

Understanding students' opportunities and challenges in a curriculum vitae writing process: Activity system as an analytical tool

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*  <https://doi.org/10.54855/ijte.22224>

Received: 26/01/2022

Revision: 05/04/2022

Accepted: 06/04/2022

Online: 15/04/2022

ABSTRACT

Keywords: activity system, curriculum vitae writing, English for Specific Purposes

Writing is a complex language skill, and writing using English as a medium for employment purposes requires an intricate set of knowledge and skills. Because such a writing process frequently occurs outside of a formal learning setting, few attempts to study the phenomenon have been made. Through the lens of the activity theory, the paper analyses the influence of six components in a CV writing process from a social-constructivist approach. A mixed-method approach was adopted with a Likert scale survey with open-ended questions and semi-structured interviews. Quantitative data from 184 participants revealed that students were mostly influenced by various digital artifacts (e.g., online dictionaries, online courses) and situated in online communities of learning. Qualitative results also indicate the prominent challenges relating to syntax and lexical use as one the conflicting factors and a certain level of autonomy as a facilitating factor while they managed to overcome these complications. The paper suggests how the curriculum of Business English could be adapted to support language learners in real-life employment situations.

Introduction

One critical indication of successful completion of higher education is freshly graduated students' employability. This, in turn, involves training for a rigorous recruiting procedure, which includes curriculum vitae (CV) application and screening. For job applications in multinational or foreign companies, a CV written in English is a prerequisite; however, from our case study's observation, the preparation of such writing is done outside the campus without much intervention or assistance from members of the English faculty. In the context of the Vietnamese higher education system, challenges related to the traditional teacher-centered teaching and learning method, as well as a lack of connections between universities, research institutions,

and internal industry, tertiary students were reported to lack certain skills and expertise needed for the contemporary labor market (Tran, 2012). It is important to first gain better insights into the current practices; therefore, this research was set out to investigate the process of writing a curriculum vitae with English as a medium for senior students in a business school in an urban area in Vietnam.

In addition, writing and language learning are socially constructed processes. Originally stemming from socio-cultural theory and constructivism, Activity Theory (AT) corresponds to the dynamic, socially constructed writing process, making it a natural technique to explore the multiple factors that shape the nature of writing (Fisher, 2017). Although activity theory has been widely used as a framework for the analysis of the writing process in traditional teaching and learning settings (academic writing), limited studies are available on the research of writing for work placement, particularly curriculum vitae composition (Wang & Yorks, 2012). The present study, therefore, aims to examine what influences the activity of CV writing in an informal educational context using the lens of activity theory. The result of this research can inform English instructors and curriculum developers further on how to enhance facilitating factors and diminish challenges of the writing process for fruitful outcomes.

Research Objectives

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. Which components of activity system contribute to the CV writing process?
2. How do conflicting and facilitating factors that emerged from the CV writing process affect the third- and fourth-year students?

Literature review

Among the four skills in language learning, writing has always been regarded as a highly complex skill to acquire due to both the process and knowledge. The case is even more complex for students to write for a specific purpose of employment.

Using Activity Theory to understand the EFL Writing process

Activity Theory has been used to understand processes and features in language training and learning. Originating in socio-cultural theory and constructivism, activity theory is a suitable approach for doing systematic research on writing education because it conforms to the dynamic, socially constructed process of writing (Fisher, 2017). The author investigated activity theory in order to acquire a better understanding of effective writing instruction. The author finds that activity theory is a viable theoretical lens to design a mixed-method research study examining the complex structure of writing instruction due to the demand for descriptive accounts of multi-dimensional intermediate-level systems. Similarly, Kain and Wardle (2014) conclude that activity theory enables academics to examine the different elements that impact

and modify the instrument of writing by focusing on extremely specific features of context and community.

In another study, Yasuda (2005) uses activity theory to study some insights into the writing process of ESL students in a natural academic setting. Her research demonstrates the critical role of prior experience (learning history) in shaping students' attitudes and actions. Her study focuses on socio-cultural and historical aspects of students' learning environment affecting the way students interpret writing tasks in an academic context. Additionally, because this is a small study (three students in a case study), it cannot be generalized to a larger group of L2 students. In a similar academic setting, from a socio-cultural viewpoint, Lei's study (Lei, 2008) on EFL learners' writing approaches in a typical academic environment identifies four connected types of writing strategies: artifact-mediated, rule-mediated, community-mediated, and role-mediated strategies. The study, however, was conducted under rather controlled conditions in which participants were seated in a room set up for the purpose of the writing task and for the researcher to record the process. Furthermore, the study did not explore how individual factors interact with each other and mediate the writing process. As a result, the outcome might not be exhaustive.

Generally, previous studies have shown that activity theory has been utilized mainly in a typical teaching and learning environment (academic contexts) to examine the writing process. To the best of the authors' knowledge, research of writing for job placement, specifically curriculum vitae production, has not been given great attention by the researchers in the past, and this has motivated the present study.

Activity Theory and its components

The framework of activity theory (Engeström, 1987) is a philosophical and multidisciplinary approach to the study of a variety of human actions. In activity theory, the activity system is the basic lens or unit of study. Learning is regarded as a social action in activity theory, and the basic unit of analysis is an activity (Kaptelinin, 1996; Nardi, 1996). An activity system is made up of dynamic actions that result in the production of diverse items and strategic socio-cultural and sociohistorical lens through which a number of human actions may be investigated (Jonassen, 2000). It emphasizes both the social and cognitive elements of people's interactions with their settings.

According to Kain and Wardle (2016), activity theory is used by researchers to better understand the links between individuals who participate in activities, the tools they use to complete their activities, and the goals they have for the activity. Because activity systems may be embedded inside networks of other activity systems, this concept is useful for examining how various contexts of activity interact and impact one another (e.g., writing activities in a classroom vs. writing activities in an informal educational setting). When students complete a task, they function as subjects or subject collectives in an activity system and work toward the object that symbolizes the activity's orientation. This direction serves as the impetus for production or outcome. As a result, it is critical to examine learners' objectives and motivations through the

perspective of activity theory (Thorne, 2004).

Six components of the activity system

An activity system contains six interacting components: subjects, objects, tools, rules, division of labor, and community (Engeström, 1987, 1999). These six components are illustrated in Figure 1 and explained in detail as follows:

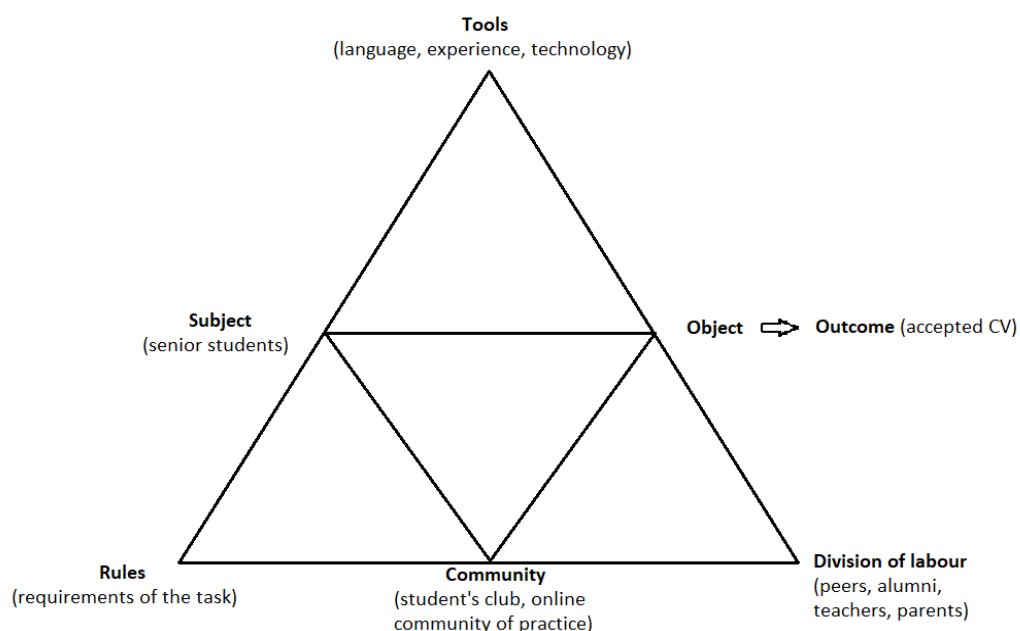


Figure 1: Activity system *Adopted from Engeström (1987)*

This diagram illustrates the essential components of an activity system. The unit of analysis in this visualization is an activity that is oriented toward an object that stimulates activity, provided that the action has a particular direction.

The term *subject* refers to an individual or group of individuals pursuing a goal to obtain an outcome (Sirisatit, 2010). In this study, the term "subject" refers to senior students who prepared for the recruitment process and succeeded.

The *object* is the system's focal point of action. It encapsulates a subject's mental or physical efforts to achieve the desired outcome (s) in an activity system (Lantolf & Thorne, 2007). The object directs learners in a particular direction. For instance, the goal-directed activities may have as their objective the completion of tasks, the acquisition of vocabulary, and/or the mastery of a grammatical rule. The objective may also include developing vocabulary, securing a decent career, obtaining an A in class, or passing the examination. The "object" refers to the CV composition to apply for an internship or full-time position in this study.

The outcome means specific results of an activity. This study refers to the accepted CV that advances job applicants to the next round of interviews or assists them in landing the job.

The term *tools* refer to internal and external mediating methods or devices that aid in the accomplishment of an activity's objective (Sirisatit, 2010). Engeström's paradigm (Engeström, 1987) conceptualizes mediating artifacts as both tools and signals that mediate between the object and the system's outcome. The term *tools* also refer to the equipment that people utilize to accomplish or carry out tasks. For language learning, tools may be physical or psychological in nature and may include the learner's first language (L1), computers, textbooks, video-audio materials, concepts, diagrams, friends, tasks, and even the teacher, target language media, pedagogical strategies, and the range of newly available resources through information technology. In this study, *tools* include (1) the target language (English) in which participants write their CVs, (2) technical assistance apps and social networking sites, as well as (3) familiarity with these instruments or their experience with a job application.

The triangle's fundamental elements, *rules*, *community*, and *division of labor*, comprise what Engeström (1999) refers to as the activity system's "social basis." The social environment contextualizes the action and enables students to account for the variables that affect it. Unspoken or explicit rules govern behavior in the classroom and other places where language is learned (Walshaw & Anthony, 2008). Internal or external rules regulate the activity system's actions and interactions. *Rules* direct the subject in determining the appropriate course of action to pursue with other members of the public (Sirisatit, 2010). Rules in this study apply to both CV writing styles and industry-specific criteria with which applicants comply.

The *community* is made up of one or more individuals who share the subject's object (in terms of either supporting or impeding the activity). A community comprises many individuals and/or subgroups that share a common object(s) and self-identify as different from other communities, particularly those engaged in language teaching and learning and those engaged in non-language-related activities in the target language. It encompasses classmates, a group or groups of students working toward similar goals, parents, alumni, and the institution, all of which serve as supports of participants enrolled in the task-based course (Sirisatit, 2010; Ng & Hung, 2003; Lantolf & Thorne, 2006). The term "community" is used in this study to refer to students' clubs and online communities of practice.

Finally, the *division of labor* involves how tasks are divided horizontally between community members, as well as referring to any vertical division of power and status (Engeström, 1993). Division of labor is defined in this research as the interaction between students or students and others (i.e., the instructor, the parents) involved in task completion.

These six components interact and significantly mediate the CV writing process, ultimately resulting in the consequences of self-regulated learning attempts.

Methods

Pedagogical Setting & Participants

The target populations for this study were 184 third and final-year college-level business-majored students in the spring semester of 2020 at one university in Ho Chi Minh City. Prior to the data collection, only senior students were approached; nevertheless, as the research proceeded, many third-year students had already prepared their CVs for internships in multinational companies. This is the reason for an expansion in our pool of participants. These individuals were chosen because they were approaching the end of their university degrees and ready for the job application process. Following an explanation of the study's goal by academic researchers, students were given the option of completing the questionnaire and participating in the interview.

Data collection & analysis

A combination of quantitative and qualitative methods was adopted in the stages of data collection and data analysis. Responses from 10 students were analyzed for the pilot study of the questionnaire survey. Quantitative data covered the completion of a questionnaire which was sent out via Google form link to 184 students. Students answered the questionnaire with the first four questions collecting demographic information (current academic year, gender, course score, and whether they had written a CV in English before). There were 5-point Likert scale questions (never, rarely, sometimes, often, very often) to explore students' frequent use of a variety of resources. Open-ended questions were added at the end of the survey to ask about other resources students used, obstacles, solutions, and suggestions from students. Participants were later invited to join 30-minute in-depth interviews. 184 responses were collected. Four participants provided consent for the researchers to interview and record their responses (Table 1).

Table 1: Participants' demographic

Participants (pseudonyms)	Gender	Academic Year	Major	CEFR level in English	Employment status
Lia	<i>Female</i>	<i>Junior</i>	<i>Marketing</i>	<i>C1</i>	<i>Internship</i>
Uya	<i>Female</i>	<i>Senior</i>	<i>Accounting and auditing</i>	<i>B2</i>	<i>Full-time job</i>
Dan	<i>Male</i>	<i>Senior</i>	<i>International economics</i>	<i>B2</i>	<i>Internship</i>
Ken	<i>Male</i>	<i>Senior</i>	<i>International economics</i>	<i>C1</i>	<i>Internship</i>

A classification scheme was developed to identify emerging themes in learner behaviors, as well as contradicting and facilitating elements. The researcher collaborated with a second coder on a random 20% of the data and debated the definitions of each code to attain an agreement. The data was organized in such a way that it could be calculated by the four stages of the CV

writing process. The codes extracted from the data were organized using an activity-based framework. The open-ended questions were grouped according to their theme. The interview data were transcribed and evaluated by deducing themes from the data and coding phrases and words that were consistent with each study topic. Each conflicting factor code was assigned to one of the activity system's components. (For instance, the 'confusion with English grammar' code was inserted between the activity system's subject and tools components.) Similarly, the enabling factors were evaluated in the same manner.

Findings

Research question 1: Which components of an activity system contribute to the CV writing process?

Table 2. Components of the activity system contributing to the CV writing process

Components of Activity system	Question Items	Mean	SD
Tool	Paper and Digital Dictionaries	3.48	1.09
	Online proofreading/ editing services	3.56	1.04
	Machine Translation services	3.84	1.02
	Videos/ Vlog/ Podcasts on YouTube/ Livestream on social media sites	3.85	0.97
Rules	Professional/ Official guidelines	3.05	1.17
Community of Practice	English courses on the campus	2.65	1.21
	Courses outside the campus	2.60	1.21
	Student clubs	3.25	1.16
	Facebook groups	3.80	1.06
Division of Labour	Teacher	3.18	1.06
	Peers	3.70	1.01
	Family members/ relatives	2.44	1.16

The research attempted to discover elements that facilitate or aid in the achievement of the goal. Among the experiences provided by respondents, components repeatedly emphasized were the use of tools, the support of the community, and the important roles of the division of labor, which were described as fact that facilitating factors emerged from the CV writing process. As conflicting factors, components such as tools, rules, objects, community, and division of labor were also highlighted.

Research question 2: How do conflicting and facilitating factors that emerged from the CV writing process affect third- and fourth-year students?

Opportunities with new technologies (facilitating factors)

When these enabling factors were examined comprehensively in relation to the matching components of an activity system, the most commonly detected facilitating factors occurred

between subject and tools. Social networking sites were the most frequently reported tool, with 98.4% of participants (Mean = 3.85, SD = 0.97). These factors include “availability of free access to materials and advice from social networking sites (LinkedIn, TikTok, Facebook)”, “advice from HR personnel's SNS”, “free online courses (MOOCs)”. This was followed by translation services (97%) (Mean = 3.84, SD = 1.02). Websites and software (Canva, Photoshop) provided design layouts and templates, while Pinterest kindled inspiration. Students reported the use of artificial intelligence writing aids (Grammarly) (Mean = 3.56, SD = 1.04), electronic dictionaries (Mean = 3.48, SD = 1.09), and cloud storage (Google Drive) to write and keep track of all essential resources and drafts during the prepare explanations.

Detailed explanations from the participants are presented as follows:

Lia: I use LinkedIn to contact the alumni. I also watch some useful tips on TikTok. I use Canva to download some ready-made CV templates. Sometimes I check grammar and spelling on Grammarly.

Uya: I enrolled in a MOOC about how to write a CV.

Dan: LinkedIn helped me a lot when I wanted to know what positions were available, and I could also connect with graduates and head-hunters.

Ken: I saved all my drafts and materials on Google Drive. I like Pinterest, and its content inspired me a lot. I used Photoshop to design my CV's layout. I already had a LinkedIn account.

The next most frequently observed supportive factors were located between subject and community. Online communities were prevalent among participants, with 96.8% of students being members of at least one Facebook group. Students clubs were also popular (89.1%). Participants indicated that assistance from online communities of practice, networking with friends, and senior members of their clubs all contribute significantly to the writing process. Additionally, they establish specific objectives at the start of the preparation process to assist them in managing their time and completing the objectives. The analysis also indicates that respondents demonstrate a certain level of initiative, responsibility, and a strong sense of community during this process. Regarding the division of labor, teachers facilitated this process. Three out of three interviewees reported taking advice from his/ her teacher and the course provided by the university; others got help from their networking circle.

Lia: I sent my CV to seniors from LinkedIn that I know and my friends from clubs for proofreading, and then I corrected it. There was one seminar about career development held by my club, so I also participated in learning some tips.

Uya: Some alumni helped me check my CVs. I also asked my English teacher to check my CV before I submitted it. I think it was really necessary and helpful.

It is also important to note the strong relationship between subject and object. As goals with ambitions and a clear goal in mind, the participants showed strong commitment, drive, and pro-activeness in their preparation process. Lia showed enthusiasm towards the job that she applied for, as it was referred by one senior she admired. She then prepared all needed

experience in the field, consulted with the alumni, and required all necessary requirements; Lia started her CV writing. Similarly, Uya knew from the beginning of her college what career path she would follow and prepared exactly for that. She joined non-formal classes, took an extra English class, and reached out to mentors. By the time of the interview, Uya had already written the third draft of her CV and cover letter and looked for feedback from different resources. A similar dedication was observed for Ken as he scheduled his writing process into four distinct stages: consulting with peers/ seniors, writing drafts, designing, and proofreading. He followed the process tightly and dedicated time to both content and visuals of his CV.

The facilitating factors are categorized in Table 3.

Table 3. Facilitating factors between subjects and other components

Components	Facilitating factors
Subject ↔ Tools	Availability of free access to materials and instructions Free courses on MOOCs Ready-made templates Inspirational figures or stories Online translation services Graphic design platform AI writing assistants Electric Dictionaries Proofreading Easy organization of materials on cloud storage
Subject ↔ Object	Drive Proactiveness
Subject ↔ Rules	N/A
Subject ↔ Community	Networking with alumni, members in clubs Seminar on the topic of career development Support from communities of practice
Subject ↔ Division of Labour	Feedback from teachers or mentors Feedback from peers

Challenges with language knowledge (conflicting factors)

The most frequently observed conflicting factors also occurred between subject and tools.

Table 4. Difficulties related to language knowledge

Language knowledge			
Organizational		Pragmatic	
Grammatical	Textual	Functional	Sociolinguistic
<ul style="list-style-type: none"> - Word-by-word translation from L1 - Word choices (formal words) - Differences in the use of words - Grammar errors/ mistakes - Strong words to make an impression on the recruiters 	<ul style="list-style-type: none"> Succinct statements Organization of main points Section arrangement Format/ Design Coherence 	<ul style="list-style-type: none"> - What information to include/exclude - Make an impression with the recruiters - How to highlight my strength - Criteria of a good CV - Design of a good CV 	<ul style="list-style-type: none"> Cultural awareness in multi-cultural organizations Professional writing style

Difficulties related to grammatical knowledge were the most frequently reported. Lexical barriers to effective communication include lexical range, word-by-word translation from L1, choosing appropriate meanings of the words, and words used in the right context to impress the recruiters. In the open-ended questions, participants reported problems when they tried to find the right words to describe what they wanted to say.

"I understand that a CV must be written in a clear and concise manner, but I don't know the right words in English to describe what I want to say.

"What I worry most is whether the word I use can help me to stand out and get the attention of the recruiter."

"It's pretty hard to write a short but sharp CV."

Their solution would be translating the word from L1 to L2 with machine translation services such as Google Translate, VDict, vikitranslator or TraTu. Yet shortcomings of current translation services now emerged. They were confused with words of multiple meanings or words of specialized knowledge.

Another reported problem related to pragmatic knowledge of writing for a specific purpose of employment. As researching for information related to format, requirements, tips, and guidelines for writing a CV, participants found a plethora of available resources on the Internet. Much of them are *"not verified, and even though I follow some of the guidelines, I am still worried about whether they are correct or not."* as reported by a participant.

Another participant said:

"I was drowned from the information on the Internet. I'm not sure which advice to take."

A student doubted the originality of her work.

"I used a lot of information on the Internet, but I worried that it would make my CV no different from others and the recruiter would regard it as low quality."

Despite the employment of several digital tools, they were mostly on a free subscription, which offered limited functionality.

"Paid subscription is pricey but the free version is limited in functionality. For a free application such as Google translation, I don't fully trust the service."

The second most prominent factor, job preparation-related courses, which were merely included in the curriculum, was stated in the subject-division of labor subsystem, despite the fact that they appear to have an effect on the writing process. One respondent found it hard to arrange a meeting with the teacher to proofread her piece of writing. Some noteworthy comments are presented as follows:

Uya: I had to arrange many times to have my teacher check my CV because she was busy, and I was also busy with my schedule.

Dan: I didn't find any lessons about writing a CV... ah ... there was one unit in my ESP class, but I wasn't taught properly because my teacher said it would not appear in the final test.

Finally, incompatible connections between subjects and rules were the last conflicting factors. The interviewees were unfamiliar with the rules or field-related requirements of the industry they were about to join as well as the demands of future employers. Unacquaintance with CV writing styles was also reported to hinder the process.

Lia: I was not sure how long a CV should be because that was my first time writing a CV. My first draft was too long and wordy, so I had to cut it short.

Dan: I didn't know which experience to put in and which ones should be left out. I thought they were all essential, but they were not.

Other mentioned factors, albeit having a minor influence, are also included in Table 5.

Table 5. Challenges between subjects and other components

Components	Challenges
Subject ↔ Tools	Problems with English grammar context-related vocabulary Lack of paraphrasing technique experience in the field Unreliable assisting tools/ resources
Subject ↔ Object	Difficulty with finding the relevant info Share unrelated info
Subject ↔ Rules	Personal schedule
Subject ↔ Community	Conflicts with other personal schedule Conflicts with other personal commitments
Subject ↔ Division of Labour	Inadequate information Work delays

In summary, whether facilitating or contradictory, findings indicate that participants' performance was influenced primarily by themselves as subjects, objects that motivated them to complete the task, the tools they used to complete the tasks, the teacher, and seniors in the division of labor, and the non-formal learning community.

Discussion

Participants in this study reported a very frequent level of use of new technology as elements of tools, community, and division of labor. CALL programs in the second language writing curriculum have been established as the most extremely successful and useful (Cunningham, 2000). Research on the same topic has indicated that language learners who utilized CALL systems outperformed their peers who learned using standard language teaching methods. According to De Szendeffy (2005), CALL programs have the ability to let students study flexibly from his or her own location, whether that location is a home or a library. The result of the study is consistent with the research of Tran (2021), in which a majority of respondents reported using technological tools such as websites, sample paragraphs, and Google translation to assist with their writing. This finding also reflects the study of Le (2021), who showed that computer-assisted resources increase students' access to material and equip learners with tools to improve the quality of their written work.

For language learners placing themselves in a non-formal educational setting to successfully complete a recruiting process in a second language, a number of prerequisites had to be accomplished. The CV writing process ranged from a few days (Dan), a few weeks (Ken), to nearly a year (Uya); however, it is clear that all participants were already aware of the task and actively prepared for their goals since the first year of college. In the past three years, they had sharpened their professional knowledge, diversified their experience (subject → tool), networked and socialized with peers or seniors (subject → community), and got familiar with job requirements and the rules of the internal industry (subject → rule) through active involvement in professional and personal development. The introduction of social networking sites such as LinkedIn, Facebook, and TikTok is a significant enabling element since they expose learners to authentic information in informal settings on a continuous basis (Cheung, Chiu & Lee, 2011; Wodzicki, Schwämmlein & Moskaliuk, 2012).

The research sought to identify these facilitating factors that are positive or supportive of attaining the goal of a job seeker. As the activity's objective or goal is to write a successful CV, participants showed a strong drive to proactively seek learning sources (subject → tool) and help (subject → community). Before learners can utilize a new language, learners must have several meaningful experiences with it and have their attention directed to new linguistic features. This is especially important when learning Academic language or English for Specific Purposes because they are more sophisticated than everyday language and may require more conscious attention before the acquisition (Lightbown & Spada, 2020). Three out of four participants mentioned prominent challenges relating to syntax and lexical use, and all

overcame the obstacles with active help-seeking from experts' feedback, a community of practice, help-seeking courses, and seminars. The competence of an L2 user can be best improved not by studying but simply by continuing to use the language in their meaningful practices. Lia said that she "used" English in the process of autonomous learning. She followed and read blogs of native speakers who were experts in the field. She searched for English definitions, synonyms, and collocations of specific words she wanted to use.

The quality of enabling elements that interact with learners in English as a medium contributes to their success as language users. Authentic materials, accredited international standard courses, mentor or human resource expertise input, and active communities of practice are all critical components of their learning process. What distinguishes these candidates is that they are always "doing not being an L2 learner" in a non-formal learning situation (Firth, 2009). This they 'do' by participating in a variety of interactional behaviors on a contingent and situational basis – all of which appear to need and include interactional learning.

Negotiation between contradicting and facilitating elements is critical for success. Contrary to what the research findings indicated, contrasting factors can enhance and encourage the process, increasing their awareness of potential problems in advance (Jonassen, 2000). In one instance, Uya stated that she was aware of her self-perceived inadequacy in language use, the limitations of machine translation services, and the problematic practice of literal translation from L1 to L2. She sought assistance from professionals in the industry and was proactive in seeking professional opinions. Uya searched for information in English using key opinions provided by her mentors and peers. She also followed international professionals and specialists in the industry on social media platforms and read their blogs on a weekly basis.

Conclusion and recommendations

In conclusion, as students went through the writing process of their curriculum vitae for employment purposes, various elements, namely tools, rules, division of labor, and community, were involved in helping students reflect, plan, monitor, and evaluate the process. Tools have been reported as the most prominent element and acted as both facilitating and conflicting factors. Students also reported frequent reliance on online applications for tools, community, and division of labor.

The findings of this research provided an in-depth look into non-formal settings for language learning to happen. This result can be used by English instructors, university administrators as well as recruiters. For instructors, incorporating technology in their teaching is a sure way to facilitate learning and engage students. While it is apparent that technologies may stimulate autonomous learning, they must be utilized appropriately and in conjunction with a method that provides a momentum or stimulus for learning that the learners then undertake.

To facilitate this process, it is recommended to establish self-access or resource centers for learning that are not restricted to the classroom. Also, strategic learning skills should be taught

in a formal context to provide students with the processes and skills needed for their future careers. Language students will eventually face the challenge of using the target language under real-life conditions, which are frequently outside the classroom, with limited English input for learners. One strategy for increasing such input and providing much-needed chances for out-of-class practice is to provide learning resources that interconnect students' classroom learning to the real world. These resources may be obtained through the collaboration or assistance of university administrators and industry experts since they are often regarded as a critical component of improving the quality of tertiary education that prepares students for future employment. If students can gain experience from real experts in the target business, their writing process will be much more facilitated.

In addition, activity systems alone cannot provide the depth of analytical methods required by researchers. The research, therefore, could be expanded by examining students' individual pieces of writing (CVs) to determine whether the components of the activity system have distinct effects in formal and informal educational settings.

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