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The Effectiveness of CRAAP Test in Evaluating Credibility of Sources

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Abstract

Judging credibility is an important skill that 21st-century learners and citizens should possess as the world continues to present a seemingly infinite number of information from a wide variety of sources- not all of them truthful. This research sought to determine whether students can judge the difference between credible and non-credible sources with and without the use of the CRAAP instrument and whether there is a significant difference between the results of the classes involved. The researcher used the descriptive research design with purposive sampling with ninety (90) Grade 10 students as the respondents. The researcher gave a post-test and a pre-test and also conducted a focus group discussion to verify the results. The researcher found that students find it difficult to evaluate credibility without an instrument as they don't have a guide in what to consider in doing so. It is also measured a significant difference ($t=2.00^{**}$) between the pre-test and post-test results in all sections, which means that the CRAAP test leads students to the aspects that should be considered in judging or evaluating credibility serves as an effective practice material to develop said skill. Students in the different sections also had similar difficulties and marked improvements (pre-test = 1.27 ns, post-test = 1.35 ns), which the CRAAP test helped address. The CRAAP test helps all kinds of students improve, given that diverse students have diverse ways of learning for the CRAAP test targets a specific skill for the students to improve on.

Keywords: Credibility, CRAAP Test, Information Evaluation, Fake News, Satire

Introduction

In today's world filled with fake news and questionable sources, judging credibility is a very important skill. Credibility, one of the critical thinking skills, is defined as "the quality of being trusted and believable." It is through the credibility that people sort out what and who to believe.

This is not a new concept, and its lack is not a new problem. This problem has been existent with the advent of internet technology. According to the Pew Research Center, internet users regard the Internet as a more trustworthy source than conventional media. Only a minority believed that you could believe a lot of what you discover on the Internet, while the majority agreed that we are more likely to obtain reliable information about what is going on from the Internet than from daily newspapers or network news (Smith, 2018). According to the Roper Research Center (2014) for the Freedom Forum, people ranked major conventional sources as fairer and more unbiased than Internet information. Three-quarters of those polled said they trust CNN, and six out of ten said they trust the New York Times, while slightly more than half said they trusted the Internet to provide accurate and balanced information. This has been the case for the past decade. As Johnson & Kaye (1998) mention, more people trust the Internet more than their local newspapers.

However, it is a growing concern that students in this time and age still have difficulties in evaluating credibility despite being 'tech-savvy,' as seen in a Stanford study done by Wineburg et al. (2016). It was found that students show a disappointing lack of ability to reason about information they see on the Internet. Students had a hard time distinguishing advertisements from news articles or identifying where the information came from. Wineburg et al. also state that although students are fluent and spend hours upon hours in social media, they are not equally discerning about what they find there.

A generation of tech-savvy yet credibility-negligent students would impact how decisions are made in the future. It is from this concern that this action research stems from. In this study, the researcher aims to find out whether the CRAAP credibility test would be an effective way to evaluate credibility.

Literature review

Several studies reveal the state of students' proficiency in evaluating credibility. In a study done by Wineburg et al. (2016), several assessments were done to test students' knowledge on credibility-finding. Middle school students were asked to explain why they would not believe an essay on financial planning authored by a bank executive and sponsored by a bank in one of the assessments. According to the researchers, many students did not mention authorship or article sponsorship as major factors for not trusting the paper.

In continuation, Middle school pupils were asked to classify specific pieces of information as either news articles or ads in another test. A typical commercial — one with a discount code — was clearly distinguished from a news piece by the students. However, more than 80% of those polled thought an advertisement labeled "sponsored content" was a genuine news item.

In addition, students were asked to assess two Facebook posts announcing Donald Trump's presidential campaign. The first came from a verified news account, while the second came from a fake news account. Only a quarter of the students understood and described the meaning of the blue checkmark, which indicates that the account has been validated, while over a third

of the students claimed that the false account was more trustworthy due to several crucial graphic features. This study suggests that students are more concerned with the substance of social media posts than with their sources. Many students, despite their familiarity with social media, are unaware of fundamental norms for signaling genuine digital material.

At the collegiate level, the tests emphasized more complicated thinking. Students were given the job of evaluating information obtained from Google searches, arguing that open Internet searches provide conflicting results that frequently combine reality and fiction. It was shown that deciphering search results is significantly more difficult when dealing with politically sensitive issues. Therefore, it is a challenge for students to have the knowledge and skill to go through mixed results to find reliable and accurate information. Succeeding in such would make the student digitally literate (Wineburg et al., 2016).

Other studies yield similar results. The vast quantity and accessibility of information online are less clear because the origin, quality, and veracity of information are not a mere product of an effortful evaluative process (Metzger & Flangin, 2013). Most students also have difficulties in identifying their information needs, which in turn affected and convoluted their evaluation of Relevance and credibility.

People rely extensively on the Internet for information gathering, according to research. The Internet was found to be used "to obtain information" more frequently than books, magazines, television, newspapers, the telephone, electronic mail, or face-to-face communication. The trend is obviously toward more and more diversified information being accessible via the Internet and a growing dependence on that information (Metzger & Flangin, 2000).

However, the Internet varies from previous information retrieval systems in important ways that might influence its trustworthiness, credibility, and veracity as a source of information. Anyone may be an author, a creator, or a publisher on the Internet.

On the other hand, this information openness brings with it a greater risk of mistake or exploitation. While newspapers, books, magazines, and television all go through some degree of factual verification, content analysis, and editorial review, the vast majority of the material on the Internet does not. Sites that are similar to their print counterparts, such as major newspapers and magazines, go through the same editorial procedures as their print counterparts, although they only make up a small fraction of the content available on the Internet (Metzger & Flangin, 2000).

These studies were done in the United States, where students have more access to the Internet and information. It is a challenge, more so in a developing country such as the Philippines, whose digital natives also constantly struggle with fake news and misinformation.

According to Inquirer.net, a poll conducted by the Philippine Trust Index (PTI) revealed that Filipinos with Internet access trusted social media more than conventional media: social media is trusted by 9 out of 10 Filipinos (87.3%), whereas conventional media is trusted by 7 out of 10 (73.4%).

Surprisingly, conventional media is distrusted by more individuals than social media: Traditional media is distrusted by 5% of online Filipinos, compared to 0.5 percent who mistrust social media. (2017, PTI).

This means that people trust what they see on the Internet more than what they see on television or even what they hear on the radio. People view traditional and mainstream media content as "over-hyped or sensationalized," even calling them "biased."

This is further supported by Gonzalez's (2007) claim that mainstream media commercialization has caused a strong tendency to adhere to the taste of the public for controversy, scandal, entertainment, and sensational news.

In a Starweek interview with veteran BBC journalist Rico Hizon in September 2017, Hizon raises the fact that Filipinos are still unsure or even ignorant of the importance of the credibility of news sources. He states that Filipinos must refer to news organizations that tell the truth- and not fake news. Instead of sharing social media posts, like tweets and Facebook posts from news sources that are virtually unknown to many people, people just must go to the news source that will give fair, balanced, and accurate news. Hizon continues, mentioning that people just do not read anymore. They only read the headlines and then believe everything. We should not listen to just gossip and hearsay. Before sharing, we need to find out if it is the truth.

The problem is not isolated, and there have been programs prompted that cater to this concern. According to the Philippine Star, Clair Deevy, Facebook's head of community affairs in Asia-Pacific, held the inaugural digital discernment workshop in February 2018 in collaboration with the Department of Education and Globe Telecom.

The program, which will be held in various schools around the country, will cover subjects that will teach online users how to think critically and efficiently distinguish trustworthy from dubious material.

However, the greatest challenge is in the classroom. How will we help students become more sensitive and mindful of the information they pick up, especially for research?

As a result of the influx of sources and the widespread difficulty of verifying their credibility, The CRAAP (Currency, Relevance, Authority, Accuracy, and Purpose) test was created by Sarah Blakeslee and her team of librarians at California State University, Chico (CSU Chico) to assess the credibility of sources across academic fields. Because there are so many sources available online, it can be difficult to know which ones are reliable enough to utilize as research tools. As a result, the CRAAP exam assists instructors and students in determining whether or not their sources can be trusted (Blakeslee, 2004).

Without access or the knowledge of the right tools, how a student evaluates credibility can be affected by other factors. One such theory includes the Source Credibility Theory, an established theory that describes how communication's persuasiveness is impacted by the perceived credibility of the communication's source and clarifies the concept of credibility.

Aristotle separated persuasion into three categories: ethos (trustworthiness), pathos (passion), and logos (persuasion) (logic) (Umeogu, 2012).

This means that students are swayed to believe in things from believable sources that contain the information they need, and sometimes these sources present an emotional appeal to them even when the information itself is not reliable or truthful.

Research Questions

This action research aims to determine whether students know how to evaluate credibility and whether the CRAAP test would aid the students in identifying credible from non-credible sources. Particularly, this research aims to answer the following questions:

1. How well are students able to judge the difference between credible and non-credible sources without using any instrument?
2. Is there a significant difference in the results of the pre-test and post-test?
3. Is there a significant difference in the pre-test and post-test results among the sections?
4. What is the result of the interview with the respondents in terms of their difficulties in identifying credibility before and after the CRAAP test?

Methods

Pedagogical Setting & Participants

The mission of the school is to work together for the total education and formation of the young, particularly in Northern Mindanao, and to develop conscientious servant leaders who are marked by excellence, enriched with Filipino culture and heritage, concerned with maintaining and preserving ecological balance and employing a pedagogy that integrates Ignatian Spirituality in all phases of life at school, in the community, and the workplace. Its goal is to develop Christ-centered, competent, compassionate, dedicated, and culturally integrated persons who aspire to attain MAGIS in all parts of their lives. (2016, XUJHS Student Handbook).

Xavier Institution Junior High School is a K-12 school that follows the university's mission of being a top ASEAN university by 2033, creating leaders of character.

Xavier University students are required to exhibit excellent communication abilities in Junior High School English, including macro skills such as listening, reading, writing, researching, seeing, and speaking.

The research participants are Grade 10 students of XUJHS. The Grade 10 students are chosen for this research as credibility is one of the aspects to consider in the writing of their research paper. Practicing credibility evaluation would allow them to select literature and related studies that are trustworthy and believable.

The sampling procedure that will be used in this study is probability purposive sampling.

According to Research Methodology (2017), "Purposive Sampling is a sampling technique which relies on the researchers' judgment when choosing members of a population to include in the study." Thus, in this study, 30 students from each of the Grade 10 sections, namely, Dagani, Fernando, and Pope Francis, were randomly chosen for the test. These were the sections selected as the researcher handled these. These sections are general sections comprising heterogeneous students.

Design of the Study

This study employed descriptive research. Descriptive research tests hypotheses and answers questions. According to Raagas (2010), descriptive research describes and interprets what is. It is concerned with conditions of relationships that exist, opinions that are held, processes that are going on, evident effects, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

Data collection & analysis

The data was collected through a questionnaire and two different answer sheets for pre-test and post-test. The questionnaire contains several articles and images, which the students then evaluated to be credible or not. Experts have validated the questionnaire in the department, which includes the department head and the school's assistant principal. The researcher then conducted a pre-test. The pre-test did not include details of the CRAAP and simply contained boxes per item labeled 'very credible,' 'credible,' and 'not credible' and brief descriptions of 'credible,' 'credible,' and 'not credible' mean.

After the initial pre-test, the teacher discussed the concept of credibility and the CRAAP in the class. Afterward, the post-test was conducted. The post-test contained a checklist translated from the CRAAP guide. The post-test used is based on the CRAAP (Currency, Relevance, Authority, Accuracy, and Purpose) test that was created by Sarah Blakeslee and her team of librarians at California State University, Chico (CSU Chico) to assess the credibility of sources across academic fields (Blakeslee, 2004). Said post-test served as a tool for evaluating the articles and images and will be used further to evaluate other research materials in the future. The tool is adapted from the Library and Learning Services Study Guide made by the Eastern Institute of Technology, New Zealand. Experts have validated both the pre-test and the post-test in the department, which includes the department head and the school's assistant principal.

After answering the post-test, as the CRAAP test is part of the class discussion, the texts' credibility and the aspects considered in evaluating credibility were discussed.

FGDs (focus group discussions) were then conducted before and after the CRAAP test was given to find out the students' difficulty in identifying credible sources before using the CRAAP test and the students' difficulty in answering parts of the CRAAP test. This would indicate which aspect, whether, under the Currency, Relevance, Authority, Accuracy, or Purpose, they find difficult to understand or identify.

The researcher used the T-test to see if there is a significant difference in the pre-test and the post-test results. F-test was also utilized to compare the scores among the sections using the pre-test and post-test before and after the intervention was given.

To interpret the mean scores before and after the intervention, the following scoring guidelines were used:

Score range	Interpretation
10 – 9	Excellent
8 – 7	Very Good
6 – 5	Good
4 – 3	Fair
2 – 0	Poor

The scoring is based on the number of articles provided and has been agreed upon by the department.

Results/Findings and discussion

This section is organized in terms of the specific problems presented in the previous section. The discussion will focus on the pre-test, and post-test results, a comparative analysis of the responses before and after the CRAAP test- intervention was given, a comparative analysis of the scores among the sections, and the results of the interview before and after the intervention was implemented.

Problem 1. How well are students able to judge the difference between credible and non-credible sources without the use of any instrument?

Table 1. Mean and Descriptor of Pre-test Scores

Section	Pretest Mean	Descriptor
Dagani	3.73	Fair
Fernando	3.43	Fair
Pope Francis	3.83	Fair

Overall, the data reveals that while the students find it difficult to evaluate credibility without an instrument, as shown by the descriptor 'Fair,' they are not yet as proficient in it as they don't have a guide in what to consider in evaluating credibility.

Problem 2: Is there a significant difference in the results of the pre-test and post-test?

Table 2. Test of Significant Difference Between Pretest and Posttest Scores

Section	Pre-test		Posttest		T-value
	Mean	Descriptor	Mean	Descriptor	
Dagani	3.73	Fair	4.87	Good	2.00 **
Fernando	3.43	Fair	4.4	Fair	2.00 **
Pope Francis	3.83	Fair	4.6	Good	2.00 **

Legend: ns: not significant ($\alpha > 0.05$)

* significant ($0.01 < \alpha \leq 0.05$)

** highly significant ($\alpha \leq 0.01$)

As seen from the data, there is a highly significant difference between the pre-test and post-test results for all the sections, with a p-value of 0.000471 for Dagani, a p-value of 0.000148025 for Fernando, and a p-value of 0.001729 for Pope Francis. This means that the CRAAP test is indeed effective in improving the students' evaluation of the credibility of sources.

Interestingly, although there is a highly significant increase in the pre-test and post-test scores, students' means have increased from 'Fair' to 'Good' only, with Fernando not moving up to 'Good' at all, with both post-test and pre-test under 'Fair.' There can be several reasons why this is so.

One is that there are ten articles to be evaluated, all of which require time to think about and research, and not all students have the available materials for research, such as gadgets or even a stable internet connection.

Two is that the CRAAP test itself is very long and tedious to take. It has many parts which require students to gather information. This possibly leads to test-taking fatigue. Cognitive test-taking fatigue is defined as a sense of being mentally worn out or exhausted during and after taking a test. Some people simply seem to feel it more than others in situations that demand prolonged concentration and mental effort (Ackerman & Kanfer, 2009).

Lastly, as the CRAAP test activity is recorded under 'effort mark' and not considered a scaffold or performance task, students tend not to take the activity as seriously as they would in summative assessments.

Problem 3: Is there a significant difference in the pre-test and post-test results among the sections?

Table 3. Test of Significant Difference Among the Sections' Pre-test and Post-test Scores

Pre-test (F-value)	Posttest (F-value)
1.27 ns	1.35 ns

Legend: ns: not significant ($\alpha > 0.05$)

* significant ($0.01 < \alpha \leq 0.05$)

** highly significant ($\alpha \leq 0.01$)

As seen from the data in the table above, there is no significant difference in the class averages about their pre-test scores with a p-value of 0.28735, and there is no significant difference in the class averages about their post-test scores with a p-value of 0.26335.

This means that the students in the different sections had similar difficulties and marked improvements, which the CRAAP test mostly helped address.

Some of these difficulties include believing satire or fake news sites because of presented facts, rejecting a credible source because it's outdated, believing the 'findings' of a social media influencer, and mistrusting reports made by mainstream media.

The first difficulty was that students believed satire or fake news sites because of presented facts. They have focused on the twisted facts in the article, which seemed realistic instead of the way the facts were presented, or even if the source itself was not credible. When students see that an article is presented as news containing details such as dates, names, places, and numbers, they immediately judge it as credible, without checking if these facts are correct or if the facts presented are biased. Students argued that a fake news account was more trustworthy because of some key graphic elements that it included, and students may focus more on the content of social media posts than on their sources. This is supported by Wineburg et al.'s (2016) study, which states that many students are unaware of basic conventions for indicating verified digital sources despite their fluency with social media.

Difficulty also arises when an article also has complete details, including the authors, date of publication, and publisher, but is outdated. The article in question is a journal article from *Helio: A Nursing Education Journal* published in 1999. Many things have changed in the disciplines, practice, and even in people since then, so it is not considered 'Very Credible' but can still be used as the basis for comparison for existing data. However, the students rated it as 'Not Credible' because the first part of the CRAAP test is 'Currency,' which is how recently the article came out. So, when students saw that the article was outdated, they no longer proceeded to examine the rest of its contents and authors.

Another difficulty is that some students have also made the classic fallacy 'Appeal to Authority'

when judging the credibility of an information source. In one instance, a scientific post from a 'social media influencer' became believable, or for the students, credible, because said person is popular on social media. Students think that his opinions on scientific issues can be trusted, even if he is not a scientist or science practitioner.

Lastly, the growing mistrust in reports made by mainstream media is also an apparent difficulty in judging credibility. Even when news comes from credible media outlets, such as CNN, students still tend to disregard this information as they see it as 'sensationalized' or 'biased.' This is supported by an earlier claim by the Philippine Trust Index (2017), which states that more people simply distrust traditional media than social media.

Problem 4: What are the students' difficulties in identifying credibility before and after the CRAAP test?

Problem 4 includes the students' responses to three questions: what their difficulties in evaluating credibility before the CRAAP test were, how they evaluated credibility now that they have learned and practiced CRAAP, and lastly, what part of the CRAAP test they found difficult.

For the first question, students were asked what their difficulties in evaluating credibility were after the pre-test and before the CRAAP (post) test. The students answered that their difficulties in evaluating credibility were that there are articles that are deceiving, and they really seem credible and that some articles also would give shocking news backed by details that would seem too real, so it is a mixture of the truth and untruth. One student stated that "If I don't research more about what is in the article, I wouldn't know that it's not true because it's written so well- like the real thing." Students also pointed out that some articles also twist facts, which make the article seem legitimate, and that people who might seem knowledgeable and credible at first glance might not be credible at all, or that it is hard to tell credibility because of the lack of information provided in the article. When asked about their difficulty, another student mentioned, "I get easily confused because one site is presenting itself like a medical website or like they offer legitimate medical services, but when Ma'am discussed it, we found out that it was selling herbal (holistic) products." Students also point out that some articles also use statistics, but these are not updated or that these statistics are not verifiable, and they also find it difficult to tell credibility if opinions are presented as facts. Students think that an article is credible if the graphic on the page, such as pictures, connects to the article. Lastly, students also find an article credible if other people, especially their peers, trust or use the website. As one student mentioned, "I see some of my friends sharing this quote from (this person), so I thought that he was credible."

Students were asked how they evaluate credibility for the second question now that they have learned and practiced CRAAP. Students said that they found that articles were credible if the information contained in the article has been reviewed and checked by experts in the field and if the statistics are updated and recent. Students are also looking at whether the article was released recently and if the authors are knowledgeable and widely published since not all

authors who write these articles are credible. When asked about what he has learned, a student said, “We are now more careful about the articles we share and read because not everything out there (on the internet) is true.” Now that they have practiced CRAAP, the students are also considering if the publishers who publish the articles are well known and if sites they came from are well known for information and data, and whether they are educational, such as sites ending in .edu or .org. Students now also look for evidence to back up claims and consider if the information given is complete. Students also check the language used in writing, whether there are grammar errors or misspellings that could give away a source that is not credible.

For the third and last question, students were asked to identify what part of the CRAAP test they found difficult. Several students answered that they had difficulties in finding the purpose because it was difficult to identify between fact, opinion, and propaganda and because it was difficult to find biases. As a student states, “There are a lot of articles that uses facts but is actually convincing us to believe or do something.” Students are also concerned about what the author might have intended to say, but the readers might have misunderstood, especially that they are written in a way that they do not seem biased at all. Under Relevance, students also say that it is difficult since they do not know if they can use the given information for their research, “Sometimes we don’t know if what we’re researching is really related to our topic or just adds to the pages”. Aside from questions belonging under Purpose and Relevance, students also found it difficult to find the right Authority since organizations pretend to be credible but are not and mimic legitimate companies, people, and groups. Another student mentioned. “I really thought that it was real because it contained the logo of (a news network).” The Accuracy part is also difficult because some of the information that the articles present seems very real, but they are just meant to deceive, and they also make claims which are believable but are not true. There is also a question of whether the information is supported by evidence. Some articles have evidence that the students cannot easily find or are not enough to support the claims.

Conclusion

Based on the findings of the action research, the following conclusions and implications are made: Students find it difficult to evaluate credibility without an instrument, as shown by the pre-test's descriptor 'Fair.' They are not yet as proficient in evaluating credibility as they do not guide what to consider in evaluating credibility. This implies that guides or instruments not only lead students to the aspects which should be considered in judging or evaluating credibility, but these also serve as practice materials to develop a skill in doing so.

This idea is further emphasized in the second finding that the CRAAP test is indeed effective in improving the students' evaluation of the credibility of sources. The CRAAP Test is an effective practice material in evaluating credibility. Due to its length, however, it cannot be used every single time research would be done. Each of the aspects considered in assessing credibility, including Currency, Relevance, Authority, Accuracy, and Purpose, are all present in the test. The CRAAP test then serves as practice material to automatically pick up or know what to look for in incredible materials.

Students in the different sections had similar difficulties as well as marked improvements, which the CRAAP test helped address. The CRAAP test helps all kinds of students improve, given that diverse students have diverse ways of learning as the CRAAP test targets a specific skill for students to improve on.

Students also had difficulties in evaluating credibility before the CRAAP instrument. Before the CRAAP test, students think that articles that would give shocking news backed by details that would seem too real, articles that twist facts, making the article seem legitimate, are credible. Other articles that seem credible for the students come from people who might seem knowledgeable and credible at first glance, which might not be credible at all or articles that lack information. Students also find it difficult when some articles use statistics that are not updated or verifiable. Some articles also present opinions like facts or when the graphics on the page connect to the article. Students also find an article credible if their peers trust or use the website.

When asked how students evaluate credibility now that they have learned and practiced CRAAP, they said that they found that articles were credible if the information contained in the article has been reviewed and checked by experts in the field and if the statistics are updated and recent, if the article was released recently, and if the authors are knowledgeable and widely published. Students also consider if the publishers are well known and if the article's sites are well known for information and data and whether they are educational. They are also looking for evidence to back up claims and take into consideration if the information given is complete and if the language and grammar used in writing are correct.

Lastly, students were asked to identify what part of the CRAAP test they found difficult. The students had difficulties finding the purpose because it is difficult to tell between fact, opinion, and propaganda. They are also concerned about what the author might have intended to say, but the readers might have misunderstood. Under Relevance, students also say that it is difficult since they do not know if they can use the given information for their research. Students also found it difficult to find the right Authority since organizations pretend to be credible but are not and mimic legitimate companies, people, and groups. The Accuracy part is also difficult because some of the information that the articles present seem very real, but they are not, and there is also a question of whether the information supported by evidence because some articles have pieces of evidence which the students cannot easily find or are not enough to support the claims.

In sum, the CRAAP Test is effective in helping students evaluate the credibility, and with revisions and improvements in its implementation, it might help students gain the skill to judge the credibility and further evaluate the truthfulness and believability of the information presented.

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Biodata

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The Effects of Reading Habits on Reading Comprehension among EFL Students at Van Lang University

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Abstract

Reading habit and reading comprehension seem to share a significant correlation, but there is less research conducted in Viet Nam in order to reveal the relationship between them. This research aims to describe Van Lang EFL students' reading habits, reveal their reading proficiency, and determine the correlation between the two elements. Quantitative data were collected through an online questionnaire, and the test would be analyzed by using Statistical Package for the Social Sciences 26 (SPSS 26). The questionnaire was used to identify learners' habits of reading, and the test was supervised to evaluate their reading productivity. Pearson Correlation and regression analyses were conducted in order to affirm the effects between five aspects of reading habits on reading comprehension. Qualitative data were collected through a structured interview and later were quantified by using Microsoft Excel 2016. The interview was conducted in order to clarify some similarities and differences between the reading habits and attitudes of purposive samples. From the result of this study, the researcher can declare that Van Lang EFL scholars have good attitudes toward reading habits and perform reading mostly because of their own motivation. From the statistics, it can be concluded that their reading comprehension performance was mediocre. The findings show that the correlation between reading habit and reading comprehension is perfect significant ($r_{\text{obtained}}=0.608$ to 0.710). 53.9% of the factors of reading habit contribute to reading comprehension. The result implicates that reading comprehension achievement would be enhanced if reading habit is maintained and vice versa. The researcher recommends that further research focus on the procedure, obstacles, interests of having good reading habits, and how learners apply reading habits to subjects requiring specific reading comprehension skills.

Keywords: reading habit, reading comprehension, correlation

Introduction

From years to years, English has always been the primary and secondary common language that appears in most countries worldwide. According to Rahman (2004, p.3), bulks of books are written in English, the preponderance of the world's knowledge sources is displayed in English, and most books, which the biggest publishers of the world publish, are printed in the language. English shows its salient position by existing and affecting many fields, from communication, social, and

commerce to diplomacy, education, and scientific research. Samrotul (2014) states that one of the supreme subjects learned throughout human history is English.

Listening, speaking, reading, and writing is essential skills that must be practiced when someone learns English (Writing@CSU, 2006). According to the British Council (2015), these language skills are separated into receptive and productive. Despite the thought of being the third chief skill, the performance of reading is believed to be the principal skill learned (Collins and Collins, 2002, p.9). Johnson (2008, p.10) states that reading is an active receptive skill along with listening. According to his statement, it is categorized as a receptive skill as the reader is also the receiver who performs the receiving, decoding, and understanding processes in the practice of reading. He also says that reading is an active skill since there is a connection created between the reader and the writer in the act of reading.

Through eight semesters of studying at Van Lang University, the researcher noticed that most students do not pay attention or share any interest in reading and maintaining their habits of reading. Vast learners normally choose to access Google to seek answers for their assignments. In most cases, they just copy and paste answers found on the Internet without intelligibly understanding the written materials. English-majored scholars also have a low interest in going to the library to study. The periods when a crowded population of learners holding books instead of sleeping can mostly be spotted at the library is the preparing time before midterm and final exams, mainly because they could not find instant answers on Google. The normal response to our teachers' questions of going to the library or reading extended books in silence. During break time or passing periods, scholars rarely discuss any academic topic with their friends. The activities that they usually do are swiping up and down on social media like Instagram or Facebook or playing online and offline games. They can do any entertaining activities except picking up books and reading.

From her own experience through four years of learning at Van Lang University, the researcher assumes that third-year students majoring in the English language should have superb skills in reading comprehension. It is because of our study plan, which contains four stages of reading subjects: Reading 1, Reading 2, Reading 3, Reading 4 and extended subjects needed the performance of comprehending skill in reading like Translation and Reading in General Business for learners who specialize in Business English.

Based on the antagonism between the problem of lacking reading habit and the assumption of having good comprehending skills in third-year students, the researcher, therefore, has a desire to conduct this study among English-majored juniors and seniors at Van Lang University to describe their reading patterns, mathematic calculate their reading comprehension and determine if there is any relationship between retaining good reading habits and improving better reading comprehension skills and evaluate how strong the correlation might be.

Throughout our history, the importance of reading, especially in learning the English language, has been proved. However, students in Vietnam in general and the ones at Van Lang University in specific still have not had appropriated perspectives for this English skill. Research about the problem in Vietnam is quite a few, and most of them did not focus on the correlation between the habits of reading and reading comprehension, which is considered the most basic factor to change other's attitudes about the issue. Understanding this, the study is conducted to help Van Lang Board

of Directors, the principal, tutors, and scholars undoubtedly be informed about the correlation between two components and the importance of reading and suggest a solution for the complication.

Literature review

There are two original concepts of what the reading process is. For Patel and Jain (2008), by reading, readers perform their abilities to decode the messages behind the words of the texts. Nunan and Linse (2006, p.69) support the idea by stating that the process of reading mostly concerns understanding and obtaining the information from printed words. It is strengthened by Pang et al. (2003, p.6), who claim that the performance of reading demands readers to gain meaning from written texts. To complete the definition of reading, Lone (2011, p.1) affirms that the readers should have the ability to recognize some characters, terms, and sentences within the texts to expose the denotation and connotation behind them. Since reading requires readers to be able to not only pronounce the text aloud but also to get the messages from the texts, reading is considered the most ascendant skill in learning any subject or language.

It is believed that by performing the act of reading, students could obtain several remarkable benefits. According to Jain and Patel (2008, p.19), students' required ability and skills to read are significantly foremost instrumental in their life features, in both non-academic and academic situations. To emphasize the importance of reading, especially for EFL, Inderjit (2014, p.71) writes that by reading several books, EFL's levels of fluency, necessary vocabulary, and meaningful knowledge of the English-speaking world's cultures will be enlarged. Yukselir (2014) argues that reading is one of the foundation instruments for acquiring various information from basic to advance for students, especially academic scholars. According to Abidin et al. (2011), apart from widening vocabulary and knowledge, reading also assists readers in developing characteristics, sharpening thinking, and raising awareness in social, economic, environmental, and political crises. Undoubtedly, Marcelina (2019) refers that in studying English, without reading, there will be an extreme limitation in all three other expertise as reading is the most dominant and successful way to expand one's vocabulary ability. All the explanations above can contribute to one sense that reading ability affects a range of aspects, from building up the student's vocabulary and knowledge to enhancing other aspects of one individual.

Reading habit

The term of reading habit has been defined differently by many experts. Sangkaeo (1999) prefers that reading habit more likely includes the readers' likeness in choosing types of reading and the varieties of books. On the contrary, Shen (2006) emphasizes that reading habit involves reading materials and other aspects such as frequency of reading, numbers of the book being read, and time spent for it.

Another definition was delivered by Zwiers (2004). He believes that both automatic and unconscious mechanisms relate to the term "reading habits when assembling meaning from language." Therefore, reading habit refers to the process of immediately understanding when the readers read a sentence, paragraph, or text and then unconsciously obtain the meaning of it or summarize the textual material.

Zwiers also adds that at some time, if people had to read a lot of books for any reason like reaching personal development and social progress, they would set a "starting" point for reading. From that

point, they would be used to reading, and they seek for alternative sources to read, and finally, reading could be one of their habits.

Greene (2001) shows another side for accomplishing the term. As she says, reading habits can and should be attained at someone's younger age. If reading habits can be achieved at a young age, it would be long-lasting for the rest of their life. Whenever students have pleasurable experiences and find enjoyment in reading, they can form good reading habits, including making reading behaviors becomes their regular and intensive part of daily life (Iftanti, 2015). Having the same mind-set, Sakinah (2018) proves that when readers read different genres of books, lengthen their time for reading over five times a week, and have a positive attitude to reading, it is considered as a good reading habit. Because of pleasure and their willingness, readers will read more and continue to read.

Reading comprehension

Reading comprehension is believed as a group of skills and activities (Kendeou & Broek, 2007). It is supported by Harris and Smith (2002), who argue that the core of reading proficiency is the thinking process involving four operations: identification, analysis, evaluation, and application. (1) Identifying refers to the process of locating the message offered by the author. (2) Analysing means that readers need to divide the entire text into parts basing on the structure of the text. (3) Evaluating requests readers to judge the importance of the information they obtain from the text, whether it is relevant or irrelevant to their purpose of reading. (4) Applying means that readers use the knowledge, meanings, messages, or information to solve their problems or achieve their aims.

Besides, Brown (2001) defined that reading comprehension mainly concerns appropriately and efficiently understanding the meaning of the text to understand and answer a descriptive question thoroughly. Unless readers could comprise the content of the text, reading proficiency is meaningless. It also means that after the reading process, readers will not perform reading comprehension unless they can decipher the text's hidden message.

Reading comprehension is thought to refer to the act of concluding the materials read. Indeed, Fitriani (2015) evidently states that through reading proficiency, readers have to understand the reading material and educe the meaning of the reading. It is completed by Woolley (2011), who focuses more on inferring the sense of phrases, sentences, and relating paragraphs. He determines that learners should comprehend the denotation of the sentences, paragraphs, the text, and later, the author's implication from isolated letters. On the same page, Nunan and Linse (2006) argue that reading comprehension means reading for information, understanding, and leisure. The process, therefore, is more complicated than purely deciphering a specific word. The prior aim of reading proficiency is to determine what the authors mean when writing, not to understand every word of reading material.

For another opinion, Grellet (2000) stresses that reading comprehension should comprise the readers' ability to efficiently extracting the required information from a written text. Reading advertisements in newspapers, for instance, readers usually glance at the information that interests them or just simply skip this page. On the other hand, when reading the rest of the newspapers, readers tend to read all the information carefully and get more essential details from it. To support the idea, the National Research Council (1998) affirms that reading comprehension must contain three elements: the readers, the text, and the purposes of reading. It can be concluded that

depending on the situation. Readers are required to have the ability to ignore irrelevant details and locating relevant information with their personal purpose as the foundation.

Relationship between reading, reading habit, and reading comprehension

Widdowson (1978) declares that comprehension is the principal end of the reading process. It is contributed by four elements: the readers' linguistic capabilities, the essence of reading, and perspectives on readers' reading habits. Sharing the same thoughts, the Department for Education and Skills (2005, p.2) also claims that one of the goals of reading is to understand what you are reading, and perhaps reading comprehension is an essential part of it. Pang et al. (2003, p.6) add that reading is a collective process of word recognition and comprehension.

Additionally, according to Manzo and Manzo (1994), reading mainly concerns comprehending. Reading is an "intelligent process" that begins from learning symbol correspondence to recognize paragraphs, short passages, and essays. The student's levels of reading can be developed from easy to advance. The peak of this process is that EFL students could get used to academic concepts and can analyze difficulties and problems stated in scientific books or research papers. Reading, therefore, is the "intelligent process" and the priority mean of comprehending textual material.

Moreover, according to Samrotul (2014), a strong connection between reading patterns and understanding the materials read is remarkably reported, which means having good reading habits will influence the student's reading comprehension achievement. Indeed, Hendrix (2019) explain that the environment could affect reading comprehension achievement. A comfortable environment such as quiet surroundings, adequate lighting, ideal temperature, and lack of distracting objects may be better for reading process performance and vice versa. It is supported by Bui (2021) that reducing the use of social media and wireless technology help students to completely focus on reading and improving their reading performances.

Furthermore, the National Endowment for the Arts (2007) research points out that the rate of reading routine or rate of reading has a strong correlation with greater reading skills and higher academic achievement. Renandya and Richards (2002, p.277) strengthened the idea that the habit of reading is initial and possibly the most important factor that must be improved to get a good comprehension achievement.

Related studies

Many pieces of research are made to review the connection between habitual reading and reading comprehension. Consistent with Gaona and González (2011), a statistically notable relation can easily be pointed out between reading achievement and a couple of factors of reading habit like perspectives on reading ($\rho = .413$, $p < .001$) and the person's frequency of reporting techniques for finding material in the library ($\rho = .239$, $p < .001$).

The next study conducted by Sakinah (2018) pointed out reading materials and reading intentions, which are two aspects of reading habit, had a close connection to reading comprehension. The existence of a connection between learners' reading materials and their reading achievement was found out (0.473 Pearson's score). The study also determines that the intent of participant's reading and their achievement had a moderate relation, as shown in 0.470 Pearson's score.

The result of Yusnaeni et al. (2019) research showed that the obtained is 0.514 with a significant level of 0,001. The study displays the major relationship between the habit of reading and its cognition. The R square value revealed a 26.4% association between the two elements.

The fourth related study by Septiarini et al. (2018) concluded that there would be improved reading comprehension as students' reading patterns change. On the other hand, as students' reading patterns deteriorate, their reading ability will deteriorate as well. The association between reading habit (X) and reading comprehension (Y) was established using basic correlation analysis with the result $r_{y1} = 0,557$. $T_{\text{count}} = 6,571 > T_{\text{table}} = 1,66$ in the correlation measure, indicating a favourable association between reading patterns and reading comprehension.

Sulaiman and Harpiansi (2018) observed that the r_{table} of 37 participants was 0.325 whilst obtained was 0.353. The findings show the appearance of major relations regarding the habit of reading and its cognition.

The sixth study-related research done by Indriani (2019) showed that the association between the learner's reading habits and reading comprehension levels and overall measurement results was fair. According to the results of product-moment correlation research, the correlation coefficient between participants' reading habits and reading comprehension achievement is greater than r_{table} ($0.400 > 0.361$).

The results of the research began by Sari (2020) revealed that sig (2-tailed) $0.004 < 0.05$. It discovered a positive relationship between reading habit and reading comprehension, but the effect was mild.

Another related study was begun by Wahyudi (2015), which demonstrated that the obtained is 0.309. It is possible to assume that the two variables have no meaningful relationship as the obtained is above 0.05. Three aspects can impact the condition: 1) scholars' misconceptions regarding good reading habits, 2) participants' preference for leisure reading (comics, newspapers, sports magazines), and 3) learners' preference for leisure reading, including the fact that the research prepares the tests from reading materials for academic resources.

The last research was proceeded in Vietnam by Vuong, Quan-Hoang et al. (2019). From the observed results, better grades in science, technology, engineering, and mathematics (STEM) subjects perform a causal relationship with reading arousal ($\beta_{\text{Readbook}} = 0.425$, $p < 0.0001$). The research reveals that students who enjoy reading books do better than those who are uninterested in books.

There are six previous studies in which the results stressed the significant existence of a connection between the habits of reading and reading understanding, two conclusions of the studies above showed a low relationship between two components, and one study demonstrated no remarkable correlation between them.

With different points of view, each researcher could deduce different aspects of reading comprehension. Facharyani et al. (2018) believe that readers must use their background information or academic expertise to understand the textual facts. It is also proved by Klingner et al. (2007), who argue that based on previous readers' knowledge and effective instruction such as the circumstance and details included in the document, the meaning of the text can be constructed. According to McEntire (2003), the levels of readers' understanding of the text depended mostly on

their preceding knowledge and experience. Therefore, to gain the appropriate meaning or information from the text, the readers' initial knowledge and experience are required. The more prior knowledge the readers achieve, the correct understanding of the information they obtain. For instance, lecturers who have a habit of reading educational articles will better understand the text in that field than the entrepreneurs.

Research Questions

To acquire the above purposes, the researcher focuses on the research issues that follow:

1. What are the reading patterns of EFL students at Van Lang University?
2. To what extent are the juniors and seniors of the Faculty of Foreign Languages reading proficiency?
3. Is there a relationship between the habit of reading and reading comprehension?

Ha: Students' reading habits have remarkable effects on their reading comprehension.

Ho: Students' reading habits show no effect on their reading comprehension.

Methods

Pedagogical Setting & Participants

The research was carried out in the second semester of the study year 2020-2021 at the Faculty of Foreign Languages - Van Lang University. Based on the history of the university, Van Lang University was established in 1995 with over 4000 former students. In 2020, over 25 years of operation, Van Lang University reached considerable accomplishments in scientific research. The achievement can be listed as 258 articles published on national and international magazines (22 ISI/Scopus, 53 international journals, 183 national magazines), 21 national scientific research awards for students, and six articles of students published in academic journals. Faculty of Foreign Languages was one of the first and foremost founded departments in Van Lang University. The department currently has 56 members of faculty and 13 visiting lecturers who obtain professional experience in teaching and research fields.

The researcher determined that a simple random sampling method is the most suitable method for choosing the study sample since this is the most convenient and practical way to collect data efficiently. It is also a fair sampling method and could help to reduce any bias involved in the study. The population of this study is the juniors and seniors who major in the English language at Van Lang University and have already experienced certain English reading courses. The reason for limiting the participants to third- and fourth-year scholars is that they have had the foundation and the advanced knowledge gaining from many reading courses. Fifty samples decided to participate in the study contingent consisting of the questionnaire and the test from the population. The type of sampling for the interview is the purposive or judgment sampling method. From the participants and the results of the test, the researcher chose 16 samples in which three achieved excellent, 5 had good, five got mediocre, and 3 had poor scores. The participants vary in age from 21 to above 23 years old.

Design of the Study

Mixed methods research design was applied in this study, which means the research would collect, analyze, and discuss both quantitative and qualitative data. The quantitative correlation research method was used for achieving the information related to the research questions. Quantitative data were collected through conducting a questionnaire and a test. There will be two variables for answering question number 3 of this research: reading habit (X) and reading comprehension (Y). By using correlation analysis, the researcher wanted to explain the existence of a correlation between two variables, between students' reading habits and their reading proficiency. Qualitative data were collected through a structured interview. By using this type of method, the researcher expected to learn about the participants' reading patterns, including the time and frequency of reading, their attitudes toward the habit of reading, and their perspectives on the effects of reading habit on reading achievement. The researcher chose structured interviews beyond others because of their strengths. McLeod (2014) stated that a structured interview is more convenient for both the interviewers and the interviewees as it can be conducted with a large number of participants within a brief period of time. It is thought that through structured processing interviews, fixed questions can be advancingly prepared, and therefore, the researcher can easily and efficiently collect, quantify, evaluate, and compare the results. Indeed Editorial Team (2021) added that the researcher could collect more important, relevant, and uniform data from the interview.

Data collection & analysis

The researcher believed that the questionnaire is the most suitable instrument for scoring participants' habits of reading. The questionnaire was separated into six sections. The first part (1) aimed to collect samples' demographic information such as gender, ages, and classes (Part A). Second to fifth sections were designed to understand participants' habits of reading based on the following indicators: (2) Part B, which had a list of items (question 1 to 8) on reading attitude, (3) Part C had questions (question 9 to 13) for reading frequency, (4) Part D, which covers question 14 to 18, related to materials read, (5) Part E, which included question 19 to 26, focused on the purpose of reading, and (6) Part F consists of 4 questions (question 27 to 30) to claim the time learners spend on reading. The items of the questionnaire were adapted from Janthong & Sripethpun (2010) and Sari (2013), who had already tested the validity of these questions. The questionnaire was based on the five-point Likert scale from "strongly disagree" to "strongly agree." The scale was divided by Likert (1932) into five sectors: 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

To gain data for the participants' reading proficiency, the researcher used a reading comprehension test consisting of 40 items which were adopted from TOEFL and IELTS Practice Test from ExamEnglish and Cambridge. The test was a multiple-choice test. There was one correct answer whilst other choices were distractors. The right answer would be graded 1, whereas the wrong one would be grade 0. The total lowest score would be 0, whilst the highest score would be 40. The time for respondents to finish the test was limited from 60 to 90 minutes. There were four parts included in the test. Part 1, from questions 1 to 10, would test the readers' abilities to pick out specific details and choose the proper synonyms for definite words and phrases. Part 2, which covers nine questions relating to paragraph 2, would determine the learners' proficiency level on rephrasing information from materials read and matching statements/results of a study with the correct author. There are ten questions in Part 3 which require participants to manifest their reading

comprehension skills on summarizing the content by choosing the best endings for given sentences and completing gap-fill in a summary paragraph. The final section of the test would provide eleven questions for evaluating the respondents' potentials to analyze the writer's denotation and connotation by matching nine accurate headings with eight sections and choosing true, false, or not given for three statements.

The structured interview was divided into two parts. The first part is called greeting, in which the researcher asked for the interviewees' personal information, made small talks about the topic of the study, explained the terms such as reading habit and reading comprehension, and directed the interviewees into the interview topic. The second part proceeded after the researcher ensured that the interviewees had already understood the purpose of the interview, the aims of the study, and the general information of the research. The second part consisted of 13 questions in which the interviewees gave their perspectives toward reading habits, described their normal reading patterns, and provided their purposes of reading. One more question required the participants to answer whether the reading habit affects their reading achievement or not and explained why they thought that. This question was believed to be an important way for the researcher to differentiate the reading habit effects on reading comprehension.

The questionnaire and test were carried out online (in private Facebook groups) by using the Google Form tool (https://docs.google.com/forms/d/e/1FAIpQLSeHot-cdwbyE_tjxMB0DZ0eWK4F_Tl5XJR41uyuhpl9ZdMyQ/closedform). The online form was released on April 2nd and closed on April 24th since the number of participants had matched the researcher's expectation and the data need to be calculated. The structured interview was conducted online through a media application from May 14th to May 31st fixed to the interviewees' schedules.

Reliability statistics (Cronbach's Alpha, N=50)

Variable	Mean	Std. Deviation	N of items	Cronbach's Alpha
Reading Attitude	2.54	1.249	6	0.866
Reading Frequency	3.88	1.023	5	0.862
Materials Read	2.34	1.022	5	0.816
Reading Purposes	3.28	1.196	8	0.899
Time spent on reading	2.96	1.177	4	0.876

Cronbach's Alpha was used to compute the reliability of the Likert-5 instrument for finding reading habit results. The researcher decided to drop two items (items #1 and #3) in the reading attitude section for two significant reasons: the first Cronbach's Alpha was $0.318 < 0.6$, which means invalid variable, and the Correct item-total Correlation of items 1 and 3 are negative. After dropping these two items, Cronbach's Alpha for the reading attitude variable, which has six items, was 0.866. The Cronbach's Alpha for reading frequency 5-item scale was 0.862. They were continuing by materials read 5-item with 0.816 Cronbach's alpha. The score for 8-item reading

purposes was 0.899, and that for 4-item time spent on reading was 0.876. These Cronbach's Alpha scores indicate that the questionnaire was undoubtedly reliable for the actual research ($0.6 < \text{Cronbach's Alpha} < 1$).

The procedure of the study

Since the research is a student's graduation paper of the Faculty of Foreign Language in Van Lang University, before proceeding with the study, the researcher obtains permission from the dean to conduct and collect research data from the department's students. The researchers took responsibility for conducting, posting, explaining, and instructing the questionnaire online to the participants. At the beginning of conducting the questionnaire, test, and interview, the researcher confirmed with the participants that their responses would only be used for research purposes and that their personal information would be kept confidential. The participants knew exactly the purpose of the research and freely and willingly did the questionnaire of the study at any time.

First, the researcher provided both the questionnaire of reading habits and the reading comprehension test to the participants. Then, the researcher used Statistical Package for Social and Science (SPSS) 26 to analyze the data and explain the results.

The researcher prepared the interview questions, provided the craft to the participants, conducted the structured interview, and quantified the results by using Microsoft Excel. The researcher ensured that the participants understood that the whole interview would be recorded and be used for research purposes.

Results/Findings and discussion

This chapter's main purpose is to answer the research questions based on the analysis of the questionnaire. The analysis consists of descriptive statistics such as mean, minimum, maximum, standard deviation (SD), frequency, and percentages. Other analyses cover reliability statistics used Cronbach's Alpha formula, Pearson Correlation, regression with ANOVA and Coefficients. The researcher presents the findings in headings: Reading Habit (Reading Attitude, Reading Frequency, Materials Read, Purpose of reading, time spent on reading), Reading Comprehension score, and the Correlation between Reading Habit and Reading Comprehension performance.

Demographic information

A descriptive frequency analysis was conducted on the demographic information collected, which covers participants' gender, ages, and classes.

Table 1. Demographic data on participants' genders, ages, classes (SPSS 26, 2021)

		Frequency	Percentage (%)
Gender	Female	33	66.0
	Male	17	34.0
Age	21	26	52.0
	22	20	40.0
	≥ 23	4	8.0
Class	K24	37	74.0
	K23	13	26.0

Data collected in Table 1 describes the respondents based on three factors: gender, ages, and their classes. It shows that most of the participants were female (N=33, 66%), and the rest were male (N=17, 34%). The statistic displays that the majority of students, 52%, who answered the questionnaire, were at the age of 21, whilst the other 40% were at the age of 22. The findings also show that 8% of respondents were above 23. It was revealed for classes that the vast of participants (N=37, 74%) were K24, which means juniors. There were 26% of students who distribute for the study were K23, which means seniors.

Reading Habit

Reading Attitude

Table 2. Descriptive statistics of participants' reading attitude (SPSS 26, 2021)

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
In my opinion, reading is rewarding and interesting.	2	10	16	42	30	3.88	1.023	A
I often invite my friends to read in the library.	10	18	18	42	12	3.28	1.196	N
I do not like it when I hear someone says that he/she has no time to read.	5	15	12	13	5	2.96	1.177	N
I like to collect good books so that I can re-read them.	4	4	16	50	26	3.90	.974	A
I can easily suggest titles of English books to my friends.	6	16	32	40	6	3.24	1.001	N
Almost my family members have a high interest in reading books.	12	28	22	18	20	3.06	1.331	N

The result in Table 2 shows the rate of the items on reading attitude. 72% of respondents agreed that reading is rewarding and interesting (M=3.88). On the same page, 76% of participants firmly agreed that they have a habit of collecting good books so that they can re-read them (M=3.90). The majority of students neutral stated that they often invite their friends to read in the library (M=3.28), they do not like hearing someone says that he/she has no time to read (M=2.96), they can easily suggest titles of English books to their friends (M=3.24), and almost their family members have a high interest in reading books (M=3.06).

*Reading Frequency***Table 3. Descriptive statistics of participants' reading frequency (SPSS 26, 2021)**

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
Although I am busy with my homework, I can still find some time to read.	4	16	28	34	18	3.46	1.092	N
I read a non-fiction book, including print, audiobooks, and e-books, almost every day.	8	22	28	34	8	3.12	1.100	N
I read at least one book once a month.	2	8	12	44	34	4.00	.990	A
I read at least two English books exceeding my textbooks in three months.	8	16	30	34	12	3.26	1.121	N
I will buy/borrow a new book every three months.	10	16	30	20	24	3.32	1.285	N

As shown in Table 3, the mean scores are mostly in the range of medium evaluation (2.5-3.49). 78% of the respondents strongly confirmed that they read at least one book once a month (M=4.00). While the overall participants neutral claimed that although they are busy with their homework, they can still find some time to read (M=3.46), they read a non-fiction book including print, audiobooks, and e-books almost every day (M=3.12), read at least two English books exceeding my textbooks in three months (M=3.26), and will buy/borrow a new book every three months (M=3.32).

*Reading Materials***Table 4. Descriptive statistics of participants' reading materials (SPSS 26, 2021)**

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
I like to read advertisements, a brand of goods, names of goods, and labels in English.	0	12	30	48	10	3.56	.837	N
When I go to a bookshop, I prefer to go to the English Corner.	0	10	30	38	22	3.72	.927	A
I usually read English books recommended/used by the teacher.	6	26	24	34	10	3.16	1.113	N
I like to read English books more than books in other languages.	6	6	16	40	32	3.86	1.125	A
I always read English printed matters by myself (without any helps from lecturers or translation tools).	16	22	12	38	12	3.08	1.322	N

As Table 4 displays, the vast of participants agreed that when they go to a bookshop, they prefer to go to the English Corner (M=3.72), and they like to read English books more than books in other languages (M=3.86), with 60% and 72% respectively. They continued to be neutral in

mentioning that they read English printed matters by themselves (without any helps from lecturers or translation tools) ($M=3.08$). They also showed their neutral notion that they read advertisements, the brand of goods, names of goods, and labels written in English ($M=3.56$), read English books recommended/used by the teacher ($M=3.16$).

Reading Purposes

Table 5. Descriptive statistics of participants' reading purposes (SPSS 26, 2021)

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
I read English books for pleasure, such as reading tales, short stories, myths, news, etc.	2	12	16	44	26	3.80	1.030	A
I always read books in my leisure time to relax and reduce my stress.	2	10	28	32	28	3.74	1.046	A
I enjoy reading to keep myself from getting bored (when I am waiting for someone).	8	36	22	24	10	2.92	1.158	N
By reading, I can stretch my imagination and create new ideas.	2	4	24	38	32	3.94	.956	A
Through reading, I can shape my personality.	2	14	24	38	22	3.64	1.045	A
I read English books for learning purposes (to learn new vocabulary, for assignments, or marks).	2	2	8	34	54	4.36	.875	A
I read English books to understand others' points of view.	2	10	24	38	26	3.76	1.021	A
I read English books to get news about the world.	2	14	24	32	28	3.70	1.093	A

Table 5 shows the mean scores are significantly ranked in the range of high evaluation (3.5 – 5.0). Participants agreed with almost every item in the reading purposes aspect: they all declared that they read English books for learning purposes (learn new vocabulary, for assignment or marks) ($M=4.36$) and that for pleasure ($M=3.80$). They also stated that through reading, they could stretch their imagination and create new ideas ($M=3.94$), shape their personalities ($M=3.64$), feel relax and reduce their stresses ($M=3.74$). They were followed by reading to understand others' points of view ($M=3.76$) and to get news about the world ($M=3.70$). 66% of respondents expressed that they are neutral or even disagreed with the idea that reading can keep them from getting bored ($M=2.92$).

Time Spent on Reading

Table 6. Descriptive statistics of time participants spent on reading (SPSS 26, 2021)

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
I read 30 minutes-1 hour every day.	8	6	14	32	40	3.90	1.233	A
I read 1-2 hours every day.	12	18	30	22	18	3.16	1.267	N
I read 2-3 hours every day.	18	30	26	24	2	2.62	1.105	N
I read 4 hours every day.	42	28	18	8	4	2.04	1.142	D

In Table 6, respondents clearly affirmed that they are willing to spend 30 minutes to 1 hour every day for reading ($M=3.90$). However, they were neutral in spending from 1-2 hours ($M=3.16$) and 2-3 hours ($M=2.62$) to read. The mean score for spending 4 hours read is even lower than that ($M=2.04$), showing that 70% of the participants strongly disagreed with spending such much time reading.

Reading Comprehension Score

Table 7. Descriptive statistics of reading comprehension score (SPSS 26, 2021)

N	Minimum	Maximum	Mean	Std. Deviation
50	4	39	22.80	9.506

A reading test including 40 questions collected the data for participants' reading comprehension. The results show that the Mean is 22.8, the highest score is 39, while the lowest score is 4. Based on the scale to calculate students' GPA in Van Lang University, the researcher ranked the score into four sections from Poor (0-19 right answers), Mediocre (20-23) to Good (24-31), and Excellent (32-40).

Table 8. Descriptive frequency of reading comprehension score (SPSS 26, 2021)

Score	Frequency	Percentage (%)
32 – 40	8	16.0
24 – 31	17	34.0
20 -23	11	22.0
0 - 19	14	28.0

The results of the analysis indicate that most of the 50 students (34%) had good reading comprehension, which means their score is between the ranges of 24-31 right answers. The other 28% of the respondents whose scores were between 0-19 had poor reading proficiency. Some of the participants (22%) had mediocre reading comprehension. That means their right answer ranged from 20-23. Only 16% of the 50 participants whose scores were between 32 – 40 managed to get excellent comprehension.

*The Correlation between Reading Habit and Reading Comprehension***Table 4.9. Pearson Correlation between Reading Habit and Reading Comprehension**

No			1	2 (r_A)	3 (r_F)	4 (r_M)	5 (r_P)	6 (r_T)
1	Reading Comprehension	Pearson Correlation	1	.710**	.705**	.686**	.608**	.684**
		Sig. (2-tailed)		.000	.000	.000	.000	.000
2	Attitude	Pearson Correlation	.710**	1	.845**	.850**	.822**	.690**
3	Frequency	Pearson Correlation	.705**	.845**	1	.850**	.778**	.800**
4	Materials	Pearson Correlation	.686**	.850**	.850**	1	.754**	.687**
5	Purposes	Pearson Correlation	.608**	.822**	.778**	.754**	1	.551**
6	Time	Pearson Correlation	.684**	.690**	.800**	.687**	.551**	1

Bivariate Correlations (using Pearson Correlation) analysis was conducted to compute the relationship between Reading Habit and Reading Comprehension. Sig. (2-tailed) ($0.000 < 0.05$) predicts that there are correlations between variables: dependent variable Reading Comprehension and the five independent variables Reading Habit (Attitude, Frequency, Materials, Purpose and Time).

Furthermore, the Correlation coefficients between Reading Habit variables and Reading Comprehension range from 0.61 (Purposes) to 0.71 (Attitude). The results showed that the obtained coefficient (r_A , r_F , r_M , r_P , r_T) are 0.710, 0.705, 0.686, 0.608, 0.684, respectively. The statistics emphasized a perfect correlation between the two independent variables: Reading Attitude, Reading Frequency, and the dependent variable ($r_A=0.710$ and $r_F=0.705 > 0.7$), at the 0.01 (1%) level. $R_M=0.686$, $r_P=0.608$, and $r_T=0.684$ mean that the correlation between the three variables and the dependent variable are significant.

Regression Coefficients

The computation above reveals that Adjusted R Square is 0.539. Therefore, it can be interpreted that 53.9% of the factors of reading habit in the model influence reading comprehension levels.

Table 10. ANOVA and Coefficients in regression linear analysis (SPSS 26, 2021)

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	-.904	.521	
Attitude	.341	.281	.279
Frequency	.035	.298	.030
Materials	.199	.273	.153
Purpose	.079	.248	.058
Time	.348	.175	.331

Standardized Coefficients Beta data are reported in Table 10. All the Standardized Coefficients Beta in the table show the proportionality between independent variables and dependent variable: Reading Comprehension since SCB are all positive numbers. The Coefficient Beta of Time spent on reading (β_T) is the highest one ($\beta_T=0.331$). Followed by Reading Attitude and Reading Materials ($\beta_A=0.279$ and $\beta_M=0.153$, respectively).

The Structured Interview

Table 11. Interviewees' perspectives toward reading habit

What are your attitudes toward reading habits?	Frequency	Percentage (%)	
Rewarding	2	6.90	P
Interesting	7	24.14	P
Relaxing	3	10.34	P
Good effects	6	20.70	P
Boring	5	17.24	N
Time-consuming	3	10.34	N
Difficult	3	10.34	N

The attitudes of Van Lang University students were reported in table 11. The respondents (62.08%) showed that most of the students have positive perspectives toward reading habits. Indeed, 24.14% claimed that they found out creating and maintaining a reading habit is an interesting activity. The interviewees affirm that reading has optimum effects on their personal lives (20.70%). Reading habit helps them relax (10.34%) and enhance their imagination and train their patience. On the contrary, there are some participants who thought that reading habit is boring (17.24%), time-consuming (10.34%), difficult (10.34%). Some students said that even though they understand the purposes and advantages of reading habits, they still cannot stand reading for such a long time. Other respondents even said that reading habit is interesting but, at the same time, is difficult habit to maintain. They explained that they found it difficult to focus on reading without being distracted by other activities such as surfing on the Internet or other interesting activities.

Table 12. Frequency of going to the library

Do you often go to read in the library? If yes, then how often?	Frequency	Percentage (%)
More than 3 times per week	2	12.50
1 to 2 times per semester	1	6.25
Preparing for exam	4	25.00
Never	9	56.25

When being asked about the frequency of going to the library, most of the interviewees immediately admitted that they had never gone to the university library before (56.25%). Only three students claimed that they had come to the library before: two of sixteen interviewees said that they come to the library more than three times per week, and one student did say that she has the habit of coming to the library one or two times per semester. Other students did not remember the last time they had gone to the library and affirm that they only go to the library to prepare for the upcoming tests (25%).

The researcher, therefore, wants to seek the reason behind the negative attitudes toward reading books at the university library. Some students claimed that they did not go to the library because they would like to invite their friends to come with them after school. However, their friends seem not to enjoy reading or just prefer to read an e-book, and as a result, they would be disturbed whilst reading and normally refuse to go. Other students said that they prefer reading alone at home to reading in public places like the library. 25% even claimed that it is because of the library resources. Books in the library are reported not to be good enough for them. Some of the books are old edition and out of date. The foreign books, both fiction and non-fiction, are lacking, and the convenience of the library on campus 1 is definitely different from the one on campus 3. The library on campus one did not have enough space and quiet places for them to read. Few students said that there was no specific reason for them not to go to the library. It is simply because they do not have the habit of going there and do not want to have one.

Table 13. Interviewees' attitudes toward background family effects

Have you ever considered that your family background can affect your reading habit?	Reasons	Frequency	Percentage (%)
Good effects (56.25%)	Parents set good examples	4	14.81
	Family members buy books	11	40.74
	Family members encourage	12	44.44
No effect (37.50%)	Do not read the books	8	66.67
	Buy books themselves	4	33.33
Bad effects		1	6.25

The vast students agreed that their parents' habit of reading clearly affected their patterns of reading. In table 13, 40.74% of students claimed that their family members, including their parents, siblings, and relatives, would buy lots of books for them. On the same page, 44.44% of participants are also encouraged by their family members to read more. 14.81% of learners stated that they maintain reading habits by "following their parents' path" and can even develop reading habits in their childhood. Following their parents' path means that their parents would set a good example of reading habits. The parents' processes are described to have some commons in which the parents would buy books, both in Vietnamese and in other foreign languages, actually read the books for their children. Still, the books on shelves so that the children can re-read the documents themselves. Finally, the children are asked to summarize the books by re-telling the stories, performing short dramas, giving comments, or writing reviews. Therefore, they all agreed that they have no difficulty in choosing their favorite genres of books and easily keep the habit of reading during their grew-up period.

However, some of the students (37.50%) claimed that even though their family members bought books, encouraged, or even forced them to read, they still denied reading frequently. 66.67% of participants said that they had never read the books bought by their family members. The main reasons are reported as that the books were written in a boring and awful way, and the genres of

the books did not match their ages and favorites. Other interviewees stated that they do not believe in their parents' taste of books and that they normally buy books themselves (33.33%) as they know exactly the books that they need for reading or studying purposes.

One of the participants even stated that her parents did affect her habit of reading but in an adverse way. Her parents focused on doing their own work and did not have the time or willingness to read. As a result, she did not pay any attention to reading when she was young, and not until she entered university, she realized the importance of reading, tried to change, and maintain the habit of reading for more than three years.

Do you have the habit of collecting books to re-read?

The percentage of respondents who believe that they have the habit of reading is 37.50%. These students stated that they buy books that they tend to be interested in and read the books again many times, at least 2 to 3 times. A fair number of interviewees (31.25%) said that they have the habit of buying some books for decorating purposes, such as putting them on shelves, on desks, or studying corners. Other 31.25% reported that they would never keep any books in their house after finishing the books. Normally, they would give the books to their relatives or sell them for cash.

Do you usually suggest English-titled books to your friends?

It is reported that only 31.25% of the interviewees think that they sometimes suggest English titled books to their friends or their classmates. They had tried several times to suggest English titled books to two or three friends; however, when they saw that their friends have no interest in those books, they would stop sharing them and rather read the books themselves. All of them affirmed that it is hard to find the one who has the same hobby and likes the same books as them. The other 68.75% seemed to agree with them as they also said that they had never recommended any English titled books to their friends.

There are two main reasons why they refuse to do that. Their best peers are believed to have no habit of reading, especially reading English books (75%). The other reason is defined as their personal aspects: two of the interviewees said that they had never read any foreign languages books apart from their textbooks, so they have no books to recommend to their contemporaries.

How often do you borrow books from your school library or from friends?

Most of the students (41.18%) stated that they had never borrow books from their friends or from any library. The main reason is that they think that they would buy them themselves if they found any interesting books. They also believed that they do not have the habit of lending their books to anyone else, as most of them said that they do not have any book collection at their houses and others hate the fact that their books might be torn or ripped. 23.53% of the interviewees affirmed that they had never borrowed any book from any library but did borrow one or two books from their peers before. Once again, the library's resources are blamed on the lack of the habit of borrowing books. Two of the respondents said that the last time they borrow from their friends was when they were in secondary school. 11.76% and 23.53% of the students claimed that they are sometimes and rarely, respectively, borrowed books from the library and their friends.

If you are currently busy with other activities, would you find time to read?

Fourteen interviewees (25%) confidently affirmed that they have a reading habit as they maintain to read at least once a day, from 30 minutes to 1 hour. It is said that they prefer spending the time before going to bed to read a novel or a short story so that they can quickly get into a deep sleep. Other 31.25% of the participants rarely read books when they are busy with finishing their homework or doing other activities. They believed that it depends on how busy they are at the time asked. If they are trying to get good grades or perform better in their part-time jobs and the books are unnecessary, it would be a big no. However, if they just need some time to finish their work and spare time for relaxing, they would find time for reading. On the other hand, most of the respondents (43.75%) would never choose reading since they believed that their work is prior, reading cannot help them to finish their jobs, and they should focus only on the things they were doing.

Apart from the textbook, how many English documents do you read in one month? How often do you read an English non-fiction book?

The material of the books and the frequency of reading academic or related-major documents of the students are varied. Most of the students (50%) finish at least one book per month. 37.5% even say that they would read 2 to 3 books per month. The types and genres of the books read are various, from short stories, novels to research papers and academic books, and from self-help, romance to horror and thrilled.

When being specifically asked about the frequency of reading non-fiction books, 43.75% of the interviewees believed that they had never finished a non-fiction book before or had just read one or two books by being forced to read. They said that they would never touch any non-fiction documents except the one needed for their examination and the lecturer require them to finish reading if they want to pass the courses. However, 56.25% of the students seemed to disagree with this idea as they reported that they read at least one book in three months. These respondents actually love reading the non-fiction books such as historical, art, self-help, true crime, and science documents written in English.

Will you read books recommended by your teachers?

The given answer illustrated controversial relations in which 43.75% of the students sometimes read books recommended by their teachers whilst 37.50% and 18.75% of those claimed that they rarely or never read any book suggested by their lecturers. In fact, those who had never read believed that they don't have to read those documents. They could manage to pass tests without reading external books. On the contrary, learners who decided to read the suggested books thought that by reading the documents, they could prepare for their lessons before classes, easily understand the lectures, and perform better in classes. However, they did not choose to read the external contents unless the subjects were their preferable ones.

Which genres of books do you prefer more, fiction or non-fiction?

It is reported that 63.16% of the interviewees prefer reading fiction books to reading non-fiction ones. They said that they normally read novels and fanfiction, especially romance, fantasy, and historical. 31.58% of the respondents enjoyed reading non-fiction books, including self-help, nature-related, arts, and biography. Indeed, three on sixteen participants thought that they like both

genres, and each genre has its own attraction. Only one student claimed that she did not fancy any genre in specific and that she just performs the process of reading without thinking much about the preferable genre.

Do you have the habit of reading random English words or phrases printed on advertisements, a brand of goods, names of goods, and labels?

The collected information significantly showed that most of the English-majored students (75%) have the habit of randomly reading English words or phrases printed on advertisements, brands, names, or labels of goods. Whilst the rest 25% might not or not sure that whether they have this habit or not. It is quite interesting to learn of the similar pattern of reading in which all the students were getting excellent, good, and mediocre grades from the test have this same habit whereas the poor one had never had this experience. Some of the interviewees even explained their own reasons. Two students admitted that the words suddenly appear in their minds, and after several times, they found out it is an amusing activity to do. Four others believed that they could learn structures, words and practice their skills such as translation speed and proper pronunciation.

Table 14. Interviewees' purposes of reading

What is your purpose for reading?	Frequency	Percentage (%)
Relaxation	6	14.29
Leisure	7	16.67
Learning	8	19.05
Shaping characteristics	5	11.90
Expanding imagination	8	19.05
Broadening perspectives	4	9.52
Getting news	4	9.52

There are several reasons for one person to develop a reading habit. The main given purposes were reading for finishing assignments, passing tests, and getting better achievements in university (19.05%). The students agreed that reading could expand their imagination (19.05%), and by reading, they formed their own "imaginary kingdoms" to come up with new ideas easily. 16.67% of the respondents read in their free time and considered reading as one of their hobbies. The next factor is to relax; in fact, 14.29% of the interviewees read to reduce stress, sleep well at night, and escape from the problems in their real lives. The sixth aspect is shaping characteristics with 11.90%. The learners mostly stated that they learned lessons from the books, made plans, changed their bad habits, and lived better lives. The seventh reason is getting the news. 9.52% thought that reading could help them to update news from around the world quickly. The last purpose, broadening perspectives with 9.52%, is that reading is said to be one of the most convenient ways for them to understand others' points of view, debate, and enhance critical thinking.

Table 15. Time spent on reading

How much time do you spend reading in one day?	Frequency	Percentage (%)
3 to 4 hours	3	17.65
2 to 3 hours	2	11.76
1 to 2 hours	2	11.76
30 minutes to 1 hour	8	47.06
0	2	11.76

It can be clearly pointed out that most of the interviewees (47.06%) spent at least 30 minutes reading every day. Vast of the students had the habit of reading at least two to three A4 pages of a book before going to bed. The number of pages and the amount of time could increase up to 3 or 4 hours if they found the documents' topic interesting. 11.76% of the respondents might read from 2 to 3 hours or from 3 to 4 hours. The rest, 11.76%, claimed that they do not spend time reading daily and only read when they desire or be forced to read. It is interesting to note that the students who read 3 to 4 hours per day achieved excellent scores, whilst the two who had never read daily got poor scores in the test.

Do you think that there is a relationship between your reading habits and your reading comprehension achievements? If yes, can you tell me the way your habit of reading affects your score?

Most of the students reported a significant relationship between their reading habits and their reading achievements. One of the five participants who got a good score reported that he used to have a mediocre score in the first and second year (the score was around 6.4), but when he was a junior, he changed his reading habit and, therefore, improved his score to 7.8. Another student said that she was training her reading skill at the time being interviewed, and the more books she read, the higher achievements she performed. She could easily pick out the synonyms of the terms, quickly choose suitable headings, and summarising the contents read.

Discussion

Question 1: What are the reading patterns of EFL students at Van Lang University?

Students' reading habits at Van Lang University can be evaluated by five aspects: Reading Attitude, Reading Frequency, Reading Materials, Purpose of reading, and Time spent on reading. Based on the findings, reading purposes can easily be determined as the most important factor in students' decision to build good reading habits. There are two primary reasons students choose to read: for learning ($M=4.36$) and leisure ($M=3.80$) activities. Additionally, students realized that reading could stretch their imagination so that they can easily create new ideas ($M=3.64$). It can be seen that reading opens readings for them to understand other points of view ($M=3.76$) and get news about the world ($M=3.70$). It also helps them to feel relax and reduce their stresses ($M=3.74$) and contributes to shaping their personalities ($M=3.64$).

The findings in this research completely match the results of two studies by Patel and Jain (2008) and Sakinah (2018), who believed that reading habit creating depends on reader's willingness and pleasure would last longer because it stimulates the reader to find more and more books to read. The results support Ogbodo's (2010) theory as he claimed that reading could balance the readers' brain and prevent mental fatigue when people read because of recreation. These findings share agreement with the results of many studies such as Annamalai and Muniandy (2013), Oriogu et al. (2017), and Owusu-Acheaw (2014) in stating that the majority of students read because subjects require them to read.

Reading habit is an interesting and satisfying activity to perform. Indeed, from the results of this study, Van Lang EFL students show positive attitudes toward reading habits as the vast students agreed that reading is rewarding and interesting ($M=3.88$), and they have the habit of collecting good books so that they can re-read them ($M=3.90$). From the interview data, these learners explained the reasons why they thought that reading habits could be attractive and gratifying. They

affirmed that it significantly affects their personal lives (20.70%) and could help them stretch their imagination, train their patience, and relax (10.34%). These results contradict Annamalai and Muniandy (2013), who found out that Malaysian Polytechnic students usually feel uneasy, anxious, or even frustrated when performing the reading. For Malaysian students, reading is a boring, unmotivating, and difficult activity, and that they have other efficient tools for finding information and recreation. Additionally, from the finding, the researcher can prove her observation and assumption that Van Lang EFL students rarely have the tendencies to read in the library since they neutrally stated that they often invite their friends to read in the library ($M=3.28$). From the interview data, it can be clearly concluded that there are several reasons why the students less prefer to go or invite their friends to go to the library. The participants described that this results from friends' issues, personal preference, and library resources. This finding supports Trinh et al. (2021) who believed that Van Lang University students prefer reading online materials to reading printed paper as they thought that it is far more convenient and useful than the paper one.

Regarding the types of materials read, Van Lang EFL students stated that they willingly read any materials if they are written in English since most students agreed that they usually read advertisements, the brand of goods, names of goods, and labels written in English ($M=3.56$). The data of the structured interview supported the result. All of the students who gained mediocre to excellent scores claimed to have this type of habit, whilst the participants who got poor scores had never had this experience. To improve their English skills, they like reading English books more than books in other languages ($M=3.86$), and when going to bookshops, they prefer to go to the English Corner ($M=3.72$). The finding assembles to Gaona and González (2011), who said that in the psychologist path when being in the process of getting knowledge of a language, students often have tendencies to read any materials written in that language.

From the descriptive respondent statistics, a positive signal in reading frequency and time spent on reading can be remarkably pointed out. The results show that the majority of Van Lang EFL students are strongly supposed to finish at least one book once a month ($M=4.00$) which can suggest the prediction of Vietnam Publishing Association (2016) that the number of books read per person will rise to 2.0 books is possible. Most of the students show a strong belief that they can spend 30 minutes to 1 hour every day for reading ($M=3.90$). The interview data seemed to remarkably describe that more than 40% of the interviewees thought they could spend at least 30 minutes to 1 hour per day reading 2 to 3 pages of a book. The excellent-score students could maintain the habit of spending up to 4 hours every day to read, whereas the poor-achievement learners had never kept the habit of reading daily.

Question 2: To what extent are the juniors and seniors of the Faculty of Foreign Languages reading proficiency?

Regarding the reading comprehension score, the study shows that 16% of the 50 samples get excellent comprehension, 34% of the participants have good proficiency. The other 22% of the respondents have mediocre reading comprehension. Most of the students (28%) have poor proficiency. From the findings, reading comprehension levels among students are disparate, as shown in high standard deviation (Std. Deviation=9.506). It can be interpreted that the reading comprehension of Van Lang EFL students is mediocre (Mean=22.8 on 40).

Based on the data collected by ITN (2020), the English Outcome Standard for English Linguistics and Literature majored students is normally IELTS 6.5+ or equivalent certificate such as CEFR C1 or TOEIC 780. In comparison with IELTS Academic Reading band score (Exam English, 2010), the result shows that most of the students who took part in the research can obtain band 6 in Academic Reading ($M=22.8$). From the information and finding above, it can be concluded that the vast of students of the Faculty of Foreign Languages at Van Lang University's reading comprehension did not match the compulsory Outcome Standard of other universities. This might result from the lack of required certificate in English Learning Outcomes of Van Lang Faculty of Foreign Languages. This lack of a certain Outcome leads to Van Lang EFL students' lack of motivation and purposes for creating good reading habits (as shown that they mostly read because of learning purposes) and hardly pay enough attention to enhancing their reading proficiency skills. The results counter the policymakers of Van Lang University expectation (2020) that K26 students in all departments except English Linguistics and Literature learners can possibly achieve IELTS 6.0. Hence, Van Lang EFL scholars must improve their reading comprehension skills to achieve higher academic fulfillment (IELTS 6.5+).

Question 3: Is there a relationship between the habit of reading and reading comprehension?

An analysis conducted on reading habit factors: reading attitude, frequency, materials, purposes, and time reveals that all the five aspects have a strong correlation on reading comprehension ($r=0.710$, $r=0.705$, $r=0.686$, $r=0.608$, $r=0.684$, respectively). The result supports the study of Balan et al. (2019) that reading habits, especially purposes of reading, could radically affect participants' reading achievement. This study also contradicts the results of the study conducted by Wahyudi (2015). It was stated that the author could not conclude any correlation between the habits of reading and reading comprehension because of specific limitations. The student's attitude toward reading habits was most significant in affecting their reading comprehension ($r_A=0.710$). This greatly matches with the findings of Gaona and González (2011), who found out that learners' perspectives are the foremost factor that can influence their reading proficiency.

The findings complement Septiarini, Rahmat, and Darmahusni (2018), who believe that there was a favorable connection between reading habits and reading proficiency, as the relationship between the two elements found in this study is a positive correlation. A positive correlation means that students having good habits of reading can perform better reading comprehension. On the other hand, students who do not show any interest in reading books may not get any achievement in reading proficiency.

Regression Coefficients analysis was performed on the same variables, and the data obtained shows that reading comprehension levels were contributed by 53.9% of the factors of reading habit. The statistic supplements and reveals a more effective result than the one by Yusnaeni, Masyhur and Syarfi (2019). Only 26,4% of reading habits were calculated to enhance participants' reading performance considerably. The Standard Coefficient Beta indicated that time spent on reading (β_T) significantly impacted reading comprehension results ($\beta_T=0.331$). Followed by Reading Attitude and Materials Read ($\beta_A=0.279$ and $B_M=0.153$, respectively). The results clearly have some similarities with the findings of Sakinah (2018), who affirms that besides reading intentions, the materials read by participants are one of the vital effects of the decision to create good reading habits and excellent reading comprehension.

In short, based on Pearson Correlation and regression Coefficients analyses, the researcher can determine that reading habits have a high effect on reading comprehension. In five aspects of creating a good reading habit, students' attitude toward reading habits and time spent on reading has the most significant correlation.

Conclusion

The researcher investigated the effects of reading habits on reading comprehension among EFL students at Van Lang University by using the questionnaire, and the test is done by 50 participants and a structured interview including 16 students. The research results showed that students are creating reading habits for many purposes, such as for recreation, studying, extending imagination, understanding different points of view, getting new information, reducing stresses, and shaping personalities. Students have positive attitudes toward reading habits as they believe reading is rewarding and interesting. They are extremely satisfied with reading any materials if they are written in English since they have tendencies to buy and read English books, advertisements, a brand of goods, etc., more often than those in other languages. Most learners support the idea that they can read at least one book once a month and spend 30 minutes to 1 hour every day reading.

Based on a high standard deviation (Std. Deviation=9.506), it can be observed that the Van Lang EFL students' reading comprehension scores are at different levels. Students get either good to excellent reading comprehension or poor comprehension; only few students have mediocre comprehension. From the mean score (Mean=22.8, Max=40), the researcher can conclude that the reading comprehension of Van Lang EFL students is mediocre level.

Overall, it can be determined from the Pearson Correlation score and Regression Coefficients analysis that there is a strong positive correlation between reading habit and reading comprehension (robained=0.608 to 0.710). Students' attitudes toward reading habits and time spent on reading have the most significant correlation ($r_A=0.710$, $\beta_T=0.331$). 53.9% of the factors of reading habit contribute to reading comprehension. This means that H_a is accepted and H_0 is rejected. Van Lang EFL students' reading habits have remarkable effects on their reading comprehension. The more students read, the higher score they can obtain.

Implications

The findings of the research reveal that Van Lang EFL students have good reading habits, or at least they are trying to enhance and build good ones. The students read for many purposes; they have positive attitudes toward reading; they read any English reading materials; they even spend time and focus on reading. All these factors can be considered fine signals, which means learners should try harder to maintain their reading habits. Lecturers, librarians, and the board of directors should be responsible for encouraging students to read more by many activities. Professors in the university should develop plans for raising students' awareness of the importance of having good reading habits to develop their interests in reading. The librarians should ensure the availability of books in the libraries and hold more events where students can write or talk about books they have read and organize talk shows to share effective reading habits and reading methods. The policymakers, therefore, should focus on providing comfortable places, not only inside the libraries but other areas where students can read. By doing these activities, Van Lang University will gradually be able to create a worthwhile reading environment among students.

Van Lang EFL students' reading comprehension band score is the most important result that this research urgently needs to focus on. The band score is variant, and reading comprehension is mediocre level. Reading comprehension of students is not quite good as the researcher's belief. In this part, the researcher just wants to suggest that perhaps students should pay more attention to training their reading comprehension skills. The researcher believes that through the findings of this study, the policymakers should address the urgency of deciding the English Learning Outcomes so that learners could understand the importance of training their reading skills by having the habits of reading.

The study shows a significant positive correlation between reading habits and reading comprehension, which means students get good reading comprehension when they maintain reading habits and vice versa. Students are recommended to have the desire and willingness to improve their habits of reading if they want to perform well on reading.

Recommendations for further research

The researcher wants to suggest some further research to supplement all unanswered questions, and other problem concerns based on the findings and discussion. A further research study can use other research methods and a wider population to explore the effects of reading habits on Van Lang EFL students' achievement of other skills or subjects such as Listening, Writing Research Methodology, and Anglo-British Literature. Additionally, a future research study should focus on the procedure, obstacles, interests of having good reading habits, and the students' perspectives toward reading habits.

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The Experience of English Speaking Anxiety and Coping Strategies: A Transcendental Phenomenological Study

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Abstract

The study investigates the speaking anxiety and strategies that second language learners use to deal with their anxiety when they speak English. The researcher conducts semi-structured interviews to collect data. There were 55 students in a state university in the Philippines who participated in the study, and the top five students with the highest level of anxiety were interviewed for data collection. Transcendental phenomenology was used as a method of the research. The results showed that learners have emotional tensions, physiological symptoms, and mental difficulties when they speak English. The fear of losing face or negative feedback was also attributed to the anxiety of the students. The researcher also found that the students use some strategies to cope with their nervousness by utilizing helpful tools such as reading books in English and consulting a dictionary. The strategies enabled the students to put their thoughts into writing, overcome their shyness, and become open-minded with the teacher's corrections or feedback.

Keywords: Emotional Tension, English Speaking Anxiety, Transcendental Phenomenology, Physiological Effects, Mental Difficulties

Introduction

Emotions have played an important role in the language education of the students. Taking into account this affective variable is very important in relation to the pressing issues on learning and academic achievement. One of the affective issues that may affect learning for decades up until today is the phenomenon of anxiety.

Anxiety is described as the “state of mind connected with the feelings of uneasiness, frustration, self-doubt, or worry” (Brown, 2000). This affective domain nourishes the feeling of incompetence, reluctance, depression, and threat (Liu & Jackson, 2008). This phenomenon consequently poses negative effects on students' grades (Milan, 2019) and students' progress in their language learning journey (Huang, 2014).

Different variables promote or hamper language learning, one of which is language anxiety. Although a huge number of researches (Yasuda, 2018; Lababidi, 2016; Chinpakdee, 2015; Choi, 2013; and Wong, 2009) have dealt with students' emotional vulnerability, still language

anxiety remains to be a pressing academic issue up until this modern educational system that becomes a viable ground for research to be explored and delved into. Second language learners are still reported to be uncomfortable, unmotivated, unwilling to participate, or have low performance in their language education (Tsiplakides & Keramida, 2009) as a result.

In the Philippines, English is valued as a second important language. Although English has been integrated as the medium of instruction in the Philippine educational system, speaking in English is still considered the most anxiety-provoking activity in class (Atas, 2015). English is still a medium where second language learners are very anxious about (Chiu et al., 2010). For them, using the L2 in their speaking most likely induces anxiety or any undesirable feelings (Salim et al., 2017).

Without a doubt, Basic (2011) asserted that speaking anxiety affects learning a second language. Specifically, students are confined to be quiet and shy (Mwamba, 2005); they are hesitant to communicate and share what they have in mind (Faulin & Soefendi, 2013); they are uninterested in displaying their speaking ability in every classroom engagement, and they feel unconfident (Marzuki et al., 2016) and uncomfortable at all to any English classroom. This attitude has made the students feel fearful of speaking with their teachers or peers; they are afraid to interact in every learning activity; and they are anxious to participate as a whole (Bastida Jr. & Yap, 2019). For this reason, speaking anxiety obstructs students' improvement in their second language learning and acquisition.

Hence, this critical issue has led to the construct of this research investigation. This accentuates the critical reason to understand the phenomenon deeply by viewing it based on the students' 'life world' experiences. The purpose of the study is to extract prevailing themes and underlying essences of the participants' descriptions and narratives over their English speaking anxiety.

Literature review

English Speaking Anxiety

Speaking lies the most important ability that is necessary for effective communication to happen (Zaremba, 2006). Speaking is the ability to express oneself and sharing meaning through the use of the target language (Mart, 2012). It encompasses "systematic verbal utterances to convey meaning" (Nunan, 2003), which is considered to be the most challenging skill because it is characterized with oral discourse elements that are inevitably present to any communicative expression and process like "...the use of slang and idioms, stress, rhythm and intonation, the need to interact with at least one other speaker, and many sorts of demand" (Rocio, 2012 & Brown, 1994).

Among other core skills in language learning, speaking is arguably the most affected by language anxiety in second language education (Horwitz et al., 1986 cited in Sadiq, 2017). To be exact, the fear of expressing oneself verbally using the English language is referred to as English speaking anxiety. This phenomenon is usually marked by physiological symptoms

like sweating, tension, increased pulse, and other physiological manifestations (Basic, 2011). That is why English as a Second Language (ESL) learners could no longer focus on the speaking process; instead, they are paying much attention to how these symptoms can affect their oral performance. From this point of view, different physiological and emotional reactions were encountered. These experiences have obstructed and inhibited ESL learners' ability to speak (Basic, 2011). In the end, it resulted in them feeling a psychological burden while learning any language (Ahmed et al., 2017).

Empirical studies have exemplified in length the effects of English speaking anxiety on ESL learners. Tsiplakides & Keramida (2009) declared that anxious students commonly avoided speaking activities in class. They showed unwillingness to participate in any speaking activity (Gregersen, 2003). They further abstained from voluntary answers when asked immediate questions (Elkhafaifi, 2005). Thus, speaking anxiety affects the ESL students' negatively in their oral performances.

Significant works of literature (Sadiq, 2017; & Mak, 2011) have further validated that speaking anxiety is highly stimulated and provoked when students have to communicate or express in English in front of the class. Speaking in front of others has been rated as the biggest cause of anxiety-inducing reactions from them (Rumiyati & Seftika, 2018). Not only that, other stressors like pronunciation (Qzurk & Gurbuz, 2014), fear of making mistakes (Dornyei, 2001), unattractive evaluation (Ansari, 2015; Mak, 2011; & Kondo & Yong, 2003), lack of vocabulary and grammar knowledge (Mukminin, 2015), lack of preparedness (Jackson, 2002), and even teachers' attitude (Choi, 2016) in the language learning environment contribute to the debilitating and suppressing issue on language speaking anxiety.

In view of this, the philosophical assumptions of Horwitz et al. (1986) established the prime theoretical foundation of the phenomenon. Horwitz et al. claimed three (3) chief emotional attributes to support the construct of English speaking anxiety: (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety (Toth, 2008; and MacIntyre & Gardner, 1989, 1991). Communication apprehension is the feeling of discomfort, fear, or anxiety that second language learners experience in every real or anticipated communication with other people (Cristobal & Lasaten, 2018; Del Villar, 2010; & McCroskey, 1977). As a matter of fact, fear of negative evaluation is when students inhibit themselves from interacting due to their fear of committing mistakes and that their teachers and peers or classmates will laugh at them (Al Hosni, 2014). Whereas test anxiety happens because of students' extreme stress, anxiety and discomfort during and/or before taking a test (Salend, 2012).

Furthermore, the phenomenon of English speaking anxiety is also strengthened through Stephen Krashen Affective Filter Hypothesis (1982). Krashen believed that various affective variables dynamically influence second language acquisition, one of which is anxiety. Krashen (as cited in Richards and Rodgers, 2001) pronounced that "individuals learn the second language only if they get ample comprehensible input and if their affective filters are low enough to let the input get in." Consequently, when an individual affective filter is low enough, the brain is triggered to operate and learn at its best, resulting in long-term learning and

meaningful experience (Tufekcil & Demirel, 2009). However, when the affective filter is high, students become more anxious, and this feeling intervenes and impedes learning. That is why students who suffer from speaking anxiety are mostly inclined to apprehension. They are prone to feel unhappiness, discontentment, insecurity (Tiajan, 2010), frustration even anger (von Worde, 2003). Hence, “students with high anxiety perform worse than those with low anxiety” (Cao, 2011).

To a large extent, another compelling theory by Edward Thorndike’s *Law of Effect* (1932) supported the central viewpoint of this paper. Thorndike believed that learning strengthens when accompanied or followed by a satisfying state or feeling; however, it weakens when associated with unpleasant emotions otherwise (SHIFT eLearning, 2020). Nonetheless, the emotional state of the second language students is a vital element whether to strengthen or obstruct language learning. Hence, rewards and recognition should take precedence over punishments when it comes to teaching and instruction. Giving positive feedback, praising the students’ output, and providing educational guidance develop motivation for them to go the extra mile in their L2 education. However, when negative emotion predominates, learning is impaired.

This number of researches pointed to one common judgment that anxiety appealed to be an influential emotional variable to affect second language learning and acquisition. Significantly, in speaking, anxiety made learners appearing less fluent and thus disturbed the quality of verbal production they have in L2 (Horwitz, 1991). Therefore, inhibition is labeled as the worst-case scenario to happen when anxiety is not being addressed properly. Inhibition is what students felt every time they are fearful of criticism, of being mocked, of how they are being judged by others when speaking in English (Mufidah, 2017) to the point of withdrawing themselves from communicating. In this connection, speaking in English becomes threatening for them.

Coping Strategies

Coping strategies from various literature were reviewed below in consonance with the phenomenon of English language speaking anxiety. One of which is Kondo & Young’s (2004) five-dimensional coping strategies: (1) preparation, (2) relaxation, (3) positive thinking, (4) peer thinking, and (5) resignation. These were administered to the seventy-seven (77) English language learners in several universities in Indonesia and have resulted in having reduced the severity of anxiety to the participants’ speaking ability in the English language.

From their perspective, preparation is giving the students ample time to prepare for oral tasks. This gives the students the leisure to compose their outline of what to say and how they deliver their message. On the other hand, Relaxation is also another element to be very helpful to most anxious ESL students. When the learners are secured with their environment, this facilitates them to be composed and to go the extra mile in their language education. While positive thinking counts to be very influential, like appreciating students’ efforts, encouraging learners that it is fine to commit mistakes in L2, and displaying a teacher’s good attitude is one way to outsource external motivation. When motivation is established, self-confidence is enkindled in

return.

In contrast, peer thinking is also one way to lighten up the load or burden to complete learning tasks in L2. This is employed through giving opportunities for students to brainstorm, discuss, exhaust ideas in teams or groupings. However, resignation as the fifth category of Kondo & Young's (2004) has not been applied by the L2 students to several universities in Indonesia, like sleeping or just giving up.

Similarly, a four-dimensional anxiety-reducing strategy was also employed by Fujii (2017) in one hundred fourteen (144) undergraduate participants at a national university in Sapporo, Japan. His research investigation has introduced two (2) student-oriented strategies: (1) cooperation with others & (2) building confidence; and another two (2) teacher-oriented strategies, respectively: (1) assistance from the teacher & (2) less-stressful teaching methods. His study disclosed that students felt less anxious when they were engaging in small group activities or cooperation with others. Students felt that their anxiety decreases once they worked together with their peers or classmates. They also experienced less anxiety when they have prepared thoroughly for any English task. This tendency builds students' confidence over the second language.

In addition, teacher-oriented strategies: assistance from the teacher and less stressful teaching methods was initiated through displaying teachers' good attitude (Lee et al., 2011) in the classroom. Promoting a learning climate to be non-threatening and friendly as part of the teacher's strategy foster ease and a comfortable English learning environment. Hence, this learning condition facilitates a persuasive impact on ESL students to become more relaxed and secure. This is in conformance with Saltmarsh's (2017) view that the "brain is shaped as it interacts with the environment...." When the learning climate is non-threatening and comfortable, students are less anxious. In a friendly environment, students have the chance to maximize their full potential because they become more willing to explore and participate.

The 'cooperative learning strategies' were also found effective as coping mechanisms in reducing English language speaking anxiety (Nagahashi, 2007). These involve learning situations like small-group, real-life, or task-based activities, which set the learning climate to be interactive and communicative. Cooperative learning strategies shift classroom situations from threatening, unrelaxed into a learning-friendly, supportive, and open learning atmosphere. Chances like students sharing what they have in mind, their points of view, what they feel and think, can create an avenue to rehearse and practice English in the interaction. Nagahashi further claimed that this mechanism capacitated the students to become accustomed and oriented with the language structure and vocabularies in English. Hence, these fundamentals build once confidence in interacting in the second language.

In the light of this, these relevant coping strategies of Kondo & Young's (2004) five-dimensional coping strategies, Fujii's (2017) four-dimensional anxiety-reducing strategy, and the cooperative learning strategies (Nagahashi, 2007) agree with the theoretical perspective of Edward Thorndike on the Law of Readiness and Law of Exercise (1932) and of Lev Vygotsky

on Social Learning Theory (1987).

According to Thorndike (1932), only when the students are ready to learn can learning happen or his Law of Readiness. It resonates with the notion that to be pressured to learn while not ready results in an unpleasant circumstance in learning ("Thorndike's Major Laws," n.d.). Thus, Thorndike's view sparks motivation as a crucial component in the learning process. As a result, the coping strategies outlined above place a value on creating a language learning atmosphere that is welcoming, comfortable, and non-threatening to L2 students. It is displayed by providing adequate time for students to prepare, reflect, and speak, demonstrating a positive attitude from the teacher, such as teacher support or scaffolding, and fostering positive thinking through collaborative activities or assignments.

Thorndike's Law of Exercise also provides another perspective of classroom learning through appropriate coping strategies. He emphasized that it weakens and fades from memory (SHIFT eLearning, 2020). Yet, when knowledge is utilized and applied, authentic and long-term learning predominates. In this case, the cooperative learning strategies (Nagahashi, 2007) and the student-oriented strategies of Fujii (2017), where students have to work in teams, to brainstorm, and to share peculiar ideas, can foster opportunities to share the burden in learning and therefore set the classroom less anxious.

Based on the Social Learning Theory of Lev Vygotsky (1987), that 'social learning precedes development' (David, 2014). This premise emphasizes the fundamental role of social interaction in the cognitive development of an individual and how the learning environment or the community itself contributes to the meaning-making of the learners (McLeod, 2018). Meaning, cognitive development is the by-product of socialization. And teachers play a pivotal role in setting the learning environment rich, interactive, and collaborative where students can most intervene. Therefore, when students are provided with enough room to exercise the target language through cooperative tasks, knowledge of language structure increases and develops their comfortability and confidence as well in L2.

Aside from this, a local study by Lucas et al. (2011) arrived with a robust conclusion that the students from the several higher education institutions in Manila, Philippines, are strongly benefited from 'vocabulary strategy' and has aided them to cope with their English speaking anxiety effectively. This finding is relevant to Krashen's Input Hypothesis (1982) in second language acquisition. Krashen argued in-depth that 'humans acquire language in only one way – by understanding messages or by receiving comprehensible input' (Cook, 2016). Thus, implementing a vocabulary strategy facilitates a learning climate to be rich and literate. Through consulting and understanding the meaning of a newly accustomed word or term is a learning habit that increases vocabulary gain and word knowledge fundamentals in most students' second language education. Yet, when the students have limited known words, they find it difficult to put their thoughts into words and find themselves anxious in speaking English. Hence, there should be a rich provision of comprehensible input in the learning environment in a low anxiety situation (Schutz, 2019).

However, some students have a negative attitude while responding with their speaking anxiety in the English language. Some students have left no choice but to keep themselves distant from the stressful situation in L2 or the 'non-active strategy.' (Lizuka, 2010 & Spielmann & Randofsky, 2001). Students adapted an 'avoidance strategy' instead of fear of the students committing mistakes and tendencies of receiving negative feedback and assessment from others (Pappamihel, 2002). Usually, students tend to escape, avoid, withdraw, and inhibit from interacting this time.

Nevertheless, this paper argued that when teachers are capacitating their instructions to how the students have experienced anxiety in any English language classrooms can maximize the opportunity for teacher-student transactions to become profitable between them. Once students are comfortable, they are at ease and less bothered. Given this, a sound environment fosters a sound mind and prompts a sound learning pattern. In this regard, when educators reflecting on their instructional decisions based on students' physiological endowment, students' potential is maximized and best elicited to learn.

Research Questions

To fulfill the purpose of the study, the following research questions were given importance:

- a) What are the participants' experiences of anxiety in expressing themselves orally in English?
- b) What strategies do they usually use to cope with their English language speaking anxiety?

Methods

Pedagogical Setting & Participants

Given the assumptions of Creswell (1994) to choose the participants wisely, the fifty-five (55) students from the three (3) sections under the Marine Biology department in a state university in Misamis Occidental were selected to participate in an online survey to determine their level of anxiety in the English language. The Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) was adopted and modified as the chief research instrument. The top five (5) students with the highest level of anxiety scale in English in terms of communication apprehension, fear of negative evaluation, and test anxiety were chosen as the sample participants.

Design of the Study

This research inquiry was purely qualitative. Creswell's (2007) transcendental phenomenology considered as the most viable procedure in studying the participants' life world experiences in-depth. Transcendental phenomenology has treated the phenomenon as fresh and as new as possible, emphasizing 'epoché' in length, which "requires the elimination of suppositions" from the researcher (Creswell, 2006; & Moustakas, 1994). This means that the researcher's personal claim, belief, and assumptions about the phenomenon were invalidated, disregarded, and

unrecognized in the construction of the underlying essences.

Data collection & analysis

A semi-structured interview was conducted in the data gathering. Prior to this, the interview questions underwent panel assessment for corrections and suggestions. Verbatim statements of the participants were transcribed critically. An external auditor also administered another round of validation to check whether transcriptions were well-illustrated and well-represented. A copy of the transcripts was distributed to the chosen participants for further affirmation. In the data analysis, the data domain were subjected to Creswell's (2007) modified version of Stevick-Collaizi-Keen method of Moustakas (1994) following the procedures: (1) comprehensive descriptions of experiences, (2) 'horizontalization,' (3) clustering significant statements to form themes, (4) generating of textural descriptions, (5) constructing of structural descriptions, and (6) composite description of essences.

Results/Findings and discussion

Problem 1. What are the participants' experiences of anxiety in expressing themselves orally in English?

Theme 1: Emotional tension (nervousness, fear of embarrassment, worry about what others say, lack of self-confidence, and feeling inferior)

Whenever the participants were asked to speak and express themselves in front of others, emotional tensions were developed. Among these affective manifestations were deliberately underpinned below.

Nervousness. The majority of the participants affirmed that whenever they expressed themselves in English, they usually felt more nervous in the classroom. For example, Participant 4 said, "Makulbaan ko Ma'am, basin kataw-an ko sa akung classmates nga ma-wrong grammar akung mga English..." (Transcript 4, Line 3). Similar reactions were also conveyed by Participants 1, 2, 3, and 5 parallel to the phenomenon. When interviewed, they claimed that their inadequate knowledge of the target language and their limited exposure and less practice in speaking had affected them, especially in their involvement in L2. These have triggered them to feel more nervous and anxious in presenting themselves in front of others.

This research result finds consonance with what Bailey & Savage (1994, cited in Rocio, 2012) found that this emotional reaction is commonly present when it comes to speaking English due to its complexity and dynamics. Liu (2018) acknowledged that speaking anxiety was the most extensive aspect of the phenomenon, among other areas of second language learning. Due to limited exposure to the target language, lack of practice is one of the debilitating factors of language speaking anxiety (Lui, 2006). Hence, these anxiety-inducing causes triggered and arouse nervousness among ESL students consequently. Without a doubt, the sample participants confirmed the feeling of nervousness as one of the chief affective dilemmas obvious and prevailing among them in an English classroom.

For these reasons, the research finding exemplified that the participants' feelings of nervousness were driven by their inability to express because they were so concerned with their limited vocabulary words, less exposure, and poor L2 application. These cases have made them felt so much self-restrictions. As pronounced, Horwitz et al. (1986 cited in Salend, 2012) have labeled this encounter with L2 as communication apprehension. Communication apprehension left the ESL learners quiet and remained silent (Lucas et al., 2011). They became unwilling to participate in any anticipated or real communication and to the point of inhibiting themselves (Cristobal & Lasaten, 2018) from communicating.

Fear of embarrassment. Fear of embarrassment is an emotional entity that has affected the participants significantly. The selected participants became hesitant to speak and communicate in an English classroom because they discerned that at any time, they might get embarrassed in front. When they committed errors in grammar, or their articulation was erroneous, they felt too ashamed and humiliated. Participant 4 attested, "Ma-wrong grammar ko Ma'am kay naay uban classmate na kataw-an ka, yaga-yagaan ka, maulaw na dayon ko ana" (Transcript 4, Line 42-43). And this was also true for the other participants (1, 2, 3, and 5). Most commonly, they acted more fearful when being corrected directly in the presence of their classmates. For this reason, they seemed self-conscious, closed-mouth, and fearful in the end.

The verbatim statements above have exemplified how the participants have been affected by the audience who surrounded them. When the audience burst into laughter because of their grammar mistakes or mispronunciation, they became humiliated in front. This result finds similarity with other research findings such as Anwari (2019); Ahmed & Ahmed et al. (2017), Rafada (2017); Wong (2009); and Jackson (2002), who declared that most ESL learners had engaged with speaking anxiety for the reason that their peers kept laughing at them when they were speaking.

Not only that, but the participants had also felt the fear of embarrassment when they were being corrected by their teachers in front of the class. They often exhibited this emotional tension when their teachers were correcting their errors directly. They asserted that correcting them in the presence of their classmates has resulted in great intimidation and embarrassment. In this connection, Horwitz et al. (1986 cited in Rahimi & Dastjerdi, 2012) emphasized applying error correction techniques in accordance with students' preferences. Allowing them to choose the method of feedbacking favorable to them may reduce their defensive reaction when corrected in L2 (Hashemi, 2011). In return, this may allow the second language students to appreciate making mistakes and thrive more to apply the English language.

Worry about what others say. The participants' emotional tension has been worsened because they were so much concerned about what others might say or think about their speaking performance. Participants 2, 3, and 5 have deliberately described their apprehension by narrating, "...libakon ko... Pareha ba anang kuan Ma'am, 'Unsa ba naa siya magIningles oi, mali-mali man kaayo, wrong grammar kaayo, dili kabalo,' ... Murag dili nako madawat Ma'am ba nga ingon ana-on ko." (Transcript 2, Line 24-26). The transcript highlighted how the participants had been emotionally challenged in applying the second language in the interaction.

They appeared uneasy and anxious about their capability in delivering their ideas. They were often cautious about others' perceptions about their language performance, thinking that anytime they might be adversely evaluated by their audience.

This finding echoes on fear of negative evaluation of Horwitz et al. (1986, cited in Al Hosni, 2014). Those students usually held back from speaking due to their fear of receiving negative assessments or criticism from their peers and teachers. Instead, inhibition took place as students' last resort in protecting their self-image in the classroom (Salim et al., 2017). For Park & Lee (2005), higher anxiety towards the second language results in lower performance. That ESL learners' oral performances would improve if they are more comfortable or relaxed. In this way, when the ESL students have the strong will to speak, this facilitates greater opportunity to apply the English language. Therefore, a sound soul elicits a sound language learning performance.

Lack of self-confidence. Participants 2 and 3 consistently disclosed their emotional tension through their lack of confidence. In particular, Participant 3 has reported, "...kulang pud pagsalig sa kaugalingon man ug mu-istorya ug Ininglis Ma'am...kulang bitaw sa kuan Ma'am sa self-confidence while mu-speech." (Transcript 3, Line 28-30). From this perspective, the participants admitted that having less confidence or self-doubt has led them to hold back once again in speaking. Doubting their potentials occurred when they knew that they lack the knowledge or the fundamentals of the second language like grammar, correct pronunciation, and familiarity with the meaning. This drove them to become more tense, conscious, and apprehensive. As a result, this provoked them to become withdrawn from using the English language in their expression.

Significantly, the result above also supported Krashen's (1982) theory of affective filter hypothesis and Thorndike's Law of Effect (1932). Krashen and Thorndike believed that second language acquisition has something to do with the emotional obstacles yielding within. The emotional state of the second language students is a vital element whether to strengthen or obstruct language learning, which means that when the anxiety of the ESL students is low, their self-confidence increases. Learning is not compromised. Therefore, it can be implied that the two elements, anxiety and self-confidence, were two interweaving factors that were strongly attached or attributed to the participants' success or failure in the second language education.

Feeling inferior. Oftentimes, participants 2, 3, 4, and 5 felt like they were less good or not as good as their other classmates in the English language speaking. Being silent and unable to participate in the classroom discussion or interaction has made them feel inferior to their classmates who were good speakers and interactive. This feeling of inferiority has made them even more anxious and made them looked down on themselves. Participant 2 affirmed this self-inferiority and same as true with the other participants (3, 4, and 5) by citing, "...ako mismo maglook down sa akung kaugalingon" (Transcript 2, Line 63-43). Nonetheless, not being able to comprehend the teaching materials and lecture-discussion, failure to participate in an in-class discussion, and being judged to be less competent or less intelligent have caused inferior identity among the second language students (Tavares, 2016). That is why the ESL students with inferior language proficiency consequently experienced inferior identity.

Theme 2: Physiological effects (trembling or shivering, difficulty in speaking, and stammering or stuttering)

Aside from their emotions, there were also physical or physiological effects that the participants experienced when asked to speak English.

Trembling / Shivering. All of the participants (1, 2, 3, 4, and 5) confirmed that they had experienced anxiety through some physiological symptoms, particularly trembling or shivering of the body and its body parts like the hands, mouth, and feet. As shared by Participant 4, “Kanang paistoryahon ko sa English sa tunga like pareha anang magreport, magkurog ko ana Ma’am...” (Transcript 4, Line 7-8). This had revealed the participants' abrupt physical reaction to their speaking anxiety in English. This echoes what Lababidi (2016) found that fifty-three percent (53%) of the higher education students admitted that they were trembling or shivering when they knew that they would be called to speak in English in class.

As a matter of fact, this gets worst when the participants were bound to express or communicate their thoughts on the spot. Most commonly, oral recitation, where they have to answer directly without giving them time to think and compose their thoughts, made the study's participants most anxious. Participants' narratives have affirmed this encounter by saying, “...pangutan-on bitaw ka...then dili pa ka ready...kanang ambush.” (Transcript 1, Line 58-59); and “...Labaw na gyud ko mabalaka if on the spot...” (Transcript 2, Line 75). In this connection, the participants already have the teacher would call this preconceived idea of what they would go through anytime their names to answer an unexpected question to which they are unprepared to respond.

As observed by the researcher and other faculty members handling English classes, in reporting tasks, even if students were given time to prepare and to outline their ideas, to practice and master their lines, yet during the delivery, they would start to panic and become unsettled. Other physiological reactions also include sweating. In fact, Participant 2 shared that even his or her body was sweating as a physiological manifestation of anxiety when speaking the language that he or she has little familiarity with.

Difficulty to Express. Furthermore, Participants 1 and 5 also disclosed that there were instances where they could not find words to express what they have in mind due to their emotional stress and other physiological reactions. As a result, they end up holding back from speaking and interacting using the second language. Their chances of practicing L2 or language production were suppressed and, in effect, challenged their language performance. Therefore, these anxious experiences have created drawbacks in their language learning education and achievement.

For Moneva et al. (2020), anxiety to L2 is inevitable for every ESL language learner. For him, as part of learning the language, anxiety is indispensable and predictable in the process. In fact, anxiety allowed them to feel inhibition, that they wanted to avoid any voluntary utterances in English and chose to remain silent instead (Abdullah & Rahman, 2017). More so, giving an oral presentation or any other oral activities like oral recitation and reporting tasks ranked as the highest stressor (Woodrow, 2006) to stir up students' anxiety.

Moreover, when the ESL students are overwhelmed with speaking anxiety, they were usually uncertain and doubtful in communicating with their peers (Chien-Tzu Liao, 2006). They often felt uninterested and did not wish to involve in speaking (Farooqui, 2007). They commonly gave short answers when asked questions in the second language (Condon & Sahd, 2013), and they typically escaped, avoided, and inhibited themselves from social interaction (Namaghi et al., 2015).

Difficulty in Speaking. Another manifestation that emerges from the data is their difficulty in speaking. When the participants could no longer handle their nervousness and their fear, especially in front of an on-the-spot speaking evaluation, they usually juggle with their speech, and in most cases, have difficulty in speaking during the verbal discourse. Participants 1 and 2 were transparent about their inability to get themselves to talk. Technically speaking, these participants could not find words to express themselves, or words were very difficult to come out of their mouth, resulting in them looking foolish and incompetent in front of the class. Furthermore, Participant 1 recognized that “If ever makulbaan man gani Ma’am... Instead naay nisulod sa imong utok, murag dili nimo ma speak...” (Transcript 1, Line 18-19) and Participant 2 acknowledged that “...Murag dili mugawas sa akung baba ang gusto nakong i-istorya tungod sa kahadlok.” (Transcript 2, Line 6-7). Eventually, these transparent anecdotes have dotted compromises in terms of their communicative expression and participation in class.

Stammering. Other participants had also assessed that they usually stammered or stuttered when they were overwhelmed with so much fear or anxiety. The individuals with repetition, prolongation demonstrate stuttering or stammering and blocks in speech, words, or sounds (Al Asiri, n.d.). These stubborn changes in their speech interfere with the flow of utterances to the extent that words get stuck in their mouth; that they were struggling with their sounds or word choice; using discourse fillers like ‘kanang,’ and ‘um’; and repetition and prolongation of sounds or words inevitably (SpeechEasy). Participant 3 and 5 testified, “...Murag mabulol naka kung mag-Ininglis. Murag dili naka ka speak ug ayo ug Inglis. Murag maputol-putol...dili naka katingog,” (Transcript 3, Line 10-11) and “Usahay lage Ma’am, magkanga-kanga. Usahay mayungit na. Dili na nagkaku-an ang mga words.” (Transcript 5, Line 59-60).

These experiences are related to what Craig (2000) postulated that the principal reason for these phenomena to occur is the debilitating influence of the concerned persons' emotional challenges, especially their anxiety. Sometimes, the participants just remain silent in their seats to avoid the case scenarios aforementioned above from taking place. To address this, teachers need to stimulate the students' motivation through a conducive learning environment. Aside from reinforcing students' inner motivation and interest in the second language, teachers can also provide external motivators to combat language apprehension and anxiety, as asserted by Mufidah (2017). This includes the teacher's good attitude (Lee et al., 2011) and a friendly and non-threatening learning climate to overcome negative criticism and impression in language learning (Khodadady & Khajavy, 2013).

Theme 3: Mental difficulties (having a mental block, tendency to forget what to say, difficulty to focus, to compose their thoughts, and to communicate what they have in mind)

Finally, mental obstacles were also exhibited by the participants congruent to their anxiety in speaking the English language in class. As they confessed, “If ever makulbaan man gani Ma’am, murag ma out of blank...Somewhat like murag dili naka makadumdom sa dapat nimong iistorya. Oo, dili gyud makadumdom. Mawala na.” (Transcript 1, Line 18-20). In other words, it is common among the participants to experience mental block, being unable to recall or retrieve information and prior ideas during the interaction. Having mental block further obstructed their thinking and ceased their train of thought. Eventually, although students have a lot of ideas in mind, because of their feeling of stress, nervousness, and anxiety (Tanveer, 2007), these experiences hampered their focus, and their ability to compose their thoughts, and communicate what they have in mind.

For Salend (2012), the feeling of extreme stress, anxiety, and discomfort are contributory variables to impede students in their performance in terms of their learning task, activity, or a test (Barrows et al., 2013 & Salend, 2012). In fact, Basco & Olea (2013) supported this claim when they reported that junior college students in a state university in Mandaluyong, Philippines experienced anxiety, and this has interfered with their academic focus.

Problem 2. What strategies do they usually use to cope with their English language speaking anxiety?

Theme 1: Using helpful tools (reading English books, consulting the dictionary for meaning, word usage, and the correct pronunciation)

Reading English books for leisure and academic purposes was a strategy that the participants (1, 2, and 5) utilized to cope with the phenomenon. They consistently admitted that in reading, they still got the chance to be accustomed to new vocabularies in English and be acquainted with how these terms were used in the sentences. They have encountered new ideas and points of view that they have used as references in their future classes. Indeed, reading English in printed and non-printed forms was a helpful activity used by the participants in order to minimize their perceived fear in the target language. Their self-directed reading was considered their independent learning, enabling them to choose any text based on their interest. As a result, this self-initiative has developed their motivation and enthusiasm since their learning preferences and interest was acknowledged.

Moreover, the dictionary use strategy was another activity employed by the participants in overcoming their speaking anxiety. They relied on English dictionaries in printed and online forms to consult unfamiliar and difficult words encountered when reading any selected texts in English. Participants 1, 2, and 4 reported that when they encountered an unaccustomed term, they usually took down notes and referred to the dictionary to look for the word meaning, the sentence usage, and the word pronunciation. Indeed, these two helpful tasks have assisted them so far in improving their confidence in L2. This strategy was also emphasized by Alhatmi (2019), who supported the use of dictionary strategy in consulting once unknown words for

their meaning, and this comparably fostered the opportunity for independent learning. Dictionary use was an effective mechanism for the ESL students to aid themselves in building their word knowledge and to facilitate their productive language use (Alhatmi, 2019).

In the same vein, Wilkins (1972, cited in Alhatmi, 2019) duly expressed, "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." That is why reading English materials and dictionary use strategy were two helpful tasks that have assisted the participants in becoming independent learners in L2. These strategies were employed due to accessibility and convenience. For them, these coping strategies were effective enough to deal with their English language speaking anxiety.

These strategies have further assisted the participants so far in improving their confidence in L2. When their confidence was shaped, confidence enabled them to challenge difficult situations (Murk, 2006) in an English language environment. This means that when confidence was developed among the participants, they become more willing to take risks in the communication process, whether they fail or gain skills in the process.

Theme 2: Putting their thoughts into writing (essays, recognition of the ideas that come to their minds)

Utilizing helpful tools has improved the participants' basic foundation in the target language, such as building one's word knowledge and understanding word meaning, sentence usage, and word pronunciation. Furthermore, this has facilitated their skills to put their thoughts into writing. The participants experienced great excitement to apply their new vocabularies in any writing task, particularly in composing an essay. Through this means, the chosen participants became capacitated to utilize their newfound words or terms into translating their messages in written discourse.

Writing has also given them opportunities to recognize the ideas they have in their mind from what they have read. Through this, they have channeled and recognized their acquired information and ideas into written expression. This strategy helped them in coping with their anxiety in L2, since they have expanded their vocabulary and retained new word meaning and ideas. As claimed by Participant 5, these coping strategies were found to be beneficial and advantageous, "...mabutang nako sa akung huna-huna pag nay essay-essay. Mu-feedback dayon sa akung huna-huna. Naa na koy idea." (Transcript 5, Line 104-105).

This finding echoes what Hedge (2003) asserted that ESL students were more likely to familiarize themselves with the target language structure through their writing engagement. Their writing competence was aided by their reading, which Celik (2019) considered a valuable coping mechanism for acquiring proficiency in L2. The more the students were exposed to reading, the more their writing skills were fostered and developed.

Theme 3: Overcoming shyness (practice speaking, trying to speak)

Applying helpful tools to address their English speaking anxiety has aided the participants in coping with and mitigate the consequences of their anxiety. These enabled them to overcome their shyness in speaking. The positive involvement of the participants in reading English books and in consulting the dictionary for word meaning and other language usage has resulted in them practicing speaking or trying to speak the English language in their classroom interaction. Participants 1, 2, and 5 have articulated positive feedback of overcoming shyness as the outcome when interviewed. Specifically, Participant 2 cited, "Mahinay-hinay na nako ug gawas ang mga words na English sa akung baba..." (Transcript 2, Line 115).

The narrative above reveals that when the shyness of the participants was mitigated, this consequently improved their capacity to speak and thus enhance their self-esteem. By establishing their language proficiency through utilizing helpful tools like reading English books and dictionary use strategy, this in return had reduced the amount of anxiety felt by the participants towards the English language. When confidence was established among them, they became more comfortable and at ease with the English language. Their confidence had made them more willing to practice speaking in any oral task, and they were trying to speak their thoughts instead of being silent, reserved, and unfriendly with the target language.

Theme 4: Request for constructive feedback

Across the data sets, constructive feedback was the participants' (Participants 1, 2, and 5) preference in handling errors in the target language. Undeniably, making mistakes or errors in the grammar and other areas of the second language has brought them so much concern. From their points of view, making mistakes was one of the key causes why they seemed to be uncomfortable and self-conscious in their interaction.

Literature emphasized that due to the fear of negative evaluation, ESL students who have experienced error correction did not consider it as an error treatment, yet they view it as a threat to their faces (Zhiping & Paramasivam, 2013). Park (2010) asserted that the teacher and the student's perception of correcting errors often mismatched in the classroom setup, leading to severe language disappointments. That is why teachers' and students' expectations of handling errors should meet. That teachers' constructive feedback was encouraged rather than interrupting and correcting the students directly even without finishing their attempts to communicate (Hashemi, 2011).

Participant 1 emphasized that one way to help him or her was through correcting errors in an approachable or constructive manner (Transcript 1, Line 118-120). The strict tone and approach affected his or her reaction whether to accept or ignore the feedback. For this reason, non-threatening feedbacking was what Participant 1 had recommended. This is indeed a constructive way for him/her. Additionally, for Participant 2, error treatment should be done exclusively by the teacher and the concerned student only (Transcript 2, Line 140-141). He or she preferred not to allow his or her classmates to hear the corrections made on his or her mistakes.

The students see constructive feedback to have a pivotal role in their development. That poorly done error correction and the strict attitude of the teachers would not aid the students in learning the second language at all. There is a need for constructive feedback to be done with proper timing, tone of voice, and content. In an English classroom, teachers' perception of error correction and students' expectations on how to treat their error must meet halfway. This was emphasized by Martin et al. (2017), who concluded that teachers should reinforce feedback to generate a positive feeling for the students.

This was supported by Lee et al. (2011), who said that one way to outsource external or extrinsic motivation from the learning environment is through facilitating a teacher's good attitude towards the students. When the teachers are manifesting overly strict behavior, this increases their speaking anxiety in L2 (Dewaele & Dewaele, 2018). One way to cope with this intimidating circumstance is through improving teachers' characteristics in a class by initiating the following: (a) tackling the feeling of anxiety with the ESL students; (b) discussing that making mistakes in L2 is well-taken and acknowledged in the classroom; (c) emphasizing assessment for learning and feedback (formative assessment) rather than an assessment of learning and feedback (summative assessment); and giving the feeling of success and achievement to the second language students (Hashemi, 2011).

Fontanilla (2016) reinforced this when he cited that understanding learners are crucial to an excellent and responsive English language education. Efforts must be provided in restructuring teaching instructions worth adaptable, befitting, and aligned to students' emotional states so that their affective domain is catered with the highest regard. Furthermore, when educators are reflecting on their instructional decisions, mindful of the appropriate learning climate to be set in the classroom, students' emotional and physiological endowment may be best tapped to facilitate the learning of any second language.

Essences

The participants' lived experiences on English speaking anxiety were driven by the essence of fear of negative evaluation. When the participants expressed themselves orally in English, they usually dealt with emotional tension, physiological effects, and mental difficulties as their primary reactions. These inevitable manifestations occurred due to their fear of being adversely evaluated by their peers, teachers, or audience as a whole.

Commonly, they got worried about what others might say or think about their language performance. They felt so cautious about others' perception of their grammar, pronunciation, word usage, and overall language proficiency. Oftentimes, they doubted their potential because of their inability to express and communicate. This prevented them from taking part in any classroom interaction, which made them felt so inferior. What usually occurred in an English language environment was, the ESL participants were more afraid of being judged to be less competent or less intelligent by their audience. Thus, it can be inferred that their fear of negative evaluation was the underlying cause of their speaking anxiety towards the English language.

But inherent in the participants are also the initiative through the use of helpful tools, expressing themselves in writing, overcoming their shyness, and requesting constructive feedback. The helpful tools utilized by the chosen participants have lessened their amount of anxiety or fear since these have improved their vocabulary knowledge, promoted information gain, and have increased comprehensible inputs in L2. That is why reading English books and consulting the dictionary has assisted them in developing motivation, confidence, and a good attitude towards the English language.

In addition, a huge amount of literature (Sokip, 2020; Batha et al., 2018; Prabhakaran & Yamat, 2017; Juhana, 2012; and Hashemi, 2011) argued that creating a learning atmosphere that is fun, supportive, and friendly can ease the feeling of anxiety among the ESL students. When the learning climate is non-threatening and comfortable, students become less anxious. In a friendly environment, students have the chance to maximize their full potential because they are now more willing to participate and interact with less worry and stress.

Finch (2001) cited that a learning environment to be less threatening and friendly promotes self-confidence. That a classroom climate which is favorable to the emotional condition of the ESL learners will sharply promote their extrinsic motivation. Therefore they become more willing to take risk in an English classroom. When motivation is established, second language learners now have more positive views about making mistakes and receiving teachers' corrections.

Conclusion

Based on the findings, it may be inferred that the participants can overcome their anxiety by the implementation of appropriate strategies. Their anxiety, as manifested by emotional tension, physiological effects, and mental difficulties while they speak English were due to their fear of negative evaluation.

However, the exercise of their initiative by the use of helpful tools, putting their thoughts into writing, overcoming their shyness, and their request for constructive feedback enable them to cope with their English language speaking anxiety. This initiative and their open-mindedness have lessened their anxiety and have increased their confidence in developing their skills in learning English as a second language. Their self-directed strategies have improved their motivation, attitude, and self-confidence in English, which was in conformance with Krashen's Affective Filter Hypothesis (1982) that these chief emotional attributes: motivation, attitude, and self-confidence are strong determinants of success and achievement in second language education.

In consonance with the results of the study, the following recommendations were endorsed by the researcher; to wit:

- 1) That the School Administrators may consider equipping and training their educators with new trends in the area of teaching approaches and strategies that may adequately address the emotional needs of the 21st-century students;

- 2) That the teachers may diversify their teaching strategies and activities to cater to the different learning styles of the ESL students and structure a friendly and non-threatening learning environment to mitigate the amount of stress present in an English classroom. This can be done by the demonstration of teachers' good attitude; by increasing their sense of care, assistance, and scaffolding to the ESL learners; and by giving time for students to prepare, compose their thoughts, and construct their responses in their speaking assessments to reduce director on the spot verbal responses;
- 3) That students may consider utilizing helpful tools in building one's vocabulary knowledge, better comprehension, and information gain that are essential in developing second language proficiency; and
- 4) That future researcher may conduct a quasi-experimental study that will identify interventions on alleviating the English language speaking anxiety of most 21st-century students in their L2 production and expressions. Researchers may further explore the effects of teachers' good attitude, corrective feedback, and preparation on English language speaking anxiety among the ESL students in their inquiry.

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Communicative Language Teaching (CLT) in The Context of Online Learning: A Literature Review

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Abstract

With the pandemic being a lingering crisis, learning has now been brought online to implement home-based teaching and learning. This article provides an in-depth study into the use of Communicative Language Teaching (CLT) in the context of synchronous online learning. It aims to answer the question of the current status of CLT instruction and some useful approaches to teaching CLT virtually. With CLT being a popular and inclusive approach to teaching, combining it with technology is a fascinating process filled with trials and errors. In computer-mediated learning, the roles of teachers and students are shuffled to provide for learner autonomy and motivation. In synchronous online learning and teaching, the use of technological tools such as Zoom and Discord are being discussed. To conclude, there are many applicable benefits to online CLT, and further research should be conducted to look into more approaches and feasibility in virtual or blended learning.

Keywords: CLT, Online Learning, Covid-19 Pandemic

1. Introduction

Under the Malaysian Ministry of Education order, schools are to implement home-based teaching and learning (PdPR) given the pandemic. Educational institutions are finding it challenging to adapt to the daily operations, with the managements needing to come up with new policies and approaches while the teachers adapt to different technological tools and online instruction. Undoubtedly, this shifting of the mode of education has caused tremendous stress on both the school, the teachers, and the students. On the one hand, the schools have to cope with the constant changes made by the government while answering parents' inquiries and uncertainties. Then, teachers find it a challenge to deal with students online while providing sufficient instruction for knowledge dissemination. And students, being confined at home, could only attend online lessons, which means they would lose out on many social interactions and face-to-face communication opportunities.

The Movement Control Order (MCO) extension has disrupted yearly plans and schedules for major school events. It was also found that teachers are not very open to innovations due to teacher's lack of knowledge on new technology and pedagogy, all of which are crucial for home-based teaching and learning (Noh, 2020). Similarly, a study in Indonesia found that during e-learning, students are embarrassed and lazy to speak, resulting in an overall drop in vocabulary, pronunciation, speech fluency, and speech accuracy (Rahmawati et al.,

2021). Hence, speaking activities and communicative language teaching (CLT) have been greatly affected during this pandemic. There is an urgent need to look into CLT in terms of online instruction and synchronous learning.

This paper aims to answer the following questions by doing an extensive literature review on the given topics.

1. What is the current status of CLT instruction?
2. What are some useful approaches to teaching CLT virtually?

2. Current Status of CLT

2.1 Traditional Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is used to refer to “communicative competence” in language teaching. As listed by Richards (2005), there are several significant phases to the development of CLT. In Phase 1 (the late 1960s), students are commonly taught deductively, so grammar rules are given explicitly via the Audiolingualism practices such as memorization, guided speaking, etc. As the shift moved towards fluency, communicative language teaching evolved into the next phase.

In Phase 2 (the 1970s – 1990s), Classic Communicative Language Teaching focuses more on communicative competence. Here, meaningful interaction is emphasized as learners would learn based on tasks or activities deemed authentic. According to Nunan (1991), building based on communicative tasks, he has listed five features of the communicative approach. The five approaches include a focus on interactive communication, usage of authentic materials, the availability of chance for learners to work on, the inclusion of own experiences to aid in learning, and the linkage between classroom learning and real-world application.

As evidence, it is noted that experiential learning places personal experience as the focal point of learning in Nunan's communicative tasks. As one is able to incorporate the personal experience into the language learning environment, it would give a sense of curricular goal. He has stated that task-based language teaching with meaningful interaction could and should be the main idea behind CLT and that it gives evidence as to how it could be a multi-directional language teaching approach.

Another interesting take on the subject is made by Littlewood (2013), whereby he dissected CLT into two main versions. First, CLT deals with *what* we learn, where communicative function takes center stage. Here, activities such as role-play or discussions are engaged to achieve language competency, aka how to do things with words. Second, he contrasted by proposing the second type of CLT that focuses on *how* a learner learns, whereby one relies on the natural capacity to acquire a language. This is mainly a Krashenian approach whereby conscious learning and error correction takes the backseat in language learning.

2.2 Current Status of Communicative Language Teaching (CLT)

By and large, CLT has been a widely practiced approach in English as a Second or Foreign Language instruction, and it has rendered communication competency as its core aim. It is fascinating to note that Jacobs and Farrell (2003) found a paradigm shift in CLT Approaches. Some key components are highlighted below.

1. *The learner's role* is focused as compared to outside stimuli in view of the shift from teacher-centered learning to learner-centered.

2. *The learning process* is focused compared to the product of learning in view of the shift from product-oriented to process-oriented instruction.
3. *The social nature of learning* is focused compared to the individual, decontextualized learner.
4. *Diversity among learners* is focused and viewed as a type of resource to cater to individual differences.
5. *Views of internal participants* are focused compared to those outside the classroom in view of innovations in the field, including subjective and affective, insider views, and uniqueness of the context.
6. *The connection between the school and the outside world* is focused in view of holistic learning.
7. *The development of learners' purposes* is focused on helping them understand why they are learning specific knowledge.
8. *The whole-to-part orientation* is focused compared to the part-to-whole approach. It refers to providing meaningful contexts and assisting students in comprehending the features to enable form and function.
9. *A meaning-focused instruction* is emphasized rather than rote learning and drills.
10. *Lifelong learning* is focused compared to exam-oriented learning.

As with the above, Jacobs and Farrell (2003) found that the paradigm shift has led to eight major changes with CLT approaches. They are listed and explained below.

1. **Learner autonomy**
2. Democratization of classroom whereby learners partake in the design of the curriculum whilst being responsible for their own learning.
3. **Social nature of learning**
4. Learning by interacting with the environment around them, including but not limited to teachers, peers, and learners themselves when they attempt to teach the topic.
5. **Curricular integration**
6. Cross-curricular design whereby students form links between subject areas that leads to a stronger grasp, the deeper purpose of learning, and better holistic analysis.
7. **Focus on meaning**
8. Long-term learning leads to how meanings are understood and used as the language and information are stored as meaningful chunks.
9. **Diversity**
10. As students of different backgrounds or different bits of intelligence come together, diversity helps in the construction of meanings and connotations.
11. **Thinking skills**
12. Building on Bloom's taxonomy, higher-order thinking skills are now being promoted, at which students are expected to apply knowledge instead of memorization.
13. **Alternative assessment**
14. New assessment methods that mimic real-life situations are being pushed forward as we move away from traditional accuracy-focused instruments.
15. **Teachers as co-learners**

16. When teachers embark on a lifelong learning journey along with their students, more field-based experiences and findings can be used to gauge understanding better.

3. Useful Approaches of teaching CLT virtually

As evidence, CLT is considered an inclusive language teaching approach, but how does its flair in the face of technology and online learning? The following section will be discussed based on computer-mediated learning and synchronous online learning.

3.1 *Computer-Mediated Learning*

Van Nguyen (2010) has an interesting take on it – by implementing computer-mediated collaborative learning. The researcher noted that CLT online creates “an environment in which a student interacts with one or more collaborating peers to solve a given problem, mediated by a computer including all of its communicative facilities, prevalently divided into asynchronous and synchronous communication capacity with high and multiway interactivity.” In other words, the teacher would still play the role of a facilitator, but students would take the lead by working in groups to collaborate. It was noticed that students could gain a sense of real responsibility to perform an authentic discourse in the academic community via online collaborative learning. The researcher argued that computer-mediated collaborative learning in real-world and is highly feasible from the spectrum of sociocultural theory as we bring technology to the classroom or vice versa. The researcher has also drawn out a comprehensive contributing factor to hosting a successful computer-mediated collaborative learning class. However, the researcher did mention that more empirical studies should be done to support the theory.

In earlier pilot research, Ono et al. (2015) studied voice-based computer-mediated communication to increase the speaking proficiency of EFL learners in Japan. The group has incorporated Web Speech API that works as a voice-blog system that enables learners to practice pronunciation before posting. The researchers have drawn merits to asynchronous computer-mediated communication, stating ubiquitousness and preparation as the main benefits of it. As in a synchronous speech, time would be a key to speech production, and they argued that speakers might find cognitive load or blocks when required to produce immediate speech. Hence, asynchronous learning would give learners sufficient time for reflection and self-correction. The pilot revealed the possibility of computer-mediated communication to increase speaking proficiency while also improving learners' motivation.

3.2 *Synchronous Online Leaching*

In Ng's (2020) paper, the researcher used synchronous teaching to facilitate computer-mediated communication. This is due to the reason that synchronous learning offers a resemblance to face-to-face teaching, but at the same time, it is considered multi-modal as students can speak, look at video cameras and chat to negotiate meaning. The researcher chose to use role-play activity and UN-assembly activity with Zoom as a teaching tool to mirror real-world communication as it is real-time, engaging, and interactive. It was found that among pre-service teachers, CLT can be conducted, albeit not without issues. For one, it is challenging to get everyone to voice their thoughts and for no one to dominate the conversation, hence deeming the interaction somewhat one way. Next, sound quality is another issue. At times

network could be unstable, and the conversation would steer away from the main goals due to distractions.

Another popular online teaching tool is Discord, a Voice over Internet Protocol (VoIP), instant messaging, and digital distribution platform. Ramadhan (2021) conducted research on senior students using Discord as an online learning media in learning speaking. The researcher found that the application facilitates the convenience of students in the learning experience and an inclusive, interactive voice channel feature that aids in speaking. Students are found to be more motivated in using the tool provided the teacher creates a conducive and comfortable environment for them. Another benefit to it is that peers can influence the students' goal setting and attitude foundation.

4. Conclusion

This article draws on CLT in the 21st century, in which by-and-by, online learning is of paramount importance especially admit the Covid-19 Pandemic. Speaking activities and communicative lessons should not be halted even as teachers face mountainous trials ahead. Needless to say, the implications are that teachers are now challenged to create and design lessons that will not only motivate students in using the language but also shift towards learner autonomy. Online CLT approaches such as computer-mediated learning are of an asynchronous nature and are suitable for collaborative activities or learners who might feel shy to speak in class. Besides that, synchronous online learning, with the engagement of technological tools such as Zoom and Discord, are ways to mimic real-life communication. However, these are not without their drawbacks. Namely, the applications allow only for spotlight speakers and poor sound quality. Naturally, these approaches are incomparable to face-to-face measures, as shown in Bagheri & Zenouzagh (2021), but we work with what we have under the movement control order.

Future researches should point to more creative applications of online pedagogies and a general directional shift in the roles of teachers and learners. As we witness more and more paradigm shifts in CLT, researchers and educators alike should negotiate strategies and instructional plans to provide future proof for a generation. More empirical studies would further supplement the field of communicative teaching in the virtual atmosphere. As classrooms are moving towards an online presence, blended learning is on the rise. Technology is still a tool, and it is up to the stakeholders to make full use of it for the betterment of the future generation. Finally, a study of possible websites, platforms, software, or applications for learning and teaching should be included to provide teachers and policymakers with more options and flexibility.

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An evaluation of English non-majored freshmen's attitude towards EFL learning at Can Tho University of Technology

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Abstract

Globalization has brought not only opportunities but also challenges to English teaching and learning. In the context of the Mekong Delta, Vietnam, teaching English for non-majored students still faces lots of challenges due to several factors. The present study aims to shed light on factors affecting English non-majored freshmen's language attitude towards EFL learning at Can Tho University of Technology (CTUT). Questionnaires were delivered to 662 English non-majored freshmen, and interviews were conducted with 29 students and 6 English teachers. The results showed that both students and teachers emphasized the significance of EFL learning and teaching in a globalized world. Although the students have acknowledged the importance of the English language, they did not show high motivation in EFL learning. The results also showed that learning materials, lecturers, and peers were positive factors, whereas home learning environment, personality and habits, and interests negatively affected English non-majored freshmen's attitude. Additionally, the results also indicated students' preference and appreciation for lecturers' related-factors, whereas the teachers denoted that most of the students showed negative attitudes in their EFL learning. From these findings, several approaches were discussed in order to enhance students' English language attitude, resulting in improving students' outcomes in EFL learning at CTUT.

Keywords: English language attitude; teacher; English non-majored freshmen

1. Introduction

Can Tho University of Technology is one of the state higher education institutions in Can Tho City. CTUT has the mission to educate the moral and intellectual human resources who can do scientific research, apply and do technological transfer to serve the socio-economic development of Can Tho City, the Mekong Delta, and all over the country.

To achieve its missions, universities' training activities aim to provide high-quality human resources for industrialization, modernization, and international integration of Vietnam. Foreign language proficiency is considered an essential part of the training curriculum in this context. Therefore, students have to gain their foreign language proficiency at level B1 as independent users (Level B1 of CEFR's 6 Levels) as regulated by the Ministry of Education and Training.

At CTUT, English is chosen to be a compulsory subject in the first three semesters, and it plays a vital role besides other engineering subjects in the curriculum. Three general English subjects occupy from 33,33% to 40% in basic knowledge of all undergraduate majors. However, the statistical figures from the CTUT's Training Department have shown that less than 30% of students (from the first three courses: 2013, 2014, and 2015) could be granted the English language proficiency certificate for their university graduation. Therefore, some policies and methods have been applied for the past five years to find solutions to the problem. However, the students' results in English subjects have not been as good as expected.

From overall observation and contact with students, while teaching, we believe that they all recognize the importance of English in their higher education curriculum. They also clearly know that learning English well, of course, increases their chances of getting good jobs in state offices or multi-national companies in Viet Nam or for finding work abroad in the future. Nevertheless, their attitude towards learning this subject is quite different from their thoughts. While learning depends on whether the learners are motivated or not, it seems that several students' learning motivation is not strong enough to struggle with their problems. Others do not have a good educational background at high school. For these reasons, this research was conducted to evaluate the factors affecting the first-year students' attitude towards EFL learning at CTUT. Hopefully, the research results could help students obtain a more positive attitude in EFL learning to enhance their foreign language proficiency.

2. Literature Review

2.1 Attitude and language learning

2.1.1 Definition of language attitude

Conceptualized by many authors, language attitude is defined as follows: "The attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expression of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning. In other words, language attitude closely associates with the learner's feelings towards language use and its status in the society that can nurture or hinder the learning process" (Ahmed, 2015; Addisu, 2020; Triandis, 1971).

2.1.2 Significance of language attitude

It is believed that students are more motivated if they have their desires and real purposes of learning the language in spite of any teaching methods applied to instruct them. However, there is also a contradictory belief that there is a variety of reasons that motivate students to learn the language (Addisu, 2020). Whatever is being said, most researchers and instructors considerably agreed that students' attitude towards language learning, especially positive attitude is significant to students' learning success. Additionally, students, teachers, and researchers should highly

acknowledge that high motivation and a positive attitude facilitate language learning. In contrast, a negative attitude influenced by internal and external factors could impede the learning process. Gardner & Lambert (1972) also advocated that students' master of a second language is affected by mental competence and language skills and the student's attitude and perception towards the target language. Gardner (1985) indicated that the influence of attitude on students' performance is quite essential since it promotes motivation resulting in better achievement.

Language attitude studies have examined people's reactions to language interactions and people's evaluations of others based on the language behavior they observe. Accordingly, schools also play an important role in shaping students' positive attitudes towards language learning. Thus, stimulants of students' positive language attitude could come from many resources, and in order to assist them in obtaining language proficiency and success, several factors should be taken into account.

2.2 Factors affecting attitude towards learning English as a foreign language

As both internal and external factors designate students' attitudes, it is significant to determine the factors that lead them to proficient levels as well as the factors that draw them back from achieving proficiency. Various researchers have developed taxonomies of factors impacting foreign language learners' attitudes, affecting their language proficiency (Addisu, 2020). In this study, after taking into account the students' personality, social background, and learning environment, the following factors are adopted to verify students' attitudes towards EFL learning.

2.2.1 Learners' awareness of the significance of English

Research has shown that if the learners possess instrumental motivation, which means they are aware of the importance and practicality of the second language, their chance to gain success in language acquisition is much higher. The concrete and practical purposes could be applying for a job, meeting the requirements for school or university graduation, requesting higher pay based on language ability, reading technical material, translation work, or achieving higher social status (Nasser & Majid, 2011). These authors also indicated that learners' passion for the language, such as readiness to learn and obtain the language, patience in solving the linguistic problems, tolerance of making mistakes, etc., is one of the essential factors for their language achievements. Accordingly, the greater they are conscious of their learning, the more proficient level they gain.

2.2.2 Educational context

Learning situation

Researchers have identified pertinent demotivators (factors that negatively affect learners' language attitudes). They have come to conclusions that learning situations consisting of inadequate school facilities, insufficient use of available facilities, uncomfortable and noisy learning environment, classroom size, demographic factors, climate and weather conditions, insufficient time allocation, and limited exposure to English are those demotivators, which hinder learners' language acquisition. A study conducted by Husniyah (2019) has revealed that more than half of the participants reported that inadequate school facilities and scarce use of available facilities are strong demotivators in EFL classes. Research has shown that learning English with the help of technology and media, including videos, songs, blogging, chatting, social media, etc., could enhance students' motivation (Yamauchi, 2009).

In addition to facility availability, the learning environment contributes a lot to motivate or demotivate students' learning. Young (1999) denoted that lack of light, the crowd, and the noise in the classroom could create difficulties in learning due to troublesome. Young (1999) also added that it would negatively affect the students' learning and motivation if the school has an intense and stuffy environment.

Learning materials

Course books and learning content have also been identified as prominent elements devoting to students' failure or success in EFL learning. Kikuchi & Sakai (2009) emphasized that if the learning content is considered boring by students, it will diminish their concentration, and they lose track of the lesson's main points. Hamada & Kito (2008) and Kakuchi & Sakai (2009) similarly found out that learning contents and materials are the most demotivating factor rated by the students. In another perspective, learning materials could be stimulants for students' learning as well. According to Peacock (1997), authentic materials rated by students could increase their motivation, although these materials seem less eye-catching than artificial materials. Learning materials would be tempting if they embed learners' interests and needs, which tap into learners' desires for information processing.

Teacher-related factors

Teacher-related factors have been proved to be one of the most fundamental principles in the language acquisition process. Wong (1991) stated that a teacher's personality, behavior, and teaching methods might negatively or positively impact students' learning process.

The first fundamental aspect related to teachers is their methods of instruction, including the way they offer the lessons, the language used in the classroom, their communication with students, and their feedback to students. Studies conducted have proclaimed that too fast, too slow, or too long speech in teaching could decrease their motivation due to the lack of clarity in information transformation (Husniyah, 2019). Another significant aspect relevant to the methods given is student-teacher communication. Researchers have argued that effective language learning, in which students could develop a positive attitude, must involve student-teacher interaction and communication (Addisu, 2020). Larsen & Long (1991) stated that teachers' attitude towards the learners strongly impacts learners' quality and quantity of learning and the attitudes or emulate learners' positive and negative attitudes. "Without communication between teachers and learners, there will be little chance of effective education" (Spolsky, 1989, p. 3). Finally, studies have confirmed that feedback is as vital as methods of instruction. For instance, teachers' negative feedback and unfair grading could make learners lose interest and confidence (Le & Dang, 2019). A teacher's feedback is necessary for students to fix what they have not perfectly performed and to add more input to their knowledge.

Secondly, teachers' personalities and behavior are also essential elements affecting learners' attitudes and language acquisition. "A boring teacher" defined as lack of sense of humor, lack of friendliness, or being too serious could demotivate learners since they do not bring a fresh and engaging atmosphere to the classroom, which is indispensable to learners' motivation (Husniyah, 2019).

Learners' family

The learners' family is categorized as a social or educational context. Several family factors influence learners' language attitude, such as family educational background, religion, culture, socio-economic status, place of birth, and knowledge of the target language (Addisu, 2020). Several studies have pointed out that learners adapt their parents' attitudes towards the target language. This could result in their achievements in language acquisition (Addisu, 2020). If parents or family members possess good language ability, that will be a great advantage to promote students' learning success. Studies have concluded that the more target language environment is created at home, the higher students' achievement in their language learning (Spolsky, 1989).

Learners' peers

Researchers have argued that peers even have a more substantial impact on learners' attitudes than their family members. This could be proved by the truth that students spend the same amount or even more time with their peers at school than the time they spend with their family members. Accordingly, peers could shape their views in many aspects of life. Studies have shown that learners may adopt parents' attitudes, but their peers strongly influence them since peers are at the same age to share common interests and tastes. If learners' peers develop positive attitudes towards the foreign language, this ultimately impacts students' language attitudes. Peers' attitudes and opinions play essential roles in learners' motivation (Burns & Darling, 2002).

2.2.3 Learners' personality

Studies about language attitude have revealed that while demotivation is mainly affected by extrinsic factors, intrinsic factors are more influenced. Thus, learners' personality plays a key role in their learning success.

One of the most significant characteristics that a successful learner should have is self-confidence. Clément (1980) defined linguistic self-confidence as a person's perception of their own competence and ability to accomplish tasks successfully. Scholars have specified self-confidence in the following terms: self-efficacy, self-esteem, risk-taking, and lack of anxiety. Learners have more chances to succeed in language learning about these traits as they are ready to receive input, expect good results, and take learning risks to gain more opportunities for communication and interaction (Skehan, 1989). In this way, they are more motivated and develop a positive attitude in their learning.

The second characteristic that might affect learners' success is anxiety. Research has proved the consistent nexus among personality, anxiety, learning situation, and language proficiency. Ehrman (1996) emphasized that negative feelings such as frustration, anger, anxiety, lack of self-confidence, and relevant affective factors incredibly influence the learning mode and how many languages the learners learn and achieve in a given time. If the learners appear to own anxious characteristics, they certainly have difficulties joining classroom activities, specifically listening and speaking. This hampers the learning progress and gradually diminishes learners' language motivation.

2.2.4 Learners' habits and interests

Studies have reported that people having positive habits and interests towards the language benefit a lot from their course of action since they develop suitable approaches to take control of their own learning (Shahrzad, 2016). These learners always set clear goals and do a lot of useful activities to enhance their language level. Additionally, these learners also approach all the channels that could promote their learning progress. They may change the languages in all the devices they are using into English. They may often use English to chat with their friends or connect with international friends. They may use English anytime and anywhere, and their positive attitude always leads them to language success.

Within the past five years at CTUT, the number of students gaining English language proficiency certificates for their university graduation is relatively low. We have observed and endeavored to figure out why the students have not had enough motivation in EFL learning and try to visualize the rationale behind the students' low English proficiency. After considering several aspects, we determined that both internal and external factors could affect the students' progress. Accordingly, we selected the components mentioned above as a frame for this study. In this sense, we aim to answer the following research questions:

1. Do students at Can Tho University of Technology (CTUT) have a positive or negative attitude towards English learning?
2. What are possible factors that positively influence their English language attitude?
3. What are possible factors that negatively influence their English language attitude?
4. What are the implications for further educational practice?

3. Methodology

3.1 Research methods

To answer the four research questions, experimental research with a combination of two approaches, quantitative and qualitative, was conducted. A questionnaire was delivered to 662 English non-majored first-year students at CTUT. Semi-structured interviews were carried out with 29 out of 662 students and six lecturers teaching EFL for those learners. Table 1 shows the demographic characteristics of the student participants.

3.2 Research design

Six hundred sixty-two freshmen of various engineering majors at CTUT completed a Slider-scaled survey on factors affecting their EFL learning. The factors included in the questionnaire were grouped into four main components 1) *the importance of English*, 2) *educational context*, 3) *personality*, and 4) *habits and interests*.

Additionally, semi-structured interviews were carried out on 29 EFL students and six lecturers at CTUT. 29 freshmen out of 662 students were randomly selected for an interview to gain more insights into the factors influencing their attitude towards EFL learning. Semi-structured interviews were also conducted on six lecturers teaching those students at CTUT to investigate those teachers' remarks and observations on their students' attitudes towards EFL learning.

Table 1

Student participants

Background information	Number
1. Gender	
Male	481
Female	181
2. Time to start learning English	
From elementary school	413
From secondary school	224
From high school	9
From university	16
3. Taking or not taking English courses	
Yes	193
No	469
4. Students' self-evaluation of their English level	
Weak	198
Average	395
Fair	65
Good	2
Excellent	2

3.3. Setting and participants

3.3.1 Setting

The setting of this study was at CTUT, a public university in Can Tho city. CTUT was responsible for training students at the undergraduate level. Currently, there are approximately 4000 students of 16 engineering majors taking part in courses at this university.

3.3.2 Participants

Teachers

Six lecturers interviewed were those who were teaching English for non-majored first-year students at CTUT. All the lecturers had been teaching EFL for more than fifteen years. Of all EFL lecturers, two obtained Ph.D. degrees, whereas the others held M.A degrees.

Students

Six hundred sixty-two first-year students at CTUT were involved in the Slider-scaled questionnaire in this study. The participants were from different backgrounds, at the age of eighteen to twenty. They were attending different engineering majors. Since the students were engineering majors, 70% of the participants were male learners.

Twenty-nine students interviewed were those expressing further information about their attitude towards their EFL learning apart from the information provided in the questionnaire. The focused groups of students were interviewed according to the four main components of the survey, including *the importance of English, educational context, personality, and habits and interests*.

3.4. Research instruments

Generally, the instruments used in the study are illustrated in Table 2.

Table 2

Instruments used in the study

Instruments	Functions	Elicitation Format	Response Format	Qualitative or Quantitative
1. Questionnaire	- To investigate the students' attitude towards EFL learning - To determine the factors affecting students' positive or negative attitudes towards EFL learning	A Slider-scaled questionnaire with 37 items grouped into 4 main categories.	Written	Quantitative
2. Semi-structured interviews	- To gain an insightful understanding of the learners' attitude towards EFL learning	- Four open-ended questions for teachers - Five open-ended questions for students	Spoken	Qualitative

3.4.1 Questionnaire on students' attitude

Questionnaire design

The rating scaled questionnaire, adapted from Addisu (2020), Ohakamike-Obeka (2016), Shahrzad (2016), and Vo (2017), was used to examine students' attitudes towards EFL learning and factors affecting the learning process positively or negatively.

Firstly, the background information on the learners was explored through the initial part of the survey, including gender, major, the time when the learners began studying English, taking or not taking extra English courses, and self-assessment of their English level.

The primary content of the questionnaire was grouped into four main categories consisting of *the importance of English*, *educational context*, *personality* and *habits, and interests*. In the first part, the participants would show their views on the role of English through nine-question items. The second part was the educational context with 15 items, including facilities, materials, families, teachers, and peers. The survey on learners' personalities had two items, whereas the last part was eleven questions on their habits and interests.

Questionnaire piloting

The questionnaire was piloted on 40 randomly chosen English non-majored first-year students. There were no significant changes that should be made from the questionnaire. Regarding the content, some modifications were carried out on the *educational context* and *the habits and interests*. One item about the online learning system was eliminated from the "educational context" category, while one item about the online game was added to the "habits and interests"

category. Moreover, the format of the initial part of the questionnaire was adjusted to help the participants answer the questions more manageable.

3.4.2 Interviews on learners' attitude towards EFL learning

Interview design

The interview questions for teachers and students were designed to investigate learners' attitudes towards EFL learning. There were four questions in the interview for lecturers, focusing on teachers' remarks and observations on their students' attitudes towards EFL learning. The questions are as follows:

- 1) What do you think about students' attitudes towards learning English at CTUT?
- 2) What factors motivate students most in learning English?
- 3) What factors demotivate students most in learning English?
- 4) What are your suggestions and recommendations for improving students' attitudes towards learning English?

For students, five interview questions were designed to gain deeper insights into their attitude towards EFL learning. These questions were tailored in accordance with the four main categories of the questionnaire, and there is one additional question to determine students' common problems in learning English. Following are the questions:

- 1) Do you think English is important to your life, study and future career? Why or Why not?
- 2) What is your opinion about the English learning environment – at school and at home, the coursebook and learning materials and the instructors (teaching methods, personality and giving feedback), your family (their influence on your English learning), your friends and classmates (their influence on your English learning)?
- 3) What are some problems you face in learning English at school and at home?
- 4) How does your personality influence your English learning? Does it positively or negatively affect your English learning?
- 5) How do your habits and interests influence your English learning? Do they positively or negatively affect your English learning?

3.5. Data collection procedures

3.5.1. Questionnaires

The questionnaires were delivered to 662 students of various engineering majors to explore their attitudes towards EFL learning. Before the survey was carried out, the researchers met all the participants informally and explained to them the purpose and the importance of the questionnaires. The survey was implemented in Vietnamese to make sure all the question items could be clearly comprehended.

3.5.2. Semi-structured interviews on teachers

The interviews with six teacher participants were administered after the questionnaire to collect further data on EFL learning attitudes. Before the interviews were conducted, the researchers had

informal conversations with the interviewees and explained the purpose and the importance of the interviews. The interviews were conducted in Vietnamese to make sure the interviewees could clearly comprehend the questions and express their ideas. Each participant was interviewed for 30 to 40 minutes in a quiet room. The answers to four interview questions from the participants were recorded and then transcribed for data analysis.

3.5.3. Semi-structured interviews on students

The interviews with 29 student participants were conducted to gain insights into learners' attitudes towards EFL learning. The interviews were implemented when the researchers met the interviewees informally and explained the purpose and the importance of the interviews. The interviews were conducted in Vietnamese to assist the learners in communicating effectively and express their thoughts clearly. Each participant was interviewed for 10 to 15 minutes in a quiet classroom. The answers to five interview questions from the participants were recorded and then transcribed for data analysis.

4. Data analysis

We first conducted Cronbach's alpha reliability of the questionnaire, and then descriptive statistics tests were conducted to determine English non-majored freshmen's language attitudes. Next, Independent sample tests and One-way ANOVA tests were carried out. In these tests, we aimed to identify the factors affecting students' English language attitude and the differences in English language attitude within these factors between males and females, students with different times of starting learning English, students who are or are not currently registering in English courses besides the courses required by the university and students with different English levels. We decided to intertwine different types of statistical tests as we endeavored to seek the positive or negative factors emerging from the tests' findings. By categorizing the learners as smaller groups, we could figure out their attitude in compliance with their group's mean scores in the tests performed. Accordingly, students' sophisticated information would be disclosed. For instance, by performing the One-way Anova test, we could identify students' attitudes in terms of their English proficiency. Or by conducting an Independent sample T-test, we could determine males' and females' attitudes towards their EFL learning and what factors could affect gender positively or negatively.

Regarding the interviews, the data were first transcribed and then translated into English by the first author. All the research group members checked the English transcriptions for appropriate protocols. Afterward, the transcription was coded in a within-case manner first and after that across cases. The transcription was coded based on the factor categories presented in the questionnaires. These factors are the main theoretical framework for both quantitative and qualitative analyses in this study: 1) *the importance of the English language*; 2) *educational context*; 3) *students' personality*; and 4) *students' habits and interests*.

Additionally, in the interviews, the students were also asked about their problems in learning English, which they were not requested to answer in the questionnaires. The interview data were analyzed in the following steps. First, text segments of each within-case matrix were coded in accordance with the factors mentioned above and reviewed by all research group members. Second, the similarities and differences among the students' and teachers' cases were compared

and extracted for the representative cases. Eventually, the extracted representative cases were put in a table of the factors that were presented in the theoretical frameworks.

5. Results

5.1 Results from descriptive statistics

This study aimed to examine the English non-majored freshmen's attitude towards EFL learning, and we used a questionnaire and interviews with students and teachers to collect data. Firstly, we conducted the questionnaire's reliability analysis, and the Cronbach's Alpha was 0.841, which is good enough for the study to carry out (see Appendix 1). Secondly, in order to answer the first research question, descriptive analysis was conducted to investigate students' attitudes towards the factors presented. Table 3 displays the results from the descriptive analysis.

Table 3

Descriptive statistics of English non-majored freshmen's attitude towards English learning

Item	Mean	Std. Deviation
The importance of English language		
1. English is an international language.	4.8459	.53087
2. Learning English helps widen your knowledge.	4.6269	.69887
3. English plays an important role in any educational program.	4.5468	.76025
4. Learning English is important because English is a very useful tool in modern society.	4.7190	.59972
5. Learning English is important because it gives me chances to meet and establish friendships with people from different cultures.	4.5287	.76709
6. Using English fluently helps me be respected by other people.	4.3897	2.22061
7. People with good English ability are easier in seeking good jobs with high salary.	4.7054	.69094
8. The important purpose of learning English is to get a high score in English Tests.	3.2644	1.34892
9. I learn English just to pass the exams.	1.9773	1.20680
Educational context		
1. School facilities	Mean	Std. Deviation
10. I like learning English because the university classrooms were well-equipped with facilities for teaching and learning such as computers, LCD screens, overhead projectors, audio and audiovisual equipment.	3.9864	1.62473
11. I dislike learning English in crowded and noisy classes.	3.5015	1.37928
12. I dislike learning English because the university is not equipped with the English laboratory.	2.5106	1.37705
13. The university's library is full of useful English books for my course.	3.8275	2.10926
2. Textbook and learning materials	Mean	Std. Deviation
14. The English textbook (Life A1-A2) is suitable with my Basic	4.3036	.83781

English courses.		
15. Supplementary materials are helpful and prepare students well for the TOEIC test.	4.2190	.88801
3. Family	Mean	Std. Deviation
16. My family members often talk with me in English.	1.9335	1.12399
17. My family members encourage me to study English well.	3.9607	1.17009
18. My family members believe that learning English is very important for my future.	4.5242	.87417
4. Teaching methods	Mean	Std. Deviation
19. I like the teaching methods of English lecturers at CTUT.	4.3218	.81816
20. The English lecturers have created a friendly and positive environment, and they always encourage me to use English.	4.4909	.73537
21. The lecturers have organized class activities and revision effectively.	4.3233	.82402
5. Peers	Mean	Std. Deviation
22. Learning English with my friends is better than learning it by myself.	4.4940	.78322
23. Learning English helps me to establish a good relationship with my friends.	4.1163	.99776
24. When I hear a student in my class speaking English fluently, I like to practice speaking with him or her.	4.0574	1.02157
Personality	Mean	Std. Deviation
25. I like learning English because I am always interested in discovering and learning new things.	3.8837	1.01579
26. I find a lot of difficulties in learning English because I am a timid and passive person.	3.4849	1.33120
Habits and Interests	Mean	Std. Deviation
27. I often switch the language in my devices to English.	3.1133	1.29148
28. I often discuss my favorite topics in English with international friends through social networks.	2.7251	1.29701
29. I often read newspapers, magazines and books in English	2.5846	1.26919
30. I often listen to English songs, news or talks	3.3051	1.73352
31. I often watch movies and reality TV programs in English.	3.2749	1.32357
32. I like learning English because I'm always more interested in the trends of other countries such as America, Japan, Korea.... than those in Vietnam.	3.5665	1.26908
33. Online games help me widen my English vocabulary.	3.8610	1.22210
34. I always admire people who can use English fluently.	4.4773	.82982
35. I like mixing some English words in conversations with my friends.	3.9486	1.15530
36. I would like to have chances to meet and talk with foreigners.	3.7810	1.12947
37. Learning English discourages me because it takes a lot of my time and efforts	3.0816	1.46858

5.1.1 Students' attitude towards the importance of the English language

From the descriptive statistics, generally, the results showed that English non-majored freshmen at CTUT reported that English is substantially significant in modern society. It is a useful tool for seeking good jobs with high salaries. This showed in the mean scores from item 1 to item 9. From items 1 to 7, the mean scores were all higher than 4.5, and only item 6 (4.3897) was smaller than 4.5, indicating that the freshmen strongly agreed with the statements. For item 8, the mean score was 3.2644. This suggested students' hesitation in answering this question as they might conceive the importance of both English learning and gaining high scores in examinations. For item 9, the mean score was relatively low (1.9773), which signified the students' disagreement with this statement, and this result expressed students' high appreciation for EFL learning, not for passing examinations.

Consistent with the findings from the questionnaire, all interviewed students conveyed their considerable awareness of the importance of English in a globalized world. 10 out of 29 students interviewed stated that they are going to take extra English courses, particularly communicative English, to serve their future jobs.

One student revealed:

"English is important because it is an international language. It is essential in this integrated world since we need English to work with international counterparts, and it should become our second native language. English also helps to find a good future job. I also want to get an English international certificate and study communicative English in the future."

5.1.2 Students' attitude towards the university facilities

The descriptive statistics showed the students' agreement for the university facilities, albeit low agreement. Item 10, 11, and 13 had the mean score 3.9864, 3.5015 and 3.8275, respectively. These mean scores were nearly 4, disclosing their slight acceptance of the current facilities. Furthermore, regarding item 12, the low mean score (2.5106) implied their disagreement of facing difficulty in learning English if an English laboratory is not constructed.

Similarly, the findings from the interviews also confirmed the students' low satisfaction with the university facilities. The students confided that the school facilities are good in general. Although the facilities are sometimes broken, employees from the equipment department are usually arranged to fix them in time. From the interviews, 25 out of 29 students confirmed that the school facilities are good enough and support both the students and the lecturers well in teaching and learning English. Nevertheless, four students informed that the sound system in the classroom is not satisfactory for learning listening, and the microphones are often broken. The teacher interviewees also reported the same problem with the facilities.

One student remarked:

"The equipment is not good enough, especially the sound system. The sound from the monitor is too soft and cannot help in listening to English recordings. The equipment is usually broken."

5.1.3 Students' attitude towards the learning materials

From the descriptive statistics, the learning materials were highly rated by the students. The mean score for item 14 was 4.3036 and 4.2190 for item 15. This outcome proved that students had

found the learning materials they are using valuable and appropriate to their English level even though 6 out of 29 student interviewees think that the supplementary material is beyond their level, especially the listening skill.

One student related:

"The supplementary material is too difficult for some weak students who do not have the basic knowledge."

5.1.4 Students' attitude towards the lecturers' teaching methods

Statistically, the lecturers' teaching methods were highly evaluated by the students with mean scores 4.3218, 4.4909, and 4.3233, respectively. This implied their agreement on the lecturers' pedagogies, the ways the teachers organize class activities, and friendly and considerate manners towards the students. The results from the interviews were in accordance with the students' responses to the questionnaires. All 29 students talked positively about their lecturers, and they all said that the teachers are always kind, supportive, and ready to offer instructions, assistance, and feedback when the students need them. 2 out of 29 students added that teachers should pay attention to students at different levels and different learning manners in the classroom in order to offer lessons effectively.

One student said:

"The instructors are supportive and have good teaching methods. I understand the lessons quite well and get more knowledge since I received English lessons at this university."

Another student remarked:

"The way the instructor gives feedback is very good and creative. The instructor has good teaching methods; however, the time for doing exercises in class is sometimes too long for good students and not enough for weaker students. This should be adjusted."

Interestingly, the results from the interviews with six teachers were inconsistent with students' disclosure. According to the lecturers, there are three groups of students in one class with different learning behaviors: 1) students who are interested in learning English and know their goals in life, 2) students who study in order to pass the examinations, 3) students who do not care at all for their study (they often play online games in class). Moreover, the teachers indicated that students in this course do not have a passion for studying English, and just 10% of students in their classes are truly keen on learning English. Most of the students do not invest their time in learning English and do not have plans for their own learning.

One teacher commented:

"The students are lazy, and they are not really interested in studying English. They even could not identify their goals in life. There are around 4 to 5 good students in a class who pay attention to the lessons".

Another teacher stated:

"They do not consider English as an important subject. Therefore, it is hard to ask them to work in groups, and they also do not have any learning plans. They just wait until examination time to study. Only 10% of students have plans for their study."

5.1.5 Family members' attitude towards students' EFL learning

The descriptive statistics showed the family support and encouragement for the students to learn English (the mean score was 3.9607 for item 17 and 4.5242 for item 18). However, the statistics indicated students' lack of home learning environment or their family members could not use English although they completely support these students to gain success in their English study (the mean score was 1.9335 for item 16). This could be confirmed through the interview data. All the interviewee students agreed that their parents or family members always support them to learn English, but most of the students' family members could not speak or have knowledge of English in order to offer guidance during their learning process.

2 out of 29 students contended:

"My parents support me to learn English, but they do not know English."

"I do not have an English home learning environment; none of my family members can speak English."

5.1.6 Students' attitude towards their peers in EFL learning

The descriptive statistics demonstrated the importance of friends to the students' EFL learning. The mean scores were all higher than 4, and the highest mean score was 4.4940 for item 22. These results certified that students love learning English with their peers, and peers seem to be their greatest motivation in practicing and speaking English. Consistently, 26 out of 29 students like studying English with their friends, and they are in need to work with their peers in pairs or in groups to enhance their English skills or review for examinations.

One student revealed:

"My friends and I often support one another in learning English and are looking for learning materials. Besides, we review old lessons together to prepare for examinations as well."

5.1.7 How students' personality affects their EFL learning

The descriptive statistics showed that English non-majored first-year students in this study are cowards, and more than 30% of the students do not seem to have the traits of discovering and learning new things. The mean scores for items 25 and 26 were 3.8837 and 3.4849. Concerning these means, we could conclude that the participants in this study are pretty timid and passive in learning English because they mainly rate "strongly agree" (30,1%), "agree" (23,7%), and in the middle (21,5%) for item 26 (see Appendix 2). Similarly, the results from the interview data validated the results from the questionnaires. 19 out of 29 students interviewed asserted that they are pretty lazy, passive, timid, and do not take active actions in their EFL learning.

One student stated:

"I am quite lazy and passive; then, it is hard for me to learn English well."

Additionally, all the lecturers in this study substantiated the students' lack of self-control, self-awareness, and positive attitude in learning English. All teachers said that only a small percent of students in their classes take EFL learning seriously.

5.1.8 How students' habits and interests affect their EFL learning

The results from descriptive statistics strongly affirmed English non-majored freshmen's indifference to EFL learning. Although they love having chances to communicate in English and admire people with good English language ability (mean score 4.4773 for item 34, 3.9486 for item 35, and 3.7810 for item 36), their habits do not prove their passion for EFL learning. The mean scores of all items relevant to the channels and means that could offer them more opportunities to boost their English ability were entirely smaller than 3 and 4 (see table 1) except for the online game channel (3.8610), denoting that a great number of participants in this study play online games and they acquire English vocabulary through playing games. However, the findings from the interviews with students disclosed contrasting perspectives for their habits and interests as only 29 out of 662 students were interviewed, and they were intentionally selected with different English levels: good, average, and weak students. Accordingly, these students have different views in approaching the English language following their English ability. The good ones generate appropriate habits and maintain their interests to enhance their English level. In contrast, the bad ones lack these practices or pursue these habits and claims from time to time.

Two good students maintained:

"I follow and watch Khanh Vy official channel every day to learn English. I also switch the language in my device to English."

"I watch movies in English with Vietnamese subtitles. I also make friends with foreigners in order to chat in English. The language in some of my devices is switched to English."

One poor student related:

"I am quite lazy in learning English, and whenever I want to practice English, other entertainments or friends distract me from my intended goals."

5.2 Results from independent sample T-test and One-way ANOVA tests

To answer research questions 2 and 3 to find out which factors positively and negatively influence students' attitudes towards EFL learning and the differences in attitude among different groups, an Independent sample T-test and One-way ANOVA Test were conducted. In the following sections, these results are presented.

5.2.1 Results from independent sample T-test

To identify the differences in attitude towards EFL learning between male and female participants, this test was done for relevant factors consisting of 1) *the importance of the English language*, 2) *personality*, and 3) *habits and interests*. When the tests were conducted for the first and second factors, no significant difference in attitude was found for male and female participants (see Appendix 3 and 4). Thus, we just further discuss the results from the third factor, *habits, and interests*.

Habits and interests

The results unveiled the similarity in habits and interests between male and female participants. All the mean scores were quite close for both groups except for the mean score of item 33 – "online games help me widen my English vocabulary" (mean score: 4.052 for males and 3.3536

for females) (Appendix 5). These findings indicated that male students play online games more than females do. They learn more English vocabulary thanks to these activities.

5.2.2 Results from One way Anova test

The One-way ANOVA test was conducted to test the differences in attitude towards EFL learning among different groups, including *group 1*, differences in English ability, *group 2*, differences in starting learning English, and *group 3*, students taking or not taking extra English courses. This test was also done for relevant factors consisting of 1) *the importance of the English language*, 2) *learning materials*, 3) *personality*, and 4) *habits and interests*. As the tests were done for the first and second factors, the results revealed no significant difference for all groups (see Appendix 6, 7, 8, 9, 10, 11). It could be concluded that all groups, despite their categorized manners, confirmed the importance of the English language and the appropriateness and usefulness of learning materials. Consequently, only results from the two last factors are discussed.

Personality

The results from the One-way Anova test for *the first group*, differences in English ability, revealed the differences in personality among these students. For item 25, the mean score was highest for the excellent students, the good, the fair, and the average. The lowest mean score was for the weak students (see Appendix 12). This denoted that the more students love discovering and learning new things, the better in English they become. For item 26, the highest mean scores were for the weak (3.7677) and the average students (3.4785), quite low for the fair (2.7231) and lowest for the good students (1.5). These results implied that the students' personality might affect their EFL learning. The more passive and timid they are, the harder it is for them to learn English successfully. However, for the excellent students, the mean score was 3.5, even greater than the average. An explanation for this could be the lack of variances in the number of students. Accordingly, it is hard to make any generalizations for the group of excellent students.

The results from the One-way Anova test for *the second and last group* affirmed no significant difference to this factor. All significant levels from the One way Anova Welch test are greater than 0.05 (see Appendix 13 and 14).

Habits and interests

Regarding this factor, no significant difference was found for groups 2 and 3. Consequently, we just described the finding for the first group only.

The results from the One way Anova test for *the first group*, differences in English ability, showed that the mean scores were fluctuating for different groups, and the mean scores of the fair, the good and excellent students were usually higher than the mean scores of the average and weak students (see Appendix 15). These results indicated that the higher levels the students hold, the more they are interested in approaching the English language: chatting with foreign friends, listening to English songs and news, reading English materials, etc. For item 37, the mean scores were quite close for all groups and lower than 4. From this result, it is pretty hard to come to any conclusion. Accordingly, a Chi-square test was conducted to examine students' level of agreement and disagreement for this item. The Chi-Square test results pointed out that the weak and the average students seem to agree and strongly agree with this item more than other groups do. They also reported "neutral" more than the fair, the good, and the excellent students did (see

Appendix 16). This means that their habits and interests draw them back from gaining success in EFL learning.

5.3 Students' problems in EFL learning

In the interviews, questions about the problems students face in learning English were added. Among 29 students' answers, the most prominent issues that emerged were *difficulty in listening to English* (12 times), *difficulty in memorizing new words* (10 times), and *difficulty in understanding grammar* (5 times). Following are some interview excerpts:

"Listening is the most difficult skill to me."

"I lack the source of vocabulary, and it takes me more time to study and memorize vocabulary. I also find it hard to understand the word meaning in a different context."

"I find it hard to use English grammar correctly. I know the structures but how to use them is much harder."

These difficulties seem to be common problems that EFL students face, and both the students and teachers should make efforts in order to deal with the situations.

6. Discussion

From the results, several conclusions could be made.

First, in order to answer the first research question, the descriptive test was done to examine students' attitudes towards EFL learning. The results from descriptive tests and interviews showed that both students and teachers in this study consider English a useful and essential tool in this modern and globalized world. Despite this fact, the results from questionnaires and interviews simultaneously revealed students' lack of motivation and enthusiasm for EFL learning. The results confirmed that students lack self-learning activities that could sustain and enhance their English level. They seem to be indifferent to most activities relevant to the English language. This could be seen in descriptive statistics for related factors. The mean scores were mostly lower than 4. These findings could be confirmed through interviews with the teachers, in which they totally agreed that only 10% of students in their classes seriously take English subjects into consideration. An explanation for this could be students' lack of real purposes, and intrinsic motivation for EFL learning since Chi-an & Shan-mao (2014) and Shahzad (2016) have concluded that students are motivated to have their own desires real purposes of learning the language. Additionally, intrinsic motivation is influential in learning a language because it generates long-term goals and helps learners learn the language naturally and voluntarily (Topalov, 2011). The descriptive and One-way ANOVA test results indicated that the participants do not really own intrinsic motivation. Only the fair, good and excellent students did express this type of motivation, but they occupy about 10% of the population in this study. This is the reason why they are aware of the importance of the English language, yet their awareness cannot be performed in real actions. Consequently, it can be concluded that even if students have positive attitudes towards the English language, their language performances do not reveal a high level of positive attitudes towards EFL learning.

Second, to answer research question 2, together with descriptive statistic tests, an independent sample T-test and One-way ANOVA test were performed to probe into factors that positively

influence English non-majored freshmen's attitude towards EFL learning. From the results, it can be inferred that students have a positive attitude towards learning materials, teachers' related factors, and peers. The results were consistent in all statistical tests conducted and in the interviews with students. These three factors seem to be the inspiration for students to learn this Basic English course. Interestingly, this conclusion is consistent with other studies' results. Teachers were reported as facilitators of the learning process, excluding few cases that were recounted by traditional and old-fashioned teachers (Le & Dang, 2019, Melor & Nur, 2011). Concerning peers, the results are also congruent with other research, in which environmental support factors such as teachers, parents, and peers are often helpful assistance to the learners (Melor & Nur, 2011). With respect to learning materials, the results are in line with research by Addisu (2020) and Le & Dang (2019), in which students evaluated positively to their learning materials whereas, in research by Husniyah (2019), students reported negatively for the learning materials. In this study, it can be concluded that learning materials, teachers, and peers are three possible factors that could enhance students' motivation.

Third, to answer research question 3, the statistical tests mentioned above were administered to investigate factors that negatively affect students' attitudes towards EFL learning. From quantitative and qualitative findings, it is implied that the home learning environment, students' personality and habits, and interests were negative determinants to halt students' learning progress. The theme "My family members do not know English" emerged 16 times from the interview data. Identically, the mean score from the descriptive test for item 16, "my family members often talk with me in English," was very low (1.9335). This factor, frankly speaking, is not a negative factor, but it is just absent in students' home learning environment in this study. Nevertheless, this shortage contributes to students' demotivation in EFL learning. As we discussed in Chapter 2, one of the reasons the students reach higher levels of language proficiency is that they have a home environment (Spolsky, 1989). Concerning personality, the results from both the questionnaires and interviews disclosed students' passivity, shyness, and laziness. The mean scores from the descriptive test for two personality items were lower than 4, indicating that their personality might be an obstacle to EFL learning. In order to examine the impact of this factor closely, One way ANOVA test was performed, and as expected, the higher levels the students achieve, the higher mean scores they reported.

Nevertheless, students with higher levels occupy only 10% of the population, which means that most students in this research could not reach higher levels of language acquisition due to their personalities. This outcome is coincident with findings from Ahmad (2012) and Melor & Nur (2011). In these studies, students were reported not to be motivated in learning English because of their shyness, high level of anxiety, and lack of self-confidence. According to Ehrman (1996), these personal affective factors may influence the learning event as well as how many languages a learner can learn and achieve in a given time. Relevant to habits and interests, it seems that students in this research lack tendencies to approach English daily. The results from quantitative data were compatible with the findings from interview data with teachers, but not verily with interview facts with students. From descriptive statistic tests, the mean scores for this factor were mainly lower than four except for the item "I always admire people who can use English fluently." In addition, according to the teachers, students often showed negative attitudes in English lessons, and they study English merely passing examinations. Yet, in the interviews, most students revealed their activities related to the English language. An explanation for this inconsistency could be the limited number of students interviewed. Only 29 out of 662 students

were invited to join the interviews. Their answers were restricted within their context. Perhaps, other students who rated negatively might have different answers. Studies by Addisu (2020) and Mustafa, Muhammad, Atmowardoyo & Dollah (2015) had similar results, which pointed out that the students themselves are not motivated and do not have interests and tendency in acquiring the target language. According to Naiman et al. (1978), students' interests, habits and characteristics play significant roles in raising their proficiency. Success in learning a new language could not come obviously unless the learners displayed a certain personality and enthusiasm (Sahril & Sukardi, 2018).

Next, apart from positive and negative factors influencing students' attitudes towards EFL learning, learning facilities and learning environment at school were reported to be beneficial and unsatisfactory simultaneously. The results from quantitative and qualitative data showed that students agreed with the adequacy of school facilities and pleasant classroom climate, but they took issue with the facilities' frequent damage and low quality, and crowded and noisy environment. In the interviews, students mentioned the theme "the learning environment at university is good" 21 times, whereas the theme "the classroom is crowded and noisy" and the theme "the facilities are usually broken, and they are not good for studying listening" appeared 16 times and five times. However, the mean score for this factor was around 4, denoting that students are quite satisfied with the learning environment at school. The interviews also added that they would be happier if they sometimes had a chance to talk to native speakers in their English classes.

In addition, there was a prominent issue from the findings of the independent sample T-test. The result revealed a high level of playing online games of male students compared to their female counterparts. This seems both advantageous and harmful since the males could gain a certain amount of English vocabulary through these games while they might waste time playing and be incredibly distracted in class. Teachers' opinions could confirm this phenomenon in the interviews. All the lecturers interviewed accepted that about 10% to 20% of students, especially the male ones, were distracted by online games. Despite the usefulness of those games, it might be more effective if students devoted their time to actual EFL learning.

Finally, the results from interviews with students, which expressed their challenges in learning English, indicated common problems students face in learning a foreign language. Recommendations on practices to assist students in overcoming these problems are discussed in the following chapter, implications.

7. Conclusion & Implications

In short, the findings from this study have shown students' positive attitude towards the importance of EFL learning, although their awareness has not been observed in real performances. The results could be a golden key for learners, teachers, and school administrators at CTUT to enhance and intensify the current learning and teaching situations, which results in students' better performances and a high level of EFL proficiency.

The investigation on the factors affecting the students' attitude towards EFL learning at CTUT provided some implications essential to EFL learning at CTUT.

Firstly, the descriptive statistics showed the positive results of English non-majored freshmen's consciousness of the significance of EFL learning. This appreciation of English should be maintained and prospered at CTUT. It is vital for EFL lecturers at CTUT to promote their crucial roles in flourishing students' preference for EFL learning. Moreover, some students hesitate over the importance of EFL learning and gaining high scores in examinations. It is suggested for EFL instructors to support and provide their students with opportunities to set goals when learning EFL. Concerning this issue, Ronna (2010) recommended several steps for instructors, including building goal-setting into initial classroom lessons, helping students establish term goals, embedding goal-setting in ongoing lessons, encouraging successful study skills and study habits, promoting self-reflection and self-monitoring, and creating follow-up activities to check on students' progress.

Additionally, the questionnaire and interview data revealed students' low satisfaction with the facilities at CTUT since the sound system's frequent damage and low quality could interfere with the learning process. Likewise, the classroom environment was stated to be crowded and noisy. *Classroom management, working with mixed abilities, practicing language skills, and providing feedback to learners were considered noticeable challenges* in large classes (Jason, 2016). Therefore, the university is expected to upgrade the teaching facilities to better equip lecturers and students in the teaching and learning process. The school Management and the Department of Training should take their leading roles in organizing suitable Basic English classes with appropriate numbers of students that could enhance this educational process. It is suggested that there should be a maximum of 40 students in the class of Basic English.

Regarding the teaching and learning materials, the course book LIFE by John Hughes was highly evaluated on its usefulness and appropriateness. It is suggested for EFL lecturers and learners to fully explore and exploit the book resources to assist learners in their development of grammar, vocabulary, functions, pronunciation, and skills through relevant communicative tasks, which prepares learners to use English in the real world. However, the course supplementary material, which was designed to target preparing the learners well for the TOEIC test, seems demanding for students. It is proposed that the EFL lecturers of specific classes should tailor the activities and assignments in the supplementary material to meet the needs of their students.

EFL instructors are greatly respected for their kindness, devoted supports, and valuable feedback on students' performance. Nevertheless, due to students' differing academic backgrounds in the same class, it is advisable that more observations and interventions should be made during the course so as to deal with students' frequent obstacles. It is revealed from the interview that the freshmen encounter several difficulties while learning English, consisting of listening skills, memorizing new words, and understanding grammar. Hence, numerous teaching approaches have been made by CTUT EFL lecturers to enhance the language teaching and learning process. Firstly, to make listening skills accessible to the learners, there are varied techniques that EFL teachers could carry out to assist their students in overcoming their problems, including activating the learners' vocabulary, using different kinds of listening input, using visual aids to encourage students to guess and imagine actively, making students aware of different native-speaker accents, exposing students to precise pronunciation of native speakers, encouraging prediction, using the slow rate of speech, improving the learning environment of listening skill (Saraswaty, 2018). Additionally, it is vital for learners to regularly practice listening skills outside the classroom by applying the Audio-transcription method, accessing interactive video exercises

on <https://en.islcollective.com/>, utilizing English learning applications including *Listen English Daily Practice*, *English Listening*, and *Speaking*, *6 Minute English*, etc., and visiting useful Youtube channels such as *Cambridge University Press ELT*, *BBC Learning English*, etc. Secondly, expanding and improving freshmen's English vocabulary could be achieved by applying visuals in teaching and learning new words, creating word mind-maps, utilizing flashcards, playing vocabulary games: *Matching*, *Letter Scramble*, *Word search*, etc. on paper or on PowerPoint platform, exploring vocabulary learning applications such as *600 essential words Toeic*, *Word of the day*, etc. Thirdly, to gain a more productive grammar lesson, it is advisable to instruct grammar with the inductive approach as students could discover rules through the real contexts rather than being told them. Besides, it is more creative for EFL teachers to apply some grammar techniques such as charts, objects, maps, simple drawing, dialogues or written texts, games when eliciting some relevant grammar points, or designing activities for practicing them (Kurniawati, 2008). Moreover, the technology era has exposed EFL instructors and learners to diverse resources of useful tools and applications for practicing grammar productively, including *The Grammarly Handbook*, *Road to Grammar*, *Practice English Grammar*, *7 Little Words*, *Grammar Wonderland*, etc.

With regard to the factors of family and peers, it is vital to boost the learning environment for students outside the classroom with friends or family members. It is essential that students from unfavorable circumstances be paid more attention and assisted in learning English. The EFL teachers should be supported in investigating students' educational and family backgrounds by the academic consultants as well as the Department of Student Management. A wide range of approaches should be taken consisting of giving prompt assistance and feedback on students' self-learning directly at school, via emails or social networking sites like Zalo, Facebook; organizing interactive activities for students individually or in groups using social media platforms like interactive videos, Quizlet, Quizzes; encouraging students to engage in CTUT English club, in addition to relevant clubs or occasions held in Can Tho city to boost their English skills.

Concerning the learners' personality, students' timidity and passiveness are two principal barriers that could restrict their opportunities to progress in learning English. A number of measures should be considered, including teachers' pedagogical strategies, extra-curricular activities of the University Youth Union, and students' own efforts. According to Holly (2017), cowardly students could be fostered through building a relationship and a supportive learning environment, providing non-verbal options in teaching, avoiding pressures, applying collaborative learning, making learners feel needed, and involving students in class discussions or role-plays. Additionally, the school Youth Union is recommended offering students opportunities to participate in extra-curricular activities that promote students' activeness and courage. Normah et al. (2018) stated that some activities consisting of the debate club, choir, sports team, physical activities and exercise, career and technical student organizations, entrepreneurship clubs, and societies could contribute confidence in engineering students.

Regarding students' habits and interests, it is vital to get EFL first-year students familiar with profitable activities which should be habit-forming. Firstly, by equipping lower-level first-year students with primary elements in English skills that they might lack, the EFL teachers could develop their students' positive habits of approaching the language. Moreover, it is shown in the data that EFL learners desire to have a beneficial learning environment with foreign teachers. It is suggested that the school Office of International Relations should have strategies in promoting

Volunteering Program to welcome qualified and enthusiastic volunteers to support the English teaching and learning process at CTUT as we did in the past. Furthermore, to foster learners to practice English frequently, it is vital to require them to complete assignments individually, in pairs, or in groups for extra marks, enhancing their English skills. Such task-based assignments could be carried out in class or as homework.

Last but not least, the statistics revealed that English vocabulary could be gained when learners play computer games appropriately. Nevertheless, more male learners might be distracted from study and waste more time on the computer or mobile games. It is recommended that some effective measures and punishment should be implemented on the issue. Firstly, there should be collaboration among the students' families, the academic consultants, and the EFL teachers in managing this distracting habit and providing support on students' self-learning as much as possible. Moreover, to restrict learners' access to mobile games during lessons, EFL lecturers suggest playing mobile games in class as a criterion to evaluate the learning process. The instructors should observe and control the learners through inventing more activities for practicing English skills or even capture learners' phones as a punishment if necessary.

8. Limitations

The first limitation is that participants' self-reporting was one of the study's main instruments. This type of response might result in bias, and the quality of the responses might be affected as well. According to Kaminska, Olena & Foulsham (2013), the biggest disadvantage of this method is the social desirability behaviors or attitudes of over-reporting or under-reporting. For instance, in this study, the English non-majored freshmen reported their appreciation for their teachers, whereas the lecturers said that the students' attitude towards EFL learning is negative, and they have to put lots of effort to arouse students' attention in class. The power distance between the teachers and the students, one of the significant values in Vietnamese culture (Hofstede, 2001), might be the reason for the dissimilarity of students' and teachers' opinions. Therefore, we also interviewed the students to probe into further information that the student participants could not fully express in the questionnaires.

Second, due to the Covid-19 pandemic and the tight schedule of students' courses, the study was hastily conducted, and fewer students were interviewed than expected. In further research, it is suggested that more weak students should be asked so that details about positive and negative factors could be grasped.

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The Role of Collocations in the English Teaching and Learning

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ABSTRACT

Keywords:

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English collocations are a considerable part of the English language. Collocations are commonly used in English speech and writing and are considered an indispensable factor in the proficiency of the learners of English. Acquiring collocations is crucial, challenging, and problematic to non-native English speakers. Nevertheless, it is noticed that collocations are still underestimated in different EFL contexts, which may hinder English learners' fluency in speaking and writing. This article aims at reviewing the literature relating to the term collocations. First, the paper presents the definitions of the term collocations. Next, the paper reviews the studies in the field of collocations. Finally, the paper states some rationales for the inclusion of collocations in English teaching and learning.

1. INTRODUCTION

It is undeniable that each language has its own natural order in which words appear or are put together in sentences or utterances. This is known as collocations in English. Collocations are easy and natural to native speakers but problematic to language learners. The reason for this problem is understandable. In Swan's words, "Language of this kind is notoriously challenging for learners" (p.518). Admittedly, English learners spend years learning a vast stock of vocabulary and grammar rules, but still, their speech and writing do not belong to the so-called native-like selection. It has been observed that such collocations as "feel headache" or "feel stomachache", "drink some medicine", "a fast lunch", "problems happen", "She has yellow hair", "We are meeting many difficulties", "She smiled with me", "I very like music", "I often go to eat in a restaurant near my school" and so on are commonly used by Vietnamese learners. These would probably be understood, but they are not what would naturally be said in English. It is proved by Liu (1999), Hsu (2004), Tang (2004), Mahmoud (2005), Shitu (2015), Phoocharoensil (2011), Shih (2000) that deficiency in knowledge of collocations and the mother tongue interference mostly account for the errors in collocations.

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Since the advent of online corpora such as the British National Corpus or the Corpus of Contemporary English several decades ago, there has been an observable awakening of vocabulary research. Among the wide-ranging vocabulary-oriented research topics, collocations grasped closer attention of lexicographers, pedagogies, and researchers. According to Hoang (2021), language learning is up to the individual differences. Due to their perceived significance in the fluency and proficiency of English, many researchers have suggested that collocations should be the requisite aspect of English teaching. Good command of collocations enables learners not only to communicate effectively but also to achieve native-like fluency.

However, the importance of collocation is not taken into consideration in many contexts. In Vietnam, most teaching materials in secondary and high schools focus on teaching grammar and words in isolation, not in collocation. This leads to collocation deficiency and hindrance in fluency. As a consequence, most students cannot use good English in speaking and writing. In the light of that, this article provides the theoretical basis of collocations and some empirical studies related to collocations. Hopefully, it will raise the perception of the significance of collocations among teachers and learners of English.

2. LITERATURE REVIEW

2.1. Definition of Collocations

The term "collocations" has a long history, and Firth first mentioned it in 1957 as 'a word by the company it keeps. On account of its perceived role in vocabulary mastery as well as in the learners' fluency in English, many linguists attempted to define this term from different perspectives. For example, Nation (1990) gave a morphological analysis of collocation based on its constituents in which 'col' means 'together'; '-loc-' means 'to place or put.' Meanwhile, Haliday and Hasan (1976) consider collocation as 'lexical cohesion,' which is the cohesive effect achieved by the selection of the vocabulary. This definition is different from the notions of other linguists. Celce- Murcia (2000) refers to collocation as "words come together or 'chunks that native speakers can access for comprehension or production'. Similarly, McCarthy (2008) defines collocations as 'pairs of words that occur regularly together, with a high degree of probability (p.5). Also, Colin et al. (2019) regard collocation as 'the way words combine in a language to produce natural-sounding speech and writing.'

In conclusion, despite the fact that there are various elucidations of this notion, most scholars share the same view on the sense of collocations, which are natural co-occurrence of words. As such, the realm of collocations is the relationship between words or other co-words in a sentence, i.e., lexical collocation.

2.1.1 Collocation versus Colligation

According to Firth (1957), colligation is 'the interrelation of grammatical categories in syntactical structure.' We can see that colligation concerns the grammatical patterns required by certain words or types of words while collocation focuses on lexical items. In other words, collocation is on a lexical level, while colligation is on a syntactic level.

An obvious difference is elaborated in the following examples. 'I enjoy reading novels' or 'you can enjoy fresh fruits here' refers to colligation concerning the grammatical relationship between enjoy and a gerund or a noun. Meanwhile, sentences like 'I enjoy death' or 'I enjoy committing a crime' are grammatically correct but semantically incorrect as the verb 'enjoy' does not go with these nouns, which refer to bad things.

2.1.2. Collocations versus Idioms

A distinction should be made to clarify the ambiguity between collocations and idioms. As denoted in the idioms dictionary, an idiom is a phrase, saying, or a group of words with a metaphorical (not literal) meaning. An idiom's symbolic sense is quite different from the literal meaning. In the same way, O'Dell (2008) denotes 'Idioms are groups of words in a fixed order that have a meaning that cannot be guessed by knowing the meaning of the individual words' (p.6). In brief, the words and word order of an idiom is fixed. We cannot usually change the order or replace one of the words with a synonym, whereas we can guess the collocation meaning by guessing its component words' meanings. 'It rained cats and dogs' is an idiom while 'It rained heavily' is a collocation.

In this case, idioms can be regarded as fixed collocations, which is not discussed in this paper.

2.1.3. Classification of Collocations

Collocations are classified according to many criteria. Considering the correlation between the semantic relation of the words or phrases in context, collocations are divided into strong collocations, fixed collocations, and weak collocations. In strong collocations, the words are very closely associated with each other. For instance, in the sentence 'she has auburn hair', the word auburn only collocates with words connected with hair. Fixed collocations are called idioms as mentioned above. Weak collocations consist of words that can collocate with other words. For example, broad can be used with a number of words like a broad avenue, a broad forehead, a broad smile, a broad hint, etc. (O'Dell and McCarthy 2008, p.12)

Concerning the grammatical feature of collocations, collocations are commonly classified as follows:

- i) Adjectives and nouns, e.g., the key issue, a brief chat, mounting concern
- ii) Nouns and verbs, e.g., an opportunity arises, standards slip economy booms
- iii) Verbs and nouns, e.g., pose a problem, launch a product, withstand the impact
- iv) Nouns and nouns, e.g., a surge of anger, a sense of pride, a flock of birds, a school of fish
- vi) Verbs and expressions with prepositions, e.g., fill with sorrow, burst into tears, swell with pride
- vii) Verbs and adverbs, e.g., drive recklessly, fail miserably, whisper softly
- viii) Adverbs and adjectively, e.g., blissfully unaware, stunningly attractive, utterly ridiculous

2.2. An overview of studies on Collocations

Given the growing recognition of collocations gained in recent years, there has been numerous research focusing on this issue, especially on the importance of collocations in improving four skills and the nature of errors in collocations.

In the Chinese university setting, Lien (2003) and Hsu (2010) carried out two studies that involved 85 Taiwanese college students majoring in English. Before taking three immediate reading comprehension tests, including ten short essay questions, the students participated in three kinds of language practice: vocabulary learning, collocation use, and no instruction. The study's major findings brought to light that knowledge of collocations greatly contributed to reading comprehension as the subjects' performance boosted after receiving instruction in collocations, and the subjects showed their interest in the direct teaching of collocations.

In a similar research background, Hsu and Chiu (2008) also reported positive effects of collocation competence on the speaking skills of college EFL learners in Taiwan. The study was conducted with 56 participants, who were English- significant students. The data collected from three tests asserted that mastery of collocations facilitates the subjects' speaking proficiency.

Additionally, in a context in Iran, Shooshtari and Karami (2013) and many other researchers conducted many studies on this aspect, and then they confirmed that a good command of collocations is effective in the improvement of oral proficiency.

Zhang (1993) probed into the correlativity between the excellent command of English collocations and college students' writing quality in another context in the United States. Based on the data analyzed, he concluded that knowledge of collocations is a source of proficiency in writing. Besides, the familiarity with collocations distinguishes between native and non-native as well as the good and poor writing. To further probe the effectiveness of collocation instruction over the development of the writing skill of Iranian EFL learners, Ghonsooli, Pishgaman, and

Mahjoobi (2008) pointed out that the subjects achieved considerable improvement in the writing performance owing to collocation use.

Also, in another study to examine the effects of explicit collocation instruction on EFL learners' listening comprehension, Hsu (2005) claimed that the subjects' performance in listening was the best after being instructed with collocations. Furthermore, the data collected in the questionnaire showed their preference for the collocation instruction. They also expressed their willingness to learn more about lexical collocations and their belief in the usefulness of knowledge of collocations in the progress of their skills.

Besides, a variety of research was conducted to elaborate and explain the nature of errors in collocations of non-native English learners. For example, in an investigation into errors in English collocations made by Arabic learners of English, Mahmoud (2005) pointed out that mother tongue interference accounts for the errors in collocations. The learners tend to seek an equivalent expression in their mother tongue when they do not know the proper collocation in the target language.

In the Nigeria context, to explore the collocation errors in Essay Writing of ESL college students in Nigeria, Shitu (2015) conducted an experiment involving 300 advanced students. His findings were worth spotlighting that the sources of students' collocation errors were the lack of collocation knowledge and native language influence.

Similarly, other empirical research on errors in collocations conducted by scholars such as Phoocharoensil (2011), Shih (2000), Tang (2004), Liu (1999), Hsu (2004) gave results which were in accord with the findings obtained in the Arab and Nigeria settings.

In Vietnam, there are also some noticeable studies on collocation teaching and learning. Nguyen carries out the first noteworthy study. She investigated the knowledge of English collocations of EFL Vietnamese learners. The results revealed that the participants were not familiar with the mastery of collocational knowledge; knew less than 50% of each type of collocations overall. The follow-up one was conducted by Lê (2017) to look into the perceptions of teachers about collocations and the approach to the treatment for collocations in high schools. The study results unveiled that the teachers' understanding in the field of lexical collocations is insufficient. Also, inadequate guidance on collocation is offered to students.

In brief, collocations have confirmed their importance over time. Sound theories and strong empirical evidence now pledge the need to place them in the syllabus.

3. SIGNIFICANCE OF COLLOCATIONS

As proved in many research, knowledge, and collocation are a criterion of the dissimilarities between native speakers and foreign language learners. Particularly, failure to use collocations accurately for EFL learners is a major indicator of foreignness (McCarthy, 1990; Nattinger, 1980). According to Pawley and Syder (1983), Shih (2000), Lewis (2004), ESL/EFL learners' English is not considered as ordinary, natural, or fluent without the competence in collocations. In other words, a learner needs to gain adequate knowledge of collocations and use them properly in communication so as to be fluent and native-like.

It is acknowledged that knowledge of collocations helps to improve learners' language skills, enhance learners' communicative competence, and achieve native-like fluency. Hence, knowledge of collocations is essential for EFL learners, and collocation instruction in EFL courses is required. That is to say, the mastery of collocations is imperative in the process of acquiring a second or foreign language. (Lewis, 1997, 2000; Nattinger & DeCarrico, 1992; Richards & Rogers, 2001).

Furthermore, evidence revealed that the deficiency in collocations is a factor attributing to EFL learners' errors, which hinder the learners' fluency. In many cases, learners tend to transfer the English collocations to the equivalent ones in their mother tongue if they do not know exactly which words occur together in the context. Therefore, collocations should be included in teaching materials, and much attention should be paid to the instruction and practice of collocations. There is no doubt that the key to fluency lies in collocations. Linguists and language researchers have suggested collocations as an effective aspect of language learning and teaching. According to McCarthy, teaching vocabulary without paying attention to collocations means providing the learners an incomplete picture. Once being carefully instructed with the knowledge and use of collocations and fully aware of their significance, the learners will certainly make considerable progress in their fluency.

4. SOME COMMON ERRORS IN ENGLISH COLLOCATIONS OF VIETNAMESE LEARNERS

Collected from the author's observation, the following errors are the common ones made by many Vietnamese students in speaking and writing:

Table 1: Common errors in English collocations of Vietnamese learners

No.	INCORRECT	CORRECT
1	A fast lunch	A quick lunch
2	A fast growth	A rapid growth
3	A golden chance	A golden opportunity
4	A strong car engine	A powerful car engine
5	Catch the chance	Take the chance
6	Change my idea	Change my mind
7	Feel headache	Have headache/ feel dizzy
8	Tall mountains	High mountain
9	Do a transaction	Make a transaction
10	Do the preparation	Make the preparation
11	Drink medicine	Take medicine
12	Get knowledge	Acquire/gain knowledge
13	Go to travel	To travel or travelling
14	Deeply believe	Strongly believe
15	Live a life	Lead a life
16	Make research	Do research
17	She got a baby last month.	She had a baby last month.
18	Problems/difficulties happen/appear	Problems/ difficulties arise
19	Poisonous air	Toxic air
20	Win an opponent	Beat /defeat opponent
21	Think out an idea	Come up with an idea
22	The newest news	The latest news
23	He smiled with me.	He smiled at me.
24	He has a high spirit of responsibility.	He has a strong sense of responsibility.
25	We can buy almost everything by money.	We can buy almost everything with money.
26	We are meeting many difficulties.	We are encountering many difficulties.
27	I very like action films.	I really like action films.
28	I'm sorry I made you wait	I'm sorry I kept you waiting.
29	I go to eat with my family.	I go out for a meal or I eat out with my family.
30	I got crazy.	I went crazy.
31	I had a decision to find a part-time job.	I made a decision to find a part-time job.
32	I want to spend time for my family.	I want to spend time with my family.
33	The standard of living is increasing rapidly.	The standard of living is rising rapidly.
34	I can't say the difference between these twins.	I can't tell the difference between these twins.
35	His speech gave me a strong impression.	His speech left me a deep impression.

These errors are worth considering since they offered supporting evidence to the reviewed literature about the nature of errors. As we can see that 'medicine' does not go with 'drink'; and 'win a scholarship/the election' not 'win the opponent', or 'encounter many difficulties' rather than 'meet difficulties'. In these cases, the students would probably transfer the equivalent Vietnamese collocation to English collocation due to the unfamiliarity with the English collocations.

5. IMPLICATIONS

The results from many studies and research reviewed have proved that acquiring collocations is an integral part of achieving proficiency. Therefore, good teaching materials should comprise collocations and provide a variety of examples and practice in using collocations. Especially in the Vietnamese context, collocations should be included in the textbooks and teaching materials so that the teachers and students can explore and absorb the collocations and the learners can gradually improve their knowledge and language skills as collocations are not easy to master for second or foreign language learners. Above all, in the language class, teachers should convey the significance of the acquisition of collocations and give learners repeated exposure to typical collocations in spoken and written texts.

Nowadays, there are many excellent dictionaries of collocations, which are useful resources. A good case in point is *the Oxford Collocations Dictionary for Students of English*. Another interesting and informative source for learning collocations is *English Collocations in Use*. These materials are beneficial for enriching the knowledge of collocations, and they should be recommended to the learners of English.

6. CONCLUSION

Collocations are an important aspect of language acquisition. Knowledge and the use of collocations contribute to the improvement of four skills. It is widely known that fluency depends greatly on collocations. Errors in collocations indicate that many students lack the knowledge of collocations, which impacts fluency. Therefore, collocations should be included in the syllabus of schools. As English teachers, we should find out the best ways to instruct students with collocations and provide sufficient practice to acquire collocations effectively. As fluency is the goal that language learners make an effort to achieve, collocations are considered a useful tool to reach that goal. Today, Social Media is highly recommended for language learners to learn vocabulary and collocation (Nguyen, 2021; Tran, 2021; Hoang & Le, 2021), especially during the Corona Virus pandemic.

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Using the internet for self-study to improve translation for English-majored seniors at Van Lang University

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ABSTRACT

These days, with the development of technological advances in translation, many students are still unable to utilize internet-assisted translation tools to deliver high-quality translation. As an English-majored student, I have noticed that some of my classmates use too few tools to help them while some others use tools in improper ways. Both situations can lead translators to produce many types of errors. Therefore, I found it necessary for me to research the potentialities of the internet in improving translation competence.

In this study, I reviewed previous studies, detected translation errors, and examined the effectiveness of my two internet-assisted translation procedures. This research was conducted by both quantitative and qualitative approaches with translation tests, error analyses, interviews, and paired-sample t-tests.

As I expected, the results show that the internet can profoundly improve translation ability as the errors detected were significantly reduced. My findings indicate that if students know how to adapt the internet into their translation competence.

Keywords:

translation, internet, self-study, translation errors, Vietnamese EFL context

1. INTRODUCTION

1.1. Research Background

For thousands of years of existence, human civilization has sowed seeds to the growth of various ethnicities that each of them has its own culture, language, and advances. As a constant in the development of humanity, the eagerness to acquire more knowledge has been requiring mankind to find ways to exchange information that lies even beyond nations' borders. Being a powerful practice to erase the language barrier and the cultural one, learning new languages has always played a crucial role in interlingual communication by allowing the sharing of knowledge and culture between different ethnicities. Some many strategies and

methods help language learners improve their competence, and practicing translating can be employed to facilitate learners' learning of new languages in many aspects such as lexis, grammar, reading comprehension, and even culture.

Step into the Fourth Industrial Revolution, the world has seen such a big impact of the internet on every aspect of life, or in other words, human beings have been flooded with information and technologies. Some recent researchers, such as Nguyen (2021), Pham (2021), Tran (2021), Pham and Tran (2021), Internet media is really beneficial for students to learn the language. However, the students still face many challenges (Nguyen & Duong, 2021). It is not a matter of one day, but it has greatly influenced modern generations and given us the foundation to get into the world faster and easier. The important thing is that people need to know how to utilize its potentiality and enhance outcomes. Here and now, internet translation applications and websites such as Google Translate, [oxfordlearnersdictionaries.com](https://www.oxfordlearnersdictionaries.com), etc., are used frequently not only by ordinary people but even by linguistic-major students, who achieve competence in more than one language. There are ones that know how to utilize those internet platforms. However, some others do not.

Widely looking, besides Google Translate, the internet is offering people a large number of applications, tools, and websites that effectively assist in translating between languages. Technology advances are the world's future, and so are the young generation. Gen Z, the generation born in the era of high technology, should know how to make the most of it. The researcher believes that conquering the internet and its tools for better academic results is one of the most essential things that every student living in Industry 4.0 in general and English-major students in specific must achieve. However, the results of employing those powerful sources for translation may differ among them.

As an English-major senior at Van Lang University (VLU), the researcher has noticed that many of her classmates are using similar processes of translating text from English into Vietnamese and vice versa. In those processes, Google Translate, an internet-based translation tool, plays a significant role in forming the classmates' translations. Some even copy nearly 100% of what is displayed by Google Translate without considering its accuracy. Consequently, errors appear as Google Translate is just a computer tool, and there are contexts that the tool cannot understand as correctly as human beings do. If those students do not change their ways of learning translation, how can they achieve proper competence to meet employers' requirements? Ho and Phu (2013) claimed that the university students were not well-prepared for the translation skills after four years of learning at the university. This situation made the researcher eager to explore the benefits of the internet more deeply and widely to improve her friends' translation skills and the researchers themselves. It is time for students and lecturers to raise their concerns on finding ways to master the world of technological advances, or at least, to not become obsolete in this modern era.

1.2. Research Scope

Seniors studying in the course of "22" of the Faculty of Foreign Languages at VLU were

chosen to become the scope of this study. Narrowing the scope down to the seniors instead of the whole English-majored students studying at VLU, the researcher believes that this research should be conducted on those who have been through years of studying English but still produce errors in their translations. Somehow, their errors, ineffective translating processes, and improper internet usages have not been improved naturally after more than three years. By choosing the seniors as this study's scope, the author can draw a picture of how our freshers' competence may become if there is no change in ways of practicing translation.

1.3. Research Objectives

Having realized the potentiality of the internet in developing the translation competence of English-majored students, the author's overall objective in this paper is to propose a proper process of using this technological advance in translating, which not only creates ease for translators in their practices but also reduces errors appearing.

To achieve this goal, the researcher needed to observe students' translation competence and their translating behaviors. Those behaviors may include steps and internet applications that students usually use when translating English content into Vietnamese and vice versa. By researching this, the author can find out the most used internet platforms and which part they are employed. Furthermore, by looking at the students' behaviors, this research can analyze how errors can occur even with the help of such powerful modern technologies like the internet and its tools. Then, based on previous studies, the researcher's own experience, and participants' responses, potentially efficient processes were proposed and examined to deliver the conclusion.

1.4. Research Questions

- **Question 1:** What kinds of problems and errors are commonly encountered when English-majored seniors at VLU translate texts from English into Vietnamese and vice versa?
- **Question 2:** In what way and to what extent can the internet-assisted tools improve students' translation outcomes?

Referring to the first research question, the researcher wanted to have an overall view of the translation competence of the participants by finding errors they commonly produce. This helps the researcher know which aspects should be focused more on building the proposed translation procedure used in this study. Regarding the second research question, this question plays an essential role in guiding the researcher on which research methods should be employed in this paper.

1.5. Research Significance

As stated above, the importance of the internet in supporting students' practice of translation is undeniable. The author aimed to research the relationship of practical translation competence and translation process, which involve using the internet, of the English-majored

seniors at VLU. Although this is not a new topic in the field, there has not been a particular study carried out in VLU. Through this study, the lecturers can understand deeper their students' translation behaviors and translation errors. One way or another, this might help in developing teaching methods and also lesson plans.

To the students, understanding their weaknesses in translation and learn to improve them are truly necessary. Instead of just waiting for teachers to lighten ways on their academic path, students must also raise their awareness right in their self-studying. In this day and age, a computer or a smartphone having an internet connection, together with an effective strategy, is already enough for a determined mind to become a better self. This study, therefore, can be part of a broader work, ultimately aimed at developing the proficiency of translation learners.

2. LITERATURE REVIEW

2.1. Definition of Translation Problems

Translation problems refer to any source language word or expression which presents a difficulty for a human translator (not a machine) during the translation process. During observation, Désilets, Melançon, Patenaude, and Brunette (2009) considered that a word or expression presents a problem if the translator either: (a) searched for that expression in some tool or linguistic resource, (b) made a note to himself to investigate it later or (c) verbalized a thought process about the proper way to render it in the target language.

2.1.1. Categories of Translation Problems

In 1991, Nord suggested a classification of translation problems which identifies four translation problems that are pragmatic, cultural, linguistic, and textual.

Linguistic problems occur when there are differences between the source and the target language. There are no languages that are alike in all aspects. Each one has its own rules on grammatical structures, idiomatic expressions, terms, etc. Even in countries that share a similar cultural foundation as Vietnam and China, Vietnamese and Chinese still developed differences in linguistic structures, grammar rules, and lexis. Therefore, linguistic problems cause challenges in the translation process of not only translation students but also professionals.

Pragmatic problems are the type of problem that relates to time, place, and context issues. The best way to illustrate this problem is through national institutions and organizations whose names vary from one culture to culture (e.g., Vietnamese Ministry of Foreign Affairs and Global Affairs Canada). Textual problems refer to a particular text itself.

These could be various innovations made by its author. These two problems are not systematic in that they vary from text to text and are hard to be classified, especially the latter. Thus, the two have not received much attention from researchers on how to solve them successfully.

2.1.2. Suggested Solutions for Translation Problems

Thomas (2014) believes that translation problems can be dealt with if translators know where to find the solution. In other words, good resources and references can help to improve the outcomes of the translation.

Linguistic problems can be coped with by employing dictionaries and other linguistic resources. For cultural issues, parallel texts can help (e.g., to translate a contract, translators should first look at an actual leasing contract model in the target language).

In their study on professional translators, Désilets et al. (2009) admitted that their subjects did not hesitate to consult multi-domain translation-supporting resources, which were moderately controlled and contained mostly translated material in the target language. They see this as a dangerous practice, but their data proves that their subjects reduce risks by practicing critical judgments, which help them evaluate sources and choose the appropriate ones. Their participants did not automatically lie their trust in any resource, even the popular ones, or their client employer's corpus. In fact, in 17 of 49 cases (35%), translators continued researching and looking for better results after they had already found some relevant information in one resource. This habit can help to choose among various alternatives or to confirm his/her initial choice.

2.2. Translation Errors

2.2.1. Theoretical Background

Error is often a negative phenomenon in learning anything, including linguistics and translation. The reason is that error shows a lack of knowledge or skills in an area or an aspect. However, in "The Significance of Learners' Errors" in 1967, Pit Corder asserted that an error is a natural phenomenon in the language learning process. In contrast, errors show positive strategies and the target language development of learners.

As Erdogan (2005) emphasized, "Error analysis deals with the learners' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' errors provide an understanding of the underlying process of second language acquisition." By analyzing translation errors made by EFL students at VLU, the researcher wants to find out which errors are caused by the inefficient use of the internet. Thereby, the author can research and bring out an internet-assisted translation procedure to improve the translation competence among the scope of the study in specific and EFL students in general.

2.2.1.1. Definitions of Translation Errors

Lennon (1991) defined an error as "a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by speakers' counterparts". Although many people use both 'error' and 'mistake' interchangeably, there is a distinction between them. Goff-Kfour (2004) demonstrated the difference between the 'error' and 'mistake' when he asserted that: "scientifically speaking, a

mistake is as a fault in performance; it does not occur systematically. An error reflects a gap in students' knowledge and is systematic'.

In the field of translation, Gommlich, Neubert, and Shreve (1995) described a translation error as complicated to define and identify. Definitions of translation errors vary because they depend on translation theories and norms (Hansen, 2010). Viewed from a functionalistic method, Seguinot (1990) illustrated translation errors as 'an offense against (1) the function of the translation, (2) the coherence of the text, (3) the text type or text form, (4) linguistic conventions, (5) culture- and situation-specific conventions and conditions, (6) the language system".

2.2.1.2. Categories of Translation Errors

Through the years, many studies have been done for the way to limit errors in translation. The classification of these errors remains diverse because of different translation theories leading to varying definitions of errors. Therefore, there has not been a universally accepted error classification in translation (Dewi, 2015).

The taxonomy for error analysis adopted by Na (2015) was used to serve the process of this study. She classified errors into three dimensions (linguistic errors, comprehension errors, and translation errors). Linguistic errors include morphological, grammatical, syntactic, collocational errors, and inappropriate word uses. Moreover, translation errors involve pragmatics, distorted meaning, additions, omissions, inaccurate renditions of lexical items, too literal translation, too free translation, lexical choice, and wrong focus.

Putting the four types of translation problems proposed by Nord (1991) and the classification of errors in translation created by Na (2015) together, it is clear that 'problems' and 'errors' have a relationship. When a translator faces a problem and does not solve it successfully, an error might appear. Linguistic problems lead to linguistic mistakes, culture and pragmatic problems lead to translation errors, while textual problems considerably impact comprehension errors.

2.2.2. Errors commonly Encountered in Translation

So as to reach the ultimate goal of developing translation competency, one should have an overall view of the kinds of errors that are mostly encountered among learners. Error analysis researches have been being conducted as they provide the foundation as well as directions for pedagogy.

Dušková (1969) identified 1007 errors in the writings of 50 Czech learners and then classified them into nine categories. Relating to her findings, errors of article use were mostly encountered, account for 260 errors. Errors in lexis were 233, syntax errors were 54, and errors in wrong word order were 31. Kim (1987) analyzed the errors made by 12th-grade Korean English learners and reported that intralingual errors appeared more frequently than interlingual ones. She also indicated that among 2445 different errors, errors in auxiliary were most common, with 419 errors. Under the umbrella of Na's error taxonomy, all the error types

above belong to the segment of linguistic errors.

In their paper, Hang & Hang (2015) stated that in the area of linguistic errors, the most common errors related to the lexical choice, accounting for 24.85%. For translation errors, the students in the study, who are all Vietnamese, admitted that they usually struggled with lengthy and awkward expressions. The work of Hang & Hang (2015) shares similar results with Cuc's research in 2017. Translation errors and linguistic errors are the most common errors, of which errors relating to the lexical choice, syntax, and collocations are the most common frequently committed.

In her own study conducted on Vietnamese translation students, Na (2015) also concluded that grammatical errors were the highest among all the errors she detected. The following were syntax errors, translation errors, comprehension errors, and collocation errors. Among all types of syntactic errors, the ones that relate to sentence structure took the largest percentage. Also concerning syntactic, Ferris (2011) carried out a study on syntactical errors. Her findings show that among all cases of syntactical errors, 22.5% are due to the structure of sentences, 2.9% are caused by lack of proper conjunction, and 1.8% relate incomplete sentences.

Overall, there are various types of errors that English translation learners usually make. Among those types, linguistic errors commonly account for the largest percentage, followed by translation errors.

2.2.3. Causes of Translation Errors

The source of translation errors can attribute to both interlingual and intralingual interference (James, 1988). Mother tongue interference can be traced in some cases when students employ a word-by-word translation for English collocations or construct English word-groups or sentences (James, 1988). Since students are familiar with the structure in their mother tongue to express the idea, they unconsciously apply the same structure in the target language when performing translation tasks. According to their findings, 62% of errors were transferred in language, 28% transferred between languages, and 10% were strategies in communication.

Hang & Hang (2015) revealed that misuse of dictionaries causes wrong lexical choices. As pointed out by a teacher interviewed in the study, "The inability to overcome the negative influence of the mother tongue in language learning" was the possible cause of students' common errors. The teacher also admitted that many of his students were "obsessed" by their mother tongue because their property was merely a "poor language competence," both grammatical and lexical.

Sharing the same concern, Cuc (2018) indicated that the interference of the Vietnamese language could be found in syntactic errors and some other linguistic errors. They are caused by word-by-word translation from Vietnamese into English that ignores the differences between the two languages, such as the word order in a sentence, the role of subjects in a sentence, or the passive/active voice. She stated that the students who participated in her study tended to construct the English word-groups and sentences by their mother tongue.

Looking at the suggestion of James (1988), which clarifies the source of errors as interlingual and intralingual, it was noted that many cases were the combination of various factors. Errors can be overlapped, and sometimes, it is hard to put an error under only a specific category. The distinction between these sources can be blurred, and errors can be the integration of many sources.

2.3. Translation in the Digital Age

These days, it is not easy to distract people from a technological device like smartphones, tablets, or laptops. There is such a big world, a world of massive communication and endless-like sources of knowledge that exist behind those small screens. In days of studying English as her major in the university, the researcher had the chance to use many internet-based platforms, which are more than just Google Translate, to assist her academic activities. Although those tools are not useful when it comes to taking tests and examinations, they show their advantages in classrooms, at home, and in workplaces. However, in terms of learning translation, those technological advances' roles seem to become faint.

As Pym (2004) stated in his paper, students in his Advance Translation classes kept saying that "they were not translating." Although he argued that they had learned how to use Revision tools and Comments in Word; had discovered good tricks for Internet searches or had done great things with translation memories, etc., the students believed that "lists of false friends, modulation strategies, all the linguistic tricks, plus some practice on a few specialized texts, etc." were the invariant hardcore of what they should be learning in a translation course. However, are those "invariant hardcore" enough to become a good translator working in this modern era?

The integration of the internet advances into life has changed the way translators manage their translation process and have affected the skills that employers expect on translators. Back then, translators or translation students usually used paper dictionaries, and translation could be delayed because of time spent looking up equivalent words in target languages. Things are quite different now when we are flooded with information and technologies.

2.3.1. Technological Competence in the ETM Framework

In the last decade, more models on factors or competence shaping a good translator have been in research. Pham (2016) and Ho (2016) presented the framework for teaching translation by the 7-if model in the context of Vietnam. Having reviewed several translation competencies models proposed by translation scholars, Esfandiari, Shokrpour & Rahimi (2019) stated that "the European Master's in Translation (EMT) framework is known as the most successful." The EMT configuration is of concern because it is consented to by an authentic group of European experts and now providing the basis for many European university-level training programs. It was first introduced in 2009 with six elements and then adjusted down to 5 competencies in 2017.



Figure 2.1 The EMT competence framework (2017)

In this model, the translator needs to achieve competency in technological advances (“TECHNOLOGY”). This competence includes “all the knowledge and skills used to implement present and future translation technologies within the translation process. It also includes basic knowledge of machine translation technologies and the ability to implement machine translation according to potential needs” (The ETM, 2017).

Popularly, software tools have been used as translation assistance efficiently and swiftly. Together with the other components, technological competence plays an important role in shaping a good translator. Translation, in this information age, heavily places reliance on the use of Internet resources and tools.

2.3.2. Computer-Aided Translation Tools

As this study was conducted on students, Computer-Aided Translation (C.A.T) tools were restricted to online dictionaries, online machine translation, search engines, and linguistic checkers, all of which are accessible to users through the internet.

2.3.2.1. Online Dictionary

Online dictionaries secure more advantages over traditional printed dictionaries, such as up-to-date information, user interactions, and various searching methods. Faults or flaws on online dictionaries can be updated instantly. Wang (2007) indicated that it took an average of 32.5 seconds to look up a word in a traditional printed dictionary while it only took 16.2 seconds to do the same through online dictionaries.

Among many dictionaries, definition, collocation, and thesaurus dictionaries seem to need the most. The researcher suggests using the Longman Dictionary of Contemporary English Online (www.ldoceonline.com) because it includes word definitions and families, compound nouns, collocations, and even synonyms. All are presented on a user-friendly interface. The Longman thesaurus is highly appreciated since it shows a list of synonyms and their short definitions and sample sentences. This helps in comparing the differences between each pair of synonyms and making appropriate lexical choices. However, this dictionary does not always display all features; the thesaurus part is sometimes missing. Alternatively, thesaurus.com may give translators long lists of synonyms categorized by different meanings of a word. Similarly, ozdic.com provides a broad range of collocations classified by different definitions of a word.

By combining the above-mentioned dictionaries, translators can get nearly almost any lexical-related information they need in their translation practices.

In translation work, translators should first focus on using monolingual dictionaries, and when they have understood a word from the perspective of the source text's author, they can turn to a bilingual dictionary to get a list of possible translations. As an English-majored student, the researcher's reference tool is always a monolingual dictionary. She uses it when she has a question on a specific word and when she wants to learn more about English. It is a book that can be read repeatedly and still deliver new and useful information.

2.3.2.2. Machine Translation (MT)

Machine Translation (MT) refers to fully automated software that can translate source contents into target languages. Online translation software stands under the umbrella of MT. This technology has been proven to be cost-effective because it can translate short documents quickly. On the other hand, when it comes to translating texts that do not contain many repetitive words and using very complex languages (such as literature and law), there is still no substitute that can replace the role of a human translator.

Neural machine translation, or NMT for short, was brought out to tighten the gap between MT and human translation. Bahdanau, Cho, & Bengio (2014) certified that “Unlike the traditional phrase-based translation system which consists of many small subcomponents that are tuned separately, neural machine translation attempts to build and train a single, large neural network that reads a sentence and outputs a correct translation”. Back to its birth, the traditional MT worked by separating sentences into phrases, translating each of them, and composing the translated phrases into sentences. This method is called phrase-based translation, and the results are not satisfactory. This is because this approach is not similar to the way people translate, which is to read the whole sentence set, take the meaning of each one, and give the corresponding translation sentence. NMT is based on this process, and it has been a popular MT approach for the past four years with quite good results. A typical representative of NMT is the famous Google Translate (translate.google.com).

However, there is still a long way ahead for NMT technology to reach the level of a professional translator. Overall, the best use for MT is to deliver an understanding of the general gist of a text. In other words, MT should only be a part of a translation process, and translators need to know how to turn MT into a reliable friend. Quan (2006) also supported this opinion as he insisted that the foothold of MT is at the beginning of the translation process; MT should not be the ultimate product in translation but would rather be a means of producing a final translated text. This goes along with the ETM competence framework as the ETM (2017) also required a translator to "master the basics of MT and its impact on the translation process" and to "assess the relevance of MT systems in translation workflow and implement the appropriate MT system where relevant."

2.3.2.3. Search Engine

Under the light of the ETM competence framework, making effective use of search engines & corpus-based tools is also in concern (The ETM, 2017). There are three main types of Internet search engines (a) full-text search engine; (b) search index/directory; and (c) metasearch

engine (Ni et al., 2003). Of the top of them, Google (www.google.com) is the most popular. As the gateway to the world, internet search engines have their indispensable role in the translation process where they can help translators find background knowledge, proper names, linguistic knowledge, and so on. The internet search engine is the source of information, which is free access. However, this technology may give information that is confusing, inaccurate, and unreliable due to the anarchic nature of the web. Some websites are reliable, but some are not.

New to the translation industry, a linguistic search engine or LSE is an internet-based system that works similarly to internet search engines. Rather than searching, an LSE plays a role as the gate to an online corpus source of language uses. Such engines are “designed to provide an intuitive, linguistically sophisticated but user-friendly way to search the Web for naturally occurring data” (Resnik, 2005). Via the LSE, users can find sentence fragments, phrases, whole sentences that match or be similar to ones existing in a corpus source collected from reliable native or native-like writers such as novelists, journalists, or experts.

In this study, the researcher employed Ludwig, a popular linguistic search engine, as a part of the proposed translation procedure. Ludwig aimed to help users independently write correct English sentences. More than just typing a source sentence onto Google Translate and hoping it will provide a fine translated one, people are encouraged to type into the Ludwig bar their best guess of the English translation they need. Then, Ludwig will show a list of sentences from reliable websites, and users can check if their translation is correct and if there is any better alternative. Although this engine’s membership fee is reasonable, it still limits Ludwig to a large number of translators, especially students.

Fourney, Morris & White (2017) classified linguistic tasks for people to perform with web search engines into eight categories. Those categories include (1) Hyphenation: Deciding about hyphenation, or about joining words (e.g., walkout/walk-out); (2) Homonyms: Deciding between similar-sounding words (e.g., affect and effect); (3) Grammar: Checking if a phrase is grammatically correct (e.g., “your faithfully” or “yours faithfully”); (4) Spelling: Checking the spelling of a word or proper noun (e.g., type “include” onto Google search and it will ask “Did you mean: excellent”); (5) Definition; (6) Pronunciation; (7) Thesaurus: Finding similar or opposite words (i.e., type “excellent synonyms” or “excellent antonyms” on the search bar); (8) Etymology: Searching for the history or origin of a word or phrase. Also, writers often perform web searches to decide if particular phrases are common in English documents (Jacquemont, Jacquenet & Sebban, 2007), base on the number of search results.

2.3.2.4. Grammar Checker

Grammar checkers determine the syntactical incorrectness of a sentence using artificial intelligence, natural language processing, machine learning, and deep learning algorithms (Baca, 2019; Kulkarni, 2019). So far, this technology has been developed and is spreading its coverage not only on grammar but also spelling, punctuation, etc.

Grammarly (grammarly.com), a digital checking tool, offers grammar checking, spell

checking, and plagiarism detection services as well as suggestions about writing clarity, concision, vocabulary, delivery style, and tone. Although the Grammarly premium membership is costly for Vietnamese students, its free version has already offered automatic detections on errors and suggestions on grammar, spelling, punctuation, word choice, and style in writing, following common linguistic prescription. The researcher believes that with the help of Grammarly, students can easily proofread their translation and correct any mistake or error encountered. Accompanying an active learning approach, students can learn new knowledge right from their mistakes/errors.

2.4. Students' Internet-Involved Translation Behaviors and Their Problems

In addition to online dictionaries, glossaries, and references, the internet also has a rich source of authentic translation-relevant knowledge and natural language data information (Korosec, 2011). Such advances need to be utilized by translation students - from simply spell-checking to information searching, which may provide correct target language terms and collocations.

However, Selcher (2005) pointed out that quality internet searches "beyond merely 'finding something' in a hit-or-miss way, is more difficult and requires much more patience and constant updating of techniques than does traditional library research." He demonstrated that to avoid overload in massive online information, every translator must achieve sharp management and judgment skills.

2.4.1. MT Dependence

The work of a human translator is considerably complex that it would be impossible, at least for the present time, to depend on a machine as the ultimate producer of a quality naturally-sounded translated text. This technology does not produce a natural-sounding or completely correct translation. Languages are highly complex, and while this type of translation technology has improved continuously over the years, it has not been able to accurately identify all the nuances of languages and transfer them into target languages. Aiken and Balan (2011) conducted a study on the translation quality of Google Translate in 50 different languages, and they figured out that Google Translate translates a European language into another European language better than doing the same operation with those pairs of languages which has at least one from Asia. Therefore, as English belongs to the fusional language category, and Vietnamese is considered as an isolating language, this pair of languages may cause many troubles for Google Translate to produce a fine translation. Thriveni (2002) insisted that "cultural interpretations and recognitions through natural translation by a translator should be a more precise way of doing translation since the literature and culture senses in the text and a machine can not uncomplicatedly reveal the speeches."

When translating an English paragraph into Vietnamese, most students can find unnatural-sounding errors produced by MT since Vietnamese is their mother tongue. However, things get more complex when it comes to translating Vietnamese texts into English. The problem is that students, particularly at beginner or intermediate levels, sometimes cannot readily identify examples of bad usage and have a not necessarily justified "trust" in the accuracy of

computer output.

This is an actual issue because a friend of the researcher, in the interview session, admitted that when she translated the Vietnamese source text in the translation test, she had copied 100% of the source text onto Google Translate to get the English translation and had believed in its accuracy without proofreading. McCarthy (2004) indicated that among the causes are "lack of time, lack of energy, or lack of imagination, coupled with a lack of scruples or a lack of linguistic insight."

2.4.2. Information Searching

Sales (2008) conducted an empirical case study to establish a diagnosis of the information behavior of translation students. Giving two focus groups a set of seven questions, she figured out that the internet plays a vital role in the process of searching information for translation practices, and they all "agreed that internet sources were their principal information gate."

Information-seeking started by feelings of uncertainty, which gives translators feelings of doubt, confusion, and frustration. Then, it leads translators to information on internet search engines. They hope that the needed background knowledge and linguistics knowledge are somewhere on the net. Sales (2008) also indicated that "when the search process proceeds and hopefully turns out to be successful, those feelings change into confidence, optimism, relief, and satisfaction." However, this habit might lead to confusion as the internet is where everyone can upload their knowledge; hence, it causes conflicts among sources. Many students may find it familiar when they search for information on the internet; they thought all the sources found were telling the truth until they noticed that some of them were contradicting others on some points.

Problems might arise when a translator does not understand the concepts used or even does not know the first thing about the fields mentioned in original texts. This may lead to failure in locating certain data on the internet as the translator cannot determine what concepts and information they need to find in the massive world of knowledge. This kind of problem is beyond a purely linguistic matter since it relates to understanding the text's content. (Sales, 2008).

2.5. Strategic Procedures for Utilizing Internet Resources for Self-Study in Translation

A translation strategy is a potentially conscious procedure that solves problems when translating a text segment from one language to another (Lo'rscher, 1991). According to Lo'rscher (1991), there are two types of phases in a translation process: 'strategic phases' (the phase in which translation problems are resolved) and 'nonstrategic phases' (the phase in which tasks carried out). He claimed that "problem-oriented, potential consciousness and goal-oriented" are the criteria of translation strategies as well as interlanguage communication strategies.

Chesterman (1997) proposed a global method that categorizes strategies as 'memes'. According to Chesterman, "strategies are ways through which translators try to make

themselves adapt to rules to bring out what they consider to be a good translation". He stated that a strategy is a type of process, a way of doing something. Based on Division, Berelson, and Steiner's theory on language in 1964, human behavior is categorized into three stages ('activity', 'actions' and 'operations'); Chesterman also defined translation as a hierarchical process including various levels, of which strategies are in the lower levels - the 'operations' level. Moreover, he mentioned that there is a distinction between 'comprehension strategies' and 'production strategies,' as he called. The former term refers to the analysis of the source text, while the latter are resulted by many comprehension strategies and are related to the way a translator works on with a proper target document.

In this graduation paper, the researcher respects ones' creativity and ways of translating to arrive at what they believe to be a good translation. However, regarding the impact of the internet, all participants of this research should follow the same translation processes (or procedures), including specific instructions for both strategic and non-strategic phases during the translation process.

Table 2.1a: Proposed Strategic Translation Procedure 1 (TP1) to translate from English into Vietnamese

Ste	Description
1	Read the source text.
2	Underline new/confusing words.
3	Read again; Try to predict the meaning of those underlined words.
4	Search for several Vietnamese texts relating to the source text's topic on Google Search.
5	Translate the source text and get the first draft of the translation (V1). Note: This draft may contain many blanks due to new words and special terms, but you need to write the rest of the translation, including grammar and sentence structures, on your own.
6	Lookup
6.1	Use Longman to find words' English definitions and brainstorm. If you fail in step 6.1, use Google Translate to translate it directly into Vietnamese or use
6.2	Google Search (e.g., "competence là gì") and select several equivalents from some bilingual dictionaries if desired.
6.3	Compare the meaning of the equivalents chosen in step 6.2 with the English definitions of Longman's source word and choose the most appropriate one.
7	Revise V1 by correcting any errors detected in step 6; then, you have the second version of your translation (V2).
8	Use Google Translate (English->Vietnamese) to translate each sentence of the source text. Compare each sentence of V1 with its equivalent translated by Google Translate. Focus on writing styles.
9	Ask yourself questions such as "If my family members read my translation, do they understand?" and improve the translation's clarity.
10	Get the final translated document.

Table 2.1b: Proposed Strategic Translation Procedure 2 (TP2) to translate from Vietnamese into English

Step	Description
1	Read the source text; make sure to understand the meaning of every word/phrase and the context of every sentence.
2	Underline source words that beyond your background knowledge.
3	Search those words on Google Search, read more information if it helps to understand more about the field.
4	Underline source words that you cannot translate instantly in mind.
5	Lookup
5.1	Type a source word onto Google Translate (Vietnamese -> English) and get its equivalent. Otherwise, search for its translation on Google Search (e.g., "câu khi tiếng Anh là gì?") by reading blogs and discussions.
5.2	Type the equivalent(s) just founded onto Longman or Google Translate (English -> Vietnamese) and double-check if its definition matches the meaning of the source. If it does, choose that English word.
5.3	If not, find a list of its synonyms suggested right on Google Translate or on thesaurus.com instead. Repeat the process of steps 5.2 & 5.3 until you find the correct translation.
6	Write the 1st translated version (V1).
7	Use Google Translate to translate the source text (either by sentence or whole), compare the translation with V1, and edit V1 if needed.
8	Use ozdict.com to pick up appropriate collocations. Use Ludwig.guru for phrases or sentences that you are unsure about their accuracy and popularity.
9	Search for several English texts relating to the source text's topic on Google Search and analyze their writing styles. Revise -> V2
10	Put V2 onto Grammarly to correct grammatical errors and improve the text's clarity and engagement to get the final translated document.

3. Methodology and Procedure

3.1. Research Procedure

This research was conducted by following many steps that had been considered by the researcher and her supervisor so as to achieve coherence. Each step has its objective that all contribute to the outcome of the whole study. The steps were strictly followed as the research procedure below.

Table 3.3: Research procedure's steps and descriptions

<i>Step</i>	<i>Description</i>
1	Review literature and previous researches.
2	Conduct pilot translation test.
3	Conduct the translation test (T1) and interview the 10 participants.
4	Analyse errors of translated texts in T1.
5	Analyse answers of the interview session.
6	Find error sources.
7	Use Finalize the TP1 and TP2.
8	The 10 participants in T1 retake the translation test (2) by following the TPs.
9	Analyse errors of translated texts in T2.
10	Conduct paired-sample t-tests.
11	Evaluate outcomes.
12	Discuss and conclude.

3.2. *Research Methods and Instruments*

The researcher conducted this study by both quantitative and qualitative approaches. Quantitative data were collected through translation tests (T1 and T2). Participants were asked to translate a text from English into and another one from Vietnamese into English (about 600 words in total). The two source texts were parts of electronic articles for general audiences. At first, the researcher formed a short test which was piloted by 1 group of 7 students. This was to evaluate the competence of the subjects initially. After considering the most appropriate length and the most suitable complexity for the source texts, the final form was brought out and sent to the 10 participants. The ten translated documents given by the 10 participants were then used in the error analysis for frequency counts and percentages. When the participants had submitted their translations in the T2, the ten translated documents also went through error analysis to get the data needed for the paired-sample *t*-test on SPSS.

Denzin and Lincoln (2005) defined that qualitative research deals with data collection. This research method is often used to collect open-ended opinions to gain insight into issues. As for this study, the qualitative method does not simply answer questions like what or when but can be used to investigate, describe, and explain the reason or ways of doing the translation. As interview insights into the nature of issues and the individual respondent's behavior through direct interactions, the researcher decided to conduct semi-structured interview sections with every participant. After finishing their first translation test (T1), each participant had a 1:1 interview with the researcher regarding the translation process they had just done during the T1. The instruments collected in this section are records or chat messages.

The two core questions of the semi-structured interview section are:

- What internet-assisted tools you used to help you translating the source texts?
- How did you translate the source texts? Please tell me about every step you took to get your translation.

Because the researcher employed the semi-structured design, some other questions arose during the process of each particular interview. The content of those additional questions was based on how each participant answer the two core questions.

In this graduation paper, the researcher respects ones' creativity and ways of translating to arrive at what they believe to be a good translation. However, regarding the impact of the internet, all participants of this research should follow the same translation processes (or procedures), including specific instructions for both strategic and non-strategic phases during the translation process.

3.3. Description of Population and Sample

There is an old saying in research that "the more data points, the better." Instead of expecting a minimum sample size, it is clear that more samples are always better, especially for very heterogeneous populations. However, for practical reasons, Crouch and McKenzie (2006) proposed that having less than 20 participants in a qualitative research method helps a researcher build and maintain a close relationship with interviewees and thus improve the "open" and "frank" exchange of information. Besides, Guest, Bunce, and Johnson (2006) also stated that saturation often occurs around 12 participants in homogeneous groups.

As for this study, the population size is 210 (students) base on the most recent statistic taken from the FFL at VLU. In this case, the English-majored seniors at VLU (the research scope) studied the same translation course - "Translation 3" - and are in the age range of 22-23 years old). Therefore, the author decided to take the number of 10 participants as a standard sample size. This sample size is suitable as the serious spread of the COVID-19 pandemic, conducting the study caused inconvenience in reaching more students.

3.4. Data Collection and Data Analysis

Considering the danger of gathering many people in one place when the COVID-19 was spreading seriously, the translation tests (T1 and T2) were taken online, so were the interviews.

3.4.1. Data Collection

After finalizing the official source texts (see Appendix B), the researcher uploaded them on a Google Doc file in Google Drive. Each participant got a copy via Facebook Messenger. This study aims to find a proper strategy for self-study in translation. As long as the participants worked on the translation, the T1 was done without a time limit. In most cases, the students joining in this test finished their translation within 1 hour.

When a participant informed the researcher that he/she had completed the test, the researcher skimmed at his/her translations and then started interviewing. All ten interviews were conducted on Facebook Messenger. Then, all the primary data collected in the T1 and the interviews were analyzed.

The second translation test (T2) was carried out when the final version of the TPs. This time,

the researcher video-called each of the 10 participants and instructed him/her to re-translate the source's texts by adopting the TPs (see table 2.1 and table 2.2). Then, the translations collected in the T2 went through analysis.

3.4.2. Data Analysis

So as to provide a clear observation on analyzing and comparing the data collected from the 10 participants, they were coded as S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10.

The researchers manually identified errors existing in the ten translations collected in the T1 with her supervisor's consultancy and classified them following the EA taxonomy proposed by Na (2015). Then, the errors' frequencies and percentages were calculated. Thereby, the researcher was able to identify the most frequent error and the least frequent error made by the students. Meanwhile, the interview transcriptions were divided into two main categorizations: (1) translation procedure & (2) translation support tools. Once all data from the T1 and the interviews were completely processed, the researcher became aware of the competence of the subjects and finalized the TPs in the most proper way she can propose (see part 2.5). The TPs were examined in the T2.

When all the students submitted their second translated version, the researcher redetected errors with the help of her supervisor. The errors founded were also categorized and quantified, just like the errors made in T1. Then, the researcher ran the paired-sample *t*-test using the SPSS software. The paired-sample *t*-test, sometimes called the dependent sample *t*-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired-sample *t*-test, each subject or entity is measured twice, resulting in pairs of observations. To understand more about the process of the paired-sample *t*-test, see part 4.4.1.

4. Findings and Discussion

4.1. Findings from the Translation Test 1

Table 4.1: Frequency & percentage of errors in the translated texts in T1 (by categories)

	Frequency	Percentage (%)
1. From English into Vietnamese	278	100
Linguistic error	50	18.0
Comprehension error	69	24.8
Translation error	159	57.2
2. From Vietnamese into English	268	100
Linguistic error	197	73.5
Comprehension error	0	0.0
Translation error	71	26.5

Table 4.1, which shows the number of errors determined in T1, indicates that there are obvious differences among the contributions of three types of errors to the total error numbers, both from English into Vietnamese and vice versa. Regarding the first direction (English -> Vietnamese), there are 270 errors detected, of which translation errors account for 57.2%,

followed by comprehension errors and linguistic errors with 24.8% and 18.0%, respectively. However, when it comes to the other direction (Vietnamese -> English), all 268 errors were only classified into two error types, of which linguistic errors and translation errors respectively account for 73.5% and 26.5%.

For the participants, Vietnamese is their mother tongue while English is not. Therefore, they encountered fewer linguistic errors in their Vietnamese-translated texts than in their English-translated documents. Besides, the Vietnamese source text's topic is about the COVID-19, which the students usually read about at the time, but the English source text gives information on health knowledge. Thus, it is also understandable that there were no comprehension errors detected when they translated text from Vietnamese into English, but the number of this error type was quite large when they did the reverse. Regarding medical terms, it is necessary for the students to find the exact equivalents for the terms. This led to a large number of translation errors detected in the 10 Vietnamese translations.

4.1.1. From English into Vietnamese

4.1.1.1. Linguistic Errors Detected

Table 4.2: Frequency & percentage of linguistic errors in the Vietnamese translated texts in T1

LINGUISTIC ERROR	Frequency	Percentage (%)
Punctuation	28	56.0
Tense	10	20.0
Sentence structure	12	24.0
Total	50	100

. **Punctuation:** Many commas were put in wrong positions.

[1] Source text (ST): "It's made up of different phases, and as you move through them, your breathing, blood pressure, and body temperature will all fall and rise."

[1] Translated text (TT): "Nó được tạo thành từ các giai đoạn khác nhau, và khi bạn trải qua chúng, hơi thở, huyết áp, và nhiệt độ cơ thể của bạn sẽ giảm, và tăng lên."

. **Tense:** All the students made the same error of tense. The source text's author used the past continuous tense while the students used the present continuous tense instead, which caused ambiguity.

[2] ST: "In the mid-1990s, the US National Commission on Sleep Disorders Research estimated that 38,000 Americans *were dying*..."

[2] TT: "Vào giữa những năm 1990, Ủy ban Quốc gia Hoa Kỳ về Nghiên cứu Rối loạn Giấc ngủ ước tính rằng 38.000 người Mỹ *đang chết* mỗi năm..."

. **Sentence structure:** There were some cases in which the students did not realize that their translated sentence did not have a subject or a verb.

[3] ST: "Tension in your muscles mostly stays the same as when you are awake – except

during REM phases, *which account* for up to a quarter of your sleep.”

[3] TT: “Căng thẳng trong cơ bắp của bạn chủ yếu giữ nguyên như khi bạn thức - ngoại trừ trong các giai đoạn REM, *chiếm* tới một phần tư giấc ngủ của bạn.”

4.1.1.2. *Comprehension Errors Detected*

Table 4.3: Frequency & percentage of comprehension errors in the Vietnamese translated texts in T1

COMPREHENSION ERROR	Frequency	Percentage (%)
Due to vocabulary	59	85.5
Due to syntax	10	14.5
Total	69	100

. Due to vocabulary: This kind of error occurred when a student chooses an equivalent that does not share any meaning with the source word.

[1] ST: “You then *stir*, gasping, trying to breathe.”

[1] TT: “Sau đó bạn *cảm thấy bất ổn*, thở hổn hển, cố gắng thở.”

[1] Suggested translation: cựa quậy

[2] ST: “It also fuels *absenteeism*,”

[2] TT: “Nó cũng gây ra *hiệu suất cá nhân kém*,”

[2] Suggested translation: tình trạng đi làm không đều

[3] ST: “It’s made up of different phases, and as you *move* through them ...”

[3] TT: “Nó gồm nhiều giai đoạn khác nhau, khi *di chuyển* qua chúng, ...”

[3] Suggested translation: trải qua

[4] ST: “During these, most major muscle groups *ease* significantly.”

[4] TT: “Trong thời gian này, hầu hết các nhóm cơ chính *giảm đi* đáng kể.”

[4] Suggested translation: giãn ra / thả lỏng

. Due to syntax: The researcher can see that all ten students failed to understand the meaning of the source sentence below. They could not deliver a clear Vietnamese sentence but only translated it word-by-word. This problem could have been solved if the participants connected this sentence's meaning with the meaning of previous sentences.

[5] ST: “The result is obstructive sleep apnoea – from the Greek *ápnoia*, or “breathless”.”

[5] TT: “Kết quả là ngưng thở khi ngủ tắc nghẽn - từ *ápnoia* Hy Lạp, hoặc “khó thở”.”

[5] Suggested translated text: “Kết quả của những hiện tượng trên chính là “hội chứng ngưng thở khi ngủ” (Obstructive Sleep Apnoea, viết tắt là OSA)- trong tiếng Hy Lạp người ta gọi là “ápnoia” hay “ngưng thở”.”

4.1.1.3. Translation Errors Detected

Table 4.4: Frequency & percentage of translation errors in the Vietnamese translated texts in T1

TRANSLATION ERROR	Frequency	Percentage (%)
Inaccurate rendition of lexical items	37	23.3
Wrong specific name	21	13.2
Addition of the unnecessary word	9	5.7
Omission of necessary word	8	5.0
Too literal translated vocabulary	23	14.5
Word-by-word translated sentence	23	14.5
Ambiguous sentence	38	23.9
Total	159	100

. Inaccurate rendition of lexical items: This error occurred when the students knew the general notion of a lexical item but failed to give a proper rendition fitting in the context.

Readers may understand but will find it odd, weird, and unqualified.

[1] ST: “It’s made up of different phases, and as you *move* through them ...”

[1] TT: “Nó gồm nhiều giai đoạn khác nhau, khi *trải nghiệm* chúng, ...”

[2] ST: “During these, most major muscle groups *ease* significantly.”

[2] TT: “Trong thời gian này, hầu hết các nhóm cơ chính *thả ra* đáng kể.”

. Wrong specific name

[3] ST: “*US National Commission on Sleep Disorders Research*”

[3] TT: “Ủy ban Quốc gia Hoa Kỳ về Nghiên cứu Rối loạn Giấc ngủ”

[3] Official name: “Ủy ban Nghiên cứu Rối loạn Giấc ngủ Quốc gia Hoa Kỳ”

[4] ST: “*obstructive sleep apnoea*”

[4] TT: “*ngưng thở tắc nghẽn khi ngủ*”

[4] Official name: “hội chứng ngưng thở khi ngủ”

. Addition of the unnecessary word

[5] ST: “... people with apnoea are fired from their jobs more frequently than those without.”

[5] TT: “... những người mắc phải chứng ngưng thở khi ngủ bị sa thải khỏi công việc *làm công ăn lương* của họ theo một cách mà nó thường xuyên hơn những người không có.”

. Omission of necessary word

[6] ST: “... heart disease worsened by apnoea.”

[6] TT: “... bệnh tim tậ vì ngưng thở.”

[6] Suggested text: “... bệnh tim trở nên trầm trọng đi vì ảnh hưởng của hội chứng ngưng thở

khi ngủ.”

. Too literal translated vocabulary

[7] ST: “It also fuels *absenteeism*, and people with apnoea are fired ...”

[7] TT: “Nó cũng gây ra *sự vắng mặt*, và những người mắc chứng ngưng thở bị sa thải ...”

[7] Suggested text: “Hội chứng này cũng gây nên *tình trạng đi làm không chuyên cần* và những người mắc phải nó thường bị sa thải...”

. Word-by-word translated sentence

[8] ST: “With sleep apnoea, your air supply is continually interrupted, causing blood oxygen levels to plummet.”

[8] TT: “Với ngưng thở khi ngủ, nguồn cung cấp không khí của bạn bị liên tục gián đoạn, gây nên nồng độ oxy máu giảm mạnh.”

[8] Suggested text: “Khi xảy ra hiện tượng ngưng thở khi ngủ, nguồn cung cấp không khí của bạn liên tục bị gián đoạn khiến cho nồng độ oxy trong máu giảm mạnh.”

. **Ambiguous sentence:** This error is also a consequence of word-by-word translation as the students automatically translate “it” into “nó”. The researcher believes that a translator’s responsibilities include providing a clear translated sentence that helps readers to know the subject of every sentence. In the case below, readers might confuse the “it” in the second sentence, which represents “sleep”, with “dynamic change”.

[9] ST: “Sleep is marked by dynamic changes throughout the body. *It’s* made up of different phases...”

[9] TT: “Giấc ngủ được đánh dấu bằng những thay đổi năng động trên khắp cơ thể. *Nó* được tạo thành từ các giai đoạn khác nhau, ...”

4.1.2. From Vietnamese into English

4.1.2.1. Linguistic Errors Detected

Table 4.5: Frequency & percentage of linguistic errors in the English translated texts in T1

LINGUISTIC ERROR	Frequency	Percentage (%)
Morphology	2	1.0
Semantic	10	5.1
Grammar	54	27.4
Phrase Structure	17	8.6
Clause Structure	66	33.5
Sentence Structure	48	24.4
Total	197	100

Table 4.5 shows the frequency and percentage distribution of error types among six levels: morphology, semantic, grammar, phrase structure, clause structure, and sentence structure.

The following examples demonstrate the six sub-type of linguistic errors of the ten subjects:

. Morphology: Quite as expected, most of the morphological errors occurring in the test outputs were with the singular/plural noun forms and subject/verb agreements.

[1] TT: “schools *is* closed”

[2] TT: “Rance’s *worry*”

. Semantic: There was only one semantic error that occurred in all ten translated texts. This shows that the 10 participants, and even the writer of the source text, lack semantic knowledge as they compared the word American [+human] with the word country [-human].

[3] ST: “Giống như các *quốc gia*, người Mỹ đang “sống trong sợ hãi” ... ”

[3] TT: “Like many other *countries*, *Americans* are “living in fear” ...”

. Grammar: The lexical classes that the seniors’ grammar errors cover on include prepositions, articles, verbs, determiners, pronouns, and quantifiers. They are detected in 04 ways: misuse, omission, addition, and misplacement.

[4] ST: “Anh thậm chí mua hạt giống để trồng rau trên ban công.”

[4] TT: “He even bought seeds to grow vegetables on *the* balcony.”

. Phrase Structure: Errors on phrase structure involve additions of unnecessary words, incomplete phrases, and inappropriate noun phrase constructions.

[5] ST: “nhân viên một tổ chức phi lợi nhuận về tài chính”

[5] TT: “staff a non-profit organization of finance.”

. Clause Structure: Most of the linguistic errors on clause structure were made by wrong tense choices, while the rest lay on wrong decisions between active and passive voices.

[6] ST: “Khi Michael Rance chứng kiến khu phố anh từng sống tại Kirkland trở thành tâm điểm Covid-19 ở Mỹ, anh đã dự trữ thực phẩm cho 4 tuần.”

[6] TT: “When Michael Rance *witnesses* the neighborhood he used to live in Kirkland *becomes* the center of Covid-19 in the US, he *stockpiled* food for four weeks.”

[7] ST: “Các *nhân viên* thường được yêu cầu làm việc từ xa, *trường học* đóng cửa, những sự kiện thể thao hay tụ tập đông người đều bị hủy bỏ.”

[7] TT: “*Employees* often required to work remotely, *schools* closed, the sporting events or large gatherings were canceled.”

. Sentence Structure: Regarding the structure of sentences, the students faced such difficulties that they created inappropriate/nonparallel combinations of two clauses and chose inappropriate subject/coordinating conjunction/misuse of punctuation.

[8] ST: “Nỗi lo lắng của Rance ngày càng tăng sau khi số ca tử vong vì Covid-19 tại bang Washington vượt 20 người, cùng khoảng 180 ca nhiễm.”

[8] TT: “Rance's anxiety grew after the number of Covid-19 *deaths* in Washington state *exceeded 20, along with about 180 infections*.”

[9] ST: “... người Mỹ đang "sống trong sợ hãi" và phải làm quen với cuộc sống mới ...”

[9] TT: “... Americans are "*living in fear*" and *have to get used to a new life* ...”

[10] TT: “*At least 36 states in the United States have an epidemic*, of which eight states declare a state of emergency.”

[10] Suggested text: “*This epidemic has occurred in at least 36 states of the United States of America*, of which eight states declared a state of emergency.”

4.1.2.2. Translation Errors Detected

Table 4.6: Frequency & percentage of translation errors in the English translated texts in T1

TRANSLATION ERROR	Frequency	Percentage (%)
Inaccurate rendition of lexical items	11	15.5
Wrong specific name	39	54.9
Addition of the unnecessary word	1	1.4
Too literal translated vocabulary	20	28.2
Total	159	100

. Inaccurate rendition of lexical items: This error occurred when the students knew the general notion of a lexical item but failed to give a proper rendition fitting in the context.

Readers may understand but will find it odd, weird, and unqualified.

[1] ST: “... đề phòng trường hợp New York bị *phong tỏa*.”

[1] TT: “... in case New York is *blocked*.”

[1] Suggested text: “... in case New York is *blockaded*.”

. Wrong specific name: As the text is a news article on COVID-19, the name of the virus or the disease should be written by their official names declared by the World Health Organization. Even though the writer of the source text did not write those names accurately, translators should be aware of providing the most correct form of every specific name.

[2] TT: “700 *nCoV* infections”

[2] Official name: “SARS-CoV-2”

[3] TT: “the center of *Covid-19*”

[3] Official name: “the center of COVID-19”

. Too literal translated vocabulary

[4] TT: “*disaster from nature*”

4.2. The Participants' Translation Behaviour in T1

During the interview sections, the researcher found out that 100% of the participants had at least 03 different internet-based tools in their toolboxes. They employed the tools in different approaches, methods, and depths.

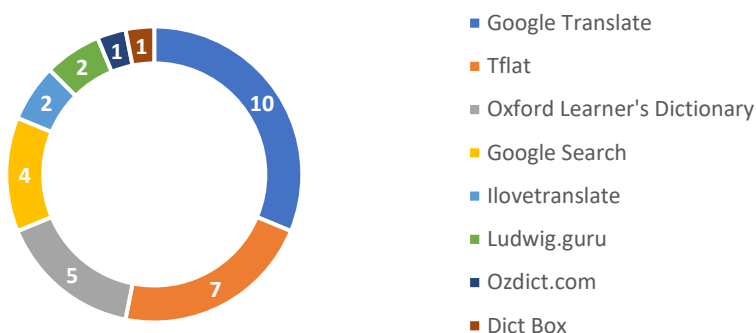


Figure 4.1 The numbers of participants using internet tools (counted by tools)

In T1, 60% of the interviewees applied Google Translate after they had received it. Then, they started revising what was given by Google Translate. Surprisingly, four out of the six seniors admitted that they did not read, or skim, the source text before using the tool. This led to a consequence that those seniors' translated documents were quite similar in grammar, syntax, lexis, and writing style.

There is no evidence of producing more errors by following this way. However, the researcher realized that employing MT too early in the translation process may kill translators' creativeness in language expression. This is the reason why the translation processes proposed in this paper do not let the participants use Google Translate sooner than step 5. The TPs force students to write a draft on their own before referencing any sample translation on MT tools. As the students do more practice, whether, in English or Vietnamese, their writing skills will develop along with their translation skills.

The researcher also found out that the students tended to use bilingual dictionaries instead of monolingual ones. Even though Google Translate does provide English definitions for an English word, the participants mostly paid their attention to a word's equivalents in Vietnamese. Consequently, they chose vocabularies that cannot fully express the ideas of the source texts in their translated documents.

Another issue is that 9 out of 10 students do not aware of double-checking as they frequently chose a word by definitions shown on one source. Paradoxically, the students do more double-checks for only some words which they know better. Consequently, errors on specific terms accounted for a major percentage as the students did not understand the terms clearly but still

did not spend more time researching.

4.3. Findings from the Translation Test 2

4.3.1. The Results of the TP1

Table 4.7: Frequency & percentage of errors in the Vietnamese translated texts in T2

	Frequency	Percentage (%)
LINGUISTIC ERROR	25	19.4
Punctuation	15	11.6
Tense	4	3.1
Sentence structure	6	4.7
COMPREHENSION ERROR	23	17.8
Due to vocabulary	20	15.5
Due to syntax	3	2.3
TRANSLATION ERROR	81	62.8
Inaccurate rendition of lexical items	9	7.0
Wrong specific name	1	0.8
Addition of the unnecessary word	9	7.0
Omission of necessary word	4	3.1
Too literal translated vocabulary	11	8.5
Word-by-word translated sentence	17	13.2
Ambiguous sentence	30	23.3
Total	129	100

According to table 4.7, when the participants translated the English source text into Vietnamese by using the TP1, they made slightly fewer comprehension errors (17.8%) than linguistic errors (19.4), while translation errors still accounted for the largest percentage (62.8%). In the T1, the percentages were 24.8%, 18.0% and 57.2% respectively.

The first thing is that the seniors understood the medical context of the source text, especially were its terms, after they had done step 4 of the TP1, which is searching for several Vietnamese texts relating to the source text's topic on Google Search. This step also helped reducing errors such as distorted lexical meanings, wrong specific names, omissions of necessary words, and too literal translated vocabularies. The translated texts in the T2 were smoother and more natural-sounded than those in the T1.

The issue of creativity in language expression was also dealt with in steps 5 and 9. By trying to translate by themselves in the first place and revising by critically comparing their works with Google Translate, the students avoided depending too much on the MT tool. The participants fairly knew how to deliver clear sentences without confusing readers.

4.3.2. *The Results of the TP2*

Table 4.8: Frequency & percentage of errors in the English translated texts in T2

	Frequency	Percentage (%)
LINGUISTIC ERROR	91	19.4
Morphology	0	0.0
Semantic	3	2.7
Grammar	23	20.5
Phrase structure	4	3.6
Clause structure	34	30.4
Sentence structure	27	24.1
TRANSLATION ERROR	21	18.8
Inaccurate rendition of lexical items	12	10.7
Wrong specific name	9	8.0
Addition of the unnecessary word	0	0.0
Too literal translated vocabulary	0	0.0
Total	112	100

As shown in table 4.8, after the students applied the TP2 in their process of translating the Vietnamese source text into English, there was a sharp decline in the total number of errors detected, which was 112 errors. While linguistic errors still overwhelmed translation errors, the ratio of the former to the latter went up from 2.77:1 to 4.33:1. This means that the TP2 has more profound effects on translation errors than on linguistic errors. However, the process still generally did a great job as it reduced more than half the errors determined in the T1.

Thanks to Grammarly, all morphology errors were solved. Grammatical errors such as misuses/omissions of prepositions, omissions of verbs, omissions of pronoun and phrase structure errors such as additions of unnecessary words, incomplete phrases, inappropriate noun phrase constructions, omissions of possessive markers were also reduced by Grammarly, ozdict.com, and Ludwig. Ludwig also has an advantage over Grammarly and ozdict.com in that they can point out problems on semantic relation, lexical choice, and active/passive voice.

Besides, as the students read several English news about the COVID-19, their translations became smoother in writing style. Most of them started to write the correct written forms of specific names and chose more exact equivalents. This is a good practice helping the participants to improve their translation skills and enhance their background knowledge.

4.4. *The Results of the Paired-Sample t-Test*

4.4.1. *Theoretical Background*

Howell (1999) defined that "A paired-sample (correlated-sample or dependent samples) t-test is used when you have one sample of subjects which are tested several times, but under different conditions, that is, under different levels of an independent variable. Each subject is measured on the same dependent variable, but under different levels of an independent variable, and you compare the performance of the subjects between the different levels of this

independent variable (with-subjects design)." The advantage of the paired sample t -test is the elimination of external influences onto the participants. Therefore, this approach is suitable for measuring students' performance before and after applying the TPs and analyzing the differences between the results of T1 and T2.

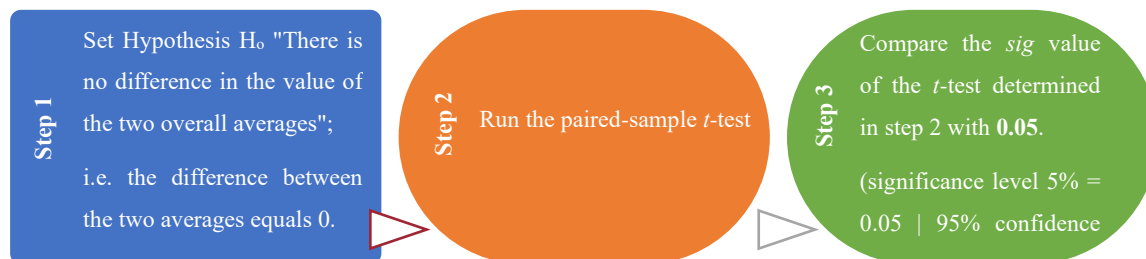


Figure 4.2 Paired Sample t -Test procedure

* If **sig** > **0.05**, then we accept the H_0 hypothesis. This means the two overall averages are equal, and the TPs failed to help the 10 participants make fewer errors.

* If **sig** < **0.05**, then we reject the H_0 hypothesis. That means there is a statistical difference between the averages, and the TPs succeeded in helping the 10 participants to make fewer errors.

In this study, the researcher used strings of code to name the variables used in the paired-sample t -test. Every string includes three different sub-code:

The first one indicates the direction of the translation:

- EV: English -> Vietnamese
- VE: Vietnamese -> English

The second one shows the error type.

- L: Linguistic error
- C: Comprehension error
- T: Translation error

The last one refers to the time point.

- PRE: Before adopting the suggested translation process
- POST: After adopting the suggested translation process

4.4.2. *t-Test Results: From English source texts into Vietnamese translated texts*

4.4.2.1. *Linguistic Error*

Table 4.9: The results of the paired-sample t-test on linguistic errors (English into Vietnamese)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EV_L_PRE	5.0000	10	.94281	.29814
	EV_L_POST	2.5000	10	.97183	.30732

Paired Samples Test

		Mean	Sig. (2-tailed)
Pair 1	EV_L_PRE - EV_L_POST	2.5000	.000

In table 4.9, the **sig (0.000 < 0.05)** value indicates that there is a statistical difference between the two averages. In detail, when the seniors normally translated the English source text, each of them averagely produced five linguistic errors; when the seniors translated the source text by following the TP1 (see table 2.1), that means went down to 2.5 linguistic errors. Thus, it can be concluded that the 10 participants delivered better linguistic equivalents in their Vietnamese translated documents after they utilized the TP1.

4.4.2.2. *Comprehension Error*

Table 4.10: The results of the paired-sample t-test on comprehension errors (English into Vietnamese)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	EV_C_PRE	6.9000	10	.99443	.31447
	EV_C_POST	2.3000	10	.82327	.26034

Paired Samples Test

		Mean	Sig. (2-tailed)
Pair 2	EV_C_PRE - EV_C_POST	4.60000	.000

As shown in Table 4.10, the **sig (0.000 < 0.05)** value is the evidence of having a statistical difference between the two means. In detail, when a participant normally translated the English source text, he/she averagely produced 6.9 comprehension errors; when the seniors translated the source text by following the TP1, that average went down to 2.3 comprehension errors. Thus, it can be concluded that the 10 participants understood the source text better after they followed the TP1.

4.4.2.3. Translation Error

Table 4.11: The results of the paired-sample t-test on linguistic errors (English into Vietnamese)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 3	EV_T_PRE	15.9000	10	1.85293	.58595
	EV_T_POST	8.1000	10	2.76687	.87496

		Paired Samples Test	
		Mean	Sig. (2-tailed)
Pair 3	EV_T_PRE - EV_T_POST	7.80000	.000

The **sig** value in table 4.11 equals **0.000**, which is less than **0.05**. Therefore, in regard to translation errors, there is a statistical difference between the outputs in T1 and the output in T2. When the seniors translated the English source text in their usual way, each senior averagely encountered 15.9 translation errors. This number went down to 8.1 translation errors when the seniors translated the source text using TP1. In conclusion, the 10 participants created fewer translation errors in their Vietnamese translated documents after following the TP1.

4.4.3. t-Test Results: From Vietnamese source texts into English translated texts

4.4.3.1. Linguistic Error

Table 4.12: The results of the paired-sample t-test on linguistic errors (Vietnamese into English)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 4	VE_L_PRE	19.7000	10	8.61588	2.72458
	VE_L_POST	9.1000	10	5.66569	1.79165

		Paired Samples Test	
		Mean	Sig. (2-tailed)
Pair 4	VE_L_PRE - VE_L_POST	10.60000	.000

In table 4.12, the **sig** = **0.000** < **0.05**. This value represents a statistical difference between the two means in the *t*-test. A participant averagely encountered 19.7 errors in linguistic before adopting the TP2 (see table 2.2), and the mean reduced to 9.1 linguistic errors as he/she followed the TP2. This means that in T2, the 10 participants made fewer linguistic errors after they used the TP2.

4.4.3.2. Translation Error

Table 4.13: The results of the paired-sample t-test on translation errors (English into Vietnamese)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 5	VE_T_PRE	7.1000	10	2.28279	.72188
	VE_T_POST	2.1000	10	.99443	.31447

Paired Samples Test		Mean	Sig. (2-tailed)
Pair 5	VE_T_PRE - VE_T_POST	5.00000	.000

It is shown in table 4.13 that the **sig = 0.000 < 0.05**. Thus, there is a statistical difference between the two means of translation errors in the English-translated texts. When the seniors translated the Vietnamese source text without adopting the TP2, each of them averagely created 7.1 translation errors. Otherwise, they averagely created 2.1 translation errors. Thus, the 10 participants made fewer translation errors by following the TP2.

5. CONCLUSION

5.1. Summary

5.1.1. Main Findings

In T1, the seniors made 278 errors, including 50 linguistics-, 69 comprehension- and 159 translation errors when they translated the English source text into Vietnamese. In reverse, they made 268 errors, including 197 linguistic- and 71 translation errors when they translated the Vietnamese source text into English. Regarding the 278-error group, the participants found difficulties understanding the medical terms of the source text and smoothly expressing those ideas in Vietnamese. They chose wrong or inappropriate equivalents and failed to deliver an engaging and naturally sound translated text. About the other group of 268 errors, the participants understood the source text well but could not master the English language, so they made many linguistic mistakes in their translations. Besides, each student used many wrong written forms of specific names in both of his/her translated texts.

Regarding translation problems, it can be seen that linguistic problems were the hardest problems that the students faced. They were the sources of not only linguistic errors but also comprehension errors. This type of problem made all the 10 participants look up dictionaries in a confused manner. Following linguistic problems, pragmatic problems also occurred frequently in the translation process of the subjects, as many translation errors were detected in T1.

These could be explained as the students did not have enough good referencing resources, and they depended on Google Translate too much and too early in their translation process. Google Translate is not only its MT tool but also a bilingual dictionary. As the participants were not aware of the importance of respecting names, they also ignored the step of searching

how to correctly write some names, such as the COVID-19 disease and the SARS-CoV-2 virus. Interlingual and intralingual interference, which is not directly related to the internet, also contributed profoundly to the production of translation errors. Mother tongue interference was traced when the participants employed a word-by-word translation, and intralingual interference frequently occurred when they translate the Vietnamese text into English.

In T2, there were clear improvements in the subjects' translation products as they encountered 129 errors, including 25 linguistic-, 23 comprehension- and 81 translation errors when they translated the English text into Vietnamese and 112 errors including 91 linguistic- and 21 translation errors when they translated the Vietnamese text into English. All the 5 results from the paired-sample *t*-test also support the researcher's expectation in which the TPs (see part 2.5) can help the participants to reduce linguistic, comprehension, and translation errors when they translate texts from English into Vietnamese and vice versa.

5.1.2. Development of the Study

The study fulfills its overall objective of proposing proper internet-involved translation processes (the TPs), which were proved (through the *t*-tests) to have positive impacts on reducing errors encountered by English-majored seniors at VLU when they practice translating. The TPs can be adjusted and broadly applied in further researches and can become a part of a broader project in the future.

To the first research question, the kinds of problems and errors which are commonly encountered when English-majored seniors at VLU translate texts from English into Vietnamese and vice versa are linguistic-pragmatic problems and linguistic-translation errors (see part 4.1). To the second research question, the extent to which the TPs, in general, and the internet-based tools, in particular, can improve students' translation outcomes is that about 50% of errors were fixed (see parts 4.3 and 4.4).

Beyond applying the internet to the translation processes, the study's approach also concerns choosing reliable tools and appropriately employing them in translation practices. The researcher not only wants English-majored students to utilize the tools smoothly and reasonably to deliver good translations but also wants them to use the internet to develop good habits in translating, such as spending time reading background knowledge and double-checking equivalents.

Being one of the early graduation papers that focuses on the internet's impact on the translation process of English-majored seniors at VLU, this paper is expected to inspire students and teachers to research more and gain a broader knowledge of this topic. Although there are inevitable limitations, this study successfully points out the positive potentialities of the internet in translation.

5.2. Implications

5.1.1. Implications for Self-study

The improvement of translation skills is a matter of a lifetime, so students need to enhance language competence daily, not just in classes but also anytime they could. In such practices, students should keep using internet-based tools as helpful assistants to support them.

In their paper, Hang & Hang (2015) stated that more than two-thirds of students questioned regarded online dictionaries and internet searching as valuable tools, indicating that students were gradually better aware of shifting from teacher-centered based learning methods to learning autonomy. To enhance students' translation skills, utilizing various means of practice is indispensable.

The researcher sees that the findings of Hang & Hang (2015) support the spirit of her study, which is helping students to independently improve their translation competence with the help of internet-based tools. Although Hang & Hang (2015) indicated that it is essential for translation learners to utilize various means of practice, figure 4.1 (page 40) shows that all the students rely on Google Translate. They considered it their almighty key in translation and did not use many other tools to assist them. Therefore, this study encourages students to use more internet tools to support their translation practices at home. In this research, the ten seniors were required to adopt six different tools in their translation. The researcher hopes that other students will find their curiosities and motivations also to try the tools. Unlike sitting in a test in the university, self-studying is the time for students to experience and learn from mistakes quickly. As the results of the paired-sample *t*-tests are relatively positive, English majors may find the internet tools are worth trying and initially step into the big word of computer-aided translation (CAT) tools.

Background knowledge enrichment also significantly contributes to the success of translators. The study points out that the ten seniors improved their comprehension and translation skills by reading several texts relating to the source text's topic. Thus, students should read more in Vietnamese when they translate English texts into Vietnamese. Besides, reading more in English can help them learn how native speakers use vocabulary, how they construct sentences to express their ideas, how words go together.

Also, it is indispensable for students to gain background knowledge about the kind of texts they are going to translate. Texts are of various types, and each kind has its features that require students to utilize appropriate language. So daily reading is expected to work effectively to improve students' translations when they translate texts from Vietnamese into English and vice versa. Moreover, as our world continuously evolves, our understanding and knowledge undeniably need to be frequently updated. In the world of massive online communication, students can keep themselves informed of the newest events by reading online references such as newspapers and social media posts.

Last but not least, beyond assisting students in bringing out a well-translated text, some tools are the mirrors that reflect their mistakes and errors. Some tools such as Grammarly and Ludwig.guru determine flaws in students' translation and suggest them to fix them. In those cases, learners should let their errors imprinted in their minds and try their best not to encounter them again.

5.2.2. Implications for Pedagogy

Hang & Hang (2015) also indicated that 100% of their participants valued the teacher's in-class checking sessions as the most helpful method to develop their translations further. This shows that they remained quite passive in improving their translation skills. Looking at the

findings from the T1, teachers should also focus on students' linguistic competence in constructing English sentences. It would be helpful if teachers warn students about those errors in teaching English and translation.

By teacher's professional knowledge, specific exercises involving the internet can be deeply designed and administered to help students reduce errors in translation. It would be great if teachers can broadly introduce excellent and reliable internet tools to freshers, starting from the ones used in this study, such as Ludwig, Grammarly, Ozdict.com, and enhancing the variety by lecturers' own experiences. This can help students to avoid using unqualified and unreliable referencing resources. Also, even though some students have a good internet tool on their hands, they do not fully utilize its highest potentialities. Therefore, it would be necessary for the FFL to hold more seminars in which teachers, and other students, can share how they successfully employ technological advances into translation. The researcher hopes that in the future, with the guidance of teachers, more and more learners will master many CAT tools and confidently step into the 4.0 labor market.

5.3. *Limitations*

5.3.1. *Limitations of the Study*

There are several limitations of this study that should be honestly admitted. One of them is the small size of samples. This research was only conducted on ten students belonging to the course of "22" at VLU. Therefore, the result of this study does not completely represent the translation competence of all English-majored students studying at VLU. Furthermore, as the author of this study is still an undergraduate, her lack of expert knowledge is undeniable. The author herself cannot collect a wide range of academic resources to conduct this study under a limited period. Those factors influence processing and analyzing data, so there might be some very potential data but were not diagnosed as profoundly as they should be. The last limitation is the lack of prior studies which are directly conducted on the research scope. To obtain a good foundation for the study, The researcher could have many previous pieces of research to consult, but there are quite a few of them regarding the topic itself.

In conclusion, four limitations are existing in this research: a small number of participants, the lack of professional knowledge, time pressure, and few previous studies.

5.3.1. *Suggestions for Further Research*

The author hopes that professionals will conduct more similar studies on larger sample sizes to reinforce the outcomes of this research in the future. Furthermore, it would be great for teachers and lecturers who have experience correcting students' errors and understanding their competence, to carry out studies on the effectiveness of various internet-assisted translation tools and introduce them to their students. This study only focuses on easily-access internet tools. It will be helpful if more complex computer-aided translation tools are tested and applied to the curricular of translation courses. It is also highly recommended that studies in translation error analysis viewing errors from internet applying aspects and research focusing on the role of the internet tools in linguistic and translation teaching should be conducted more. Research instruments should be varied using tests, homework assignments, or exercises to analyze errors. The researcher believes that the future of teaching and learning translation will become brighter, easier, and more effective in these ways.

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Biodata

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Social Networking: A Collaborative Open Educational Resource

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ABSTRACT

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collaborative, open educational resources (OER), social networking

As a result of the Web 2.0 evolution, teachers and learners of English as a foreign language seem not to encounter any hindrances when there is the requirement to approach, access and take advantage of massive Open Educational Resources (OERs). EFL teachers and learners have been conversant with some kinds of OERs like open textbooks, streaming videos, online tutorials, open access journals, email, blogging, etc. In addition, the necessity of collaboration in learning English should be taken into consideration. Social networking sites are also considered to be an effective learning tool for EFL learners outside class time. They also play an essential role in encouraging the process of collaborative learning. This paper aims to study how social networking is facilitated as a collaborative open educational resource.

Introduction

It cannot be denied that the widespread of Information technology and the Internet provides Internet users with a large number of opportunities to broaden their minds, create their perspectives, exchange information as well as cultural background, and so forth. Additionally, the Internet can be regarded as an enormous and available source of academic materials or research relevant to various areas of study. Internet or social media help learners resourceful information for learning a foreign language (Pham, 2021; Chau, 2021). For many years, a majority of Internet users have been well-acquainted with social networking sites or social networking. Their social function can be known as the ability to offer the users services to keep in touch and interact with others instead of providing private functions like blogging. In terms of education, social networking can play a significant role as a connection between teachers, students, and parents in and outside the classroom (Greenhow & Askari, 2015). As mentioned before, the Internet is considered a various source of learning or an "open educational resource" (OERs). In the light of teaching and learning a new language, the demand for focus on

cooperative and collaborative learning, as well as the usage of OERs, has been dramatically increased (Toetenel, 2014). The obligation of social networking can satisfy this demand thoroughly. Therefore, social networking is being believed to be a collaborative available educational resource for many reasons. This article will review some works which contribute to the definition of "collaborative open educational resource (OER)," "social networking," mention some features of OERs, and indicate how social networking can facilitate an OER. As a final point, some barriers to social networking sites used in teaching and learning will also be mentioned at the final stage of the article.

Literature review

What is an open educational resource (OER)

There has been a great deal of definition for the term "open educational resources (OERs)." It can be straightforwardly manifested as a source of learning or teaching materials and documents available on the Internet. The users have the permission to access and take advantage of those for their learning purpose. According to Wiley, Bliss & McEwen (2014), the very initial definition of this term and considered to be the one used majorly is derived from the Forum on the Impact of Open Courseware for Higher Education in Higher Education Developing Countries, organized by UNESCO in 2002. The term is defined as "The open provision of educational resources, enabled by information and communication technologies, for consultation, use, and adaptation by a community of users for non-commercial purposes (UNESCO, 2002, p. 24). The term then was added the second definition as "a universal educational resource available for the whole of humanity" (UNESCO, 2002, p. 28). It is evident that there are various kinds of OERs that language learners are able to approach, which can be listed as online textbooks, streaming videos, online tutorials, learning modules, and so on. Besides those learning tools, Youtube also contributes to improving speaking, pronunciation ability and enhancing learners' vocabulary (Su et al., 2021). Due to the COVID19 pandemic, there has been a rapid increase in online courses, and learners have many opportunities to access these resources.

Additionally, Wiley (2010) contributed to the explanation of the word "open" in the term by mentioning four permissions that make any resources available for free (Toetenel, 2014). Those four permissions (4Rs) can be listed as follows reuse (the right to reuse the content), revise (the right to adjust the content itself), remix (the right to integrate the original content with other content to create a new one), and redistribute (the right to share the content with others).

In conclusion, open educational resources (OERs) can be defined as an abundant source of academic material distributed online for free, without any commercial purpose.

What is a collaborative open educational resource?

The necessity to think and cooperate on matters of consideration, and the change from individual work to group work, from independence to community across the globe has increased for more than two decades (Austin, 2000; Welch, 1998; Leonard & Leonard, 2001, as cited in Laal & Laal, 2012)

There has been an emerging trend in using "collaboration" in the educational reform movement, especially in teaching and learning a second or foreign language. Regarding teaching and learning English, "collaboration" plays a crucial role since learning a language doesn't concentrate on learning the rules, but it requires communication, conversation, and interaction. "Collaborative learning" is also regarded as a practical approach encouraged to facilitate in most educational institutions.

Srinivas (2011) stated that Collaborative Learning is an educational approach that contains groups of learners who cooperate to find a solution to an issue, carry out an assignment, or produce learning outcomes. Learners are equipped with a great deal of opportunity for personal growth. Thanks to collaborative learning, learners can listen to others' perspectives and indicate and protect their opinions. "In so doing,

the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework" (Laal, & Laal, 2012, p.491).

Combined with the definition of the term "open educational resource" from the previous section, "collaborative open instructional resource" can be understood in various ways. It can be regarded as a numerous source of nonprofit academic materials that is public in the domain. It has the function of enhancing collaborative learning by motivating learners to work together via the Internet. Moreover, the resource itself is also collaborative, which means the learners are required to cooperate, to connect to each other to distribute the achievements, subject matters, research to this network. Toetenel (2014) emphasized the importance of the collaborative component in OER by stating, "The accessibility of OERs is beneficial to second language learners, but without the collaborative element, it could lead to a return to a more product-driven approach to language learning" (p.152).

Social networking sites as open educational resources

It was evident that the appearance of Web 2.0 technologies has changed human beings' lives. Parameswaran and Whinston (2007) created a definition for the term "Web 2.0 technologies" as "applications and services that facilitate collective action and social interaction online with a rich exchange of multimedia information and evolution of aggregate knowledge." (p.762).

In many countries, the applications of Web 2.0 technologies like Wiki, blogging, vlogging, and social networking sites in education are becoming more and more concerned. It is known that Wiki is regarded as the giant encyclopedia with abundant and prestigious information storage. It contains plenty of disciplines across the globe and can be edited by Internet users. Next, blogging, known as "an online diary," is the place where users are able to distribute their daily

activities, expressions, perspectives in written form. It provides the teachers and learners with a realistic environment in which writing and reading occur in connection with real and interactive audiences. People who access learners' blogs can observe as well as give responses under the authors' posts. The process of utilizing blogging allows language learners to improve their writing and reading skills (GodwinJones, 2003; Alexander, 2006; Ševelj, 2006, as cited in Fageeh, 2011). Another means of communication that a number of learners tend to take advantage of for improving their speaking skills commonly is Vlogging. Vlogging (or video blogging) can be known as short videos created and edited by learners. By creating vlogging, learners have the chance to share their perspectives, viewpoints in speech so that it can be considered as an effective tool for practicing speaking skills. Nowadays, blogging and video blogging are manipulated by some language teachers in order to evaluate learners' processes. Learners are asked to write their daily activities on their blogs. Then other learners are required to give responses (in target language) in the posts. Another strategy is to ask learners to create a daily vlog, in which learners must use the target language to tell stories.

For a long time, the term "social networking" is not been an uncommon concept to most Internet users across the globe. As Abhyankar (2011) claimed, a "social network" is an online society where people around the world can expand their relationships with different groups or individuals for a particular purpose. Social networking sites permit users to construct "user-generated content that is highly dynamic and changeable and is mainly characterized by the emphasis on community and collaboration" (Arnold and Paulus, 2010, as cited in Peñuelas, 2013). Some social networking sites popular with most Internet users can be named Facebook, Twitter, Myspace, Ning, Zoho, and others. Although they may differ in some features, they share some similar characteristics. Once users successfully create an account, they can interact with other users by adding friends to their friend list, following famous people, sending messages, and others. Those social networking sites distribute opportunities for cooperation for educational and non-educational purposes all over the world (Peñuelas, 2013). As mentioned by Abhyankar (2011), the initial social networking sites on the Internet appeared in the form of "generalized online communities" named: Theglobe.com (1994), Geocities (1994), and Tripod.com (1995). The core function of this social network is to connect people via chat rooms and encourage them to share personal information on simple web pages. Other social webpage encouraged people to link to each other via email addresses such as Classmate.com. By the end of the 1990s, many sites started to expand the interaction among users without distance by setting up more advanced features which allow users to find and make friends with those who share the same interests. Friendster, which was created in 2002, can be seen as the first new social networking site, followed by MySpace (2003), Facebook (2004), and similar things.

In the light of education, there have been a number of studies that state that social networking sites can encourage collaborative knowledge construction and develop peer interaction (Greenhow & Askari, 2015). Social networking sites are well appropriate to the Connectivism theory, which mentions "the process of creating connections and articulating a network" (Siemens, 2005, as cited in Greenhow & Askari, 2017, p.5). Based on this principle, conversant

or fluent can be regarded as the ability to promote and pass this connection to approach and take advantage of information just in time. In other words, learners' knowledge in social networking sites is built up by the materials they construct themselves, by exchanging with other users' materials, and by others' assessment of their uploaded materials. In addition, social networking sites play a significant role in boosting peer interaction. Most sites are furnished with Pages, Groups, or Chat groups for those who share the same interests. These features allow learners studying in the same discipline to ask for and give support by seeking and sharing the materials in necessity. Finally, social networking sites provide not only the environment for stimulating peer interaction but teacher-learner connections. Teachers can take advantage of these sites to give lectures by streaming videos, video calling, and help students solve problems. Thanks to these social networking sites, teachers and learners can learn from each other.

Social networking sites and their use in education to date

In recent years, a majority of teachers and learners of English have taken advantage of social networking sites in education. This section will mention the features of four popular social networking sites: Myspace, Facebook, Twitter, Ning, and how they facilitate the process of learning English.

Myspace, one of the first new social networks, was launched in 2003 in the USA. From 2005 to 2008, it was the largest social networking site in the world (Wikipedia). At that time, Myspace was claimed to "assist in creating a positive attitude towards technology, content revision and content tailored to the students' needs" (University of Minnesota, 2008). Although at present, Myspace is not as popular as it was in prior days, it is furnished with some meaningful tools that English learners can take advantage of for their learning. Myspace allows users to connect with people they get acquainted with and famous artists and singers across the globe. The "status box" with limited characters is maintained despite not being furnished with the "blogging" tab. The "status box" with limited characters is maintained. In terms of education, Myspace can assist the process of learning reading and writing skills for learners. They are able to enhance vocabulary and improve reading skills by reading articles posted by those with whom they connect. The status box provides learners a chance to improve writing skills by updating short stories, whilst the chatbox helps learners develop peer interaction by keeping in touch with people on friend lists.

Facebook, which is the most popular social network globally, is used by a large number of teachers and learners in terms of education. It was first established in 2004. Facebook has been claimed to "promote socio-pragmatic competence and facilitate problem-solving and peer support" (Blattner and Fiori, 2009; Minocha, 2009: 253). It has increased the number of students using Facebook as a collaborative source of learning. Thanks to Facebook, the teacher-centered approach seems no longer to exist, while the students have to create the knowledge themselves by interacting with their peers. It is worth saying that Facebook is the most common social network for the features of group work furnished in Pages, Groups, and messenger. English learners are free to download documents or materials which is posted on pages they "liked."

Additionally, the appearance of a public or private group for those who share the same interests, issues is also a meaningful characteristic of this network site. When learners encounter learning problems like searching for materials and asking questions, they can ask for support on this group and get help from a number of other proficient learners just in time. Learning groups also permit learners to share their own articles, documents and receive feedback from others. As a result, Facebook is an efficient vehicle of collaborative learning that requires learners to work together to be knowledgeable. Furthermore, students are able to learn actively from their teachers on these sites. Due to the COVID19 pandemic, a significant number of teachers decide to give the lecture by "streaming videos directly." Learners are able to pay attention to the lecture and make questions for teachers by giving comments. A fascinating feature of streaming videos is that teachers can invite students to join his or her videos and communicate immediately. Collaborative learning can be carried out if teachers invite many learners and ask them to make dialogues, whilst the others watching can follow and give feedback. In conclusion, Facebook is a very effective social network site as a collaborative open educational resource, which enables learners to improve interaction and various language skills.

The third social network that can be considered a collaborative open pedagogical resource is Twitter, which was created in 2006. This social network is not very popular in Vietnam. However, many people from other Asian countries like China, Thailand, Korea, and many celebrities, influencers, and presidents have been selected to share daily activities. In comparison with Facebook, Twitter allows users to "tweet" their status with limited characters. Teachers can take advantage of this feature to require learners to practice writing short sentences with authentic materials such as "tweet" what they are thinking of or how they are feeling at the moment. Twitter is also furnished with "Message," so users can create or join a group chat with many members and create a collaborative learning environment. However, there is a hindrance in that it does not permit users to attach files so that learners encounter the challenge of sharing the materials. Nevertheless, Twitter can also be considered when mentioned as a collaborative open educational resource since it stimulates learners' interaction by sending messages to exchange information. In conclusion, Minocha (2009) stated, "Twitter has been concluded to facilitate a better understanding of the students' needs, which results in immediate response to the students' queries without a need for a formal meeting" (p.251).

Ning is the last social networking site that is mentioned in this article. Launched in 2004, Ning is not expected as the first three social networks, but many conducted research highly recommend Ning as an effective open educational resource for many reasons. It was claimed by Brady et al. (2010) that "the Ning site encourages student engagement, learning ownership and collaboration with students and professionals" (p.156). The students in the study admitted that Ning provides "convenience and ability to reflect on classmates' responses." The benefits of facilitating Ning in education are also contributed by David (2010) that it is considered to be more private and secured than Facebook. Ning owns an attractive appearance that looks like a website so that users feel like they can create their own website. Besides the feature of posting videos, audios, photos like other network sites, Ning offer users plenty of special characteristics,

for instance, Blog and Articles, Forums, Groups, Polls, and Events. "Blog and Articles" encourage learners to improve and enhance their writing skills. "Groups" and "Events" strengthen the ability to lead a team of learners by letting them manage a group and event themselves. In groups, learners are able to cooperate to solve problems and complete tasks together. "Forums" is where a user can post a thread, and many users can contribute to the topic. "Polls" help users create surveys and get feedback from others.

Furthermore, "Ning also offers extensive levels of customization for the teacher" (Toetenel, L., 2014, p.155). The features in Ning can be changed so that the teachers who are not proficient in technology can completely adapt and take advantage of this site. From what was listed, it no wonders why many researchers considered Ning to be a sufficient social networking site as an open-source of learning.

It can be obvious that each social networking site owns specific features. The use of social networking sites as open educational resources must depend on the context, necessity, and proficiency of the learners. For instance, if teachers require students to practice simple writing skills, Twitter or Myspace will be the most appropriate option. Otherwise, if learners are asked to interact with others or to collaborate, Facebook or Ning are highly recommended.

Disadvantages of using social networking sites as open educational resources

There have been a number of advantages of using social networking sites as open educational resources. They attract learners, provide learners with the motivation to collaborate for learning, to self-learn everywhere and every time. However, these tools imply some drawbacks that learners should be cautious when they access this resource.

Firstly, even though Facebook is the most popular social networking site globally and is familiar to a majority of learners, it is not welcomed by many teachers for its privacy (Lafford, 2009). There has been an increase in the number of accounts that were "hacked" or used by strangers without permission. Therefore, it is not completely secured for users. Because all the personal information and photos or videos are displayed public, users' sites can be "attacked" and misused for criminal purposes. It is suggested that students create one more account used for academic purposes only instead of using their personal accounts.

Secondly, Halverson (2011) indicated that "blurring the boundaries between

formal learning spaces, socializing spaces and leisure spaces can also challenge

learning and teaching. " That is, if students are allowed to access social networking sites in the classroom context without teachers' control, they may access to other content which is not reaching the educational objective of the lecture.

Thirdly, because of the students' privacy when using social networking sites, it is challenging for teachers to ensure whether students take advantage of social networks for collaborative learning or another purpose. The appearance of closed Groups or Chatrooms may threaten the Security of licensed academic resources since teachers cannot manage students' posting and

sharing.

Additionally, the misunderstanding of information when discussion is also regarded as a drawback of social networking sites in cooperative learning (Bui et al., 2021). Group members can search for various sources of information that refer to the same issue, and they also have a number of distinctive viewpoints. Without a proper assessment and discussion, it is challenging for members to reach an agreement when they are required to find solutions for tasks.

Moreover, the information on social networking is not always authentic and verified, so that it may lead to misunderstanding for learners. It is not beneficial for students to believe the ambiguous information on the social network and take advantage of that news for their research or assignment.

Later, the use of social networking sites as a learning tool may lead to addiction if learners do not control their time and distinguish the use of social networks is for research and study, not for entertainment.

Conclusion

It can be claimed that the advent of Web 2.0 technologies and social networking sites have changed the way human beings live and learn. In terms of education, they play a crucial role in educational reform, with the requirement to take advantage of technology in teaching and learning. In the light of learning a new language, the necessity of collaboration and interaction instead of one-way communication is an obligation; social networking sites are completely taken into account for their various benefits. However, these network sites also contain a number of challenges that teachers, learners, and researchers have to deal with. Security and privacy can be regarded as the two most concerning aspects when using social networking sites as open educational resources. Teachers should know how to manage and raise awareness for students when they use social networks for academic purposes. Students are recommended to be self-aware and increase cognitive minds when taking advantage of social networks as a collaborative learning tool.

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Teachers' perspectives and Practices in Teaching English Pronunciation at Menglish Center

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ABSTRACT

Keywords: English pronunciation, teachers, perspectives, practices

The unintelligibility of Vietnamese learners' English pronunciation has caused hindrances to their academic and career goals. Due to a lack of pronunciation-oriented lessons in the curriculum of junior, senior high schools, and even tertiary schools, teachers at English centers are supposed to provide their students with pronunciation training. This study aims to find out how English pronunciation is taught at an English center and accordingly what teachers think about their pronunciation teaching in terms of the role and goal of pronunciation, time allocation, and techniques. Data were collected from individual interviews with three teachers at MEnglish center and six classroom observations at the level of Foundation (IELTS band score 1.0 – 3.0) and Ground floor (IELTS band score 3.0-4.0). Findings from this study indicate the necessity of time contribution, corrective feedback and affirm the essential role of authentic materials.

1 INTRODUCTION

There has been a growing demand for commercial trading among nations across the world, and English, accordingly, has risen in status for the past few decades, making it a global language (Crystal, 1997; Graddol, 2006). Therefore, English has emerged as one of the most used languages for cross-cultural conversations. Regarding conversational aspects, many factors are contributing to the success of a conversation when interlocutors use English for communicative purposes. Among those, one key factor is pronunciation, which should not be ignored since communication cannot progress successfully and smoothly without understandable pronunciation from those involved (Celce-Murcia, Brinton & Goodwin, 2008). Considering the

significance of pronunciation in speaking, teachers are expected to provide pronunciation instruction to their students.

English pronunciation teaching has been largely ignored in Vietnam's formal education system (Nguyen, 2020). Thus, according to Tam (2005), a large number of Vietnamese speakers do not have intelligible English pronunciation, foreigners may have difficulty understanding them in real-life conversations. (p. 1). As a consequence, the intelligibility of Vietnamese learners' English pronunciation has caused hindrances to their academic and career goals. As a result, an increasing number of learners have turned to English centers in Vietnam in the hope that their pronunciation will be improved. Another factor contributing to this trend is that pronunciation is deemed "one of the key elements in the speaking component" of tests such as IELTS or TOEFL (Henderson et al., 2012, p.23). Additionally, these learners think that teachers at English centers are supposed to provide pronunciation training to their students. Those are the reasons why an increasing number of Vietnamese learners register for courses at English centers across the country.

Nevertheless, relatively little is known about the beliefs and practices of teachers on pronunciation teaching. Research has shown that teachers at secondary and tertiary levels had a tendency to view pronunciation teaching as an important part of their teaching (Shah, Othman, & Senom, 2017; Bodorík, 2017; Moedjito, 2016; Crofton-Martin, 2015), but they only had a vague idea of how to teach pronunciation (Uzun & Ay, 2018; Bodorík, 2017; Chiu, 2009; Macdonald, 2002). However, little research has been done on the beliefs real practices of teachers at English centers about teaching pronunciation, particularly in the context of Vietnam. Therefore, this study aims to find out how English pronunciation is taught at an English center and accordingly what Vietnamese teachers think about the teaching of pronunciation. Two research questions have been formulated to anchor this study:

- (1) How is English pronunciation taught at MEnglish center?
- (2) What are the perspectives of teachers at MEnglish center about teaching pronunciation?

2 LITERATURE REVIEW

English pronunciation is one of the trickiest skills to acquire, and learners are supposed to spend a great deal of time improving their pronunciation (Aliaga García, 2007; Martínez-Flor et al., 2006; Pourhosein Gilakjani, 2016). In addition, understandable pronunciation is one of the basic requirements of learners' competence. Good pronunciation promotes a smooth learning process, while wrong pronunciation may cause significant difficulties (Pourhosein Gilakjani, 2012). This chapter will provide a theoretical framework that includes key concepts: (1) definition of pronunciation, (2) role and goal of English pronunciation teaching, (3) time allocation in English pronunciation teaching, and (4) techniques in teaching English pronunciation.

2.1 DEFINITION OF PRONUNCIATION

According to Paulston and Burder (1976), pronunciation produces a coherent sound system that does not disturb the communication process. Cook (1996) proposed a definition of English pronunciation simply as the articulation of sounds. Richard and Schmidt (2002) also held the same definition, deeming pronunciation as a procedure of articulating particular sounds. Viewing pronunciation from a more communicative perspective, Otłowski (1998) considered pronunciation as a process of producing intelligible word and phrase utterances. Likewise, according to Yates (2002, as cited in Pourhosein Gilakjani (2016), pronunciation produces sounds to create meaningful utterances. In the study, the researchers see pronunciation as the production of understandable sounds to convey the speakers' meaning for a communicative purpose.

2.2 THE ROLE AND GOAL OF ENGLISH PRONUNCIATION TEACHING

2.2.1 *Role of English pronunciation teaching*

English pronunciation has a crucial role in English learning (Yates & Zielinski, 2009). Nevertheless, provided that the rules and principles to guide learners and help them improve their pronunciation are not provided to learners, not many learners will apply those instructions on their path to achieving understandable pronunciation. EFL teachers need to seek better methods of teaching pronunciation, namely presenting instructions or giving feedback to help learners to learn English pronunciation effectively.

Hismanoglu (2006) stated that oral communication could not be executed successfully without pronunciation instruction. Despite its importance in the English language, teachers largely ignore the teaching of this skill in English classes (Morley, 1991). Even worse, in the viewpoints of some teachers, English pronunciation is considered their most negligible favorite field to touch on (Pourhosein Gilakjani, 2012). It can be seen that English pronunciation teaching is not a significant concern of many English teachers.

2.2.2 *The goal of English pronunciation teaching*

With the influence of communicative language teaching, the main of teaching and learning English in today's classes is to help students communicate smoothly using English. Sadly, not every teacher is aware of the significance of pronunciation. Grammar and vocabulary are two features that teachers focus on, but that is not the case for pronunciation as it does not seem to be a priority, especially in Vietnam. Besides, by large numbers of teachers, pronunciation study is considered too complex and mundane for learners (Harmer, 2001). That may be the reason why teachers hesitate to teach their students English pronunciation.

In addition, the goals of teaching pronunciation should enable learners to develop English pronunciation easily for comprehension, thereby boosting their confidence, creating positive self-awareness, developing speech consciousness when they use English for communication (Butler-Pascoe & Wiburg, 2003).

2.3 TIME ALLOCATION

There are two key reasons why English pronunciation is ignored in EFL lessons (Gilbert, 2008). One of the causes is that many EFL teachers do not have enough time in their pronunciation lessons. If they have, drills and practices take precedence, which frustrates both students and teachers in English pronunciation. In the research about why teachers ignore their pronunciation teaching, Gilakjani and Sabouri (2016) asked 100 Iranian ELF teachers. The result exposed that 62% of teachers strongly agree with the statement that "I lack enough time in English pronunciation instruction." The majority of teachers responded that they would prefer to have more time in class but did not have enough time to teach pronunciation more effectively.

Time restriction is another factor that made the participants focus more on the teaching of the tested skills. Another research explored teacher's beliefs and practices (Shah et al., 2017). Data were collected through actual classroom observations and semi-structured interviews with five teachers. The result showed that there were a lot of topics and skills that needed to be taught. However, the time constraints for English sessions prevented them from training or concentrating on pronunciation, despite their indicated eagerness to do so if they had more time. Due to a lack of time, they were obliged to focus solely on the most crucial talents. As a result, they become exam-focused educators.

2.4 TECHNIQUES IN TEACHING ENGLISH PRONUNCIATION

2.4.1 *Phonetic Transcription*

Phonetic transcription is a code consisting of phonetic symbols. Each symbol describes a single sound, which is, in fact, different from a letter of the alphabet.

Although it is feasible to learn the pronunciation without using the code, many linguists consider it useful for learning a foreign sound system. The ability to look up the pronunciation of unfamiliar words in a dictionary is an obvious benefit of learning the code. Phonetic symbols are used in decent current learners' dictionaries to represent pronunciation, so learners must be familiar with them. Spiers (1900), in his research on *Phonetics in Class*, mentions, "The use of phonetics as an aid to the acquisition of the pronunciation of a foreign implies two things:

1. The teacher shall have made a study of phonetics as applied to the language he is teaching and shall have a good pronunciation.
2. He shall make such use of his knowledge in his classwork as he shall think best calculated to assist his pupils in acquiring a good". (p.54)

2.4.2 Visual Reinforcement

It is a method of teaching pronunciation that is entirely silent. This strategy employs word charts, color rods, drawings, props, sound color charts, and other tools to improve pupils' comprehension. The teacher primarily communicates with the students through gestures and encourages them to speak more in class. This strategy is more appropriate for adult learners than drills and rhymes, which are more appropriate for children. Vowels are at the top, and consonants are at the bottom of sound charts, which are separated by a line. Pure vowels have a single hue, but diphthongs have two. It makes it simple for the reader to recognize the different sounds. By creating a chart with annotated stress syllables, pupils will be able to understand stress patterns more simply.

'summer, report, 'beautiful, recommend

Usually, the stress sounds are represented by a dot below them, or stress syllables are capitalized.

PATient, HAPpy, rePLY,

According to Lin, Hsiang -Pao (1995), visual impacts are a way of emphasizing the stressed syllable by thickening, capitalizing, underlining, circling, or coloring it. Visual effects can assist pupils in recognizing the location of stress in each word and avoiding missing word stress.

For example: **today** toDAY today

2.4.3 Auditory Reinforcement

This method's techniques are frequently production-oriented and aimed at enhancing students' spoken English. Many strategies use minimal pairings, which are words with multiple meanings but only one sound difference in their pronunciation. During the Audiolingual era, minimal pair drills were introduced, and they are still employed in isolation – at a word level – and in context – at a sentential level. Through listening and discrimination exercise, the approach can help learners become aware of annoying sounds.

According to Lin, Hsiang -Pao (1995), Minimal pairings are pairs of words or phrases that differ only in one sound. As a result, the teacher ensures that the pupils comprehend the fundamental patterns of each sound in the target language. The teacher chooses words that differ by a single

sound and drills them repeatedly in class so that the students comprehend the difference in sounds. These activities help to enhance listening perception as well as your oral production.

E.g: ship - /ʃɪp/ & sheep - /ʃi:p/

Zip - /zip/ & zeep - /zi:p/

Pen - /pen/ & Pan - /pæn/

According to Isnani, Supardi, and Arifin (2016), the Minimal pairings drill can assist students with distinguishing and pronouncing words with similar sounds and training their accuracy and fluency in reading aloud and oral abilities. Students are thought to benefit from minimal pair drills to help them overcome their difficulties in English pronunciation.

2.4.4 Tactile Reinforcement

Language teachers prefer employing traditional classroom strategies that use a variety of techniques and resources considered effective for improving learners' pronunciation. One of them is tactile reinforcement. This technique is the use of the sense of touch (Winiewska, 1996). Additionally, laying a finger on the right position of the throat to feel the vibration of the vocal cords. Lin (1995) also agreed with this idea by expressing the teachers play a crucial role as a model when practicing how to produce a sound. Further, this method is appropriate for distinguishing voiced and voiceless consonants, which are commonly difficult to tell the difference unless the demonstration happens. Voiced consonants require the vocal cords to make signature sounds by vibrating, while voiceless consonants do not. Both types use the breath, lips, teeth, and upper palate to further modify speech. Though tactile reinforcement has been rarely mentioned, teachers might make use of it without notice.

2.4.5 Drama Voiced Techniques

In terms of bringing entertainment in the English pronunciation classroom, drama-voiced techniques are introduced as a modern interactive aspect to enhance learners' communication enthusiasm. To attain native-like proficiency in pronunciation, tongue twister is employed as a technique to expose different sounds as well as strengthen learners' motivation (Mu'in et al., 2017). On the other hand, it should be considered a close relationship between learning style and pronunciation teaching. Researchers assumed the significant advantage that tongue twister brings to active learning style students will be considerable. It helps improve their pronunciation and guides them to be actively in pairs practicing pronunciation activities. Nonetheless, reflective learning style learners might encounter self-consciousness while engaging in this technique. They can get the benefit from it through listening activities and teacher's demonstration.

2.4.6 Audio Feedback

Besides using a few methods mentioned above in pronunciation classes, one of the most frequent traditional techniques teachers prefer is audio feedback, which involves tape or video records from native speakers. These materials are authentic and have unlimited access. According to Peacock (1997), using authentic materials increases learners' on-task behaviors and orientates them to the assignment's focus. First, learners can listen to the way foreigners produce sounds and then imitate as a shadowing technique. This process might happen several times like a spiral activity inquiring listening to the model, taping voice, replaying, and revising until learners feel satisfied with their pronunciation

2.5 RESEARCH QUESTIONS

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

1. How is the English pronunciation taught at Menglish center?
2. What are the perspectives of the teachers at MEnglish on teaching English pronunciation?

3 METHODS

3.1 PEDAGOGICAL SETTING AND PARTICIPANTS

The study involves three Vietnamese EFL teachers at Menglish center who volunteered to participate in the study. The participants included one female and two males, aged from 25 to 35. All of them have over two-year teaching experience, a BA degree in TESOL, and an IELTS certificate over 7.5. Three of them were given the pseudonyms Teachers 1, 2, and 3 for the purpose of the research. In terms of setting, three classes observed are at the Foundation level (band 1.0 – 3.0) and Ground floor level (band 3.0-4.0), and when the research was conducted, the classes were in the middle of the whole course. Each pronunciation lesson lasted around 15 to 20 minutes, and each class was observed twice by the researcher.

3.2 DESIGN OF THE STUDY

The study applies a qualitative approach that is suitable for collecting, analyzing, and interpreting data. This study also chooses to use a case study design to gather deep information on a particular case. In terms of research tools, interviews and observations are the two principal sources of data. According to Yin (1994), various sources of data provide more detailed information about the problem and contribute to different perspectives on it.

3.3 DATA COLLECTION AND ANALYSIS

Data were collected from non-participant classroom observations (15-20 minutes for each lesson and twice for each class) and three individual interviews (approximately 30 minutes each). Classroom observations were all noted down in unstructured field notes by the researcher. For interviews, the researcher chose a semi-structured interview design and conducted the interviews in English in a private room at the Menglish center. All interviews were recorded with interviewees' permission. Before analysis, the interviews were transcribed in full and sent back to the teachers for confirmation, clarification, and/or modification.

In total, the data included 2 hours of classroom observations followed by 90 minutes of individual interviews with the teachers. Both observations and individual interviews produced a rich, detailed, and triangulated data set as summarized in Table 1.

Table 1. Tools used in answering research questions

Tools	Participants	Research questions answered
Classroom observations	Three classes (twice for each class)	Research question 1 + 2
Semi-structured interviews	Three teachers	Research question 2

Qualitative thematic analysis was used for the examination of the data collected. For observation data, this process involved identifying and categorizing all classroom events that happened in pronunciation classes observed, such as how the teacher instructed students on a new sound, how the teacher asked students to practice their pronunciation skills, and so on. The researcher transcribed and read the transcripts to find out themes and subthemes in terms of interview data. Through these steps, initial themes and subthemes emerged, and then they were refined many times before having the final framework.

To answer the two research questions, the researcher chose the two main themes: teachers' real practices in pronunciation classes and their perspectives on teaching pronunciation. After analyzing the first central theme, there are four subthemes: time allocation, materials, teacher's correction, and teaching method. The second central theme involves two subthemes, namely, the role of pronunciation and the role of teachers in pronunciation classes.

4 FINDINGS AND DISCUSSION

The data analysis reported teachers' pronunciation teaching practices (PTP), and those are identified in the observation. PTP are described following: (1) how much time they spent, (2) the materials they use, (3) how they correct student's mistakes, and (4) what techniques they applied. The observation is summarized in Table 2.

Table 2. The teachers' observed PTP

Class	Time Spent (minutes)	Materials	Correction	Techniques
1A	30	-Ship or Sheep -American Accent Training -Internet resources	- Recast - Explicit	Visual Reinforcement Audio Feedback
1B	35		- Repetition	Visual Reinforcement Phonetic Transcription
2A	30		- Repetition - Explicit	Visual Reinforcement Audio Feedback
2B	40		- Explicit - Repetition	Phonetic Transcription
3A	30		- Repetition	Audio Feedback Drama Voiced Technique
3B	20		- Explicit	Auditory Reinforcement Audio Feedback

4.1 TIME ALLOCATION

In the interview, 2 out of 3 teachers reported that time restriction is one of the reasons they have to integrate pronunciation correction while teaching other skills. For example, teacher 3 incorporates the pronunciation into reading by asking students to read out loud the passages, and then he will correct their mistakes.

Only 15 minutes. You know, we only have a limited time for the speaking section in my class. So I'll only allocate the time for only 15 minutes. I also integrate a lot of pronunciation correction while I'm teaching. So I don't think 15 minutes for pronunciation is not a big problem. (Teacher 2)

Reading or like the reading or the listening, it's kind of hard, but I tried to give them a task, like, can you read out loud these passages, this paragraph for me? And then, I tried to correct their mistakes in front of the class. So the other student can see that and work on their own. (Teacher 3)

Besides, one instructor stated that it is enough to teach pronunciation in 15 to 30 minutes. If not, students will get bored; he often shows the instruction and let students practice at home.

My classes would be around 15 to 30 minutes only because if you teach the pronunciation for a really long time, they will get bored. So I just want to show them the principle, you know, the way of the basic way to say it, and then let them practice at home with my speaking exercise more. (Teacher 1)

However, turning to the observation data shows that the majority of teachers spent more than 20 minutes teaching pronunciation at the end of the lesson. Excepting class 3B with 20 minutes for teaching pronunciation, the other class spent more from 30 to 40 minutes instructing students on the tasks on their materials. Although they said that 15 minutes is limited, teachers tried to exert the rest of the time in the lesson to focus on pronunciation.

4.2 MATERIALS

The materials are the same in Table 1 because all classes are in MEnglish center. Teacher's material is almost combined between public textbooks and Internet resources such as practices and audio to find the appropriate practices for students. This center uses textbooks including Ship or Sheep, American Accent Training to develop pronunciation curriculums. All of those textbooks are in Phonetic Training Materials that enhance students recognize, understand, practice, and internalize the phonetic terminologies by using IPA as an additional role.

From the teacher's perspective about materials, the official textbooks are reliable resources to design and develop the teaching materials. Teachers can apply it directly into teaching content or research many public resources from the Ministry of Education that depend on their teaching topic.

Well, because published ones are the official ones. So using the official ones and I would say it would save a lot of time because they don't have to search. (Teacher 1)

I try to research every source that I can, not only the public one provided that the ministry of education is, uh, it depends on what type of topics I want to teach them. (Teacher 3)

Teachers try to apply the phonetic alphabet in learning content to help students be aware of different sounds then they can learn phonetics by themselves. It is complicated to teach IPA because not all students are interested in phonetics.

It depends on the student; actually, it no longer depends on the level, but it is more individual because not every student, they interested in phonetics. So if a student asks me how they can study phonetics, I will show them everything I've got. (Teacher 1)

4.3 CORRECTION

Through the observation of pronunciation class, three corrective feedback (CF) teachers use in teaching include repetition, explicit, and recast, which most appeared during pronunciation is explicit and repetition. Students receive the corrective form of pronunciation and perceive clues as to the exact location of the error with explicit technique. Furthermore, two teachers integrated

the IPA during the explanation process by writing phonetics transcription on the board. In repetition, all teachers emphasize or intonate the error words and let students respond to the correct forms.

In contrast to the planned and techniques teachers applied in independent pronunciation classes. If the classes are integrated with other skills, teachers often notice and explain the common mistake in front of the class.

They were talking directly to me, or sometimes I feel I heard a mistake, I would just put it on a board to notice and to teach like a whole class the same thing. (Teacher 1)

It is impossible to correct every one of them, but I'm trying to mime in front of the class for the common mistakes. (Teacher 3)

4.4 TECHNIQUES

Three teachers always exert both audio and pictures into lesson content to highlight and describe the minimal pairs. Visual reinforcement, audio feedback, and phonetic transcript are combined to facilitate students' ability to detect the difference in sounds. In teaching intonation and stress, visual reinforcement is applied to use the dot below or capitalize on the stress syllabus. On the other hand, one of the techniques teachers often use to draw students' attention to errors is audio feedback. Students can imitate the way foreigners produce sounds and identify their mistakes.

Another methodology I usually apply to my teaching is audio feedback, which is very important if I don't want to say is how to improve. So for my students, because we are the L2 speakers, we somehow have to mimic or imitate the nature speaker in some way to sound more native. (Teacher 2)

Following three teachers' perspectives, teacher 1 followed the Presentation – Practice – Produce approach (Ellis, 2009) to lesson design for all skills. But in pronunciation teaching, different cases are appropriate with different techniques.

The method that I usually use the most throughout or not under speaking, but every single skill is PPP. And also for pronunciation specifically that, uh, we usually use visual reinforcement, um, audio reinforcement for different cases. (Teacher 1)

Both teachers 2 and 3 agree that audio feedback and phonetic transcript are useful and widely techniques that help students enable to achieve pronunciation proficiency.

One of the very popular ways that I usually do is phonetic transcription when it comes to pronunciation teaching. So as I tell you in the previous, um, okay. It's like, for the very beginning section of my speaking lesson, I usually show them how to pronounce the pronunciation in English. (Teacher 2)

For me, I will use audio feedback and sometimes will only take transcription reinforcement. For the first one, the audio feedback, I think that is the most widely used technique for every teacher in the classroom activity. They will play that recording several times, help the students to listen, and let them guess the answer. (Teacher 3)

The data analysis revealed some evidence of teacher's perspectives about the role of pronunciation. All of the teachers do not refute the importance of pronunciation when a learner learns English. However, most of the teachers do not think that there should be a separate class on pronunciation teaching. In addition, teacher's perspectives about the role of teachers in teaching pronunciation were uncovered. Most of the teachers show their confidence in becoming an exemplar for students to learn and copy from.

4.5 ROLE OF PRONUNCIATION

(1) Significance of pronunciation

Two of the center teachers deemed pronunciation a crucial part of learners' language learning process. Pronunciation, one of the essential components of English speaking, can enable learners to convey what is on their minds to listeners. If learners communicate with quite bad pronunciation, this can cause hindrance in their commuting with others because listeners may struggle to process what is being said:

Pronunciation also does play a part in listening skills. Learners cannot comprehend what they are listening because they cannot process and differentiate the sounds, which may be due to their incorrect pronunciation (teacher 1).

One of the very important things when you learn English, is pronunciation. If your pronunciation is not clear or is kind of wrong, other people will not understand what you're saying. (teacher 2)

(2) Pronunciation as an integrative skill

Although pronunciation has been considered important to language learning, most teachers believe that the teaching of pronunciation, due to time constraints, should be incorporated in the teaching of speaking and other skills such as listening.

15 minutes because we only have a limited time for the speaking section in my class. So I'll only allocate the time for only 15 minutes. Having said that, I also integrate a lot of pronunciation correction while I'm teaching. (teacher 2)

However, surprisingly one teacher stated that even though pronunciation teaching can be integrated into teaching other skills, sometimes pronunciation can be taught as a separate class to serve a particular purpose, the need to study abroad, for example:

From my perspective, I think that we should separate them from the other it's very important. For the student that wants to study abroad is one of the most priorities for them. It can be included in a speaking class like we always do. For the other, I don't think we have much time for that to work. (teacher 3)

Role of teachers in pronunciation teaching

(1) Non-native teacher as a good model

All of the teachers think that non-native speakers are able to become a fine example for Vietnamese learners. Although the teachers are not native speakers, they have undergone the pronunciation learning process and have always practiced achieving good pronunciation. Thus, they are confident about becoming a good pronunciation model for their students:

I think that it is impossible to correct every one of them, but I'm trying to in front of the class for the common mistakes. I can act out with one of the students, tried to make them speak, answer some questions, and then work on the pronunciation as an example. (teacher 3)

(2) Teacher as a guide for students' pronunciation learning

Teachers of any language are learners at first. Unexpectedly, teachers at the center have also had to undergo the pronunciation-improving process. They are Vietnamese learners, and they know the problems Vietnamese learners often struggle with; therefore, it should be easier for them to help and guide students to achieve a better pronunciation:

So I think that teachers, we were students, initially. Hence, our role is to orient the students and, you know, help them overcome the difficulties that we understand very well because we have all already experienced that and overcome those. So actually our roles have enabled them to improve quicker. (teacher 1)

To answer the first research question about how English pronunciation is taught at MEnglish, the findings of this study show the alignment with previous research in terms of time allocation, correction, materials, and techniques. The literature emphasizes the necessity of time contribution in enabling the teachers to allocate diverse skills and knowledge, not only important key points (Gilbert, 2008; Shah et al., 2017). In the observation process, most of the teachers faced constraints of time in delivering a lecture. It was less than 30 minutes to conduct a pronunciation class which is not enough to express all the aspects of the lesson. The teachers desire to freely emerge in the content and correction time as those services to improve learners' pronunciation. In light of the correction, most of the teachers applied repetition, recast, and explicit feedback from the review of Lyster and Ranta (1997) and Rezaei (2011). Whenever learners had trouble with difficult sounds, corrective feedback was given immediately to adjust the mistakes. Besides, this study also reaffirms the essential role of authentic materials within

many of the characteristics of traditional audiolingual texts, which have been begun to incorporate more meaningful and communicative practice. Textbooks, an audio file, or internet resources were combined to come up with systematic and informative materials drilling in the pronunciation section. This also aligns with the conclusion of Zacharias (2005), which states the effectiveness of phonetic training in pronunciation teaching materials. Typically, the teachers in this research demonstrate how to distinguish sound by using phonetic symbols to catch the learner's attention. Further, this finding is not much different from other research (Freed (1995); Lin (1995); Peacock (1997); and Nabila (2012) with the strategies applied in pronunciation class. Visual reinforcement, audio feedback, and phonetic transcription are meant to facilitate students and encourage them to produce accurate sounds.

In keeping with the teacher's perspectives about the role of teachers in teaching pronunciation, the findings of this study show that the pronunciation of a learner in a foreign language must be taught in accordance with communicative activities for the learner to be able to interact effectively with native speakers, according to recent studies and the current trend reversal in the thought of pronunciation. Gilbert (1984) believes the skills of listening comprehension and pronunciation are interdependent. Teachers should include pronunciation in their courses and expect students to do well in them. Without adequate pronunciation skills, the learner's ability to communicate is severely limited. It is parallel with the emphasis on meaningful communication and Morley's (1991) premise that 'Intelligible pronunciation is an essential component of communication competence.'

Nooteboom (1983) also suggests that speech perception affects speech production; listening is an important factor in communication discourse. This shows the need to combine pronunciation with communicative activities; to offer the student situations through listening and speaking to improve their pronunciation.

The teacher also has a special role in the communicative learning program, a role that Morley describes as 'speech coach or pronunciation coach' (1991). Rather than correcting the errors of the learner, the teacher should supply information, give models from time to time, offer cues, suggestions, and constructive feedback about performance, set high standards, provide a wide variety of practice opportunities and overall supports.

Last but not least, it can be seen that the teacher's role is not only to 'teach' but also to facilitate learning by monitoring and modifying English. The role of teacher's speech monitoring abilities and speech modification strategies for students beyond the classroom provide the needs to students' awareness and allow learning opportunities outside the classroom environment. The teacher's role is to develop the learning process, so the learner has the most excellent chance to develop the learning strategies that are unique to each learner.

5 CONCLUSION

The literature review has also documented the overview of pronunciation teachings such as role, goal, techniques, and problems in this research. In the situation that English pronunciation is an independent class in MEnglish, the findings also show the difference in this study about preparation and techniques with previous studies (Tam, 2005 and Nguyen, 2020). Although most teachers agree that pronunciation should not be separated from primary skills like listening, speaking, reading, and writing because of time restrictions, it is not denied that an independent pronunciation class brings some benefits to students. First, teachers have more time to focus on an individual's problems. They use not only recast in corrective feedback but also explicit techniques to clarify the mistakes in detail. Second, the variety of materials is one of the advantages of pronunciation classes. Teachers can combine audios and phonetic alphabet to enhance their lesson content and draw students' attention. All of the teachers stated that non-native speakers could become models for Vietnamese learners. They are confident because they have pronunciation knowledge and effort to practice to achieve good pronunciation. Finally, pronunciation presents unique challenges; we should provide controlled and bridging pronunciation practice before asking students to take on the extra load of communicative activities that also target pronunciation. It can be integrated with other skills, but integrating it takes some care for students can learn pronunciation successfully.

It is a case study, which means that the samples are not large enough for generalization. In other words, the results found in our study may be aligned with those in further research. For future research, it is recommended that teachers' beliefs and students' beliefs be regarded as the main subjects for study. This action may enable researchers to gain an overall picture of pronunciation teaching at an English center.

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Biodata

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