conversation between lieutenant Rinaldi and Henry (chapter 3, p.6):

Lieutenant Rinaldi: "You don't believe me? We will go now this afternoon and see. And in the town we have beautiful English girls. I am now in love with Miss Barkley. I will take you to call. I will probably marry Miss Barkley."

And the main character replies: "I have to get washed and report. Doesn't anybody work now?"

This sentence has a conversational implicature, it implies that it is not the good time for him to meet Miss Barkley.

In the conversation between Henry, Barkley and Ferguson (chapter 5, page 13):

Miss Barkley: "Don't go, Helen,"

Ferguson: "I'd really rather. I must write some letters."

The response of Miss Ferguson has the implicature that she must go and can not stay with her friend, Miss Barkley.

In the conversation between Henry and Catherine Barkley (chapter 6, page 17):

Catherine: "You're a nice boy," she said. "And you play it as well as you know how. But it's a rotten game."

Henry: "Do you always know what people think?"

The implicature here is that Henry asks Catherine if she could know what he (Henry) thinks exactly.

or

Henry: "But I do love you."

Catherine: "Please let's not lie when we don't have to."

Catherine implies that what Henry says loving her is a lie.

In the conversation between Henry and a soldier (chapter 7, page 19):

The soldier: "I knew you was an American."

Henry: "Don't I talk Italian good enough?"

The soldier: "I knew you was an American all right."

The soldier means that he knows Henry is an American not because that Henry does not talk Italian good enough.

By researching four samples of Hemingway's novels (A Farewell to Arms, The Sun also Rises, For Whom the Bell Tolls- chapter 43, The Old Man and the Sea), we see that the author often used particularized conversational implicatures, which take place in very specific contexts, and the readers have to infer based on the context of the implicature. Among his

works, the density of conversational implicature in the novels about war, of the battle between people and nature (A Farewell to Arms, For Whom the Bell Tolls- chapter 43, The Old Man and the Sea) is lower than those in the novels about other topic (The Sun also Rises).

Table 1. *Figures of sub-types in conversational implicature in novels of Ernest Hemingway*

Novel	Particularized conversational implicature	Generalized conversational implicature	Length
A Farewell To Arms	34/34	0/34	88535 words
The Sun Also Rises	24/24	0/24	67741 words
For Whom the Bell Tolls	12/12	0/12	17198 words
The Old Man and the Sea	3/3	0/3	26579 words

There is a considerable difference between the implicatures of novels about different topics. The conversations in the novels about nature are often brief, rough and clear to understand with small numbers of conversational implicature whereas the conversational implicatures in those novels of other types appear more frequently. It seems that because Hemingway wanted to express the characteristics of people via their conversations, but he just focused mostly on the narrative style to write about the nature itself.

4.2. Finding on Violations of Maxim of conversational implicature

It can be seen from the chart that, in the novel “A farewell to Arms”, the quantity maxim is violated with the highest percent (80%) of the total implicature, the relation maxim ranks the second and manner maxim is rarely violated to create implicature (only 5%).

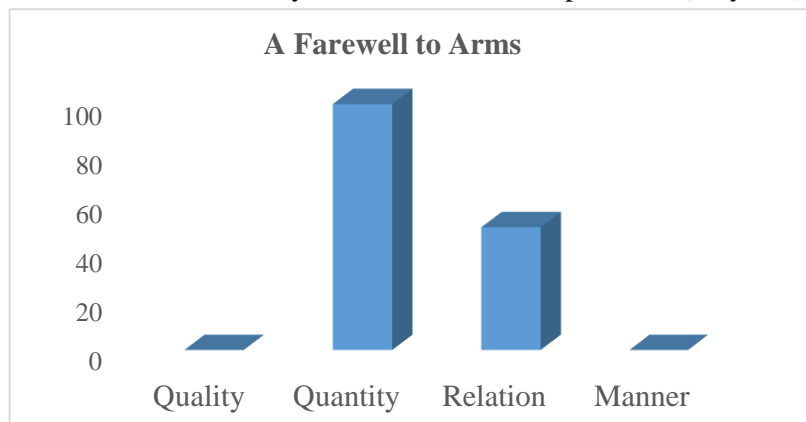


Figure 1. *Percentage of violated maxims in conversational implicature in “A farewell to arms”*

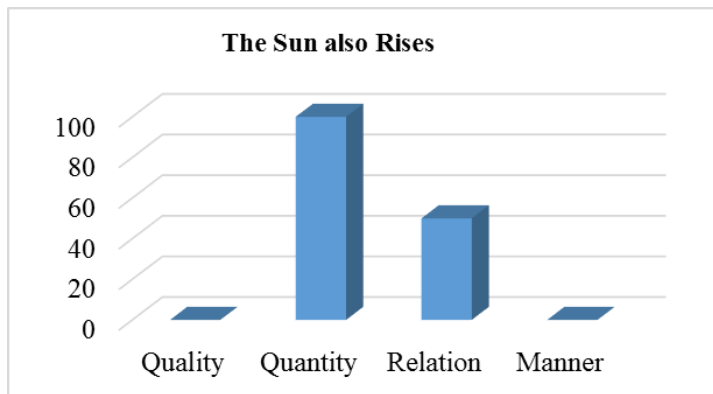


Figure 2. Percentage of violated maxims in conversational implicature in “The Sun also Rises”

It can be seen from Figure 2, in the novel “The Sun also Rises”, the quantity maxim is violated with the highest percent (90%) of the total implicature, the relation maxim ranks the second and manner maxim is rarely violated to create implicature (only 10%).

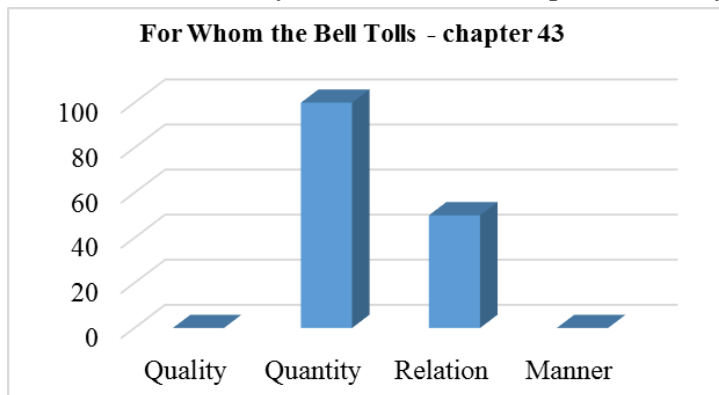


Figure 3. Percentage of violated maxims in conversational implicature in “For Whom the Bell Tolls - chapter 43”

It can be seen from the chart, in the novel “For Whom the Bell Tolls”, the quantity maxim is violated with the highest percent (78%) of the total implicature, the relation maxim ranks the second, and manner maxim is not used to form implicature.

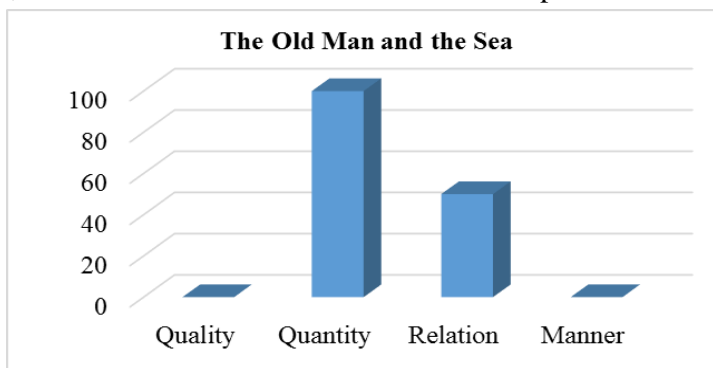


Figure 4. Percentage of violated maxims in conversational implicature in “The Old Man and the Sea”

In this novel, we do not see the role of conversational implicature much, because the author used mostly the narrative sentences instead of building conversation between the characters, or the conversations are clear to understand. Hemingway seems to have put his message under the scenes, event and the way he wrote it instead of using conversational implicature to build his characters. The quantity violation still appears with the highest percent (100%) of the implicature, and relation maxim ranks the second.

From the above charts, we can see that Hemingway used conversational implicatures which come from the violation of maxim quantity and relation. Although sometimes the reader can understand the implicature by analyzing the violation of maxims quality and manner, there are only a few in the novels of Hemingway.

5. Conclusion

Understanding implicature by Ernest Hemingway is very helpful for those who want to study about his works. So it is important to continue the research of these implicatures. Hemingway with his prominent style of “Ice berg” has been well-known in American literature. He also preferred to use a lot of conventional implicature in his novels, which helps his writing contain many layers to discover. The special feature is that Hemingway used particularized conversational implicature much more than generalized, and to understand these implicature, readers should base on the maxims of cooperative principles. Among them, quantity and relation maxims were often violated with the highest density in conversations of his novels.

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STUDENTS' PERCEPTION OF USING WEBLOGS IN ENGLISH WRITING CLASS

Trinh Thi Thu Ha¹

Abstract: *This research addressed the application of weblog to support the teaching of English writing skill. A questionnaire was administered to 70 non-English majored students at Hong Duc University in order to investigate their perception of using weblog in their writing class after five months of experiencing. The results showed that non-English majored students at Hong Duc University do have a positive and favourable attitudes and perception of the use of weblog in their English writing class. The findings also revealed three most persuasive features of weblogs that stimulate students to use them.*

Keywords: *Weblog, English writing skill*

1. Introduction

Along with the increasing development of information technology, numerous web tools for education were invented, such as weblogs, wikis, or podcasts. Among them, weblogs or blogs are reasonably applied in schools because of its considerable relevance to curriculum standards. Basically, blogging is 'as much about reading others blogs as about writing your own' (Rettberg, 2008, p.1). This indicates that the main activities in blogs are reading and writing. As a result, students can take advantage of blogs to practice both of these two skills, especially writing skill. Writing on a blog can take many forms. Learners can write about their own reflection to topics covered in class, summarize or annotate readings. Also, they can use weblogs as realm to publish creative writing for a wide audience. According to Richardson (2010, p.28), one of the first educators starting to explore blogs in the writing classroom, blogs promote a new writing form that could be called 'connective writing'. This genre of writing requires careful and critical thinking as well as accuracy and validness in its construction because it serves larger real audiences. With this rationale, it can be said that weblogs have the potential to be applied in second language writing classroom. This research focuses on the possibilities of weblogs in English writing teaching for non-majored English students at Hong Duc University, not to measure or compare data. Following are the research questions that guided the study:

What is the attitude of non-English majored students at Hong Duc University towards the use of weblog in their writing class?

What features of weblog motivate students to use it in English writing class?

2. Previous studies on using weblogs in English writing teaching

Miyazoe and Anderson (2010) have conducted a research on the students' perceptions of online writing. Their study identified the effectiveness of weblogs, wikis, and forums in language learning in general as well as in writing skills in particular. However, they admit that

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it is too early to conclude that weblogs will always bring benefit to English learning, despite the positive results of their research. This reveals that it is necessary to have more empirical evidence for conclusion. The work of Miyazoe and Anderson (2010) pointed out that over two semesters of applying blogs in language learning in the classroom, students' writing skill developed clearly. This is shown in the richer vocabulary and the more complex sentences that they used. Besides that, the results of interview questions about the students' perception of weblogs indicated that students seem to have positive feelings and enjoy writing on blogs. In addition, answers to the relation between the student's own postings and reading others' postings indicated that students who read the postings of other users also have the tendency to post material themselves. However, the research did not make clear that which special feature of weblogs that led to the improvement in students' writing ability. It can be said that despite some limitations for future research, their study took a step forward in investigating students' perception of weblogs and its effectiveness in language learning and teaching.

Mak and Coniam's investigation of authentic writing through the use of wikis, one of the most popular online writing tools, in a secondary school in Hong Kong rightly pointed out the same result as Miyazoe and Anderson's work. Their research results indicated that the online writing tools have significant support in the motivation of students' writing. This motivation involves the enrichment of vocabulary and ideas. The reason is identified as for peer review activities which is the feature available in the weblogs also.

In terms of discussing about the extent to which weblogs stimulate peer feedback and interaction, the study of Goodwin-Jones (2003) also revealed that weblogs raise learners' excitement in writing since the audience of the writing is not limited to the teacher but extends to peers and people beyond the classroom. This judgment confirmed the results in Mak and Coniam's investigation mentioned earlier. Indeed, weblogs serve as convenient platforms for peer review activities in English writing class. In his study, students were asked to answer 19 statements about the peer activity in blogs in accordance with the rating scale. The answers indicated an overall judgment that their classmates' comments and suggestions were helpful for them to revise their own writing. The responses also revealed the comfort of students when letting their classmates to read their writing and give feedback. This result, therefore, supported Golub's principle of encouraging student authorship which stated that students will feel eager to write 'when they have an audience, and when they get feedback'.

Based on the data analysis result of Goodwin-Jones, Mak and Coniam's study about the application of blog-based peer review activities to enhance writing abilities, learners demonstrated a significant development in effective writing behaviors. These studies paved a promising way for research on the blog-based peer review to be used in English writing classrooms in order to help students promote their authentic writing skills. It can be said that thanks to the convenience of weblog peer review, the student-student interaction considerably increased. This adopts the attention of Richardson (2010) on the interactive quality of blogs.

As can be seen from collection and analysis of quantitative and qualitative data, it is suggested that blogging can support writing in three areas. Firstly, blogging helps to increase the volume of writing produced by students. Secondly, blogging supports improvement in

quality of narrative writing, more specifically in areas of vocabulary, language use and mechanics. Finally, blogging enhances students' positive attitude towards writing. However, much remains to be learned before educators, administrators can provide all students with the weblog environments necessary to become productive writers.

3. Methodology

The participants of this research are 70 non-English majored students from two classes at Hong Duc University. At first, in order to establish to what degree students were familiar with the concept of weblogs or had experiences in using them for either private or educational purposes, a 30 minute-course was designed to introduce students to weblogs, advertise them as a tool for teaching and learning, raise students' interest and introduce students to the project. Through this short introduction, students had an idea of what a weblog is. Also, the teacher set up a weblog by herself and then asked the investigated students to use it as a trial within 5 months. During that period students posted their own writing to the weblogs with the frequency of one writing a week within the topic of lessons. They were encouraged to give comments on their classmates' writing. They also received feedback from the author on their writing. After that, a questionnaire, which was adapted from Ying's research (2010), was administered. 70 non-English majored freshmen were asked to answer the questionnaire which included questions about their attitudes towards the use of weblogs in their writing class. They should rate their agreement on the scale (1-strongly disagree, 2-disagree, 3-not sure, 4-agree, 5-strongly agree). Additionally, in this questionnaire, students were asked to state three most persuasive features of weblogs that stimulate them to use so that the author could exploit weblog as effective as possible in practice. All data was recorded anonymously. The identities of all participants and their personal data were not publicly available.

4. Findings and discussion

In this questionnaire, students, not surprisingly, presented themselves that they were regularly using computer-based applications (MS Office, e-mail, web-browsing) for both private and educational purposes. However, no one was maintaining his/her own weblog. Therefore, students' experiences with using weblogs were limited, in particular in an educational context.

Nevertheless, the majority of students claimed that they were looking forward to the project as an alternative way of doing things. Students' general perceptions of weblogs, including the provision of peer feedback, the interaction among students as well as between students and teachers, the publishing of their writing to the public, were measured by asking them to rank the statements which were scaled as: 1- strongly disagree, 2-disagree, 3-not sure, 4-agree, 5-strongly agree. In the following table the frequency of their responses is presented.

Table 1. *Students' attitude towards the use of weblogs in their writing class*

Students' attitude	Strongly disagree	Disagree	Not sure	Agree	strongly agree
1) I think I have no difficulty in using a weblog	0.00%	08.00%	20.00%	57.00%	15.00%
2) I am happy to have my English writing published to the public	0.00%	30.00%	17.00%	50.00%	03.00%
3) I am happy to read my classmates' English writing	0.00%	01.00%	04.00%	10.00%	85.00%
4) I like to read my classmates' comment on my English writing	0.00%	04.00%	16.00%	44.00%	36.00%
5) I like to read my teacher's feedback on my English writing	03.00%	14.00%	16.00%	51.00%	16.00%
6) I like to give comments on my classmates' English writing	09.00%	54.00%	08.00%	29.00%	0.00%
7) I think discussing language knowledge through commenting on our writing is an enjoyable experience	0.00%	21.00%	09.00%	58.00%	12.00%
8) I am not afraid of mistakes (grammar, vocabulary, etc.) when I know they will be evaluated by my classmates	19.00%	66.00%	09.00%	06.00%	0.00%
9) I like to write English on weblog than on paper	0.00%	10.00%	09.00%	75.00%	06.00%
10) It is a good idea to use blog in English writing class	0.00%	10.00%	02.00%	85.00%	03.00%

It is no doubt that most of the investigated students thought that they would not get any difficulty in utilizing weblog. It is easy to understand because weblogs is easy to set up, use, adjust and maintain without knowledge in programming language. Users only need to have computer-based applications such as MS office, email, etc. to master their weblogs. It can be said that any student who is familiar with online webpages such as Facebook, Twitter can manage weblogs without any trouble.

The results also showed that more than 50% of students agreed or strongly agreed that they were happy to have their writing published publicly (Question 2). This finding is consistent with the assertion made by Goodwin-Jones (2003) that weblogs raise learners' excitement in writing since the audience of the writing is not limited to the teacher but extends to peers and people beyond the classroom. Usually, the teacher is the only person

who reads students' writings, and the focus of this reading is usually on form, not content. With weblogs, students can find themselves writing for a real audience that, apart from the teacher, may include their peers, students from other classes, or even other countries, their parents, and potentially anyone with access to the Internet.

Regarding the feedback on weblogs, about 70% of investigated students would like both the teacher and the classmates to read and add comments and give feedback to their weblog entries (Questions 4 and 5). It reveals that they liked exchanging ideas and opinions, and receiving feedback from both the tutor and peers because peer feedback in combination with tutor feedback provided them with different perspectives on their performance and afforded them an opportunity to compare their tasks to their fellow students' tasks. This finding is consistent with the assertion made by Oravec (2002) that Weblogs foster online discussion and thus, empower students to become more analytical and critical. This also proves that weblogs have a positive impact on class cohesion and interaction, although this does not show through the weblogs themselves.

However, the number of more than 60% of learners not enjoying providing feedback themselves may indicate a lack of expertise and specific guidance on how to give feedback and a fear of imposing on those to whom feedback is provided. This led to little constructive advice of some feedback comments for fellow students with regard to their task performance, in particular in the summary task.

At the same time, students (70%) thought that discussing language knowledge through commenting on their writing on weblogs was an enjoyable experience (Question 7). Furthermore, nearly all students (95%) strongly agreed or agreed that they feel happy to read their classmates writing on weblogs (Question 3). This is a positive finding because it shows that they are imbued with a passion for self-improvement and learning.

At the same time, the majority of students were afraid of having mistakes in their writing when they knew that they would be evaluated by others (Question 8). This finding is not out of prediction because according to Tam (2005) the nature of most Vietnamese students is the fear of making mistakes. Because of this psychology, they will take their writing into great consideration, and check grammar and spelling carefully before they post their writing publicly. Students can take advantages of word processors in this case. Word processor not only allows alterations to be made at a very low cost, but also reduces students' fear of making mistakes because it permits flexible editing of the text, revising the text and providing a neat, typed copy that replaces handwriting (MacArther, 1988). Therefore, students can focus more in developing ideas for their writing.

With the majority of students having favourable perception toward the use of weblog, it is not surprising that most students like to write English on weblogs than on paper (Question 9). That is also the reason why more than 80% of them indicated their intention to use weblogs because they thought using weblogs in writing class was a good idea (Question 10).

To understand more about the overall attitudes of the students towards the use of weblogs in their English writing class, the author measured the central tendency which is represented in the table below:

Table 2. Overall students' attitude towards weblog use

Item	Mean score
1) I have no difficulty in using a weblog.	3.79
2) I am happy to have my English writing published to the public	3.26
3) I am happy to read my classmates' English writing	4.79
4) I like to read my classmates' comment on my English writing	4.12
5) I like to read my teacher's feedback on my English writing.	3.63
6) I like to give comments on my classmates' English writing.	2.57
7) I think discussing language knowledge through commenting on our writing is an enjoyable experience	3.61
8) I am not afraid of mistakes (grammar, vocabulary, etc.) when I know they will be evaluated by my classmates.	2.02
9) I like to write English on weblogs than on paper.	3.79
10) It is a good idea to use blogs in English writing classes	3.81
Total	3.54

Interpretation of mean scores is in accordance with Oxford and Lee (2008):

Table 3. Key to understand mean scores

Strongly disagree	1.00 to 1.80
Disagree	1.81 to 2.60
Not sure	2.61 to 3.40
Agree	3.41 to 4.20
Strongly agree	4.21 to 5.00

Overall, students were positive about weblog use. Based on Table 3, with a mean score for all questionnaires of 3.54, it is clear that the investigated students' attitudes towards the use of weblogs in general are favourable.

In order to investigate the most useful feature of weblog to be exploited in English writing class, the author asked participated students to tick the three statements on features of the weblog that mostly persuade them to use the weblog in their English writing class. The result is summarized in the following table:

Table 4. Students' option in the reason why they want to use weblogs in English writing class

Statement	Frequency
11. Weblogs are user friendly	07
12. Weblogs facilitates many potentially useful online resources	17
13. Weblogs support peer-reviewing	68
14. I can read others' writing and learn from them	40
15. Weblogs facilitate attractive multimedia	13
16. Weblogs allow my writing published	04
17. Weblogs offer online portfolio	45
18. Weblogs offer word processing feature	16

The mode of the data set with the most frequent option of 68 times is Statement 3: Weblogs support peer-reviewing. The result showed that the feature that students appreciated most was peer-reviewing. In fact, weblogs provide an environment for students to get together to read, comment on, and recommend improvements on each other's works. This finding accords with the work of Wang and Siriluck (2009) when participants in Wang and Siriluck (2009) also had a generally positive attitude towards weblogs as online peer feedbacks. They claimed that the use of weblogs in teaching resulted in better writing quality than the traditional classroom process-based approach thanks to collaborating and feedback offering which eventually enhanced the quality of their writing.

The second popular option with 45 choices is Statement 7: Weblogs offer online portfolio. It indicated that the second favourable feature of weblogs is online portfolio which records all writings and allows students to review their writing in order to understand their learning progress. Online portfolio is superior to normal portfolio because it is much easier to manage, to save and review. Whenever students want to find any writing on their portfolio, all that they need is to type the title or a key word of that writing so that it will be automatically shown. It is convenient and time-saving. This finding is consistent with the work of Stefani, Mason and Pegler (2007) in which they found that their students were convinced with online portfolio on weblogs because it helped them to benefit from reflection. In more detail, they could learn from their mistakes from their previous writings which are commented by their teacher and friends. Some students even use online portfolio on weblogs as a revision tool for their examination.

The fact that weblogs allow students to read others' writing was also a favourable option which stimulates them to use weblogs to study writing. This is a positive finding because once when students like to read the postings of other users they also have the tendency to post material themselves (Miyazoe and Anderson, 2010). Furthermore, reading others' writings is also a way to nurture interest in learning writing and learn how to write. According to Haiwen (2012), reading makes the students aware of the way in which English is used as a written communication, and reading can help the students get a guide for writing. It can be said that reading supports writing and vice versa. In other words, reading provides means for acquiring linguistic knowledge and writing reinforces the acquired linguistic knowledge by its application in written work.

5. Conclusion

In this research blogging was interesting for students and they showed their enthusiasm to use weblogs in their English writing classrooms. Although the author believes that using weblogs in English writing classes for non-English majored students at Hong Duc university is really important and feasible, a lot of work need to be done in order to use weblogs in the classroom effectively. The context of teaching is different and there is no one formula for all the teachers. Using weblog should be customized to the needs and objectives of the program, pedagogical design, the interest of students and proficiency level of students. When weblogs are used in English classes, it is better to consider students' free choices of

topics for blogging, plagiarism, and neglect teacher direct correction and feedback. It is also essential for the EFL teachers who want to use weblog for writing teaching to explain the purpose of the blogging to the students at the beginning of semester, so students can understand the expectations and how the weblogs are to be used. In addition, students need to learn how to give effective feedback to each other. Teachers must use this tool in the way that meets students' need and interest.

This study reports the results of students' perceptions about weblogs in only two classes at Hong Duc University. In this research, the majority of the students were female, and no comparative study could be done. Additionally, the number of teachers who were interviewed was small. Therefore, the results cannot be generalized. However, the author would like to conclude by citing Schoeder and Boe (1990) as confirmation of the importance of applying computer in general and weblogs in particular in teaching English writing, "Teachers, not computer improve student writing, but computer makes it easier for teacher to do so" (p.41). Weblogs are only a useful tool; it is teachers with good teaching skills and writing approaches who can help students improve their writing.

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A DISCOURSE ANALYSIS OF BARRACK OBAMA'S SPEECH ON THE WAR IN IRAQ

Le Thi Huong (A)¹

Abstract: *In this article, the author intends to make a discourse analysis of Barack Obama's speech on the war in Iraq in terms of pronoun choice, lexicalization to demonstrate his opinion on that war and to find the reason why his speech played an important role in his political life. The study found that vocabulary items, phrases, clauses and sentence structures constituted the linguistic resources that were used to demonstrate his opponency to a thumb war were concerned. The vocabulary items used to oppose the war on Iraq were dominantly verbs and nouns. Pronounce choice helped to enhance the image of his own point of view or his individual power as well as the closeness and good rapport among the speaker and his audience.*

Keywords: *Discourse analysis, war, oppose*

1. Introduction

The term “discourse” has several definitions. Many previous studies mention the term “discourse” as very ambiguous since its introduction to modern science and the various broad interpretations of discourse. In the study of language, discourse often refers to the speech patterns and usage of language, dialects, and acceptable statements, within a community. It is a subject of study of people who live in secluded areas and share similar speech conventions. Analysis is a process of evaluating the things by breaking them down into pieces. Discourse Analysis simply refers to the linguistic analysis of connected writing and speech. The major focus in Discourse Analysis is the use of language in social context. Moreover, discourse refers to the linguistics of language use as a way of understanding interactions in a social context, specifically the analysis of occurring connected speech or written discourse, Dakowska (2001) in Hamuddin (2012)”.

Critical discourse analysis specifically considers how language works within institutional and political discourses as well as specific discourses in order to uncover overt or more often, covert inequalities in social relationships. Language use in speech and writing is seen as a social practice, which ‘implies a dialectical relationship between a particular discursive event and the situation(s), institution(s), and social structure(s) which frame it’ (Fairclough and Wodak, 1997: 258). Thus, in this two-way relationship, discourse is considered to be socially constitutive as well as socially shaped.

Many approaches to discourse analysis have appeared as the result of the consistent investigation into the field, such as speech act theory and pragmatics, conversation analysis, discursive psychology, the ethnography of communication, interactional sociolinguistics, narrative analysis, cross-culture communication, language variation and critical discourse

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analysis. In this article, the author will present some aspects of discourse approaches to analyze a speech made by Obama. What is dealt with in this article is the very brief introduction to the above approaches, the analysis on the 2002 speech “*Against the Iraq War*” of Illinois State senator Barrack Obama (the time when he was the presidential candidate).

2. The study

2.1. Background of the speech

Generally speaking, context plays an important part in analyzing and interpreting a discourse. It is consequently necessary to give some brief information about the context of the speech.

Significant opposition to the Iraq War occurred worldwide, both before and during the initial 2003 invasion of Iraq by the United States, United Kingdom, and smaller contingents from other nations. Popular anti-war feeling is strong in these and other countries, including the US' allies in the conflict, and many have experienced huge protests totaling millions of participants.

In the 2008 U.S. presidential campaign, candidates Representative Ron Paul, Senator Barack Obama (Now the ex-president of the United States), Senator Chris Dodd, Hillary Clinton, Dennis Kucinich, and Mike Gravel were some of the most outspoken critics of the Iraq War. Ron Paul said *"The war in Iraq was sold to us with false information. The area is more dangerous now than when we entered it. We destroyed a regime hated by our direct enemies, the jihadists, and created thousands of new recruits for them. This war has cost more than 3,000 American lives, thousands of seriously wounded, and hundreds of billions of dollars."* Barack Obama (who went on to win the election) was not a senator at the time of the voting of the Iraq War Resolution, but has repeatedly voiced his disapproval of it both before and during his senatorship, saying at an anti-war rally in Chicago on October 2, 2002: *"I am not opposed to all wars. I'm opposed to dumb wars."* He also spoke of the *"undetermined length... undetermined cost, [and] undetermined consequences"* which even a successful war would bring.

Barack Obama (born on August 4, 1961) was the 44th President of the United States. He is the first African American to hold the office. Obama previously served as a United States Senator from Illinois, from January 2005 until he resigned following his victory in the 2008 presidential election

Barrack Obama was an early opponent of the George W. Bush administration's 2003 invasion of Iraq. On October 2, 2002, the day President Bush and Congress agreed on the joint resolution authorizing the Iraq War, Barrack Obama addressed the first high-profile Chicago anti-Iraq War rally, and spoke out against the war. He addressed another anti-war rally in March 2003 and told the crowd that "it's not too late" to stop the war.

2.2. Theoretical Framework

This article draws on the critical discourse analytical theory. According to van Dijk (1998, p.352), Critical Discourse Analysis (CDA) studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context. He identifies some of the dominant notions in CDA as “power”, “dominance”,

“inequality”, “hegemony”, “ideology”, “class”, “gender”, “race”, “discrimination”, among others which he labels as “macro level of analysis”. However, he posits that micro-level of social order involves language use, discourse, verbal interaction and communication. CDA, thus, tries to bridge the 'gap' between the two micro and macro approaches.

Van Dijk asserts that CDA concentrates on the abuse of power especially on dominance, examining how power in discourse is abused by controlling people’s beliefs and actions to suit the interests of dominant groups as against the interest of the powerless or the will of others. He says that those who have power control discourse. According to him, social power is the result of access to and control of resources such as force, money, status, fame, knowledge and information. In the exercise of these powers, dominant groups through text and talk, may either directly or indirectly coerce, influence, control or even abuse the minds of people through persuasion and manipulation. Text and talk control people’s minds, and, therefore, discourse may also indirectly influence actions through persuasion and manipulation. This means that those groups who control most influential discourse also have more chances to control the minds and actions of others. Such powers of dominant groups “may be integrated in laws, rules, norms, habits and even a quite general consensus” leading to 'hegemony' (Gramsci, 1971, cited in van Dijk, 1998, p.355). This theoretical framework is suitable and appropriate because the article seeks to establish how power, ideology, context control and mind control manifest themselves through the various linguistic choices Barack Obama made.

2.3. Data Collection and Analysis

In an attempt to analyse the data presented, we used a qualitative content analysis approach, which is “a research method for the subjective interpretation of the context of the text data through the systematic classification process of coding and identifying themes and patterns” (Hsieh and Shannon, 2005, p.1278). It goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. It allows researchers to understand social reality in a subjective but scientific manner. The data were critically scrutinized in order to identify the various lexico-grammatical items used by the speaker to oppose the war in Iraq in his speech. In doing this, attention to grammar and vocabulary was paid while using critical discourse analysis for a macro-level analysis (van Dijk, 1998) to observe how power, ideology, context control and mind control manifest in the speeches.

2.4. Findings and discussion

2.4.1. Pronoun choice

According to Fairclough (2000), identified use of personal pronouns is considered to be significant in discourse analysis. Therefore, a detailed examination of all personal pronoun choices is likely to be a fruitful area of enquiry, in assessing how personal reference is manifested and what might imply the way the relationship between speaker and audience is perceived. In this part, we take account of how Barack Obama uses personal pronouns, especially first person pronouns "I", "we", and second person pronoun "you". Moreover, how it tells us about his ideologies is also under consideration.

It is necessary to note that the analysis includes the designation "personal pronouns" all of the pronouns which Crystal (1996, p.148) and Quirk (1985, p.346) categorize as the "central pronouns", that is the personal, possessive and reflexive pronouns. And they have distinctions of persons: the first person refers to the speaker (I), or to the speaker and one or more others (we); the second person refers to the person (s) addressed (you); the third person refers to the one or more other persons or things (he/she/it, they). Interpretation of possible meanings in each case would be considered at the stage of analysis. The personal pronouns are set out in table 1 below.

Table 1. *Personal pronouns*

Person	Personal		Possessive		Reflexive	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
First	I, me	we, us	my, mine	our, ours	myself	ourselves
Second	you	you	your, yours	your, yours	yourself	yourselves
Third	he, him, she, her, it	they, them	his, her, hers, its	their, theirs	him-/ her- /itself	themselves

In specific, we wish to present our findings about the different pronouns that Barack Obama chose. Results were calculated according to Barack Obama's choice in each case and as a proportion of total pronouns used overall. The choices for all persons were therefore examined in some detail in the following subsections.

Table 2. *Barack Obama's use of personal pronouns (including possessive and reflexive): in proportions to total pronouns used*

Total	First person		Second person		Third person	
	Number	%	Number	%	Number	%
62	30	48.4%	7	11.3%	25	40.3%

This table shows that Senator Barack Obama selected a great number of different pronouns. However, the noticeable thing is that his choices for first person and third person pronouns make up a great proportion.

We can see clearly that personal pronouns had a high occurrence in the speech and they successfully express the speaker's opinion.

First person singular "I" was utilized to enhance the image of his own point of view or his individual power. It may also suggest self-reliance and infallibility. Moreover, when the speaker uses the first person plural "we", inclusively, the closeness or distance between the speaker and the audience is forged. In other cases, "we" is exclusive of addressee. Obama not only stood alone, he had his allies. They were the people who opposed the war in Iraq.

Besides, Barack Obama established a good rapport with the audience by frequently referring to them, called "you".

2.4.2. *Lexicalization*

2.4.2.1. *Lexical repetition*

It is believed that investigation of degrees of lexical repetition might show the speaker's attitude and ideology to specific topics and hence his assumptions about his particular audience's concerns. In this part, we are going to answer the question how his ideology is represented by his repeating vocabulary, including their derivatives.

Orders of frequency

All lexical repetitions identified in the speech were totaled for each item. The individual items chosen for repetition together with their frequency of occurrence were listed in table 3. The table indicates that the words used most frequently are *war*, *oppose*, *fight*, *president*. Among them, *war* ranks first with 20 times of occurrences in the text.

Table 3. *Lexical items in order of frequency*

1. Lexical repetition		Number of times used
Word(s)	Word's derivative/combination	
1. war	civil war, dumb war	20
2. oppose	opposed	14
3. fight	fought	10
4. Iraq	Iraqi	5
5. President		5
6. arm	army	5
7. terrorist	terrorist(s)/terror/ terrorism	5
8. live	live(-s)	4
9. Al-Qaeda		4
10. battle	battle(-s)	4
11. support	supported	4
12. economy	economic/ economy(-ies)	4
13. sacrifice		3
14. undetermined		3
15. world		3
16. man		3

There is no doubt that in an important political speech of a presidential candidate practically each word is carefully chosen so as to serve the purpose of the speaker. The fact is that he prepared and delivered an anti-war speech at an anti-war rally attended by anti war people. In my opinion, he didn't exactly stick his neck out here. We can only speculate what his actions would have been had he actually been a member of the senate, had to sit in on intelligence briefings, and had to cast a vote on behalf of the people of Illinois regarding the authorization of military action against Saddam Hussein. And one of those "present" votes he's so fond of casting would not have been acceptable in that case.

Barack Obama's anti-war position in 2002 was, in effect, his "political lottery ticket." It costs him nothing at the time. He has nothing to lose by taking that position. And if he happened to be right, the payoff would be huge for his future political career.

Repetition of key words and phrases

As the result of the investigation implies, Barrack Obama takes his great interest in *war* (20 times) or its related terms such as *oppose* (14 times), *fight* (10 times). To begin with, he emphasizes his opinions on Iraq war by reiterating this term.

*"I stand before you as someone who is not opposed to **war** in all circumstances. The Civil **War** was one of the bloodiest in history, and yet it was only through the crucible of the sword, the sacrifice of multitudes, that we could begin to perfect this union and drive the scourge of slavery from our soil.*

*I don't oppose all **wars**. My grandfather signed up for a **war** the day after Pearl Harbor was bombed, fought in Patton's army. He fought in the name of a larger freedom, part of that arsenal of democracy that triumphed over evil."*

On the other hand, he shows his point against the war, but not all the war, only the dumb war. Obviously, the fact that he uses repeatedly such words *dumb war*, *rash war* which may result in a contrast.

"I don't oppose all wars. What I am opposed to is a dumb war. What I am opposed to is a rash war.

That's what I'm opposed to. A dumb war. A rash war. A war based not on reason but on passion, not on principle but on politics."

The repetition of *dumb war* and *rash war* helps strongly confirm his point of view against the war in Iraq.

Furthermore, with the repetition of the word "*fight*", Obama once again bring us to the meaning of the war. The word "*fight*" and questions to Mr. Bush is considered as a defiance to Mr. President which helps visualize the nonsense actions for the nation.

*"You want a **fight**, President Bush? Let's finish the **fight** with Bin Laden and al-Qaeda, through effective, coordinated intelligence, and a shutting down of the financial networks that support terrorism, and a homeland security program that involves more than color-coded warnings.*

*You want a **fight**, President Bush? Let's fight to make sure that...we vigorously enforce a nonproliferation treaty, and that former enemies and current allies like Russia safeguard and ultimately eliminate their stores of nuclear material, and that nations like Pakistan and India never use the terrible weapons already in their possession, and that the arms merchants in our own country stop feeding the countless wars that rage across the globe.*

*You want a **fight**, President Bush? Let's fight to make sure our so-called allies in the Middle East, the Saudis and the Egyptians, stop oppressing their own people, and suppressing dissent, and tolerating corruption and inequality, and mismanaging their economies so that their youth grow up without education, without prospects, without hope, the ready recruits of terrorist cells".*

In short, repetition of key words and phrases has excellently manifested Obama's idea of opposing the war in Iraq.

2.4.2.2. Negative lexicalization

It is assumed that ideological discourse is generally organized by a general strategy of positive self-presentation and negative presentation. This strategy may generally operate in such a way that our good things are emphasized and our bad things are de-emphasized, and the opposite for the others - whose bad things will be enhanced, and whose good things will be hidden or forgotten. In other words, there are many discursive strategies to enhance our good things or mitigate their bad things, and hence to make discourse ideologically. This general polarizing principle when applied to discourse affects all levels, especially lexicon. Therefore, we wish to discover how the negative properties of a dumb war are enhanced lexically in the speech.

Negative lexicalization has successfully portrayed a negative picture of a dumb war. The Senator selected particularly negative words to describe a rash war such as **political hacks** like Karl Rove to distract us from a rise in the uninsured. *“A dumb war. A rash war. A war based **not on reason but on passion, not on principle but on politics**, What I am opposed to is **the cynical attempt** by Richard Perle and Paul Wolfowitz, I know that an invasion of Iraq **without a clear rationale and without strong international support** will only fan the flames of the Middle East. They are additionally characterized to be *unreasonable, meaningless, political, unjust and oppressive.**

*You want a fight, President Bush? Let's fight to make sure our so-called allies in the Middle East, the Saudis and the Egyptians, stop **oppressing** their own people, and **suppressing** dissent, and **tolerating corruption and inequality**, and **mismanaging their economies** so that their youth grow up **without education, without prospects, without hope, the ready recruits of terrorist cells...** The consequences of war are **dire, the sacrifices immeasurable.**”*

He also stresses possible consequences of war by using these terms: oppressing, suppressing, dire, sacrifices immeasurable, etc. It serves to build up tension and intensify negative associations with respect to a war.

We can infer that positive self-presentation and negative presentation are one of the most successful strategies utilized in the speech. It is interesting to note that Mr. Obama successfully portrayed a passive picture of a dumb war. Its bad consequences are enhanced with the employment of negative terms. And from the language he used, an image of a responsible and peace – loving man was also illustrated.

3. Conclusion

In this article, the author analyzed a speech made by Barrack Obama in which he mainly focused on his opinion on the war in Iraq. From that, conclusions are drawn about the way he used the language to demonstrate his opponency to a thumb war.

The chief objective of the study was to find out which linguistic resources were used to oppose the war in Iraq by Obama in his speech. The study was Based on Van Dijk's (1998) concept of Critical Discourse Analysis.

The study found that vocabulary items, phrases, clauses and sentence structures constituted the linguistic resources that were used to demonstrate his opponency to a thumb war were concerned. The vocabulary items used to oppose the war on Iraq were dominantly verbs and nouns. Pronounce choice helps to enhance the image of his own point of view or his individual power as well as the closeness and good rapport among the speaker and his audience.

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HALLO: AN EDUCATIONAL LANGUAGE TOOL TO ENHANCE ENGLISH MAJOR SOPHOMORES' MOTIVATION IN SPEAKING ENGLISH

Le Thi Huong (C)¹

Abstract: *Mobile-assisted language learning is indeed a rapidly growing field, one that promises to have an enormous impact on second language teaching and learning. A great number of apps on App store give students different selections depending on their needs. The application "Hallo" is a very helpful app which enables the users to speak English with foreigners all over the world anytime and anywhere they desire. This study used a mixed method to investigate students' motivation in speaking English through app Hallo. Forty English-majored sophomores participated in interviewing and answering questionnaire. The study revealed that using Hallo to enhanced English major sophomores' motivation in speaking English.*

Keywords: *Mobile-assisted language learning, app, audio conversation, English speaking.*

1. Introduction

Technology is changing the way we teach and learn languages; it has provided teachers with new facilities and approaches to teaching that can stimulate learners' interest while challenging their intellect (Blake, 2013, 2016; Stanley, 2013). With an exponential and progressive increase in the usage of iOS and Android operating systems, the range of activities using mobile phones has expanded from downloading music tracks and images to downloading and running hundreds of applications (apps) designed for a variety of purposes, including educational goals.

Smartphones are considered as an advanced technology device. Smartphones are capable of opening many possibilities for language learners, and their rapid adoption makes it easier to make these possibilities real (Byrne & Diem, 2014). Being multifunctional devices used for communication, entertainment, networking and learning, they are seen as potentially useful for second language learning and instruction because of their portability and connectivity. One of the more popular functions of smartphones is their ability to support mobile applications. The use of smartphone apps for language learning seems ideal for learners when the rate of smartphone use is increasing. Users just search an app with the functions they want and download to use anytime and anywhere.

Speaking with foreigners seems to be the most useful way for language learners to practice English (Canale, 1983). However, in the era of covid-19, communication in person has been limited. App developers have been developing a number of apps which enable users to connect with people all around the world.

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In this paper, the author investigates how using app Hallo affects the second year English majors' motivation in speaking English.

2. App Hallo

In 2017, Joon Beh and his co-founder, Benjamin Dent, founded Hallo - a social app and marketplace for English learning. As a Korean immigrant, Joon Beh understands the challenges of learning a new language, the biggest one being lack of opportunities to speak. English learners spend most of their time in textbooks instead of actually speaking. Ironically, the best way to learn a new language is by speaking, practicing, and immersing yourself in the language and culture daily.

Hallo is the first real-time, language-learning, social platform available in the market. According to Hallo's survey, every day English learners from 170 countries around the world practice speaking together on Hallo for over a million minutes. At the click of a button, Hallo users have conversations with a random practice partner in real-time audio chat. Hallo connects English learners, helping them improve their social speaking skills - arguably the most important aspect of language learning.



Figure 1. Logo of app "Hallo"

The usage of App Hallo

With a mobile phone accessing the internet, users can download App "Hallo" very easily from the App store. As soon as one installs and registers with a mobile phone number, a Google account, or a Facebook account, it is ready for them to use. When opening the app, a simple interface is displayed. There are some functions that users can exploit, such as: livestreaming, making 1-on-1 conversations, joining live class with English teachers, or joining 1-on-1 classes with native speakers. However, in this paper, the author just mentions the function of 1-on-1 conversation in Hallo (see Figure 2).

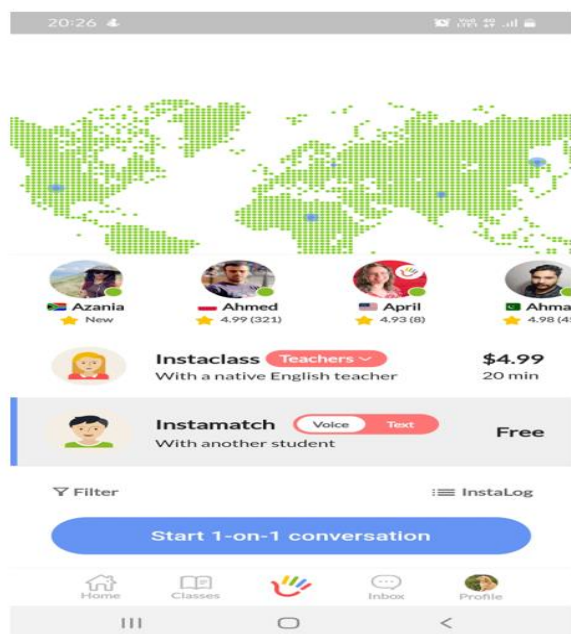


Figure 2. Interface when clicking "hand" symbol

First, all users need to complete the personal information in account profile (Figure 3), which includes name, username, the phone number, bio, language speaking, etc. After that they may take AI Proficiency Test to know which level they are in (Figure 4), but they can only take it once every 7 days. This test is designed with a series of grammar and speaking questions. For best results, users should be in a quiet place where they can hear and speak clearly. After taking the test, an overall proficiency score is given.

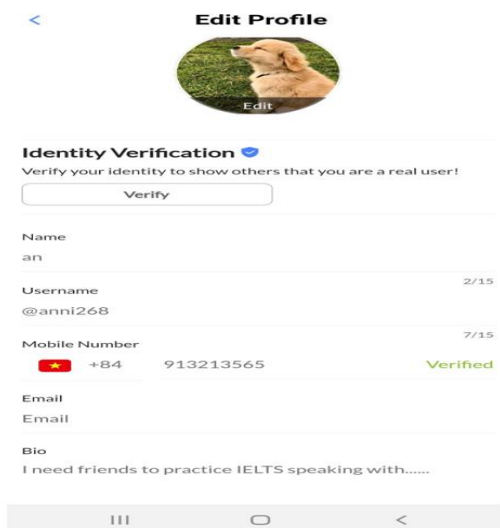


Figure 3. Interface to edit profile

Second, when opening app “Hallo”, users touch “hand” symbol at the bottom of the screen (figure 2). To use the function of 1-on-1 conversation, it is essential to register an Instagram account. By choosing “Instamatch” and “Start 1-on-1 conversation”, there appears a random speaker to talk (figure 5). If the user would like to talk with that one, he/she may accept and after 3 seconds the conversation can start. However, if one does not like to talk with that speaker, the user can skip and wait for another speaker.

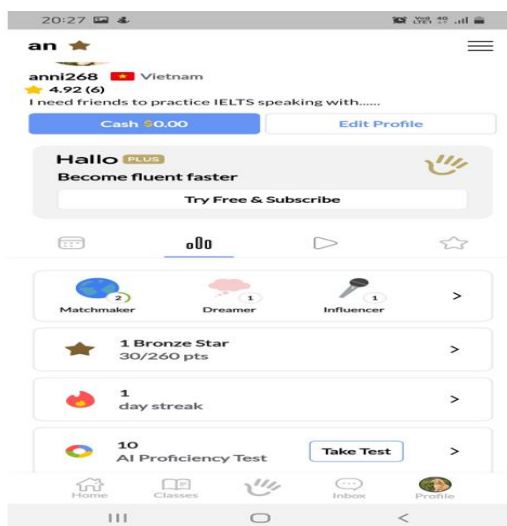


Figure 4. Interface to take AI Proficiency Test

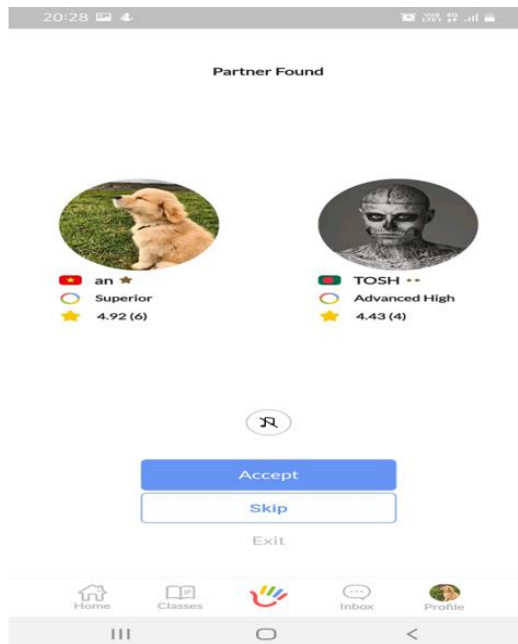


Figure 5. Interface after clicking “Start 1-on-1 conversation”

This app can count the number of days (called streak in Hallo) that users speak English with others via “1-on-1 conversation” if the length of time for each conversation is over 30 minutes (Figure 6). When users complete the conversation, the app will count the points; and the streak increases by 1 day if 30 points is gained each day. There is also a board of level (Figure 7), where users follow their progress. They may have more motivation when they are promoted to a higher level.

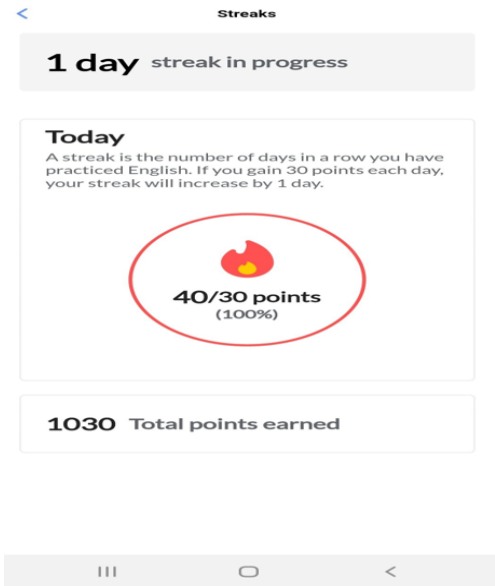


Figure 6. Interface of counting days of streak

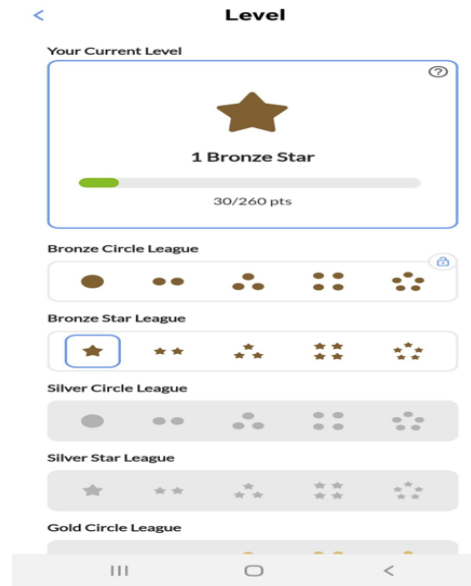


Figure 7. Interface of board of level

Especially, after making 1-on-1 calls, the user can see again the history of calls, which records all the voice calls via Hallo. From this calling history, users can follow or add friends with the people who have called in order to text or have more calls if necessary. (Figure 8&9)

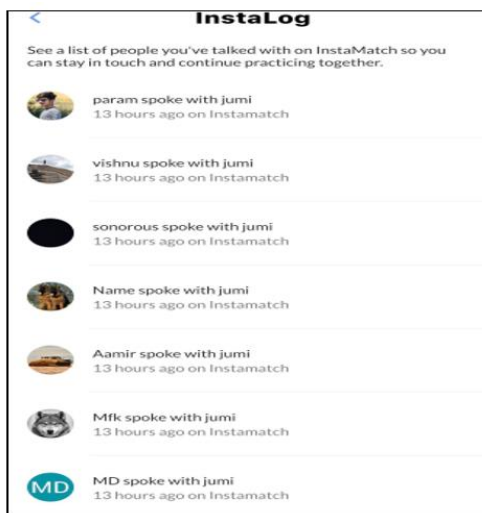


Figure 8. Interface of calling history

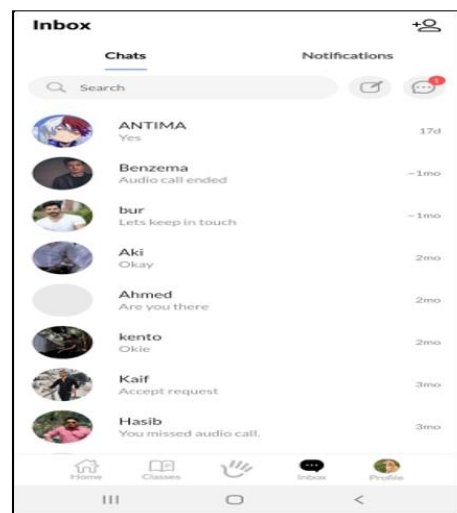


Figure 9. Interface of friend list

3. The study

3.1. Participants

The participants of the study were 40 second-year students (5 males and 35 females). These participants were selected from an intact class. They were from K23 English Teacher Education in the Faculty of Foreign Languages at Hong Duc University. The age range of the participants was nineteen to twenty. English was their major. Their English level was intermediate.

These 40 second-year English major students were asked to experience in speaking English with foreigners every day on Hallo daily for one month in the second semester of the academic year (2021-2022). The topics of their conversations on Hallo had to follow the contents of units in the textbook which they were studying in the class.

3.2. Methodology

The study used mixed methods to investigate English major sophomores' motivation in speaking English through Hallo: qualitative and quantitative methods.

40 English major sophomores were surveyed by answering a set of questionnaires before and after using Hallo to practice speaking English, and 10 of them were chosen randomly to participate in a face-to-face interview after experiencing Hallo.

4. Findings

4.1. Questionnaire results

The survey included 10 questions which were categorized into 3 themes: Enthusiasm in speaking English, Desire to speak English and Positive attitudes in speaking English.

Table 1. *Students' motivational level before and after experiencing Hallo for one month*

Items	Before experiencing Hallo		After experiencing Hallo	
	N=40	Percentage	N=40	Percentage
Enthusiasm in speaking English	21	52.5	36	90
Desire to speak English	26	65	40	100
Positive attitudes in speaking English	18	45	38	95

From the Table 1, the levels of student motivation after experiencing speaking English with foreigners on Hallo were much higher than those before experiencing Hallo. Before experiencing Hallo only 21 students (52.5 %) were enthusiastic in speaking English, while 36 students (90%) found enthusiasm in speaking English when they used Hallo. 100% participants agreed that speaking English on Hallo made them more desirable than speaking English without using Hallo. 38 of these students (95%), also, had more positive attitudes in speaking English when using Hallo to practice speaking English.

Obviously, after one month, students had chance to speak English with foreigners all over the world via voice callings. The users experienced with their enthusiasm, desire, and positive attitudes in speaking English. Thus, utilizing Hallo as an educational tool to enhance English speaking brought students a great motivation.

4.2. Interview results

Ten face-to-face interviews were carried out personally, which happened after the students experienced speaking English on Hallo for one month. Interview questions focused on finding the effectiveness of using Hallo in students' motivation in speaking English.

With the questions “*What do you think about app Hallo?*” and “*Do you think app Hallo can enhance your motivation to speak English?*”, all respondents answered that app Hallo was a useful for them to practice English speaking with foreigners all over the world. When communicating on Hallo, English was the popular language, and they had to speak English. As a result, the motivation in speaking English was created naturally.

With the question “*Which do you think is more effective, using app Hallo to practice English speaking or practice English speaking with others in-person?*”, 13 out of 15 students said that they found the effectiveness of utilizing app Hallo as a tool to communicate English with others. Sometimes practicing English speaking face-to-face made them shy to speak, but on Hallo they could speak freely without fear of making mistakes.

Generally, a majority of interviewees agreed that Hallo was an ideal app for them to practice English speaking. They were motivated to speak English with other speakers all over the world. They did not feel embarrassed when audio calling with a person they did not know before, so they could speak English naturally.

5. Evaluation and Recommendation

“Hallo” is a free mobile app (there is also a web version). It is a quite new app on education among a variety of apps in Google Play. Up to now, there has been no research on the effectiveness of this app in enhancing users' English skills. However, after a period of time using and applying this app in teaching English, the author witnessed a number of its advantages, such as meeting the need of communicating with foreigners in English and making friends all over the world.

Learners can “take the lead and engage in activities that are motivated by their personal needs and circumstances of use” (Kukulska-Hulme, Traxler, & Pettit, 2007, p. 53). By making 30-minute conversations with random speakers, users have chance of practicing their speaking fluency every day. Also, these conversations are just audio-calls. The users can talk with different speakers without the fear of seeing their face. The topic of each conversation may vary, which depends on the partner whom the user may talk with, such as about family, about studying, about career, etc. Moreover, with the function of counting the number of calling days and recording points gained, this app motivates the users using much more. This leads to increased levels of confidence in speaking English.

Most of the users use this app for practicing English speaking. The users should prepare some sets of questions about different topics in order to make the conversations more effective. More importantly, to avoid some cases which some people asking about sexual topics, the users may state the main purpose of talking right at the beginning of the conversation. To encourage students to use this app and enhance their English speaking

frequently, teachers should assign some topics and ask them to do the homework tasks by making videos when having conversations in this app and sending videos to the teacher for checking every day.

6. Conclusion

Speaking English with learners from all over the world is a great opportunity in the language learning process since it facilitates real life communication with real native and native-like speakers and puts into practice the materials the learners have already covered. Teachers in Industry Revolution 4.0 need to mix English language learning with technology. Most learners have smartphone to access information. Teachers should customize their teaching and learning with current technology and in the easiest way. With the accelerated development of Apps on learning English and the popularization of mobile devices, students have become increasingly interested in the learning benefits that apps on mobile devices bring. App “Hallo” is one of educational applications which helps the users make progress in learning English, especially speaking and listening. The users can talk with different foreigners in English anytime they desire. As a result, their English fluency may be improved significantly.

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USING MEMRISE TO FOSTER ENGLISH VOCABULARY FOR THE FIRST YEAR NON-ENGLISH MAJORS AT HONG DUC UNIVERSITY

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Abstract: *The purpose of this study is to determine the effectiveness of applying Memrise in learning English vocabulary for the first-year non-English majors at Hong Duc University. Preliminary investigation shows that the first-year non-English majors have difficulty in learning English vocabulary. 100 non-English major freshmen participated in the research. Vocabulary pre-test and post-test and questionnaire were utilized as the instruments to gather the data. The findings showed that Memrise was a great tool to enhance students' English vocabulary.*

Keywords: *Memrise, vocabulary, freshman, self-learning, English*

1. Introduction

The famous linguist D. A. Wilkins (1972, p.111) said: "Without grammar, very little information can be conveyed; without vocabulary, no information can be conveyed". Tozcu and Coady (2004, p.473) also pointed out that vocabulary learning is an important aspect of second language acquisition and determines academic success, and an important factor in its relationship closely related to other language skills. It is also confirmed by Richards and Renandya (2002), who say that as the heart of language ability, vocabulary presented itself as a basic means of measuring speaking, listening, reading and writing abilities of learners.

Seeing the importance of vocabulary in language learning, app developers created a number of applications that combine with learning vocabulary, especially learning English vocabulary. The studies of Reed and Hooper (2018), Abarghoui and Taki (2018) and others have shown that the most important reason why many students chose to use Memrise is that learning English vocabulary on Memrise was designed in the form of gamification.

Reed and Hooper (2018) believed that gamification was a learning medium that had been shown to build interest for students in learning. Memrise makes learning vocabulary more interesting to the learners which is resemble to growing flowers in the garden. And studying vocabulary everyday is to sow a seed to contribute to a big flower garden. Each correct answer helps the seed grow and bloom in the most brilliant way.

In this paper, the authors investigate the effectiveness of using Memrise to foster English vocabulary for the first year non-English majors at Hong Duc University.

2. Memrise

Memrise is considered as an online learning tool that enhances learners' vocabulary. It was created by Ed Cooke, Grand Master of Memory, and Greg Detre, a Princeton neuroscientist.

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Memrise is really easy to use. There are two versions for learners to use: mobile app and website. Memrise helps the users memorize vocabulary by using flash cards with a spaced repetition. When registering an account on Memrise, the users can choose a number of English vocabulary courses to learn, or the learners can also create a course for themselves.

According to Memrise producers, there are over 200 languages available to learn and over 300.000 existing courses. Each course may include different levels which cover different content topics or functions. For instance, the course “Tiếng Anh (Anh Quốc)” includes 7 levels and each level covers a different topic such as greetings, places, etc.



Figure 1. *Logo of Memrise*

The usage of Memrise

Users can download Memrise in smartphones or iOS devices from Google store or iTunes. After registering a Memrise account, users can apply the application directly by tapping “sign in now”. Once users have created an account and chosen their language, they would choose the course or courses of languages they desire to study.

One excellent benefit of Memrise courses is that learners are able to review words which are covered in each course and choose to ignore any words if they find it unnecessary. This enables them to avoid learning words they know already are not interested in.

When learners practice learning vocabulary in a Memrise course, they are provided flash cards including the definition of the new words accompanied by a mnemonic device of their choosing to assist to form sensory memories. These can be photos, videos, example sentences, or some other types of practice that help learners make associations between new words and ideas with which they have been familiar already. Especially, the learners can hear how the words are pronounced with audio recordings along with each flashcard.

3. The study

3.1. Participants

100 first-year non-English majors (45 females and 55 males) from two faculties: Faculty of Primary Education and Faculty of Information and Communication Technology were invited to join the research. Their English vocabulary level was elementary.

These 100 first-year non-English major students were asked to practice English vocabulary on Memrise every day for one month in the second semester of the school year (2021-2022). All of them experienced the same course on Memrise named “English 1”, which was based on vocabulary in different units in the textbook “English File-Elementary by Christina Latham-Koenig and Clive Oxenden.

3.2. Methodology

The study used the quantitative and qualitative method to gather the data in order to investigate the effectiveness of using Memrise to enhance English vocabulary for the first year non-English major students at Hong Duc University.

A questionnaire was delivered to 100 non-English major freshmen to analyze students' perception towards using Memrise to foster English vocabulary. Also, vocabulary pre-test and post-test were designed to check English vocabulary level of students before and after using Memrise.

4. Findings and discussion

4.1. Questionnaire results

The questionnaire included a five-point Likert type scale with five options, namely: strongly agree, agree, undecided, disagree, and strongly disagree.

Table 1. *Students' perception of using Memrise to enhance English vocabulary*

No.	Statements	Options (%)				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Using Memrise was easy	26	74	0	0	0
2	I liked using Memrise to practice English vocabulary	45	51	3	1	
3	My English vocabulary was improved after using Memrise	13	70	10	3	4
4	I had more motivation to learn English vocabulary when using Memrise	38	61	1	0	0
5	English vocabulary exercises on Memrise were helpful	13	57	3	12	15

As can be seen from the Table 1, students' perception towards using Memrise to enhance English vocabulary were explored by means of five statements. The analysis of the results for the first statement revealed that 100% students found easy in using Memrise. 45% students strongly liked and 51% liked using Memrise to practice English vocabulary, while 3% could not decide if they liked or not and 1% did not like. A majority of respondents (83%) saw that their English vocabulary was improved after using Memrise; however, 17% could not improve their vocabulary. With the statement "I had more motivation to learn English vocabulary when using Memrise, there was 99% students choosing "agree" and "strongly agree", and there was only 1% thinking that they could not be motivated. Besides, 70% students believed that English vocabulary exercises on Memrise were helpful to them in memorizing, while 30% did not think so.

Generally, Memrise creates an interesting learning environment for learners. They can enhance their vocabulary like playing without stress and boredom, which is one of important factors in learning and teaching. All students responded positively about the effectiveness of using Memrise to improve their English vocabulary.

4.2. Vocabulary pre-test and post-test results

A pretest and posttest were administered before and after students experienced to use Memrise to practice English vocabulary. Main purpose of two tests were to find out the effectiveness of using Memrise to enhance English vocabulary.

Table 2. *Students’ results of the pretest and posttest*

Grades on the scale of 10	Pretest (%)	Posttest (%)
8.0 - 10	6	14
6.5-7.5	27	69
5.0-6.0	63	17
0-4.5	4	0

From the Table 2, it is easy to see that before using Memrise students’ vocabulary level was mostly below grade 5 (67%), and there were 33% students got grades from 6.5 to 10. However, after one month using Memrise to practice English vocabulary, students might memorize vocabulary better. The results for vocabulary post-test showed that there was no student with grades 0-4.5. The number of the students who got grades 5.0-6.0 in the post-test reduced (only 17%), whereas the figure was 63% for the pretest. Additionally, a majority of students got 6.5-7.5, which is much higher than the number of students doing the pretest (only 27%). With the grades 8.0-10, the results of the post-test (14%) are also higher than those ones of the pre-test (6%).

Obviously, applying Memrise to foster students’ English vocabulary brought effectiveness. Students felt easy and interested in practicing vocabulary on Memrise. Instead of doing boring exercises and learning by heart day by day, students learn vocabulary by playing on Memrise.

5. Conclusion

It cannot be denied that using technology as an educational tool is very essential for teachers in teaching and learning. In teaching languages, teachers are expected to apply technology into their class. Using Memrise is one example. Learning English vocabulary on Memrise has much more fun than the traditional ways. The learners memorize the new words by completing tasks to get scores, which make them have more motivation and feel less boring. To maximize its benefits, the teacher had better create learning English courses on Memrise, which integrate the contents of the lessons in the class and ask students to practice after class. As a result, students can enhance their English vocabulary with excitement and willingness, which leads to their improvement in the process of learning English.

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THIRD-YEAR ENGLISH MAJOR STUDENTS' PERCEPTION OF WRITING STRATEGIES: A QUALITATIVE STUDY INTO STUDENT'S CHOICE AND THEIR USE OF WRITING STRATEGIES

Do Thi Thanh Huyen¹

Abstract: *This study investigates the writing strategies of third-year English major students who are doing a bachelor's in English Language Teacher Education at Hong Duc university. The data was collected from a semi-structured interview. The interviewees aged from 19 to 20 reported employing several writing strategies including metacognitive strategies, cognitive strategies, and social/affective strategies in their writing practice. In addition, all participants reported engaging in pre-writing activities and being aware of their writing difficulties. The findings also demonstrated that highly proficient students reported using a greater number of metacognitive methods, such as organizing ideas and rewriting content, than those with less proficiency. Limitations of the study are also discussed.*

Keywords: *Writing strategies, third-year English major students, student's perception, qualitative study*

1. Introduction

“Learning strategies are operations employed by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”, according to Oxford (1998, p.8). Boyce (2010) stated that language learning strategies are a complex and multi-layered field of research, and they may be explained as characteristic techniques and methods which support language learners to achieve, remember, experience, and use a new language. The important role of language learning strategies is undeniable in the process of learning a second language, and this has been presented in a variety of studies by scholars (Cook, 2016; Ellis, 1994; O'malley & Chamot, 1990). Furthermore, learning strategies make a great contribution to not only language proficiency but also to enhancing learners' motivation and awareness of achieving a successful outcome (Chamot, 2004; Cohen, 2011; Oxford, 2003). In terms of the identification of learning strategies, Oxford (2011) classified learning strategies into two broader types which are direct and indirect strategies. The direct class includes cognitive strategies, memory strategies, and compensation strategies, whereas another one is composed of metacognitive strategies, affective strategies, and social strategies. O'malley and Chamot (1990) examined three types of learning strategies:

Metacognitive, which are self-regulatory strategies in which learners are aware of their own thinking and learning, and plan, monitor, and evaluate their own learning endeavors;

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Cognitive, in which learners work with and manipulate the material to be learned or apply a specific technique to the learning;

Social and Affective strategies, in which students interact with the teacher or other students to solve a problem, or exercise some kind of affective control over their own learning behaviors.

Writing is a complicated activity that takes into account a variety of cognitive, social, cultural, and motivational elements (Hyland, 2004). The application of writing strategies and techniques is crucial to its development. Rahimi and Katal (2012) indicated that the identification of the writing challenges students to confront and the application of pedagogical interventions that increase their metacognitive awareness of writing are crucial components in helping students develop their writing abilities. Writing is important in academic contexts because it assists students with important assignments, improves their performance and functioning, and broadens their knowledge (Graham & Perin, 2007). As students go into university, they have a deeper understanding of the value of writing. They must understand the fundamentals of academic writing, rhetorical structure, vocabulary, and writing norms to submit formal essays and reports at the collegiate level. Due to their capacity to establish intellectual connections across disciplines, these writing abilities help the students advance in their chosen fields of study (Hyland, 2004). Additionally, at university, the assessment of students' educational achievement is more closely linked with their writing skills because teachers asked for reports, assignments, project papers and other writing tasks, which aims at evaluating students' understanding of the materials presented in courses. To effectively complete writing assignments, mastery of writing ability is of primary importance for students, and it is even more essential for English majored students as they must write in English rather than their native language.

This study aims to examine the writing strategies employed by university students of different English proficiency levels in their expository writing tasks. The main focus of the study is to investigate the perception the students have of writing strategies and examine fundamental factors contributing to the strategies choice of third-year English major students at Hong Duc university. Through this study, it is believed that the students would gain a greater understanding of the benefits of employing writing strategies, which could help to improve the performance of writing skills among students and eventually make writing tasks in writing classrooms less difficult. This article will contribute to addressing the three following research questions:

What strategies do students usually use to acquire writing skills?

What key factors influence students' writing strategies choice?

What are the differences in writing strategy used between students at different levels of proficiency?

The article will provide the background information of participants, then present the procedure and data analysis instrument used in the current study. Results will be also discussed to address the research questions. Besides, limitations are considered for future studies.

2. Methodology

2.1. Participant

Ten third-year students whose major is English Language Teacher Education at Hong Duc university participated in this study. Semi-structured interviews were conducted with 7 female and 3 male students aged from 20 to 21. Participants completed the course “Reading & Writing 4” following the university syllabus, and the program’s learning outcome is English Level B2. Four interviewees had a low level of writing and six had a medium to a high level of writing proficiency. Their writing proficiency was identified based on the results of their end-term test. All participants who had experience and knowledge of writing in their course were chosen for this study to reflect 1) different elements in learning strategies such as personal language learning experience, and their writing strategies; 2) how the students adopt writing strategies and how these strategies affect their writing competence; and 3) appropriate writing strategies choice.

Table 1. *Background Information of the Participants*

<i>Participants</i>	<i>Year</i>	<i>Gender</i>	<i>Major</i>	<i>Level of writing proficiency</i>
<i>S1</i>	3 rd	Male	English Language	Low level
<i>S2</i>	3 rd	Male	English Language	Low level
<i>S3</i>	3 rd	Female	English Language Teacher Education	Low level
<i>S4</i>	3 rd	Female	English Language	Low level
<i>S5</i>	3 rd	Female	English Language Teacher Education	Medium level
<i>S6</i>	3 rd	Female	English Language	Medium level
<i>S7</i>	3 rd	Female	English Language Teacher Education	Medium level
<i>S8</i>	3 rd	Female	English Language Teacher Education	Medium level
<i>S9</i>	3 rd	Male	English Language Teacher Education	High level
<i>S10</i>	3 rd	Female	English Language Teacher Education	High level

2.2. Procedure

In this study, the interview is the only instrument for data collection. A qualitative interview was conducted as the aim of this study is to have a deeper understanding of "people’s more personal, private, and special understandings” of academic writing strategies (Arksey & Knight, 1999). Particularly, an English semi-structured interview was used with a list of interview questions prepared in advance. The interview questions were designed to focus on their general attitudes and their own experiences of language learning strategies throughout their English learning period in general and English Language Teacher Education course in particular. Moreover, the interview questions also mentioned the types of learning strategies they applied, how they used them for improving their writing skills and writing performance, as well as major factors that affect their writing strategies choice. The interview was about 15 minutes and the audio was recorded with the consent of the

participant. The interview schedule and location were set up based on their convenience and preferences. Additionally, it was explained that the interviews would be kept private and used solely for this research.

2.3. Data analysis

The data collected from the tape-recorded interview was transcribed and organized. Then the transcripts of the interviews were coded for the analysis process. The data analysis included forming categories, establishing the boundaries of the categories, assigning the segments to categories, summarizing the content of each category, finding shreds of evidence, etc." (Tesch, 2013). Then it was systematically synthesized to determine the main concepts of the study based on Mu's (2005) taxonomy of L2 writing strategies including cognitive, metacognitive, social and affective strategies.

Table 2. *The taxonomy of ESL/EFL writing strategies by Mu (2005)*

Writing strategies	Sub-strategies	Speculation
Metacognitive strategies	Planning	Finding focus
	Monitoring	Checking and identifying problems
	Evaluating	Reconsidering written text, goals
Cognitive strategies	Generating ideas	Repeating, lead-in, inferencing, etc.
	Revising	Making changes in plan, written test
	Elaborating	Extending the contents of writing
	Clarification	Disposing of confusions
	Retrieval	Getting information from memory
	Rehearsing	Trying out ideas or language
	Summarising	Synthesizing what has read
Social/affective strategies	Resourcing	Referring to libraries, dictionaries, etc.
	Getting feedback	Getting support from professor, peers
	Assigning goals	Dissolve the load of the task
	Rest/deferral	Reducing anxiety

3. Results and Discussion

Qualitative data collected and analyzed in this study provided a deeper understanding of the perceptions and attitudes of language learners concerning language learning strategies. This is likely to have a considerable impact on the learning practices of student participants. Some themes emerged from data analysis include 1) Different types of writing strategies; 2) The factors that affect the learning strategies choice; and 3) The writing strategies use at different levels of proficiency.

3.1. Different types of writing strategies

Data analysis showed that students used a variety of writing strategies. The majority of the students' remarks were on metacognitive strategies which involve the process of

planning, organizing thoughts, monitoring, and evaluating. Moreover, the interviews also revealed other writing strategies were also employed by third-year English major students such as cognitive and social and affective strategies.

It is reported that one of the critical components contributing to interviewees' writing procedure was systematicity. In other words, each respondent discussed the stages and methods they went through when writing. Planning was evident in statements like *"I normally start with..., first I write down the essential points, I often construct an outline..., after reading the title, I brainstorm the ideas..."* (Student S7). Students believed that pre-writing was essential in their writing process. In addition, the majority of interviewed students revealed that they use a kind of outline when they start writing an essay. This is a reply from student S9:

"First, I outline.... I often organize it and then I write the essay ... and sometimes I change it to ... and I add new ideas"

Six students agreed that they usually self-monitored after a writing task by using the checklist provided by their teacher. Two of these students (Students S9 and S10) used self-monitoring to notice mistakes they had made while writing and while proofreading their rough drafts.

Moreover, affective strategies were also used by the participants when they practiced wrote writing skills. Student S1 said:

"Sometimes, when I face problems with my writing, I usually ask my teachers or friends for help"

And student S4 revealed that:

"Sometimes I got confused when I wrote, I took a rest, refresh my mind and then I started..."

All students reported that the internet played a vital role in supporting their writing and assignments. Seven participants reported that the internet was considered an authentic source to improve their writing. Student S5 stated:

"I can find numerous excellent writings on the internet, written by native English speakers, English teachers,... that can help me to write my essays. It's really great."

Six participants also mentioned using Facebook, forums, blogs, and other internet-related activities to improve their writing abilities. They searched and used supporting sources to assist their writing.

Cognitive was also reported to be effective writing strategies in enhancing students' writing. They mainly focused on revising acquired knowledge and obtaining information from memory. One of the participants' comments is a clear illustration of cognitive writing strategies (Student S3):

"I usually learn new words, synonyms, words family, good structures, and I try to remember and apply them in my essays"

Students S6 and S8 also said that they wanted to learn good vocabulary from reading texts and samples and used them in their writing. Likewise, student S2 stated:

"I always try to remember useful expression, phrases, vocabulary and use them in my sentences, in my writing"

3.2. Factors affecting students' choice of writing strategies.

Different learning contexts and language skills might require different learning strategies to meet learners' needs and certain learning aims. Thus, it is necessary to select appropriate writing strategies depending on various factors such as learner factors (learners' learning styles, age, motivation, learning experience), or social and situational factors (language learned and task types). For example, the participant who preferred metacognitive strategies for learning academic writing might tend to reflect her analytic learning style, or using cognitive strategies would reflect that she emphasized the importance of language learning "to understand and remember specific items of language" (Ellis, 1994). In the interview, student S10 also expressed her own opinions about this issue:

"In my opinion, individual learning style and personal learning experience contribute to choosing learning strategies that are appropriate and effective to me..."

Another student said:

"Learning style will reflect on each individual's learning strategies choice. Each language learner has their way of learning, so they'll use different learning strategies depending on the specific characteristics of each individual in learning language, and the effect that these learning strategies bring" (Student S8)

In addition, according to students S6 and S7, personal learning experiences also play an important role in learning strategy choice.

"Learning experience might help me to identify what is the best learning strategy for me. This is because I've tried various language learning strategies during my own English learning process" (S7)

"I realized that (...) different learning strategies are suitable to different learning contexts and different learning purposes, and various language skills" (S6)

As a result, learning strategies choice exerted positive impacts on the effectiveness and success of the learning process, and using these strategies gave the learner opportunities to improve writing skills in the academic context. Three students reported that:

"Using appropriate learning strategies makes a significant contribution to developing my academic writing" (Student S10)

"I've learned how to write an organized and persuasive essay, learned how to organize ideas more logically and effectively" (Student S8)

"I also identify my strengths and weaknesses in writing skill through self – evaluation and peer - evaluation ... This may help me to do better for the next writings" (Student S7)

3.3. The use of writing strategies of students at different levels of proficiency.

The finding demonstrated that more writing strategies were mentioned by proficient student writers than by less skilled ones. They reported using more metacognitive strategies than the less effective writers, such as planning and self-monitoring. For example, one of the interviewees said:

"I usually try to organize my ideas and essays in several paragraphs according to introduction, bodies, and conclusion". (Student S7)

Student S9 revealed:

“I typically check my essays several times to identify grammatical errors and improper word choices”

This result is in harmony with previous studies (Lai, 2009; Nguyen & Gu, 2013; Peacock & Ho, 2003) which indicated that students with higher writing competence reported employing more metacognitive strategies than those with lower writing proficiency.

The findings also revealed that weak student writers could not effectively organize their ideas into separate paragraphs and they faced problems adding new ideas to their essays after writing two or three paragraphs. One of the poor ability writers' comments evidenced his inability in organizing her writing into appropriate paragraphs:

“I have some ideas when I write. I cannot write them in proper paragraphs. I write the first paragraph and I think a lot, it is very difficult to add....” (Student S1)

The other three students (S2, S3, and S4) also reported their difficulties in organising ideas and paragraphs

Their lack of proficiency in second languages in general, and L2 writing competence in particular, may be the cause of their relative lack of attention to metacognitive writing strategies such as revising content and overall organization. Students who struggle with writing only concentrate on word-level and sentence-level issues without taking into account paragraph organisation and content revision.

Findings of the current study also back up the claim strongly endorsed by Hosseinpur & Kazemi (2022) who revealed that less-skilled writers mainly focused on the problems associated with grammar mistakes and vocabulary while more-skilled ones mentioned writing problems related to textual coherence, word choice, and whole paragraph unity. Students with limited writing ability did not make reference to difficulties such as lack of ability in connecting and organising ideas, and providing supporting ideas. The results also show that most lower proficient students are unaware of the use of metacognitive strategies and that knowledge and employment of these strategies appear to be major predictors of English writing skills. This is consistent with Hosseinpur & Kazemi (2022)'s study which demonstrated that the main difference between successful and less successful student writers is how well they employ writing strategies.

4. Conclusion

This study indicated that third-year English major students use different writing strategies and that the use of proper writing strategies significantly contributes to achieving writing competence. The interviewees used a variety of writing strategies involving metacognitive, cognitive, social, and affective strategies. They mainly reported using different types of metacognitive strategies such as planning, organizing, and revising in their writing, while other writing strategies such as social and cognitive strategies emerged from their interviews. Furthermore, it is indicated that learning style and learning experiences were the primary factors affecting students' language strategy choices. The study also revealed that writing proficiency made a considerable contribution to determining the use of

writing strategies, especially metacognitive strategies. Students who had a high level of writing proficiency reported more use of different types of metacognitive writing strategies than those who had low writing ability. However, there were several limitations in this study that need to be considered when interpreting the findings. First, the sample size was relatively small, and limited to English-majored students in one university in Vietnam, which affects the generalizability of the results. Second, the interview was the only instrument to collect data. Other data collection tools such as observation and think-aloud seem to be essential for examining real-time writing strategies use because the writing strategies the participants reported in their interview might not reflect the strategies they use while writing. Moreover, a combination of qualitative and quantitative data collection instruments is essential to get a better understanding of the writing strategies use.

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INTEGRATING YOUTUBE INTO SPEAKING CLASSES FOR FIRST-YEAR NON-ENGLISH MAJOR STUDENTS AT HONG DUC UNIVERSITY

Le Thi Thu Huyen¹

Abstract: *This paper aims at investigating the effectiveness of using YouTube, the most popular social media in Vietnam, in speaking classes. Research participants were first year non-major students enrolled at an English speaking class in the second semester of the academic year 2021-2022 at Hong Duc University. Preliminary investigation showed that first-year English non-majors had poor knowledge about English in general and speaking in particular. Speaking tests were conducted before and after the intervention to evaluate its efficacy. A post questionnaire was also administered to find out students' reaction to this program. The obtained results revealed that learners had better speaking skills as well as positive attitudes toward English in general and speaking in particular, and highly appreciate the program.*

Keywords: *YouTube, speaking skills, non-major students*

1. Introduction

Over the last few decades, social media has now much been integrated as a learning platform in various educational settings, including those in language teaching and learning. Increasing number of studies has also reported the benefits of online social networks on learning, especially YouTube. YouTube offers an excellent opportunity for online learning platform because it allows teacher and students to upload, view, share, and even interact through the comments column in the learning videos (Prastiyo, Djohar, & Purnawan, 2018). Students can enjoy learning through YouTube wherever they are. YouTube is an effective medium because YouTube offers a vast range of useful contents for teaching English. It is easy to access videos about different cultures in different styles worldwide, which helps expand students' perspectives on cross-cultural understanding. The use of YouTube in English classes shows the efficiency on achievement of students and personal reflection on their learning progress.

Realizing the benefits of using YouTube in language learning and teaching, the researcher has always been trying hard to improve her students' English proficiency in general and their speaking in particular beyond the regular class hours outside the classroom. However, her observations and informal interviews with first-year English non-majors at Hong Duc University revealed that they had comparatively low level of English competence, especially speaking skills although they had been learning English for at least 7 years. This prompted the researcher to integrate YouTube into speaking classes with a hope to have better changes in her students' speaking skills and learning attributes.

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2. Literature Review

Taking classroom activities in a fun experience, students are stimulated, and their anxiety and stress about learning a second language are reduced. YouTube creates a great opportunity for teachers to help their students engage and progress. Compared to traditional teaching methods, YouTube videos are more realistic, practical, and comprehensive (Almurashi, 2016). Lindstorm (1994) states that learners could recall and comprehend the subject much better when they see, hear, and do. The comprehension level of a subject is higher than 75% when they see, hear, and produce materials during instruction. As a result, learning through using videos has been considered to be influential in teaching activities.

Nofrika (2019) reveals six advantages of using YouTube in improving learners' English competencies like giving flexibility and practicality for learners in the aspect of accessibility, helping learners learn and understand the topics, providing fun videos of learning, facilitating learners especially for macro practice, encouraging learners to improve their vocabulary, and providing the interaction in a real-life context

3. Research methodology

3.1. Participants

Participants in this study are 48 first-year students in Faculty of Economics and Business Administration at Hong Duc University. All of them have smart phones. Most come from various places in Thanh Hoa province with some exceptions from other parts of the country. They belong to the age group ranging from 18 to 20 and have learnt English for 10 years or more.

3.2. Instruments

A pretest was administered at the beginning of the semester to 48 English non-majors to measure their performance in the speaking skills. For assesment purpose, the teacher used the speaking band descriptors of Cambridge's A2 level, consisting of four main categories: grammar, vocabulary, pronunciation and interactive communication. After the intervention, a post test was delivered to evaluate the effectiveness of the program. Although the questions in the pre-test and post-test are different, they are similar in content, and are assessed by teacher . A short Pre-Questionnaire was also administered at the beginning of the semester to investigate their attitudes towards learning English in general and speaking in particular before implementing YouTube to teach speaking skills. After the application of using YouTube to teach speaking, a Post- Questionnaire was offered to understand the students' opinions of the intervention program.

3.3. Procedures

At the first week of the first semester, a pre-questionnaire and a pretest were conducted to diagnose the learners' level of English speaking skills and their attitude toward speaking skills. From week 2 to week 11, the intervention program was delivered. At the final week of the semester, a post test was administered to find out whether there was any improvement in the students' speaking skills. Concurrent with the post test, a post questionnaire was also conducted to identify students' attitude to the intervention program.

3.4. Intervention Program

The whole program took place during 10 weeks of the second semester excluding the first and last week reserved for the tests. Based on the contents of the first six units in the textbook entitled “*English File Pre-intermediate*” by Christina Latham-Koenig Clive (2011) used for first-year English non-major students, the teacher chose the most appropriate video as the teaching media for each lesson of the program for first-year English majors at Hong Duc University. The videos could exaggerate a particular point on various topics like daily life, free time, hobbies and leisure, people and relationship, happy moment, plans and dream, parents and teenagers, fashion and shopping, holiday, living fast, places and buildings, diet and lifestyle, possitive thinker.

At first, the teacher chose one or two videos before the class and uploaded it on YouTube for students to watch. Students were encouraged to watch the learning videos wherever and whenever they liked and they could pause, rewind, or speed up the video as they wished. During the speaking classes, teacher provided students with a set of speaking tasks based on the video played. For example, teacher asked students for their reaction in an open discussion, students answered specific questions about the content presented, students role-played to deal with daily life topics, or discussed in groups about social issues in a short time of about ten to fifteen minutes. The main aim of these activities was to improve fluency, and grammar to function naturally communication context. After that, teacher asked each group to report the discussion. In this stage, students freely gave feedback by explaining and defending, agreeing and disagreeing based on the given toipcs. In this study, the researcher was a teacher who applied Youtube in speaking classes and she was also an examiner who used the speaking band descriptors of Cambridge’s A2 level (Table 1), consisting of four main categories: grammar, vocabulary, pronunciation and interactive communication to assess students’ improvement. Each contributes 25% of students’ speaking score.

Table 1. Speaking band descriptors

Band	Grammar	Vocabulary	Pronunciation	Interactive communication
10	Shows a good degree control of simple grammatical forms	Uses a range of appropriate vocabulary when talking about everyday situations	Is mostly intelligible , and has some control of phonological features at both utterance and word levels	- Maintains simple exchanges. -Requires very little prompting and support
9	Shows a quite good degree control of simple grammatical forms	Uses a range of appropriate vocabulary when talking about everyday situations	Is mostly intelligible, and has some control of phonological features	- Maintains simple exchanges, despite some difficulty. - Requires prompting and support

8	Shows sufficient control of simple grammatical forms	Uses appropriate vocabulary to talk about everyday situations	Is mostly intelligible, despite limited control of phonological features	- Maintains simple exchanges , despite some difficulty. - Requires very little prompting and support
7	Shows sufficient control of simple grammatical forms	Uses appropriate vocabulary to talk about everyday situations	Is mostly intelligible, despite limited control of phonological features	- Maintains simple exchanges, despite some difficulty. - Requires very little prompting and support
6	<i>Performance shares features of Bands 5 and 7</i>			
5	Shows limited control of a few grammatical forms	Uses a vocabulary of isolated words and phrases	Has very limited control of phonological features and is often unintelligible	- Has considerable difficulty maintaining simple exchanges. - Requires additional prompting and support
4	<i>Performance shares features of Bands 3 and 5</i>			
3	Shows only limited control of a few grammatical forms	Uses a vocabulary of isolated words and phrases	Has very limited control of phonological features and is often unintelligible	- Has considerable difficulty maintaining simple exchanges - Requires additional prompting and support .
2	Shows very limited control of a few grammatical forms	Uses a vocabulary of isolated words	Has very limited control of phonological features and is often unintelligible	- Has very difficulty maintaining simple exchanges. - Requires lots of additional prompting and support .
1	- No communication possible - No rateable language			
0	- Does not attend			

3.5. Results and discussions

Before the selected participants were taught using YouTube, they were given Pre-Questionnaire to check their current attitudes toward learning English in general and speaking in particular. The author also wanted to know whether the students liked using YouTube to improve their speaking skills. Table 2 shows the results of the pre-questionnaire.

Table 2. Results of Pre- Questionnaire

No.	Questions	Options	Number of students	Percentage (%)
1	Do you like learning English?	Yes	18	37.5
		No	30	62.5
2	Do you like learning speaking?	Yes	6	12.5
		No	42	87.5
3	Is learning speaking difficult?	Yes	2	4.2
		No	46	95.8
4	Did your high-school teachers use YouTube to teach English?	Yes	0	0
5	Would you like to learn speaking through YouTube videos?	Yes	44	91.7
		No	4	8.3

From all the responses received, when the students were asked about their attitudes towards learning English, it was found that 62.5% of them disliked whereas only 37.5% of them liked. Only 12.5% liked learning speaking and 87.5% replied that learning speaking was difficult. Surprisingly, all the students were not taught on YouTube at their high school. However, 100% of the students would like to practice speaking through YouTube. The findings indicate that the majority of the students were not interested in learning English, as well as learning speaking. They lacked interest in learning speaking, and thought speaking was difficult maybe. It might have been caused by the influence of passive learning method and then did exercise in the book. There seemed to be no fun and no motivation in the classroom. They were reluctant to study speaking. Although they were not taught speaking on YouTube at high school, all students would like their teacher to use YouTube to learn speaking in English classes. They maybe expected something new and interesting in the classroom.

In addition to the pre-questionnaire, speaking tests were also delivered to the students before and after the intervention program, the results are shown in table 3 below.

Table 3. Pretest vs. post test results

<i>Students' grade</i>	<i>Pretest</i>		<i>post test</i>	
	<i>No. of students</i>	<i>Percentage</i>	<i>No. of students</i>	<i>Percentage</i>
7-10 (Good, excellent)	3	6.2%	10	20.8%
5-6 (Average)	20	41.7%	25	52.1%
Under 5 (Below average)	25	52.1%	13	27.1%

As can be seen from the table, the students being tested had low grade before the intervention. Only 6.2% of the students got good marks, while 41.7% of the students had average grades (5-6). The figure for under 5 stood at 52.1%. The results of pre-test is in line with the results of pre-questionnaire.

After the intervention, however, there was a positive change in the students' speaking grades. The figures in the table show that the number of students getting marks 7-10 increased significantly in the post test in compassion with that in the pretest (from 6.2% up

to 20.8%). It can be said that after the intervention students' English speaking has significantly been improved and that the intervention program is a success at first attempt.

Finally, a post questionnaire was administered to these students to find out their reaction to the intervention program. The findings are reported and discussed as followed.

Table 4. *Student's reaction to the intervention program*

No.	Questions	Options	Number of students	Percentage (%)
1.	I feel more relaxed in speaking classes than in traditional ones.	Agree	35	72.9
		Unsure	10	20.8
		Disagree	3	6.3
2.	I am more active in speaking classes.	Agree	39	81.2
		Unsure	9	18.7
		Disagree	0	0
3.	I prefer watching a video to reading the printed material as homework.	Agree	48	100
		Unsure	0	0
		Disagree	0	0
4.	YouTube helps improve my speaking skills.	Agree	40	83.3
		Unsure	6	12.5
		Disagree	2	4.2
5.	Teachers should use YouTube to teach speaking.	Agree	46	95.8
		Unsure	2	4.2
		Disagree	0	0

It can be seen that with the use of YouTube in speaking lessons, almost of the students changed positively their attitudes toward learning speaking. Almost of them felt relaxed in learning and practicing speaking through YouTube. Only three students (about 6%) replied negatively. Applying features of YouTube like uploading videos, viewing, sharing website links, giving comments could help learners learn in a fun way as well as they could improve their basic speaking skills. Of the 48 responses, 81.2% indicated that students were more active in the learning process and videos made the learning more meaningful and fun, and nobody did not agree to this. Using YouTube in speaking classes created more fascinating speaking activities which provided vocabulary and grammar by natural ways. Students got chance to improve their pronunciation through using videos as well. Such findings conform to Almurashi (2016) in his study that the majority of his sample members felt happy and satisfied while watching YouTube videos. They liked YouTube since it had audio and visual effects. As regards number three, it was quite interesting as all of the students preferred watching a video to reading the printed material as homework. The result shows that nobody did not agree or was not sure. YouTube motivated students' participation and compensated for their lack of interest in traditional classrooms. As for number four, "YouTube helps improve my speaking skills", 83.3% of the students agreed that watching videos on YouTube

could improve their speaking skills. Only 4.2% of the students did not agree with this; others were unsure 12.5%. The use of YouTube in speaking classes had positive and wide acceptance among all the students. Almurashi (2016) comes with similar findings, that YouTube was an effective tool that could help learners improve their English fluency. Through watching YouTube videos, learners could communicate and experience events in the videos. Mastering a new language in an enjoyable and relaxed learning environment could help students more creative and communicative. Therefore, learning English speaking skills through YouTube is an effective method which should be applied in the classroom.

4. Conclusion

This paper was carried out due to the author's full awareness of the fact that the ultimate objective of foreign language learning is the mastery of communicative competence for which it is inevitable to integrate YouTube via speaking classes which can provide an enjoyable and relaxed learning environment for students. With a desire to improve the students' English proficiency in general and their speaking in particular, an intervention program was designed and implemented by integrating YouTube into speaking classes. Within the limited time of the course for first-year English non-majors, YouTube videos were selected for speaking teaching. A pretest and post test were administered to find out whether there was any improvement in the students' English speaking after the intervention. The results showed that there were significant changes in students' performance and belief. The positive responses from students to the survey questionnaire further asserted that the intervention program was of fairly great help to first-year English non-majors at Hong Duc University.

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USING RECIPROCAL TEACHING METHOD TO IMPROVE THIRD-YEAR ENGLISH MAJORS' READING COMPREHENSION AT HONG DUC UNIVERSITY

Du Thi Mai¹

Abstract: *This article reports the results of an action research applying reciprocal teaching method in teaching reading comprehension for the third-year English majors at Hong Duc university. The aim of the research was to find out whether reciprocal teaching method (RTM) could improve third-year English majors' reading comprehension and how students reacted to the application of RTM in teaching English reading comprehension. Classroom observation, survey questionnaires and reading tests were the instruments that were used to collect the data. The findings showed that the students became more productive and active in their RTM-used reading sessions and RTM could improve the students' reading comprehension.*

Keywords: *Reciprocal teaching method, reading comprehension, third-year English majors*

1. Introduction

Reading plays a crucial role in English language teaching and learning process as it helps students get information from materials. Teaching reading aims at enabling students to read written texts efficiently and effectively (Blazer, 2006). In other words, students not only comprehend the texts' structure explicitly but also understand the texts' meaning implicitly (Warman, 2015). Therefore, students have to master reading skills in order to enhance their knowledge of English language and to be able to access the world information through media or printed documents such as articles, magazines, journals, etc.

According to Blazer (2006), to have good reading comprehension, students need to have four certain reading abilities: identifying the main idea, predicting word meanings, searching for detailed information, and making inferences (Mikulecky & Jeffries, 1996). Giving and asking students to read a reading passage from the beginning until the end does not ensure that students can gain full understanding of the text. For this reason, it is highly recommended that teachers should assist their learners to clearly and easily understand what they read. Having an effective guidance during reading lessons is essential for teachers in order to assist students to read better.

At Faculty of Foreign Languages (FFL), Hong Duc university (HDU), English reading skill is taught for English majors as a compulsory course in the program of Bachelor of Arts (BA) in English. It is also one of four skills (together with speaking, listening, and writing) that students have to take in their English language proficiency test at the end of their four-year course. To be eligible to graduate from the university, the students are required to

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achieve Level 5 (equivalent to C1 level in CEFR). Based on a preliminary study of 32 third-year English majors, the researcher has found that the students have several problems in reading English texts. Most of the students found it difficult to comprehend texts in the textbook. In addition, the students also showed that they lacked comprehension strategies for reading. Rarely did they make predictions for the reading texts. Also, it was pointed out that the students did not attempt to guess meaning of unfamiliar words that they found in reading passages. Thus, their proficiency of English reading is at risk. Some teachers also presented some troubles they faced when teaching reading. They stated that many students did not pay attention to the reading lessons as they tended to talk to their classmates when being asked to read a long text or to discuss a text in groups. In addition, the dependence of students on smartphone to look unfamiliar words up in dictionary or translation applications made them lazy to think and predict meaning of words in texts.

From the problems of the pre-study aforementioned, the researcher considers using RTM as an alternative method to assist the students to improve their reading comprehension. The success of implementing RTM has been reported by Komariah, *et al.* (2015) who taught reading skill to high school students in Indonesia. The research results showed that students preferred learning with RTM and their reading skill was improved.

Another study conducted by Kula (2021) in Turkey also examined the effectiveness of using RTM in teaching reading skill. The research findings showed that intervention lessons using RTM improved students' reading proficiency and it is advised to widespread the use of RTM in Turkey.

Reviewing the success of implementing RTM in Turkey and Indonesia by Komariah, *et al.* (2015) and Kula (2021), this study attempted to apply RTM in the Vietnamese context, especially to third-year English majors. The aims of the study are to find out whether RTM could improve third-year English majors' reading comprehension, and how the students' reaction to this learning method in teaching reading was.

2. Theoretical background

2.1. Reading comprehension

Reading is one of the skills that students have to learn in learning a language. It is considered as a thinking process that students need to comprehend or analyze a reading text to be able to gain more information from what they read. Comprehension is a process that the students build up "a supportable understanding of a text" (Neufeld, 2005, p.306). The author also emphasized that there are two vital features that comprehension includes: students should involve in the reading texts actively and use suitable background knowledge to explain the meaning of the text. The process of reading comprehension is highly complex as many interactions among the reader, the text, and the reading activities get involved in the same process. Therefore, it can be concluded that reading comprehension is the interaction process between the reader and the text's information while they are reading (Kula, 2021).

2.2. Reciprocal teaching

Reciprocal teaching was developed by Brown and Palinscar in 1984 as they were concerned about comprehension issues. This method was designed in order to improve the reading comprehension of students at all levels. It is explained as an instructional approach that includes four strategies of comprehension (predicting, questioning, clarifying, and summarizing) that teachers and students use dialogue to discuss different segments of the reading text (Brown & Palinscar, 1984). These strategies help learners control their reading comprehension development by themselves. To be specific, predicting helps students preview the text and guess what may happen next in each segment of the reading text by using text clues, headings/subheadings, picture clues or background knowledge. Then, clarifying is the strategy used to monitor comprehension. When the students do not understand meaning of the text, they need to take necessary steps to clarify meaning. In questioning strategy, the students make questions based on the content of the text they have read. The aim of this strategy is to check whether the students comprehend the text and assist them to discover important information. In the last strategy - summarizing, it requires the students to identify the main idea of each segment of the text. They have to recall the information and construct a whole understanding from the reading text.

2.3. Steps of using RTM

Palinscar and Brown (1984) explained the steps of using RTM in reading classroom as follows.

The teacher should demonstrate the model of using RTM first before asking the students to apply this approach in their own discussion group. The teacher presents all strategies during reading. He/she should read the reading text aloud and do the four steps: predicting, clarifying, questioning and summarizing with the students.

Step 1: students work in groups of four, and each member is assigned a different role, e.g. predictor, clarifier, questioner, and summarizer.

Step 2: Teacher asks the group of students to read a paragraph of a text. The students are recommended to take notes such as underlining, highlighting, coding, etc. while reading.

Step 3: Students act the role as given: predictor helps his/her group mates to connect ideas of previous paragraph and following part of the text by anticipating what may happen with given clues from title or illustrations before they read. Then they as a group discuss predictions the predictor has made by reading the text to confirm their guess. Next, the questioner is responsible for helping his/her peers ask and answer text-related questions to understand detailed information. Based on group members' viewpoint, summarizer will help his/her group to identify main ideas. Finally, classifier helps his/her group to deal with difficulties of understanding unclear parts.

Step 4: the next step is reading in which the students take turns to play roles with their peers in their group. They recycle the process consistently with their new role. Then, the whole process of discussion is repeated until they finish the entire reading text.

Step 5: the teacher asks the students to use these four strategies until they are able to apply such these skills independently (Palinscar & Brown, 1984, p.127).

From the theory of using RTM, it can be seen that by using RTM, students can interact with reading texts as an active reader to gain knowledge and skills. They can take part in reading process independently and actively to deal with the meaning of reading texts. Therefore, this method is one of the alternative ways that should be applied in English reading class in order to improve students' reading comprehension.

3. Methodology

3.1. Participants

The participants of this research were 32 third-year English majors in the academic year 2020 - 2021 of FFL at HDU. The students are between 20 and 22 years old and come from different areas in Thanh Hoa province. They have been learning English for at least 7 years.

3.2. Instruments

To collect data, a classroom observation checklist was used to record the interactions and procedures in the reading classroom. A reading worksheet was adopted from the one created by Komariah, *et al.* (2015), a survey questionnaire handed to the students after using RTM in reading lessons, and three tests (one at the beginning of the course, one after Cycle 1, and one after Cycle 2) which focus on defining main ideas, predicting unfamiliar word meanings, identifying details and making reference and inferences were used to test the students' progress before and after applying RTM in reading lessons. The design of the tests was based on specifications on item writing of VSTEP tests. The items in the tests were the same question types; however, the content of reading passages was different each time.

3.3. Procedures

This research was conducted by using action research design in which the researcher was the teacher. The researcher also invited a co-worker as a second researcher. The result was conducted in two cycles and each cycle consisted of five sessions.

In Cycle 1, at the first week of the semester, a pre-research and pre-test were conducted to diagnose the student level of English reading skill and a traditional method was still used to teach the students. At the second session, teacher modeled the RTM and the students were taught using RTM with the teacher's guidance. Each student received a role card (predictor, clarifier, questioner, and summarizer) and role-played in controlled dialogues. From the third session to sixth session, the students were asked to rotate the roles and to control their discussion in their own groups.

Cycle 2 began from the seventh session and ended at eleventh session. The procedure of using RTM in reading class in cycle 2 was similar to that of the third to sixth session in cycle 1. Since the study was conducted in two cycles, each test was delivered to the students at the end of each cycle to measure the students' progress after applying RTM.

The survey was conducted twice at the beginning and at the end of the experimental period to get preliminary results and students' reaction on using RTM in teaching reading comprehension. Observation was done by the co-author every reading session.

3.4. Reading content

Excluding the first, seventh, and last session for the tests and evaluation, the whole program took place for 10 weeks. The students were randomly divided into eight groups. Every week, for each given reading text in the textbook, group members took turns to act different roles to discuss the text.

4. Results and discussion

4.1. Results from classroom observation

From the classroom observation, the co-author found that activities from training sessions were quite smooth and effective. In the first session using RTM, the teacher controlled the activities from asking the students questions about their background knowledge of different types of reading texts. Based on what the students responded, the teacher explained more about the text types they would have in reading class. Then, the teacher introduced strategies of RTM clearly to the students and modeled some activities.

After modeling, the teacher grouped them and delivered a task card to each of group member. They were then directed what they should do during their discussion and discussed the reading texts with their teammates. While the students worked in their groups, the teacher monitored and assisted when they had questions or problems. Since this was the first time for the students to implement RTM in their reading session, most of the activities were instructed by the teacher to ensure the learners to work on their roles and tasks. Therefore, it took them a long time to deal with all the segments of the task and the students' capacity in applying four strategies (predicting, questioning, clarifying, and summarizing) was still low.

At this meeting, to be specific, the students' competence in making prediction about the first text was not really good. There were unclear predictions and the students did not show their own ideas as they seemed to translate the title or copy the idea from the title to make predictions.

At the second lesson, the students solved with a new reading text. The teacher only made some explanations of what the learners should do with a reminder of applying four comprehension strategies of RTM (predicting, questioning, clarifying, summarizing). They were asked to work in groups again to discuss the text and take notes of the results of their discussion on their worksheet. At the end of the lesson, the teacher and the students discussed together. The students talked about their predictions and gave reasons for their answer. They also discussed important information about the reading text. The teacher gave feedback to them and together they summarized the text.

The activities of next lessons were basically similar to the first and the second lessons. The students did all the activities. Compared to the first two sessions, the students were more confident and independent to do their tasks. They themselves took turns to play the roles and discussed the reading texts without asking for help from the teacher.

Together with reading activities, the author noticed that the students worked better in their groups as they felt comfortable. They discussed the reading texts freely and shared their opinions with group mates without worrying about making mistakes or feeling frightened of

being mocked. All the groups' members had to make sure that they finished all activities. When having any problems in their discussion, they asked the teacher for help or suggestion. From the classroom observation, it can be shown that the applying RTM in reading class can build a positive learning environment.

4.2. Test results

The results of tests during Cycle 1 showed that the students' score for each indicator were not really satisfactory. Therefore, the author decided to continue to Cycle 2 which presented some improvements. After Cycle 2, it was found that scores of reading comprehension that the students achieved increased significantly (Figure 1).

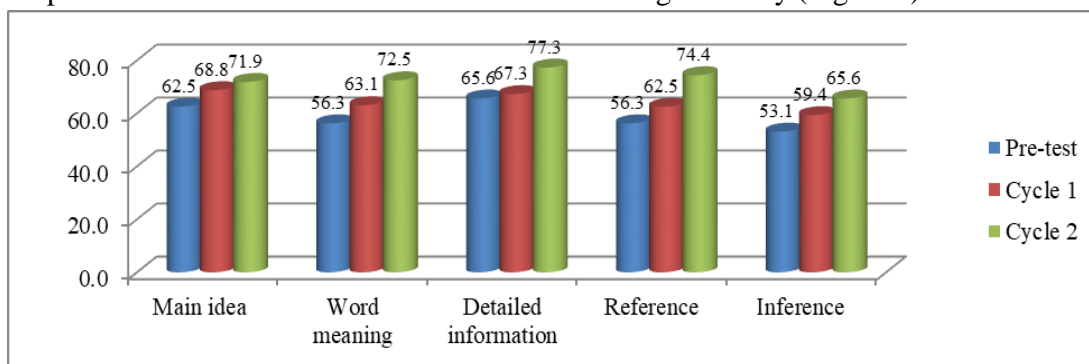


Figure 1. Comparing the results of different indicators of reading comprehension in the tests

Figure 1 shows that using RTM improved the students' indicators of reading comprehension. From the data presented, it can be seen that the results of all indicators get better at the end of the study period. Especially, two indicators that are guessing word meanings in context, and making references show significant improvement. To be specific, for making reference, there is an increase of 18.1% students (from 56.3% to 74.4%) who answered the questions correctly. For predicting word meaning, similarly, the percentage of students choosing the correct answers increased by 16.2%.

Comparing the average score of reading comprehension before and after the use of RTM, it is shown that the results has changed significantly (Figure 2.). In fact, the average score of Cycle 1 and Cycle 2 is better than that of pre-test. At the end of Cycle 1, the average score is 6.42 and at the end of Cycle 2, it increased significantly with an average of 7.21.

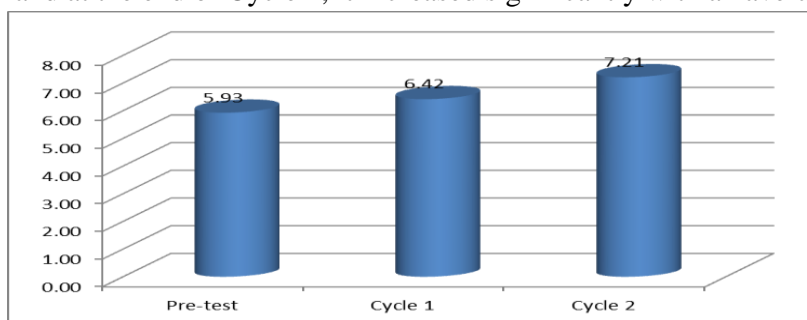


Figure 2. Average score of reading comprehension tests

From the findings, it is clear that implementing RTM in reading class has made the process of teaching and learning better. The interactions of the students in the classroom have made them more confident in doing the tests and their skills in reading comprehension have been improved, especially in guessing word meanings, and making references.

4.3. Students’ reaction to the use of RTM in reading class

After the implementing of RTM to teach the students’ reading comprehension, the researchers conducted a survey to find out the students’ reaction to the use of this approach. The survey consisted of four statements and two closed questions with the aim of investigating the students’ evaluation of their discussion using RTM and the benefits of RTT in learning English reading skill. The results of the survey are presented in the table below.

Table 2. The students’ evaluation of RTT discussion

No.	Statements	A	B	C	D	E
1.	I am now quite familiar with implementing RTM in learning reading skill and independently applying in my group discussion.	(8) 25%	(20) 62.5%	(2) 6.3%	(2) 6.3%	(0) 0%
2.	After finishing all the discussions using RTM, I am more motivated and interested in learning English reading skills.	(10) 31.3%	(19) 59.4%	(2) 6.3%	(1) 3.1%	(0) %
3.	I would like to implement RTM more with my classmates in my English reading lessons.	(9) 28.1%	(16) 50%	(6) (18.8%)	(1) 3.1%	(0) 0%

Note: A. Strongly agree B. Agree C. Undecided
D. Disagree E. Strongly disagree

As can be seen from Table 2, most of the students agreed that it is easy for them to recognize RTM. 25% strongly agreed and 62.5% agreed that they are now able to use this approach independently in learning English reading skill while only 6.3% has not decided whether they knew how to carry out RTM or not and another 6.3% still did not understand the process and could not implement the use of RTM by themselves.

For the next statement, 29 out of 32 students strongly agreed and agreed that they get motivated in learning English reading skill while only 1 student disagreed with this idea. However, there were still 2 students who chose “undecided” option. Obviously, from the students’ choice, it can be seen that RTM appeared beneficial and attractive to most of the students.

The use of RTM was more confirmed when the students were asked whether they would like to implement more RTM in their reading lessons. 25 out of 32 students said that they would use RTM in their learning, 6 students are still not sure and 1 student opposes to the idea.

Table 3. *Students' reaction to the benefits of using RTM*

No.	Questions	A	B	C	D
1	The important benefit/ benefits of RTM in learning English reading skill is/are....? <i>(students can choose more than one answer)</i> A. Learning reading skill is more fun with the use of RTM and the learners are more motivated to work on the texts together. B. RTM creates supportive environment to practice reading English skill. C. Students can improve background knowledge when reading texts. D. RTM helps learners develop such skills as group work, questioning and answering, problem-solving, etc.	(24) 75%	(26) 81.25%	(16) 50%	(18) 56.25%
5	Through applying RTM, my ability/abilities of has/have been improved. <i>(students can choose more than one answer)</i> A. Finding detailed information B. Clarifying word meaning C. Making inferences and identifying reference D. Summarizing main ideas of reading texts	(28) 87.5 %	(20) 62.5%	(18) 56.25%	(22) 68.75%

In terms of actual benefits of using RTM in learning reading skills, most of the students (81.25%) agreed that learning reading with the use of RTM created a good environment for students to interact and understand reading texts. 75% of the learners agreed that RTM made the reading lessons more fun and they were motivated to learn reading skill. Besides, 56.25% believed that they had their soft skills, such as: group work, problem-solving and questioning and answering, etc. improved. Finally, only 50% thought that they gained more background knowledge when interacting with reading texts.

Regarding strategies of reading comprehension, 28 out 32 students (87.5%) agreed that their ability of finding detailed information from texts was improved. The ability of summarizing which was chosen by 68.75% students was also reported to be developed. Clarifying word meaning, making inferences and identifying reference were the aspects that were well-assessed by the learners with 62.5% and 56.25% respectively.

5. Conclusion

From all the findings presented, the research results showed that by using RTM, students themselves could work out meaning of the texts. The strategies of RTM not only promoted reading comprehension, but also monitored their own thinking and learning.

Besides that, the reciprocal teaching strategies were considered as good ways in motivating students' learning reading in a more cooperative, responsible way. Therefore, it is clear that RTM should be used in teaching English reading skills as an alternative method in order to improve the quality of reading learning and teaching.

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APPLICATION OF QUIZLET IN VOCABULARY DEVELOPMENT FOR FIRST-YEAR STUDENTS OF ENGLISH LANGUAGE - HONG DUC UNIVERSITY

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Abstract: *Currently, learning English vocabulary of first-year language major students is still by traditional methods and most students have not found suitable apps to support intelligent learning that helps to save learning time and improve vocabulary memorization efficiency. This study is to develop vocabulary on familiar topics for first-year students of English language at Hong Duc University through the Quizlet, find methods to learn vocabulary more effectively and intelligently. At the same time, the study also aims to fully evaluate the Quizlet to support learning and improving vocabulary more effectively. The data of the study will show the effectiveness of improving vocabulary for students and applying the app widely to other students in the department.*

Keywords: *Quizlet, vocabulary, English language*

1. Introduction

In modern times, the use and improvement of English language proficiency has also received great attention from the whole society. Therefore, English has become an international language and its popularity is increasing in Vietnam as well. Vocabulary development is an essential part of foreign language learning process because the meaning of new words is often emphasized. It is also central to language teaching and is of great importance to language learners. Vocabulary knowledge is often seen as an important tool for second language learners because limited vocabulary in a second language hinders successful communication. In order to find out a smarter, more convenient ways for students to learn, for teachers to easily manage the classroom, a lot of apps that help students feel beneficial and interested when learning vocabulary are introduced. One of the most popular and frequently used softwares by teachers and students today used to improve and advanced vocabulary is Quizlet. In substance, Quizlet is a learning app that can be used both on web browsers and mobiles, so students can use it on any devices such as laptops, smartphones, computers, desktop, tablets. Being aware of the benefits that Quizlet offers in increasing vocabulary, our research team decided to carry out scientific research named "*Application of Quizlet in vocabulary development for first-year English language students - Hong Duc University*".

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2. Literature review

2.1. The significance of vocabulary in English language learning

Each person needs a specific amount of vocabulary in order to communicate effectively in any language. A person's vocabulary is crucial in communication and information transmission, as well as a crucial component of their ability to interact with others. People can better convey their thoughts if they have a wide vocabulary. Additionally, vocabulary is also important for text comprehension.

Vocabulary is one of the key elements that can assist English language learners get the greatest results. Learners must mix numerous strategies, learning techniques, and practices in addition to using a single approach in order to be effective. The greatest factor is each person's intense passion, desire, and motivation to learn the language.

2.2. Research on Quizlet's usefulness on a national and international range

There are many studies about vocabulary learning in the world and in Vietnam, such as a study by Montaner-Villalba and Salvador (2019), they carried out research on the effect of the Quizlet on a group of 24 pupils at a high school in Spain. Another investigation into the usefulness of the Quizlet app for learning vocabulary was conducted at a Japanese university by Dizon in 2016. Both studies demonstrate that pupils' vocabulary considerably increased throughout the practice. In Vietnam, Ms. Ho Thi Thu Huong (2019) carried out a study to compare the efficiency of vocabulary learning on the Quizlet platform to a conventional method.

3. Scope and participants of the study

The study's scope is limited to the English language major class K24A at Hong Duc University, where Quizlet is used experimentally. The vocabulary used in this research will be from the Listening-Speaking Skills module 1 (term 1) of Hong Duc University's English language training program.

The students in class K24A in the English major are currently aware of vocabulary learning in general and English learning skills in specific. However, that is not what students' actual learning outcomes show. Vocabulary development in particular has not produced the desired outcomes. Students who acquire vocabulary the old-fashioned way: Study a lot of words at once, memorize words by copying them over and over, learn a list of individual English words, learn only one-word independent vocabulary without example sentences... makes learning new words less efficient.

4. Overview of Quizlet

A website called Quizlet (quizlet.com) enables students to make and use sound-and-illustration-enhanced online flashcards to learn vocabulary. With the use of entertaining games and flashcards, this free app teaches vocabulary, topics, and phrases, making it simple for users to memorize.

Andrew Sutherland developed the Quizlet application more than ten years ago. The goal of the Quizlet, as stated on its official website (Quizlet.com), is to assist users in developing a solid understanding of the material they wish to learn. The Quizlet will also provide users with a wealth of topic recommendations, offering a fresh and intelligent method of learning. Because so many students and teachers are interested in the app, Quizlet is incredibly helpful in boosting users' motivation.

Quizlet consists of three steps for learning and memorizing vocabulary:

Step 1: The experimental group can go to <http://quizlet.com/vn> and sign up for a personal account and join their class.

Step 2: The research team compiles a list of vocabulary words organized by topics.

Step 3: Students practice vocabulary with 5 different learning modes and 2 different games.

- Flashcards: Just like traditional paper vocabulary flashcards, students can study and review right on the Quizlet's vocabulary flashcards.

- Learn: Using the study mode, students can improve their knowledge by answering a variety of questions, including flashcards, selecting the correct answer, and spelling. Vocabulary related to questions that the student previously answered incorrectly will be repeated until when the student answers correctly.

- Write: Students must respond correctly by rewriting phrases with correct spelling based on the meanings and pictures provided.

- Spell: Students write phrases down based on what they hear.

- Test: Quizlet generates a random quiz with question types such as multiple choice, choose true/false, and so on. Students can customize the test mode by selecting the question type and number of questions.

In addition to the modes for learning and reviewing vocabulary mentioned above, the Quizlet app offers two games to students. Specifically:

- Match: Students must match the terms as quickly as possible with the corresponding definition. When students play this game, the Quizlet engine saves high scores so they can compete with their classmates to find the best.

- Gravity: Each meteorite will carry a word; students must quickly enter the definition of that word before the meteorite falls to the bottom of the screen.

5. Methods and procedures of the study

5.1. Object of the study

The object of the study is the application of the Quizlet in learning English vocabulary through flashcards and games to develop and improve K24A English language students' vocabulary competence.

5.2. Methods of the study

In order to carry out the study, a lot of different methods and techniques are used, such as: Analysis, statistics, synthesis, comparison, and theoretical issues related to the theory of vocabulary, the importance of vocabulary, vocabulary learning methods and the Quizlet.

5.3. Context of the study

The study's focus is the students in class K24A, majoring in English language at Hong Duc University. The students enter the university by different ways, such as by academic records, national exam scores, and IELTS scores, so their starting point is various. There will be students with strong academic performance, but there will also be students who struggle to adjust to their new environment.

Based on this fact, the scientific research team objectively assessed the vocabulary memorization ability of students in class K24A at Hong Duc University majoring in English language and chose two groups of subjects as the experimental group and the control group.

5.4. Aims and objectives of the study

To develop vocabulary for first-year students of English language at Hong Duc University through the Quizlet to enhance the vocabulary for the first-year English language students according to topics: habits, hobbies, sports, leisure, vacation, weather, health, etc.

To find effective and smart methods to learn vocabulary

To create excitement and motivation for students in learning vocabulary as well as supporting other skills.

5.5. Procedures for the experimental organization

Step 1: Check the level of both groups before the experiment.

Both groups of students were required to take a vocabulary test prior to the experiment. To determine the level of vocabulary competence of each group, as well as the basis for comparing student results via the post-experiment test. The vocabulary test consists of 50 multiple-choice questions. The tests are organized based on the following criteria: Excellent, Good, Fair good, and Weak.

Step 2: Introduce the Quizlet to the experimental group, the way how to use the app and give illustrative examples.

To achieve high efficiency in using the Quizlet for students' vocabulary learning, the scientific research group as teachers first guides students to use the app via the website quizlet.com or via the app on smartphones. Then the research team will create pre-made word cards and form thematic modules corresponding to the lesson topic in class from those cards so that students can easily orient the learning and review process on the Quizlet.

Step 3: Assigning exercises to students in the first-year English language experimental group at Hong Duc University using the Quizlet.

Step 4: The scientific research team follows the test plan to monitor the learning progress, comment and evaluate the students' self-study.

The scientific research team created pre-made word cards, and from there, word cards to form thematic modules corresponding to the lesson topics in class, so that students can easily orient the learning and review process on the Quizlet. Every week, the scientific research team will monitor the students' learning progress and evaluate their results.

Step 5: After week 2, week 4, and week 6, the team administers a periodic test to assess progress in memorizing vocabulary using the Quizlet.

The scientific research group created a specific and detailed table of the study plan for the experimental group for 8 weeks with 16 topics, with the students of the experimental group memorizing and mastering the vocabulary of the two given topics each week. A periodic test will be administered once every two weeks (4 topics) in order. The experimental group of students will take an output test at the end of the experimental period so that the scientific research team can collect results and evaluate the effectiveness of the experimental process.

Step 6: Check the results of vocabulary learning after students have completed all of the lessons using the output test.

The experimental group will take a post-experiment test for the scientific research team to collect results and evaluate the effectiveness of the experimental process at the end of the experimental period.

6. Experimental results

6.1. Experimental results according to students' learning progress - Pre-experiment test results

Pre-experiment test results help scientific research group know about the number of words of the two groups (control and experimental)

Table 1. Pre-experiment test results

Groups	Control				Experimental			
	Weak	Fair good	Good	Very good	Weak	Fair good	Good	Very good
Total number of students	5/20	3/20	5/20	7/20	7/20	4/20	5/20	4/20
%	25%	15%	25%	35%	35%	20%	25%	20%

Experimental progress test results

Results of the 1st progress test (first 2 weeks)

Experimental progress test results check the number of words of 2 topics that students learn in the first 2 weeks.

Table 2. Results of the 1st progress test (first 2 weeks)

Groups	Control				Experimental			
	Weak	Fair good	Good	Very good	Weak	Fair good	Good	Very good
Total number of students	5/20	5/20	6/20	4/20	6/20	5/20	4/20	5/20
%	25%	25%	30%	20%	30%	25%	20%	25%

After 2 weeks, thanks to Quizlet, the vocabulary of the experimental group students increased significantly. Besides, students in the control group improved their vocabulary slowly with the traditional learning methods.

Results of the 2nd progress test (after 4 weeks)

Experimental progress test results check the number of words of 2 topics that students learn after 4 weeks

Table 3. *Results of the 2nd progress test (after 4 weeks)*

Groups	Control				Experimental			
Level	Weak	Fair good	Good	Very good	Weak	Fair good	Good	Very good
Total number of students	6/20	6/20	4/20	4/20	4/20	2/20	8/20	6/20
%	30%	30%	20%	20%	20%	10%	40%	30%

Results of the 3rd progress test (after 6 weeks)

Experimental progress test results check the number of words of 2 topics that students learn after 6 weeks

Table 4. *Results of the 3rd progress test (after 6 weeks)*

Groups	Control				Experimental			
Level	Weak	Fair good	Good	Very good	Weak	Fair good	Good	Very good
Total number of students	7/20	5/20	5/20	3/20	2/20	4/20	8/20	6/20
%	35%	25%	25%	15%	10%	20%	40%	30%

Post-experiment test results

Table 5. *Post-experiment test results*

Groups	Control				Experimental			
Level	Weak	Fair good	Good	Very good	Weak	Fair good	Good	Very good
Total number of students	5/20	8/20	5/20	2/20	0/20	3/20	9/20	8/20
%	25%	40%	25%	10%	0%	15%	45%	40%

After 2 months of experiment, the number of students in the control group with Fair good level increased significantly compared to previous assessments, while the number of students with Good and Very Good level decreased to 25% and excellent, respectively. 10% compared to before the experiment and the process of checking the progress due to the

increasing amount of vocabulary according to the learning progress of the language major students. In addition, the number of students who achieved Good and Very good level compared to previous tests to assess progress increased significantly. Most of the students in the experimental group remember the meanings of the words according to the topics in the syllabus.

6.2. Results of student feedback after the experiment

Table 6. Results of student feedback after the experiment

No	Survey question content	The degree of evaluation				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Quizlet helped develop vocabulary and significantly improved academic achievement.	50%	30%	15%	5%	0%
2	Quizlet helped students master and understand vocabulary deeply.	40%	40%	10%	5%	5%
3	Quizlet helped students learn vocabulary in a smart way at all times in all places.	50%	30%	10%	10%	0%
4	Quizlet gave students an interesting way to learn vocabulary.	35%	50%	15%	0%	0%
5	When students learn on the Quizlet, they work harder to learn vocabulary than the traditional way.	40%	35%	15%	5%	5%

From the data in table 6, it shows that most students agree and strongly agree with the above survey questions. Quizlet is really useful in learning and improving vocabulary for students. Besides, only from 10% to 15% of students in the experimental group rated neutrally and a small part of students disagreed with 5% and 10% and strongly disagreed with the survey questions in items 2 and 5 only 5%.

7. Conclusion

The scientific research "*Application of Quizlet into vocabulary development for first-year students of English language major - Hong Duc University*" is performed on the basis

of theory and reality of learning situation of first-year students majoring in English language at Hong Duc University. The study made the following conclusions:

The study aims to apply the Quizlet to the development of vocabulary for students according to each week of study in the syllabus. From the above goal, the founders have customized the Quizlet to help students self-study and memorize vocabulary effectively.

By analyzing the results of the pre-experiment test, the progress tests and the post-experiment test along with the survey results that the scientific research team conducted with the students participating in the experiment showed that after using the Quizlet, students' vocabulary after 8 weeks increased significantly. In contrast, the control group that studied by the traditional method had a slow and uneven increase and decrease.

From the result of the research, it can be seen that the application of Quizlet into vocabulary learning will help students better remember vocabulary, and save students a lot of time compared to traditional learning methods.

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STUDENTS' PERCEPTIONS OF USING THE SOCIAL MEDIA FACEBOOK PLATFORM TO SUPPORT ONLINE LEARNING

Nguyen Thi Thuy Ngan¹

Abstract: *In recent years, the education system in Vietnam has undergone significant changes in order to adapt to the COVID-19 pandemic. A particular change is the shift from face-to-face to online platform, with the support of the Internet, information technology and social media. This research paper presents findings of using the social media Facebook platform as an aid in online teaching and learning at the Faculty of Foreign languages - Hong Duc University, and students' perceptions of advantages and disadvantages of this application in their learning. Participants were 70 first-year English-majored students (14 males and 56 females) at Hong Duc University during the online learning phases in February 2022. The findings suggest that most respondents had positive attitudes toward Facebook and the only disadvantage was related to the distraction from studying. Therefore, Facebook can be seen as an effective tool which should be used in classrooms today. In addition, the article also suggests using Facebook as a support tool in online teaching and learning, especially in English teaching.*

Keywords: *COVID-19, online teaching, social media, Facebook, students' perceptions*

1. Introduction

In the past few years, due to the COVID-19 pandemic, the education system in Vietnam has witnessed an urgent and unexpected shift from face-to-face to online teaching, in which a wide variety of technological and social media apps, such as Facebook, Skype, Zalo, MS Team or Google Meet have been applied. Facebook is one of the most popular social media platforms with over 2.93 billion monthly active users as of the second quarter of 2022 (Statista, 2022). According to Lenhart (2015), Facebook is the most popular and frequently used social media platform among teens. Dahlstrom *et al.* (2018) also stated that the number of undergraduate students who used Facebook was seventy to ninety percent. Therefore, Facebook has the high potential to provide a support for learning, especially in higher education. Facebook gives a wide variety of features that can be applied in teaching and learning such as posting status, giving comments, forming groups, sending materials, taking notes, and chatting in groups (Tracii and Xenos, 2011). To fully make use of the benefits from Facebook, teachers can creatively employ them as tools for supporting students' self-studying.

Research has disclosed both positive and negative impacts of the use of Facebook for learning. Regarding the benefits of using Facebook in learning, Kayri and Çakir (2010) stated that Facebook made lessons more enjoyable, provided a lot of electronic material and increased collaboration among students. According to Clements (2015), Facebook was a useful tool to motivate students' engagement. Similarly, the study conducted by Irwin *et al.*

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(2012) indicated that Facebook may be an appropriate addition to traditional e-learning tools, integrating technology into conventional learning management systems. On the other hand, the negative impacts as mentioned in different studies included the waste of time (Fodeman, & Monroe, 2009), encouragement of negative attitudes (such as lying) and negative effect on students' social growth (Queirolo, 2009). Due to this mixed impact of Facebook, there is an ongoing debate among scholars as to whether Facebook should be taken as a support learning tool, especially in higher education.

To shed light on this topic, this study aimed to highlight the students' perceptions of advantages and disadvantages of this application to support online learning, and to investigate their purposes of using Facebook. This study also presents the author's usage of the social media Facebook platform as an aid in online teaching and learning at the Faculty of Foreign languages - Hong Duc University, such as using Facebook in formal courses in Phonetics and Phonology. Specifically, this article aimed to investigate students' purposes of using Facebook in their learning and to examine students' perceptions of using Facebook support tool for online learning. The following two research questions were used to guide the implementation of this study:

- 1) What are students' purposes of using Facebook in learning?
- 2) What are students' perceptions regarding the use of Facebook to support online learning?

2. Research Methodology

This study aimed at presenting students' purposes and perceptions regarding the use of Facebook in online learning. A mix of quantitative and quality research methods was used after twelve weeks of interactive learning phase among teacher and students on the shared Facebook group. First, data was collected from a set of questionnaires, which makes it easier and cheaper to collect data from a large number of respondents (Tasir *et al.*, 2011). Then, to give more detailed information for data from the questionnaires, semi-structured interview technique was employed.

2.1. Procedure

In this study, the writer first created one Facebook page for the research purpose. Here, Facebook was used as a tool to aid formal learning and teaching. Seventy students from modelling class received instructions from instructor through five-week online classes via Zoom and seven-week offline classes. However, during the period of twelve weeks, students could obtain information for Phonetics and Phonology class from the information being posted to the Facebook page created by the researcher at the beginning of the course.

The study was conducted as follows:

Week 1: The author created one Facebook page "Ngữ âm - Âm vị học k24B- SPA"

From week 1 to week 12: The author posted lessons and references in formal courses in Phonetics and Phonology on the page; advising students, requesting students to send their assignment, reminding students about their tests and quizzes and giving knowledge related to target subject.

Week 7: The author assigned students one Midterm-test

Week 12: The author delivered questionnaires to investigate students' purposes and perceptions regarding the use of Facebook in their learning.

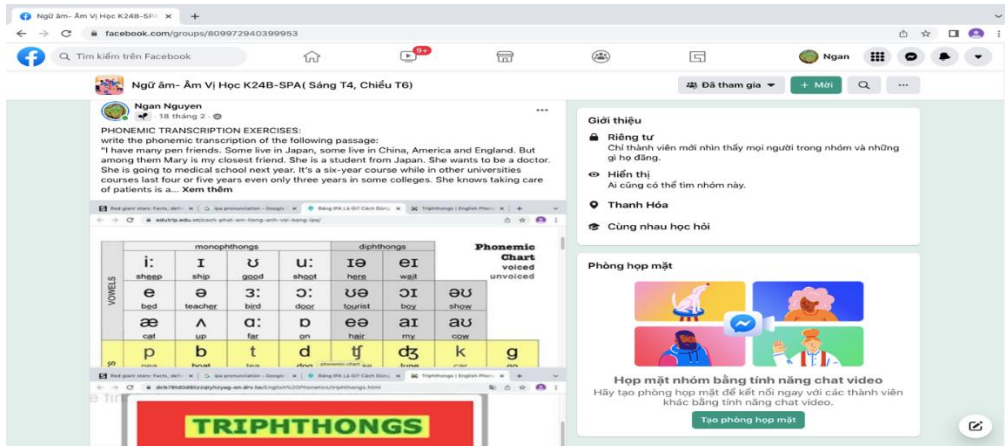


Figure 1. Some of the images from the Facebook page in the research

2.2. Participants

The author utilized the convenience sampling method in this research. This strategy was used in choosing the research sites and participants because I had access to do research and collect data at the sites. As Creswell (2007) wrote, “convenience cases represent sites or individuals from which researchers can access and easily collect data” (p. 126).

Participants of this research were 70 first-year English-majored students at Hong Duc University (14 males and 56 females), February learning phase 2022 from class K24B English Pedagogy. Those students are taking the course about Phonetics and Phonology with the researcher.

2.3. Data collection instruments

Two data collection instruments used in this research were questionnaires and interviews. First, data was collected from a set of questionnaires delivered to 70 correspondents. Then, to give more detailed information for data from the questionnaires, semi-structured interview technique was employed to 20 participants.

2.3.1. Questionnaire

A set of questionnaires was used as an instrument to explore the students' purposes and perceptions of using Facebook in learning after the online course was finished. The questionnaire included 5 questions.

The three first questions aimed at investigating students' habit and purposes of using Facebook. Participants replied by ticking into options designed by the author. Students chose different options for question 3 about their purposes of using Facebook.

Question 4 was about students' perceptions of benefits of using Facebook in their learning.

Question 5 explored students' perceptions regarding drawbacks of using Facebook support tool for online learning.

For the two last questions, the degree of an opinion was divided into 5 scales: strongly agree, agree, neutral, disagree and strongly disagree. Multiple options could be selected at once.

2.3.2. Interview

In order to clarify information for data from the questionnaires, semi-structured interview technique to 20 out of 70 students were employed. Students' opinions were recorded using a tape recorder for later analysis. Interviewees were asked to give further explanation for their answers in the questionnaires. The benefits and drawbacks of using Facebook for educational purposes were analysed in more detailed with this kind of data collection instrument.

3. Findings

3.1. Students' purposes of using Facebook

The three first questions of the questionnaire aimed at investigating students' habit and purposes of using Facebook. All of the participants said that they had at least one Facebook account and regularly used it for different purposes. A variety of purposes for using Facebook included posting status (91%), replying comments (88%), chatting with Facebook friends (91%), sharing documents (61%), entertainment (76%), learning (32%), and other purposes (8%). It can be inferred from this finding that the number of respondents who used Facebook for learning online was not very high.

With regard to the usage of Facebook for online studying, 60% used Facebook for learning for only 0-6 months, 26% used for 6-12 months, 12% used 1-2 years, and only 2% used it for learning for more than 2 years. This finding implied that the majority of participants had just started to use Facebook as an aid for learning online.

3.2. Students' perceptions of advantages of using Facebook support tool for online learning

This part presents the results of data analysis from both questionnaires and interviews regarding of advantages of using Facebook support for learning. Benefits of using Facebook support tool for learning included:

Increase in peer interaction and student collaboration

According to data analysis from the questionnaires, 85% of correspondents agreed that using Facebook support for learning increased student- student interaction.

As mentioned by 17 out of 20 interviewees, students could exchange information easily and quickly with their peers on the Facebook group. They said that they could share information, homework and assignments, discuss about their lessons and assignments, and exchange knowledge with each other using Facebook. Five students also mentioned that they interacted with each other using this social network in a constructive manner, which implied that their contribution was done collaboratively and was meaningful for the other participants.

Increase in students-teacher interaction

In the questionnaires, 75% of participants agreed with this benefit of using Facebook in the course. Being asked to clarify their choices in the interview, students said that students

and teacher were able to share, interact, and collaborate with each other via posts on Facebook or chatting through Messengers. One student explained the discussion could be “about anything in relation to the program such as teaching practices, problems, learning materials, and other things”. Students could “interact and get feedback from their lecturer when she replied about learners’ performance, task fulfillment, and submissions.” One student also responded that, in this research, the lecturer “posted lessons and assignments for students every week. After each deadline for assignments, teacher always gave comments on students’ performances”. In addition, students could give text messages for teacher to ask about the lesson easily and quickly via Facebook, as mentioned by most of interviewees (14/20 students). To sum up, the use of social network provided an opportunity for students to contact with their teachers regardless of time or locations.

Platform to share information quickly

Almost all students in the questionnaires agreed that Facebook supports sharing information quickly, at 91%. Some reasons were listed in the interview, as follows:

“In this course, my teacher provided us with a lot of links for reference by posting it into the Facebook page of the class, and the entire class could view them with one click.” (Student 1)

“My teacher often posted lessons and assignments in this Facebook group, and I was quickly informed about what teacher wanted us to do.” (Student 5)

“Sometimes we found some reliable and useful sources of information for our lessons, and we posted them into the shared Facebook group so that other students could get access to the information.” (Student 11)

In general, both teacher and students can easily share information through Facebook, which supports quick information exchange.

Comprehension support

A high percentage of participants agreed that the usage of Facebook in the course helped expand their comprehension about lessons, at 78%. Some students gave explanations in their interviews for their choices:

“When we used Facebook to complete assignments in this course, we were required to share information and comments on each other’s work. It was useful for expanding our comprehension about lessons, learning materials or experience that we had got from the programs.” (Student 4)

“By giving comments on our friends’ work, we could learn from one another.” (Student 17)

It can be inferred that social network enables sharing and peer discussion to happen more often, which in turn increases students’ comprehension of the lessons.

A tool to record students’ learning progress

This benefit was chosen by 68% of the participants in the questionnaires. As explained by some students in the interview, they uploaded their assignments on a weekly basis during the research, and had an online portfolio of their assignments after the course. Students could use this online portfolio to evaluate their own learning progress during this course.

Promotion of self-studying

Another advantage claimed by 75% of participants was the convenience of having self-directed learning enabled by the social media network. In this context, students had “access to lessons and references provided by teacher on the Facebook page of the class and had to study them well” (Student 12). They themselves got to scrutinize these materials and upload their assignments weekly, which made them learn by themselves, a very beneficial thing to do.

Promotion of critical thinking

The use of Facebook was also believed to develop students’ critical thinking and analytical skills. This advantage was agreed by 67% of correspondents in the questionnaires. Some interviewees claimed that they were expected to comment on peers' work, thus opening up the opportunity to develop critical thinking skills. They were able to “be more critical and analytical, and were better engaged with the program content and showed a higher level of understanding and mastery of the topics” (Student 7).

From the aforementioned data analysis, it can be concluded that most of the correspondents agreed with advantages of using Facebook for online learning. It appears that Facebook can be used effectively as a tool to support learning.

3.3. Students’ perceptions of disadvantages of using Facebook support for online learning

This part focuses on the drawbacks of using Facebook support for online and learning based on data analysis from questionnaires and interviews. The terms are time consumption, distraction from studying, health concerns, and privacy concerns.

Distraction from studying

While 27% of correspondents disagreed, 73% of them agreed that they were distracted from learning when using Facebook as a learning tool. Some learners stated that they spent hours browsing pictures, watching videos, and reading posts on a variety of topics while learning on Facebook. Other students also admitted that they could easily be side-tracked from an assignment by sending and receiving messengers with their friends. In general, a lot of distractors on Facebook may make the learning process less effective compared to a more structured and formal learning environment that would probably better enhance knowledge retention.

Health concerns

According to data from questionnaires, 37% students were concerned about the excess usage of Facebook, which could negatively impact their health in many ways. Seven out of twenty participants claimed in the interview that they suffered some health problems from using Facebook to study, such as eye strain, nearsightedness, back pain, neck pain. Whereas, 40% of them disagreed with the fact that using Facebook for online learning might cause them health problems, and 23% percent had neutral opinions about the health concerns of using Facebook in learning. This finding implied that participants of the research did not consider health concerns as a big disadvantage of using Facebook in online learning.

Time consumption

In the questionnaires, 23% of the students had neutral opinions about the fact that using Facebook in learning was time-consuming. While 45% of them disagreed, 32% of correspondents agreed with this drawback. "I think it's a waste of time to study on Facebook. I prefer offline classrooms." (student 15)

From this data analysis, we can conclude that time consumption is not a big disadvantage of using Facebook in online learning as perceived by students.

Privacy Concerns

In the questionnaire, the author raised concerns over the disclosure of personal information on the site. 72% of participants had relaxed attitudes towards this issue, while 28% considered this as a drawback of using Facebook as a tool to support learning.

"Facebook may collect data from my profile." (Student 10)

"I don't want to share my personal information with my classmates and instructor." (Student 9)

"I don't mind that problem because members in the group are my teacher and friends." (Student 19)

It can be inferred that students were not really worried about their privacy disclosure when using Facebook for online learning.

From the aforementioned data analysis, it can be concluded that the many respondents did not agree about many disadvantages of using Facebook to support online learning. The only drawback where the respondents mostly concerned was related to distraction from studying.

4. Conclusion

In this article, the author presented the findings of the research to investigate students' perceptions of advantages and disadvantages of using Facebook in their learning after the course Phonetics and Phonology. Facebook, one of the most used social networks, is also widely used by students in the research for different purposes, but the most important is that not many of them use Facebook for lessons, at only 32%.

According to data analysis of the questionnaires and interviews, the use of Facebook for learning helped share information quickly (91%), increased peer interaction (85%) and teacher-students interaction (75%), supported comprehension (78%), provided a tool to record students' learning progress (68%), promoted self-studying (75%) and critical thinking (67%). With regards to disadvantages of using Facebook in online learning, the researcher raised 4 main weak points, including: distraction from studying (73%), health concerns (37%), time consumption (32%), and privacy concerns (28%). However, most participants had positive attitudes with Facebook and the biggest drawback was related to the distraction from studying.

From the data analysis about students' perceptions of using Facebook in the research, it can be seen that most participants had positive attitudes towards this usage of Facebook. By taking the benefits and drawbacks of Facebook into account, it is advised to use this social network to support education. Teachers need to be cautious and well aware of unrelated content on Facebook in order to avoid negative distraction. With time and the right techniques, Facebook can become a valuable tool for educational purposes.

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THE IMPLEMENTATION OF QUIZIZZ IN ONLINE LESSONS: NON-ENGLISH MAJORED STUDENTS' PERCEPTIONS AT HONG DUC UNIVERSITY

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Abstract: *COVID-19 has brought severe consequences for all aspects of our life. Urgently, education has to be taken online to ensure the continuity and process. This study aims at investigating the student's perspectives on the use of Quizizz as an e-learning platform to enhance their motivation and engagement in English lessons at Hong Duc University in Thanh Hoa Province. The research provides an overview of related literature concerning some issues when teaching online during the pandemic and using Quizizz application as an online learning platform. The data collected from 145 respondents revealed some significant results in accordance with the students' opinions. Generally, they possessed positive attitudes toward using Quizizz application due to its user-friendly platform and competitive factor. Students affirmed that Quizizz helped them to be more active, motivated and engaged in online English lessons. The results also identified challenges students may confront when experiencing Quizizz.*

Keywords: *Online teaching, motivation, engagement, Quizizz, students' opinions*

1. Introduction

Due to the global spread of the COVID-19 pandemic, educational activities, along with all other aspects of our life, have been severely affected and lead to the change of the interaction between educators and learners. The attempt to avoid the spread of the virus has become an urgent need. Online teaching is believed to ensure the continuity of the teaching-learning process.

At Hong Duc University, Zoom application has been utilized because it offers teachers and students unlimited video conferencing time with affordable finance and multiple functions. However, classroom engagement, communication skills, and self-confidence are such challenging aspects that sometimes hinder the effectiveness of online teaching and learning. As a result, some supplemented tools should be employed to maximize the usefulness of online teaching practices at the university such as Kahoot, Quizlet, Edupuzzle, and Quizizz. Among them, the implementation of Quizizz as an e-learning platform is commonly used by teachers to enhance the quality of their online lessons. It provides myriad quizzes that educators can use in their daily lessons. This research focuses on students' perceptions of the use of Quizizz as one of the additional activities that can motivate and engage students at Hong Duc university in their learning process.

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2. Theoretical background

2.1. Online teaching during the pandemic

Over the past three years, the COVID-19 outbreak has wreaked havoc across the world and education has been also profoundly impacted like any critical field. Physical, mental, and financial challenges have existed as the shift to an online mode of teaching (Noor & Mazhar, 2020). Markedly, online teaching practices have fundamentally changed to cope with the virtual teaching model, which has caused difficulties in adopting and adapting because of educators' limited expertise in online education and platforms (Noor & Mazhar, 2020).

Many studies have proved that online learning provides learners with plenty of benefits from participating in various asynchronous and synchronous learning activities that help them improve their language proficiency (Fageeh & Mekheimer, 2013). Lin (2015) and Payne (2020) indicated that students' motivation and engagement toward learning can improve through online education. The utilization of various technology devices such as smartphones, laptops and tablets with authentic learning materials like videos, clips, and other practical multimedia sources can also facilitate the online learning experience (Pazilah et al., 2019). The variety of online resources enables teachers and students to experience wonderful moments in the educational process. Numerous applications are available online so practices have become overwhelmingly approachable to boost learning in terms of motivation and engagement.

Additionally, the learning environment may be convenient for the instructors and the students (Halim & Hashim, 2019) as time is spent less on travelling and physical classes with various equipment are not needed. Implementing online learning activities that are enjoyable and engaging not only allows teachers to manage their lesson effectively but also increase student motivation (Morat *et al.*, 2016). Some applications known as game-based learning such as Kahoot, Quizlet, Edupuzzle, and Quizizz have been widely applied because of their outstanding assistance for the sake of education. The available quizzes on those websites can be copied and shared anytime and anywhere by a click with an Internet connection.

Researchers have shown that some basic learning skills such as critical thinking and problem-solving skills online game-based learning can be developed via effective and powerful learning environments (Halverson, 2005). Moreover, Burguillo (2010) affirmed that students become more attentive, motivated, creative when attending digital game-based lessons. In addition, designing a series of rules and objectives in a digital game-based learning environment enables achieving mental and physical satisfaction and insight; such satisfaction and insight can thus facilitate the realization of learning objectives (Burguillo, 2010).

2.2. Using Quizizz application as an online game-based learning platform

Being a free platform, Quizizz is easily accessible due to its user-friendly interface. Teachers can also create their quizzes based on their preferences to meet learners' needs. Quizizz aims to increase engagement and motivation through the use of game elements such as points, leaderboards, and immediate feedback (Yunus & Tan, 2021) so that learners who are now digital natives (Sohn, 2018) are well adapted to online interactions.

Quizizz can be also known as a game-based platform with various benefits. Many researchers examined that games-based learning is an effective and innovative teaching strategy for education. They can help students enhance their performance in language studies, as well as enhance their collaboration and keep learning active. Glandon and Ulrich (2005) emphasized that one advantage of using Games as a teaching strategy is that students have opportunities to receive immediate feedback through the discussions and correct answers to their rationales. Learners are willing to overcome complex challenges to gain a sense of achievement. Compared with conventional courses, digital game-based learning enables students to improve their memory of course content and engage in more critical thinking (Ke, 2014).

Quizizz is an effective online tool that not only helps the teachers create attractive lessons but also allows students to check and consolidate their knowledge and progress in learning. In Quizizz, the question order is randomly designed for each student. In addition to run direct quizzes, teachers can also assign homework to give students additional practices. The available question types enable the users to generate various forms of quizzes. Each question can be designed in the form of multiple choices question with two to four possible answers reordering words to make meaningful sentences, matching, filling in the blank, drawing, open-end questions, video response, audio response and poll. Moreover, Quizizz allows educators to create attractive lessons which include images, videos and audio. Such tools overwhelmingly support both the teaching and learning process. For educators, lessons are prepared rapidly and more interestingly; therefore, teaching practices are improved significantly. For learners, learning becomes relaxing moments and they are more engaged. As a result, this game-based learning tool can contribute to student concentration, participation, happiness, motivation and satisfaction (Chaiyo & Nokham, 2017). The following picture illustrates different choices of question types to create quizzes on Quizizz.

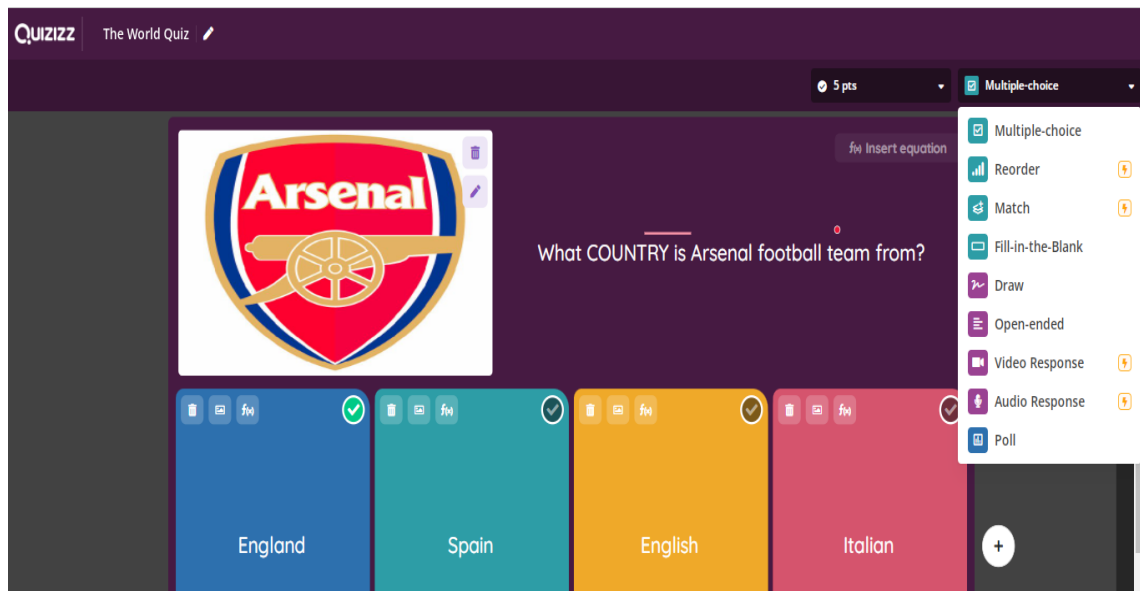


Figure 1. *Different Question Types in Quizizz*

The following figure is an illustration of a personal web page of Quizizz.

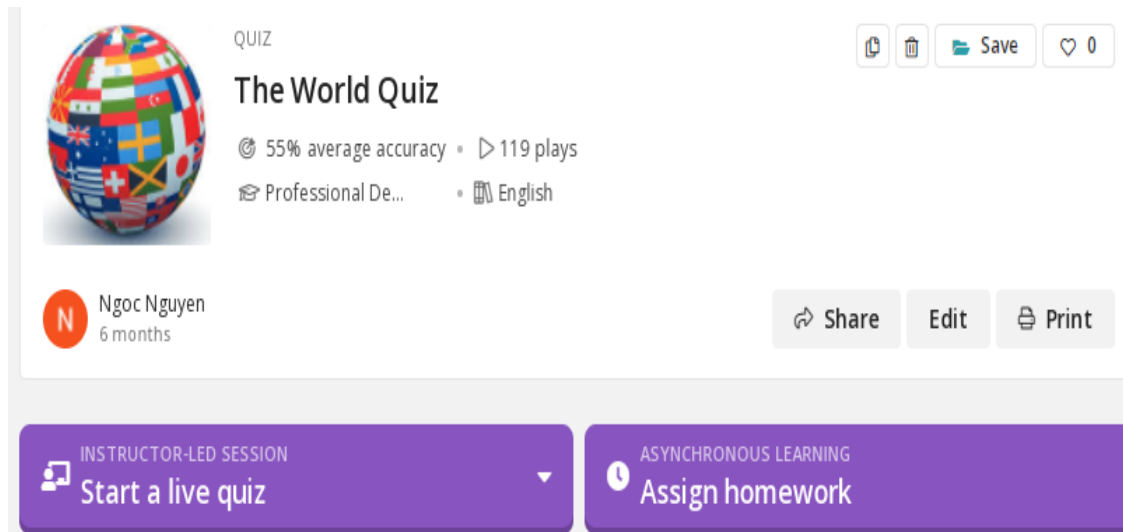


Figure 2. An illustration of a Quizizz account

3. Research Methodology

After one year of using Quizizz to teach English for non-major students at Hong Duc University, the author has been experiencing incredible support for her teaching practice. The students' opinions of using Quizizz should be taken into consideration because they have directly experienced it. Therefore, this little research has been conducted to investigate their perspectives in terms of the impacts of Quizizz on their motivation and engagement in learning English. This may be a helpful suggestion for colleagues during the pandemic as classes sometimes have to be online.

3.1. Research question

In order to investigate the students' opinions on the use of Quizizz, the researcher attempted to address two following questions:

What are benefits students have when studying with Quizizz?

What are obstacles students encounter when studying with Quizizz?

3.2. Participants

145 second-year students were invited to take part in the research. The majority of the respondents are female, mostly over 19 years old. The survey is only focused on one subject titled "English 2". And those students are not majoring in the English language. Students have an English language background at least 10 years before entering the university. Nearly 60% of students have known the application before joining the course. The study was conducted after ten weeks of employment. The following table presents general information about the population.

Table 1. *Participants’ general information*

Variables	Category	Number of respondents	Percentage
Gender	Female	132	91%
	Male	13	9%
Age	Under 18	7	4.8%
	19	8	5.5%
	Over 19	130	89.7%
Year of studying English	Under 10 years	8	5.5%
	10-13 years	87	60%
	Over 13 years	50	34.5%
Experience of using Quizizz before the course	Yes	82	56.6
	No	63	43.4

3.3. Instrument

A questionnaire that is employed in this study has 3 parts. The first one was designed to get general information about the population including age, gender, years of English language study and their experience of Quizizz. Part 2 of the questionnaire contained 6 items designed on a five-point Likert scale, from strongly disagree (1 point) to strongly agree (5 points) to collect information regarding students’ motivation and engagement. Part 3 included one questions to explore the students' perspectives in terms of difficulties. The survey is carried out by using a Google form questionnaire. 145 respondents are collected quickly with detailed analysis.

4. Findings

Some significant findings have been recognized during the study. It is impressive that more than half of students (56,6%) have known about this application before.

Table 2. *Students’ opinions on Quizizz*

Questions	Statement	Scale (%)				
		1	2	3	4	5
5	It is an user- friendly application	8,3	5,5	11,7	18,6	55,9
6	I pay more attention on the lessons using Quizizz	5,5	7,6	13,8	21,4	51,7
7	I like its competitive factor	6,9	8,3	13,1	17,9	53,8
8	Quizizz makes me like studying English	6,9	5,5	15,9	24,4	50,3
9	I am more active in lessons with Quizizz	6,2	4,8	14,5	14,5	60
10	I am more interested in lessons with Quizizz	6,2	4,8	11,7	16,6	60,7

It can be seen from Table 2 that over 80% of participants have presented positive perspectives on the application of Quizizz because of its convenience and friendliness. Significantly, 81 students (55,9%) have shown their strong agreement as Quizizz is a user-friendly web page.

In terms of motivation and engagement factors, Quizizz received incredibly positive feedback from the participants. 78 students (53,8%) strongly agreed that they enjoyed participating in the quizzes because of their competitive factor. Only 15,2% of participants have provided negative opinions when competing with their classmates. Moreover, most students (74,5%) indicated that they were more active and enthusiastic about answering questions faster and accurately. Significantly, 71,7% of students have strongly affirmed that they were really into English lessons which included Quizizz more than others without Quizizz.

The author also asked the students to identify some obstacles they may encounter during studying with Quizizz. There were two options concerning time allowance and the condition of their Internet connection and other for an open answer that allowed them to raise their voices. 41,2% of respondents said that their Internet connection was unstable and the other 38,2 % mentioned that they needed more time to finish the quizzes. Of 20,6 % of the remaining students, most respondents stated that there were no difficulties in using Quizizz. One student indicated that " *I lost top 1 because another student did the quiz more than once*".

Notably, the application of Quizizz in online lessons has received positive feedback from students. The result encourages the researcher to continue employing the platform in teaching practices, especially for online lessons. Over 70% of the respondents assessed Quizizz positively, which proves its effectiveness as a teaching aid to promote students' motivation and engagement. However, students still encountered several difficulties with time and Internet connection. Therefore, the teacher should adjust the time allowance and consider the Internet condition to assess students' participation.

5. Conclusion

The research has perceived positive viewpoints of 145 students on the use of Quizizz to support English learning in terms of motivation and engagement. It has been used effectively to support online English lessons during the pandemic at Hong Duc university. The study also figured out that students still had some difficulties doing quizzes such as limited time and Internet connection.

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IMPLEMENTING PEER REVISION INTO TEACHING WRITING SKILLS TO ENGLISH-MAJOR STUDENTS AT HONG DUC UNIVERSITY

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Abstract: *This paper aims to identify the key features and explore the efficacy of peer revision when applied as a feedback tool for teachers of second language writing by contrasting the advantages of individual- and peer revision. The study subjects are students taking part in a class of English Linguistics at Hong Duc university. The research data was gathered via the use of carefully formulated peer revision tasks asking learners to provide reciprocal feedback and give constructive suggestions to one another based on nine key classifications including punctuation, preposition, vocabulary, organisation, grammar, syntax, spelling, correlation of ideas and morphology. It is hoped that this study will help the author gain a deeper understanding of individual revision and its value for learners.*

Keywords: *Peer revision, second language writing, writing skills*

1. Introduction

Of all the core language abilities (listening, speaking, writing, and reading), writing has been regarded as the trickiest to get right (Richards & Renandya, 2002). It is a challenging task because a person not only has to formulate logical ideas, he also has to structure and convert them into an interpretable form. When writing in a second language, it is even more difficult as a person has to take into account planning and organisation (Richards & Renandya, 2002). These are both sophisticated skills when it comes to language because their success relies on word placement, spelling, and punctuation.

According to Seow (2002), the provision of thoughtful, high quality feedback, in response to writing tasks, exerts an immense impact on whether a learner is successful. He points out that the most valuable opportunity for feedback is immediately after the first draft has been completed and shortly before the second is composed. However, for many schools, the common method is to provide feedback only after a learner has reached the final phase of a task, which means that teachers have to interpret, review, analyse, and revise learner reports all at the same time. This seems not helpful because providing feedback at this late stage not only deprives the learners of valuable editing time, it also sends the message that changes are not important (Seow, 2002). The system needs to make time and opportunity for self-reflection and revision, with teachers providing feedback which can trigger this process. It is also important to consider the value of peer revision.

The work of Villamil and Guerrero (1998) argues that peer revision should be made an essential part of learning feedback on second language courses. Since the 1980s, peer revision

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as a key aspect of teaching learners how to write has become an increasingly prominent concept. The method is held in high regard by most practitioners (Flower and Hayes, 1981).

Many researchers believe that peer revision is the answer because it takes some of the pressure off teachers without eliminating the opportunity for feedback. This type of system has been successfully applied in regions like Puerto Rico (Villamil & Guerrero, 1998) and Hong Kong (Tsui & Ng, 2000). These two studies also inspire me to explore this topic and to achieve a similar result in a Vietnamese educational environment or, at least, provide some compelling evidence that it could also be successful here. Consequently, the overarching aim of the research is to determine whether peer revision is a useful tool for L2 learners enrolled on English courses at Vietnam universities, particularly at Hong Duc university.

2. The study

2.1. Data collection instruments

Data was collected via three different instruments including sound recordings of discussions by the cohort, through questionnaires in the form of the revision checklist (indicated in the Appendix) and through document analysis. The checklist was designed to allow participants and the researcher to analyse data speedily and effectively through capturing subjective responses from participants (Seow, 2002). TAP (think aloud process) protocols where participants verbalise thought processes - were utilised to allow insight into participants' workflow and decision-making, and whether there were similarities and/or differences in these elements in respect to their own work and those of others in second language learning contexts.

2.2. Participants

The study involved a sample of twenty-nine second-year students who were L2 learners studying in the class of Reading and writing 4 - K23D - English Language Teaching. The participants, who were all volunteers in a B2-level English composition class, were each quite proficient in English as a spoken and as a written language. From the class cohort, twenty-five participants were randomly selected from a wider pool of potential candidates who had expressed willingness to take part (Coe, Waring, Hedges & Arthur, 2017). Each of the twenty-five participants was female; a demographic which was representative of the gender constitution of the class.

2.3. Procedures

The research was conducted over the second semester. Participants wrote a persuasive report; these were then analysed in pairs in class using the feedback sheet and some class input as guides. Participants recorded their discussions; these related to thematic, stylistic, and grammatical aspects of the reports written. Learners then took their peer feedback and, in their own time, revised the report; both versions were then submitted for evaluation in this study. This was repeated ten times over the semester, so that there could be some

comparison of working methods, and that atypical or idiosyncratic returns might be identified and understood as such (Robson & McCartan, 2015). Finally, four volunteers from within the cohort of eight wrote additional documents expressly for this research enquiry; this time, the participants repeated the TAP process, though as a self-evaluative exercise rather than with a peer; this was recorded for analysis. As with the peer element of the exercise, the reports were then revised the participants considering the TAP advice to themselves, and both versions of the report document (before and after revision) were then submitted for analysis.

3. Findings and discussion

3.1. Peer interaction

3.1.1. Asking for clarification

When asking for further clarification about unclear or poor quality content, the reviewing learners tended to be quite direct and ask explicit questions. For example, “Can you explain it to me?” was used during the sessions. In some cases, they repeated questions presented in the reports, especially if they felt like the query had been highlighted but not fully realized.

3.1.2. Providing further clarification

During the peer revision sessions, it was very common for the reviewers to stop talking and allow the creator of the document to offer information. However, it was also noticed that some reviewers tried to contribute to this process. They not only offered their opinions on the quality of the content, in some instances, they actively tried to help the writer clarify their ideas.

In this example, the L2 in charge of providing feedback asked for more information because she believed that the phrase was not specific enough.

L2: you wrote “when everything has changed” ...it’s too general

L1: I want to show that in this...modern society...some subjects are not suitable anymore

L2: you shouldn’t raise an idea...without...

L1: evidences?

3.1.3. Recommendations

Throughout the feedback sessions, the reviewers consistently used suggestive techniques. As already mentioned, many of the learners did not feel comfortable with or simply did not want to make direct challenges or explicitly state that content was wrong. Instead, they preferred to lead the writer towards their own conclusions and realizations.

L2: *I think that inversion is really effective to...emphasize the ideas. However, overusing them can make the essay not be natural.... you may change it*

L1: OK

Similarly, in the transcript below, the reviewer recommended swapping phrases:

L2: *I think we may change the phrase “another reason why” to... “another reason” only as “why” is...not...relevant in this case.*

L1: *Hmm*

3.2. Essay comparison

3.2.1. Comparisons between the first and revised reports: Peer review

Nine criteria were used to evaluate the quality of first and second drafts including prepositions, morphology, vocabulary, content structure, spelling, syntax, punctuation, grammar, and the presentation of ideas. The two documents (relating to each learner) were compared and contrasted according to their application of these characteristics.

Table 1. *Changes made in each peer-revision essay*

Type of changes	The number of changes made	The percentage
Vocabulary	68	37.3%
Grammar	40	21.9%
Spelling	27	14.8%
Punctuation	20	10.9%
Preposition	10	5.4%
Morphology	10	5.4%
Syntax	5	2.7%
Presentation of ideas	2	1.0%
Organization	0	0%
TOTAL	182	100%

When evaluating the two peer revision iterations, the author noticed that corrections were made in all but one of the criteria classifications. They were able to convert the frequency and volume of revisions into percentages showing how corrections were distributed across the given criteria. The highest number of changes relates to vocabulary (37.3%). This is followed by grammar (21.9%), spelling (14.8%), punctuation (10.9%), use of prepositions (5.4%), morphology (5.4%), syntax (2.7%) and the presentation of ideas (1%). It is interesting to note that learners did not implement any revisions relating to content structure. This implies that either all of the students were skilled at including a clear start, middle, and end or they chose not to incorporate feedback from the reviewers. In fact, it might also mean that the reviewers offered no feedback of this type. Unsurprisingly, the emphasis was on grammar and vocabulary, both of which are areas that language students struggle with. Consequently, the study outcomes demonstrate that learners spend the most time discussing these technical issues.

3.2.2. Comparisons between the first and revised reports: Think-aloud process

Only four of the learners were asked to participate in the individual reviews (TAPs). The same system was followed in this part of the study. The learners were instructed to write another persuasive report and later improve it, according to the feedback they had given to themselves this time.

Table 2. *Changes made in each TAP essay*

Type of changes	The number of changes made	The percentage
Vocabulary	10	41.6%
Punctuation	2	8.3%
Preposition	5	20.8%
Spelling	2	8.3%
TOTAL	24	100%

When the original drafts and the revised drafts were compared, the researcher found that a total of 24 revisions had been made within the four assignments. However, they covered only four of the revision criteria. The edits were associated with spelling, punctuation, use of prepositions, and vocabulary. This is an important finding, because peer revision results in significantly more corrections across a broader variety of criteria. Crucially, no corrections were made to syntax, content structure, grammar, morphology, or the presentation of ideas.

3.2.3. Comparison of the amount and kind of text revisions done in pairs as opposed to that done individually

Refer to Table 3 for a breakdown of the four assignments revised after TAPs. They were compared with the original drafts of the persuasive essay. Here, the researcher focused particularly on the amount of corrections made and their degree of quality. Once again, vocabulary accounts for the largest volume of changes. This is true for the independent and collaborative sessions. As already discussed peer revision seems to stimulate a much broader, much more diverse range of negotiations and corrections.

Table 3. *Comparison of Peer revision and Individual revision*

Type of changes	Peer revision	TAP revision	Difference
Vocabulary	37.3%	41.6%	-4.3%
Grammar	21.9%	0%	+21.9%
Spelling	14.8%	8.3%	+6.5%
Punctuation	10.9%	8.3%	+2.6%
Preposition	5.4%	20.8%	-15.4%
Morphology	5.4%	0%	+5.4%
Syntax	2.7%	0%	+2.7%
Presentation of idea	1.0%	0%	+1%
Organization	0%	0%	0%
TOTAL	100%	100%	

It means that there is a distinct difference between the ways in which learners give feedback to one another and how they review themselves. This is an important finding, because one of the original research queries was how and why do L2 learners respond differently to revisions, depending on who is giving the feedback.

3.3.3. Comparing researcher review and peer review

Refer to Table 4 for a breakdown of the revisions suggested by the researcher and the learners. It should be noted that only one of the assignments was used for this part of the study. It was a brief, small scale test so there could be questions as to its legitimacy if the results demonstrate key findings. The researcher recommended a total of 28 corrections. This is much higher than the learner who only suggested 10 revisions. Nevertheless, despite this discrepancy, it must be said that the peer revisions were almost always implemented successfully. Perhaps unsurprisingly, the qualified individual spotted more errors and spent more time highlighting areas of weakness and inaccuracy. This is to be expected because the peer groups are made up of learners with the same level of ability. It may simply be that the researcher was highlighting areas that they are not yet aware of or still need to improve as a group.

Table 4. Comparison of Peer revision and Individual revision

Type of changes	By the researcher	By the peer	Difference
Vocabulary	7	3	+4
Grammar	10	3	+7
Spelling	3	2	+1
Punctuation	1	0	+1
Preposition	2	0	+2
Morphology	3	1	+2
Syntax	1	0	+1
Presentation of idea	1	1	0
Organization	0	0	0
TOTAL	28	10	+18

3.3.4. Comparing researcher review and individual review

The researcher made the same comparison between individual suggestions and their own recommended corrections. As with the last stage, they read through the assignment and made a note of any changes which they deemed necessary for its improvement.

Table 5. Comparison of Changes from Researcher Review and TAP Review

Types of changes	By the researcher	By the learner	The difference
Vocabulary	5	1	+4
Grammar	7	0	+7
Spelling	3	0	+3
Punctuation	1	1	0
Preposition	3	1	+2
Morphology	4	0	+4
Syntax	1	0	+1
Presentation of idea	1	0	+1
Organization	1	0	+1
TOTAL	26	3	+23

Refer to Table 5 for a breakdown of the comparison between independent and researcher-led corrections. Only a single assignment was reviewed in this way. It was chosen randomly from the wider group of student papers. The researcher advised a total of 26 corrections, but the self-reviewers recommended just three. Nonetheless, as with the peer revision sessions, learners were still very successful when it came to applying the feedback to their written work

3.3. Recommendations on pedagogical implications

The results indicate a high degree of probability when it comes to peer revision being a support system for language students. Consequently, it is up to teachers to decide what degree of collaboration is suitable for classrooms. Obviously, no matter how valuable the method is, it needs to be combined with more traditional forms of teaching. Regardless of whether the learners can offer good suggestions, they are still not as qualified as the teacher. To follow on from this, teachers must decide what level of influence they want to have over the process. The results suggest that peer revision is helpful even if the feedback given is not of a high quality. Therefore, the question is whether students should be closely guided or whether peer sessions should be kept informal and creative without grades or judgment. It all depends on how much emphasis the teacher wishes to place on the act of collaboration.

4. Conclusion

The study results demonstrate that peer revision is a valuable and effective method of learning for language students. The research shows that, despite the concerns of some researchers, learners do have the capacity to help one another progress.

The research was designed to explore the key characteristics and efficacy of peer revision as a teaching aid for second language students. Crucially, the focus was on collaborative feedback as an accompaniment to traditional teaching methods which is why there were no thorough comparisons between group and teacher feedback. The intention is not to find a system which can replace teachers. It is to determine whether peer feedback can alleviate the responsibilities of classroom commentary and help teachers inspire learners to direct their own classroom experiences. Instead, comparisons were made between the independent and collaborative methods. The research outcomes are largely positive and can be used as a compelling recommendation for the use of peer feedback in L2 learning environments. However, as discussed, it is not always entirely clear to what degree teachers should incorporate system and how it should be assimilated with traditional methods. This is something which future studies might want to explore in more depth.

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PRACTISING NOTE-TAKING SKILLS TO FOSTER CONTENT MEMORIZATION IN THE INTERPRETING COURSE

Nguyen Thi Quyet¹

Abstract: *A strong memory is the cornerstone of a successful interpreter since it enables the interpreter to retain the speaker's words most accurately in his memory. Taking notes while interpreting, especially consecutive interpretation, can assist the interpreter to remember what he has heard. The article concentrates on developing a note-taking system based on 3 interpreting course's themes in order to make interpreting practice more convenient for English language students at our university. The research was conducted in two classes of English majors and focused on helping students develop a system of symbols, marks, and abbreviations to assist them to take notes quickly. More than 50 hours have been spent on note-taking techniques in the experimental class. Through the pre-test and post-test, the application's impacts were evaluated. The results demonstrate that in listening and recreating the content they heard, the experimental class outperformed the controlled one.*

Keywords: *Note-taking, interpreting, memorization*

1. Introduction

Interpreting is a very stressful process where the interpreter has to listen to the client speaking and immediately render the information into the target language. The pressure that the interpreter has to stand comes from the stress of time. The interpreter does not have time to polish the idea before interpreting, neither has he got any opportunities to modify his ideas once the interpretation is incorrect. The interpreter is not the person who decides the pace of the conversation but has to depend on the client's speed and even mood in the conversation or speech. The interpreter, therefore, should be an acute listener, at the same time he should be good at speaking in public. Another important skill that the interpreter needs is a very good conversion skill, which means he has to think very quickly because in his working circumstance he does not have a lot of time to spend on reckoning but the process of decision making seems to be done simultaneously when he has to give to best transference of a certain phrase. The aforementioned skills are very important because they greatly support the interpreter in doing his work. However, the pivotal skill we would like to mention in interpreting is memorization. To be more specific, the interpreter should also have a very good memory that helps him remember the information that he has heard. A good memory is the foundation for the interpreter to have an accurate interpretation because it will help him to bear the information that the speaker utters out in the most accurate way in his mind. In interpreting, especially consecutive interpreting, the interpreter could use note-taking to help him record what he has heard. In this article we would focus on how to build up a note-

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taking system based on themes of the interpreting course 3 to help interpreting practice more convenience for students of English language in our institution. In this article, we would present the theoretical issues related to interpreting as well as the quality of an interpreter, the key issue of note-taking is also given some room for. At the same time, we would describe the steps that the study was conducted, and the findings of the study are also interpreted and commented on so that we would have a comprehensive viewing of the matter.

2. Theoretical issues of interpreting and note-taking

2.1 Interpreting and requirements for interpreters

Interpreting is an activity that requires a combination of multiple abilities and skills of the person doing this work. To perform a quality translation requires the interpreter to have good language skills combined with a broad knowledge of socio-cultural and disciplinary knowledge. In interpreting, the interpreter must listen and grasp the speaker's information, relying on his own memory along with other memory aids techniques such as note-taking, which helps him quickly jot down key words, main ideas, data, etc., to support the most accurate translation from the source language to the target one. Interpreting is done under extremely stressful conditions. The interpreter has no time to prepare but to load the language in time with almost no free time to reorganize. Therefore, interpreting is really a very stressful job and requires interpreters to have a great level of flexibility and responsiveness. The basic skills that an interpreter needs are agility, high concentration, good memory, good language skills, etc. Extensive linguistic and cultural knowledge as well as knowledge of the field in which the interpreter works must be obtained to ensure the work to be done accurately. Consolidation of memory for interpreters while performing interpreting, therefore, is very important. While conducting his job, the interpreter will have to use both short-term memory and long-term memory. In reality, there are words and phrases that the speaker thinks are very important and he will stop after a short phrase or a few sentences, in this case the interpreter only needs to use short-term memory. However, in several other circumstances, the speaker can speak a long paragraph up to many minutes or hours, it is extremely important to take notes to support memory for the interpreter. For example, the US Secretary of State Antony Blinken and National Security Adviser Jake Sullivan held talks with Politburo member Yang Jiechi and Foreign Minister Wang Yi in Anchorage, Alaska on March 18 and 19, 2021. (US time), the two sides had a fierce war of words. The Chinese interpreter at that time had to use nearly 2,000 English words to translate Mr. Duong's statements. In this case, the interpreter's multi-page transcript is an extremely important document to support the perfect translation of the content. Obviously, the interpreter needed to be very quick at jotting down what was being said to translate several minutes later on.

In short, the qualities that the interpreter should be equipped is flexibility, great knowledge, quick responses, and after all, a great skill of note-taking to support memory in doing his work.

their own systems, and even in some cases, prompt out the temporary ones for a specific situation. However, it is sensible for students who learn interpreting subject to deduce from those suggestions, build up their basic symbols and signs, and practise them to enhance their interpreting skills. That is the reason why in this study, we focus on students practicing the note-taking systems built by them during the term of interpreting.

3. The study

3.1. The context

Interpreting 3 is the course that includes about 50 hours classroom training for students, in which students focus on practicing interpreting skills by listening to short extracts, conversations, news etc. and interpret them. It is expected that when students finish the course, they can interpret consecutively within the topics of: social issue, sport, and travelling relatively fluently and accurately. During the course, students have to prepare short reading and listening extracts related to the topic going on in the class, to help them get familiar with the topic, and enlarge their vocabulary of the topic. In the class, they also build up situations of communication so that their classmates can interpret.

3.2. The participants

The ones involved in the study were 88 students, of which 43 were in the control class and 45 were in the experimental class. Their English proficiency was between level 4 and 5, as shown in the outcome requirements of English skills courses that they had already taken. They learnt interpreting course as a part of the the term study program.

3.3. The instruments - Pre-test and Post-test

To have initial data to compare with the results after the application of note-taking practice, to see if the groups selected for the study bore the similar level of skills in terms of dictating and reconstructing the meaning, we started the study with a text of the topic of education, which included 300 words, we asked all 45 students of the experimental class and 43 from the controlled one to listen to the tape once, and take note while listening. After listening, they had 10 minutes to complete their dictation. In this phase, they had to decode what they had jotted down to make full, comprehensible sentences. After students had finished the course, we designed a similar test as the pre-experimental one above, the post test results were collected, synthesized to compare with the pre-test results.

The marking criteria for the test were based on the proportion of contents students could reconstruct after they listened to the tape. We divided the marking range into 4 levels: from 1- 4 as “under average,” 5 and 6 as “average,” 7 as “distinction” and from 8 - 10 as “high distinction.”

3.4. The implementation of the study

After the Pre-test as an initial check of students’ performance in memorizing contents in the interpreting subject, we determined two classes of students as the controlled and

experimental groups. Both of them were English majors, taking their fourth academic year. By and large, their English proficiencies are similar, and they are trained by the same group of lecturers. In the controlled class, we had 43 students, and the experimental class contained 45.

Firstly, we selected texts belonging to the topics stated in the syllabus of the course, they were social issues, sport, and travelling, each topic contained different talks, articles, with totally nearly 40.000 word tokens, after that, we used the specialized software AntConc to count the frequency of words. Then, we selected 150 most frequently appearing words, so that, totally, we would have 450 words for building symbol purpose.

After the words of higher frequency were selected, we asked 45 students of the experimental class to build up the signs, symbols or abbreviation for them. The criteria given were that the signs or symbols are comprehensible. The teacher then worked with students to sort out the most suitable symbol or sign for each word.

After the signs, abbreviations and symbols were built, experimental class students would apply those to their note-taking work when listening to audio files of correspondent topics in their course, while the control class took the course without the support of those signs. After they both completed the course, they sat the Post-test, which once again checked if they made any progress in memorizing message meaning when they listened to people talking in English.

3.5. The data analysis

With the data, we focused on how different the common note-taking signs influenced students' recalling meaning when they listened to English talks. As such, we compared the marks students got when they did the Pre-test and the Post-test. We considered the marks in terms of the Mean, Median, the Range, the minimum and maximum marks of two classes as well. In such way, the data would show clearly the differences in terms of the proportions of contents that students achieved and reconstructed in their tests.

4. Findings and discussions

In the pre-test, when 43 students from the controlled class and 45 ones from the experimental class took the test in which they listened to the audio and reconstructed the contents, we collected the papers and marked them based on the proportion of original text's content, the results were gained as follows:

Table 1. *The results of content memorization of the two classes in the pre-test*

	Controlled class		Experimental class	
	No of students	Percentage	No of students	Percentage
from 1 -4	34	79.1	36	80
from 5-6	9	20.9	9	20
Total	43	100	45	100

As can be seen from the table, the range of marks students got is from 1 to 6, of which we divided into two groups, the one under average level (from 1 - 4) and the one within the

average level (5 and 6) and the contribution of marks in both groups is relatively similar. In the controlled class, it is 79.1% for the former and 20.9% for the latter, meanwhile the experimental class has 80% and 20%, respectively. It can be concluded that the level of students in this area are similar and suitable for applying an experimental in one group. The range of each specific mark is also similar, which can be seen in Figure 1.

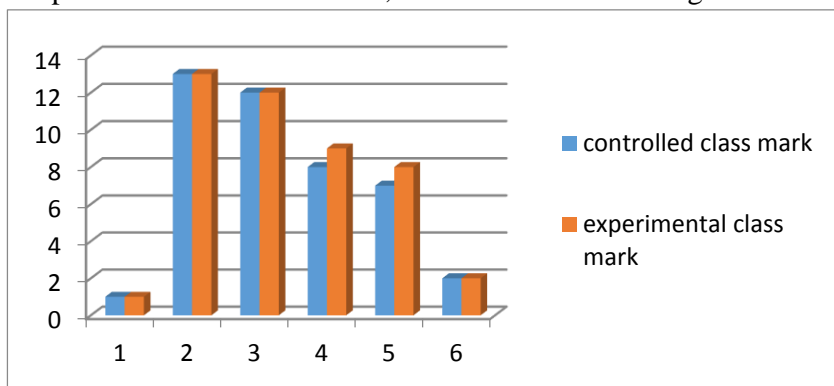


Figure 1. The mark distribution of two groups in the pre-test.

As can be seen from the data, except for the marks 4, and 5, in which the experimental group gets a little bit higher than the controlled one, other marks witness a great similarity between the two groups, which is a good foundation for the authors to carry out the experiment.

After the course of interpreting 3, of which the experimental group were required to use the symbols, signs etc. that they have built up at the beginning of the course, the post-test was conducted, and the results were obtained as follows:

Table 2. A comparison between two classes in the Post-test: general statistics

	Controlled class	Experimental class
Mean	4	6.13
Median	4	6
Std. Deviation	1.54	1.52
Range	6	5
Minimum	1	3
Maximum	7	8

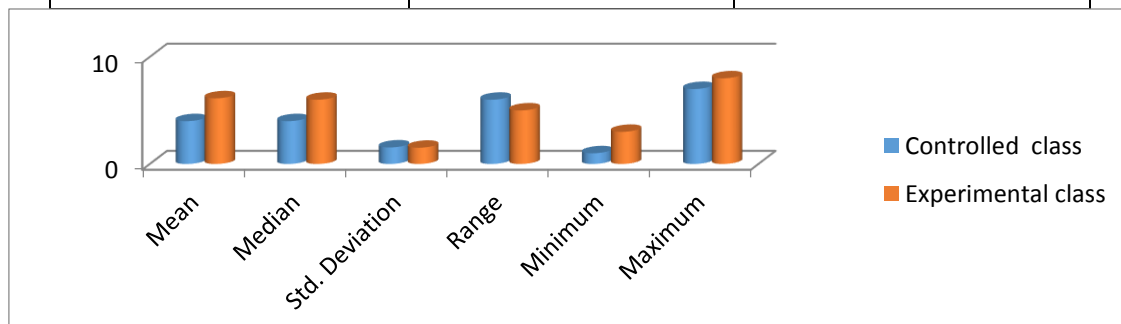


Figure 2. The contrast of general statistics between two groups

As can be seen from table 2, the data, which is also contrasted in the chart, the mean, the median from the experimental class are higher than those of the controlled one, with 6.13 and 6, compared to 4 for both in the latter. This is to show that, generally, the results of the experimental class are better. Besides, the Std. Deviations of both groups bear similar number, with over 1.5. This demonstrates that the marks students get from two groups vary. The range, the minimum and maximum values would be integrated into the following analytical section, when we deal with table 3 and figure 3, which illustrate the range of marks between two groups in the post-test.

Table 3. *The results of content memorization of the two classes in the post-test*

The mark scale	The controlled class		The experimental class	
	No of students	Percentage	No of students	Percentage
From 1 to 4	26	60.5	8	17.8
from 5 to 6	15	34.9	17	37.8
7	2	4.7	9	20
8 and above	0	0	11	24.4
Total	43	100	45	100

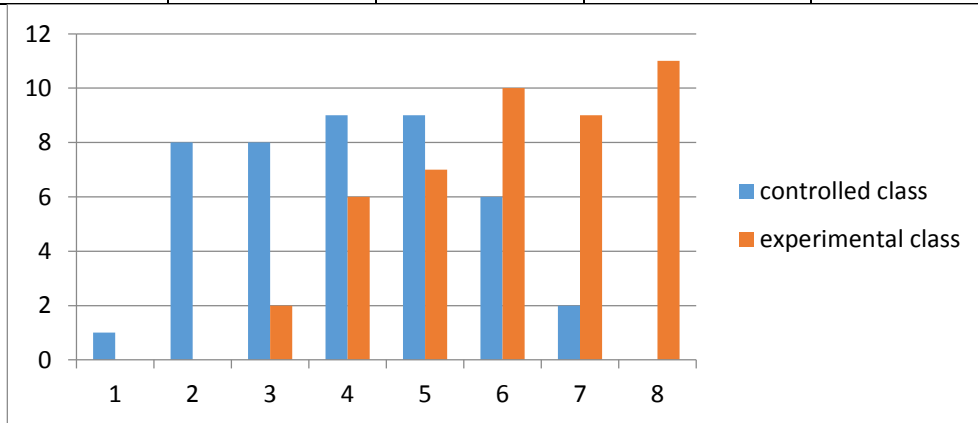


Figure 3. *The mark distribution of two groups in the post-test*

Table 3 shows the mark scale in the post-test between two classes, while the chart gives the detailed distribution of marks. It can be seen that, the range of marks of the controlled class is smaller than that of the experimental one, with 5 compared to 6. To be specific, the minimum mark of the former is 1 and the maximum is 7, meanwhile, for the latter, the minimum is 3 and the maximum is 8. The proportion of those in the controlled class get mark from 1 to 4 is 26, accounting for 26%, while that data in the experimental class is only 8, equivalent to 17.8%. Specifically, the former contain two low marks of 1 and 2 while the latter does not have any marks at this level.

The only marks that have a proportion of students making up similar ratios in two classes are 5 and 6, of which both groups have around 35%. By contrast, the marks 7 and 8

show a great distance between two classes, when the controlled one has no students getting mark 8, and those who have mark 7 only make up 4.7% as compared to those of the experimental classes as 24.4 and 20%, respectively.

From the above analysis, it is seen that the results that the experimental class got are positive, showing a great improvement in terms of memory enhancement through the support of note-taking symbols, signs and abbreviation that the students generated and applied during their interpreting course.

5. Conclusion

The study has concentrated on helping students build up a system of symbols, signs, abbreviation to help students take notes fast. The research was conducted in two classes who are majored in English. The experimental class has undergone more than 50 hours practicing note-taking skills. The effects of the application were measured through the pre-test and post-test. The findings show that the experimental class outdid the controlled one in listening and reconstructing the content they listened. This re-emphasizes the necessity of practicing the note-taking skills for students who learn English and aim to work with English, possibly taking the job as an interpreter in the future. The study was limited in the small number of participants involved in; however, the results are really encouraging to the researchers as it has met our expectations. If it is possible, in the future, the study should be extended into all the courses of interpreting, so that the teachers and students of the interpreting course could have a system of various signs and symbols to apply in their work.

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A STUDY ON VOCABULARY LEARNING STRATEGIES USED BY ENGLISH MAJORS AT HONG DUC UNIVERSITY

Le Hong Son¹, Dang Thi Nguyet²

Abstract: *This study compares the vocabulary learning strategies (VLSs) used by two different gender groups of learners. The participants of the study are 70 sophomores (46 females and 24 males) majoring in English teacher education and English language at Hong Duc University. The study employed Schmitt's (2000) taxonomy of VLSs to design a survey questionnaire which was used as the main research instrument. Besides questionnaire, semi-structured interviews were also conducted with 10 participants (5 females and 5 males) to get deeper understanding about their responses to the questionnaire. The results reveal that students in both groups used all the sub-strategies to enhance their English language vocabulary. However, the preference for and the frequencies of using each strategy group and each sub-strategy between two genders are different. These findings lay a firm foundation for educational administrators and language teachers to better support their students in enhancing their vocabulary in particular and motivating their language learning in general.*

Keywords: *Vocabulary learning strategies (VLSs), frequency of students' VLSs use; genders's usage of VLSs*

1. Introduction

It can be said that if we consider learning English as building a house, then learning vocabulary is the foundation or bricks of that house. According to Nguyen (2022) the more words learners know, the better they can convey their thoughts. The role of vocabulary in language learning used to be confirmed by Zimmerman (1997) who considered vocabulary as the center of language and stated that it was a crucial important element in the language learning process of any language learner. Additionally, Fromkin *et al.* (2003) compared knowing a language as knowing the words of that language. With such fundamental roles, the learning and teaching of vocabulary is becoming more and more important in any language courses.

There are many ways to access effectively to vocabulary learning, but having a proper strategy might have a great contribution to the learners' success in language learning. This way, Chamot *et.al* (1999) pointed out the differences between two types of learner: effective and ineffective ones based on the variety of VLSs they utilized and how appropriately they used them in different tasks. In the other words, it can be said that having proper VLSs, 'students can learn faster and more effectively' (Nguyen, 2022).

Such aforementioned crucial roles of vocabulary in general and English VLSs in particular are the main reasons which stimulate the researchers to conduct a study on vocabulary learning strategies applied by English-major sophomores at Hong Duc University.

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The study aims at discovering the learning vocabulary strategies used by the English - major sophomores when they are learning English courses at Hong Duc University and examining whether there appear any significant differences between the strategies used by different genders. The findings about learners' preferences in using strategies might be useful for educational institutions and teachers to better support their students in learning English vocabulary. Additionally, the study results might provide students with suggestions in choosing the suitable learning strategies in vocabulary learning .

To achieve the above aims, the study attempts to gain the following objectives: (1) To examine the strategies English major sophomores used the most and the least frequently; (2) To explore the similarity and differences in the learning vocabulary strategies used by male and female English major sophomores.

2. Literature review

2.1. Vocabulary and its importance in language learning

In Oxford Learner's Dictionary, vocabulary is defined as a list of words with their meanings, especially in a book for learning a foreign language, also, the words that people use when they are talking about a particular subject.

According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, and using language in different contexts, reading or watching television.

Communication without vocabulary is considered meaningless, so vocabulary acquisition is the heart of language acquisition (Laufer, 1986). Burton (1992) added that language learners would be self-confident when they are able to use acquired vocabulary effectively and have a good individual store of lexis. Davies and Pearse (2002) suggest that vocabulary in communication situations is usually more essential than grammar as it is annoying for language users when they cannot communicate effectively due to the lack of needed vocabulary. This is in consistence with Ellis' (1994) statement in which lexical errors could block comprehension more than grammatical errors.

Vocabulary is central to language and of critical importance to typical language learners (Coady & Huckin, 1997). Vocabulary as one of the language aspects that has to be learned when people are learning a language. Mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of a foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. Recent language learning theory suggests that reducing the volume of vocabulary acquired by learners may actually harm the development of other aspects of language (Milton, 2009)

2.2. Vocabulary learning strategies

2.2.1. Definitions

The learning strategy was defined in various ways by different scholars. While Wenden and Rubin (1987) considered learning strategy to be any learners' sets of plans, operations, steps or routines in their language learning process, Oxford (1990) defined it as 'specific actions' learners used to foster their language competences. At the same time, Weinstein and Mayer (1986), and O'Malley and Chamot (1990) compared language learning strategy as special thoughts and behaviors that the learners applied to effectively influence their learning. However, the authors chose the definition which regarded language learning strategy as applications preferred by students in order to enhance their target competencies in line with their learning needs by Cohen (1990) as the guiding literature for this study because it reflects the semantic components and the meaning of the term "learning strategy" and it has the advantage of precision and breadth (Wahyuni, 2003).

The definition of VLSs was developed from language learning strategies (Catalan, 2003). Nation (2001) pointed out that VLSs were a part of language learning strategies that in turn were a part of general learning strategies. Students use all the learning strategies they know as they learn vocabulary on foreign languages, and therefore they are involved in the complexity of the strategy. More specifically, Schmitt (1997) defined VLSs steps taken by language learners to acquire new words or to make the words they learn permanent.

2.2.2. Classification of learning strategies

There are a wide range of the classifications of vocabulary learning strategies proposed by different scholars. These classification systems contribute vitally to the knowledge of vocabulary strategies. O'Malley and Chamot (1990) divided language learning strategies into three types: metacognitive strategies, cognitive strategies, and social/affective strategies. At the same time, Oxford (1990) captured a detailed vocabulary learning strategy system which consists of 4 groups: Social, Memory, Cognitive, and Metacognitive. However, according to Schmitt (2000), even though Oxford's system was suitable in general, it was unsatisfactory in classifying vocabulary-specific strategies in some certain aspects. He, therefore, developed the system by Oxford (1990) into a taxonomy of vocabulary learning strategies by introducing a new group - Determination Strategies. This way, his taxonomy includes 5 main groups: Determination Strategies (DET), Social Strategies (SOC) , Memory Strategies (MEM) , Cognitive Strategies (COG), and Metacognitive Strategies (MET) and a wide variety of sub-strategies of each main group. The taxonomy has been used as the literature foundation for conducting this study.

2.3. The use of learning strategies by genders

The second language acquisition literature pointed out several differences in the use of learning strategy by different genders. In 1980s, Oxford and Nyikos (1989) found that females employed learning strategies more frequently than males. The similar findings were

then confirmed by many other researchers such as Green and Oxford (1995), Wen and Johnson (1997) and Goh and Kwah (1997). However, an opposite result was found in Russian context by Brecht, Davidson and Ginsberg. They concluded that Russian males used more learning strategies than females. Recently, studies opened to more complicated and specific directions in genders' language learning strategies. In terms of vocabulary learning, Oxford and her coordinators (1996) stated that female learners were noticeably more willing in trying out new VLSs than males. Although the language learning literature has tent to provide evidence of differences in the ways females and males used learning strategies in general, it has focused on any similarities or any difference in a specific strategy.

3. Methods of the study

The study employs a mixed method. In terms of quantitative analysis, the study uses the data from research questionnaire to analyse students' perceptions of learning vocabulary strategies. The questionnaire consists of two sections. The first one is to get background knowledge about participants' personal information. The second section aims to investigate the students' learning experience in general and their use of English vocabulary learning strategies in particular. The questions about students' frequency of using VLLs in the second part were designed on likert scale with 5 different levels of use of 33 sub-strategies of DET, SOC, MOM, COG, and MET.

In the perspectives of qualitative analysis, the semi-structured interviews were conducted virtually via zoom meetings. The language used in the interviewed was Vietnamese so that the participants had no challenges in understanding the questions as well as in expressing their thoughts and ideas. The guiding questions in the interview focus on two main points: the frequency of using VLLs and the reasons for their preference in using VLLs. All the interviews were recorded with the participants' permission and later transcribed verbatim and analyzed to testify and have deeper understanding about the participants' responses to survey questionnaire.

4. Participants

The participants are a total of 70 sophomores majoring in English teacher education and English language at Faculty of Foreign Languages, Hong Duc University. They consist of 46 females and 24 males who have learned English for at least 5 years. Their English level is pre-intermediate. They are studying a four-year course at Hong Duc University. According to the curriculum, they have to learn many courses such as English skills; Semantics and American Literature in which they need to build up their vocabulary level. Therefore, improving English vocabulary is extremely important for them.

All the participants were required to give responses to the questionnaire about several general information and their English vocabulary learning strategies. After completing the survey, ten of them, 5 males and 5 females were chosen randomly for the follow up interviews to provide the researcher with a deeper understanding of the specific frequency of, the reasons for and the effectiveness of using different VLLs.

5. Findings and discussion

5.1. Finding from the questionnaire

5.1.1. The frequency of vocabulary learning strategies

Table 1 indicates the frequency of strategies in learning English vocabulary used by participants. The results presents that learners employed all 5 strategies groups mentioned in the questionnaire. The most common strategies used by the learners are DET and MEM which accounted for 88% and 85% of participants, respectively. They were followed by COG and SOC, at medium level of frequency (65% and 58%, respectively). In contrast, the least frequently-used strategy belongs to DET with only 52% of participants employed.

Table 1. *Frequency of strategy group used by English sophomores*

Strategies	Percentage of usage	Ranking
Determination strategies	88%	1
Memory strategies	85%	2
Cognitive strategies	65%	3
Social strategies	58%	4
Metacognitive strategies	52%	5

In terms of the popularity of sub-strategies belonging to 5 given groups above, results from questionnaire can be seen in the Tables 2 and 3.

Table 2. *The most frequently used sub-strategies*

Sub-strategies	Category	Percentage of usage	Ranking
Bilingual dictionary	Determination strategies	92%	1
Word lists	Determination strategies	88%	2
Say new words aloud when studying	Memory strategies	88%	1
Use new words in sentences	Memory strategies	83%	2

Table 2 reveals that, among 33 sub-strategies, the four most frequently used strategies belonged to determination and memory groups. In terms of DET category, the students reported that they used ‘Bilingual dictionary’ (92%) and made ‘word lists’ (88%) to learn vocabulary very often. At the same time, they also often used two other sub-strategies belonging to MEM group. They are ‘saying new words aloud when studying’ (88%) and ‘Using new words in sentences’ (83%).

Table 3. *The least frequently used sub-strategies*

Sub-strategies	Category	Percentage of usage	Ranking
Skip or pass new words	Metacognitive strategies	7%	1
Put English labels on physical objects	Cognitive strategies	11%	1
Flash Cards	Cognitive strategies	17%	2

An interesting finding is that several sub-strategies which are expected to be used often turned out be the least frequently used by the students. Table 3 illustrates that students rarely ‘skipped or passed new words’ (only 7%) which is one sub-strategy belonging to metacognitive category. All the other sub-strategies of this group were employed relatively equally at the medium level. In cognitive group, students did not frequently ‘put English labels on physical objects’ (11%) or use ‘flash cards’ (17%).

5.1.2. Learning vocabulary strategies used by different genders

The data from questionnaire about the usage of the strategies by two genders are displayed in Table 4.

Table 4. Frequency of using vocabulary learning strategies between two genders

Strategies	Males		Females	
	Percentage of usage	Ranking	Percentage of usage	Ranking
Determination strategies	80%	2	93%	2
Memory strategies	63%	3	100%	1
Social strategies	54%	4	52%	4
Cognitive strategies	100%	1	40%	5
Metacognitive strategies	33%	5	63%	3

Table 4 reveals that both genders employed various strategies while studying vocabulary. However, the percentage of usage of most strategies by females is higher than by males. Additionally, the most preferred strategies used by two groups are different. While all of the female students (100%) opted for MEM, the whole male group (100%) used COG to learn English vocabulary. Despite accounting for different percentage of usage (93% of females; 90% of males), both groups share the same second preferred strategies - DET. One significant difference on using learning strategies among two groups is that while cognitive strategies is the most frequently used by male learners, they are the least frequently used by females (40%). In contrast, the strategies used least by males (33%) are MET which are employed by 63% of females.

5.2. Findings from the interviews

The interview transcription illustrated that all ten participants used a range of VLLs in acquiring English vocabulary. This result confirms the findings from questionnaire that the students used all the VLLs to enhance their vocabulary.

Additionally, when the participants were asked about the reasons why they preferred to use several VLLs than the others, the findings showed some differences in the answers of females and males. To the female students, the most important reason which led them to use memory and determination strategies was the guidance and instruction from their teachers. They said that the strategies came to them as a habit or routine in learning vocabulary. They

were taught for a long time about using a new word in the sentences to memorize it, about the importance of identifying the part of speech or making a word list for example. Another mentioned reason was the practicability of the strategies. According to them, they opted for some certain sub-strategies such as using word list or bilingual dictionary because they were simple and easy to do. In contrast, although several strategies were effective and could help them learn vocabulary more effectively such as putting English labels on physical objects and using flash cards, they were not always available and practicable whenever they learnt especially when they were in classroom.

Differently, to most of the males (four per five), the deciding factor which led to their preferences of using cognitive strategies was the effectiveness. The most frequent sub-strategies they mentioned are taking notes and making a word list. These VLLs helped them to save the information for a long time and to use and revise the vocabulary whenever they needed. The second important reason the male participants clarified was similar to the first reason given by the females. They stated that, their teachers' instructions formed their route in acquiring language vocabulary.

5.3. Discussion

In general, it can be concluded that the sophomores utilized all five different strategies in learning English vocabulary. While the most preferred strategies belong to determination group, the least frequently used ones are metacognitive strategies. This result suggests that learning strategies play an important role in mastering English vocabulary for the students and the students themselves all are aware of using the strategies to improve their vocabulary.

The second interesting point from the findings of the study is that the females tended to use most of the strategy groups at higher level than the males. This finding is consistent with the findings of the previous studies conducted by Oxford and Nyikos (1989), Green and Oxford (1995), Wen and Johnson (1997) and Goh and Kwah (1997). This result also corroborates with the finding by Oxford and her coordinators (1996) about the more willingness of discovering and utilizing new learning strategies of females in comparison with males.

Another big difference between two groups of gender in using learning strategies is that while female students' most frequently used strategies are MEM, the males' highest preference is COG. More remarkably, while COG are the male students' most favourite strategies, they are the least frequently utilized by the females. Examinations from both questionnaire and interviews on 33 sub-strategies bring the results into the details that when using COG for mastering their vocabulary, males usually used word lists and took notes in class, put English labels on physical objects or repeated by rewriting and oral forms to confront with problems about vocabulary retention. While using MEM, female students tended to 'use new words in sentences' and 'say words aloud when studying'. These findings indicate that males might learn vocabulary better with visual aid such as flash card and physical objects while speaking out the words and putting them in sentences with context might be more helpful with female students.

When it comes to the reasons of high or low use of the strategies, females and males also responded differently. While the most important factor influencing male students' choice of most frequent VLLs is their effectiveness, the females were affected mainly by the guide and instruction from their teachers and the simpleness and practicability of the strategies.

Despite some mentioned differences, males and females share a similarity in the second favorite strategies. Both of the groups usually used DET for fostering their vocabulary. The sub-strategies they often employed are 'analyzing part of speech, affixes, and roots', 'guessing from textual context', 'looking up from a bi/monolingual dictionary'. This might come to a conclusion that the students have a high level of patience to discover the meaning of new words and memorize them.

6. Suggestions for teaching and learning English vocabulary

The findings derived from this study might suggest some pedagogical implications. First of all, since it is very crucial for students to understand the importance of using language learning strategies in the process of language learning in general and enhancing vocabulary in particular, strategy training would be helpful for students in English learning as a foreign language and for teachers in teaching English vocabulary for students. This suggests that educational authorities could think of teaching learning strategy in their training curriculums or conducting training workshops on language learning strategies to raise both teachers' and learners' awareness and skills of teaching and learning language learning strategies for them.

For teachers, they are suggested to be more aware of the differences between males and females in language learning (Gu, 2002) which help them find suitable oriented guidance to each group of their students. Additionally, they are advised to instruct students a wide range of VLLs to stretch their preferred ways of vocabulary language learning. Additionally, to enhance the quality of vocabulary learning, the teachers should maximize the practical conditions for the students to employ the effective VLLs.

For the students, exploring different strategies in learning language vocabulary could be helpful for them. It is because apart from the ones they had already used, some new might be helpful in different contexts. Study on all different sub-strategies also helps learners find out their most effective strategies for own gender.

7. Conclusion

The study explored learning vocabulary strategies employed by sophomores majoring in English teacher education and English language. The findings illustrate that, in general, the students employed all strategies groups and 33 itemized sub-strategies when studying vocabulary. While their favorite strategies belong to DET group, the most infrequent use of learning vocabulary strategies are MET. In terms of gender, both male and female students used DET as their second preferred strategies, their most frequently used groups are different. When all female students used MEM very often to learn English vocabulary and

made it become their most frequently used group, all of the male learners opted for COG which accounted for the highest level of usage. These results helped to give some suggestions to educational authorities, English language teachers and students learning English as the second language. However, the study exists some limitations such as its limited population, the lack of examination from observation or experimental study. Thus, several recommendations for further study could be conducting a similar study with a wider range of participants and with both learners and teachers; or an experimental study to investigate the effectiveness of strategies applied by learners to confirm the best suggestions for both learners and teachers about what strategies should be employed in each contexts and with each type of users.

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SUGGESTED ADAPTATION TO TEXTBOOK USING TOTAL PHYSICAL RESPONSE ACTIVITIES TO IMPROVE STUDENTS' VOCABULARY LEARNING

Trinh Thi Thom¹, Le Ngoc Anh²

Abstract: *In the era of globalization and integration, English is becoming more and more important in its role. There has been a higher and higher demand of teaching English to improve learners' competence and this leads to the requirement of innovation in all fields including curriculum, contents as well as teaching methodology applied to teaching English to learners of all levels. This article studies teaching techniques named Total Physical Response (TPR) in the relationship to psychological features and learning styles of primary students in general, students of grade 5 in particular, then makes suggestions on adapting Tieng Anh 5 textbook using TPR activities to teach English vocabulary effectively to improve the quality of teaching English at primary schools and to some extent, improve the language competence of English learners from the beginning level.*

Keywords: *Adaptation, TPR, vocabulary learning, primary students*

1. Introduction

Learning another language is a crucial issue for anyone, and the starting point of learning a second or foreign language is affected by a person's age (Abello-Contesse, 2009). Early childhood is a precious period for learning a language as children get their most rapid performance in terms of emotional, physical, cognitive and language development (Crain, 2005). According to Pinter (2006), children starting younger than 11-12 years of age, under advantageous learning circumstances, are more likely to acquire a foreign language to native levels without an accent. Burstall (1974) indicates that children have no barrier in language learning because they do not have a negative attitude towards learning a new language and its rules. Krashen and his friends (1976) admit that in terms of their manners for learning a foreign language, children are more independent than adults, and Ellis (2008) explain that as foreign language learning styles of an adult and a child are different, it is essential to design programs for adults and children separately with relevant approaches, methods or techniques. There are several approaches in teaching foreign languages to young learners, which are actually quite interrelated. Total Physical Response, widely used in primary language classrooms, is considered the one among various techniques and methods that teachers can use to make their teaching more effective.

2. Vocabulary learning

2.1. Vocabulary in the relation with language learning

Vocabulary is defined as the stock of words which are at disposal of speaker and/or

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writer, referring to all the words of a language, at the word or phrase level and used in a particular variety of a language. Known as one of the principles of a language, vocabulary plays a great role for acquisition of language learners as the highest factor that determines the writers' proficiency (Cameron, 2001). Harmon, Wood & Keser (2009) state that developing vocabulary for students is one of the factors determining their language development, but acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Finocchiaro (1989) classifies vocabulary into two main types: function word which needs to be learned as quickly as feasible (but in a logical order and sequence) and content word which can be learned through small groups around "life-like" situations. Children's vocabulary, usually developed with age, functions as a useful and fundamental tool for communicating and acquiring knowledge. The golden age of learning a language is the childhood. The child's interest in learning vocabulary will form the basis for the good acquisition of that language later. Therefore, children's language acquisition should deserve attention. This is especially important to students who are acquiring a second language. Hence, it is necessary to engineer the teaching and studying of the language for primary students.

2.2. Vocabulary teaching methods

Recent research indicates that teaching vocabulary may be problematic for many teachers because they cannot decide which is the best method in vocabulary instruction and at times do not place emphasis on vocabulary learning (Berne & Blachowicz, 2008).

In the modern situation of teaching English, there are many effective methods in teaching vocabulary for students. Brown (2001) mentions several methods for language teaching: *Grammar-Translation method*, *The Direct method*, *The Audio-Lingual method*, *Community language learning*, *The Silent Way*, etc.

Among those, *The Total Physical Response* (TPR) proposes basically a structuralism, grammar-based view of language in which the learners develop comprehension before production through carrying out commands and the imperative drills elicit physical action. TPR is a comprehension based approach in which production is delayed until speech emerges naturally. It is great for stimulating the interest of primary students when they are playing and moving all the time. Vocabulary is taught and absorbed naturally when students love lessons through physical activities. Similar to how most of the first words a baby learns are from the parents, in the classroom, activities with classmates and teachers makes students feel excited and interested because they learn and play at the same time.

3. Vocabulary Learners

3.1 Children's characteristics

In learning a language, children begin learning simple expressions, and like to be involved in activities that simply spending time, having fun, doing activities in which they feel happy and relaxed. They choose the activities they like according to their personalities.

Besides, children feel highly attracted to the activities in which they can create their own rules. Scoot and Ytreberg (1990) mention the following children's characteristics: (1) Children ask questions all the time. (2) They rely on both the spoken word and the physical representation of the word to convey and understand meaning. (3) They have definite views about what they like and do not like to do. (4) They have developed sense of fairness about what happens in the classroom and they begin to question the teachers' decisions. (5) They have the ability to work with other students and learn from them.

3.2. Primary student's characteristics

Learning at school requires students to pay attention, to observe, to memorize, to understand, to set goals and to assume responsibility for their own learning. They cannot do these cognitive activities without being actively involved and engaged in them. Primary school students, whose age ranges between seven to eleven, have such other additional particular features as: (1) They are competent users of the mother tongue. (2) They can tell the difference between facts and fiction. (3) They love to play and they learn better when they enjoy themselves. (4) They are enthusiastic and positive about learning. (5) They rely on the spoken word as well as physical world to indicate and catch meaning. (6) They enjoy working with others and learning from others. (7) Their concentration works for a short period of time. (8) They use their body parts to play and learn through. (Scoot and Ytreberg, 1990). Teachers can help students to become active and goal-oriented by building on their natural desires to explore, to understand new things and to master them, because the way children learn is by internalizing the activities, habits, vocabulary and ideas of the members of the community in which they grow up. People especially children learn best when they participate in activities (Lev Vygotsky, 1978).

3.3. Children's learning style

Children styles of learning have been defined as the composite cognitive, affective, and physiological characteristics that are relatively stable indicators of how a learner perceives, interacts with and responds to others in the learning environment. R. Dunn (1983) and Reinert (1976) have demonstrated that learners have four basic perceptual learning channels: visual learning, auditory learning, tactile learning, and kinesthetic learning.

Some children recall information well by things that are seen or read (visual), for some auditory input is most valuable, others find it hard to acquire information unless they use them in real-life activities and are what we call kinesthetic learners. Studies show that most of the school population excels through kinesthetic learning. Learners prefer a "hands on" or "doing" approach to build understandings. They are most successful when they are engaged in hands on activity rather than sitting for hours in a classroom. These types of learners also like to participate in science experiments, drama, dance and educational trips. They learn more in groups and enjoy educational games or educational materials such as flash cards or blocks.

Kinesthetic learning has the advantage of letting children gain self-knowledge by letting them learn at their own comfort level, confidence level and with their own creative

potentials. With this style of learning, children are also engaged in positive social interaction, develop problem solving skills and can apply creativity through self-expression. Due to advantages of kinesthetic learning, education is now shifting to the idea of interactive teaching techniques. Hands on teaching are becoming more popular because it addresses not only the needs of kinesthetic learners but also the needs of visual and auditory learners.

Kinesthetic learning is beneficial for all students and can aid in overall cognitive development. The invaluable benefits include: helping students create a connection between language and its concepts; increasing comprehension - a concept can be understood better with physical activities; supporting the development of cognitive skills; develop social skills.

Having those children's characteristics, primary students like moving all the time. They are interested in active learning tasks. So active and funny teaching methods can motivate and help students better in acquiring knowledge effectively.

4. Vocabulary techniques: Total Physical Response (TPR) activities

4.1. TPR activities as an efficient language teaching method for children

Using TPR activities for the development of learning is appropriate for children based on the nature of children that they like to engage in physical movements, enjoy moving around without thinking whether they disturb their environment or not. Children love to play, and they learn better when they are enjoying themselves and they like thinking that what they are doing is real work. Moreover, children like playing together as much as they can. They also enjoy having peers around them in order to engage in cooperative activities.

TPR seems suitable for teaching vocabulary since children like playing and moving and the first vocabularies for children are easy to be conveyed with actions. TPR is also known as an appropriate method in teaching vocabulary as it is aptitude-free, working well with a mixed ability class. Simple TPR activities do not require a great deal of preparation on the part of the teachers. TPR help to build children's vocabulary retention. TPR should be applied in teaching vocabulary for primary students.

4.2. TPR by characteristics

Total Physical Response, developed by James J. Asher, aims to aid learning second languages, relying on the assumption that when learning a second or additional language, that language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. Based himself on this, he draws on three rather influential learning hypotheses:

- 1) There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development. For Asher, TPR is a "Natural Method" in as much he sees first and second language learning as parallel processes. Second language teaching and learning should reflect the naturalistic processes as the first language

learning. He sees such three center processes as: 1) Children develop listening competence before they develop speaking ability; 2) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of commands; 3) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

2) There's a brain lateralization that defines different learning functions in the left- and right hemispheres of the brain. While most language teaching methods are directed to left-brain learning, Asher sees TPR as directed to right-brain learning. He refers to neurological studies of the brains of cats and studies of an epileptic boy and interprets these as demonstration that the brain is divided into hemispheres according to function, and language activities are centralized in the right hemisphere. Asher, drawing on work by Jean Piaget, indicates that young language learners acquire language through motor movement which is a right-hemisphere activity. The left hemisphere will be triggered to produce language as soon as a sufficient amount of right-hemisphere learning has taken place.

3) An affective filter (stress) intervenes between what is to be learned and the act of learning. The lower the stress is, the greater the learning becomes. The absence of stress makes successful language learning. Only in a stress-free environment can language acquisition take place. In TPR, students are not forced to speak. Teachers wait until students acquire enough language through listening and they begin to speak in target language spontaneously. Students can respond to the instructor in their native language at the beginning stages of instruction (Rosenthal 2000).

4.3. TPR and children's vocabulary learning

TPR is considered a good choice for language learning as using TPR, the teacher control and students act in response-the instructor is the controller of the playing in which students are the actors (Asher, 1977); listening comprehension and performing by action are considered more important than verbal expression; humor can be injected into the activity to make learning more enjoyable; grammar and vocabulary are the main concern; the spoken language is emphasized over written language (Larsen-Freeman, 1986).

In addition, TPR is based on how children acquire their native language, following the steps of listening, speaking, reading and writing. The second language should be learned in the most natural way, from simple things in the surroundings. It perceives language in all over the world, with attention to detail emphasized later in learning process, and it is implicit learning based on the use of right brain hemisphere.

TPR also touches student interests and abilities because this is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers their stress. The purpose of using TPR is to create a brain link between speech and action to boost language and vocabulary learning.

Using TPR method helps students learn the target language effectively as they practice using vocabulary directly in real context. Students develop storage of vocabulary in a short

time. TPR method also helps children understand and memorize linguistic input because they use body movements as media in the process of learning, as J. Richards and T. Rodgers (1986) pointed out “The movement of the body seems to be powerful mediator for the understanding, organization and storage of macro details of linguistic input”.

4.4. Goals of using TPR in language learning

Richard and Rodgers (1986) declare that the general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Larsen-Freeman (2000) also indicate that TPR was developed to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency. Physical reaction to verbal commands reduces inhibition and stress in students, consequently they will enjoy the lessons and at the same time acquire the language.

4.5. Applying TPR activities in classroom

TPR is an approach combining speech and action. TPR can minimize students' stress when studying a foreign language, especially vocabulary. Language lessons based on TPR involve a series of teacher's commands introduced gradually and repeatedly until internalized by the class. It is important that the commands are introduced at the right pace (Larsen-Freeman, 2004), so that all students can feel successful. For example, the teacher first gives a command and performs the corresponding action with four volunteers in front of the class while the class just listens and watches them perform. New commands are added one by one to a set of already internalized commands (with the teacher modeling the corresponding activities together with the volunteers, and frequently changing the sequence of commands (Larsen-Freeman, 2004). In the next stage, the teacher gives already introduced and practiced commands without performing the actions, and the volunteers respond, demonstrating their understanding of the language introduced and practiced. After checking understanding with volunteers, the teacher gives the first command to the class, and after all of students show their comprehension, the teacher continues with other commands that the class has observed being performed by the teacher.

The teacher can also give a series of connected commands and create an action sequence related to everyday activities. By responding to compound commands correctly, with no hesitation, the students demonstrate that they have internalised the new language. Students feel happy doing the teacher's command and are not required to say anything until they feel ready. Total Physical Response will give better effect on students' vocabulary mastery if it is applied well.

5. Types of TPR activities

Children are inspired learners whose results depend greatly on emotions. Therefore, the activities in the classroom should cater for their language learning needs: focusing on

meaning; stressing the value of activity, not that of the language; involving collaboration and social development; providing a rich context, a lot of movement and activities that are interesting and fun involving a lot of movement and gesture in response to rhythmic and repetitive language. TPR activities appeal to kinesthetic learners and support their foreign language learning. There are three main types of TPR activities: *command-based activities* (based on the topic, the teacher prepares commands to strengthen vocabulary learning using movements), *miming activities* (a combination of music, rhythm and simultaneous action enhances the process of language acquisition. Actions to the words being the first step, the further steps include children's singing songs, clapping the rhythm, humming the tune to the music, reciting rhymes and chants), *telling story and role-playing* (TPR stories should include repetitions, lots of gestures to make the meaning very clear, dramatic tone of voice to keep a group of children enthralled. Stories are highly motivating, rich in language experience, and easy to be followed with body and facial movement)

6. Roles of the teacher and students in using TPR activities

6.1. Teacher's role

Using TPR activities, the teacher plays an active and direct role. Larsen and Freeman (2004) consider the teacher as the director of all students' behaviors. The teacher purpose is to decide what to teach, select the topics for the class, use and present the new materials. Asher (1977) declares that the teacher must have clearly in mind the expressions and new orders to be used in the classroom, since the development of the class must be fast-moving and there is no time to make it spontaneously. The teacher directs the class interaction and turn taking, because the teacher is who initiates the interaction among students.

6.2. Student's role

Students' main roles of in a TPR activity are to be listeners and performers. They are encouraged to make a physical response to verbal commands given by the teacher, individually and collectively. The teacher should keep the imperative format that characterizes the TPR activities and students are expected to recognize and respond to innovative commands mixed with previous items. Students are encouraged to speak when they are ready to do it as soon as they have internalized enough of the target language.

7. Suggested adaptation to *Tieng Anh 5* with the use of TPR activities

7.1. *Tieng Anh 5* as learning materials

Tieng Anh 5, compiled based on the basic curriculum of the Vietnamese MOET, has two parts allocated in two semesters with a total of 140 periods. It includes 20 units and a revision session after every five units. Each unit corresponds to a specific topic and includes 3 lessons which are learned within 6 periods, lesson 1 and lessons 2 introduce new sentences patterns and vocabulary, lesson 3 introduces phonics or pronunciation. Vocabulary is taught after setting the context and introducing the sentence patterns. Especially, the students have a chance to practice using vocabulary in all of following tasks in three lessons. However, there is not a variety of TPR activities in this textbook so the adaptation is necessary.

7.2. Designing activities

Choosing and designing relevant activities determine the success of applying the TPR method. The application of TPR is clearly shown with the implementation of three steps prior to designing the activities: identifying learning outcomes; determining acceptable evidence and planning; determining teacher’s role in organizing class activities. In addition, TPR activities should be specifically presented in the lesson plan that the teacher has prepared. There appear a number of TPR activities suitable for each type of vocabulary so that the teacher can do the adaptation more easily by choosing appropriate existing TPR activities that are appropriate and applicable to vocabulary in each lesson and make a procedure of how to conduct and involve the students in the activity.

7.3. Suggested activities for adapting *Tieng Anh 5*

Through studies on applying TPR to teaching English to primary students in the relation with the contents and tasks designed in *Tieng Anh 5*, the author suggests the adaptation of this textbook with TPR activities as follows:

Unit	Vocabulary focus	Suggested activity	Procedure
1	lane, road, street, city tower	Where am I going ...	T makes a huge map having lane, road, street, city tower on it. Sts step on the map and jump to the place the teacher mention.
	big and busy, far and quiet, larger and crowded, small and pretty	I live in ...	Sts are divided into 2 groups. T sticks up pictures related to places, says a sentence (eg. “I live in a big and busy city”), one St from each group runs to the board and finds the right pictures. Who gets more correct pictures is the winner.
2	brush my teeth, do morning exercise, cook dinner, watch TV	This is the way we ...	T uses the song in the text book, guides Sts to sing the song and make the body language to describe the activities. T and Sts sing and do the activities at the same time. Then T asks one group to sing, the other will do the action and they exchange.
	study with a partner, go to the library, go fishing, ride a bicycle	Slap the board	T sticks up pictures indicating the meaning of vocabulary to the board. Ss stand in 2 lines. T says the activities and one St from each group runs to the board and slap the picture on the board. Group which slaps more correct pictures is the winner.
3	Ha Long bay, Phu Quoc island, Hoi An ancient town, Hue Imperial city	Running time ...	T hangs 4 posters in 4 corners of the room and says a sentence including a place, e.g. “On holiday, I went to Ha Long Bay”, Sts move to Ha Long Bay corner as quick as possible. T can pick one student to a corner, other sts follow and say aloud the place.

	train, taxi, motorbike, underground	Puzzle:	T divides Sts into groups. Each receives a picture of many small pieces. In 15 seconds, every group completes the picture, saying out loud the transportation in the picture. First group to finish the picture is the winner.
4	go on a picnic, enjoy the party, join the funfair	Miming	T points to one activity, sts say the words and do the actions related to this activity. E.g.: T points to “ <i>enjoy the party</i> ”, student will think and do some actions like dancing, singing, and eating food...
	had nice food and drink, played hide and seek, chatted with friends	Story telling	T creates a funny story having the phrases and tells it to class. It is funny if teacher can play many roles in the story. Sts pay attention, and then retell the story using role playing.
5	in the countryside, on the beach, at school, by the sea	Sing the song	T and sts make a train and move around the class singing that song “Where will you be”
	explore the caves, take a boat trip around the islands, build sandcastles on the beach, swim in the sea	Charade	T divides the class into 2 teams. Each student takes a flashcard, picture or card with an activity written on it, and pantomime the movements involved in doing this activity so that other teammates can guess what it is. Encourage sts to be silly or exaggerate if they can. The answer must be complete sentences: you will be....
6	Math, IT, Science, Art, Music, Vietnamese, PE, English	Subject today	T prepares word cards about school subjects, stick them on the board. Sts stand in 2 groups with 1 time table frame each. T says “On Monday, I have Math, history, art and music”. Sts run to the board, pick the correct cards, give it to teammate to stick on the frame.
	once a week, twice a week, four times a week, every school day	Slap the board	T sticks up a time table on the board. Sts stand in 2 lines. T says, e.g. “I have Math every school day”), one student from each group runs to the board and slap the correct time table. Group which slaps more correct answers is the winner.
7	speak English every day, watch English cartoons on TV, write email to friends, read short stories	Guessing	T makes some sentence using these phrases, divides sts into 4 groups, each has 2 teams (one does action, one guesses and writes). T gives a sentence to a st from each group to do the action for other group members to guess and write the full sentence. Group which has the most correct answers is the winner.

	watch cartoons on TV, read English comic books, talk with foreign friends	Miming	T shows class some pictures indicating the activities, points to one activity at a time, students will say the words and do the actions related to this activity.
8	the fox and the crow, the story of Mai An Tiem, Aladdin and the Magic Lamp, Snow White and Seven Dwarfs	Role play	T divides sts into 4 groups. Each group will be given a story. They will make a play. Other groups watch and guess the name of the story. Who gets the correct name first is the winner.
	hard working, kind, clever, gentle	Who is ... ?	T sticks some word cards on the board. Sts receives images of characters from some story. They have to run to the board and stick the character images to the right characteristic as quickly as possible.
9	pythons, crocodiles, peacocks, gorillas	Miming game	T calls one S to the board, and whispers the name of an animal, the S makes gestures for other Ss to guess the name of that animal.
	move beautifully, roar loudly, move quietly, eat slowly	Magic hat	T designs a slide of game with words of action, spin the hat, sts have to do the action which the magic hat points to. E.g.: The magic hat points to “roar loudly”, sts imitate animal roaring with loud sound.
10	sports day, Independent day, Teachers’ day, Children’s day	Who is quicker?	T divides sts into 4 groups, each will be given 4 pictures about the festival. T stands on the stage and says the date of the festival. Sts say the correct festival matching with the date, then run to the board and give the correct picture to the T.
	play basketball, play football, play table tennis, play badminton	Charade	T divides sts into 2 teams. Each st takes a flashcard, picture or card with a sport written on it, and pantomime the movements involved in doing these sports. Others guess what the sport is and answer in complete sentences: you will...
11	toothache, earache, sore throat, stomachache	Doctor says ...	T lets one st stand on stage and say “Doctor say you have...”. Sts listen and do what the doctor says.
	go to the doctor, go to the dentist, take a rest, eat a lot of fruit, carry heavy things, eat a lot of sweets	Slap the board	T sticks up pictures on the board. Sts stand in 2 lines. T says, e.g. “You should go to the doctor”), one student from each group runs to the board and slap the correct picture. Group which slaps more correct answers is the winner.

12	play with matches, ride a bike too fast, climb the tree, run down the stairs	Miming	T shows class some pictures about dangerous activities; class will say the phrase and do the action.
	play with the knife/ cut yourself, play with the stove/ get a burn, ride too fast/ fall off your bike, run down the stair/ break your arm	If sentence	T writes these phrases on the board, gives each st a slide of paper. Sts on the left side write the “If...” half of the sentence on their slides and those on the right to do the same with the second half, then fold and hand in their slides. T let sts take turns to choose one slide from each half to make an <i>If</i> sentence. It will be funny to have 2 unrelevant halves in one sentence. T then rematches the halves to make meaningful sentence.
13	surf the internet, go to the cinema, clean the house, do karate	Sing the song	T lets sts do the actions while singing the song “ <i>What do you do in your free time</i> ” based on the lyric, then sets the speed of the audio faster or slower to make them feel funny.
	go fishing, go swimming, go skating, go camping	I act, you say	Sts are divided into 2 groups, each chooses 4 sts to make a line, T gives the phrase to the first st to do the action, the second one pays attention and does the action again, the third st does the same thing and the last st looks at the action of the third one and say the phrase.
14	first, the, next, in the end	Story telling	Sts are divided into 4 groups. One st is the story teller and others will be the characters, the groups act out telling the story.
	intelligent, hard-working, greedy, kind	Who is ...	T sticks some word cards on the board. St receives some images of characters in some story, runs to the board and sticks the character images to right characteristic as quick as possible.
15	pilot, doctor, architect, writer	Who is who?	With 4 jobs mentioned, T guides sts to make up a funny play. Every group comes to stage and performs, and the others pay attention and guess “Who is who”. E.g.: Lan is a doctor, Phong is an architect...
	look after patients, write story for children, fly a plane, design building	Slap on me	T sticks up pictures of people doing the job on the board. Sts stand in 2 lines. T says, e.g. “I look after patients”, one student from each group runs to the board and slap the correct picture. Group which slaps more correct pictures is the winner.

16	next to, opposite, between, on the corner	My city	T prepares some pictures of places in the city (museum, stadium, lake...), ticks them on the board. Sts are divided into 4 groups. T gives each group 1 sketched city map. T says some sentences like “the lake is next to the park”, sts from 4 groups run to the board, take the pictures and stick into their maps. Who has the most correct city map is the winner.
	walk, take a boat, take a coach, go by plane	Guessing	T makes some sentence using these phrases, divides sts into 4 groups, and each has 2 teams (one does action, one guesses and writes). T gives a sentence to a st from each group to do the action for other group members to guess and write the full sentence. Group which has the most correct answers is the winner.
17	a packet of biscuits, a bar of chocolate, a glass of orange juice, a carton of lemonade	My restaurant	Sts are divided into 4 groups. T prepares some flash cards, and gives them to every group. Each group represents a restaurant having one salesman and some customers. They play the role of customers and waiters, practice using sentence patterns and vocabulary.
	banana, rice, sausages, water	Give me ...	Sts stand in 2 lines. T sticks the photos, pictures of related food on the board. T says, e.g. “give me 2 bananas”. One st from each line runs to the board, picks up the pictures and gives it to T.
18	snowy, sunny, stormy, cloudy	Slap the pictures	T sticks up pictures related to the words on the board. Sts stand in 2 lines. T says, e.g. “It is snowy in New York now”, one student from each group runs to the board and slap the correct picture. Group which slaps more correct pictures is the winner.
	spring, summer, autumn, winter	I love the...	T prepares pictures of 4 seasons. When teacher say “I love spring”. Students will jump and step on the picture of spring.
19	Thong Nhat park, The History museum, Thien Mu pagoda, The City Theatre, Ben Thanh market, Bai Dinh pagoda, Hoa Lu temple.	I go, you go	T hangs posters indicating places in parts of the classroom, then says “ <i>I would like to visit...</i> ”. Sts move to the poster of place as quick as possible. Example: Teacher says “I would like to visit Thien Mu pagoda” all students move to the corner having Thien Mu pagoda poster. Teacher can pick one student to move to the poster, the whole class will pay attention, follow and say aloud the place.

	attractive, exciting, interesting, beautiful	Let's chant	T uses the chant in textbook. While performing the chant, T uses body language as much as possible. T can change the speed faster, slower or the volume smaller or bigger to make sts have more fun.
20	bigger, larger, noisier, busier	Give me the ...	T prepares pictures in pairs. Sts stand in 2 lines. T says "give me the bigger city!" One st from each line runs to the board, picks the picture, and gives it to T. Group with more correct pictures is the winner.
	more beautiful, more expensive, more exciting	Which is ...	T prepares some pairs of pictures and hangs them on the board. Sts are divided into 2 groups standing in 2 lines. T asks "Which house is more expensive?" One st from each line runs to the board, stands at the picture of the more expensive house.

8. Conclusion

Issues related to teaching English to young learners are attracting researches all over the world. Very young age is an advantage in acquiring a language if with accordingly - done presentation. For primary students, TPR activities are appropriate as children learn by doing and their learning is built around the coordination of speech and action. It is to teach language through activity (Richards and Rodgers, 2001). When these are considered cumulatively, TPR is said to be the most effective method which can be used effectively in foreign language classrooms for young learners. With such textbooks with less TPR activities as *Tieng Anh 5*, teachers should be autonomous and responsible for adaptation to impliment these textbooks more effectively. Adapting textbook with more TPR activities will ensure that young children can hear the language, especially the new vocabulary in a meaningful context and respond nonverbally first (Pinter, 2006). Using TPR is a fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.

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ATTITUDES AND MOTIVATIONS OF ENGLISH-MAJORED STUDENTS AT HONG DUC UNIVERSITY TOWARDS LEARNING ENGLISH

Le Thi Trang¹, Hoang Thi Minh²

Abstract: *Students' attitudes and motivations are affirmed to play a very important role in learning foreign languages. This study, therefore, investigated the attitudes and motivations of English-majored students at Hong Duc University towards learning English as the initial steps in the process of seeking the appropriate methods to improve students' effectiveness of learning English. Sixty-six students were surveyed online and five students were interviewed in person to collect the data for the research. The results indicated that most participants have positive attitudes and strong motivations to learn English. Further studies should be conducted to search for the ways to improve students' effectiveness of learning English based on their attitudes and motivations.*

Key words: *Students' attitudes, students' motivations, learning English*

1. Introduction

Among various factors affecting foreign language acquisition, students' positive attitudes and high motivations play an important role, which is proved to promote learners to achieve higher language proficiency (Altasan, 2016; Dörnyei, 2005; Gardner, 1985; Ghazali, 2008; Eshghinejad, 2016; Ming, Ling, & Jaafar, 2011; Murray, 2011). In addition, these issues are also extremely important for teachers to take into account when developing learning materials as well as selecting appropriate classroom activities and tasks (Midraj, 1998).

According to Crystal (1997), attitude is the main concept of social psychology. It has been defined from different angles based on different theories. Bohner and Wanke (2002, p.5) considered attitude as 'a summary evaluation of an object or thought' which is not directly observable but can be inferred from observable responses'. Many researchers agreed on three components of attitude including cognition, emotion and behavior (Eagly & Chaiken, 1993; Feng & Chen, 2009; Kara, 2009; Rajecki, 1982; Wenden, 1991). The cognitive element is information, fact, or knowledge related to the thoughts, beliefs, and values of language. The emotional component is a positive or negative comment on language. The behavioral component is behavior, intention or action that could be taken against language. Baker (1992) affirmed that the restoration, preservation or extinction of language fundamentally depends on learners' attitude towards language.

Likewise, there are many different definitions of motivation, but it is usually defined as the force, stimulation or influence that urges a person or organism to take action or

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respond (Gardner, 1985). According to Kleinginna and Kleinginna (1981), motivation is an internal state or condition that serves to activate or energize behavior and give it direction. Dornyei (2001) affirmed that motivation is a function in a person’s mind, a dynamic cumulative change initiated, directed, coordinated, amplified, terminated and evaluated by a person in the process of cognition and movement. Many researches pointed out that a high level of motivation usually leads to a high level of language achievement and proficiency (Chang, 2010; Dital, 2012; Dörnyei, 2001; Gardner, 1985; Oxford & Shearin, 1994). These motivations may come from ‘inherent satisfaction’ called intrinsic motivations or from ‘separable consequences’ called extrinsic motivations (Ryan & Deci, 2000, p.56).

Obviously, learners’ attitudes and motivations are inextricably linked. A positive attitude towards language can lead to an increase in motivation, which in turn leads to better academic performance and a positive attitude towards language learning. However, attitudes and motives are unstable and may change over time depending on social, political and socio-historical background as well as power relations (Pavlenko, 2005).

In Vietnamese contexts, there have been a variety of studies investigating the attitudes and motivations of students toward learning foreign languages at different levels of education (Trinh Thai Van Phuc, 2016; Vo Van Viet, 2017). Research results show that most students have positive attitudes towards learning English and are aware of the importance of learning English in academics and the development of a career in the future. However, a certain gap between the students’ perceptions, attitudes and actions still exists.

This study, therefore, was conducted with the aim to explore attitudes and motivations of English-majored students at Hong Duc university towards learning English. The report is the first step and can be a valuable reference for future research on developing appropriate teaching and learning methods to promote students’ positive attitudes and motivations in English learning.

2. Methodology

The study applied both quantitative and qualitative approach with 66 participants, who are 2nd, 3rd and 4th-year English-majored students at Hong Duc University.

Table 1. *Synthesis approach, data collection instruments and participants of the study*

Approach	Data collection Instruments	Participants
Quantitative	<p><i>Questionnaires (20 questions)</i> (Adapted from Gardner’s ‘attitude and motivation test battery’ in Gardner, 1985)</p> <ul style="list-style-type: none"> - 12 questions of behavioural, cognitive and emotional attitude toward learning English + 5 questions of behavioural attitude + 4 questions of cognitive attitude 	66 students

	+ 3 questions of emotional attitude- 8 questions of intrinsic and extrinsic motivation for learning English + 4 questions of intrinsic motivation + 4 questions of extrinsic motivation	
Qualitative	<i>Interviews (4 questions)</i> - Whether the students like learning English or not - The reason why students choose to study English as their major - The way they learn English outside classrooms - Their feelings when learning English through some tools mentioned in their answers.	05 students

At the first stage, a survey questionnaire was given to 70 students of Faculty of Foreign Languages through the online Google-Form, but only 66 responses were received. Among these 66 respondents, who have at least 5-year experience in learning English, about two-thirds are female while the remaining one-third are male, three-quarters are between the ages of 18 and 23 while the rest are over 23 years old. The survey questionnaire consists of 20 questions and are divided into two parts to explore students’ three components of attitude (behavioural, cognitive and emotional attitude) and two types of motivations (intrinsic and extrinsic motivation). These question items, which are inherited and adapted from ‘attitude and motivation test battery’ by Gardner (1985), are designed based on a 5-level Likert scale from level 1 (strongly disagree) to level 5 (strongly agree) to assess criteria that serve as the basis for the assessment attitudes and motivations of English-majored students at Hong Duc University.

The next step is when the semi-structured face-to-face interviews were conducted with 05 learners from different classes of the Faculty of Foreign Languages in order to have detailed data on participants’ opinions and feelings, helping to gain a richer view of the phenomenon. These 5 participants were selected based on their different answer patterns in the survey after analyzing the questionnaires to elaborate their answers deeply. The interview was carried out with 4 questions to discover if the interviewees like learning English or not, the reason why they choose to study English as their major, the way they learn English outside classrooms and their feelings when learning English through some tools mentioned in their answers. All the interviewees’ responses were recorded and transcribed so that the researcher could analyze them more easily.

3. Results and discussion

3.1. English-majored students’ attitudes towards learning English

3.1.1. The students’ attitude reflected in their claimed behaviour

The survey results indicate that a considerable number of students majoring in English at Hong Duc University have a high positive behavioural attitude toward learning English through many different channels such as English websites, music, TV channels, and games.

Over three quarters of the participants either agree or strongly agree that they usually listen to music in English. Similarly, the percentage of learners who frequently prefer to use websites through which they can use English or regularly watch TV channels broadcast in English both accounted for about 70%. Just over 60% of respondents also play English games regularly.

Table 1. *Students’ behavioral attitudes towards learning English*

Contents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I usually give priority to ebsites where I can use English.	7.5%	6.1%	15.2%	39.4%	31.8%
I usually listen to English music.	6.1%	7.5%	10.6%	39.4%	36.4%
I usually watch English broadcast TV channels.	6.1%	15.4%	10.4%	37.8%	30.3%
I usually play English games.	9.1%	13.6%	16.7%	40.9%	19.7%
I don’t waste my time learning English.	27.3%	15.2%	13.6%	31.8%	12.1%

In addition, all five students interviewed also express their exemplary behaviour toward learning English. They mentioned that they usually learn English through some common ways like reading English books, listening to English music, and watching English TV programs, playing English games and etc...

‘... I often spend 1 hour a day to watch English films or listen to English music ...’ (ST1 – Q3)

‘I usually play games every day for about 2 hours. This is the time when I can have fun and especially, this is a game that uses English...’ (ST4 - Q3)

However, when answering question 4 in the survey, a large number of the participants which make up more than 40% agree and strongly agree that their time learning English is wasted and there are 13.6% of the survey respondents expressing a neutral opinion on this statement. Obviously, their tendency to act in relation to learning English through entertainment is normally positive but they do not perceive its significance.

3.1.2. The students’ attitude reflected in their claimed cognition

Likewise, a large majority of English-majored students at Hong Duc University have apparently positive perception toward learning English with about eight in ten participants agreeing or completely agreeing with all four statements surveyed. They expressed their high expectation of the frequent use of English and the opportunity learning English may bring to them in their future. They also appreciated the significance of the topics in English lessons and wanted to spend more time learning English.

Table 2. *Students' cognitive attitudes towards learning English*

Contents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I think that being fluent in English will give me many opportunities in the future.	7.6%	4.5%	6.1%	31.8%	50%
I think English will be used a lot in my life.	6.1%	3%	10.6%	42.4%	37.9%
I think I should spend more time learning English.	10.6%	4.6%	6.1%	43.9%	34.8%
The topics in English lessons are very important to me.	9.1%	6.1%	7.6%	42.4%	34.8%

While half of the participants express their complete agreement with the idea of having more future opportunities when learning English, the most negatively cognitive attitude related to learning English among these learners is towards the desire to take more time to study English with 10.6% participants totally disagreeing.

The results from the interview are similar. When being asked about the reason why they like learning English and choose English as their major, three out of five interviewees expressed their belief that English can help them to achieve their goals.

‘...Moreover, I think learning English can help me to get better jobs in the future.’ (ST1-Q2)

‘... when I learn English, I can communicate with many people in the world, learn more knowledge and improve myself.’ (ST3-Q2)

‘... when learning English, I can speak more fluently in English, and it does not only give me a good feeling but also useful for my future job’. (ST5-Q2)

3.1.3. *The students' attitude reflected in their claimed emotions*

The data showed that English-majored students at Faculty of Foreign Languages have really high positive feelings towards learning English. Approximately 80% of respondents find English lessons interesting and have good feelings when learning English. A smaller figure at nearly 75% like making friends with foreigners in order to communicate in English. The percentage of students having neutral or opposite feelings account for less than 10% except those who express their neutral emotions about their happy feelings of talking with foreigners, which comprises 13.6%.

Table 3. *Students' emotional attitudes towards learning English*

Contents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel lively when using English.	7.6%	6.1%	7.6%	37.9%	40.9%
English lessons are interesting.	9.6%	5.5%	6.1%	34.9%	43.9%
I'm happy to make friends with foreigners with whom I can communicate in English.	6.1%	6.1%	13.6%	30.3%	43.9%

This positive feeling is also indicated through their answer in the interview. Four out of five interviewees mentioned that they like English and feel time passed quickly during English lessons while only one said that he likes learning English but finds it too difficult.

‘... I like speaking English with foreigners and other people. I always see time passed very fast when I use English at any time.’ (ST1-Q1)

‘... I like English because it is very interesting....’ (ST2-Q1)

‘...it does not only give me a good feeling ...’ (ST2-Q4)

‘...it is not only fun but also useful and easy to learn.’ (ST5-Q4)

3.2. English-majored students’ motivation for learning English

3.2.1. Intrinsic motivation

It is clear that English-majored students at Hong Duc University have strong internal motivations for learning English. Nearly 80% of participants affirmed that they are self-motivated to learn English because they fancy speaking English and gaining new knowledge about English speaking countries. The percentage of learners who encourage themselves to learn English to experience the satisfaction and excitement of mastering new English structures or difficult English exercises occupies about 75%.

Table 4. *Students’ intrinsic motivation for learning English*

Contents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I am learning English because of the joy that I can know more about people and culture in English speaking countries.	6.1%	9.1%	6.1%	37.9%	40.9%
I am motivated to learn English because of the good feeling that I experience while speaking another language.	5.5%	7.5%	9.6%	39.4%	37.9%
I am learning English because of the excitement that I can master new structures in English.	13%	7.6%	3.6%	39.4%	36.4%
I am motivated to learn English because of the satisfaction when I can complete difficult exercises in English.	9.1%	9.1%	7.6%	31.8%	42.4%

The number of students expressed neutral or opposite idea about their intrinsic motivation represent less than 10% apart from those who strongly disagreed about their desire to conquer new English structures, which makes up 13%.

This high internal motivation is also shown in the interview responses in which two learners perceive that they want to solve difficult problems in English and like to study new things.

‘... and I want to conquer difficult challenges in English’. (ST2-Q1)

‘...When I studied English by those tools, I can get new things. And it is really useful.’ (ST5-Q4)

3.2.2. *Extrinsic Motivation*

External motivation for learning English of English-majored students at Hong Duc University received the highest percentage of participants agreeing and strongly agreeing, from over 80% to over 86%. The figure of students totally disagreeing that their motivation is from the desire to get a good job in the future, become a person to speak more than one language and be encouraged by family and friends is also lowest with about 2%.

Table 5. *Students' extrinsic motivation for learning English*

Contents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I am motivated to learn English to get a good job in the future.	2.10%	6.10%	7.60%	47.20%	37.00%
I am motivated to learn English because I wanted to become someone who can speak more than one language.	1.60%	10.50%	7.60%	33.30%	47%
I am motivated to learn English because being not able to communicate in English in the modern society is disadvantageous.	4.50%	4.60%	8.90%	49%	33%
I am motivated to learn English because my family and friends encourage me to do that.	2.10%	4.10%	7.60%	37.80%	48.40%

This result is also very obvious in the interviews. All respondents described their belief to get a better job by learning English and took this aspiration as their motivation. Furthermore, 2 out of 5 interviewees mentioned that the encouragement from family is also their strong inspiration.

'...I think learning English can help me to get better jobs in the future.' (ST1-Q2)

'...Nowadays, English becomes more and more useful, I think it brings to me more chances to get better jobs with higher salary and more friendly working environment...' (ST2-Q2)

'... when I learn English, I can communicate with many people in the world, learn more knowledge and improve myself.' (ST3-Q2)

'... my family always encourage me to learn English for a better job'. (ST5-Q2)

This proves that the extrinsic motivation that help these students to persevere in learning English are really great.

4. Conclusion

The results of the study represent that most English-majored students at Hong Duc University have very positive attitude and strong motivation to learn English. The way they answered the questions also expresses their activeness and excitement when talking about

learning English. Although there are still different viewpoints among these learners, especially about the stimulation for them to learn English, the research can be considered a prerequisite for analyzing the effects of these attitudes and motivations on the effectiveness of foreign language learning. Teachers and other researchers can also use this study as a helpful reference for various studies related to English learners' attitudes and motivations.

Due to the limitation of time and affords, the study was conducted on only 66 students currently studying English at Faculty of Foreign Languages at Hong Duc University and cannot be generalization for all English-majored students at universities across the country. Therefore, future studies need to expand the scope of research to examine differences in a collection of Vietnamese universities that have training in the English language to increase the number of samples participating in with various education levels, age groups, and years of English language education so as to increase the accuracy of the survey reliability of the study. It is also necessary to study on a group of synchronous measures to bring about the highest effectiveness in enhancing learners' positive attitudes and motivation to learn English.

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STUDENTS' ATTITUDES AND PERCEPTIONS TOWARD M-LEARNING: THE CASE OF ENGLISH NON-MAJORED STUDENTS AT HONG DUC UNIVERSITY

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Abstract: *Learning through Mobile (M-learning) is becoming more and more popular today. It is considered an active and flexible learning method for learners without worrying about places and time constraints. Although it is well-known in many countries, it is a new learning version in Vietnam. In this article, the author aims to describe the two-week survey at Hong Duc University (HDU) on English non-major students' attitudes towards M-learning. The author uses a qualitative approach to gather and analyze data from the questionnaire. The result indicates that many students at HDU have positive attitudes towards and expect to approach this new method of learning. On the other hand, mobile learning applications in the future at the current university are able to be accepted firmly.*

Keywords: *M-learning, attitudes, perception, English Non-majors*

1. Introduction

Using English fluently as a second language is becoming more and more important to meet communication needs and serve the work of many fields of the global economy. Therefore, learning English is becoming more and more important to all of us and is common in both urban and rural areas. However, learning English in an effective way is still a difficult problem for a large part of today's learners because today's target audience is very diverse in terms of age, qualifications, and work. Every audience has encountered some difficulties and certain constraints on time. Most of them have no time for practicing or taking classes in which the teacher's support plays a very important part. In many developed countries, M-learning is becoming popular in language teaching and learning because of its convenience.

Apparently, mobile devices help learners easily access and learn life lessons anytime, anywhere on a lightweight tool that can integrate resources from easy to difficult to help all audiences. M-learning helps learners in choosing the time and place actively (Trinh, 2014). Therefore, studying and applying M-learning is very necessary and useful for Vietnamese education today because it supports the teaching and studying of all subjects in general and English in particular. This article describes the process of surveying attitudes and perceptions of English non-majored students at HDU about learning English through the M-learning approach as the first step in the process of studying the English language application of the M-learning system at the university. The study aims to answer the question "What is the attitude of English non-major students at Hong Duc University towards learning through mobile devices (M-learning)?" Then, the author will have more basis to study the applicability of M-learning at HDU.

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2. Literature review

In the age of the rapid development of information technology, portable electronic devices such as laptops, tablets, Ipad, Ipods, and all kinds of mobile phones, smart phones (smartphones) are becoming more and more popular. M-learning is becoming the most useful method because of its undeniably outstanding advantages such as compactness, Internet connection, multimedia, communication support, and easy operation. It supports for learners to practice English directly anytime, anywhere.

2.1. An introduction to M-learning

M-learning is a form of learning which can be done anytime, anywhere, and learners are given the opportunity to learn through mobile devices such as mobile phones, personal digital assistants, mobile devices, pocket computers... (Tran, 2016). M-learning allows learners to use mobile devices to access educational resources; connect with other learners or create learning content inside and outside the classroom, support the building management system at school and make the connection between school and students' families easier. M-learning has the characteristics of E-learning (online education) – a virtual learning method through computers, and smartphones connected to the internet. In addition, M-learning has its own preeminent features such as being compact, and easy to transport and manipulate. It allows learners to access and use online learning services on mobile devices. Learners can control their learning pace to match the ability to acquire knowledge and qualifications and create opportunities to work in groups (Vo, 2017). Therefore, learners will have an intuitive, vivid and comfortable approach to an endless and rich source of knowledge more often with vivid images and sounds; they become more interested in learning English, their learning attitude is more positive, and will achieve high academic results.

2.2. Research on M-learning in the world and the case of Vietnam

Because of the great potential of M-learning, many research projects relating to M-learning have been conducted and positive results have been obtained. In 2007, many studies on the challenges and potentials of M-learning have been conducted in Australia. Kukulska-Hulme (2009) studied the contribution of M-learning and found out whether M-learning will change the way of language teaching today. According to Walker (2006), in Europe, M-learning has been used to support students in actual learning sessions. Using mobile phones to support learning is not too new in Africa, specifically in Kenya before 2005. In short, the influence of M-learning is not only in one country or region but also all over the world.

In Vietnam, Trinh (2011) has researched the application of mobile phones to teaching Mathematics in high schools and the exploitation of M-learning in credit training at universities. According to the data of Tran (2016), currently, many mobile workplaces have appeared in big cities like Ho Chi Minh City, Hanoi, and Hai Phong, and the number of mobile phones with Internet connectivity, the number of companies developing software on mobile phones increased; rapidly developing telecommunications system, price into reduced use. Moreover,

M-learning is developing very strongly. This is a favorable premise for the development of M-learning. M-learning has many advantages over traditional computer-based learning because of its lower cost, less cumbersome, and less limited space and time for learning.

2.3. M-learning with learning English at HDU

It cannot be denied that both teachers and learners take advantage of M-learning. Thanks to M-learning, they can follow any course, assessment, and test result in the shortest of time without depending on the time and the space. Therefore, the application of M-learning in learning English for English non-majored students at HDU is very feasible bringing high efficiency in learning as well as improving the quality of education.

Although many studies on M-learning have been conducted, there has been no official research on students' attitudes and perceptions toward M-learning and its implication in learning English at HDU. From the relevant theoretical basis, the author conducted surveys and access the attitudes of students toward this new form of learning. Based on the obtained data, the author will evaluate the research potential of M-learning implications for English learning among students at HDU.

3. Research methods

In this study, the survey of students' attitudes was conducted with a questionnaire as a tool and a quantitative method was used to collect data from the questionnaire. Questionnaires can be an effective means of measuring the behavior, attitudes, preferences, opinions, and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods. The writer used Closed questions to measure the strength of attitudes or emotions.

A survey was conducted in the second semester, of the academic year 2020 and 2021 with a questionnaire consisting of 10 questions in the form of a statement. Each question is designed with answers in the form of multiple-choice corresponding to 5 levels (strongly agree, agree, no idea, disagree, and strongly disagree). Each student chooses only one answer for each question. The questions aim to find out students' opinions and attitudes toward M-learning. The purpose of the questionnaire is to know to what extent students recognize and accept this new learning method.

After designing the appropriate research question, the writer randomly surveyed 120 English non-majors in all four academic years. The result was collected, carefully analyzed, and objectively evaluated to find answers to the research questions posed at the beginning. All information about the results is noted by the author in the next section.

4. Findings and discussions

The questionnaire's outcomes are revealed using data obtained using a quantitative approach. The findings are analyzed to assess English non-majors' behaviors and consideration of using mobile technology in their learning. The tables below illustrate the findings from each question. The results are presented by percentage and divided into two tables.

4.1. Students' conditions to apply M-learning

Table 1. *Students' conditions to apply M-learning*

No.	Questions	Strongly agree	Agree	No idea	disagree	strongly disagree
1	I own and use at least 1 mobile devices such as a laptop, Ipad, tablet, or mobile phone.	53.3 %	40.8 %	1.7%	2.5%	1.2%
2	My mobile phone can connect to the Internet/wireless network	43.3%	37.5%	3%	14.2%	2%
3	I used to use my mobile phone with an internet connection for learning purposes	25.8%	50.8%	6.7%	13.3%	3.3%
4	I have heard about M-learning before	15.8%	34.2%	18.3%	20%	11.7%

The figure shows that most students use a mobile device and have mobile phone connected to the internet or wireless network. Especially, 53,3 % of the participants strongly agree that they own and use at least 1 mobile phone and nearly 80 % of them agree and strongly agree that they have connected to the internet. The data shows that the students have enough conditions and facilities to access to M-learning in the future.

In terms of using mobile devices for learning purposes, it is shown that the majority of students have at least once connected to the internet for learning purposes on their phones even though they have never learned on any official M-learning before. The number of students who strongly agree and agree is 50.8% and 25.8 % respectively. However, there are 13.3% of the students disagree, and 3.3 % of the students strongly disagree. Therefore, it is not difficult for English non-majors to access to M-learning system in the future.

Almost 50 % of students have heard of M-learning. However, the number of students who have not heard of M-learning is still high. There are 24 students (20%), and 14 students (11.7%) who disagree and strongly disagree, respectively. The number of students who have no idea takes 18.3 %. The above data shows that M-learning is not a new concept to the majority of students.

4.2. Students' attitude toward M-learning

Table 2. *Students' attitude toward M-learning*

No.	Questions	Strongly agree	Agree	No idea	Disagree	Strongly disagree
5	I think M-learning is very interesting	20%	54.2%	5%	15%	5%
6	In my opinion, M-learning is an effective new learning approach	15.8%	53.3%	25%	2.5%	3.3%

7	M-learning supports my learning	13.3%	47.5%	34.2%	3%	2%
8	M-learning is convenient and suitable for my study	12.5%	41.7%	36.7%	4.2%	5%
9	M-learning helps me study comfortably with rich knowledge resources.	10%	44.2%	36.7%	2.5%	6.7%
10	I want to apply M-learning in my study	20%	51.7%	18.3%	3.3%	6.7%

Regarding students’ perceptions to apply M-learning, nearly three-quarters of students approved that learning through mobile phones is very interesting with 20% strongly agree and 54.2 % agree. Most of the students think that M-learning is an effective new approach to learning with the rate of agreeing is 15.8% and completely agree being 53.3%. The above data shows that more than half of students believe that M-learning is an interesting and effective new approach to learning.

In terms of students’ willingness to access M-learning, the figures show that more than 50% of students believe that M-learning can support their learning. The percentage of students who completely agree is 12.5%, and agree is 41.7% for the opinion that M-learning is convenient and suitable for their learning. There were 10% and 44.2 % who completely agree and agree with the idea that M-learning helps them greatly in their learning. This means that the majority of students have a positive view of M-learning. They believe that M-learning can support them in their learning.

Based on the table, we can see that most of the students want to have access to M-learning with a percentage of 20% completely agree and 51.7% agree. A small percentage of students disagree (3.3%), (6.7%) completely disagree as well as 18.3% have no opinion. Most students want to access this new learning method, this is one of the advantages that will help a lot in the M-learning system at HDU.

In general, each student owns at least one mobile gadget, especially a smartphone with an Internet connection, or wireless network. Then, the conditions for the means of participating in M-learning among students are satisfactory. Most students are positive and excited about M-learning. The survey results are also a satisfactory answer to the original research question.

5. Conclusion

The article is preliminary research on the application of M-learning at Hong Duc University in particular and in Vietnam in general. The ability to respond and participate in learning through mobile devices in students at the HDU is based on the data from the questionnaire. The survey shows that the students have a positive attitude and they are

looking forward to the next approach to this new form of learning. Additionally, in terms of mobile devices, every student owns at least one which meets the demand for equipment to participate in the M-learning system. Regarding perception, most students have chances to access this form of studying and find it is the most convenient way of studying.

In this article, the writer summarizes some theoretical factors related to M-learning and surveys students' cognitive attitudes toward M-learning. Rationale and findings can be used as references for other research on M-learning in the following works. In particular, the author's desires regarding the readiness level of members, conditions facilities, equipment, Internet, wireless networks, and policies in the field for system operation School-wide M-learning will be focused on in future research.

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USING QUIZIZZ APPLICATION AS A FORMATIVE ASSESSMENT TOOL IN FRENCH LANGUAGE COURSES AT HONG DUC UNIVERSITY: TEACHERS' AND STUDENTS' PERCEPTIONS

Trinh Cam Xuan¹

Abstract: *This study highlights students' and teachers' perceptions of using Quizizz application as a formative assessment tool in French language classrooms. The purpose of this study is to explore students' perceptions of online formative assessment via using Quizizz application in terms of perceived usefulness, perceived risk of cheating, and perceived self-efficacy. It also aims to analyze the positives and challenges faced by EFL teachers while using Quizizz application as an online formative assessment tool. To collect data, a mixed method was used. A questionnaire was administered to 347 English-majored sophomores and open-ended questions were used to interview French teachers at Hong Duc University. The results show that applying Quizizz application in assessing students' French language learning is beneficial for both teachers and students and it should be frequently and widely used in French language learning.*

Keywords: *Formative assessment, Quizizz application, online assessment tools*

1. Introduction

In recent years, utilizing new tools for ongoing formative assessments in the context of Hong Duc university was a demand that has become a necessity during the COVID-19 pandemic. Despite the variety of other online survey websites or online formative assessment tool as Google Form, Live Worksheets, Kahoot! , Quizizz application or Quizizz.com is a better tool than the other platforms as it offers multiple options for both learning and assessment to make a classroom fun, interactive and engaging. Its positive influence on language learning and teaching is studied by many researchers, teachers and learners in all aspects and subjects (Guichon, 2012, p.44). Designed in the form of multiple choice questions, tests used on the Quizizz platform allow teachers to access a variety of question banks or create their own set of questions tailored to their assessment goals. This new feature of Quizizz has made testing easier, faster and more strict (Guichon, 2012, p.48).

Furthermore, with the form of a multiple-choice test, it is suitable for the new assessment method of foreign language courses, including the French language courses that are taught as the second foreign language subject for English-majored sophomores at Hong Duc University.

Moreover, with the new role of the lecturer in testing and assessing the learning process of students, the students' results assessed by teachers during the semester (including regular assessment and a mid-term test) account for 50%, so the teachers need to spend more time on

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their own assessment process as well as pay more attention to the quality of the content of regular and midterm exams of the module. Quizizz application meets these demands well. Therefore, after using Quizizz application as a formative assessment tool in French language courses in the regular and mid-term assessment of the French course for English-majored sophomores at Hong Duc University, the author conducted a study to evaluate the effectiveness of using Quizizz as a formative assessment tool in teaching and learning French language. The current study was aimed to answer the following questions:

1. What are FFL Students' perceptions of online assessment via Quizizz application regarding its usefulness, risk of cheating, and self-efficacy?
2. What are the most significant challenges that English-majored sophomores at Hong Duc University face when taking online exams via Quizizz application?
3. How do EFL teachers perceive using online assessment via Quizizz application?

2. Theoretical background

2.1. Assessment and using an online tool to assess students' learning in teaching and learning foreign languages

Education and assessment are interrelated so educators need to combine them to achieve intended learning objectives (Hiltons, 2003, p.16). With advances in technology, teaching foreign languages has become more flexible, and teachers can monitor learner progress through online formative assessments (Réseaux, 2009, p.32). Formative assessment is defined as a diagnostic process with feedback over the course, whereas summative assessment is the final judgment at the end of the learning period. In general, formative assessment has been argued to have advantages in retrieving information (Hiltons, 2003, p.25).

In terms of using online tools to assess students' learning, a large, growing body of literature has investigated EFL teachers' perceptions of the effectiveness of using different digital formative tools (Mahbub, 2020, p.19). These tools collect quickly a large amount of data on students' understanding, and this feature helps teachers modify materials and delivery methods to meet students' needs. For example, it has been found that using Kahoot! as a formative tool saves teachers more time when assessing their students than using traditional methods, which, as a consequence, helps FFL teachers to concentrate more on their instructional strategies. EFL teachers value some specific features of Google Forms, such as automatic scoring, the detailed results of students' progress, and the variety of question types that support adding videos, audio, and images, which are essential in EFL testing (Mahbub, 2020, p.7). Quizizz is considered an effective tool in organizing tests as well as composing questions, evaluating and analyzing the objectivity of the questions, the relevance of questions, and appropriateness to the capacity of the learners and the teaching contents as well as the specific objectives for the subject (Mahbub, 2020, p.9)

2.2. Quizizz application

Quizizz is an application used to test knowledge in subjects as well as social knowledge through the form of multiple-choice questions. Quizizz allows teachers to access

a wide variety of question banks or create their own set of questions tailored to their assessment goals. Learners in the same class can participate in answering questions on Quizizz at the same time specified by the teacher or complete the test at a convenient time before the deadline set by the teacher. Quizizz immediately announces the results and rankings of the participants answering the question, thus creating excitement for learners.

The main purpose of Quizizz is to organize online quizzes on computers or smart mobile devices. With online multiple-choice tests, learners can take the test, be graded, have a time limit to complete tests which have no difference from paper-based tests, and these kinds of tests are even more beneficial for both teachers and students. In addition, by using the online test system, learners will be familiar with the computer skills, as well as in practicing fast test-taking skills for the multiple-choice form. Being proficient in using computers, getting acquainted with and knowing how to exploit information on websites are essential skills for learners' development in the Industry 4.0.

Moreover, experiencing these multiple-choice tests on Quizizz will create good habits and good motivations for learners in the end-of-course test that uses machine-based multiple choice.

With the new features, Quizizz online application is suitable for foreign language teaching in general and particularly for assessment.

3. Method

3.1. Participants

347 second-year English major students were asked to complete questionnaire. Those candidates share a similar culture, background, age, and learning experiences. With structured interviews, 2 female French teachers provided their opinions on the advantages and disadvantages of integrating Quizizz application into their classrooms. Both teachers and students participated in this study in the first semester of the school year 2021-2022. Our students had been practicing French grammar vocabulary after each lesson with various exercises on the Quizizz designed by the teacher. Students were very excited and actively participated in practice. However, for assessment, it was the first time the teachers had used online tests using Quizizz.

3.2. Instruments

3.2.1. Questionnaires

An online questionnaire with a total of 11 items concerning three variables of perceived usefulness, risk of cheating, and perceived self-efficacy was employed to gauge the perceptions of students. The questions focus also on the comparison between the online tests using Quizizz with the traditional method of paper-based multiple-choice tests. For teachers' perceptions, two online written open-ended questions were designed to investigate their attitudes towards the advantages and the challenges they faced while using Quizizz for formative assessment goals.

3.2.2. Interviews

The qualitative data were collected through structured interviews with French language teachers based on two questions:

(1) What are the positive effects of using Quizizz application as an online formative assessment tool in English classes?

(2) What challenges have you faced in using Quizizz application for online assessments, if any? How did you overcome them?

4. Results

4.1. For students

The analyzed data were focused on three variables: usefulness, risk of cheating, and self-efficacy.

For the usefulness, the students in general perceived the usefulness of using Quizizz in language formative assessment

Table 1. Students' perception of usefulness

Students' perception	Number of respondents	%
Using online assessment via Quizizz is useful for language tests	320	92
Using online quizzes via Quizizz improves my exam performance.	312	89
Completing quizzes via Quizizz helps me figure out my problems with the course.	270	77
The immediate knowledge of my incorrect answers helps me get over my mistakes next time	298	85

Relating to the risk of cheating, students mainly focused on the test, did not have enough time to discuss and use materials, and avoided extreme situations in the exam. Using Quizizz created a habit of self-discipline and initiative in taking the test.

Table 2. Students' actions of cheating

Students' actions of cheating when tested online by Quizizz application	Number of respondents	%
I screenshot questions during exams and share them with my friends	7	0.2
I translate difficult words during French exams on Quizizz	17	0.5
It is easy to cheat during French tests on Quizizz application	0	0
I have enough time to discuss with friends and use materials	16	0.4

Regarding self-efficacy, the learners agreed that they could practice self-confidence, and self-discipline to adapt well to the final exam. The results suggested respondents' positive attitudes towards online formative assessment via Quizizz application.

Table 3. Students' *Self-efficacy*

Students' Self-efficacy when tested online by Quizizz application	Number of respondents	%
I can remain calm when answering online quizzes via Quizizz	325	93
I feel confident using Quizizz application for online french tests.	300	86
I can perform well in online assessments via Quizizz application	267	76

When we asked the students about the reason why they did not like to use Quizizz, they said that they felt pressured and some had Internet connection errors during the test. However, these disadvantages can be solved if this application is used regularly and carefully prepared by students and teachers before conducting the test. Students will increase their confidence if they participate in this form of assessment more often.

4.2. For teachers

The responses to the first question, namely the positive effects of using Quizizz application as an online formative assessment tool in French classes, indicated that the teachers believed that Quizizz is an effective tool that helps them assess their students' performance quickly and focus on the instructional methods and remedial programs. Some positive effects are given by the teachers. Teacher A said:

“First, it helps me quickly and easily create a multiple-choice question system for each lesson’s content, and the combination test, thanks to the rich multiple-choice question bank system on the website. Depending on the content of the test and the level of the students, the teacher can easily design the test by choosing a variety of question types such as multiple choice, fill in the blank, matching, etc.”

In addition, Teacher B said: “The flexible system of mixing questions and inverting answers creates an extremely objective and accurate multiple-choice test that teachers do not need to use any other inversion software.”

Moreover, it helps teachers save time drafting and mixing questions of the test that ensure absolute accuracy and objectivity. Each student has a separate test. Particularly, it is possible to design different durations for different questions depending on the difficulty of each question. The rating system also shows how much time students spend on each question. In addition to the fact that teachers do not have to spend time grading papers, this application also gives us the test results in many aspects and practical content to assess students' level as well as assess the reliability of the test’s questions.

Another advantage is that test results are shown immediately after all students finish the test. The assessment of students' test shows a lot of practical content so that teachers can assess both the level of students and the reliability of the test. The system also arranges the results in order from the highest to the lowest according to the percentage of correct answers of students, so that teachers can easily assign test scores according to that percentage. In particular, teachers can print test results in many ways: according to the question system, according to students' results, and according to the overall assessment of each student's test.

More importantly, the system shows which questions many students answer incorrectly, which questions are few, which ones have the least time and, the most. These results help teachers make the most detailed assessment of the specific abilities of each student. Therefore, they can provide timely solutions to improve learning outcomes for students.

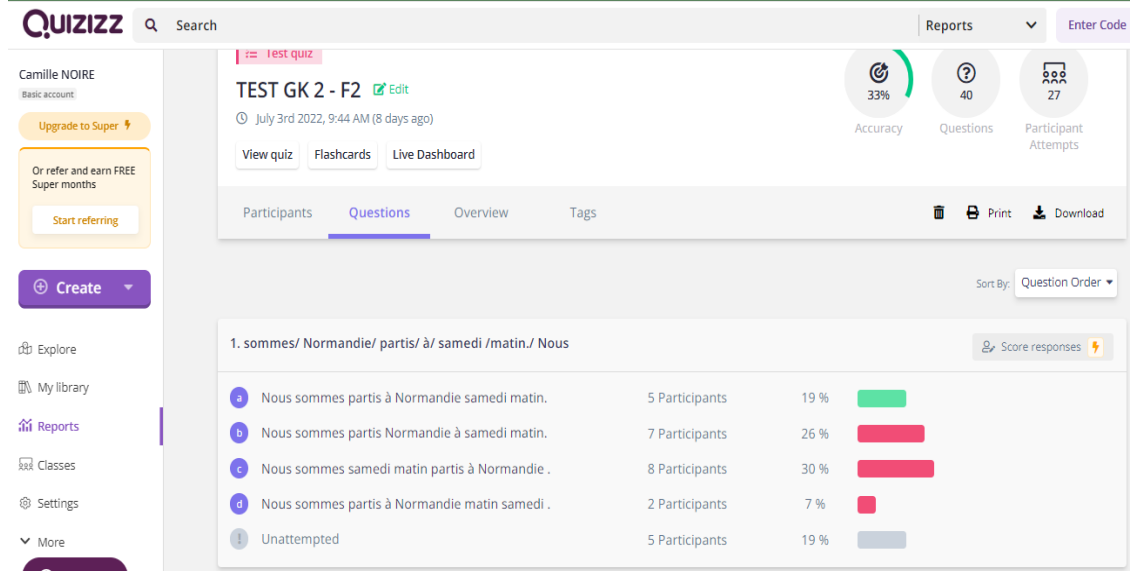


Figure 2. A picture of questions after being done by the students

With the overview of the result, the teachers have a general evaluation about the acquisition of language knowledge and the important topics of the lesson.

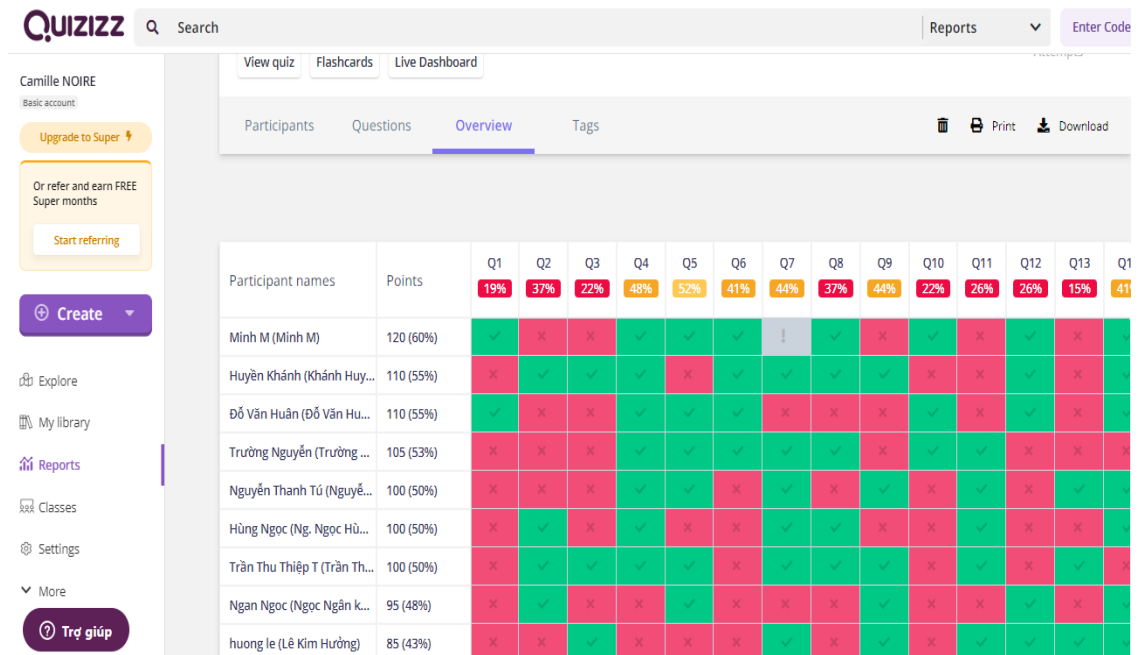


Figure 3. A picture of the overview of the result

5. Conclusion

Studies results on the use of Quizizz application as a formative assessment tool in French language courses, from the perspective of learners and teachers have shown positive feedback. It can be affirmed that, as an evaluation tool, the Quizizz application has helped to improve the fairness, objectivity and transparency of the inspection and evaluation process. Using Quizizz in regular assessment of foreign language courses is a new assessment tool that brings benefits to students and teachers as well as enhances the quality of assessment and the evaluation of the teaching - learning process in the Industry 4.0 trend. The advantages of using Quizizz software have been presented, such as saving time, accuracy and speed in composing multiple choice questions of the test or in creating a test session directly in class, and especially for the evaluation procedure and the provision of fast and exact results just after students complete the test. Every step happens scientifically, accurately, objectively and quickly. Teachers and students can have the most comprehensive and detailed view of the question system as well as the learners' general or detailed knowledge, and can assess the reliability of multiple-choice questions through tests. In short, besides some disadvantages that can be overcome, the online assessment tool by Quizizz should be used for foreign language courses during the assessment process regular as well as midterm tests. This can also be seen as an effective solution for the teachers in the evaluation of foreign language classes with a large number of students (50-70 students) in recent years at Hong Duc University.

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