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A Note from the Editor-in-Chief

Dear authors and colleagues,

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Your contributions have enriched the International Journal of TESOL & Education and have made it possible for us to continue to provide high-quality research articles and papers to our readers. We hope that you will continue to share your research and insights with us in the future.

Thank you for your dedication, hard work, and commitment to advancing the field of TESOL & Education.

Thanks be to God for everything!
Sincerely yours

Associate Professor Dr. Pham Vu Phi Ho
Editor-in-chief
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Factors Affecting Learner Autonomy in Tertiary Level English Learning: A Study at Van Lang University

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ABSTRACT

In the era of the Industrial Revolution, learning is acknowledged as a continuous process, with learner autonomy as one of its most crucial elements. Numerous studies have found that independent language learners benefit more than learners who study passively. Consequently, it is vital to comprehend the aspects that drive learner autonomy. The objective of this study was to identify the factors that both foster and impede the growth of learner autonomy. Data was collected from 233 English majors at the Faculty of Foreign Languages, Van Lang University, using qualitative and quantitative methods (VLU). The findings revealed that there are a number of elements that both help and hinder students' capacity to study English independently. The study also found that learners can learn independently with the support of their surroundings, intrinsic motivation, learning preferences, and technology advancements. Teachers' viewpoints on issues impacting learner autonomy are urged to be taken into account.

Introduction

The popularity of students studying English as a foreign language (EFL) is widely acknowledged among educators (Beare, 2020). Nonetheless, the status of English teaching and learning in Vietnam has run into several issues due to long-standing traditional teaching and learning techniques. Vietnamese students usually recall information and learn by rote rather than exploring new things during the learning process. (Nguyen, 2010). According to recent research, learner-centered classrooms are replacing conventional teacher-centered classrooms. However, it's still evident that individuals will rely largely on the assignments and instructions given by their teachers. Instead of applying what they have learned or even creating entirely new knowledge in the real world, individuals frequently adhere to pre-existing or pre-determined patterns or frameworks (Pham, 2010). Additionally, it has been challenging for English language instructors and students in Vietnam to find teaching resources. Although tertiary teachers are permitted to produce their own course materials, they must adhere to strict criteria of the curriculum, and the students influence neither the design nor the choice of course materials.

Learner autonomy (LA), articulated by Holec (1981, p. 3) as "the capacity to take charge of one's learning" and "the responsibility for all decisions concerning all aspects of this learning," is linked to issues mentioned above. According to Scharle and Szabó, LA was also recognized as a person's capacity to handle his or her own matters and self-determination (2000). In other words, it emphasizes how independent their teacher's students can be and how they are encouraged to pause a teacher's explanation to ask questions, etc. According to Le & Nguyen (2022), students lack confidence in learning autonomy. Specifically, they struggle with self-control when setting learning objectives and deciding what to learn. Aside from that, peer and academic support were ineffective.

This study aimed to identify the factors that support the growth of learner autonomy in English-majored classrooms. As Dinh (2017) points out, since 2007, at least 25 studies on using LA in language acquisition have been conducted in Vietnam. On the other hand, only some addressed what helps or hinders the growth of LA among Vietnamese students.

Literature review

Learner Autonomy

Holec (1981, p. 3) defined LA as the ability to control one's own learning. The researcher is of the opinion that students will be fully responsible for all aspects of this learning, including setting their own learning goals, choosing their own resources, choosing their learning strategies, and self-monitoring and assessing their learning processes (Holec, 1981). Furthermore, based on Holec's viewpoints, Benson (2001) emphasized that autonomy in language acquisition entails control over the cognitive learning process, management, and contents. It is important to note that students are accountable for their own learning and take more active roles throughout the process, regardless of how LA is defined. Learners are recommended to develop their own learning strategies and procedures and choose their own learning materials, methods, and assessments (Richards & Rodgers, 2015).

Autonomous Learners

How is a learner considered autonomous? Several characteristics of independent learners are seemed to exist in educational contexts. Littlewood (1996) defined them as individuals who are able and willing to make all learning-related decisions on their own, including setting learning objectives, choosing learning resources, and adopting learning method criteria. Similarly, Wenden (1998) agrees with these findings when he states that autonomous learners frequently use interactive ways and are more likely to take risks and make accurate judgments in their learning. They focus heavily on learning that is both accurate and appropriate. They are willing to discard any theories or principles that cannot be applied to the learning process, and they can create their own frame of reference to improve the target language. Little (2000) added that the ability to choose learning topics, guide their learning process and plan or execute tasks and activities in both proactive and constructive ways is crucial for learning a new language. Such students are able to work independently as well as effectively and socially acceptable in collaboration with others, according to Wenden (1998) and Crabbe (1999). Hasim and Zakaria both emphasize this view of the self-directed learner (2015). To put it another way, independent

learners prefer to be involved in the acquisition of knowledge rather than simply receiving it.

Factors Affecting EFL Learner Autonomy

Many distinct factors have had an impact on LA's expansion, both positively and negatively. In this study, these variables are separated into two categories: internal factors and external factors. Internal factors include psychological aspects, learning habits and learning strategies, positivism, constructivism, critical theory, critical theory, cognitive strategies, metacognitive strategies, and developed skills and awareness. External factors include the teachers, the tasks, and the environment.

Internal Factors

Psychological Aspects

Recent studies have demonstrated that personality traits, including attitudes, motivation, and inclinations, along with anxiety, can influence how autonomous a learner is.

According to Wenden (1998), learners' attitudes and self-beliefs have an impact on their learning efficiency. A student may not exert the necessary effort if he or she believes they lack the ability to learn. In other words, it does not favorably contribute to LA's growth. In support of this, Qin (2016) asserts that eager learners are more likely to have optimistic views. As a result, they will spend more time studying and are almost certain to set learning goals. This boosts morale. Coppersmith (1967) shares a similar viewpoint, asserting that students with greater self-esteem have higher success rates. This is further supported by Leaver, Ehrman, and Shekhtman (2005). They also underlined the significance of maintaining a balance between one's self-confidence and faith in others by asking for help from others when they need it.

Furthermore, many researchers agree that motivation is essential to the growth of LA. Dickinson (1992), for example, believes that inner drive is a requirement for LA. Furthermore, Spratt, Humphreys, and Chan (2002) stated that the stronger the motivation, the greater the sense of engagement in learning activities. Chen (2015) also claims that learners with a strong passion are more inclined to go forward and implement their learning methods better, which demonstrates LA's fundamental qualities.

The apprehension of learning a new language is another element that seems to have an adverse stimulus on LA. Zaqiri (2015) and Chen (2015) assert that learners become less independent the more nervous they are (2015). This might be because these students tend to be reserved and dependent on their teachers. Thus, they avoid taking chances at all costs (Zaqiri, 2015).

Learning Habits and Learning Strategies

Learners have different learning styles and employ various learning strategies, according to Begum and Chowdhury (2015). They consequently think these study habits and methods may help or hinder learners' autonomy.

Positivism

This teaching method strongly emphasizes the value of instructors as knowledge facilitators. As a result, learners will lose the motivation to set learning objectives or make decisions and instead become passive recipients. This constantly clashes with LA, impeding its development.

Constructivism

This approach facilitates students in deriving new information from their existing knowledge base. It is anti-positivism; therefore, it promotes the development of LA. Participants were also encouraged to make their own discoveries.

Critical theory

As Leaver et al. (2005) recognize, analytical thinking is advantageous to LA. The approach encourages critique and change rather than striving to comprehend and explain things. As a result, students are able to learn independently and construct their own concepts. This enables students to consider the topic from a variety of angles, which might aid them in deciding whether or not to pursue it further.

Cognitive strategies

These include repetition, resourcefulness, translating, note-taking, deduction, contextualization, transferring, inference, and clarifying inquiries, and they allow learners to apply cognitive functions to language learning. Learners become self-sufficient once they have mastered the utilization of these strategies.

Metacognitive strategies

Some of these tactics include planning, thinking, monitoring, and analyzing a person's learning capacity. Individuals who can apply them are more involved and self-directed in their learning journey and exhibit stronger self-regulation, which significantly illustrates LA (Leaver et al., 2005). Thus, if these techniques are applied, students will be more cooperative and self-assured in their language learning, according to Akici (2015, p. 36).

Developed Skills and Awareness

Balçikanli (2010) states that a deficiency in learning abilities and knowledge correlates with poor self-study performance. Learners Students will be far more positive and independent, as Tran and Duong (2018) similarly agree if they possess some expertise in a certain field related to the goals of their course.

External Factors

The Teachers

Many scholars believe that the best way to help improve LA, teachers should play more than simply the position of knowledge transmitters in traditional classroom settings. Little (1996) pointed out that although learners have the capacity to be self-regulated learners, this does not indicate that they will do it independently of teachers. Kemala (2016) and Leaver et al. (2005) believe that teachers not only help students understand how to define learning objectives, choose appropriate learning tools, and so on, but also accommodate them with an opportunity to make their own decisions. According to Alonazi (2017), to encourage students to be more fully independent, teachers should take on various responsibilities, including those of guide, resource, and facilitator. Also, most EFL students are more interested in learning when taught by a teacher who is passionate about teaching, as seen by the findings by Tran & Le (2022). Learners think that a passionate instructor will help them advance in their academic

performance and has motivated them to engage in the learning process (Tran & Le, 2022).

The Tasks

According to Kemala (2016), tasks that must be accomplished have a major effect on LA, either in a positive or negative way. Students will become more intrinsically driven if they work on both intriguing and demanding tasks. Students, on the other hand, may feel unmotivated by monotonous tasks. This view is similar to Tran and Duong's point (2018) in several ways. Their observations show that students who comprehend the importance of a task (such as a portfolio) gain a variety of advantages, such as improved self-management, self-assessment, decision-making abilities, etc.

The Environment

Environmental factors, including situational and social aspects, have a significant impact on LA, according to Benson (2001, p. 49). Parents, siblings, relatives, friends, and teachers all contribute to the social aspect of learning. What kind of influence do you think they'll have on the students? Self-regulated learners, on the other hand, are in need of peer interactions. Hence this social setting can make it simpler for students to collaborate in the classroom. Similarly, based on Dang's research (2010), since students in Vietnam are comfortable engaging with others through communication, it is apparently much easier for them to exchange information and resources and work on task accomplishment assigned by teachers thanks to technological advancements. Also, according to Kemala (2016), when students feel involved with their classmates, they become more driven to learn since group work enables participants to share ideas, benefit from each other, and motivate one another.

Learning resources and materials are included in the situational aspect. Reinders and Balcikanli (2011) claim that only a small number of textbooks significantly impacted the development of LA and that many of them provided students with limited chance for practice. "Most commercially produced materials focus on informing their users about language features and on guiding them to practice these features," says Tomlinson (2012, p. 143). As a result, these textbooks provide less chance to engage in learning a language independently. On the other hand, materials, in the opinion of Kemala (2016), affect how enthusiastic and motivated learners are. Harmer (2007) asserts that engaging and stimulating topics increase the likelihood of effective learning. In addition to this, based on Alzubi's study (2021) conducted in Asia and Europe on how mobile devices can affect LA among students, it is concluded that mobile devices play a critical role in influencing LA in EFL environments especially reading and writing, vocabulary, and grammatical abilities.

Research Questions

The study is conducted to answer the following questions:

1. What factors facilitate English-majored students to learn on their own initiative?

2. What factors impede English-majored students from learning on their own initiative?

Methods

Pedagogical Setting & Participants

The research was conducted at the Faculty of Foreign Languages, Van Lang University, 45 Nguyen Khac Nhu street, District 1, Ho Chi Minh City, Vietnam. Based on the official data extracted from the Faculty of Foreign Languages website at Van Lang University (2022), there were more than 2000 students majoring in the English language at the time.

Design of the Study

The author's use of mixed methods research in this study allowed him to gather and analyze data using both qualitative and quantitative approaches. Thus, according to Creswell (2012), correlations between variables that already exist can be found and explained. The main research design was also the embedded design. At first, only qualitative data was collected. The author then devised questionnaire items to obtain quantitative data based on this information.

Sample and Sampling Procedures

English-majored students in their third year of tertiary education took part in this study. During the sampling procedures, two types of samples were employed. In order to establish a range of perspectives, for a focus group interview, the author selected groups of participants; in this context, third-year English-majored students at VLU were selected (Creswell, 2012, p. 206). Then, a two-stage random sample procedure was applied with questionnaires to obtain quantitative data. Initially, random cluster sampling was used to choose groups of individuals randomly. Members were then chosen with equal and independent probability for each group. Individual random sampling is the term for this method (Fraenkel and Wallen, 1994)

Research Instrument

The author employed focus group interviews and a closed-ended questionnaire to collect data for this study. Focus groups, according to Creswell (2012), are advantageous because of their close relationships with their peers, students who are reluctant to join in 1:1 interviews could feel more at ease doing so. The students first participated in interview sessions to help the author define the issues and identify factors related to the research questions.

Based on Dörnyei & Taguichi's study (2010), 233 students were then randomly selected to complete a closed-ended survey using pre-written responses. While some of the study's questions were adapted from Alonazi's (2017), others were original inquiries based on the authors' prior research. The questionnaire was divided into three sections, each with 37 questions. The first section consisted of four questions that inquired about the participants' demographic data. The second half, which comprised 17 items, was designed to gather data on LA-benefiting aspects, while the third section, which integrated 16 items, was designed to gather data on LA-impeding aspects. The researchers used Likert scales. Thirty-three items are rated on a scale from 1 to 5, with 1 denoting a lot of disagreement and five denoting high agreement.

Without providing any prior notice, the author of the current study requested permission from the Faculty of English Language to conduct the survey during break time (15 minutes). To begin, interviews within focus groups in English-majoring classrooms were performed in order to discover some relevant LA variables. In order to acquire qualified data, 18 students from 3 classes formed into three groups and were asked to join the focus groups. Some broad questions were posed, and responses were collected and recorded from all members of the group. The survey was then executed using 285 questionnaires that were carefully distributed to 8 classrooms. 233 of the 260 copies returned were valid and used, making up 82% of the copies initially distributed. The quantitative data from the surveys were processed using SPSS descriptive analysis, version 19. Descriptive statistics like Means and Standard Deviations were used to analyze the participant responses.

Findings of the Study

Factors facilitating self-regulated learning among English-majored students

Findings from Focus Group Interview

The discussion questions' purpose is to clarify internal and external elements that support improving the autonomy of English language learners.

When psychological factors are mentioned, participants first express a variety of viewpoints. *"I constantly want to attain good results in studying,"* student (S) 3 explained, *"therefore, I believe my learning process grows independent over time." " Because we are frequently under the strain of tests and exams,"* S4 added, *" our learning is self-directed."* Furthermore, the majority of participants claimed that the courses motivated them, as S6 put it: *" Preferring a specific subject allows us to devote more time and effort to studying it both in and out of class. " For instance, topics related to American Culture appeal to me a lot, so I spend time quite a lot of time reading them at home."*

Secondly, all students in the survey reported that they can now study anything, whenever, and anywhere they want, thanks to the assistance of computer and mobile applications, proving that learning styles and techniques have greatly improved LA. *" Interaction with teachers and friends via social media, messaging applications, and emails allows me to learn a lot,"* S5 emphasized. S18 agreed, *" The 'www' environment helps cover the gaps between spaces, and I can interact with my pals on the other side of the planet."*

In terms of accessible skills and knowledge, students who were interviewed admitted that their ability to utilize computers and electronic devices allowed them to become more independent in their studies. *"Electronic gadgets make my learning more practical, simple, and efficient...."* (S17); or *"...they support us in producing qualified learning results, for example, the reports became more appealing and eye-catching,"* according to one student (S16).

Likewise, participants in the interviews believed that their surroundings have an impact on LA's development. Many of them emphasized the significance of teachers in the process. S7, for instance, revealed: *" Teachers put a lot of pressure on us, so we have to study more at home*

and in class to live up to their expectations and earn outstanding grades." Or S2 acknowledged: *" Teachers with enthusiasm and good methodology, professor encourage us to study better."* These teachers allegedly assigned projects on a regular basis, encouraged their students, and evaluated task fulfillment. S5 mentioned that he was motivated by teachers who thoroughly understand their students' needs and care about them and are also equipped with better learning and preparation. Additionally, family members are vital in LA's fostering process. For instance, S9 said, *" My parents have shaped my learning habit from an early age, and I have been nurturing it throughout time."* S13 affirmed, *"That's quite similar to me. I am able to direct my own learning because of my older brother, who is now a successful entrepreneur. He has influenced and coached me greatly during my English learning journey since my first days at the university and has provided me with fantastic learning experiences. In terms of learning, my brother serves as a great role model for me."*

A few individuals also mentioned how using textbooks enables them to learn more outside of the classroom. S14 stated that some of their learning materials allowed them to study on their own time at home.

As S11 stated, *" Libraries and self-study rooms fully equipped with modern facilities are preferable places to study than rental living spaces,"* It is believed that the learning surroundings substantially impact LA. *"We study more effectively there because of the conducive learning environment."*

All of these ideas work together to assist the study's author in creating variables that will answer the research question about what influences LA among students who major in English.

Conclusions from questionnaires

A five-point Likert scale was used to create the survey. The scale is articulated from *1 equals Strongly disagree, two equals Disagree, 3 equals Neutral, four equals Agree, and five equals Strongly agree.* As a result, the data were interpreted using the following standards: Strongly disagree: 1.00-1.80, disagree: 1.81-2.60, neutral: 2.61-3.40, agree: 3.41-4.20, and strongly agree: 4.21-5.00. Table 1, which is listed below, displays the data that was gathered for the research question for 17 items.

Each item in this section has been adapted and designed using the information from focus group interviews and the factors influencing LA development described in section 3. The questionnaire covers five themes with regard to internal and external factors: (1) individual aspects (no.5-8), (2) learning styles and techniques (no.9-11), (3) teachers (no.12–15), (4) learning resources and tasks (no.16–17), and (5) situational aspects and the surroundings (no.18-21).

Table 1. Factors facilitating learning self-regulation

No	Statements: *I'm able to learn English on my own initiative because:*	N	Mean	St.D
5	I am aware of how important English will be for my future career.	233	4.68	0.766
6	Extracurricular activities are enjoyable to me outside of the classroom.	233	3.57	0.951
7	I wish to improve my English learning outcomes.	233	4.65	0.649
8	I have enough confidence when learning learn English because of my vocabulary and grammar knowledge.	233	4.27	0.926
9	I have access to a variety of software programs and mobile apps to help me study English.	233	3.77	0.918
10	I have access to all of the materials (books, journals, periodicals, newspapers, CDs, and DVDs) provided by the university's library.	233	3.18	1.069
11	What interests me is how I can find and learn things on my own	233	3.62	0.978
12	My teachers offer suggestions for or provide me extra reading material.	233	3.83	0.846
13	My teachers advise me to seek the answers by myself	233	3.71	0.858
14	For any queries or inquiries, my teachers are there to help	233	3.94	0.717
15	My instructors are committed and passionate.	233	4.04	0.872
16	I got the chances to continue my research after class using my English course materials.	233	3.43	0.985
17	Thanks to workbook, I have many activities or assignments to complete.	233	3.37	0.951
18	I have access to audio-visual tools that will aid in my independent English learning.	233	3.68	0.988
19	Some of my family members enjoy the English language.	233	3.57	1.182
20	Many of my friends have a knack for learning English	233	4.01	0.964
21	I can join the English-language clubs at my university.	233	2.39	1.088

First, the findings in table 1 showed that psychological variables assisted LA the most in terms of internal components. For items 5, 7, 8, and 6, M = 4.68, 4.65, 4.27, and 3.57, respectively, showed that the majority of participants acknowledged their contribution. It was believed that intrinsic motivations, such as a desire to study English and an understanding of the potential benefits of doing so., would help LA more than external factors (items 5 and 7). In addition, students' linguistic abilities are crucial in helping them feel more confident. More than 56% of survey participants agreed with this statement (M = 3.56), demonstrating the beneficial impact of students' preferences for extracurricular activities outside of class. Additionally, over 65% of participants reported that their autonomy had increased thanks to the ability to use computer software and apply mobile applications in learning English, which is related to the influence of learning styles. Item 9 with M = 3.77 demonstrates this.

Second, the survey showed that outside variables strategically aided students in developing greater self-reliance. Teachers were thought to have a significant good influence on LA's population. Findings from numerous question items serve as evidence of this. More than 76% of students responded to the survey's item 15 (M = 4.04) with the statement that their teachers'

commitment and enthusiasm inspired them to learn. Additionally, encouraging students to ask questions or seek answers on their own gave them more opportunities to decide for themselves about learning-related matters and to guide their own learning (items 13 and 14, respectively demonstrate M = 3.71 and 3.94). The survey also revealed that the sources of supplementary learning materials provided and/or suggested by teachers helped participants carry out their learning effectively (item 12, with M = 3.83). The result also showed how influential connections like family and friends could be. This is shown by the answers to problems in items 19 and 20 with M = 3.57 and 4.1, respectively. When more than half of the respondents said that using course materials outside of the classroom had enhanced their learning (item 16, with M = 3.43) it was clear that school learning resources and technological digital gadgets were additional external factors influencing the development of LA. They also said that having access to digital technology helped them learn more independently. (Item 18, M = 3.68)

Finally, the results showed that the responsibilities of the teachers and the students themselves had the greatest influence on the growth of LA. Additionally, it was believed that educational resources, acquaintances, and family members promoted LA.

Factors impeding learning self-regulation

The conclusion from the Focus Group Interview

The majority of participants agreed that the learner's attitude was the most crucial internal factor. Besides learning, there are other concerns that students face on a daily basis: part-time jobs, relationship issues, and so on. They may devote more time and effort to these than their schoolwork if they lack willpower. Participants acknowledged that their learning self-regulation might be hindered after spending a certain amount of time on such mental and physical activities. For instance, S8 wrote, *"After working two part-time jobs, I'm too exhausted and sleepy to continue studying, even if I know and want to."*

Several participants, including S9, questioned the usefulness of learning resources with regard to external factors: "Some existing learning textbooks offer a lot of literary theory and knowledge but few self-study exercises." Consequently, students had trouble preparing for and reviewing lessons after accomplishing assignments. Some do, but S7 and S8 claimed the tasks were already created, and the students simply needed to put in a little amount of effort to find the answers. This leads to the fact that these books seem to be the reason that holds them back in terms of learning autonomy. When asked about the methods of instruction, S8 added, " *"There have been times when I think that my teachers have tried to 'feed' me more information than I can process. They should give me some space or time to digest and/or work it out on my own, if possible. They may become lazy and refuse to learn more because they are aware that teachers will, in any case, provide them with the keys later."*

Conclusions from questionnaires

The author used the same questionnaire design in the prior research area, in which a five-point Likert scale is used ranging from 1 to 5, corresponding from Strongly disagree to Strongly agree. Additionally, the standards for data interpretation are the same: Strongly disagree: 1.00-1.80, disagree: 1.81-2.60, neutral: 2.61-3.40, agree: 3.41-4.20, and strongly agree: 4.21-5.00. Collected data for 16 items from the research question was demonstrated in table 2 below

Table 2. Factors impeding learning self-regulation

No.	Statements	N	Mean	St.D
	I'm unable to learn English on my own because:			
22	I lose my confidence when it comes to self-learning	233	2.95	1.286
23	When studying alone, I cannot comprehend the knowledge	233	3.01	1.136
24	I find it difficult to speak English with my teachers, friends, and foreigners because I am shy	233	3.91	0.888
25	After class, I am not sure of what to learn more	233	3.80	0.985
26	I struggle with English	233	2.50	1.198
27	I have no idea which method is good for learning English	233	2.98	1.166
28	For the year and each semester, I find it difficult to set my learning goals	233	2.96	1.139
29	My learning techniques may not be as effective as others'.	233	3.75	1.069
30	I'm having trouble deciding which study methods are best for learning English.	233	3.20	1.092
31	Everything is explained in class by my teachers.	233	3.59	1.077
32	My teacher gives the exact answers to all questions and exercises in the course books	233	3.71	1.029
33	Some reading and listening tasks in my course book are beyond my comprehension.	233	3.61	1.022
34	The course book covers a lot of information that are not authentic or outdated.	233	3.47	1.071
35	There aren't many assignments in my course books that motivate me to use my critical thinking skills or learn more.	233	3.78	0.991
36	There are not enough English-language books in my university's library.	233	3.13	1.085
37	I can't find any native English speakers in my neighborhood to practice speaking English with	233	3.55	1.204

Similar to the items in the previous section, all questions in this section were modified and created in light of the results of focus group interviews and section 3's theory of the barriers to LA's development. The following are the internal and external elements that have been questioned: (1) psychological factors (no.22–24), (2) skills and learning awareness, (3) learning styles and techniques, (4) teachers, (5) learning resources and activities, (no.33–35), and (6) environmental factors (no.36-37).

Ultimately, the results revealed that English-majored students were less likely to develop LA due to the fact that they did not acquire enough learning awareness before, therefore affecting their level of efficacy. Furthermore, inadequate learning methods, teachers' roles, and learning resources also contribute to this. The frequency of these responses is shown in Table 3 for your reference.

Table 3. Frequency of items

Items	Frequency (percent)				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Item 24	5 (2.2)	4 (1.8)	62 (26.7)	100 (42.8)	62 (26.7)
Item 25	2 (0.8)	33 (14.3)	31 (13.4)	113 (48.6)	54 (23.3)
Item 29	13 (5.7)	26 (11.3)	14 (6.1)	135 (57.8)	45 (19.4)
Item 31	3 (1.4)	55 (23.7)	21 (9.1)	112 (48.2)	42 (18.1)
Item 32	2 (0.8)	42 (18.1)	31 (13.4)	108 (46.5)	50 (21.6)
Item 33	12 (5.3)	32 (13.8)	19 (8.3)	145 (62.3)	25 (10.8)
Item 34	10 (4.4)	36 (15.6)	62 (26.7)	87 (37.4)	38 (16.4)
Item 35	0 (0)	38 (16.4)	33 (14.3)	107 (45.8)	55 (23.7)

The internal factor that LA struggled with the most was considered to be learning styles in the first place. The data collected showed that more than 77% of participants had trouble identifying the right learning styles, which prevented them from becoming autonomous. Additionally, data from item 25 corresponding to M = 3.80 also showed that 72% of participants thought it was challenging to learn independently since they were unsure what to learn at home without guidance. Some students in the survey also disclosed that their discomfort while conversing in English with teachers, friends, and foreigners had a detrimental impact on their ability to study independently. This is demonstrated by the fact that more than 69 percent of respondents are in agreement with the statement in item 24. The main external factor obstructing LA was recognized by 73% of students as being the learning materials. The students admitted that when they are out of the classroom, it is more difficult to decide what to study when they do not grasp some reading and listening texts. With M = 3.61, this is demonstrated in item 33. Additionally, with regard to item 34 corresponding to M = 3.47, more than 54% of the students who were asked the question feel that access to learning resources that contain outdated information prevents them from becoming autonomous. The activities in course books were also an issue that more than three-fifths of the students in the survey brought up. Since there were few important activities in the course books that required students to dig deeper or do more research outside of class, the output of item 35, M = 3.78, suggested that students lacked the drive to work autonomously. The teachers and their methods of instruction were cited as another obstacle to LA. The results of items 31 and 32, with M values of 3.98 and 3.71, respectively, demonstrated that teachers' role in developing LA is not always positive in which 70% of the respondents replied that their LA was not improved by instructors' actions of providing thorough explanations and answers to nearly all questions.

Discussion

Factors Facilitating English-majored Students' Autonomous Learning

The findings indicate that both internal and external aspects significantly influence the development of learning self-regulation among English majors at VLU.

Regarding internal factors, the findings revealed that LA was promoted by students' aspirations for high academic achievement as well as their understanding of the value of English in their

future employment. This kind of drive is innate. As a result, it is similar to what numerous researchers indicated. For instance, as stated by Dickinson (1992), autonomy may be a result of motivation or a pre-condition for it.

Second, LA has been demonstrated to benefit from learners' preferred methods of learning. The result is somewhat consistent with Qin's opinions (2016). According to Qui's research, learners, who are interested in a subject for a while, adopt positive attitudes toward learning. As a result, the subject would receive more focus, and a learning objective would be set. This is a requirement for the growth of LA.

Thirdly, it also highlighted how helpful language competence is. This outcome is consistent with Tran and Duong's (2010), and Balçikanli's (2010) 's finding. They came to the conclusion that students become more independent the more knowledge, awareness, and learning abilities they have. For instance, students comfortable with English grammar and vocabulary will feel more confident in their capacity to study both in and outside the classroom.

Students at VLU can plan, think through, monitor, and assess their own learning thanks to opportunities to use technological advancements in their English learning. They can also establish their own target in the learning process and use efficient methods to accomplish it. Last but not least, their learning preferences determine the development of students' LA. These suggest the use of metacognitive techniques, which is in line with the idea of contributors to LA by Leaver et al. (2005) and Çakici (2015). Additionally, being able to discover knowledge on their own also points out the constructivism in students themselves when it comes to learning strategies. In this way, they can build up their prior knowledge to produce new knowledge. The results appear to align with Begum and Chowdhury (2015).

The instructors have been the most crucial external factors. LA was considered to be promoted by actions like proposing or giving students further reading resources, encouraging them to come to their own conclusions, welcoming any questions or inquiries, etc. Similar findings have been made by Kemala (2016). Kemala (2016) believed that providing students more freedom to select or use their own learning strategies would be advantageous. Alonazi (2017) also agreed with the previous statement in which he found that teachers act as supervisors, resources, counselors, and facilitators in autonomous language classes. The second critical factor is the tasks and instructional materials. Based on the results, the more opportunities the learning materials gave them to discover outside of the classroom setting, the more LA can be enhanced. This is in line with Harmer's (2007) and Kemala (2016)'s hypotheses. They stated that engaging, fascinating, and difficult tasks would encourage students to work both alone and collaboratively.

The people around the students have an impact on LA as well. The students who responded to the survey acknowledged that they are inspired by family members and friends who speak English well. This is called the social context, which helps develop an environment where students can interact with others, as Dang (2010) emphasized.

In conclusion, it has been demonstrated that a variety of internal and external factors influence learner autonomy. Several individual factors, including extrinsic and intrinsic motivation, language ability, learning preferences, and learning styles, impact the promotion of LA. On the

other side, in addition to family and friends, there are outside factors like teachers, tasks, and learning materials.

Factors Impeding English-majored Students' Autonomous Learning

Being unaware of what is to be learned outside of the English classroom is the first internal issue listed as contributing to LA's poor performance. This outcome is comparable to what Balçikanli (2010) claimed, namely that a lack of learning abilities and knowledge caused low performance of autonomous learning. The demographic information gathered revealed that the majority of participants studied outside of class for no more than four hours each day, supporting this claim. This finding aligns with Zeng and Liu's (2014) finding of how knowledge can positively impact the growth of LA, which indicates that students become more autonomous after they have the necessary knowledge, awareness, and learning skills.

Student self-efficacy has been noted as the second aspect that hinders LA. Students won't be able to hold a conversation, chat, or speak up since they won't be confident in their ability to do so in English. Wenden (1998) noted that this condition had been shown to hinder students' academic achievement since they may not put the necessary amount of time and effort into their studies. Therefore, it is believed that a lack of self-efficacy may cause low learner autonomy performance. Furthermore, according to an analysis of the data by Mansooji & Javid (2022), all teachers recognize the importance of encouraging learner autonomy in EFL lessons. Quantitative data, however, show a statistically significant gap between what people believe and what they do in reality. The qualitative data also supports the existence of this discrepancy and points to passive learning habits, a lack of enthusiasm, and the strain that the expectations of the classroom put on the teachers as potential causes.

Teachers are observed to have the responsibility for this. The questionnaire results indicated that teachers tend to explain everything in class and respond to nearly all of the activities and quizzes are given in the textbooks. In a focus group interview, students reported that their teachers thoroughly explained and gave answer keys for a vocabulary or grammatical exercises. These behaviors cause students to become less independent and more likely to wait for teachers to explain things. This concept of positivist learning is considered to stop LA from developing (Begum & Chowdhury, 2015). Last but not least, learning resources are also the key factor that impedes the process of LA. This is problematic for students since there are few options for them to continue learning and exploring after school, and the majority of learning materials are irrelevant and contain outdated information. The findings are consistent with Kemala (2006) conclusion, who emphasized that students cannot be motivated to study by challenging or tedious assignments. According to Tomlinson (2012, p. 143), English resources given by the university only "focus on informing their users about language features and on guiding them to practice these features" rather than expanding further issues of the topics. This is in total contrast with the idea of self-discovery since it is the most vital quality that promotes LA. Moreover, Tran and Duong (2018) assert that children will never acquire autonomous learning once they begin to question the value of the learning resources.

Conclusion

Summary of the results

In summary, our study found a variety of characteristics that both enhance and hinder autonomous English acquisition among VLU English majors. It has been discovered that students' internal drive, language competency, learning preferences, learning styles, and learning techniques are positive internal influences. Instructors, instructional materials, and the people in one's immediate environment, including family and friends, have all been mentioned as variables that can support LA.

Individual aspects such as students' poor language awareness and learning abilities, inappropriate learning strategies, and low self-efficacy levels were also identified as barriers to autonomous learning. It has been demonstrated that teachers and instructional materials negatively impact LA in relation to external factors.

Pedagogical Implications

Implications for Teachers

The factors that affect LA among English-major students have been identified, and it is advised that teachers change their pedagogical strategies to provide students with more opportunities to decide, solve problems, and learn things on their own. Additionally, teachers significantly impact students' motivation and self-confidence, which is essential for improved autonomous learning. In addition, regardless of their course books, teachers are encouraged to be creative in their teaching adaptations or adjustments to stimulate students to learn English.

Implications for Students

It is highly recommended that students create their own target and methods in the journey of learning English. Therefore, they are encouraged to establish adequate learning objectives and create suitable ESL learning methodologies. It is also advised that modern technology usage be improved to develop a self-sufficient learning environment.

Recommendations for Further Research

It is inevitable that this study will have constraints. First of all, there weren't enough class observations to assess and take into account the association with survey results. Second, the author of this study failed to consider other English teachers' viewpoints. As a result, many adjustments are anticipated to be made in the future for improved research. The research instrument would undergo the first alteration. In order to add more information for discussion, it is vital to include class observations. Future studies should also broaden the sample size to include students with diverse majors. Teachers should also be involved in the study of their variety of viewpoints.

Acknowledgments

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English as a Global Language: An Exploration of EFL Learners' Beliefs in Vietnam

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ABSTRACT

Keywords: global language, international language, Vietnamese students, EFL learners, learners' beliefs

In the era of globalization, the English language has been considered a global language that plays a vital role in many countries. This research paper discusses the beliefs of EFL learners related to the significance of English in Vietnamese contexts. These language perceptions consist of Vietnamese students' attitudes toward the importance of English in Vietnam, their motivations for learning English, and the status of English teaching and learning in Vietnam. Data collected from the questionnaire with the contribution of 514 participants from 4 universities in Ho Chi Minh City has been analyzed for shedding light on the issues of language beliefs. The results indicate that English is regarded as a prevalent international language. To have better job opportunities and to gain competitive advantages are the two main reasons why Vietnamese students learn English. The focus on exam-oriented teaching and learning of English, however, is still prominent in the educational environment in Vietnam. Finally, although communication in English is still a problem of Vietnamese EFL learners, English is expected to become a second language in Vietnam in the near future.

Introduction

'*English is a global language*' is such an apparent statement that most people would agree with it. You can hear English spoken on television by famous politicians like President Joe Biden of the United States of America or Prime Minister Rishi Sunak of the United Kingdom. You can also see many signs, advertisements, and menus written in English when you travel to a foreign country. English has authentically achieved global status because large numbers of people speak this language in many countries around the world (Crystal, 2003).

As can be seen in Figure 1, with around 1.5 billion native and non-native speakers, English is the most widely-spoken language in the world (Statista, 2022). These speakers of English 'can be divided into three roughly equal groups, native speakers of English, speakers of English as a second (or intranational) language, and speakers of English as a foreign (or international) language' (Pennycook, 2017, pp. 7-8). The interrelationship between globalization and English is a two-way process. Whereas globalization is being accelerated in part by English's status as

a global language, globalization is also causing English to be used more frequently (Graddol, 2006).
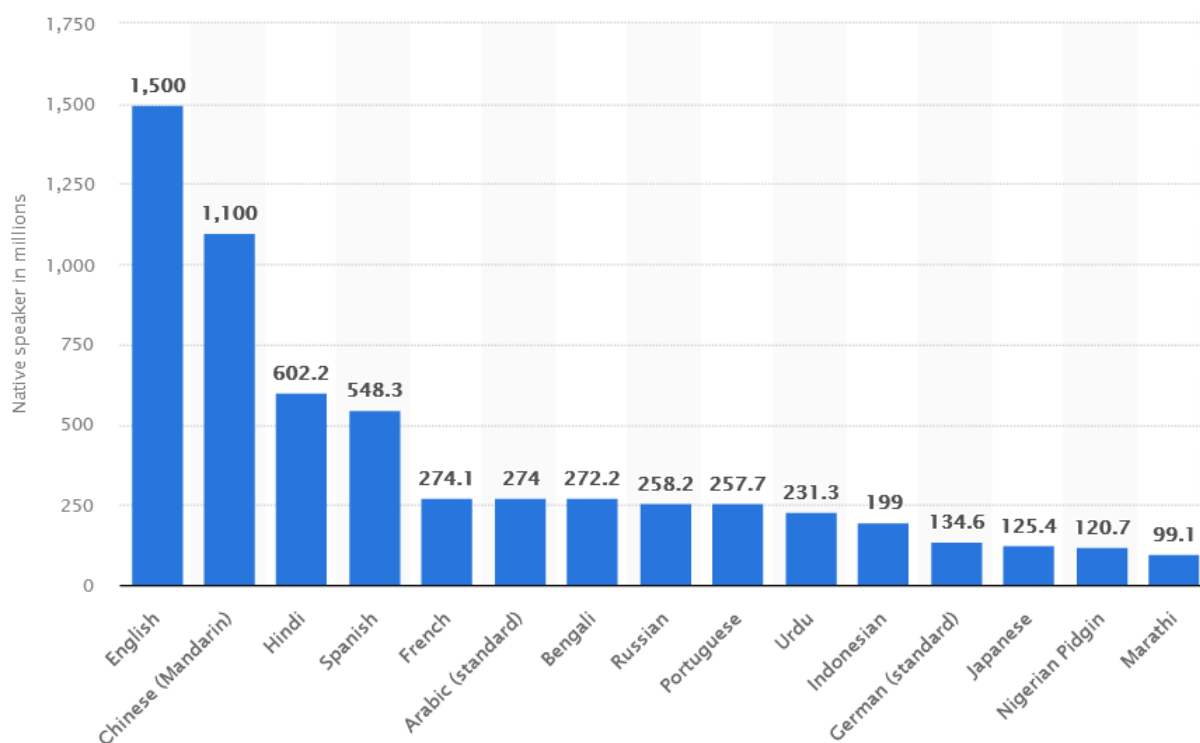
Figure 1. The most spoken languages worldwide in 2022 (Statista, 2022)

Especially in a developing country like Vietnam, English is taught very early as well as many young Vietnamese people have been aware of its importance for the reasons of finding a quality job, communicating with the foreign world, and approaching scientific sources they are pursuing. Despite that, the English proficiency level in Vietnam is still rather low. According to the ranking of the international educational organization named EF Education First, Vietnam ranked 66 among 112 countries in terms of the English proficiency index in 2021 (EF, 2022). This English proficiency index is based on the analysis of more than 2 million English users from 112 countries whose mother tongue is not English.

At the present time, the term 'global English' is being used more and more commonly, and English is being talked about everywhere in the world, from people having the same nationality and the same mother tongue to people having different nationalities and speaking different languages. This topic has been widely discussed in various articles by different language scholars, but few research papers have been conducted in the context of Vietnam. This study explores Vietnamese learners' beliefs regarding the significance of the English language, learners' inspiration to learn English, and their outlook toward the future of English in Vietnam.

Literature review

English as a global language

English has become a global language because of geographical-historical and sociocultural

features (Crystal, 2003). The geographical-historical factor explains how English accomplished the state of a distinct language, and the sociocultural clarifies why English continues to exist as a dominant language. When it comes to the geographical-historical factor, due to the historical effects of the British Empire over their former colonies like the United States, Australia, Canada, Nigeria, South Africa, and India, "English has become the principal language of the countries influenced by the British colonialism" (Rao, 2019, p. 67). Besides the influence of British colonists, the emergence of America, with its dominant power in politics and military force since the early 20th century, helped spread English's popularity over the world (Asningtias, 2017).

When it comes to the sociocultural factor, English gains its high social status and people are encouraged to use it in a global context because of its socioeconomic supremacy (Majidi, 2013). English has a significant impact on most domains of life, including political activities, commerce, communication, entertainment, mass media, and education (Crystal, 2003). In politics, English is the official language of many international organizations like the United Nations, NATO (North Atlantic Treaty Organization), and international aviation (Ibrohimova & Ziyaboyeva, 2022). English is also used as a medium language to communicate across national borders so that everyone in the world can understand each other and respect differences in languages, cultures, and lifestyles (Pandarangga, 2016).

English as a lingua franca

English continues to serve as an important lingua franca to globally support human relations in the postmodern world (Graddol, 2006). Ishikawa (2017) indicates that the majority of people whose English is not their native language use English mainly for lingua franca purposes instead of using it as an intra-national or intra-regional means of communication. In the arena of education, Yao *et al*. (2019) state that the use of English as a lingua franca has increased in many educational institutions because of internationalization. In order to attract international students and boost their educational prestige, transnational universities have used English as a lingua franca in teaching and learning.

Language scholars have various perspectives on the spread of English, and a debate about whether English is an Asian language or not has been raised (Kirkpatrick & Lixun, 2020). Kachru (1998) develops a model using three concentric circles to illustrate the widespread of English in different countries. This model divides countries using English into three categories involving the inner circle, the outer circle, and the expanding circle. The inner circle signifies the countries where English has a role as the first language (for example, the UK, the USA, Australia, and New Zealand). The outer circle characterizes the multilingual countries where English is considered as the second additional language (for example, India, Singapore, the Philippines, and Malaysia). The expanding circle represents the countries and regions where English is used as an international language (for example, Japan, Korea, China, Taiwan, Hong Kong, Thailand, Indonesia, Myanmar, and Brunei). According to the classification of Kachru (1998), Vietnam is categorized into the expanding circle where English is treated as a foreign language.

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            The Expanding Circle e.g.,

Bhutan (1,614)      Brunei (280)      China (1,208,841)
Fiji (771)          Hong Kong (5,838) Indonesia (194,615)
Japan (124,815)     Maldives (246)    Myanmar (45,555)
        Nepal (21,350)    Thailand (58,183)
              South Korea (44,563)

            The Outer Circle e.g.,

Bangladesh (117,787)        India (918,570)
Malaysia (19,695)           Pakistan (136,645)
Philippines (66,188)        Singapore (2,821)
              Sri Lanka (18,125)

            The Inner Circle

              Australia (17,853)
              New Zealand (3.531)
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Figure 2. The original three concentric circles model of Asian Englishes, populations in thousands (Kachru, 1998)

The spread of English in Vietnam

In the Vietnamese context, the emergence of English is supposed to begin from the Vietnam War period of 1954-1975. According to Hoang (2020), the North of Vietnam, with the political ideology of the Soviet Union and China, encouraged learning Russian and Chinese as foreign languages whilst the South of Vietnam, with the political ideology of the United States of America, highlighted learning English and French as foreign languages. After the 'Renovation Policy' or "Đổi Mới" in 1986, which was a remarkable milestone for socio-political collaboration with Western countries, English has officially become the dominant foreign language to be taught in the education system of Vietnam.

At the present time, English is one of the mandatory subjects being taught in the national curriculum of Vietnamese education. English is currently a crucial means of communication for Vietnam to integrate into the world (Nguyen, Marlina, & Cao, 2020). In the domain of business, after being a member of WTO (World Trade Organization) in 2006, English has turned out to be much more vital in Vietnam because of its necessity in welcoming foreign investors with flows of foreign investments from other countries (Ton & Pham, 2010).

Previous research on the status of English as a global language in Vietnam

In a quantitative study conducted by Nguyen and Lo (2022), the authors investigated the insights of Vietnamese EFL teachers and students from both gifted and non-gifted high schools concerning English as a lingua franca. In this research, 155 Vietnamese high school teachers of English and 300 Vietnamese high school EFL students were invited to respond to a 20-item questionnaire. The results revealed that both the teachers and the students of this study showed

positive perceptions towards different scopes of English as a lingua franca, including teaching materials, using English for communication, the role and culture of English, and the use of English in the classroom.

In the study conducted by Ap (2015), the author discovers three factors that make language become a global language: military power, political power, and economic power. To illustrate, this author discusses the advantageous inferences of the English language to students in Vietnam. In particular, the English language supports Vietnamese students in broadening their knowledge, improving their ways of thinking, and brightening their career prospects (Ap, 2015). Especially in the fields of science, Vietnamese scientists can take advantage of having a good command of English to take part in global scientific projects with foreign counterparts and to contribute to international scientific accomplishments (Ngo *et al*., 2018).

In terms of the current status of English in the context of Vietnam, Hoang (2020) states that English has been the most vital foreign language used nationally, and it is the second most popular language only after Vietnamese. In her paper, Hoang (2020) explains that English has gained its dominant status because English is not only a crucial means of communication that helps Vietnam modernize and compete in the international market but also critical for Vietnamese people to open a wide range of opportunities related to personal education, job seeking and promotion. However, in spite of its importance and predominant status in the years to come, it is difficult for English to become the second official language in the Vietnamese linguistic area (Hoang, 2020; Hoang, 2016; Hoang, 2011).

Research Questions

To achieve the purpose of the study, the survey was looking for the answers to the following research questions:

1. Why is English important and popular from the perceptions of EFL learners in Vietnam?
2. What are EFL learners' motivations for learning English in the Vietnamese context?
3. What are EFL learners' attitudes toward the current status and the future of English in Vietnam?

Methods

Pedagogical Setting & Participants

The participants of this study are 514 students from 4 universities in Ho Chi Minh City, where English is a mandatory subject in their curriculum. Their age ranges between 18 and 22 years old. Nearly half of the respondents have studied English for 7 to 10 years, and about a quarter have studied for more than 10 years. In order to protect their privacy and keep confidentiality, participants' names and university names are not required to provide.

Although coming from dissimilar backgrounds, they are all native Vietnamese speakers and just use English as a foreign language. When being asked to self-evaluate their English proficiency level, more than 44% of the students say that they are just at A1 level according to CEFR, and more than 30% of them reach A2 level. Less than a quarter of the survey takers

believe that their English proficiency is at B1 or higher level.

Design of the Study

The research method carried out in this study is a quantitative approach because quantitative research help to describe a research problem through a description of trends in attitudes or opinions of a population of people (Creswell & Guetterman, 2019). The results from the questionnaire are used as indicators to determine individual beliefs and attitudes of a large population through gathering and analyzing statical data.

Although the qualitative method can be applied to discover insights from each participant through interviews, this approach cannot access a large target population (Cohen, Manion, & Morrison, 2018). Instead, this study wanted to pay more attention to a large-scale population and the items from the questionnaire have been chosen because they addressed direct issues of language beliefs.

Data collection & analysis

Quantitative data is assembled through a survey concerning the students' beliefs about English as a global language. The questionnaire was distributed to 514 students in 4 universities in Ho Chi Minh City, the biggest city in Vietnam in terms of population and economy, via an online survey using Google Forms. A questionnaire is a useful means for gathering answers to the same questions '*What?*', '*Where?*', '*When?*' and '*How?*' from a large number of respondents allow the researcher to describe certain features in certain categories (Bell & Waters, 2014). Following that, descriptive statistics and thorough analysis are performed to provide an understanding of students' feedback.

There are five main sections designed in the questionnaire to answer the research questions:

1. The importance of English

2. Why English is popular

3. Why the students learn English

4. The current status of English education in Vietnam

5. The future of English in Vietnam

Regarding the first issue, there are five statements using rating scales from strongly disagree to strongly agree to investigate students' level of agreement on the significance of English in different life aspects. Concerning matters number two and three, participants are required to clarify why English has been popular and why they learned English by choosing listed reasons which are true for them or adding their own ideas. The last two topics regard the students' opinions about the recent situation of teaching and learning English in Vietnam as well as the prospect of English in Vietnam has four statements for each category, and rating scales are applied for these items.

Findings

The importance of English

The first section of the questionnaire points out that English is significantly crucial from the sense of the students (see Table 1). More than 80% of the participants agree or strongly agree that English is the current dominant language in today's world. The same high percentage, 82.9% of the respondents from the survey acknowledge that besides the Vietnamese language, which is the mother tongue of Vietnamese people, English gets the second position among popular languages in Vietnam. As a result of the popular status of English in the country, more than four-fifths of Vietnamese students believe that Vietnam will integrate and globalize better into the world. A majority of them are also confident that Vietnam will soon become a country having a strong influence in the region with the useful support of English.

Table 1.

The beliefs towards the significance of English

Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. English is currently the dominant language in the world.	27 (5.3%)	10 (1.9%)	65 (12.6%)	243 (47.3%)	169 (32.9%)
2. English is the second most popular language in Vietnam, only after Vietnamese.	26 (5.1%)	11 (2.1%)	51 (9.9%)	256 (49.8%)	170 (33.1%)
3. With the popularity of English, Vietnam will become more integrated and globalized.	22 (4.3%)	8 (1.6%)	68 (13.2%)	264 (51.4%)	152 (29.6%)
4. English is a helpful tool to help Vietnam rise up into an influential country in the region.	25 (4.9%)	4 (0.8%)	43 (8.4%)	259 (50.4%)	183 (35.6%)

The prevalence of English

In order to investigate how the survey-takers explain the popularity of English, ten rationales were suggested to select in the second section of the questionnaire, and the respondents raised no additional ideas (see Table 2). When being asked why English is popular, the top answer selected by the participants is "English is the most used language in the world". The next two top reasons chosen by nearly two-thirds of the respondents are that English is an important language of not only in international finance and business but also in education and science. The results in Table 2 also reveal that being the language of tourism and the internet is also an explanation for the dominance of English.

Table 2.

The reasons why English is popular

Reason	Respondents	Percentage
1. English is the most used language in the world	467	90.9%
2. English is the language of international finance and business.	338	65.8%
3. English is important in education and science.	320	62.3%
4. English is the language of tourism.	292	56.8%
5. English is the language of the internet.	279	54.3%
6. The USA and other English-speaking countries have great influence.	247	48.1%
7. English is used a lot in politics.	223	43.4%
8. English is easier to learn than other languages.	215	41.8%
9. Speaking English fluently shows you are in a different social class.	203	39.5%
10. There is a global dominance of Hollywood blockbuster movies and US-UK music.	148	28.8%

The motivations for learning English

To discover the incentives for Vietnamese learners to learn English, a list of 10 common reasons was recommended in the questionnaire (see Table 3). The participants added no other opinions. According to the results of Table 3, the primary purpose that promotes EFL learners to learn English in Vietnam is to have better opportunities to have a good career in the future.

Table 3.

The reasons why the students learn English

Reason	Respondents	Percentage
1. To seek for better job opportunities	455	88.5%
2. To have a competitive advantage in the study, work, and promotion	409	79.6%
3. To communicate with foreigners	364	70.8%
4. Because English is a mandatory subject in school	343	66.7%
5. To expand relationships in friendship and international partnership	315	61.3%
6. To entertain (watching movies, listening to music in English, etc.)	295	57.4%
7. To improve position and social status	212	41.2%
8. Because there is a passion for learning English	167	32.5%
9. To study abroad	145	28.2%
10. To immigrate to a foreign country	84	16.3%

In the second place with a percentage of approximately 80%, this section of the questionnaire also indicates that good English can help gain a great advantage over the competition in different aspects of life, including study, work, and promotion. Furthermore, 70% of the survey-takers suggest that they learn English because they want to have the ability to communicate with foreign people from other countries. Besides being a mandatory subject to be taught at school, the students are motivated to learn English to expand their social relationships with international friends as well as in doing business with global partners around the world with a selection percentage of 66.7% and 61.3%, respectively.

Current status of English education in Vietnam

Statements related to the up-to-date situation of English teaching and learning in Vietnam are raised in this section for the participants to appraise (see Table 4). More than 80% of the students agree or strongly agree that English education in Vietnamese schools and universities is

examination-oriented. A similar percentage of the respondents (83.9%) supports the opinion that English examinations in Vietnam primarily concentrate on testing English grammar, vocabulary, and reading comprehension. Hence, it is supposed that listening and speaking skills are not paid attention to in English exams in Vietnam.

Item 3 of this section has been designed not only to determine their ability to use listening and speaking skills in communication but also to check for the connection with the previous question regarding the concentration on grammar, vocabulary, and reading comprehension in English examinations. Consequently, when being asked whether the students could communicate well in English or not, 44.2% of them seemed to be confused and not sure whether to agree or disagree. While 21.2% of the students believe that they are good at using English to interact with other people, 34.6% of them need more confidence in communicating in English. In general, only about half of the participants assume that the current English education can meet their satisfaction in terms of general needs and expectations of learning outcomes, whereas 17.6% of them feel dissatisfied with the English education they have received.

Table 4.

The status of educating English in the Vietnamese context

Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. English education in Vietnamese schools is currently exam-oriented.	15 (2.9%)	6 (1.2%)	76 (14.8%)	285 (55.4%)	132 (25.7%)
2. English exams in Vietnam mainly focus on grammar, vocabulary, and reading comprehension.	17 (3.3%)	5 (1.0%)	61 (11.9%)	275 (53.5%)	156 (30.4%)
3. I can communicate well in English.	30 (5.8%)	79 (15.4%)	227 (44.2%)	130 (25.3%)	48 (9.3%)
4. Generally, an English education has satisfied my needs and expectations.	26 (5.1%)	64 (12.5%)	161 (31.3%)	190 (37.0%)	73 (14.2%)

The prospect of English in Vietnam

Students are also asked for their level of agreement on the future status of the English language in the Vietnamese context. As can be seen in Table 5, nearly 90% of Vietnamese learners think that English will still keep its dominant position as the most widely used foreign language in Vietnam. Accordingly, 84.4% of the EFL learners in Vietnam trust that investments in learning English will become a promising trend. If more and more students invest time and money in learning English, their English proficiency will significantly improve. Obviously, 83.2% of the respondents hold a belief that future learners of English in Vietnam will increase their proficiency level and communicate better in English.

In the questionnaire, item 4 of this section has been directly explained in the Vietnamese language regarding the differences between a foreign language and a second language. In particular, the term 'foreign language' has been briefly clarified as a language that is not a dominant one in a country. On the other hand, the term 'second language' has been simply described as a language that is widely used as the main or official language in a country. According to the results, there is also optimism that English will transform its position from a foreign language into a second language in Vietnam with the approval of more than two-thirds

of the participants.

Table 5.

Future of English in Vietnam

Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Among foreign languages, English will still be a global language widely used in Vietnam.	19 (3.7%)	2 (0.4%)	50 (9.7%)	277 (53.9%)	166 (32.3%)
2. Investing in learning English will become a trend.	17 (3.3%)	9 (1.8%)	54 (10.5%)	276 (53.7%)	158 (30.7%)
3. The proficiency level of English learners in Vietnam will be significantly improved, especially in communication.	21 (4.1%)	6 (1.2%)	59 (11.5%)	288 (56.0%)	140 (27.2%)
4. English will soon transfer from a foreign language into a second language in Vietnam.	28 (5.4%)	20 (3.9%)	116 (22.6%)	240 (46.7%)	110 (21.4%)

Discussion

Through the findings from the five sections of the questionnaire, the answers to the research questions are found. Regarding the first research question, a very high proportion of the EFL learners in Vietnam manifest that English is a dominant language in the world. In the age of technology and globalization, many language scholars agree that English is becoming more and more dominant and that no other languages could gain the same leading position (Ngo *et al.*, 2018). In Vietnam, besides Vietnamese, which is the official language of this country, many participants of this study believe that English is the most spoken foreign language in Vietnam. In reality, it is not an overstatement to state that English cannot be eliminated from the crown of languages in the near future. A majority of the respondents also agree that English is a supportive instrument to assist Vietnam not only in integrating into the globalized world but also in evolving into an influential country in the region. Phan (2021) adds that English is considered an influential tool in facilitating the international integration of the Vietnamese government. English is an effective tool playing a vital role in helping global citizens understand the language, culture, and society of Vietnam in the internationally integrated era.

An overwhelming number of the EFL students in the survey believe that English is popular simply because it is the most commonly used in the world. In the trend of integration and globalization, English is considered the most popular language in the world, with more than 60 countries using English as the main language and about 100 countries using English as the second language. From Vietnamese learners' perspectives, English also gained popularity because it is considered the international language of business, finance, education, science, tourism, and the internet. These outcomes share the same findings in other studies of Hoang (2020), Ap (2015), and Ton and Pham (2010). With commercial institutions in financial centers of the world like Great Britain or the USA, English has been a default business language for a long time. The importance of English has been emphasized, expanded, and expressed in the educational sector because most education resources, materials, and books are written in English, and global educational systems require English certificates (Ngo *et al.*, 2018).

Furthermore, when traveling abroad, a tourist needs to be equipped with English to communicate well with local people and explore more interesting things at foreign destinations. Besides, due to the quick development of information technology, English is regulated as the default language of Internet users. It means we can only operate effectively in the internet world with English.

Concerning the second research question, which examines what factors inspire Vietnamese learners to learn English, the top reason is to look for a good working position in a competitive jobs market. Being good at English can be a viable advantage for learners of English because English opens new opportunities to help them learn better at school, earn more money and become more successful in their future careers (Le & Le, 2022). In addition, many EFL learners in Vietnam learn English to communicate well with foreigners to expand their social and professional relationships. In the trend of integration into the world, there is a need for employees who can communicate in English with international partners and customers globally. Moreover, Vietnamese students have to learn English simply because it is a compulsory secondary and tertiary subjectel. In the educational system of Vietnam, English subject is started to be taught from grade 6, and it maintains the obligatory position until the end of grade 12 (Sundkvist & Nguyen, 2020). At the tertiary level, English is still a compulsory subject in many universities, and it is set as a language outcome requirement for students to graduate (Hoang, 2020).

According to the survey results, although the respondents of this study have learned English for seven years or more, their English proficiency is rather low. The third research question tries to listen to the participants' comments on the current status of teaching and learning English in Vietnam as well as their thoughts on the forthcoming period of English education in the Vietnamese context. Most of the students in this study hold a belief that education in English in Vietnam has an examination orientation. Therefore, teaching to the test is a popular method of education whose curriculum is deeply concentrated on preparing students for standardized tests. In order to assess the test-taker's ability in a large population, English standardized tests are regularly designed in multiple-choice format and mainly focus on English grammar, vocabulary, and reading comprehension. It is obvious that listening and speaking skills are not highlighted in English examinations. Hence, when being asked whether to have good communication in English or not, a majority of the participants stayed neutral because they were uncertain about their ability to use English to communicate. In actual fact, it has been generally noticed that many EFL learners in Vietnam experience many difficulties in communicating and speaking English (Ly, 2021). Despite some problems related to English learning and teaching methods, a significant proportion of the students in the survey still feel pleased regarding English education in Vietnam because their needs and expectations have been satisfied. One possible reason to explain their satisfaction is that teaching to the test helps the students straightforwardly qualify for the exams. In the study of Nguyen and Lo (2022), their results also show positive perceptions of Vietnamese students towards their satisfaction with using English as a lingua franca in different program domains.

Relating to the outlook of English in Vietnam, EFL learners suppose that English will still maintain its dominant position among foreign languages. Understanding the importance of

English, populous Vietnamese parents have massive investments in their children to learn English from a very young age, and that has become a contemporary trend in Vietnam. Consequently, the English proficiency of learners in Vietnam is expected to reach a higher level. Their ability to communicate in English is accordingly enhanced as well. In an optimistic future, English will transform from a foreign language into a second language in the Vietnamese context. As a matter of fact, it is not simple to officially recognize English as a second language (Hoang, 2011; Hoang, 2016; Hoang, 2020). The foremost condition needs to be satisfied to create an environment for using English on a daily basis for Vietnamese people.

Conclusion

In the trend of globalization nowadays, the importance of English is neither deniable nor ignorable because it has been used commonly everywhere in the world. English is undoubtedly a dominant international language not only in Vietnam but also in many other countries around the globe. As it is shown in the study, Vietnam will integrate deeply and widely into the globalized world owing to the spread of English. More importantly, English is a useful tool assisting Vietnam to have great influence in the nearby region.

This article has also discussed the reasons explaining the popularity of English regarding the beliefs of EFL learners in Vietnam. The top reasons involve the leading status of English as the most used language in the world and its significance in international finance, commerce, education, science, tourism, and the internet. Vietnamese students are motivated to learn English to pursue better career paths and to gain a competitive advantage in the study, work and promotion. In addition, students in Vietnam learn English not only because it is a mandatory subject in schools but also because they want to communicate with foreign citizens to expand their international relationships.

Participants of this study comment that English education in Vietnam is mainly exam-oriented, with a focus on grammar, vocabulary, and reading comprehension in English standardized tests. Thus, communication in English is not a strength for Vietnamese English learners. Nevertheless, they are generally satisfied with the current English education and believe that English will remain a global language extensively used in Vietnam. They also have faith in the improved proficiency level of English learners and the transference of English into a second language in the Vietnamese context in the future.

Some particular limitations are unavoidable, such as the limited research location in only one city, as well as uncomplex methods of collecting and analyzing data. Though English as a global language has been investigated via various studies by language scholars around the world, updating its status in different contexts is never an obsolete task. Moreover, another similar research using a qualitative approach to have a profound understanding of each particular student's viewpoint and feeling is strongly recommended. Further examination of the beliefs of Vietnamese EFL teachers towards the same topic is also suggested to have a bigger picture of English as a global language in Vietnam.

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A Questionnaire Survey on Hoa Sen University Students' Positive and Negative Achievement Emotions in Learning

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ABSTRACT

Achievement emotions are defined as emotions that are directly linked to achievement activities or achievement outcomes. Achievement emotions are very important in the learning process because they can affect learning performances and learning outcomes. This study was carried out with the intention of examining the types of emotions that students experience and the affective factors related to achievement emotions. In the current study, three positive emotions, including enjoyment, hope, and pride, and three negative ones, including anger, anxiety, and boredom, are examined using an adapted version of the Achievement Emotions Questionnaire by Pekrun (2002). Students' emotional experiences are studied in learning-related achievement situations at university. Three hundred eighty students currently attending Hoa Sen University participated in the study. The results reveal that the students have a moderate and high level of positive and negative emotions. In addition, there is a significant difference in students' level of positive achievement emotions in terms of gender, hometown, and major and negative emotions in terms of hometown. Moreover, in-depth interview results reveal that most of the problems which lead to negative emotions are related to individual students. From the results, some educational implications are drawn to help minimize learners' negative emotions and foster their positive emotions.

Keywords:
achievement, emotions, learning, positive, negative

Introduction

The Communist Party of Vietnam has stated that the overarching objective of Vietnamese education is to create a society of learning in which all Vietnamese people would have equal access to an open, diverse, adaptable, and contemporary educational system (2021–2030). Higher education and vocational training must be prioritized in particular. Therefore, it becomes essential for educators to ensure the standard of higher education.

In higher education settings, students go through a range of emotions. Since not much learning can occur without emotions, it has been demonstrated that certain emotions are crucial to students' learning activities. (Seli et al., 2016; Tyng et al., 2017; Um et al., 2012).

Emotions that are connected to activities or results that promote achievement are called achievement emotions. Two sets of emotions that learners experience the most frequently are

positive emotions, such as enjoyment, hope, and pride, and negative emotions, including anger, anxiety, boredom, etc. Moreover, positive emotions are proven to be positively related to higher learning performances, and negative emotions are associated with poorer learning outcomes (Pekrun et al., 2002).

Understanding and acknowledging learners' achievement emotions in the classroom promotes a good rapport between teachers and learners in the classroom, which creates a learning environment, and leads to a better quality of learning (Hosotani & Imai-Matsumura, 2011). Additionally, by understanding their role in fostering confidence and encouragement in their students, teachers can assist students in overcoming negative emotions like anxiety while they are studying (Nguyen, T.H., 2022).

Despite the crucial roles that achievement emotions play in the learning process, only a small number of researchers have investigated the range of emotions that students encounter (Reilly & Sanchez Rosas, 2019; Linnenbrink & Pekrun, 2011).

Considering the variety of achievement emotions which learners experience in their learning and the importance of achievement emotions in education, and the lack of insightful research into the field of achievement emotions, this research was conducted to understand students' achievement emotions in learning different courses at university and how different their level of achievement emotions is considering their individual differences.

Research Questions

This study aims at answering these two research questions:

1. What achievement emotions do the students experience during their learning?

2. Does the level of achievement emotions differ between students of different backgrounds?

Literature review

Definitions and types of achievement emotions

According to Pekrun et al. (2002), achievement emotions, also known as academic emotions, are those feelings that are directly linked to students' achievement activities or outcomes. Enjoyment or hope, which can increase students' enthusiasm for learning, or boredom and anger, which lead to monotonous experiences during class time, are examples of emotions associated with achievement activities. Achievement emotions, such as pride, shame, hope, and fear, are related to the outcomes of the learning process, such as past-oriented or future success or failure.

Using the control-value theory, Pekrun et al. (2002) categorized achievement emotions into groups based on valence: positive – negative emotions and activating – deactivating emotions (see Figure 1 below). Accordingly, there are four groups of emotions: positive–activating (enjoyment, hope, pride), negative–activating (anger, anxiety, shame), positive–deactivating (relief), and negative–deactivating (boredom and hopelessness).
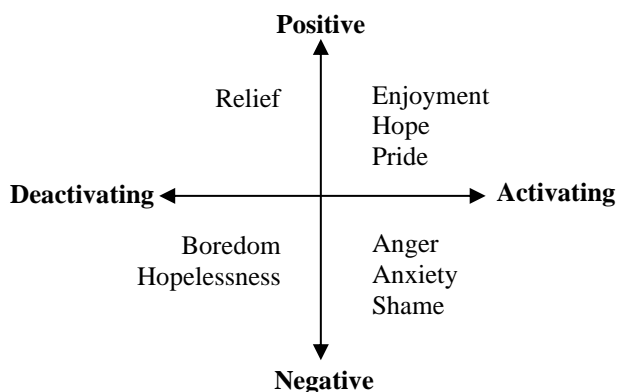
Figure 1. A summary of achievement emotions (Pekrun et al., 2002)

The importance of achievement emotions in academic learning

Achievement emotions are an essential component of academic learning because they influence learners' involvement, performance, and autonomy (Zull, 2006; Ellis & Ashbrook, 1988; Susan, 2018; Pekrun et al., 2002; Carver & Scheier, 2000).

Firstly, achievement emotions can increase or decrease learners' involvement in learning (Ellis & Ashbrook, 1988). Positive emotions can improve learners' motivation, which increases their engagement in learning and allows them to stay engaged longer. On the other hand, when students are exposed to a high level of negative emotions throughout the learning process, they either engage with greater passion and a desire to succeed or disengage and give up because they feel unable to handle it (Susan, 2018). In addition, students can set objectives for the future and make strategies to achieve those goals with the assistance of positive emotions like hope, which results in a better degree of involvement in learning activities.

Secondly, achievement emotions strongly correlate with students' performances (Pekrun et al., 2002; Pekrun, 2006). Specifically, positive emotions such as enjoyment, hope, and pride were found to improve academic performance. The explanation for this is that students who experience a high level of positive achievement emotions frequently exert more effort in their academic work, engage in extensive self-study, and apply learning strategies to aid in their learning. On the other hand, negative emotions such as anger, shame, anxiety, and boredom usually lead to lower performances because students are forced to engage with learning through unpleasant experiences and reluctance. In an English-speaking classroom, for instance, one of the obstacles that significantly increases students' anxiety is their perception of their own language proficiency (Tran, T. T. L., 2022). This is to prove that positive emotions are linked to improved academic performance, and negative emotions are negatively related to achievement and performance.

Moreover, positive emotions can foster learner autonomy and self-regulated learning in the way they help students anticipate the future by setting learning goals, controlling and reflecting on their learning process as well as conducting a lot of self-studies (Carver & Scheier, 2000; Boekaerts et al., 2000; Fredrickson, 2001; Clore & Huntsinger, 2009). Thus, their learner autonomy level is increased, leading to better learning outcomes.

Overall, these studies provide important insights into a theoretical framework for achievement emotions and the important role that achievement emotions play in students' learning.

In the present study, achievement emotions are investigated in the domain of learning only. In

addition, achievement emotions are selected according to their valance of positive and negative. Specifically, the authors selected the six most popular achievement emotions that could happen in the learning process: enjoyment, hope, and pride for positive achievement emotions and anger, anxiety, and boredom for negative ones.

Methods

Pedagogical Setting & Participants

The current research involved the participation of 380 first-year students, including 160 male and 220 female students, from 16 EIC (English for International Communication) classes from Hoa Sen University in the second main term of the academic year 2019-2020. The participants were from five faculties of Economics & Business (32.6%), Social Sciences (24.5%), Tourism (15.5%), Design & Art (14.2%), and IT (13.2%). Concerning students' hometowns, 46.8% of the students were from the city, 30.5% were from the outskirts, and 22.6% were from the countryside. In addition, eight students were selected to conduct an in-depth interview.

Design of the Study

This study was descriptive quantitative research that aimed to systematically report the achievement emotions of students at Hoa Sen University. In order to collect the data, Likert-scale questionnaires were administered to 380 first-year students at Hoa Sen University. The sampling design was convenience sampling. In addition, to specify students' answers, an in-depth interview was also used.

Data collection & analysis

An online survey was conducted using an online questionnaire which includes seven five-point Likert Scale questions from strongly disagree to strongly agree. The questionnaire was adapted from the AEQ, namely Achievement Emotions Questionnaire by Pekrun. The authors only chose the six most frequently experienced emotions, including enjoyment, hope, pride, anger, anxiety, and boredom. In addition, an in-depth interview was conducted with the participation of eight students who volunteered to join. Descriptive statistics and independent sample T-tests, and Anova were employed to reach the results. Interview results were also analyzed to support the data from questionnaires.

Findings

Students' learning-related achievement emotions

Table 1. Learning-related achievement emotions of university students

	Research content	Mean	SD	Rank	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
					Percentage (%)				
POSITIVE ACHIEVEMENT EMOTIONS	Enjoy challenge	3.70	1.17	1	8.4	26.1	29.7	21.6	14.2
	Enjoy new knowledge	3.55	1.11	2	7.9	6.8	25.5	41.6	18.2
	Get physically excited	3.51	1.29	3	9.2	15.5	17.1	31.3	26.8
	Have a rush	3.46	1.22	4	6.6	15.8	28.4	23.4	25.8
	Enjoy course material	3.33	1.09	5	6.3	13.2	37.4	27.1	16.1
	Study more than required	3.32	1.12	6	5.3	19.5	30.3	28.2	16.8
	Learning-related enjoyment	3.47							
	Be motivated	3.72	1.15	1	6.1	12.4	11.8	44.2	25.5
	Be inspired by the achievement	3.53	1.34	2	11.3	14.5	12.1	33.9	28.2
	Feel confident	3.19	1.10	3	6.1	20.3	36.6	22.6	14.5
	Learning-related hope	3.42							
	Be proud of your learning capacity	3.38	1.36	1	13.4	15.0	17.1	29.5	25.0
	Swell with pride	3.24	1.29	2	11.6	20.3	20.3	28.4	19.5
	Be motivated by pride	2.71	1.44	3	28.7	21.6	14.7	20.0	15.0
	Learning-related pride	3.26							
	Positive achievement emotions	3.33							
NEGATIVE ACHIEVEMENT EMOTIONS	Feel restless	3.85	1.26	1	5.5	6.6	34.7	3.7	49.5
	Get angry	3.79	1.33	2	8.2	5.8	34.5	1.8	49.7
	Feel irritated	3.77	1.30	3	6.6	8.2	34.5	3.2	47.6
	Feel like throwing the textbooks away	3.75	1.31	4	6.3	9.5	35.0	1.3	47.9
	Get annoyed	3.71	1.28	5	6.1	9.7	35.3	5.3	43.7
	Learning-related anger	3.77							
	Distract oneself to reduce anxiety	3.77	1.12	1	2.6	3.2	51.6	0.3	42.4
	Worry about not completing the material	3.69	1.32	2	8.2	6.3	39.7	0.0	45.8
	Get tense and nervous	3.61	1.25	3	5.8	8.9	43.9	1.3	40.0
	Scared about not understanding the material	3.23	0.73	4	3.2	0.0	76.1	12.6	8.2
	Worry about not being able to cope	2.10	1.09	5	33.2	39.7	17.6	3.2	6.3
	Learning-related anxiety	3.28							
	Feel depleted with boring material	3.73	1.24	1	5.3	6.8	41.6	1.8	44.5
	Find one's mind wandering	3.29	1.11	2	8.2	2.9	63.7	1.8	23.4
	Drift off because of boring study	3.12	1.22	3	15.8	0.8	60.0	2.6	20.8
	Think time stands still	3.04	1.22	4	16.6	2.4	60.5	1.1	19.5
	Find studying dull and monotonous	2.95	0.76	5	8.4	1.1	83.2	2.1	5.3
	Learning-related boredom	3.23							
	Negative achievement emotions	3.43							

In the current study, achievement emotions were examined in two aspects of positive emotions and negative emotions. The mean score of the three positive learning-related emotions (enjoyment, hope, pride) is 3.33, which is at an average level. On the other hand, the mean score of three negative ones (anger, anxiety, boredom) is 3.43, which is at a high level.

Considering positive learning-related achievement emotions, the emotion with the highest mean score is enjoyment (M = 3.47, rank 1, high level). The next highest mean score belongs to hope (M = 3.42, rank 2, high level). Pride takes a mean score of 3.26, which is an average level. Specifically, choice distribution in positive emotions questions ranges from strongly disagree to agree strongly. What should be taken into consideration is that most items in learning-related enjoyment attract more than 40% of the choices of agree and strongly agree. They include enjoying acquiring new knowledge (59.8%), getting physically excited when studying well (58.1%), having a rush when studying well (49.2%), enjoying the course material (43.2%), and studying more than required because of the enjoyment of learning (45%). As for hope, most of the students reported being motivated by their achievement in learning (69.7%), and 62.1% of them stated to take their achievement in learning as an inspiration to put more effort into studying and hoping to have an even better learning result. Considering students' pride in their learning (M = 3.26), which is the lowest among the three positive emotions, 54.5% of the students are proud of their learning capacity, whereas 50.3% of them are not motivated by their pride in their accomplishments in learning.

Concerning negative achievement emotions, Table 1 shows that the mean score for students' learning-related negative achievement emotions is high (Mean = 3.43). The highest mean score (M = 3.77, high level) is for anger. Learning-related anxiety comes in second (M = 3.28), followed by learning-related boredom (M = 3.23, average level).

The first factor in analyzing is learning-related anger, which has a high mean score of 3.80. All factors associated with anger elicit high-level responses, which must be taken into account. Irritation when sitting at a desk for a long time has the highest mean score (M= 3.85). Other categories with high mean ratings include becoming angry when studying, getting annoyed about having to study, feeling irritated while studying, and feeling like throwing the textbook out the window (3.79, 3.77, 3.75, and 3.71, respectively).

Table 1 demonstrates that students' anxiety level is average (M = 3.28) when it comes to learning-related anxiety, which shows a wide range of responses. Specifically, over half of the participants strongly believe that worrying about not finishing the content (45.8%), distracting oneself from relieving anxiety (42.4%), and being tense while studying are all good ideas (40%). 76.1% of the participants, on the other hand, are unsure whether they are scared when they don't comprehend the content, and 72.9% disagree that they are concerned about being able to complete all of their work.

Finally, students' levels of learning-related boredom range from medium to high. The impression of being depleted as a result of the uninteresting material has the highest mean score (M = 3.73, high level). The majority of the other options are on the neutral spectrum. For example, when studying in a dreary and monotonous environment, time stops still, the mind wanders, and the mind drifts off due to the boredom of learning. The majority of participants are unsure, with 83.2 percent, 60.5 percent, 63.7 percent, and 60.0 percent, accordingly.

In conclusion, with a mean score of 3.43, it dents' learning-related negative achievement feeling is at a high level. In their learning process, the participants display a high level of anger and a little lower level of anxiety and boredom. The majority of the participants are irritated by having to study or study for an extended period of time. Furthermore, while the majority of them are

worried about studying at university, many others are more confident in their ability to cope with the workload. Furthermore, the learning content is the thing that bores the students the most. The results of the in-depth interviews suggest that the majority of the participants in this study expect university learning to be simple. The reality, however, differs from their expectations. They stated that when they were in high school, they were used to being passive recipients of knowledge rather than active acquirers. As a result, they found it difficult to adjust to the new learning environment, which required a lot of self-study and knowledge investigation. Furthermore, they must finish required classes such as philosophy and English, which are not their majors, during their first year at university. As a result, they have little interest in those topics.

Comparing students' positive and negative achievement emotions
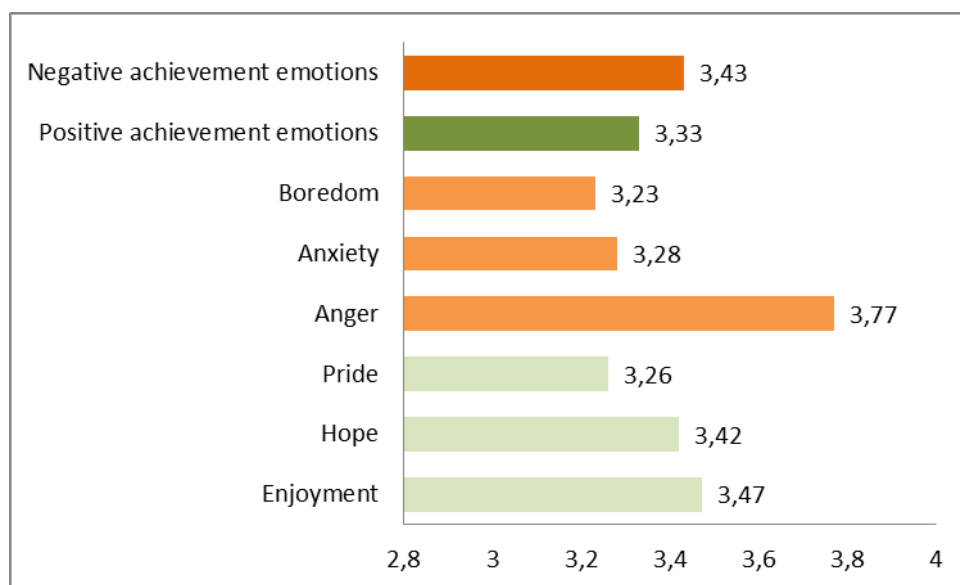
Figure 2. An overview of students' achievement emotions

Figure 2 provides an overview of students' learning-related achievement emotions. As can be seen from Table 3, students' negative emotions are higher than students' positive emotions. In addition, among six emotions, anger ranks the highest, with a mean score of 3.77 (high level). In-depth interview results (see Table 2) show the reasons why the participants have a high level of negative emotions when they study in a university environment.

Table 2. In-depth interview results about students' negative achievement emotions (N = 8)

Reasons for experiencing negative emotions	N	Percentage (%)
Problems related to administration	2	25%
Problems related to instructors	2	25%
Problems related to individual students	4	50%

Table 2 reveals the factors which affect students' negative emotions about their learning. An in-depth interview with eight students was conducted for the purpose of finding out why they have a high level of negative emotions. The results show three issues coming from school administration, instructors, and individual students. Firstly, one student out of 8 (12.5%) stated

they had trouble with attendance regulations and exam rules. The student reported feeling "disappointed and angry" when he was marked absent for three sessions because he was more than 15 minutes late when moving from one campus to another. Another student showed her "anger" because she was disqualified from the final exam twice in one semester because she forgot to bring her Student Card and another time for being late. She stated that she didn't blame the university because she had been accounted for those exam rules right from the beginning of the semester, but she wished the university had other ways of offering helps to students who had similar problems. Secondly, 25% of the students reported feeling "anxious and irritated" because their instructors were too "strict." They said that they were required to make a lot of group presentations, whereas what they preferred was to listen to the instructor's expertise. They "didn't get much knowledge from those presentations at all." They also reported that some instructors did not accept any of their excuses for their lateness in attendance and in submitting midterm or final papers. They also stated to prefer to choose "easy teachers" when registering for a course. Last but not least, 50% of the students (4 students) interviewed showed their negative emotions about learning at university due to individual factors such as learning strategies, learning styles, learning ability, and responsibility. They reported feeling "difficult and didn't know what to do and how to deal with many reading materials", especially for non-major subjects. This result may be due to their lack of learning strategies in a new learning environment. Other students stated to feel negative about learning at university because it requires "too many responsibilities". They "thought about learning at university as an easy thing", but the reality is "the opposite".

Factors influencing students' achievement emotions

Table 3. Differences in students' learning-related achievement emotions

Variables	Test		Number	AE +		AE -	
Gender	Independent Sample T-Test			T	sig	T	sig
	Male		220	-3.9	.000	-0.6	.002
	Female		160				
Hometown	One-way ANOVA (F)			F	sig	F	sig
	City		178	101	.000	12.6	.000
	Suburb		116				
	Countryside		86				
Major	One-way ANOVA (F)			F	sig	F	sig
	Economics & Business		124	5.0	.001	.77	.32
	Tourism		58				
	Design & Art		54				
	IT		50				
	Social Sciences		94				

In this study, we explored students' achievement emotions in their process of learning at university. A series of independent sample T-tests and one-way ANOVAs were used to examine the effects of the independent variables on students' academic emotions. The results can be found in Table 5. We found that there is a significant difference in students' positive emotions in terms of gender (T = -3.9, sig = .000), hometown (F = 101, sig = .000), and major (F = 5.0, sig = .001). Specifically, female students' positive emotions were significantly lower than those of male students. Interviews with the students revealed that they love this university

environment more than the one in their high school because, at university, they can freely and confidently express their personalities and characteristics, for example, through styles and appearance. In addition, what matters more is that their differences are respected. That's why female students feel more positive about the learning environment at university. Secondly, the positive emotions of students from the countryside were significantly higher than those of students from the city and suburban areas. This result is related to students' mindsets when they enter university. Those students who are from the countryside have a more positive mindset about learning. They step into this new learning environment with that positive mindset and feel more positive in comparison with students from the city. Last but not least, the positive achievement emotions of students from majors in Economics and Business, Social Sciences, and Design and Art were significantly higher than those of students from Tourism and IT majors. This positive emotion is explained by the fact that some majors from the university are seen to be more prestigious than others in the aspect that they are recognized to achieve ACBSP (Accreditation Council for Business Schools and Programs) accreditation, such as faculty of Economics and Business or to meet AUN-QA (ASEAN University Network-Quality Assurance) standards such as English Linguistics and Hotel Management programs. On the other hand, for negative achievement emotions, there is only one significant difference in terms of hometown. Specifically, students from rural areas have a higher level of negative achievement emotions than students from suburbs and cities. This result is related to the students' significantly higher level of positive achievement emotions as compared to those of students from the city or suburban areas. They reported putting high expectations into the quality of the learning program and the university's learning environment. However, they sometimes feel disappointed with their learning during their first year due to differences in terms of learning strategies and subject matters related to their majors.

Discussion

The current study aims to investigate students' learning-related achievement emotions when learning different subjects at university. Three positive emotions, including enjoyment, hope, pride, and three negative emotions of, anger, anxiety, and boredom, were investigated. From the results, two main points can be drawn from the study.

Firstly, students' learning-related negative achievement emotions are higher than their positive emotions. Specifically, students' learning-related negative achievement emotions are at a high level. The participants display a high level of anger and a little lower level of anxiety and boredom. Their high levels of negative emotions can be attributed to a combination of factors, including their unfamiliarity with the university's new learning environment and their unhappiness with the gap between their expectations and reality. The students may put a high level of expectations into the quality of the learning program as well as the learning environment at the university. Then they feel disappointed with their learning during their first year due to differences in terms of learning strategies and subject matters related to their majors. Moreover, three main factors which lead to students' negative emotions are problems related to individual students, too strict instructors, and administration. Considering negative emotions, students' positive learning-related achievement is at an average level, with the highest mean score belonging to learning enjoyment. Most of the participants are excited to acquire new knowledge related to their majors of choice, and they are also motivated and proud of their learning accomplishments. This fact can be explained by the variety of majors in the university from which the students to choose, and they are contented to pursue their dream major. This result is different from the results of the research by Pekrun et al. (2002), in which German

students had a higher level of positive achievement emotions than negative emotions. One theory to explain the result is that Vietnamese students tend to self-evaluate their achievement emotions more than German students. However, more research is required to prove this theory. The result of the current study is also different from that of Reilly & Sanchez Rosas' (2019) in the way that English language learners in Reilly & Sanchez Rosas' reported significantly higher levels of positive emotions than negative ones. The differences can be explained by the different characteristics between English and other subjects, which lead to different emotions in learners.

Secondly, considering factors that affect students' achievement emotions, there is a significant difference in students' positive emotions between groups of different genders, hometowns, and majors. Specifically, female students' positive emotions were significantly lower than those of male students. This result is different from the research by Reilly & Sanchez Rosas (2019), in which the authors found no gender differences in students' achievement emotions. In addition, the positive emotions of students from the countryside were significantly higher than those of students from the city and suburban areas. Last but not least, the positive achievement emotions of students from majors in Economics and Business, Social Sciences, and Design and Art were significantly higher than those of students from Tourism and IT majors. These differences can be attributed to the respect for differences as one of the philosophies of Hoa Sen University. Considering students' backgrounds, those students from the countryside, who often have more difficult living conditions, have more positive mindsets about learning and try to make changes to their lives. For students' majors, positive emotion is explained by the fact that some majors from the university are seen to be more prestigious than others because they are recognized to achieve international accreditations.

Conclusions & Recommendations

The present study aims at examining students' achievement emotions in learning at university. There are two significant findings revealed from the results. Firstly, the students who participated in this study have a moderate level of positive learning-related achievement emotions and a high level of learning-related negative emotions.

Specifically, the students have a high level of negative achievement emotions with a high level of anger and an average level of anxiety and boredom. Especially the students find it angry and irritating when studying and sitting at their desks for a long time to study. They also get so angry that they even want to throw the textbook away and give up. In addition, their level of anxiety is lower than their level of anger, which shows that all the work at university does not scare them. Moreover, what bores them the most is the learning materials.

According to Pekrun et al. (2004), a certain level of negative achievement emotions is needed to enhance engagement and performance because they motivate effort to avoid failure. Thus, although anger, anxiety, and boredom seem to be not very good for learning, those factors are actually necessary for helping students to keep their motivation and put more effort into learning. However, teachers should take into consideration the fact that the students in the current study have a high level of negative emotions, which can lead to a lower level of performance. The students feel angry while studying because they are not acquainted with the learning environment as well as the learning methods at the university. Thus, as a teacher, what can be done is to introduce the students' study skills at university. Those study skills will help students have a better feeling about studying at university in their first year. In addition, teachers can avoid frustrating the students and help them achieve their full potential by trying multilevel teaching strategies such as workshop approaches, contract learning, and tiered instruction. As a

result of this, when the students get home, they get motivated to do more exercises or do more self-study. This is also a way to promote learner autonomy.

Secondly, there is a significant difference in positive emotions between male and female students, students from the city, suburb, and countryside, and students from different majors. A good use of pair work, group work, and individual work will help in this situation because students from different genders, backgrounds, and majors will have a chance to blend in and interact with each other. As a result, their level of enjoyment, hope, and pride will be maintained.

Moreover, as a teacher or teaching staff, what can be done is to foster interest in learning in and outside the classroom by using humor, games, and more practice or extra materials utilizing the online learning system.

Last but not least, in order to increase students' positive emotions, there are techniques that teachers can employ. Teachers can try strategies to inspire hope in students by helping them to set clear and attainable goals, then develop multiple strategies to reach those goals, and also stay motivated to attain their goals. In addition, teachers should also connect students with their interests by providing time for students to research and plan their own passion projects. There are plenty of opportunities for students to focus on a hobby or passion while applying their emerging skills. This is a good way to increase students' positive emotions in and outside the classroom. On the other hand, university administrators also play an important role. In 2021, the university was ranked first in the Top 10 universities with the best study environment in Ho Chi Minh City by Toplist.vn. This is also one of the factors which can foster students' positive emotions when they can get access to international-standard education services to get many opportunities to exchange, study, work, and experience from a more developed education system at the university.

Acknowledgments

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Biodata

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Revisiting Lifelong Learning and Its Practices in Vietnam

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ABSTRACT

	Education is an indispensable sector for a country's sustainable development. To maintain its continuity, government-based policies and related stakeholders in learning need to be considered to promote lifelong learning. This narrative literature review addresses international concepts of lifelong learning in Europe and how it has been implemented in Vietnam. The findings indicated that Vietnam faced more challenges than other developed countries, and some factors impacted LLL in Vietnam, such as legal frameworks, facilities, foreign language literacy, etc. The review also provided discussions for lifelong learning in Vietnam.
Keywords: lifelong learning, Vietnam, education, policies	

Introduction

Lifelong learning (LLL) is on the agenda of many nations in the world, regardless of economy, culture, or religion. It is still considered a long-run mission for education locally and globally (Le,2020). According to European Commission (2001), lifelong learning (LLL) is the constant process of activities conducted throughout life. The benefit of lifelong learning (LLL) is that it could provide learners with further chances to improve themselves as well as serve the society they belong to. LLL could occur in all modes of learning, including formal, non-formal, and informal. According to Dib (1988), formal learning could take place at general schools and colleges and lead to being recognized by credits or qualifications. In the meanwhile, informal learning could have occurred in daily life, family, and the community. Learning, in this sense, means unstructured actions. On the other hand, non-formal learning is the form whereby planned programs are offered to learners. It could be complementary to formal learning. Nonetheless, this form could or could not lead to qualification as formal education (UNESCO & UNICEF, 2011). The stakeholders and components in LLL could encompass individuals, policymakers, teachers, school systems, and forms of learning. In respect of the perspectives of the policymakers, it is important to build up a knowledge-based society and release educational strategies, policies, and campaigns that motivate citizens to pursue the long-term learning process or lifelong learning. Additionally, the Industrial Revolution 4.0 (IR 4.0), where automation technology is an integral part of humans' productivity, could boost human labor markets. As a result, as a citizen, the demand for learning and upgrading personal

competence may be crucial in a modernized society. In Europe, various initiatives relating to LLL have been introduced by governments and inter-organizations in the European community to train citizens' skills to keep up with globalization (Commission of the European Communities, 2001; World Bank, 2003; European Commission, 2015). For instance, financial investment in LLL for the 2007-2013 period was released in 2006 by the European Commission with the value of €7 billion in the Lifelong Learning Program that stimulated people in Europe to get further studies without age limitations (European Commission, 2015). The E.U. agencies expected that the E.U. could become a world quality reference throughout this action program. In the Asia settings such as Bangladesh, China, Philippines, Malaysia, South Korea, Thailand, and Vietnam, LLL is the milestone when governments have attempted to release legal documents to aid LLL and adult education (Singh, 2002; Admed, 2014; Tan, 2017).

In Vietnam, reforming education policy nationwide in Vietnam has been implemented since 1993 historically. According to Vietnam Communist Party, LLL is both the citizen's right and obligation (Pham, 2014), which is officially institutionalized in the Education Law (National Assembly, 1998). Moreover, LLL in the Vietnam context belongs to a non-formal education system where it could help learners to adapt themselves as well as the labor market.

The aims of the current paper review the international concept of LLL and how LLL in Vietnam has been nurtured. The hindrances, solutions, and recommendations relating to LLL are also discussed to stimulate LLL for ongoing and further actions.

Literature review

Lifelong learning in Europe

The current paper highlights the concept of LLL that some international agencies in Europe have defined. The discourse of LLL is divided into two different paradigms involving the humanistic and the following capitalistic approaches as well as its priorities (Khuc, 2019).

In terms of the humanistic paradigm, according to The UNESCO Lifelong Education Unit, Faure et al. (1972) report provided the publication "Learn to be: the world of education today and tomorrow". This report affirmed that learning should be considered a continuous process in which learners, through connecting to the world, could obtain their objectives to adapt to the world closely (Khuc, 2019). Furthermore, it also stated that learners, as humans, could make decisions on their learning demands. Similarly, Biesta (2006) and Vaughan & Walker (2012) also find out that individuals' engagement in LLL is to obtain equality and freedom, enhance their personal lives, and connect with uncertain settings. Wain (2001) contends that the whole society is different individuals' resources of education to nurture individual empowerment, initiative, and self-determination. Another report of LLL, namely the Delors Report with the theme "Learning: The Treasure Within" (1996), highlights the concept of the knowledge-based community throughout a country's education system when people need to develop themselves in society.

Nevertheless, Europe was the center of capitalism in the seventies, where economic competitiveness was a priority. The fact that humanistic paradigm of education does not

maintain the needs of capitalism. This paradigm shifts in the thought of education (Wain, 2001; Ruggero & Yuri, 2018). On the other hand, the capitalistic paradigm confirms that LLL is influenced directly by the economic imperative in Europe. Capitalism considers LLL is aligned with its needs of it. To say it clearly, LLL closely relates to the labor economy and prosperity (Khuc, 2019; Rubenson, 2011). In this sense, the objective of learning and education is to carter for competitiveness and economic growth in modernization. Particularly, in 1973, the Organization for Economic Co-operation and Development (OECD) was about to initiate recurrent education campaigns. The aim of these actions for intergovernmental agencies in Europe was to realize lifelong education in better understanding. Pragmatically, OECD proposed the campaign, namely "Paid educational leave" (PEL), to Sweden, Britain, and German. As a result, there were Literacy Resources Agencies for Adults around Britain, such as in England, Wales, and Scotland. In German and French, they called Bildungsurlaub and Congé de formation, which meant the educational holiday to motivate cultures, competitiveness, and social equality for adult generations. In French, it has been taken into consideration in law on continuing education at that time. According to Field (2001), the action of capitalism results in debates on intergovernmental bodies such as UNESCO, OECD, World Bank, and European Union (E.U.) in Europe was taken. Summing up, L.L. in capitalistic approach is "education for the knowledge economy" (World Bank, 2003).

The LLL in Vietnam education

Introduction of Vietnam

Vietnam is a developing country belonging to the Association of Southeast Asian Nations (ASEAN) with an area of 331,000 square kilometers and sharing borders with China in the North, Laos, and Cambodia in the west, and the Pacific Ocean in the east and the South. Historically, Vietnam gained its first independence from the French in 1945. Later, it was under U.S. colonization during the Vietnam war and regained freedom in 1975. This country emerged a significant socioeconomic leap in 1986 when the government decided to open doors and step forward from a centrally planned management to a socialist-oriented market economy. The Gross Domestic Product (GDP) growth rate has gained 7.08% since 2008, according to the General Statistics Office of Vietnam.

It is said that Vietnam is a multi-ethnic and multilingual nation with 63 provinces under the central government of the Vietnam Communist Party, including 643 districts, towns, and provincial areas and 11,145 communes, wards, and towns under district management (General Statistics Office 2012 as cited in MOET 2015). Socio-culturally, the population, has got around 96 million (Huong, 2021) and is the third population in the ASEAN, with 54 ethnic groups speaking more than 100 different local languages. According to World Bank data, 53 groups, who are ethnic minorities with a total population of around 14% of the country's population, are living in rural and remote areas. Furthermore, Vietnam's human development needs to be considered, according to World Bank. Vietnam's Human Capital Index value positioned 105 out of 177 countries in 2007. Significantly, it ranked 48 out of 177 countries in 2017.

The educational system in Vietnam

The Confucianism philosophy, which belongs to Chinese ideologies (Taoism and Buddhism) has been a fervid impact on Vietnamese education since the 11th Century (Kwak, Kato, & Hung, 2016; Tran, 2018). This Confucian heritage cultures persist in indigenous and local Vietnamese identity and has been embedded today.

In the late 19th Century, it was replaced by the French system of schooling to cater mainly to the colonial administration. The new educational orientation focused on sectors such as economy, medicine, pharmacy, engineering, the social arts, and more in Hanoi and in Saigon (Pham, 1995). When the Second World War occurred, the French lost control. Thus, the French-based institutions disappeared gradually. A historical milestone that caused Vietnam to be two political regions, namely the North and the South, was taken in 1954. In the North, the Soviet model of higher education was approved and applied. According to this model, mono-disciplinary research institutes, institutes, and colleges were to serve governmental management only. In the South, the United of America took over from the French in the South, revised, and established colleges and universities based on the French style. Besides, the trend to get higher education in the South was more prevalent than in the North. In addition, private higher education was declined in the South but unallowable in the North (Anh & Hayden, 2017). In 1975, the fact that Vietnam's Communist Party defeated the U.S. colonization in the South made reunification and adopted the Soviet-style centralized economic management of the whole country.

In 1986, the Soviet-style centralized economic planning was replaced by a socialist market orientation, namely Economic Reform. During the reform stage, officials and scholars used Russian as a foreign language. The significant reform brought opportunities for private agencies in education in the early 1990s. According to Anh and Hayden (2017), two national and three regional universities were built.

Under French colonization in the 1940s, Vietnam education was offered to learn chances for only to a very limited number of local Vietnamese citizens. This resulted in a nationwide illiteracy rate of around 95%, which was conceptualized as being unable to read and write after the first independence in 1945. Article 15 of the Vietnam National Assembly stipulated that elementary education was compulsory as well as free in 1946. As a result, there was a significant reduction in the illiteracy rate, which accounted for 6% in 2000 (MOET, 2009) in independent time. According to the World Bank, in 2007, the percentage of literate people aged 15 to 35 was 95.54% in 2004.

The Vietnam government follows socialism. Currently, centralized management is the primary driver of the educational system. Hence, the LLL curriculum has been developed by the Vietnam government. Grounded on Clause 4 with Article 1 and Clause 45 with Article 2 in 2005, the National education system of Vietnam comprises formal education and continuing education. The continuing education programs concentrate on in-service education, distance learning, and self-study.

It is structured of five years for primary, four years for secondary, and three years of the high school system, higher education (college and university), and professional education. Besides,

The Ministry of Education and Training (MOET) manages education primarily, other related government bodies such as the Ministry of Labour, Invalids and Social Affairs (MOLISA), the Ministry of Information and Communication, the Ministry of Planning and Investment and the Ministry of Culture, Sports and Tourism participate in education in which MOLISA is responsible for vocational training programs mainly.

Lifelong Learning in Vietnam

Grounded on the ups and downs of kaleidoscope of historical developments in Vietnam, there has been a half-decade LLL to be known since 1975. The term "non-formal education" appeared first and officially in the 1998 Vietnam Education Law. Interestingly, that term was replaced by Continuing Education Law in 2005 in the Open Educational Development Policy. The 2019 Education Law encompassed this term in the legalization (Suwithida & Johann, 2020). According to ASEM LLL Hub & UNESCO Hanoi, 2010 cited in Quyen, 2019, LLL in Vietnam concentrates on five domains: formal education, vocational education, distance education, and continuing education centers (CECs), and community learning centers (CLCs) in Figure 2.2. Continuing education highlights promoting LLL from the primary school system and addresses groups of learners, including the young generation and adults. However, young groups participate in local CECs, CLCs, Foreign Languages Centers, and Informatics Centers. And then, learners could jump into formal education as the public prefers formal qualifications culturally. Hence, adult learners are the main target of continuing education in Vietnam, as mentioned in Article 43 of the 2019 Education Law basically. To put it another way, adult learning and Education (ALE) are considered supplementary sectors of continuing education in Vietnam (Carlsen, 2016; Suwithida & Johann, 2020). Figure 2.2 visualizes the position of ALE in the educational system.
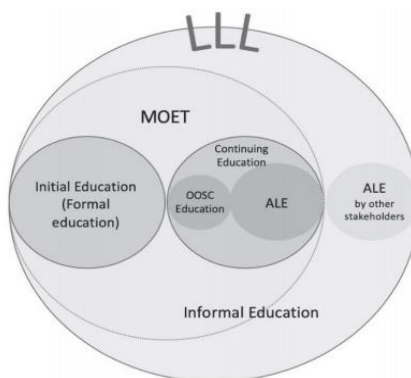
Figure 1. The ALE in the Vietnamese educational system (Suwithida & Johann, 2020)

Besides Vietnam MOET, Figure 2 shows that the Ministry of Labour, Invalids and Social Affairs (MOLISA), Vietnam Fatherland Front (VFF), Vietnam Association for Learning Promotion (VALP), the Vietnam Women's Union, and the Communist Youth Union are other stakeholders that also contributes to LLL in Vietnam (Suwithida & Johann, 2020). At MOET, LLL at higher education engages learners through online distance programs under the management of two universities, Ho Chi Minh Open University and Hanoi Open University, and other schools. Furthermore, MOLISA also supports LLL through the Vocational Centers

system and the Vocational School and College system under the socialism of Vietnam. The Communist Party of Vietnam plays the utmost role in the country's development. Particularly, they instigated the Framework on Building a Learning Society for 2005-2010 in corners such as provinces, cities, districts, and communities (Desjardins, Melo, and Lee, 2016). Later, the

extension of the 2012-2020 project was released with four objectives (Carlsen, 2016), including the literacy movement and universalization of education, foreign language and computer skills at the workplace, vocational skills, and soft skills. The Learning Society Scheme in 2021-2030 has been approved in Decision No.1373/QD-TTg (Prime Minister, 2021).
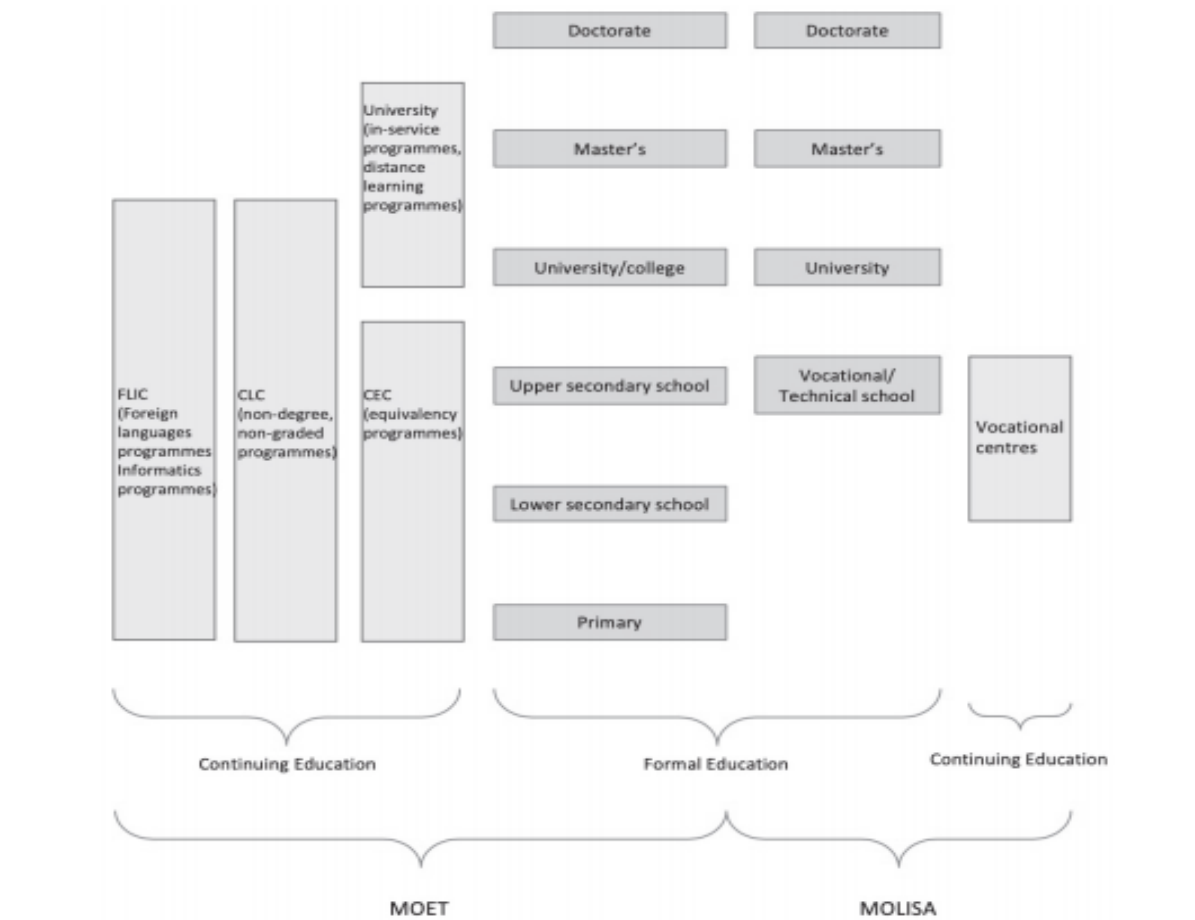
Figure 2. Continuing education institutions governed by MOET and others (Suwithida & Johann, 2020)

The comparisons of LLL between the international and Vietnamese views

There is a slight difference towards to LLL in promoting LLL (Lee & Kim, 2016). Hence, the comparisons have been carried out to understand LLL in Vietnam.

Table 1. The comparisons of the international and Vietnamese views (Carlsen, 2016).

Terms	The International concept	The Vietnam concept	The Rational and Implications
Formal education	Organised and training leads to formal qualification intentional education and training leading to formal qualifications.	Full-time education in mainstream education leading to formal qualifications.	- Curricula and qualifications decided by the government. - Education subsidised by the government.
Non-formal education	Organised, intentional learning, education and training, not leading to qualifications, but to increased competences.	Education provision outside the mainstrean education system (supplementary, part-time, distance mode of learning, fee-paying adult education at higher education institutions), leading or not leading to qualifications.	Vietnamese concept reflects: - Inadequate recognition of non-formal education. - Shortage of attention due to quality. - Financial contribution of learners.
Informal education	Unintentional learning and not leading to qualifications.	Not approved yet.	

The hindrance of LLL in Vietnam

Table 1 pointed out some discrepancies in applying LLL between international and Vietnamese concepts. Though MOET and related agencies in Vietnam put an attempt into LLL to obtain remarkable achievements, it still has some weaknesses within it.

Firstly, due to the low-economic country, among three objectives of the international concept in LLL involving the personality, democracy, and economy among learners, the economic-based orientation may be the priority in Vietnam (Khuc, 2019). The rest of the two is perhaps to be subordinated. Particularly, the recent actions of the MOET mainly focus on employability but ignore life quality and democracy. One of the projects that the MOET has launched is the National Foreign Languages 2020 Project, and it is extended to 2025 to enhance foreign language proficiency. This project highlights the roles of English among other foreign languages and other desirable skills to adapt the globalization. These projects have caused learners to learn English instead of learning voluntarily. Freire (1970) states this prevents Democratic rights and freedom in education.

Secondly, it relates to the quality of the LLL curriculum. Most learners in distance learning and continuing program are not as qualified as those in formal programs. The main reason for it is that the continuous schools or centers skip classifying learners' competence at

enrollment (Khuc, 2019). Also, Duong (2015) finds that the schools or institutes that offer LLL programs train post-literacy courses for learners who fail in public school. One related problem that should be considered is that the status of "fake learning, real degree or degree illness" has pertained in the market (Lee & Nguyen, 2006; Quyen, 2019). Thus, the learners' and schools' vague outcomes and the loose management of LLL do not appeal to the public's concerns and beliefs (Khuc, 2019 & Desjardins, Melo & Lee, 2016).

Another important downside, due to the unqualified quality of the LLL curriculum and learners' performances, has been found in Vietnamese learners, teachers, and employers themselves. LLL was considered the second option when formal education fell (Pham, 2014). Employers' perspective on LLL is the problems and resolution of formal education. Therefore, LLL has been a still talk show for educational stakeholders in Vietnam. Yet, exam-oriented systems, achievement diseases, and degree appreciation have existed in education in Vietnam. The phenomenon of inflation of degree holders has led to underestimating personal capacity. So, it is understood the importance of formal education is more outstanding than that one of continuing education in Vietnam (Pham, 2014).

An additional disadvantage of LLL in Vietnam is the modest financing (Lee & Kim, 2016; Desjardins, Melo, & Lee, 2016). This results in poor investments in infrastructure and the quality of LLL. And commitments between government and private investments seem to be insufficient to awaken to LLL.

Previous studies

The research findings by Thuy et al. (2022) reveal that to enhance teachers' LLL at the level of secondary schools in northern mountainous provinces such as Cao Bang, Bac Can, Quang Ninh, Ha Giang, and Lao Cai in Vietnam, the strongest influencing factor among teachers is self-improvement. Teachers face various restrictions, such as a shortage of computer literacy, foreign language proficiency, and financial resources. Also, aspects such as personal inspiration and motivation play a radical role in teachers' self-improvement.

Thoa and Ju (2021) conducted theoretical research to evaluate the lifelong education system in both Korea and Vietnam, especially in the Vietnam context. The finding reveals that lifelong education in Vietnam has made remarkable progress in building a learning society. However, it is in the initial development when compared with Korea. The shortage of systematic and legal frameworks is the focus.

Nguyen, Luu, & Ho (2020) examined the potential factors affecting LLL among 332 Vietnamese college students at economic universities aged 19 to 24. The results indicated that organizational culture and human resource development are primary elements. Motivations and types of enterprise are subordinated. Yet, based on demographic nature, females get more involved in LLL than other groups. The relationship between demographics and lifelong learning was tested, indicating that males have a stronger interest in learning than females. The result of the study also shows the impact of different types of business sectors on employees' learning intentions. It points out that the domestic private type of enterprise is the most effective factor that has a positive relationship with the lifelong learning of individuals.

In a study by Thuy and Thuy (2019), STEM (science, technology, engineering, and math)

education has been applied in Southeast Asia. The STEM method is effective for CLCs in Ha Giang city, Northern Vietnam. As mentioned in Figure 2, CLCs are integral to Continuing Education (Figure 2). Particularly, the quality of education for minority students in three rural communities is improved. As a result, this method is useful for building up a learning society and lifelong learning. Regarding geographical regions and other aspects reflecting disadvantages, the STEM method shortens the educational gap between mountainous areas and city ones.

Desjardins, Melo, & Lee (2016) did three case studies of ALE and policy-based trends among Korea, Norway, and Vietnam. Clearly, Korea and Norway are members of the OECD, and Vietnam is not. The findings reveal that Norway obtains ALE successfully thanks to its rich ALE history and culture, being recognized by the government and public perspectives, and adequate incentives. One of the key elements for this Nordic country to make ALE flourish is the range of provisions such as working places, local high schools, educational associations, language training centers for refugees, and distance education. The case of Korea is not disparate at all. This country is doing well at investments for ALE in work environments especially small and medium-sized enterprises (SMEs) domain. Notwithstanding, the discussed findings in Vietnam provide unease. According to World Bank (2022), Vietnam is a developing country, and its education in Vietnam is affected by geography. Locals with disadvantaged regions such as mountainous, remote, rural, and ethnic are not as supported as other areas in terms of social welfare and education-based policy. CLCs plays an utmost role in Continuing education in Vietnam. The roadmap for the infrastructure of CLCs is that instead of building and designing new facilities, Vietnam could leverage materials from the existing school, healthcare centers, and local religious establishments as CLC gatherings. Moreover, CLCs are carrying financial burdens. These slow down the quality, sustainability, and development of CLCs in Vietnam.

Research Methods

The literature review aims to explore the original concepts of the LLL and the factors that affect LLL in Vietnam. The method used in the study is a narrative literature review that summarizes the international concepts of LLL in Europe and seeks implications in Vietnam education. The reasons for choosing this research method are to get an overall overview of LLL and its practices in Vietnam. Additionally, not many studies relate to LLL in Vietnam, which could be a lack of research evidence. Narrative literature is a suitable method for the current study.

Findings and Discussions

In comparing LLL in Vietnam with countries in OECD, the current literature review has findings. Firstly, the international concept of LLL and Vietnam is not the same. Particularly, non-formal and informal education requires the certain concentrations of government and public as in formal education in Vietnam. Thuy et al. (2022) confirm that two of these kinds of sub-sectors seem not to be the priorities of the related organizations in reality. There is a demand to establish a legal framework for the entire country to trigger LLL. The set of legalizations

needs to be statutory soon for the present and future of LLL. Even Vietnam could contextualize the Korean experience to develop LLL.

Secondly, the quality of education in Vietnam has discrepancies based on the demographic characteristics and the diversity of local Vietnamese cultures. Thus, in terms of technical and physical matters, the demand to get support from volunteering organizations, government, private groups, and international agencies such as SEAMEO, UNESCO, and WHO is significantly decisive due to the lack of schooling facilities, teaching materials for teachers and educators delivering lessons at disadvantage locations (Thuy et al., 2022) in order to ease the burdens. Even the hindrances that teachers, volunteers, and students in such areas are facing have been mentioned in many channels of mass media locally and internationally. Overall, well–equipped facilities could encourage participants, including trainers and students, to work better.

Thirdly, the importance of applying the internationally updated teaching methods for not only pupils belonging to the formal education system but continuing education. For instance, the STEM method is to assist local people in underdeveloped provinces towards LLL (Thuy & Thuy, 2019). Teachers, managers, and other school stakeholders in the STEM program need to be trained in both theories and implementation of such new teaching methodologies. In addition, facilities catering to the new methods again should be ready for the up-and-coming renovations. These are considerations directly affecting teaching quality and appealing strongly to the alignment and local and oversea communities.

Next, the connection between SME entrepreneurs and the workforce could enrich LLL. Particularly, the contributions of SMEs account for more than 90% of the overall picture of Vietnam's economy (Nguyen, Khuu, & Nguyen, 2018, cited in Tuan & Rajagopal, 2022). Quyen (2019) conducted an analysis of preparation for the future workforce in Singapore and shed light on the lessons for the Vietnam context. The Singaporean government successfully heightens awareness of LLL and skill upgrading for their citizens through action programs, on-the-job training, LLL, and so forth. Certainly, what Singapore has achieved is surely not a perfect approach. However, Vietnam could make a lesson to adapt it. The finding of Nguyen, Luu, & Ho (2020) also affirmed that the more staff are motivated, the more they can participate in LLL. Business employers based in Vietnam should develop working and incentive policies to motivate employees in their competitive careers by offering extra learning programs.

More importantly, to connect with W.B., WTO, and regional organizations such as the Association of Southeast Asian Nations (ASEAN) or Asia–Pacific Economic Cooperation (APEC), foreign language and computer skills are impossibly absent in IR 4.0 among teachers (Thuy et al., 2022) and learners as proposed in the Framework on Building a Learning Society of the Communist Party of Vietnam. Repeatedly, financing in computer or E-learning systems at institutions is extremely essential in this digital era. English is the most prevalent foreign language in Vietnam currently among Japanese, Korean, Chinese, French, and so on (Sundkvist & Nguyen, 2020). Obviously, English is also a lingua franca in the world. On top of that, most journals, newspapers, magazines, books, and documents worldwide are in English (Lobachev, 2009). The requirements of English proficiency for learners, teachers, and individuals are inevitable for the sack of LLL tendencies in the country. To do so, Le and Le (2022) suggest

that English language teachers who work directly with Vietnamese students could develop their career enthusiasm to motivate their students to learn English. Other stakeholders, such as school administrators and policymakers, should work together not to build heavy curriculum for English learners and educators in Vietnam and improve students' attitude towards English. In addition, using technology and social network sites in English learning and teaching could also elaborate students' engagement (Thao, 2021; Nguyen & Teng, 2022).

Reading culture has been integral to the sustainable development approved by UNESCO (Tran 2018) and the Framework on Building a Learning Society of the Vietnam Communist Party. It is necessary and worthy of thriving on curriculum that could embedded reading culture in Vietnam setting in order to attract the students' interests and readers by abundant learning environments and strategies in general. There are several research studies to highlight the reading culture in Vietnam, such as Tran et al. (2019), Le et al. (2019), Vuong et al. (2021), and Ho, Pham, & Dam (2021).

The relationship between Service Learning (S.L.) and LLL has been found in many international studies (Chan, 2012; Andrade, Workman, & Westover, 2022; Lin, Kim, & Ren, L., 2017; Law & Lee, 2020) in many developed contexts the USA, England, Japanese, Hongkong, Singapore, Europe and so on. Hence, service learning is a step of LLL. Notwithstanding, it is still a new terminology in Vietnam. To adapt it, preparing the S.L. curriculum for the Vietnam context is foreseeable consequences.

Formulating open and distance learning (ODL) through an Open Educational Development Policy at two Open universities (Hanoi city and Hochiminh city) by the Vietnamese Party could be found important guidelines. As Huong (2021) said, OLD is able to meet citizens' learning demands and develop the whole country by attracting a huge number of students with flexible learning and applying ICTs for Open Education to provide Learning Management System (LMS), Learning Activities Monitoring System, Virtual Classroom, and Online Examination System. So, MOOCs are becoming a subject that MOET needs to cover.

Last but not least, research on non-formal and informal education has been conducted in Vietnam; however, the number is limited (Carlsen, 2016). Even Vietnam is the country in Southeast Asia (ASEAN) that has not any studies on LLL in the Scopus index (Do et al., 2019) compared with other countries in ASEAN. In the same vein, Vuong et al. (2018) carried out another bibliometric analysis. Lee and Nguyen (2006) had similar findings when the number of research relating to LLL in Vietnam was not outstanding. Hence, engaging local scholars to take into consideration is a necessary and urgent mission to gain evidence bases for LLL in Vietnam. Moreover, successful frameworks of LLL in some developed nations such as Korea, Japan, Singapore, and Nordic groups can be a model for Vietnam. To adapt and adopt these, an ideal suggestion of combining more reliable LLL research on flourish models in these developed countries and the potential numbers of reliable research in Vietnam needs to be done soon. The result of it is that the LLL enrichment excursions could be taken place.

The framework

There are some main factors that could affect the development of LLL in Vietnam. The author suggests a framework that serves the current literature review. There is an interrelationship that supports promoting LLL in Vietnam in Figure 03.

Figure 03. Factors that impact lifelong learning in Vietnam.

Conclusion

The international concept of LLL is discussed and how it has been adapted and adopted in the Vietnam setting. Clearly, different settings have typical models or political systems that link to their education. Hence, the findings corroborate that there are dissimilarities in theory and practice in Vietnam. Some countries, such as Norway, Korea, Singapore into Vietnam, have been references. Several explicit disadvantages of continuing education in Vietnam, such as financial budget recognition, infrastructure, education policies, legislation, and reliable research papers, have been elucidated (Thuy et al., 2022; Khuc,2019; Thuy and Thuy, 2019; Quyen, 2019; Do et al.,2019; Vuong et al.,2018; Lee and Nguyen, 2006). And the veneer of learners and teachers or any individuals to take the main and further education is whenever they get adequate intrinsic and extrinsic motivations. Thus, to elaborate on LLL in Vietnam, the micro and macro support from the related units such as UNESCO, SEAMEO, and NGOs are essential. And big further concern regarding the quality of LLL at present and in the future is to build connections among school stakeholders, institutions, and external organizations in Vietnam.

The current review depicts the general picture of LLL in Vietnam in a wide range of levels such

as CLCs, FLICs, and tertiary level and many subjects such as secondary school learners, adults learning, teachers, researchers rather than a specific level, major, and domain of general Vietnam education. This could result in limitations for the study relating to source selection bias. In other words, the author discusses the review's previous studies subjectively (Ferrari,2015). Thus, to obtain research-based evidence, more empirical studies need to be conducted.

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Biodata

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Integrating 21st Century Skills into Translation Classroom from Students' Perspective

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ABSTRACT

Keywords: 21st-century skills, translation training, P21 framework, students' perspective	First coined in the 1980s and instantly redefined ever since, the term "21st-century skills" has transformed education around the world. In their effort to best prepare students to become successful global citizens, teachers have integrated the teaching of 21st-century skills into their classrooms. However, research into how students perceive and incorporate these skills in their learning of such subjects as translation is not as so rigorous. Therefore, this study is aimed at bridging this gap. The research was conducted based on the Partnership for 21st Century Skills (P21) framework. A combination of survey questionnaires from 80 university juniors studying Translation 2 at Van Lang University and 10 interviews with them helped provide data for analysis. The results showed that among the skill sets (P21, 2013), most students gave preference to collaboration, critical thinking, and Information and Communication Technologies (ICT) literacy. They also shed some light on what hindered them from developing certain skills in their translation learning. The research, finally, suggests some possible adaptations in syllabus design and teaching approaches that can boost students' 21st-century skills while nurturing future qualified translators.

Introduction

The earliest translation mode is supposed to date back to the Before Christ era when people in different cultures wanted to exchange ideas and emotions. This act of "rendering the meaning of a text into another language" (Newmark, 1988) has become more significant in this globalization context. There are higher standards for translators as well as translation training. To well equip students with knowledge, skills, and attitudes essential for their future careers, a lot of educational reforms have been carried out (Kennedy & Sundberg, 2020), and the term 21st-century skills are receiving more attention.

There have been different detailed definitions and frameworks for 21st-century skills, among which are the most well-known, suggested by The Partnership for 21st-Century Skills (P21) (2013) and Organization for Economic Co-operation and Development (OECD) (2018). These two frameworks have some features in common, such as categorizing different skills into intra- and interpersonal competencies, including critical thinking, creative thinking, self-efficacy, motivation, collaboration, and information and computer technology (ICT).

Interestingly, the above-mentioned skills are vital and interrelated components in many models of translation competence, among which are those by PACTE (2003) and Göpferich (2009).

Though the most significant skills are different for different translation tasks, scholars and educators around the world affirmed the roles 21st-century skills play in general translation competence. Coban (2015) and Ivanova (2016) concurred that forming and sharpening these skills, or at least acknowledging the importance of these skills, are essential for translator students to become successful in their future profession.

In Vietnam, translation is usually a compulsory course in English-majored programs at the tertiary level. There are numerous research studies on what hinders Vietnamese students' translation capability, as well as students' perceptions of what skills are keys to improving their translation competence. However, those research works tended to overemphasize linguistic skills and overlook other strategic, extralinguistic and instrumental competence. (Ho and Bui, 2013; Nguyen, 2010; Pham and Ton, 2007; Pham and Tran, 2013, as cited in Nguyen, 2020).

This study, therefore, attempts to bridge the research gap in the Vietnamese context by adopting the perspective of the functional approach to discover how English-majored students themselves think of 21st-century skills in their translation training. By analyzing the quantitative and qualitative data collected, some discussions and implications will be drawn to help students overcome their problems and improve the existing translation training approach.

Literature review

21st- century skills

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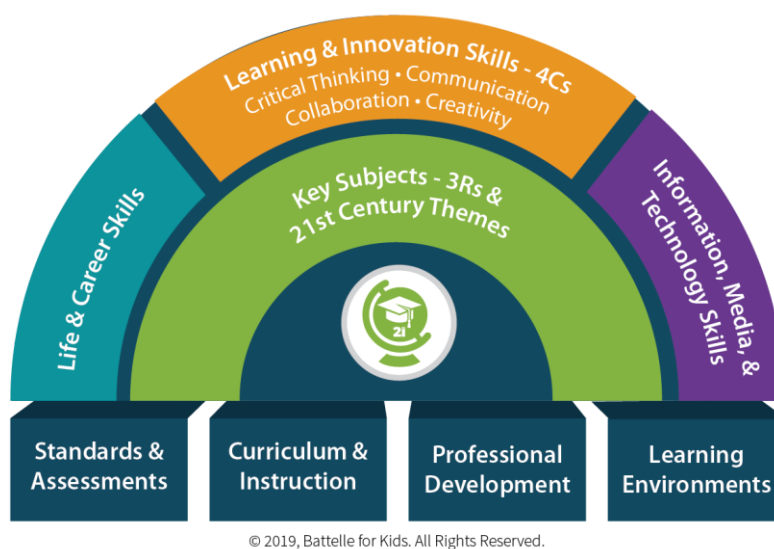
Figure 1. 21st-century skills framework illustration

P21 (2013) defined crucial skills for all 21st-century students, consisting of life and career skills, learning and innovation skills (4Cs), and Information, Media, and Technology skills (ICT) as demonstrated in Figure 1 (21st-century skills, 2019).

Within the scope and scale of this study, only the 4Cs and digital skills are examined in relation to students' translation competence.

Firstly, the 4Cs include critical thinking, creative thinking, collaboration, and communication.

The 4.0 technology revolution requires students to not only master learning skills to reach their

present academic goals but also to meet the needs of an instantly evolving society and future working environment (Pardede, 2020). As Valtonen et al. (2021) discussed, students, have to obtain self-regulated learning skills, from fundamental skills to process learning input and encode it into memory to complicated skills such as metacognitive strategies to plan, execute and monitor different learning tasks.

In addition to these individual learning skills, many aspects require students to collaborate with people from various disciplines and backgrounds, making collaborative skills indispensable. (OECD, 2018)

Secondly, ICT skills combine the ability to find and evaluate information in diverse formats from various media and organize and use information appropriately and effectively in different situations (Voogt & Roblin, 2012; Van Laar et al., 2017, as cited in Valtonen et al., 2021). Martin (2008) also stated that students are ICT literate only when they are confident in using ICT tools, reflect on their ICT literacy development, and are willing to adapt to and overcome ICT challenges.

21st-century skills in relation to translation competence

Numerous scholars have attempted to construct an optimal model of a translator profile (Pym, 2003; Presas, 2005; Kelly, 2007; Göpferich, 2009; Scarpa, 2010, as cited in Acioly-Regnier et al., 2015). However, this study looks at the most widely known created by PACTE (2003) based on their empirical studies and analyzes how 21st-century skills are related to the components in this model.
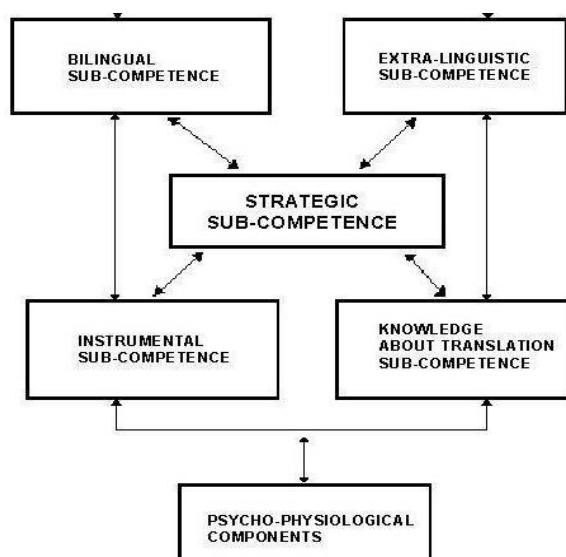
Figure 2. Model of translation model

As shown in Figure 2 (PACTE, 2003, p.60), six components constitute a translator's competence:

(1) Bilingual sub-competence means pragmatic, socio-linguistic, textual, grammatical, and lexical knowledge in both languages, which is procedural knowledge. According to PACTE (2003), Bilingual competence is not everything but just an element.

(2) Extralinguistic sub-competence refers to the knowledge about both cultures, the world (or encyclopedia), and thematic knowledge such as laws, marketing, tourism, etc. This is mainly declarative knowledge.

(3) Knowledge about translation is both practical and declarative, including translation principles, techniques, and strategies used in different tasks and situations.

(4) Instrumental sub-competence is procedural knowledge about the employment of various sources, ICT, and other tools to serve translation tasks.

(5) Strategic sub-competence is procedural knowledge that helps translate effectively and solve problems. As implied in the figure above, it plays a core role, mediating all other components and directing the translation process, such as planning, identifying problems arising in translation tasks, applying methods to resolve the problems, and evaluating the translation process.

(6) Finally, psychophysiological components are related to memory, perception, emotion, attention, curiosity, persistence, punctuality, critical and creative thinking, motivation, and so on.

Now to see how 21st-century skills can be integrated with elements in the above model, each group of skills in the 21st-century skills is examined as follows.

First of all, self-regulated learning skills are present in almost all sub-components of the translation competence model. For example, to master the bilingual sub-competence and extralinguistic sub-competence, students need to have cognitive abilities such as memorizing, understanding, recalling, and applying linguistic, cultural, encyclopedic, and thematic knowledge to reason texts in the source language, analyze the differences and similarities in two languages and cultures, and reformulate texts in the target language.

To reach the final step, which is rendering the text in the target language, students must have critical thinking skills to guide their decisions (P21, 2013) when confronted with many choices related to language, style, and translation techniques during a translation task, which is related to knowledge about translation sub-competence.

Further to this, self-efficacy and motivation in 21st-century skills are indispensable in preparing the right psychophysiological conditions, such as curiosity, attention, emotion, persistence, etc., to fulfill a translation task, as discussed previously in (6).

Also, as stated by Kelly (2005), translators should have interpersonal skills since the translation job now involves a lot of teamwork. Students, therefore, must have collaboration and communication skills such as teamwork, leadership, and negotiation skills to work with teammates in their current translation course and with other translators, managers, editors, customers, and authors in their future job. These skills especially form the strategic sub-competence in PACTE's model, as analyzed in (4).

ICT skills, on the other hand, are mainly needed in instrumental sub-competence. Since students have different ICT tools to choose from, encompassing software, web search engines, and machine translation applications such as Google Translate. According to Ivanova (2016), in instrumental sub-competence, students are capable of finding relevant information quickly. To do so, they should be able to efficiently use not just one tool but various ones. Then, they should analyze, synthesize, and evaluate the collected resources to choose the most reliable and valuable ones.

As discussed above, 21st-century skills intertwine in almost every sub-competence of translation competence. Therefore, integrating these skills into translation practice is unquestionably important to students.

However, the body of research in translation training in the Vietnamese context has mainly focused on the linguistic aspects. For instance, as cited in Nguyen (2020), several researchers, including Bui (2013), Nguyen (2010), Pham and Ton (2007), and Pham and Tran (2013) looked

into the weak linguistic skills of students as the main obstacles in building their translation capacity. Although Bui (2013) mentioned one problem regarded students' inappropriate use of translation techniques, which was a word-for-word translation, this still pointed down to their problematic word use and grammar skills.

Similarly, Pham and Truong (2019) highlighted the errors made by linguistic students in their translation learning, finding out they face syntactic, pragmatic, coherence, and cohesion errors. Likewise, studies by Ly (2022) and Phan et al. (2022) both revealed that the biggest challenges of English-majored students, from their perspective, were the lack of lexical resources, as well as their weak grammatical, syntactical, and semantical knowledge and skills.

Though some studies are focusing on the role of something else rather than merely linguistic skills in building translation competence, such as the research of Nguyen and Ngo (2021) and Nguyen and Chu (2021), they seemed to look at just one sub-competence, which is technological skills. Therefore, the existing research body still lacks studies that consider all the sub-competence and components that follow PACTE's model (2003).

Research Questions

Acknowledging the gap in studies into how students evaluate other functional factors such as critical and creative thinking, collaboration, communication, and digital skills in their translation practice, this study is aimed at answering the three following questions:

1. How do students at Van Lang University perceive their 21st-century skills in their translation training?

2. What hinders the students from applying certain skills in their translation training?

Methods

Pedagogical Setting & Participants

In the Faculty of Foreign Languages, Van Lang University, translation is a mandatory specialized subject for sophomores and juniors. This subject includes two levels for all English-majored students and features another Advanced Translation course for students who opt for the English for Interpretation and Translation Program after completing the first two levels.

In Translation 2, students were introduced to three main areas of translation contexts, namely journalistic, business, and literary contexts, in which they were required to translate paragraphs from Vietnamese into English and vice versa. Also, during 15 weeks (12 face-to-face class meetings and three online sessions included), students worked in groups, giving presentations on their translation practice in different topics such as technology, culture and language, art, medicine, and economy. Therefore, the texts chosen for class activities and group presentations are diverse in terms of topics and translation techniques.

The study was conducted among third-year students at Van Lang University while having Translation 2. The participants included 80 students, among which were 23 males and 57 females, from two Translation 2 classes. The samples were chosen using the cluster sampling method since the two Translation 2 classes are among the 13 translation classes of the same level in the Faculty of Foreign Languages.

Design of the Study

This descriptive research combined survey questionnaires with Likert scales from 1 (Strongly disagree), 2 (Disagree), 3 (No opinion), 4 (Agree), to 5 (Strongly agree) among 80 students and

10 voluntary interviews to collect some in-depth, qualitative data from the subjects. Data triangulation like this can be beneficial in numerous ways since each type of data can complement each others, as mentioned in Young (2016).

The survey questionnaire consists of five criteria, including 1) Critical thinking; 2) Creative thinking; 3) Collaboration; 4) Communication; and 5) ICT skills, with a total number of 27 items. The instruments for measuring these 21st-century skills are shown in Table 1 below.

Table 1. The number of items, Cronbach's alpha (α), and example items.

Criteria	Number of items	Cronbach's alpha (α)	Example item
Critical Thinking (CRI)	5	0.8	"Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives."
Creative Thinking (CRE)	5	0.736	"If I get stuck on a problem, I try to take a different perspective of the situation."
Collaboration (COL)	6	0.74	"I freely share ideas and information with others easily."
Communication (COM)	5	0.83	"I frequently seek feedback from my team members about the quality of my work."
ICT Skills (ICT)	6	0.7	"I know how to use the technologies to look for information, including background encyclopedic and specialized information to support my work."

Firstly, five items for critical thinking skills were adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et al. (1993). Next, the creative thinking skills items were picked from Miller's self-reported scale (2009). Then, the collaboration and communication skills were from what was proposed by Hinyard et al. (2019), with different dimensions such as cooperation, team support, interactions, participation, work quality, time management, and leadership. All of these scales had Cronbach's alpha (α) above 0.7, showing acceptable reliability. Lastly, the items to measure students' ICT skills were based on the framework of Technological Pedagogical Content Knowledge in the 21st century (TPACK21) by Valtonen et al. (2017), with an average α of 0.7. However, the researcher of this study modified the items to fit the study's context.

The interviews were conducted after class, in Vietnamese, with open-ended questions so that students had a private zone, felt more comfortable, and were able to express their opinion in more detail. The interview questions focus on: 1) which skills in the 21st-century skill set they feel most and least relevant in their translation study, 2) how they can combine these skills in different translation tasks; and 3) what hinders them from developing certain skills in their translation training.

Data collection & analysis

As for the survey questionnaires, they were distributed to students in the form of Google Forms so that students could do them on their devices like laptops, tablets, or mobile phones. Also,

Google Forms would make the collection of data more efficient, cost-saving, and more environmentally friendly since all the responses were automatically saved in a separate spreadsheet, and there were no papers used.

These quantitative data were afterward analyzed on SPSS, using mean (M) and standard deviation (SD) to discuss the findings.

The interviews were recorded by the researcher's mobile phone. As a part of research ethics, all the collected data were kept confidential, and only the researcher had access to serve the aim of the study. They were then analyzed to explain students' opinions on how certain skills function in translation tasks, as well as their expectations and recommendations. The thematic analysis with steps described by Braun and Clarke (2006) was employed.

Findings and discussion

Table 2. Students' critical thinking skills

		n	M	S.D.
1	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.	80	3.82	1.13
2	When opting for a translation theory, technique, syntactical structure, lexical item, etc, I try to decide if there is good supporting evidence.	80	3.82	1.07
3	I treat the course material as a starting point and try to develop my own ideas about it.	80	4.13	1.03
4	I try to play around with ideas and practices of my own related to what I am learning in this course.	80	4.2	0.81
5	I often find myself questioning things I hear or read in this course to decide if I find them convincing.	80	3.96	0.99

As shown in Table 2, roughly all students thought they were critical in their translation training. For example, most of them were able to generate their own beliefs and judgments regarding what they were told or taught in the course and treated the course material very critically. Also, they considered choices in translation tasks related to translation theory, techniques, sentence structures, and vocabulary rather crucial and would question before deciding if something was convincing.

As revealed in the interview, student #2 said that she always spent a lot of time finding out, comparing, and finally picking the best words for a translation task. She was, from her perspective, very cautious when choosing the sentence structures and styles that sound most natural in the target language. Student #5 added: "Critical thinking skills are decisive in every aspect of life, so their roles in learning translation are undeniable."

Most of the interviewed students considered critical thinking as the most relevant skill in their translation training. Students #3, 5, 8, 9, and 10 said that they had to be critical in all steps of a translation task. For instance, they had to analyze the source text to see if there were any problems, such as typos, spelling, or grammatical mistakes, before moving to the following steps, including researching background information, complicated terminologies, equivalence, or alternative techniques. Student #2 added she had to be critical with supporting technologies

and even critical when working in her team because she had to make final decisions as a team leader.

These findings complemented what Valtonen et al. (2021) mentioned about all the necessary cognitive skills, including critical thinking in different learning tasks, as reviewed in the literature.

However, student #4 did not think she was critical enough of the course book or the instructor's suggestions. She said because of being afraid that her test scores would be marked low if she did not compromise with the instructors' suggested translation methods or styles, she sometimes framed herself in certain translation styles and techniques.

Meanwhile, students #7 and 9 feedbacked that some parts of the coursebook needed improving, such as updating the selected texts. "For example, some topics can be replaced with current topics that everyone is talking about, including gender, mental health, or sustainable living." (student #7). The updated topics would interest them more and also trigger their critical thinking, according to student #9.

Table 3. Students' creative thinking skills

		n	M	S.D.
1	If I get stuck on a problem, I try to take a different perspective of the situation.	80	3.02	0.9
2	Looking at a problem from a different angle can lead to a solution.	80	4.02	0.87
3	Changing perspectives is a good way to "think outside the box."	80	4.29	0.97
4	Thinking about more than one idea at the same time can lead to a new understanding.	80	4.11	0.96
5	If I get stuck on a problem, I look for details that I normally would not notice.	80	3.22	0.88

Table 3 shows that a majority of students agreed that changing the perspective can be seen as creativity, and sometimes this helped open their minds in examining a problem and could lead to a solution. Students also thought that looking at minor details could be a creative solution in some cases.

These findings are also similar to Valtonen et al. (2021) about self-regulated learning skills, which contributes to the competence of both bilingual sub-competence and strategic sub-competence in PACTE's model (2003).

Students #1 and #7 concurred that in translation, most students were not creative due to their weak linguistic skills, and hence they tended to rely on others' suggestions, or ICT tools when caught in a translation problem. However, students did not usually tend to change their views or the subjects of their attention when facing a problem. To explain this, student #3 in the interview said that "changing one's point of view is difficult since each person has "their own beliefs, characteristics, and personalities".

Being asked when to use creative skills in a translation task, student #6 responded that he would probably "allow" himself to be creative when translating literary texts.

Table 4. Students' collaboration skills

		n	M	S.D.
1	I freely share ideas and information with others easily.	80	4.11	1.05
2	I supported others in in-class translation activities and group projects.	80	4.37	0.8
3	I remain engaged in group projects even when a project moves away from my own immediate interests.	80	4.64	0.89
4	I routinely use time well to ensure things are done on time.	80	4.18	1.09
5	I am willing to take the leadership position.	80	3.04	0.72
6	I can move easily between leader and follower, assuming either role as needed to accomplish the task.	80	3.12	0.85

As seen from Table 4, students asserted that they were collaborative in group work and in-class tasks. This includes sharing materials, what they know, and the responsibility of other students in their team. Especially, students tended to keep engaging in the job of their team regardless of their area of interest, which is surprising to find out. They also reported being conscious of time as a way to collaborate well in a group.

Furthermore, all interviewed students thought the collaboration skills were like "survival skills in the modern time" (student #1) because, to them, "most of us work in teams now, and in the future, it's likely we will work in teams for big projects, too" (student #6).

In contrast, leadership skills are not students' strengths. They could contribute to the team's work as members but were not sure if they would be ready to take the leading position. Hence, not all thought they could flexibly change roles between a leader and a member when required.

This is explained in the interview with students #1, #6, and #8. They all agreed that students could have been more proactive when it came to leadership. "They are afraid of taking more responsibility without any reward" (students #1 and #8), and "students are accustomed to doing the assigned tasks by someone else, not assigning tasks to others" (student #6). Students #3 and #10 both mentioned the "required traits" in a team leader, such as being determined, decisive, convincing, and influential. According to them, while some qualities are learned, some are innate that "not everybody can possess". This is why some students were reluctant when required to be the team leader.

Table 5. Students' communication skills

		n	M	S.D.
1	I voiced my ideas about how the team could work better together.	80	4.24	0.83
2	I convinced others to listen to my ideas.	80	3.58	0.91
3	I frequently seek feedback from my team members about the quality of my work.	80	4	0.94
4	I value the opinions of others when working on a team project.	80	4.36	0.86
5	I discuss my views, even if those views are different from the team to engage the team in an open discussion.	80	4.48	0.84

As revealed in table 5, students highly evaluated their communication skills. They were not afraid to give their opinions in the group openly while understanding there might be different points of view (M=4.48, SD=0.84). These were for the purpose of better group work. Nonetheless, only some students would always try to protect their ideas in a group discussion (M=3.58). Student #3 said, "There was a time my translation part was okay, but when the leader wanted to change it, I did not attempt to keep my part and agreed to disagree, which was a pity."

When asked about the advantages of working in groups with others, student #1 said that the group she was leading in the course was also the group she had worked with for the last two years in every subject. This may be one reason why some students did not have much difficulty communicating in groups.

Students #1 and #9 thought having good communication, and teamwork skills supported their translation learning since they could learn "different good things from different team members" (student #1), especially in tight time-bound tasks. Student #1 added, "I'm not good at Vietnamese, so when my team translated a literary passage from English into Vietnamese, a member of my team supported us a lot because she has a big Vietnamese lexical repertoire."

These results supported the ideas of Kelly (2005) mentioned in the literature. However, these are skills that students assumed themselves to have, not necessarily skills they really achieved. When being interviewed about why the group project sometimes was not consistent throughout, hence, did not show good group work, student #5 said that it was possible to agree on the terminologies when doing a translation task, but it was much more challenging to have a consistent style and tone throughout the translated passage because each of them was mainly in charge of one part in the task.

Nonetheless, student #8 had a different idea on this. She said that groups could always work together to conform to the chosen lexical items and tones of the translation work. Teams that had inconsistent translation work showed weak communication and collaboration skills. She admitted that sometimes teams did not have meetings enough to have a better group product.

Table 6. Students' ICT skills

		n	M	S.D.
1	I know how to use the technologies to look for information including background encyclopedic and specialized information to support my work.	80	3.93	0.93
2	I know which source of information, for example, which website, is trustworthy.	80	4	0.94
3	I can efficiently use supporting tools such as Google Translate, Mobile Dictionary Apps, or similar software.	80	4.4	0.89
4	I can effectively use tools such as Microsoft Teams, Google Drive, Google Doc, Google Slides, or One Drive to share and store collaborative works.	80	4.18	0.86
5	I utilize the school e-learning to find information about the course, materials, and assignments.	80	3.89	1.15
6	I have no trouble getting used to new technologies introduced to me in my translation training.	80	3.71	1.03

As seen from the table, most students thought they had the necessary ICT skills in their translation training. With an impressive mean above 4.4 and not a very big standard deviation of 0.89, the students considered themselves to effectively use dictionary applications and machine translating tools like Google Translate.

Because this needs further discussion, students were asked how they thought of these tools in the interview. All the students agreed on the benefit of Google Translate; for example, it helped "save time on typing the text" (students #6, 7, and 9) and "effectively translate texts with the simple syntax" (student #3). However, the students all concurred that Google Translate could act as a "double-edged sword" (student #2) if one was not critical enough or competent enough in both languages, he would rely on Google Translate whenever it came to translation; and consequently, he would not develop his translation competence.

Likewise, students seemed to be confident with their skills in using collaborative platforms such as those of Microsoft and Google (M=4.18). They were sensible about how to get encyclopedic and thematic information, as well as which source of information they could trust. In the interview, students #1, 3, and 7 thought these skills were "most important" in this era. According to student #3, "translating texts requires meticulous work from translators, yet it gives people a chance to use supporting tools and search for related information"; therefore, good ICT skills were essential to translators.

"Learning how to use collaborative platforms is very relevant to me in this translation course as we have group work every class meeting", said student #2. Student #8 added that knowing how to use these platforms supported her in building an e-portfolio that might be useful for her future job-seeking.

Though students' opinions reflected the discussions of Coban (2015), Ivanova (2016), Martin (2008), and Valtonen et al. (2021), the interviews with students added one idea. The students said they were ICT literature not only when they could use technologies confidently, efficiently, and critically but when they could help improve the existing technologies as well. Indeed,

student #3 said when she found some mistranslated terms suggested by Google Translate, she helped suggest better terms for Google Translate.

However, these are skills that students assumed themselves to have, not necessarily skills they really achieved. When being interviewed about why the group project sometimes was not consistent throughout, hence, did not show good group work, student #5 said that it was possible to agree on the terminologies when doing a translation task, but it was much more challenging to have a consistent style and tone throughout the translated passage because each of them was mainly in charge of one part in the task.

However, the students all concurred that Google Translate could act as a "double-edged sword" (student #2) if one were not critical enough or competent enough in both languages, he would rely on Google Translate whenever it came to translation; and consequently, he would not develop his translation competence.

Conclusion

From what was analyzed and discussed above, it can be seen that the findings of students' perceptions of 21st-century skills are in alignment with what was previously discussed in the literature. Students were confident of these skills, especially interpersonal skills such as communication and collaboration skills, together with ICT skills, while still emphasizing the roles of intrapersonal skills such as critical and creative skills.

The interviews revealed that though they still highlighted the importance of linguistic competence, students did not overlook the roles of 21st-century skills in building their translation competence. It is a positive sign that they tended to view translation competence holistically and not focus too much on just bilingual competence.

The study revealed some new perspectives from students, such as the factors that hinder them from developing certain skills. The obsession with grades and the long-standing belief that it is important to live in harmony with others are factors constraining some students' critical thinking. Not very updated topics in the course book itself are also one reason for some students not showing interest and not developing their critical capability. The fixed personal point of view is also preventing some students from thinking creatively in their translation training. As for communication and collaboration skills, some group products from the students did not really show effective group work due to inadequate group meetings and the lack of consensus on lexical, syntactical, and tone choices.

Accordingly, there are some implications for students. Because it is a long way from students' perception to their performance, they should continuously attempt to learn and apply the skills of the 21st century in their translation training since these skills are significantly important in building all the sub-competence in translation competence.

As for translation teachers and trainers, it is also crucial to treat all the translation competence as a multi-dimensional model. Therefore, when guiding and assessing students, teachers and trainers should not focus on students' linguistic skills only, nor should they evaluate the translated text as the only product of the translation process. Instead, they should also look at other skills students develop and attain through translation processes, such as planning, working in teams, managing, and self-evaluating their translation tasks. Also, because using supporting technology effectively is now an indispensable skill in translation, teachers should have an open mind about this and think of ways to integrate technologies into translation classrooms positively. Furthermore, teachers should instantly reevaluate the course book and class

materials that can interest students and encourage their cognitive and metacognitive skills.

Finally, there are some implications for future research. This is a single case descriptive study with a small sample size; therefore, bias cannot be thoroughly eliminated, and the confidence level is not high enough. Moreover, the qualitative data were manually analyzed without any structural, reliable analytic tool or software. Hence, future studies are expected with bigger sample sizes, random sampling techniques, and perhaps different research methods rather than just descriptive studies in order to yield more reliable and in-depth findings in this area.

Acknowledgments

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Biodata

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Vietnamese Students' Perceptions of Utilizing Social Media to Enhance English Vocabulary: A Case Study at Van Lang University

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ABSTRACT

Keywords: English vocabulary, social media, perceptions, Vietnamese students

Social media (such as Facebook, TikTok, Instagram, YouTube, etc.) is widely used for people's entertainment and education across the globe. Furthermore, utilizing this sort of technology assists learners in mastering foreign languages such as English, Chinese, French, Japanese, and so on, which was proved by many foreign language experts and researchers worldwide. The study aims to find out students' perceptions of using social media to develop English vocabulary. A mix of quantitative and qualitative methods was exploited with surveys for 154 students from different majors at Van Lang University (VLU) in Ho Chi Minh City (HCMC), Vietnam, and semi-structured interviews for 15. After the investigation, the research results show students' deep insights in using social media to improve their English vocabulary and its positive effects on students' learning vocabulary. Thanks to the findings, lecturers can consider more teaching methods with social media in their English courses.

Introduction

In the digital era, technology is developing at an unprecedented rate for the sake of human beings. In addition to technology, social media such as Facebook, YouTube, Tik Tok, Instagram, Twitter, and so forth are gradually becoming more popular. It is undeniable that social media plays a vital role in making everything more straightforward. This is because social media helps people exchange information, find solutions, share guidance, and communicate in a virtual environment across the globe (Amedie, 2015; Hashim et al., 2018). Besides, technology was invented to meet the demands of education (Pham et al., 2022). For example, students can watch educational videos to study and look for data via the internet effortlessly (Nguyen, 2021).

Vocabulary is one of the most important aspects for learners because it strongly connects with core skills, including listening, speaking, reading, and writing (Nguyen, 2021). Some studies acknowledged that students would not master the four skills without good vocabulary

knowledge. Firstly, the study related to speaking skills of Pham et al. (2022) claimed that most students in their study lacking vocabulary could not present good speaking performances. Secondly, it is tough for students to comprehend the content when reading due to their limited vocabulary size (Pringprom, 2012). Thirdly, Karakoç and Köse (2017) reported that vocabulary knowledge affects writing. Finally, the primary difficulty in listening comprehension stems from a lack of vocabulary (Farrokhi & Modarres, 2012). As a result, vocabulary plays a pivotal part in learning a foreign language, and the ways to teach and learn vocabulary must be carried out properly (Sivagnanam & Yunus, 2020). Learning vocabulary is extremely challenging for most English learners in many nations.

In recent years, there have been innumerable methods of learning vocabulary created by experts and teachers, yet perhaps they are not suited to most individuals. In the modern age, one of the most effective methods today applied in a lot of fields is learning vocabulary through social media (Al-Saggaf et al., 2021). The use of social media is popular among the young generation; therefore, this kind of technology is bound to develop not only English learners' vocabulary knowledge in certain contexts but also their English skills.

Although the modern method of learning vocabulary is regarded as a flexible and suitable means for youngsters, it has both positive and negative sides, according to previous studies. Moreover, there are few studies related to the application of social media for developing English vocabulary in the Vietnamese context. For this reason, the paper was carried out to investigate Vietnamese English learners' perceptions of the use of social media in English vocabulary advancement and how this technology enhances their English vocabulary. The research paper will be a reference for English lecturers to consider applying social media to teach vocabulary to students in their English classes.

Literature review

Social Media

Social media is considered internet-based technology (Kaplan & Haenlein, 2010), website, application, or computer-mediated technology (Ismail et al., 2019). According to Hashim et al. (2018) and Ismail et al. (2019), social media enables users to share ideas and information that creates online interaction with the world. Furthermore, Ismail et al. (2019) reported that social media is a channel containing news, entertainment, and education, or messages including broadcasting and narrowcasting medium, namely newspapers, magazines, TV, radio, billboards, direct mail, telephones, and faxes. When it comes to education, Annamalai (2018) claimed that students become optimistic when making use of social media for learning in a virtual environment. This is because social media gives people platforms allowing collaboration, communication, and quick comments anytime and anywhere. In addition, social media users can select what they would like to see in their notifications (Yu et al., 2010).

Vocabulary Learning

Vocabulary learning is obtaining various words during the process of studying a second language. According to Cetinkaya and Sütçü (2018), vocabulary shows learners' understanding

of diverse forms of words and their suitable use in daily life. Vocabulary is necessary for language learners because those accomplishing strong knowledge about words are better at comprehending spoken and written languages and mastering communication (Tachom, 2021). In 2011, Asgari and Mustapha said that if learners have the insufficient vocabulary, they will fail to employ the language. Moreover, regardless of getting excellent grammar knowledge and pronunciation, language learners may not succeed in mastering their second language without vocabulary enlargement (McCarthy, 1990).

Vocabulary Development through Social Media

With the development of the internet and social media, learners can practice using a second language in the online environment as they can share their concepts and discuss them with others easily (Arumugam et al., 2020). Dhanya (2016) agreed with Arumugam et al. (2020); the researcher reported that the internet creates many linguistic contexts via interactive two-way conversations. For instance, social media gives students a lot of chances to meet language learners *from* all over the world.

There exist a large number of research papers studying the use of social media to develop English vocabulary. Besides, researchers conducted their studies in various contexts and ages. Most of the previous studies agreed that with diverse, flexible functions and features, social media has a number of good influences on students' ability to absorb English vocabulary knowledge subconsciously. Through the use of social media, students from different countries can have many opportunities to enhance their English vocabulary (Monica-Ariana & Anamaria-Mirabela, 2014).

In 2019, Abbas and Hussain conducted a study to find out the effect of social media (Facebook and YouTube) on ESL students' vocabulary acquisition. With the quantitative method, the participants were 25 students at the Department of English, IIUI, Islamabad, and 10 teachers with Ph.D. in English. The findings revealed that social media tend to enhance students' interests in L2.

Sivagnanam and Yunus (2020) conducted a study with 53 nine and ten-year-old ESL students at a primary school in Batu Kikir, Negeri Sembilan, Malaysia. By gathering answers from questionnaires, the quantitative research aimed to discover how students enhance their vocabulary by using social media and the possible difficulties in using it to learn vocabulary. The results demonstrated that the learners use social media features effectively, motivating them to learn vocabulary. It was believed to be an interactive tool and get good feedback from the participants' views. The researchers recommended that social media should be widely used as a supplement in traditional English classrooms.

With the same research method, year, and country – Malaysia, Zainal and Rahmat (2020) wrote their paper to find out about social media's impact on public and private university students' English vocabulary enhancement. Based on the findings, learners are encouraged to learn from social media. The participants absorbed new words and knew how to use the words in appropriate contexts. For instance, if they do not understand the meaning of a word appearing on social media, they will look it up in the dictionary immediately.

In 2021, Sidgi explored the influence of social media on learning English vocabulary. The

researcher asserted that social media brings learners motivation, engagement, and a variety of English words. Compared with traditional classes, social media boosts students' confidence and makes them familiar with complicated words. In addition, students are eager to learn new things without being judged or forced and comprehend diverse words and how they have to be used in certain contexts. For example, social media users try applying new words in the comment section. Thanks to social media's benefits, the scholar suggested that social media should be used in teachers' lesson planning and education.

Domingo and Aguillon (2021) wrote their research paper to discover the role of social media in the learners' language learning experiences. The study applied a descriptive research design with 83 university students at a state university in the Philippines. The participants were invited to fill in an online survey questionnaire. The data was demonstrated by using descriptive statistics such as frequency count, ranks, and percentages. After the investigation, learners were believed to have high social media engagement. All of them make use of Facebook as the most commonly used social media platform. They saw social media as an effective tool owing to many factors like accessibility, universality, ease of use, multimodality, general appeal, and the decrease in communication anxieties. The research suggested that educators should consider using social media as an instructional tool to teach vocabulary.

Besides, numerous previous scholars studied the utilization of each specific social media like Facebook, Tik Tok, Instagram, Telegram, WhatsApp, etc. Every social media platform has particular features to improve English learners' vocabulary learning, motivate them to learn, and help them understand how to use words in contexts.

Facebook

Kabilan and Zahar (2016) wrote a study to discover the effectiveness of utilizing Facebook in developing vocabulary knowledge among Community College students. The research participants included Thirty-three Community College students allowed to use Facebook to learn and advance their English vocabulary. A pre-test and a post-test were given to them. Based on the results, the students performed the post-test better than the pre-test. Facebook is described as an extra learning environment, tool, and platform with engaging and meaningful activities permitting learners to practice and collaborate in a community. Facebook is indeed suitable for special students with difficulties who are introverts and have low levels and self-esteem. The application of Facebook helps to increase learners' motivation and confidence to practice using English and actively participate in learning activities by exchanging ideas, interacting, and discussing with each other.

Mukhlif and Challob (2021) attempted to compare the effectiveness of traditional teaching and utilizing Facebook to improve the vocabulary knowledge of Iraqi EFL secondary school learners. The study employed a quasi-experimental design with two groups, including the control and the experimental groups. In terms of the control group, thirty-six learners were taught English vocabulary with the traditional method in the classroom. In the experimental group, there were another thirty-six students that were taught English vocabulary by using Facebook. Also, the scholar used a mix of quantitative and qualitative research with the triangulation of *a* pre-test, post-test, semi-structured interview, and observation. The study

indicated that employing Facebook to enhance English vocabulary brings more effectiveness than using the conventional teaching method. When employing Facebook to learn vocabulary, gradually, most participants realized that they enriched their vocabulary knowledge and used appropriate words in the right context. Furthermore, Facebook motivates learners to study and gives them a flexible, less threatening, safe, and supportive environment (especially for shy and low self-esteem students) and meaningful learning chances in collaborative activities.

Tik Tok

Fahdin (2021) aimed to investigate the impact of Tik Tok on enhancing vocabulary. The participants of the paper included junior high school and senior high school students with the application of online questionnaires. The findings indicated that short videos of Tik Tok with English material contents help the learners expand their vocabulary knowledge. Also, they showed good feedback regarding the use of Tik Tok because the English content videos are easy for them to comprehend, memorize, and increase a wide range of words like verbs, nouns, and so forth.

Besides, Anumanthan & Hashim (2022) studied Tik Tok's effectiveness in improving vocabulary utilization, solely concentrating on regular verbs with a particular representation by a group of Year 5 pupils. A mix of qualitative and quantitative approaches was applied to 45 Year 5 pupils. They sat for a pre-test, and after intervening in the lesson with Tik Tok, those participants sat for a post-test. Also, 10 pupils from the same group joined semi-structured interviews. After the investigation, the results revealed that students' construction of sentences with regular verbs improved via Tik Tok. Additionally, they are really keen on the lesson on Tik Tok because it is easy for them to make their own videos about verbs as well as educational content. The scholars claimed that Tik Tok is an effective learning tool for teachers to teach regular verbs and sentence construction.

In 2022, a study related to learning English adjectives through the Tik Tok duet video was conducted by Ichara Sinta. Via the observation and interview, the researcher aimed to explore learners' experience with studying and memorizing vocabulary, specifically adjectives in class X-1 IPS SMA swasta Cerdas Murni. Tik Tok duet videos are useful for students to learn adjectives because they are excited about making the videos. It can be concluded that the TikTok duet video not only brings entertainment and motivation to students but also improves their memory regarding English adjectives.
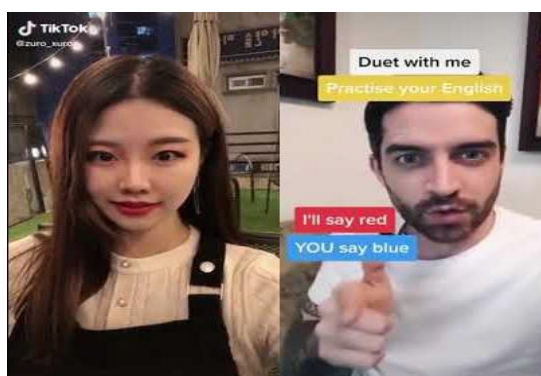
Figure 1. Tik Tok Duet Video (Source: Google)

Instagram

Nowadays, Instagram is seen as one of the most popular social media across the globe. Because of its positive effects on Iranian English teachers and students, Kaviani (2022) conducted a study to discover if Instagram would be an effective learning platform for vocabulary for Iranian male EFL students at the pre-intermediate at Shokouh Enghelab English Academy in Babol, Mazandaran, Iran. Chosen randomly from 100 cases, the participants were 50 male EFL students (8-15 years old) divided into two groups (the experimental and control groups). The students in the experimental group were allowed to learn English vocabulary via ten Instagram pages for four weeks (12 sessions and 25 minutes per session). The rest of the students in the control group only learned from their teacher. The researcher exploited the pre-test and post-test to evaluate students' understanding of vocabulary during the session. The findings demonstrated that Instagram provides Iranian EFL students with many valuable technological and pedagogical benefits and positively affects vocabulary enhancement. Besides, it was suggested that teachers could utilize Instagram as a useful application for face-to-face instruction.

Telegram

Tabrizi and Onvani (2018) conducted a study to clarify the effect of Telegram on Iranian EFL beginners' L2 vocabulary learning with a quasi-experimental research design. Thirty-one Iranian students (aged 10-14) were chosen by the sampling method. The teacher taught the participants English vocabulary in two methods: (1) using Telegram for four weeks and (2) applying traditional face-to-face classroom instructions for another four weeks. Based on the findings after the investigation, it was concluded that learning vocabulary from Telegram was more effective than the conventional method. Students can improve their comprehension of the material when working with Telegram, and low-level learners feel eager to study vocabulary.

WhatsApp

Hashemifardnia et al. (2018) wrote their paper to discover the influences of WhatsApp on Iranian EFL learners' vocabulary. 50 Iranian female participants who were at the intermediate level of English proficiency were chosen among 80 students from Adiban English language institute, Baghmalek, Khuzestan, Iran. They were randomly divided into two equal groups, including one experimental group and one control group. The researchers asked the participants to take a vocabulary pre-test. After that, the participants in the experimental group joined a group (like a channel) in which they were sent many words, learned them via WhatsApp, and practiced the selected words outside of the L2 classroom. On the contrary, the participants in the control group participated in in-door classes and learned vocabulary instructed by the traditional method. After the long process of the two methods, the participants of both experimental and control groups took a post-test. According to the pre-test and post-test results, the students using WhatsApp in the experimental group improved their scores in the post-test compared with theirs on the pre-test. The findings also revealed that chatting and learning through WhatsApp is beneficial to EFL students since studying English vocabulary online is more helpful and interesting. In addition, WhatsApp creates a motivating environment where learners can share their ideas without shyness (especially for introverts) and improve their

typing skills and self-confidence.

Examples of using social media to enhance English vocabulary

Alan (2022) and Yuliya (2022) wrote their articles to share many channels and pages for learning English and enhancing English vocabulary knowledge. Here are some examples of English channels and pages (and recommendations for English learners and teachers):

YouTube Channels for Learning English (by Alan)	Facebook Pages for Learning English (by Yuliya)
1. Rachel's English	1. Learn English
2. English with Jennifer	2. BBC Learning English
3. Business English – Learn with Business English Pod	3. VOA Learning English
4. VOA Learning English	4. Learn English—British Council
5. Learn American English	5. Learn English Online Community
6. KidsTV123	6. Practice English Everyday
7. Mental Floss	7. Dictionary.com
8. Crash Course	8. ESL Team
9. Study with Andrea	9. English Vocabulary
10. Learzing	10. English Idioms
11. Accent's Way English with Hadar	11. English Quotes
12. Go Natural English	12. Grammar Girl
13. National Geographic	13. Grammarly
14. Earthrise	14. English as a Second Language
15. Lingua Marina	
16. Pronunciation Pro	
17. Business English with Christina	
18. EnglishClass101.com	
19. English Addict with Mr. Duncan	
20. BBC Learning English	
21. British Council	LearnEnglish Kids	
22. Oxford English Now	
23. mmmEnglish	
24. English Pronunciation Roadmap	
25. Papa Teach Me	

Students' Perceptions of Using Social Media to Enhance English Vocabulary

In research done in Saudi Arabia, Kabooha and Elyas (2018), examined the opinions of 100 EFL female students at King Abdul Aziz University about using YouTube in reading class. The participants were a group of 100 female intermediate-level students between the ages of 18 and 20. According to the survey, students feel that YouTube is a helpful tool for helping them learn and understand the English language. It also provided a fun, engaging learning environment, which encouraged students to pick up information more quickly and effectively. Students also believe that YouTube increases their interest in learning and inspires them to study.

In a research study done in Indonesia, Yuskandini et al. (2021) explored the students' viewpoints at Singaperbangsa Karawang University English Education Department (UNSIKA). They use

qualitative research techniques in this study to get students' opinions. The findings demonstrate that students' attitudes toward learning new vocabulary using WhatsApp group media are generally positive. However, students encounter difficulties with regard to outdated technology, strange presentations, and educational activities.

A mixed-method study was used to study how students perceive the use of Instagram. In another research done at Universitas International Batam, Indonesia, Nurlaily (2021) investigated first-year students' perceptions at the English Language Education Department on their vocabulary acquisition through an Instagram project. Most students agreed that the project helped them enhance their English vocabulary and sentences. Moreover, most students know it helped them learn new English words outside textbooks and dictionaries.

In a study done in Sudan, Al Mubarak (2017), used a quantitative model to explore Sudanese students' perceptions of using Facebook for vocabulary learning at the University of AL Imam AL Mahdi. In this study, 100 first- and second-year students were asked to answer a questionnaire about their understanding of their involvement with the platform. The participants responded that the responses are positive regarding learning new things, producing self-autonomous learners, improving vocabulary learning skills, simplifying learning processes, motivated students to learn. Facebook helps students acquire vocabulary through online visual, textual, and audible resources. This fastens focus on targeted words and gives students active roles in content development.

Based on a study in South Korea conducted by Myong-Hee Ko (2019), explored Korean students' reactions to using smartphones and social media for vocabulary feedback. This study used a mixed study to survey 208 undergraduates about the new feedback approach. The findings explored four benefits of this feedback promoting comfort and active learning, raising interest and satisfaction, strengthening cooperation and sharing, and enhancing word usage. In addition, technology also keeps students interested and offers quick, high-quality feedback.

In another research done at Management and Science University, Malaysia, Al-Saggaf et al. (2021) investigated the opinions of 263 Bachelor of Teaching English as a Second Language (BTESL) students about social media's potential for vocabulary development. A quantitative model was used to study how students respond to this new method. They found that most students perceive improving vocabulary through social media positively. Accordingly, Students agree that they can acquire language more effectively, have fun, and feel less stressed as a result. They also have an interest in social media as a tool for education.

According to recent research done in Pakistan, Tufail et al. (2021) investigate ESL students' attitudes towards using social media on English vocabulary enhancement and motivation improvement. This study used a quantitative model to gather information from 400 students from four different universities. The result shows that social media stimulate English language learners' interests. In addition, students understand social media's value in boosting motivation and expanding their vocabulary.

Research Gap

In fact, the previous studies provided a great deal of evidence regarding the benefits, positive impacts, and student perceptions of using social media to enrich English learners' vocabulary

and help them know how to apply the words in contexts. Nevertheless, limited research papers on this topic remain carried out in Vietnam. Therefore, the researchers tried to conduct this topic in Vietnam, particularly at VLU in HCMC by investigating students' perceptions towards using social media to enlarge their range of words and showing how social media improves the students' vocabulary learning from their experience.

Research Questions

Research question 1: *How do students enhance their English vocabulary through social media?*

Research question 2: *What are students' perceptions of utilizing social media to enhance English vocabulary?*

Methods

Pedagogical Setting & Participants

This research paper was carried out at Van Lang University in Ho Chi Minh City, Vietnam. According to Decision No.109/QĐ/VL-HĐT 18th, August 2020 of the Chairman of the Van Lang University's Council about Educational Philosophy, the educational institution's philosophy of education consists of a holistic, lifelong, ethical, and impactful learning experience. VLU included about 60 majors for undergraduates. In each major, students must join and pass English courses (except for the major – English Linguistics/English Language).

The study was conducted in the first semester of the academic year 2022-2023 with a population of 154 students from many different majors at VLU, including 119 female and 35 male participants (3 freshmen – K28, 22 sophomores – K27, 45 juniors – K26, and 84 seniors – K25). The students participating in the research were asked to fill out questionnaire surveys. After collecting survey responses, the researchers invited 15 volunteers from the group of participants to answer interview questions.

Figure 1. Participants

Figure 2. Gender
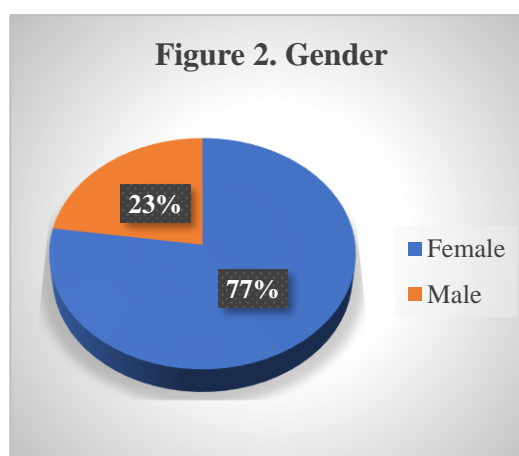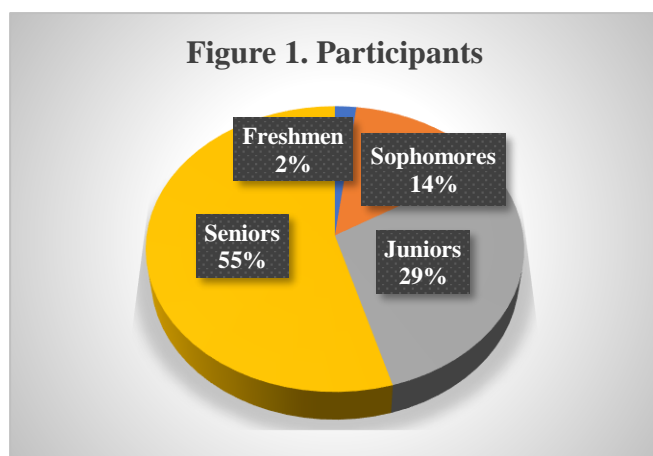
Demographic information

Demographic information was analyzed by using descriptive statistics of SPSS 22, showing the frequency of participants' genders and year of study.

Table 1. Participants' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	35	22.7	22.7	22.7
	Female	119	77.3	77.3	100.0
	Total	154	100.0	100.0	

Table 2. Participants' year of study (2022-2023)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	K28 (freshmen)	3	1.9	1.9	1.9
	K27 (sophomores)	22	14.3	14.3	16.2
	K26 (juniors)	45	29.2	29.2	45.5
	K25 (seniors)	84	54.5	54.5	100.0
	Total	154	100.0	100.0	

Design of the Study

The researchers employed a mix of quantitative and qualitative methods to fulfill the aims of the research. According to Spratt et al. (2004), combining these methods is superior because exploiting multiple methods can show the strengths of each one and offset their weaknesses. In order to gather the data, the researchers used semi-structured interviews and online surveys to answer the research questions. Before answering the questions of the interviews and online surveys, the participants were asked to provide their personal information such as name, gender, and age. Their answers and information were private to conduct the study.

Data collection & analysis

To answer the research questions, the researchers utilized figures, tables, numbers, percentages, and interview extracts from semi-structured interviews to present the paper's findings and compare them with previous studies.

Quantitative Data

The researchers used Google Forms to create an online questionnaire and had participants fill it in. The number of participants for the online survey was 154 students from many different majors at VLU. The online survey was sent to Facebook groups of VLU (including students from many different majors) to ask students to fill it out randomly. It took one week to give the participants surveys and collect enough responses.

The survey consisted of four main sections: one for personal information, three for multiple responses, and one for the 5-point Likert scale. The first section had two questions, including gender and age (year of study). The second section aimed to find out commonly used social media platforms to learn and enhance English vocabulary. The third one that had six options was about sites and functions of social media students often use to learn and enhance English

vocabulary. The fourth one allowing students to choose seven options, was associated with students' knowledge in terms of vocabulary, such as academic words, synonyms/antonyms, phrases, collocations, idioms, slang words, and terms. The last one related to the 5-point Likert scale asked students to choose one of the five options (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree) for ten questions to discover the English vocabulary improvement by using social media.

To check the data's reliability, the researchers utilized Cronbach's Alpha and Exploratory Factor Analysis (EFA), including KMO and Bartlett's Test on the data of the questionnaire. According to Table 3, the score of Cronbach's Alpha of the questionnaire is .949. In Table 4, the KMO value is .943 (> 0.5) and the significant level of Bartlett's test is .000. The numbers in tables 3 and 4 were considered reliable for the study.

Table 3. Cronbach's Alpha (N=154)

Cronbach's Alpha	N of Items
.949	10

Table 4. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.943
Bartlett's Test of Sphericity	Approx. Chi-Square	1250.338
	df	45
	Sig.	.000

Qualitative Data

With the qualitative approach, 15 students joined semi-structured interviews voluntarily. Each interview lasted about five to ten minutes and was recorded and noted carefully. After collecting the interview responses, all interview answers were considered, chosen carefully to show extracts, and presented with keywords and explanations to respond to the research question. Besides, the interview questions aimed to determine students' perceptions of using social media in the process of learning and enhancing English vocabulary.

Here are the interview questions:

1. *Do you like learning English vocabulary through social media? Why?*

2. *Do you think learning English vocabulary through social media is effective? Why?*

3. *Do you think lecturers should use social media to teach English vocabulary? Why?*

4. *What are the challenges that you face during the process of learning English vocabulary on social media?*

Results/Findings and discussion

Results/Findings

To answer research question 1: *"How do students enhance their English vocabulary through social media?"*, the researchers exploited quantitative data in various ways, such as figures, tables, numbers, and percentages, to demonstrate students' English vocabulary enhancement through social media.

Figure 2. Students' commonly used social media platforms to learn and enhance English vocabulary
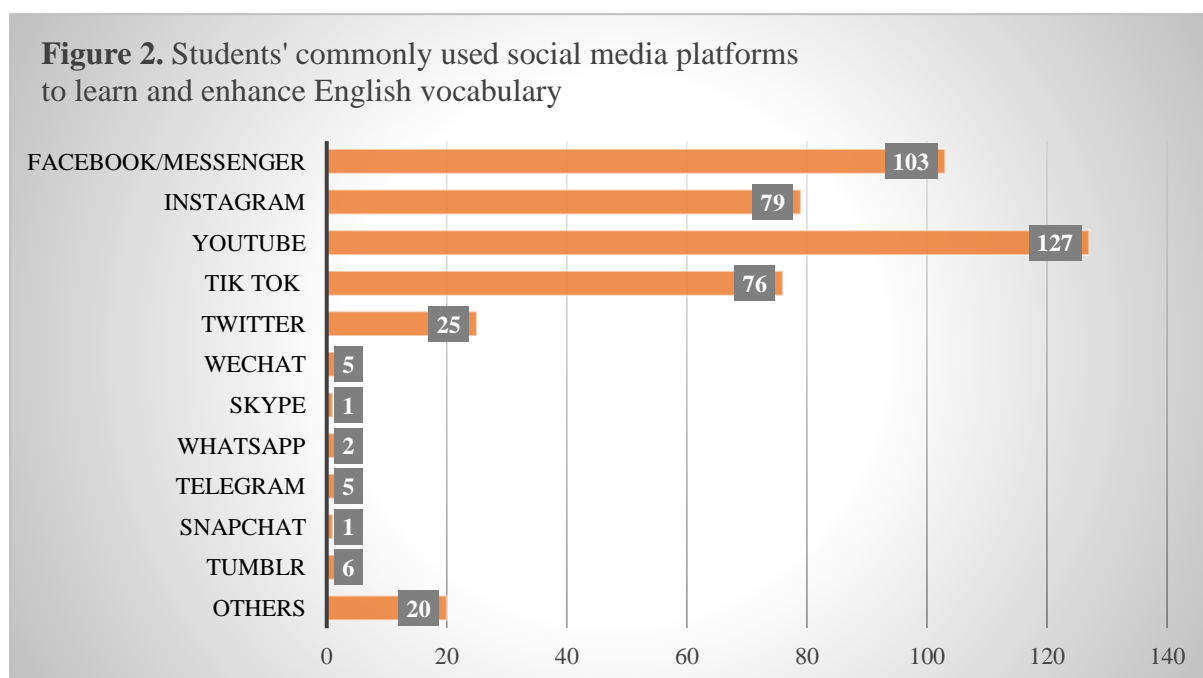
In terms of the use of social media, the researchers found that students tend to use social media platforms to learn or enhance their English vocabulary. Figure 2 demonstrated that YouTube could be seen as the most commonly used platform, with 127 participants (82.5%). The second social media platform that is utilized quite widely is Facebook (or Messenger), based on the choices of 103 participants (66.9%). Instagram is the third one that 79 participants (51.3%) use.

It is not surprising to claim that Facebook and YouTube are extremely renowned and have a huge number of users in Vietnam. According to Simon (2022), the researcher demonstrated statistics to describe how the Vietnamese use internet and social media. When it comes to Facebook, 89.5% of Vietnamese people use this platform. As regards YouTube, the number reached 86.7% of Vietnamese users. Nguyen (2020) agreed with Simon about the numbers regarding the popularity of Facebook and YouTube. She also provided some common reasons to use Facebook, like following friends, following news/events, posting photos/statuses, checking in, following celebrities, and buying stuff.

When comparing Simon and Nguyen's articles with the statistics of our study, the numbers about the popularity of Facebook and YouTube are quite similar and on top, notwithstanding our statistics associated with the purpose of learning English vocabulary. It can be concluded that English lecturers in Vietnam can take advantage of the popularity of social media (like Facebook and YouTube) to motivate learners to enhance their English vocabulary.

Figure 3. The places on social media where students learn and enhance vocabulary
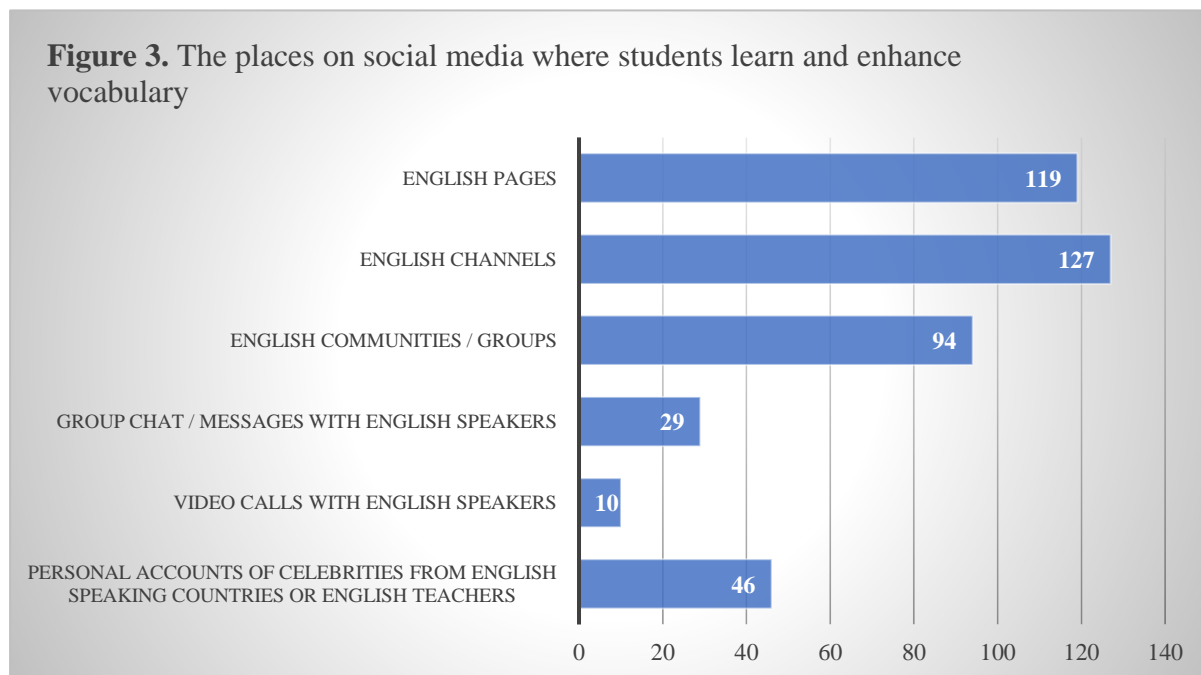
There are no doubt ample ways to access English from social media in the modern age. This is because social media contains various sites about English to visit (pages, channels, groups, communities, accounts, etc.) and useful functions for English learners (messages, group chats, video calls, etc.). Thanks to these sites and functions, students have more opportunities to adapt to international environments where they can connect with English speakers. Based on the statistics of figure 3, most students of the research make good use of English pages (119 choices - 77.3%) and channels (127 choices - 82.5%) from the most used social media in Vietnam, like Facebook and YouTube. Besides, 94 participants (61%) joined communities or groups regarding English to practice using vocabulary with other members. For instance, they can share or discuss with others about a variety of topics. Compared with other social media platforms, Facebook and YouTube have a number of sites created and administered by individuals from English-speaking countries. These sites bring many benefits for English learners because they are cost-free, convenient, and often easy to review content.

Figure 4. Students' obtained vocabulary knowledge via social media

Category	Value
ACADEMIC WORDS	78
SYNONYMS / ANTONYMS	107
PHRASES	117
COLLOCATIONS	77
IDIOMS	99
SLANG WORDS	92
TERMS	55
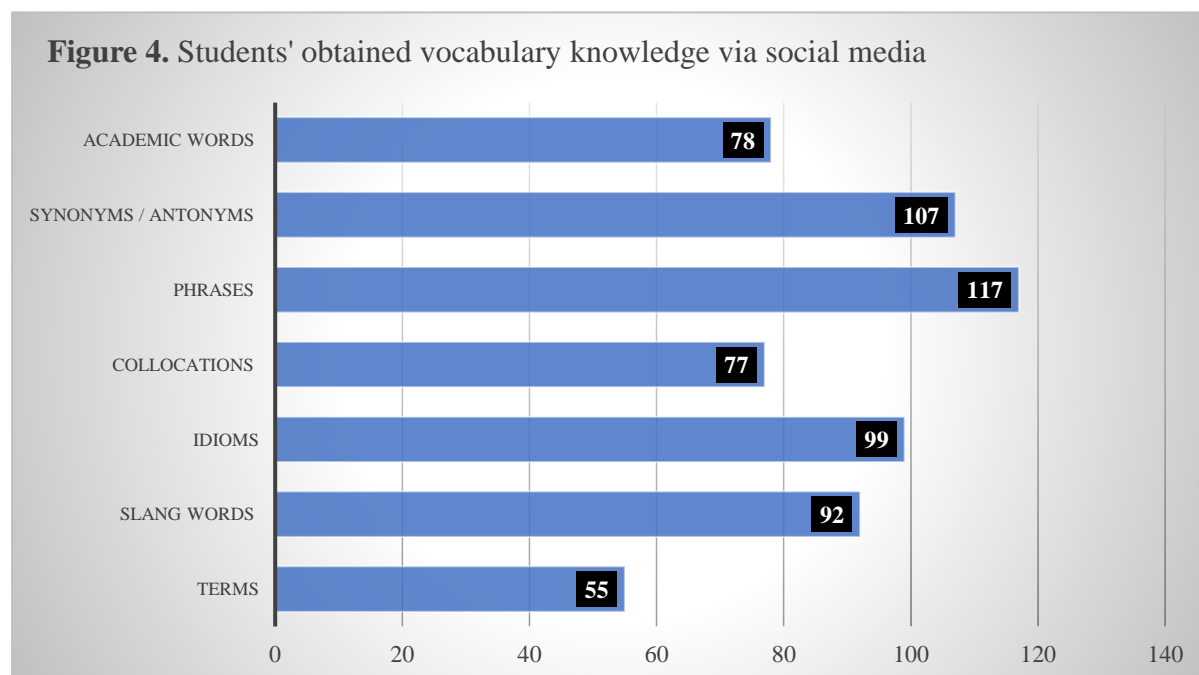
Regarding vocabulary, figure 4 shows students' knowledge of academic words, synonyms or antonyms, phrases, collocations, idioms, slang words, and terms. The result pointed out that 117 students (76%) can acquire knowledge about phrases; 107 (69.5%) can obtain synonyms and antonyms while using social media. In addition, 99 students (64.3%) can learn idioms considered one of the toughest parts of vocabulary for English learners. This is because idioms do not show their meaning based on their separate words; learners must learn them from real contexts. Thus, the use of social media with countless examples in the world might make idioms simpler to understand for English students.

Utilizing social media may give them a lot of chances to meet common and essential phrases. Meeting a thing many times is likely to make learners memorize it longer. If they have a chance to speak or write, they can reuse what they have seen on social media. Moreover, perhaps learning new words from books is boring, passive, or inadequate and does not create motivation for memorizing the knowledge. On the other hand, vocabulary knowledge is innumerable on social media through images, statuses, videos, comments, etc. Therefore, learners can imitate other social media users' vocabulary usage and create their own ideas suitable for future use. Besides, one of the participants from the survey shared his or her process of learning new words through social media, which is seen as a positive impact of social media.

My social media accounts contain everything related to English. I can learn many new words every day through foreigners' dramas.

Table 5. Descriptive statistics of students' English vocabulary improvement (SPSS 22)

Items	N	Minimum	Maximum	Mean	SD
1. When I learn English vocabulary through social media, I can retain words longer.	154	1.0	5.0	3.519	1.0047
2. I can learn a word easily through social media because it is shown in attractive or entertaining ways such as videos, images, memes, etc.	154	1.0	5.0	3.903	1.1703
3. Social media allows me to acquire necessary words that I can use in real-life situations.	154	1.0	5.0	3.948	1.1704
4. I try to use various words to express my opinions on social media.	154	1.0	5.0	3.643	1.0767
5. Social media improves the ability to use words in the correct context.	154	1.0	5.0	3.695	1.0684
6. When I do not know a word other social media users use, I am curious to search for its meaning.	154	1.0	5.0	4.013	1.1084
7. I use the vocabulary I learned through social media when speaking or writing.	154	1.0	5.0	3.552	1.0909
8. Social media gives me an active environment where I can practice using my English vocabulary by connecting with friends from English-speaking countries.	154	1.0	5.0	3.656	1.1166
9. I can enhance my vocabulary through comments and replies on social media.	154	1.0	5.0	3.799	1.1166
10. When watching videos, I can increase my vocabulary by reading English subtitles.	154	1.0	5.0	3.948	1.1592

Ten items demonstrated students' English vocabulary improvement through the use of social media. Based on the mean score of 3.519 in item 1, students agreed that they could make their memory of vocabulary longer. Social media creates an environment making learning vocabulary more straightforward through many types of visual aids in item 2 (M=3.903). The mean score of 3.948 in item 3 showed that most students might learn numerous essential words from social media that could be applied in daily communication. With mean scores of 3.643 (item 4), 3.695 (item 5), and 3.552 (item 7), the whole population nearly reported that they attempted to utilize as many words as possible to express their ideas, assisting them in improving their ability to use the words in the right situations. According to item 6, social media also motivates most students to find meanings of new words they do not understand on social media (M=4.013). Items 8 (M=3.656), 9 (M=3.799), and 10 (M=3.948) indicated that most learners accessing social media had plenty of chances to enhance their English vocabulary. For instance, social media is a small world where students can meet and communicate with people from many different countries in functions such as comments and replies, considered the way to practice using vocabulary. Moreover, they can get entertained and learn English from many

videos with English content and subtitles. Perhaps they faced new words in the videos, but it would be fine for them to guess the meaning of the words or just grasp the general idea from the context.

Table 6. Students' English vocabulary improvement

No.	Items	SD	D	N	A	SA
1	When I learn English vocabulary through social media, I can retain words longer.	5.8%	5.2%	35.1%	39%	14.9%
2	I can learn a word easily through social media because it is shown in attractive or entertaining ways such as videos, images, memes, etc.	7.8%	3.9%	14.9%	37%	36.4%
3	Social media allows me to acquire necessary words that I can use in real-life situations.	7.8%	2.6%	16.2%	33.8%	39.6%
4	I try to use various words to express my opinions on social media.	5.2%	7.1%	29.2%	35.1%	23.4%
5	Social media improves the ability to use words in the correct context.	7.1%	2.6%	26%	42.2%	22.1%
6	When I do not know a word other social media users use, I am curious to search for its meaning.	5.2%	5.2%	13.6%	35.1%	40.9%
7	I use the vocabulary I learned through social media when speaking or writing.	7.1%	6.5%	29.2%	38.3%	18.8%
8	Social media gives me an active environment where I can practice using my English vocabulary by connecting with friends from English-speaking countries.	7.1%	6.5%	22.7%	40.9%	22.7%
9	I can enhance my vocabulary through comments and replies on social media.	7.1%	2.6%	23.4%	37%	29.9%
10	When watching videos, I can increase my vocabulary by reading English subtitles.	7.8%	3.2%	13%	38.3%	37.7%

As shown in Table 6, the result showed that social media had a beneficial impact on students' vocabulary acquisition. Particularly, the finding revealed that 53.9 % of students who responded to item 1 agreed that they could preserve the words presented on social media longer in their memory. In item 3, 73.4 % of students agreed that they acquired essential words used in authentic situations as they had constant exposure to English via social media, improving their vocabulary and communication skills. Furthermore, the result showed that 58.5 % of students use multiple words to express their ideas on social media (item 4). Particularly, social media might create a safe and friendly environment for students to express themselves without restraint. Students can learn and use common and trendy words on social media to connect with others. For example, students can easily share the same topic with others in mutual conversations on social media. In item 9, the result reported that 66.9 % of students can improve their vocabulary through comments and replies on social media. Also, social media includes diverse vocabulary usage from people of different ages compared with learning from traditional books. Item 10 showed that 76% of students could enhance their vocabulary size by watching subtitles upon watching videos. Although learners cannot completely comprehend the content

with English subtitles, they can guess the meaning of new words from the subtitles in the context of the video.

Besides, the student's attitudes are considered positive regarding their use of vocabulary. Students acknowledged their improvement in the use of vocabulary in items 5 and 7, with 64.3% of students believing that using social media can help them apply the words learned via social media properly. Particularly, social media contains many pictures and videos facilitating students' vocabulary acquisition and can be used in the classroom. Additionally, about 57.1% of students in item 7 agreed that they could make use of the words they learned on social media in their writing and speaking. Social media motivated students to be more engaged and assured when speaking and writing to others.

Regarding interest in learning vocabulary, the findings indicated that social media positively impacted students' motivation to learn English. Specifically, 73.4% of students believed social media is likely to promote their interests with attractive and entertaining things (item 2). Particularly, social media is fascinating since words and images are often used together. 76% of students who responded to item 6 reported that they get curious to look up the meaning of words they encounter on social media. Moreover, 63.6% of students in item 8 considered social media as an active environment to connect with people from English-speaking nations all over the world. Social media can reduce students' individual levels of anxiety. Besides, social media is freely accessible, cost-free, and appealing to its users.

Then, qualitative data was presented with separate keywords regarding students' perceptions as well as their objective views. In order to reply to research question 2: "What are students' perceptions of utilizing social media to enhance English vocabulary?" the researchers invited 15 volunteers to join interviews. The interviewees included three male seniors (students 1, 4, 7), eight female seniors (students 2, 3, 5, 6, 8, 12, 13, 14), three male juniors (students 9, 11, 15), and one female junior (student 10).

Interview question 1: Do you like learning English vocabulary through social media? Why?

When asked about students' fondness for using social media to learn vocabulary, most students confirmed that they like learning it on social media. These were identified as (1) expanding vocabulary knowledge, (2) improving vocabulary usage, (3) increasing learning interest, (4) promoting comfort and active learning, and (5) improving the ability to memorize words. The following extracts represent these perspectives. One of the common reasons students like social media is that they encounter lots of new and diverse words that they have not known when surfing social media. Besides, they can see different level words and multiple topics. They also explained that social media keeps them up to date with trendy words. Another reason is that most students show interest in using social media to learn vocabulary. They consider social media an attractive learning tool, making them feel less bored and learn words unconsciously. They got excited and wanted to learn. Next, some students supposed that social media is convenient, free of charge, and without much pressure. They have a relaxed state of mind when learning on social media. The last reason is that students find it easier to remember words over a long-term period, i.e., funny photos, memes, short articles, and authentic context. The interview results showed five main reasons that students like learning vocabulary through social

media.

Expanding vocabulary knowledge

> *It gives me more knowledge, like what is happening around the world, in other countries. It keeps me updated with society and not being restricted by the language barrier.* (Student 1, interview extract)

> *While surfing Facebook and Instagram, I often see different levels of vocabulary.* (Student 2, interview extract)

> *Many new and up-to-date words on social media are easy to come across.* (Student 4, interview extract)

> *Yes, I like it because it has benefits and has many new words and topics.* (Student 10, interview extract)

Improving vocabulary usage

Most of the students who were asked about their preferences for using social media to learn vocabulary stated that they enjoy doing so because they can enhance vocabulary usage. This is because they can recognize the word context they come across on social media and apply it to situations in real life. They can likewise expand their vocabulary usage.

> *Moreover, we learn not only the words but also their pronunciation and their usage through learning vocabulary through social media. For example, when we watch a movie, we can hear how the actors pronounce the word and the context when they use it.* (Student 3, interview extract)

> *Yes. We can learn through the context in everyday communication.* (Student 13, interview extract)

Increasing learning interest

Regarding learners' fondness for utilizing social media to acquire vocabulary, some of the students said that they like using social media to learn since it increases interest in learning. Students frequently use social media because they find vocabulary learning less tedious, funny, exciting, and pleasant. They can thereby improve their interest in learning compared to traditional learning.

> *Of course… I took a look at it and found it quite useful and less boring than when we just study it in the traditional method.* (Student 2, interview extract)

> *Personally, learning vocabulary through social media is the most amusing way to learn as we can enjoy the content and learn words unconsciously.* (Student 3, interview extract)

> *Yes, I like to learn English through social networks. Because I can learn vocabulary through my favorite clips, this creates excitement when learning English ...* (Student 5, interview extract)

> *Yes, I do because social networks have a lot of interesting new words. It's very good. It makes me want to learn.* (Student 8, interview extract)

Approaching a second language is tough, so learning it through the content you like in that language may help you to shorten the time and cultivate the knowledge well. (Student 14, interview extract)

It's a fun thing to enjoy while learning on social media. Personally, I love to learn English through social media. Many topics in many forms of videos are really amusing to learn. (Student 15, interview extract)

Promoting comfort and active learning

In terms of preferences for utilizing social media to acquire vocabulary, some students agreed that they like using social media to learn vocabulary as it encourages comfort and active learning. Students frequently use social media because they find it easy, which is one of the reasons why they like it. Social media enables students to make the most of their time and speeds up information access. Social networking also fosters a calm learning environment. Social media can therefore assist students in actively and easily learning vocabulary.

On top of that, I am keen on this learning strategy because it is free of charge, which can reduce my financial pressure. (Student 3, interview extract)

Yes, I do. Because learning English vocabulary through social media is very convenient… (Student 3, interview extract)

Yes, because it's fast and convenient. (Student 6, interview extract)

Yes, because online learning is convenient. Also, I can study anytime, anywhere. (Student 11, interview extract)

Yes, because online learning is easy to understand and convenient. Also, I can study anytime, anywhere. (Student 11, interview extract)

Yes. Because it is much more entertaining, and when learning vocabulary online, it is with a more relaxed state of mind, without much pressure. (Student 12, interview extract)

The good side of this kind of learning is to assist learners in processing and capturing information rapidly and concisely. (Student 14, interview extract)

Improving the ability to memorize words

With respect to students' fondness for using social media to learn vocabulary, some students confirmed that they like it since it helps them retain words better. Social media helps them memorize words longer thanks to word repetition and humorous images, videos, and articles. They can therefore remember words for a longer time.

Yes, I like to learn English through social networks. Because I can memorize it longer. (Student 5, interview extract)

Personally, I like learning vocabulary through social networks. Due to the frequent and daily use of social networks, when encountering words that are repeated a lot, it is easier to remember them longer. (Student 7, interview extract)

There are short articles describing the meaning of words and funny photos/videos so it's easier for me to remember words. (Student 9, interview extract)

Interview question 2: Do you think learning English vocabulary through social media is effective? Why?

Besides, some students are aware of the benefits of social media in enhancing vocabulary knowledge. These were recognized as (1) sharing information, (2) facilitating vocabulary acquisition, and (3) creating positive learning environments. The interview results showed four main benefits. One of the most common advantages is that students can access a broad amount of knowledge; they consider social media a valuable source where they can explore and choose what information to learn, such as learning more English in different countries. Specifically, three students claimed that they could learn words through online interaction with others and discuss a subject in a forum. They can also learn from better people who share their own knowledge and use trendy words. The next benefit is that students can retain words more effectively. They spent much time watching comments, posts, pictures, and videos. They also explained that the trend makes it easier to learn the context. As a result, they have repeated exposure to new words and can easily recognize the context. Finally, most students express their satisfaction with social media in terms of its convenience, appealing, entertaining, and relaxing environment. They also shared that learning words unconsciously through funny articles and pictures was not stressful.

Sharing information

> *Social media supplies us with a valuable source of information that we can select to absorb. The biggest advantage of learning through social media is that we are allowed to exchange information with others to be explained the knowledge that we have not got yet.* (Student 3, interview extract)

> *I think it's effective because people who transmit knowledge on social networks have a store of their knowledge that they can learn from. On the other hand, they are also very good, so they share their vocabulary and use trending words to catch their attention and remember the knowledge easily.* (Student 5, interview extract)

> *Social media is a place where we can access information from all over the world. For example, I followed numerous research paper pages with English content from Vietnam and other countries. These pages greatly assist me in learning about new, fascinating work-related topics. Because English is a global language and social media is a huge "English forum", it's not difficult to find a forum where you can exchange ideas and talk about a broad subject.* (Student 14, interview extract)

Facilitating vocabulary acquisition

> *It is effective. Through social media, you learn more Standard English and the local terms of different areas.* (Student 1, interview extract)

> *Learning English through social media helps me remember new words easily as I use social media every single day, and I can both see and learn many new words in comments, posts, etc.* (Student 4, interview extract)

> *Yes, because with pictures, the context is easy to remember.* (Student 6, interview extract)

> *When social networks are used by everyone today, vocabulary will be used according to*

the trend to make learning easier for people. (Student 7, interview extract)

Yes. Because online learning is convenient, easy to find and easy to see, it's easy to remember and learn (Student 8, interview extract)

...the context is obvious, making me much more receptive. (Student 9, interview extract)

I see that some of the vocabulary I often use are what I have learned on TikTok and Facebook. (Student 15, interview extract)

Creating positive learning environments

In terms of the effectiveness of using social media to acquire vocabulary, the students described it as a handy, entertaining, enjoyable, and unrestrictive way to learn. Social media also encourages comfort and independent learning. Social media thus promotes a helpful environment for vocabulary learning.

When surfing social networks, my brain will not think that I am studying but just having entertainment so it will be less boring or sleepy. (Student 2, interview extract)

I think it's quite effective because I'm relaxed and interested in the funny articles or pictures… (Student 9, interview extract)

Quite effective. I find learning through social networks very convenient and accessible to everyone. (Student 10, interview extract)

… Learning through social networks is not constrained and not under too much pressure, so you can better absorb vocabulary. (Student 11, interview extract)

Yes. Because it increases self-awareness. (Student 12, interview extract)

I think it is effective because I feel more comfortable learning on social media. (Student 15, interview extract)

Interview question 3: Should lecturers use social media to teach English vocabulary? Why?

To suggest a reference for lecturers to create an innovative instructional model for vocabulary teaching, the researchers investigated students' opinions about whether utilizing social media is highly recommended or not. Surprisingly, most participants agreed that English lecturers should combine this method with the current courses. In particular, they shared numerous reasons why they suggested this sort of learning, including (1) providing many chances to practice, (2) providing creative learning, (3) convenience in teaching and learning, (4) improving learners' vocabulary usage, and (5) following popular role models.

Providing many chances to practice

Regarding using social media in teaching, some students confirmed that teachers should apply it since it provides more opportunities for students to practice. Students considered it to be a truly interesting activity for communicating with others. Additionally, students get access to the latest vocabulary across a range of subjects. Thus, social media can increase students' likelihood of practicing their English language.

Unlike an enormous network on social media, traditional classrooms lack conditions and opportunities for learners to practice due to various factors such as humans, time, environments, etc. For this reason, many participants believed that social media contains various approaches for them to learn and practice using vocabulary.

> *Yes, it is more efficient to allow learners to have a more practical look at the language, and social media is one of many fields that allow them to improve their English.* (Student 1, interview extract)

> *I think English lecturers should use social media to teach English vocabulary. Because lectures can expose us to and choose practical and trendy vocabulary from social media, which is commonly used in all spheres of our life.* (Student 4, interview extract)

> *Teachers should use social networks to teach vocabulary because teachers will do a lot of ways to help students review vocabulary without making students bored and have more opportunities to interact.* (Student 10, interview extract)

> *Through social media, lecturers and students can communicate and learn together in English. This method will give students an opportunity to use the vocabulary learned for practical application.* (Student 14, interview extract)

Providing creative learning

One of the biggest differences between digital environments and face-to-face environments is creativity. The creativity on social media is diverse because the network has many functions that can be done easily. Most participants suggested that lectures can exploit social media to make classes less boring and more active. Mental factors also affect the learning process, so lectures play a role in motivating students to study. Social media will be a tool to satisfy learners in their learning process.

In terms of using social media as a learning tool, some students agreed that teachers should apply social media in teaching because it provides students with creative learning. Lessons with the use of visual aids like videos are less tedious and more engaging, which motivates students to learn. Teachers in particular, can create humorous educational videos easily via online applications instead of boring lectures. Furthermore, videos designed by lecturers can be reused many times, which saves teachers' efforts in their teaching. As a result, students can benefit from creative learning.

> *In this digital world, the transformation of vocabulary teaching should be considered, and the idea for lecturers to teach vocabulary through social media seems feasible. Teachers can make some amusing videos to supply their students with news and vocabulary instead of giving them traditional lectures.* (Student 3, interview extract)

> *Yes. Because teaching through social networks can create many things and make students excited and not bored when learning another language.* (Student 8, interview extract)

> *I think yes. Since students use their social media to learn, teachers can also use it as a method to make students more active while learning.* (Student 15, interview extract)

Convenience in teaching and learning

Social media is described as a convenient way for learners and instructors in educational contexts. Students 3 and 11 said that teachers could make videos to save their teaching time because the videos can be reused to teach. In addition, Student 7 thought that lecturers could create pages about vocabulary and structures. For students 5, 12, and 13, social media can help learners to learn vocabulary anytime and anywhere. Student 6 reported that students could be observed and looked after more carefully if the method is applied. Youngsters are people who use social media every day. This way of teaching is recommended as it is suitable for the young generation to adapt (Student 9).

Regarding applying social media in teaching, some students confirmed that teachers should use it due to its convenience in teaching and learning. Social media in particular, may enhance learning and enable students to make use of both time and space. For lecturers, creating pages about vocabulary and grammatical structures where students may easily access the knowledge and watch/rewatch videos. As a result, learning and teaching via social media are more convenient for both students and teachers.

> *... Teachers can also gain benefits from this idea as one video they made can be re-taught a few times. That can save their effort.* (Student 3, interview extract)

> *I think it should be that teachers impart knowledge through social networks so that young people can learn a lot of knowledge and vocabulary from many teachers in many places. Because each individual has a different way of thinking and expression, students can learn without being stereotyped.* (Student 5, interview extract)

> *Yes, it brings many different forms of learning and interest and takes care of students easily.* (Student 6, interview extract)

> *Today's social network is developing; it is very reasonable for teachers to apply it to teaching when teachers can create pages about vocabulary and structures for students to use when needed.* (Student 7, interview extract)

> *I think teachers should apply social networks in teaching because they are accessible to many students, take advantage of their time, and most of all, in the age of technology, everyone uses phones, and the ability of young people to communicate is very high.* (Student 9, interview extract)

> *Yes. Because I think teaching through social networks can be saved, read, and easily communicated through examples or actual videos.* (Student 11, interview extract)

> *Yes. Because it is quite convenient for me without having to go to the desk to study. Learners can learn anytime.* (Student 12, interview extract)

> *Yes. Most people surfing social media every day can study and do something else at the same time.* (Student 13, interview extract)

Improving learners' vocabulary usage

Applying knowledge learned in classes in real life is compulsory for language students. Nevertheless, learners tend to lack practice using vocabulary in classes because of limited

chances to speak or write as well as apply the words to produce their output. The problem might make learners use vocabulary in the wrong contexts. To remedy this problem, social media is considered a solution. Because social media has communities or groups of English users in the world, the learners can get on well with them to produce the output. Students can apply the words they learned naturally by frequently practicing in foreign language environments.

> *... English learners can naturally use the vocabulary learned from social media in their daily life.* (Student 4, interview extract)

Following popular role models

Creating content about English vocabulary is renowned in the world in general and in Vietnam in specific. One of the reasons why lecturers had better use social media to teach vocabulary is that there are innumerable English teachers across the globe creating their accounts, pages, or channels to provide plenty of content about the English language as well as vocabulary. Learning from them is low-cost, convenient, and effective. Student 2 recommended that lecturers should imitate online English teachers as role models.

In terms of using social media in teaching, some students confirmed that teachers should apply social media in teaching since it provides a popular role model for learners to follow. There are communities or groups of English speakers, particularly on social media, allowing students to practice by imitating the models naturally.

> *Definitely yes. I love this. A lot of English teachers on Tik Tok teach students new vocabulary. I also learned a lot from surfing Tik Tok videos.* (Student 2, interview extract)

Interview question 4: What are the challenges that you face during the process of learning English vocabulary on social media?

Although most participants mentioned the benefits of learning vocabulary on social media, the disadvantages also existed. In particular, most participants agreed that learning on the online platform caused external factors affecting learners' attention. One of the common reasons was that social media tends to be used for the purpose of users' entertainment. Some learners might have insufficient efforts in the pursuit of the process of learning vocabulary on social media. For example, learners may be lazy to take notes to study and fail to turn short-term memory into a long-term one.

Distraction

> *Many external influences affect the process of acquiring knowledge.* (Student 1, interview extract)

> *Social networks will distract me from studying.* (Student 9, interview extract)

> *I agree that social media offers practical knowledge, but most people spending time on social media want to relax their minds from work and school. It's hard to focus on studying* (Student 7, interview extract)

> *It is impossible to learn because there will be distracted by something appearing on social media.* (Student 6, interview extract)

Lack of motivation

Regarding the drawbacks of social media in teaching, some students stated that they were impacted by outside causes, making it difficult to concentrate. They failed to take notes or write down things, weakening their long-term memory. They were hence unmotivated due to being independent.

> *Learners might be lazy to write down in the notebook or take notes to have long-term memory, and this is the downside of this learning.* (Student 14, interview extract)

Discussion

Our study explored the perspectives of students on using social media to learn vocabulary. The results indicated that the students' attitudes towards social media are positive regarding facilitating vocabulary acquisition; students can retain the words longer as they watch subtitles upon watching videos, as supported by the results of Fahdin (2021), and English-content videos are easy for them to comprehend and memorize. Moreover, students can attain authentic words on social media. Besides, social media create a safe and friendly environment, supporting the results of Sidgi (2021), Mukhlif and Challob (2021), and Hashemifardnia et al. (2018). Students are eager to learn new things without being judged or forced. Furthermore, students tend to **l**earn and use common and trendy words to connect with others. Specifically, they use multiple words and learn through comments and replies. Agreed by the result of Sidgi (2021), social media users tend to try to apply new words in the comment section**.**

In terms of improving vocabulary usage, the students are aware of their vocabulary improvement through social media, such as applying the words learned properly, supported by Zainal and Rahmat (2020). Moreover, our study showed that students make use of the words in writing and speaking, enhancing vocabulary acquisition; this was agreed upon by Mukhlif and Challob (2021), Nurlaily (2021), and Fahdin (2021). Short videos with English material content help students expand their vocabulary and use appropriate words in appropriate contexts. Furthermore, they feel more engaged and assured when speaking and writing to others. The finding was the same as those of the previous studies. Sidgi (2021) and Kabooha and Elyas (2018) found that social media provides learners with motivation, engagement, and a wide range of English words.

When it comes to language learning interests, the students are aware of social media's value in promoting their interests. This was compatible with the previous studies carried out by Abbas and Hussain (2019), Tabrizi and Onvani (2018), and Kabooha and Elyas (2018), Al Mubarak (2017), and Tufail et al. (2021). They indicated that social media increases their interest in learning and inspires them to study. Moreover, they also get curious to look up the meaning of words, as supported by Sivagnanam and Yunus (2020), and Al Mubarak (2017), as it motivates them to learn vocabulary and produces autonomous learners. Students perceive social media as an active environment to connect with people from English-speaking nations all over the world, as supported by the results of Dhanya (2016), Monica-Ariana & Anamaria-Mirabela (2014), Annamalai (2018), and Arumugam et al. (2020). Specifically, social media provides platforms for collaboration, communication, sharing concepts, and discussing them with others easily.

Particularly, social media motivates learners to study and gives them a flexible, less-threatening, safe, and supportive environment (especially for shy and low self-esteem students). Moreover, social media reduces students' anxiety levels, as Mukhlif & Challob (2021) and Hashemifardnia et al. (2018) agree.

Moreover, the results indicated that the students are positive about social media in terms of expanding their vocabulary knowledge, improving vocabulary usage, increasing learning interest, promoting comfort and active learning, and improving their ability to memorize words. Students are positive regarding expanding vocabulary knowledge, such as by encountering multiple levels of vocabulary, diverse topics, and updated information in the world. This result was compatible with those of previous studies. The studies were carried out by Sidgi (2021), Domingo and Aguillon (2021), Mukhlif and Challob (2021), Fahdin (2021), Nurlaily (2021), Al Mubarak (2017), and Tufail et al. (2021) on vocabulary acquisition in context. Specifically, they saw social media as an effective tool owing to many factors, like universality and multimodality.

In terms of improving vocabulary usage, the students recognized the value of social media in terms of pronunciation, usage, context, and daily conversation. This result was compatible with those of previous studies. Zainal and Rahmat (2020) conducted their study in the context. Specifically, students can absorb new words and know how to use the words in appropriate contexts. Most participants realized that they enriched their vocabulary knowledge and used appropriate words in the right context, according to Sidgi (2021), Anumanthan and Hashim (2022), Mukhlif and Challob (2021), Kaviani (2022), and Nurlaily (2021). For instance, students' construction of sentences with regular verbs becomes better via Tik Tok.

When it comes to increasing learning interest, the students are aware of the value of social media as a useful, interesting, fun, enjoyable, time-saving, and effective learning tool. They recognized that they learn words unconsciously through interesting video clips. As a result, they have an interest in using social media as a learning tool, as supported by the results of Abbas et al. (2019), Sivagnanam and Yunus (2020), Sidgi (2021), Domingo and Aguillon (2021), Tabrizi and Onvani (2018), Kabooha and Elyas (2018), and Al Mubarak (2017). For instance, a study by Ichara Sinta (2022) showed that TikTok duet videos bring entertainment and motivation to students. Another study by Kabilan and Zahar (2016) indicated that the application of Facebook helps to increase learners' motivation and confidence to practice using English and actively participate in learning activities.

In addition, social media also promotes comfort and active learning. For instance, a study by Hashemifardnia et al. (2018) showed that WhatsApp creates a motivating environment where learners can share their ideas without shyness (especially for introverts). They also appreciate this because it is convenient and relaxing without much pressure. This was compatible with the previous study. Domingo and Aguillon (2021) carried out their study in an English learning context. Our result was similar to that of Sidgi (2021), Domingo and Aguillon (2021), Mukhlif and Challob (2021), and Kabooha and Elyas (2018) regarding comfort and active learning. It also provided a fun, engaging learning environment, which encouraged students to pick up information more quickly and effectively. Furthermore, some students also recognize the benefits of active learning through social media, as they can make efficient use of time,

supporting the results of Monica-Ariana and Anamaria-Mirabela (2014), Hashemifardnia et al. (2018), and Kabooha and Elyas (2018). This can be explained by a study by Al Mubarak (2017) as it fastens focus on targeted words and gives students active roles in content development.

When it comes to the ability to memorize words, our research indicated that students are aware of the benefits of social media in terms of memorizing them longer. For instance, short articles, funny photos, and videos make users easily recognize the context and memorize it longer. This was similar to the results of Fahdin (2021). For example, according to Ichara Sinta (2022), Tik Tok duet videos bring entertainment and motivation to students and improve their memory in terms of English adjectives.

Our study discovered the perspectives of students on using social media as an effective tool for learning vocabulary. According to the findings, students' perspectives of social media regarding information sharing are positive; students can absorb a great source of information, exchange information, learn trendy words from others, have opportunities to access knowledge from around the world, discuss and talk about broad subjects, as supported by the findings of Annamalai (2018) and Kabilan and Zahar (2016). This was also compatible with the results of Arumugam et al. (2020), and Ko (2019). Students can share their concepts and discuss them with others easily. As a result, social media strengthens cooperation and sharing.

In terms of facilitating vocabulary acquisition, the students recognized the value of social media in assisting them in learning many different types of English in different locales, remembering new words and easily recognizing context, and learning words through comments, posts, pictures, and trends. The results were similar to those of Zainal and Rahmat (2020), Sidgi (2021), Mukhlif and Challob (2021), and Tufail et al. (2021), in that the participants absorbed new words and knew how to use them in appropriate contexts. For instance, based on a study by Fahdin (2021), short videos of Tik Tok with English language content help learners expand their vocabulary knowledge. English-language videos are easy for them to comprehend, memorize, and use a wide range of words like verbs, nouns, and so forth. Moreover, Ichara Sinta (2022) and Nurlaily (2021) also support our results, as the study shows that social media improves their memory in terms of English adjectives. Most students are conscious that it helps them learn new English words outside of textbooks and dictionaries. Moreover, Facebook helps students acquire vocabulary using online visual, textual, and audio resources. The participants responded that the responses are positive regarding learning new things, producing autonomous learners, improving vocabulary learning skills, and expanding their vocabulary.

When it comes to creating positive learning environments, the students are aware of the opportunities to relax and learn subconsciously, increase self-awareness, and feel comfortable while learning on social media, as supported by the results of Sidgi (2021), Domingo and Aguillon (2021). Specifically, social media helps students decrease communication anxieties and make them motivated to learn new things without being judged or forced. Mukhlif and Challob (2021), and Hashemifardnia et al. (2018) reported that social media gives them a flexible, less-threatening, safe, and supportive environment. According to Kabooha and Elyas (2018), social media also provides a fun, engaging learning environment, which encourages students to pick up information more quickly and effectively.

Conclusion

In conclusion, with a mix of quantitative and qualitative methods, the research paper explored students' perceptions and how they improve their English vocabulary with the use of social media. Concerning vocabulary improvement through the use of social media, the results concluded that social media provided an active and practical environment for learners. The students were the representatives of the young generation having many opportunities to adapt to virtual environments as well as social media. Therefore, there is no doubt that the result showed that most of them utilize online platforms to learn and enhance English vocabulary, particularly via pages or channels of famous applications such as Facebook, YouTube, or Instagram. Thanks to getting along with social media platforms, the learners develop their vocabulary in terms of phrases, synonyms or antonyms, or idioms. Moreover, the finding demonstrated numerous achievements during the process of using social media to improve vocabulary knowledge. Specifically, the learners can memorize words over a long period of time due to the application of attractive or entertaining approaches like videos or images. Besides, the students can share everything freely on social media through comments or replies containing real-life contexts. Social media also motivates students to search for words they do not know on social media. By making use of available functions of social media, the learners have more chances to practice using vocabulary with their efforts and connect with many English users across the globe.

Additionally, students' perceptions were divided into three aspects: the learners' fondness, social media's effectiveness, and their opinions about using social media to teach vocabulary. The first one was related to the students' fondness regarding using social media to learn and enhance vocabulary, supported by the reasons, namely (1) expanding vocabulary knowledge, (2) improving vocabulary usage, (3) increasing learning interest, (4) promoting comfort and active learning, and (5) improving the ability to memorize words. The second one was about social media's effectiveness in enhancing English vocabulary, which was supported by the ideas such as (1) sharing information, (2) facilitating vocabulary acquisition, and (3) creating positive learning environments. The last one was associated with students' attitudes toward whether lecturers should employ social media to teach vocabulary. The finding indicated that most participants agreed with the idea and shared some reasons, including (1) providing many chances to practice, (2) providing creative learning, (3) convenience in teaching and learning, (4) improving learners' vocabulary usage, and (5) following popular role models. On the other hand, learning vocabulary through social media caused distraction (1) and lack of motivation (2) for the learners. Based on the findings, the researchers believed that English lecturers could have a deep understanding of learners' attitudes and experiences to consider applying social media as a modern tool to teach vocabulary as well as the English language.

Limitations and Suggestions

The number of participants was limited, which influenced the whole population's opinions in the context. The researchers had yet to make the results objective because of not conducting the study in a particular course. The research participants were a mix of many different majors at the university, affecting the view of certain majors. The questions in the interview as well as the survey just mentioned discussed the advantages of social media without the drawbacks of

social media, like the correctness of language used on social media, difficulties in learning English vocabulary on social media, etc. The lack of disadvantages of the use of social media to enhance vocabulary made the paper biased and not objective.

The researchers suggest that further research papers regarding this topic should be carried out in a particular major. Furthermore, future papers had better have a great number of participants. Importantly, the related studies should be conducted using more objective methods like observations, pre-tests/pro-tests, and experimental or control groups. Future researchers can utilize social media in their English courses and use a mix of quantitative and qualitative methods or other methods to discover more valuable outcomes and results. There should be more questions in surveys and interviews about what students do to learn English vocabulary through social media. The survey needs to explore how much time students spend learning vocabulary via videos on social media and which types of videos they frequently watch. There should be a comparison between the answers of students who spend most of their time learning English on social media and who do not spend time learning.

Acknowledgments

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Biodata

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Teaching English to Aircraft Maintenance Students: Challenges and Needs

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ABSTRACT

Keywords: Aviation English, English teachers, Challenges, Needs

Aviation English is a specialized language mainly used in aviation, such as in aircraft maintenance areas. Teaching Aviation English usually faces more challenges compared with teaching general English. It pays more attention to the specific needs of learners and the language in the context. Therefore, this study aimed to discuss the challenges of English teachers in teaching English to aircraft maintenance students. Semi-structured interviews were conducted with the three English teachers from three different aviation schools in Malaysia. The data were analyzed thematically and managed by ATLAS.ti software. Overall, the findings showed that the teachers face challenges in teaching and designing Aviation English materials, activities, and syllabi. It was revealed that there was a shortage of textbooks and materials on Aviation English. Another challenge is related to the student's motivation and language proficiency and teachers' excessive workload. Meanwhile, in terms of needs, they should have support in some aspects like teaching materials sources and Aviation English training. Besides that, there is a need for the teachers to collaborate with people from the industry in order to find out their requirements and revise the English course accordingly. The revealed challenges and needs would help the teachers and learning institutions develop solutions to fulfill the needs of the teachers and aviation students

Introduction

English for Specific Purposes (ESP) has long existed as a separate discipline of English language teaching. Aviation English is a subset of ESP (English for Specific Purposes). It is a subset of English designed specifically designed for use by aviation students and those working in the aviation industry. Aviation personnel uses more jargon to maintain smooth flight operations when communicating in spoken and written forms.

Teaching ESP, including aviation English, usually presents greater difficulties than teaching general English. In order to build a combination of professional skills and specific job-related tasks, greater emphasis is placed on the needs of students and the language used in the setting.

ESP is a language teaching method that works directly with the curriculum, methodologies, and activities (Hutchinson, 1987). It is designed to meet the specific needs of learners related in content to particular disciplines, occupations, and activities.

In the ESP model, the three (3) components of necessities, lacks, and wants were underlined (Hutchinson,1987). Hutchinson and Waters claim that the "necessities" refers to the type of need which is defined by the target situation's demand, such as, in this learning case, what the students need to know in the target environment. Meanwhile, "lacks" refers to the discrepancies between what the students know and deciding which necessities they lack. Finally, "wants" refers to the type of need that the students want to learn. The outcomes of these needs can be used to guide the resources and activities in the classroom and raise the standard of ESP teaching.

However, teaching ESP is difficult, as has been covered in many previous studies. The same applies to teaching English to future aviation personnel. It remains a significant learning experience for the teachers responsible for delivering the courses. English teachers have had difficulty identifying the types of ESP practices that can bridge the gap between the implementation of English in the classroom and the English used in the workplace (Othman et al., 2017). Understanding the connection between professional discourse, professional practice, and the ESP classroom is crucial. English teachers encounter a variety of difficulties from stakeholders who require engineering students, including aviation personnel, to be fluent in the language (Othman et al., 2017). According to Pareeti (2008), the concepts of learning institution and work are distinct activity systems. The learning institute ion focuses on students' learning (mastery of the subject matter), whereas the industry's goal objective is a profitable product or process. This also seems consistent with other research showing that the efforts to improve engineering students, including those in aircraft maintenance, may be inconsistent with the workplace's needs (Almeida, 2019).

Since English is the only subject involving communication skills, a thorough study of teachers' experiences teaching aviation English in Malaysia is essential. This study aims to explore teachers' perspectives on the challenges and needs of teaching aviation English.

Literature review

The emphasis on more than just the four language skills distinguishes ESP from general English. Unlike General English, which equally emphasizes speaking, reading, writing, and listening, ESP focuses on the requirements of this "new sort of learner who had their own specific reasons and goals for learning English" (Kirkgöz & Dikilitaş, 2018). On the other hand, ESP course designers begin by considering the needs of a particular group of students in the intended environment (Hutchinson & Waters, 1987). In this sense, aviation students need to have good communication skills in English, as many aircraft maintenance jobs require considerable use of the language. Job requirements usually drive ESP students, and the aim of ESP teaching is to help ESP students achieve these goals (Anthony, 2015; Hutchinson & Waters, 1987). Therefore, ESP developers, especially English teachers, must ensure that all related skills are included in the curriculum and identify academic skills applicable to most workplace

scenarios (Gatehouse, 2001).

However, although English for Specific Purposes (ESP) has been adopted in 21st-century education, English teachers continue to confront challenges in equipping students with industrial demands and English communication skills. They face difficulties in teaching unfamiliar subjects and must collaborate with subject experts.

Rasyimah et al. (2017) mentioned that challenges are inevitable when teachers design an ESP course. The study found that English teachers do not fully apply for the ESP course in the English classroom because they implement a course that is mainly combined with general English and little ESP content. One of the challenges highlighted in the previous study, English teachers do not have sufficient language proficiency and expertise (Rasyimah et al., 2017). However, this study is limited to ESP for engineering students in a university in Indonesia. More thorough and comprehensive research that examines the implementation of specific disciplines of ESP across the universities needs to be conducted.

In the Malaysian context, various challenges have led to the need for broader knowledge and understanding of the approach as well as specific competencies for practitioners to address the challenges (Khamis et al., 2019). However, this study was not conducted with teachers specifically teaching in an ESP field such as aerospace, nursing, or aviation. Again, the different fields may have different perspectives. Therefore, a comprehensive study needs to be conducted to find out the challenges and needs of teaching in a specific field of ESP.

Meanwhile, low self-efficacy and low contextual knowledge have been identified as the major challenges for ESP teachers in teaching English, with a particular focus on aviation (Demirdöken, 2021). However, it should be noted that the above study was conducted at a university in Turkey. Moreover, the study was conducted with teachers who taught English to pilots and studied aerospace engineering, electrical engineering, industrial engineering, and computer engineering. However, there is no study that examines English teaching specifically for the aircraft maintenance program.

The ESP literature focuses on linguistic description and learner needs, curriculum description, and material design. However, there are few studies on ESP teaching, teacher learning, and teacher training needs (Basturkmen, 2019; Ding & Campion, 2016). In addition, there is a lack of research on novice teachers' progress in ESP and professional development (Chang, 2017). Therefore, this research aimed to find out what challenges teachers face and what needs they have when teaching aviation English.

Research Questions

To achieve the objectives of the study, two research questions are posed:

1. What are the challenges of teaching aviation English to aircraft maintenance students in Malaysia?

2. What are the needs of English teachers in teaching aviation English to aircraft maintenance students in Malaysia?

Methods

This study employed the qualitative approach, which utilized the interview as the main method of data collection. The interview was conducted with three participants individually. Data were then analyzed thematically and managed by ATLAS.ti.

Pedagogical Setting & Participants

Qualitative research methods often address a comprehensive understanding of the phenomenon or focus on the meaning (and heterogeneity of meaning) – usually, the how and why of a particular problem, process, method and cause, environment, subculture, setting or group of social interactions (Dworkin, 2012). This study uses a qualitative approach and requires a small number of participants to fully capture the current phenomenon (Bloomberg & Volpe 2008; Creswell 2012). Although generalisability was not this study's intended aim, the transferability question was crucial. The reader decides whether and to what extent this specific phenomenon can be transferred to another situation (Lincoln & Guba, 1986).

This research featured three English teachers who were recruited through purposive sampling.

They all teach English at three Malaysian aviation schools accredited by the Malaysian Civil Aviation Authority (CAAM) as approved training organizations. They have over 8 years of teaching experience. To protect their identities, the participants were given pseudonyms. A pseudonym is a fictitious name that the researcher or writer usually employs to preserve the confidentiality of the participants (Allen & Wiles, 2016). The interviewees were DrSa, a Ph.D. holder with 15 years of teaching experience, and MdmZue and MdmThi, both master's degree holders with 8 and 15 years of teaching experience, respectively. All of them are teaching English to aircraft maintenance students.

Design of the Study

This study employed the semi-structured interview, which is often used in qualitative research. It provides a decent narrative of significant events and participants' viewpoints. It is one of the most common qualitative data methods to acquire information on teachers' challenges and needs in teaching Aviation English.

Data collection & analysis

All participants were interviewed one-on-one as part of the data collection process. Each interview lasted roughly 40-60 minutes, and questions were asked about the participants' obstacles as well as their needs to teach Aviation English. After the interview was conducted, it was transcribed verbatim, and then it was sent to the participants to provide the opportunity to edit, refine, elaborate, or revise as needed.

The six-step thematic analysis guided the data analysis (Braun & Clarke,2006), and ATLAS.ti was used to assist with data management and presentation.

Results

Findings from the qualitative inquiry revealed several challenges and needs that were classified under the four major themes: aviation knowledge, course design, level and type of the students, and teacher's workload. For teachers' challenges, there are four subthemes to consider: insufficient aviation knowledge, limited books and materials, students' interest and their different backgrounds, and excessive tasks. Meanwhile, the teacher's needs can be divided into three subthemes; needs of aviation knowledge, aviation English training, and the support system from an institution and the industry. Figure 1 shows the four themes of challenges and needs.
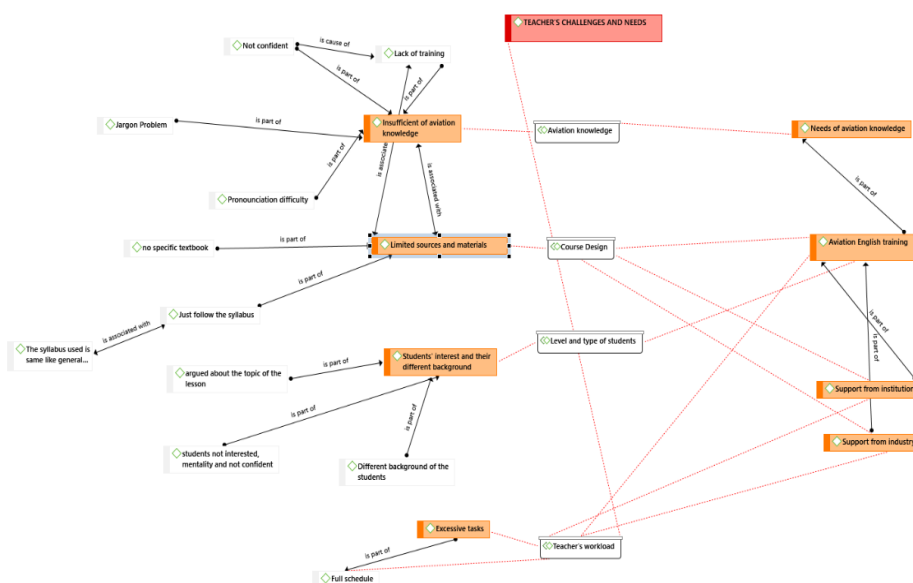
Figure 1 Network view of the challenges and needs

Figure 1 is a network view that is output from ATLAS.ti. There were four themes for both challenges and needs, four subthemes of challenges, and three subthemes for teachers' needs. The details of the subthemes are as below.

Teacher's challenges in teaching Aviation English

The teacher's challenges in teaching Aviation English are divided into four subthemes: insufficient aviation knowledge, limited sources and materials, students' interests and backgrounds, and excessive tasks. As previously stated, there were four themes of teachers' challenges and needs: aviation knowledge, course design, level and type of students, and teacher's workload. Each subtheme reflects the main theme. The details of the challenges subthemes are below.

Insufficient aviation knowledge

Limited aviation knowledge was a big challenge to the participants in order to deliver their teaching in class. Lack of subject knowledge will cause negative feelings among English teachers, such as not being confident in teaching Aviation English. All the participants agreed that when they were not confident, they felt unsure of the content that they delivered. Furthermore, they had difficulty pronouncing the technical term and could not understand the

meaning of the jargon. One of the participants said,

> *...The one, that I remember most is the pronunciation of technical terms. The other task still hmm.. use the same thing, making gliders. If I try to recall, earlier, kak Zilia.. Because I had to teach her subject, and her subject was too technical, it was too aviation. Even the presentation pun, yes, that one is that we start with topics like presentation process, description, and descriptive presentation, during that period, in which students have to.* (DrSa)

Meanwhile, one of the participants felt nervous about teaching Aviation English because it was an unfamiliar area for her. This kind of feeling caused her to be skeptical of her teaching practices. She shared,

> *… I was lack of confidence because I didn't know what to teach, and I didn't know how to teach, and I questioned myself. Am I teaching the right thing? As time goes on, I think what I mentioned is very important to ask around…* (MdmZue).

One of the participants said that her institution did not provide any Aviation English training. She had to take her own initiative to provide her students with the related content during teaching. She said,

> *Last time, we had English for Technical Purposes., and English for commercial purposes, but now it changed into general English, which is communicative English. So, now, we don't get that kind of training. But again, when I look at the syllabus of the communicative English course, if there is a possibility for me to include their engineering content, I would do that… (*MdmThi)

From the interview*,* it can be said that lack of training is one of the reasons they had insufficient aviation knowledge, which can affect their teaching in the class and their feeling of uncertainty about some aviation-related topics.

Limited sources and materials

The second theme will be limited sources and materials. Due to the previously described lack of training, the teacher also encountered difficulties when it came to planning lessons and preparing materials for the students. According to one of the participants, they did not have any specific textbook to refer to, and they usually developed the materials by themselves. MdmThi shared,

> *We don't have the textbook. We have the syllabus, and then we find the materials by ourselves.* (MdmThi)

Furthermore, MdmThi stated that she merely followed the assigned syllabus because it was a requirement for all teachers. She admitted that she never participated in curriculum development or revision discussion.

Hence, it can be seen that English textbooks for aircraft maintenance are not as widely available as those for pilots and air traffic controllers. For this reason, teachers have minimal information to work with in order to plan their classes.

Student's Interests and previous education background

Besides that, different interest and different previous education background among students is also one of the challenges in teaching Aviation English. One of the participants reported negative emotions such as frustration with students due to their low competency and confidence level, as well as students' attitudes who were less enthusiastic in reading and writing class.

> *I believe they lack enthusiasm for writing and grammatical conventions. They, therefore, paid that less attention. However, we have writing assessments as part of our curriculum and evaluation process. I have no idea why they didn't like writing at all.* (MdmThi)

MdmZue also mentioned that the students' diverse backgrounds presented some difficulties in explaining something connected to aviation situations. Some of them were from an arts background, accounting courses, and so on. It will require more time to ensure that the students understand what she said in class. She said,

> *In addition, not all of the students have technical backgrounds, which presents an additional issue. Several of them are artists. That is pretty tough to do, to spark your interest in them. Let's argue that pupils who have studied science and engineering, for instance, students from technical schools, have the necessary background knowledge. It's simple to grab their attention in them. However, if the students have an artistic background, we should begin at the beginning, A. For them, that will take some time.* (MdmZue)

This qualitative interview revealed that the teachers' experiences were disrupted by the students' attitudes in the classroom. All of this had an impact on their confidence when teaching in class and affected their enthusiasm for teaching.

Excessive tasks

The last sub-theme of challenge in teaching Aviation English is excessive tasks. One of the participants complained that her schedule was so tight, and she experienced 6 hours of classes in a day. Consequently, she did not have enough time to plan appropriate activities for the next class. She shared that,

> *I just prepare what I have. That time, I had 18 credit hours a week, right? Every day, I had classes. I have experienced 6 hours of classes a day. Three hours morning, there are hours in the evening. But, same subjects. So, I just reused it. No choice at that time. Just the activities, like what I informed you earlier, we had planned, but the activities are dependent on the students on that day.* (MdmZue)

Furthermore, teachers' job responsibilities include more than just teaching in the classroom; they are also syllabus developers who must conduct post-mortems on a regular basis, evaluators of students' assignments, activity planners, and so on. The workload appears to be increasing for teachers, as does the stress.

Teacher's needs in teaching Aviation English

As previously said, there are three teachers' needs; needs of aviation knowledge, Aviation English training needs, and needs of support system. The specifics are as follows.

Needs for Aviation knowledge

The first subtheme of teachers' needs is aviation knowledge needs. All the participants were equally insistent on the significance of aviation knowledge and understanding. DrSa, one of the participants, stated that as an English teacher teaching Aviation English, she must have at least fundamental knowledge of the language that is used in the field. This does not mean that she must be an expert, but she must have some knowledge.

> *Let's say we are talking about aircraft; it does not mean we must know everything about aircraft. But we must know the basic. Whatever it is, we have to start from the basic. Then, we can understand if we do not understand the concept; hmm example, we do not know what an aircraft is and what is the function of an aircraft part, so when we want to teach the students, we ourselves do not understand how?* (DrSa)

Acquiring some aviation knowledge would be advantageous for English teachers. Nonetheless, they expressed concern about the breadth of the required aviation knowledge and comprehension.

Needs of Aviation English training

Meanwhile, Aviation English training is the second subtheme. Based on the challenges stated earlier, teachers need proper training to impart the relevant context and information to their students. Professional growth and reflective practice are critical components of a teacher's professional life. This type of need is related to the earlier described need for aviation knowledge.

Aviation English training must be given to the teachers to ensure that they will grasp the aviation expertise to develop their teaching practices. One of the participants agreed that if the institutions give English teachers sufficient training, she can perform better in the classroom. She mentioned that,

> *I think that all of these TVET institutions' English teachers should have specialized training in appropriate subjects, which could better prepare their students.* (MdmThi)

The necessary training will provide instructors with approaches and current pedagogy practices to help them connect with, manage, and teach their students in a way that ensures that all students learn and get benefits.

Good support system

Teachers in our educational system have several tasks and responsibilities that extend beyond the delivery of instruction. As previously said, teachers require strong support from both institutions and industry.

The teachers spoke about ongoing heavy workloads, a busy schedule, a lack of resources to turn to, and the need for training. The institutions should be aware of the highlighted issue. In order to verify that the students are learning the relevant content and context, the teachers must consult any technical instructors or professionals in the field.

One of the participants was also concerned that the topics, materials, and syllabus she used in the class might not be the same as what the industry wants. She said,

Anyone who has a background, such as TESL graduates, can teach English, but very important to ask around and ask those who work in the field. Because what we learned here may not be the same as what the industry demand. (MdmZue)

In the end, these support systems can assist teachers in getting through challenging periods and prolonging their careers. In summary, in the interview sessions conducted with three (3) participants, they revealed that there were four (4) types of challenges and three (3) related needs. The challenges that they faced could be overcome by the needs that they have shared.

Discussion

Insufficient aviation knowledge was deemed the most critical challenge by the teachers when compared to other challenges. The assertions that English teachers were incapable of teaching language and communication skills in aviation areas were supported by a lack of technical expertise and understanding. The findings corroborate the ideas of Khamis et al. (2019) that technical knowledge and understanding have become the most important competency. Inadequate basic knowledge in a particular area has led teachers to face difficulties in preparing materials for ESP teaching and learning methods. This problem coincides with the claim that English teachers are unable to teach language in technical and engineering fields.

Contextual knowledge and self-confidence are interrelated. According to Ahmed (2014), ESP teachers typically have less subject understanding than students. As a result, they lack confidence in teaching ESP (Astika, 1999) and instead teach general English with a grammar emphasis (Yoestara, 2017). Kirkgoz & Dikilitas (2018) had previously noted that ESP teachers understand they need to know more about the context in which they will be teaching and that it is necessary to refresh their knowledge constantly. They need to have at least a basic knowledge of the subject area, which affects their confidence in carrying out the teaching activity.

This study has also shown that students' different interests and previous educational backgrounds are one of the challenges for English teachers. Students enrolled in ESP courses know more about the content to be taught than the teachers who are trying to teach it (Bayram & Canaran, 2020). This is an important factor for teachers to consider and accept (Day & Krzanowski, 2011). However, ESP teachers seem to disagree about their roles and need support to vary their roles. Therefore, identifying the roles of ESP teachers and communicating these to students is crucial and should be considered in curriculum development.

Furthermore, excessive tasks have been discussed extensively in previous research. All participants stated that they have little time for lesson preparation as they have a tight schedule, have to prepare the activities and materials for the next lesson, and also have to look at the students' work. The current study's findings are consistent with those of Quoc et al. (2021), who found that time constraints prevented them from training or improving their assignments. This leads them to become exam-focused educators.

Lampert (2010) states that teaching is a "learning profession." Teachers continue to learn and improve as they give opportunities for self- and peer learning. Teachers learn as they apply past life experiences to solve professional difficulties in the present and envision a better future.

Moreover, the job scope of English teachers in teaching any relevant ESP field expands beyond the limitations of education. Due to the complexities of the profession, Evans and John (1998) prefer the term "practitioner" compared to the term "teacher." According to them, the ESP practitioner must fulfill five roles: instructor, course designer and materials provider, collaborator, researcher, and evaluator. Firstly, the teacher's responsibility is to assist students in learning, which is related to the strategies and methods used in their teaching activities. The second is course developer, which refers to the parts and resources that will be included in the future course, whether he or she chooses to construct a syllabus from scratch or use accessible textbooks, supplementing the offered activities with additional materials. As a collaborator, they must rely on assistance and direction from a variety of sources. One source is represented by students who have stated their goals, and another is with specialists in the subject who can offer support and guidance regarding the specialized books and resources to be used. As researchers, ESP practitioners should be prepared to stay in touch with the most recent advances in the subjects they teach and incorporate the findings into their course design. The last one is as an evaluator. From this point, the teacher should always check the achievement of the targets set out at the start of the course.

In terms of teachers' needs, the results showed that teachers believed that acquiring knowledge and understanding in aviation would help them overcome the 'uncomfortable and unfamiliar' technical knowledge. Nguyen (2022) suggested that professional development does not traditionally focus on filling one's mind with more knowledge but is also aware of developing other related skills. It is a well-known fact that the quality of an educational institution is inextricably linked to the quality of its teachers. To improve the quality of teachers, institutions invest money, time, and effort in ESP teaching practices (Bayram & Canaran, 2020). To ensure that ESP teaching practices are effective, they must meet the needs of teachers. Therefore, in order to ensure that the teachers will gain the necessary aviation knowledge, several series of training must be conducted for the English teachers, as mentioned in the previous sections.

In addition, a closer dialogue is needed between ESP teachers and the technical teaching staff. This dialogue is especially important at the stages of needs assessment, selection of textbooks, and design of materials. They cannot be sure if they are doing the right thing for their students. Therefore, technical and English teachers need to meet, discuss needs and expectations, and share ideas. Also, collaboration with industry stakeholders is a must to know the current needs of the industry. In order to develop a curriculum that meets current needs while providing students with the communication skills they need to succeed as engineers, a better understanding of industrial communication needs is required (Wilson, 2020).

In summary, there were four types of challenges: insufficient aviation knowledge, limited sources and materials, different interests and educational backgrounds of the students, and excessive assignments. At the same time, there were three (3) related needs: the need for aviation knowledge, English training for aviation, and a good support system. The challenges they faced were overcome by their common needs.

Conclusion

The teaching experience is undoubtedly related to student achievement growth over the course of a teacher's career. This study provided important insights into the experiences of English teachers in aviation that had not previously been illuminated. The findings of this study also had important implications for ESP researchers, as the issues that emerged set the stage for future research and provided insights into the important challenges and needs of teaching English to aviation students.

Although the sample size of participants was small, the use of multiple case studies allowed for a dense description and for the participants' voices to be heard. Multiple case studies can be used to predict the comparative outcomes of the expected reasons or similar outcomes predicted in this study (Yin, 2003). In this way, the research can illustrate whether the results are valuable or not (Eisenhardt, 1991). An all-encompassing fact is that evidence from multiple case studies is considered strong and reliable (Baxter & Jack, 2008).

In order to meet industry expectations, all stakeholders, including teachers, technical instructors, lawmakers, higher education institutions, and industry participants, must exchange ideas, take appropriate steps, and share best practices.

Acknowledgments

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Biodata

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Appendix

Interview protocol for English lecturers

1. Knowledge of Aviation English

a. How did you become familiar with Aviation English?

b. How long have you been teaching Aviation English?

c. How would you explain your experience as an English lecturer teaching Aviation English?

d. Given your experience, what kind of knowledge do language lecturers need to teach this subject?

e. How is teaching aviation English different from teaching general English?

f. How important is this knowledge for your teaching?

II. Knowledge of the content and pedagogy of Aviation English

a. Where did you get your knowledge of the content of Aviation English?

b. How does your knowledge of aviation English content affect your teaching?

c. How do you decide what content your students need?

III. Challenges in teaching aviation English

i. What challenges have you encountered in teaching aviation English?

ii. How do you deal with these challenges?

iii. Is there anything else you would like to add?

Teaching English Online Using Video Conferencing: The Challenges to EFL Instructors and Their Solutions

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ABSTRACT

Keywords: Online teaching, video-conferencing application, challenges	The purpose of this study is to discover the challenges that English teachers face when teaching online English via video conference. The authors hope to discover some remedies from that to resolve these issues. In this study, the author used qualitative research methodologies to examine the different challenges EFL teachers encounter when instructing English online via video conferencing and how they overcome those difficulties. This investigation aims to become aware of English teachers' challenges when instructing online via video conferences. Also, the authors would like to discover how English teachers use video-conferencing software when teaching online and how they overcome these difficulties. The researcher used interviews and questionnaire techniques to collect data. The same questions from an online interview with ten English teachers were given through a Google form. The first question stated that there were five difficulties that English teachers had to overcome when teaching online: internet connectivity, media, a lack of interaction between students and teachers, low skill, and technical issues. There are four alternative responses to the second research question: role plays are widely used in instructional activities to improve teacher-student engagement, and quiet teaching and learning environments are widely used in instructional activities to increase teacher-student engagement.

Introduction

The global coronavirus outbreak significantly changed human activity. The Pandemic had a detrimental effect on a wide range of fields, including social, economic, scientific, and even educational sectors in addition to the healthcare industry. The government decided to limit and restrict human activities and direct interaction by putting in place social distancing measures to stop the virus from spreading. Face-to-face instruction was replaced by online instruction as a result of the Pandemic's fast spread. The new educational system brought about implementation issues for online learning.

The deployment of online learning hasn't always gone well. A number of hurdles and difficulties will be faced by schools or institutions that have never employed online learning before or are unprepared to do so. However, the study discovered that there are certain difficulties faced by English teachers while utilizing online learning. Additionally, several internet tools can be utilized to implement online learning, including Zoom, Google Classroom, and Microsoft Teams.

The University of Labor and Social Affairs- Campus II (ULSA2) has bravely included video conferencing in learning and teaching activities since March 2020 to ensure that students have access to knowledge throughout the break period caused by epidemics. However, considering their young, the applications have some serious drawbacks, making things more difficult. A challenge is an event or situation that makes it difficult for someone to advance or reach their objectives. The increased challenges in online learning are to blame for this. Schools and educators must therefore carefully consider what solutions they might offer to the problems they encounter while using video conferencing for online teaching and learning.

The researcher also wants to understand the difficulties that ULSA2 English teachers encounter when instructing online English classes via video conferencing, as well as how they manage and get past those difficulties. The researcher found that some English instructors were still struggling to get past barriers and develop an engaging teaching method for students in video conferencing-based online English lessons.

Therefore, with new challenges and barriers that the teachers have never faced before, the problems could differ in some ways. As a result, teachers should carefully consider what they will teach or what kind of approach they will employ for the new teaching style process. Teachers should be aware that even if they plan to teach online, they still need to develop an engaging and successful lesson plan by keeping the goals and objectives in mind.

The purpose of the study is to provide information that can help resolve the following research questions in light of the specific circumstances described above:

1. What are the challenges of online courses that ULSA2 English teachers have to overcome?

2. What are the solutions to improve EFL students' academic performance?

Literature review

Online courses

During the COVID-19 epidemic, one of the best solutions for ensuring that education does not suffer is to convert face-to-face courses into online ones. Around the world, online courses have played a critical role in education (Singh & Thurman, 2019). Because assessments and instructions take place in digital classrooms with internet connections, Picciano and Seaman (2009) determined that online learning is a sort of distant education. Additionally, according to Gonzalez and Louis (2018), online learning is accomplished from a distance using electronic devices such as smartphones, computers, laptops, and other similar devices. Benson (2002) and Conrad (2002) defined online learning as using modern technology to gain access to academic activities. Furthermore, according to them, online learning can be seen as a more current version

of distance learning that gives students better access to educational opportunities.

During the COVID-19 Pandemic, Tabiri et al. (2022) concluded that learning and teaching online was the greatest alternative. Because of its flexibility, ease, and personalized learning chances.

Challenges of online courses

Despite the benefits of online courses, they may have drawbacks for students. Many authors have argued that learning style, students' learning process, self-regulated learning, and self-efficacy all have an impact on learners' online learning experiences (Selim, 2007; Baylor & Ritchie, 2002; Volery & Lord, 2000).

Sarvestani et al. (2019) argued that two technical challenges are inadequate internet connectivity and a lack of physical space. Ineffective educational materials are linked to managerial issues. Communication issues include a lack of interaction and a loss of connection with teachers and students.

Appiah et al. (2020) discovered that accessibility concerns are the most pressing problem, followed by social, academic, and generic challenges. Students, in particular, were unprepared for an online experience and found it difficult to acquire course materials.

According to Islam and Laila (2022), e-learning is ineffective for a variety of reasons. Most teachers and students, particularly in developing nations, rural towns, villages, and even advanced nations, complain about network instability. Voice delay is a result of this problem. Along with the lack of technological proficiency among parents and students and the inadequate teacher preparation, another problem is the professors' one-sided interactions with the pupils because most find lectures to be boring. Additionally, the e-learning system is not preferred in some disadvantaged communities due to inadequate technological infrastructure, high internet fees, and the families' declining financial status.

Physical and mental challenges

One of the most significant barriers to online learning, according to Octaberlina and Muslimin (2020), appears to be the physical barrier. According to Istifci (2016), students regarded online classes to be dull because they could quickly get the answers to the tasks. Students become dizzy when remote studying because they spend too much time staring at screens on their phones or laptops. Instead of reading a printed page, students spend a lot of time working on computers. For them, this is an outwardly visual activity. Smaller text and pixelated graphics are typical on digitally presented pages, requiring them to strain their eyes to read. The study recommended that teachers give their students a break while enrolled in an E-Learning activity to overcome physical barriers.

One of the essential factors affecting L2 learners' success and effectiveness in the language learning process is motivation. Meşe and Sevilen (2021) looked at students' motivational viewpoints in connection to online education. Dissatisfaction with course content and resources, a lack of self-discipline to participate in the course, a lack of communication between teachers and students, and a lack of private space to monitor the course are all factors that make students feel unmotivated when learning online.

Yuzulia (2021) revealed students' difficulties and issues when implementing online learning. Due to some obstacles in integrating e-learning, students prefer traditional learning over online learning. The teachers' tactics were criticized by the students. They are required to attend Zoom sessions on a daily basis, which makes them uninterested. Additionally, students suffer from health problems such as eye strain and headaches. Teachers should use engaging online teaching approaches and techniques to increase student motivation and performance during this Pandemic.

Language learning challenges

According to Sai et al. (2013) and Altunay (2019), some learners found it awkward to improve their English command through online education. Similarly, Ja'ashan (2020) found that when blended learning was implemented, students' language skills, such as speaking skills, did not improve. Furthermore, Phan et al. (2022) found that students studying online might not get enough practice speaking English due to limited interactions among students. Mahyoob (2020) asserted that learners in virtual English skills classes could not properly communicate with teachers in terms of language communication. Khabbaz and Najjar (2015), on the other hand, found that integrating foreign language instruction with current technologies might lead to a slew of issues that stymie students' ability to learn independently.

Furthermore, Sai et al. (2013) looked into students' difficulties when taking online classes. With 512 participants, the study was conducted at the University Sains Malaysia's School of Distance Education. Language skills were a difficulty for the participants when attending online courses. The findings revealed that most students struggled with speaking, vocabulary, and grammar when studying English through online education. The study concluded that instructors should pay close attention to their students while teaching and learning online. Al-Shamsi et al. studied the benefits of mobile learning in improving learners' listening skills (2020). The majority of participants reported difficulties with listening material suitability, mobile app nature, cell phone screen sizes, and poor connectivity. Students frequently forgot what they had heard and could not understand the recordings' substance because they found it difficult to listen to audio materials and answer questions simultaneously.

Technical challenges

Learning to study online effectively necessitates a solid technical foundation as well as a reliable connection. On the other hand, due to technical issues, low digital abilities, and other factors, most students will not be able to have great online learning experiences. According to Kuama and Intharaksa (2016), learners encounter technological and individual challenges. For people who have been taking online courses for a long time, unpredictable internet connections may be a major source of frustration since they are unable to comprehend their understanding of the lessons or follow what the lecturers are saying (Ariyanti, 2020, Muslimin & Harintama, 2020; Hijazi & AlNatour, 2021; Nguyen & Duong, 2021; Yuzulia, 2021). Furthermore, Altunay (2019) stated that EFL students met a lack of high-tech resources as well as technical issues while being satisfied with online education due to its flexibility. Because most students lack technology skills, Nugroho (2020) found that converting the entire learning process to online classrooms is not successful. The findings of other studies revealed that students had difficulty

with technology (Islam et al., 2015; Atmojo & Nugroho, 2020; Jhon et al., 2020; Alodwan, 2021). Some poor children in rural areas are less likely to use the Internet during the COVID-19 Pandemic (Ariyanti, 2020; Adnan & Anwar, 2020).

Common hurdles include technological illiteracy, certain students' incredibly weak educational backgrounds, a lack of time and internet resources, apprehension about using technology, and a less-than-skilled instructor. It is necessary to provide professors and students with training, resources, and time management assistance. In order to better understand the difficulties they encounter and potential solutions, Tanveer conducted a study at Majan College in 2011 that looked at the viewpoints of both students and teachers on the usage of e-learning pedagogical tools in language courses.

At the University of Taibah in Saudi Arabia, Mahyoob (2020) did a study on the problems of e-learning, learners' interaction with information technology tools in e-learning, and learners' satisfaction with online learning. According to the findings, students had trouble using the Blackboard platform. While using Blackboard, almost 30% of students skipped courses and other assignments. Due to technical challenges, some students have trouble connecting to the Internet, attending classes, or obtaining course materials. Less than half of EFL students are satisfied with online learning, with 14% dissatisfied and 43% opposing long-term online education.

A similar investigation was conducted by Gulnaz et al. (2020) using the Cambridge Learning Management System. They evaluated the effects of blended learning on the educational process as experienced by instructors and students. A total of 200 EFL students and 8 teachers took part in the survey. The EFL students completed a questionnaire, and eight teachers participated in a structured interview. They saw that the kids were having technological difficulties. The time allotted for tests and assignments was insufficient, according to Ja'ashan (2020), and the digital platform caused issues accessing course content. Some pupils had trouble connecting to the Internet at home and were disappointed with the program. To address the concerns, the institution needed to hire competent professors who could devote as much time as possible to answering students' questions and resolving technical issues. Most students who lacked fundamental computer literacy abilities were unable to use E-learning effectively, so they should be provided with E-learning skills through training classes.

In the midst of the COVID-19 outbreak, Allo's study piece (2020) investigated learners' attitudes toward online learning. This research focuses on students enrolled in UKI Toraja's English language program. The learners were questioned over the phone through WhatsApp by the researcher. According to the research, learners' impressions of online learning are positive and beneficial. Students hoped that teachers would include popular tools like free Messenger apps in the online learning system. They reasoned that lecturers should develop learning groups on Messenger for their peers who do not have access to the Internet. Individual activities also helped them maintain the necessary physical distance owing to the disease, while group duties were required to aid friends who did not yet have access to the Internet. They also desired that explanations had been provided before distributing materials and assignments. As a result, they recommended that Voice Note may be used to give instructions effectively. However, it was noted that the online study material and guidelines provided by professors were difficult to

navigate. The study also suggested that teachers keep an eye on their students' financial situations, Internet access availability, and online learning application selections that are effective and efficient in the adoption of online learning systems.

Octaberlina and Muslimin (2020) focused on online courses, the challenges that students face, and their solutions for overcoming them. They stated that students faced a variety of difficulties when studying online, including a lack of familiarity with e-learning and a poor internet connection. As a result, there is a disconnect between favorable outcomes and students' significant challenges when engaging in online learning. The key factors act as roadblocks to e-learning. The most crucial component was the notion of E-Learning as a learning technique. Compared to more conventional modes of learning and development, this element encompasses general concerns about the validity and viability of E-Learning and the loss of the "human touch". Furthermore, they argued that the second factor has to do with the usage of technology and the Internet. This factor considers both the students' technological abilities and the speed with which they can access the Internet. In such an E-Learning platform, combining all these distinct traits may make it difficult to concentrate on learning. In order to offset the loss of human touch in E-Learning, the teacher must consider both the student's general academic objectives and learning styles. In addition, educators should convert video information to audio and use texts to solve the lack of networks and internet connections (Octaberlina and Muslimin, 2020).

Trinh H. L et al. (2022) made the case that four primary elements, including performance expectancy, effort expectancy, attitude, and technological competence, influence freshmen's adoption of online learning.

Methodology

Research questions

This study intends to 1) understand the issues English teachers encounter while instructing students online via video conferences and 2) learn how English teachers use video-conferencing software when instructing students online and how they get over these problems. Thus, the present study focused on addressing the two following main research questions:

1. What are the challenges of online courses that ULSA2 English teachers have to overcome?

2. What are the solutions to improve EFL students' academic performance?

Pedagogical Setting & Participants

The COVID-19 virus has spread to Vietnam, requiring ULSA2 to move from traditional to online education. ULSA2 assisted professors and students in making the transition to new online teaching and learning strategies during the teaching and learning process. But a number of challenges were found when teaching ULSA2 students through online courses, which had a negative impact on their performance.

Ten EFL instructors from ULSA2 participated in the research. The study was carried out in the second semester of the academic year 2021–2022, when the participants were enrolled in online

courses due to the COVID-19 outbreak. It was envisaged that the study would understand the concurrent challenges of online education based on the opinions and experiences of the instructors.

Design of the Study

The current study examined the difficulties English teachers at ULSA2 encountered during the full online teaching process. To gather information about the study's topic, qualitative research methodologies were used. Questionnaires were used to gather the data for the procedure. The information participants gave was only used to support the research. The study's participants were ready to share their opinions. The aim of the paper was to get more information about EFL teachers' concerns regarding online courses by asking them about their personal experiences.

Ten EFL instructors were asked to respond to ten questions on their thoughts and perceptions of online courses they have taught. Due to the outbreak, online interviews were conducted instead of in-person interviews by asking candidates about their expertise in teaching online.

Data collection & analysis

The participants' concerns and thoughts concerning online courses were the main subjects of the interview questions, notably the difficulties associated with teaching English in the midst of the COVID-19 Pandemic. They were urged to use their own words to describe their emotions and provide rational justifications.

Results/Findings and discussion

Awareness of online education

The majority of participants in Table 1 agreed that online education is the process of teaching and learning carried out by instructors using online resources and applications and that it can be done from any location at any time. It may be said that most ULSA2 instructors are familiar with online learning.

Table 1. Awareness of online education

Teachers	Interview question number 1: *What do you know about online education?*
Teacher No.1	*"Online education is the teaching and learning process that makes use of digital media."*
Teacher No.2	*"Online learning entails imparting knowledge to students remotely utilizing tools like Webinars, Google Meet, Edu-learning, Google Classroom, and others."*
Teacher No.3	*"Online education refers to instruction and learning that takes place through a different form of Internet-based media rather than in person."*
Teacher No.4	*"Online education is the process in which teachers use technology to transfer the knowledge to students in the teaching process."*
Teacher No.5	*"Online education is a type of distance education."*
Teacher No. 6	*"Online education may be thought of as a more up-to-date version of remote learning that provides students with additional educational options."*
Teacher No.7	*"Online education is described as the use of current technology to get access to academic activities."*
Teacher No. 8	*"Online education is a versatile instructional delivery strategy that includes any type of learning that occurs through the Internet."*
Teacher No. 9	*"Online education is a type of instruction where students access the internet using their home computers."*
Teacher No.10	*"Online education is learning that is aided by technology and depends on the Internet for communication between teachers and students as well as for the distribution of course materials."*

Differences between online teaching and face-to-face / offline teaching

Regarding the distinctions between online and offline instruction, ULSA2 English teachers' viewpoints are shown in Table 2. On the basis of the responses provided above, it can be said that the distinctions between face-to-face and online instruction are mostly the result of how teachers and students interact. In contrast to face-to-face instruction, where students and teachers are physically present and converse face-to-face in real-time, online classrooms involve virtual learning and interaction between students and teachers. This demonstrates how the ULSA2 instructors here easily distinguish between the online and traditional classroom characteristics.

Table 2. Differences between online teaching and face-to-face / offline teaching?

Teachers	Interview question number 2: *What distinguishes online instruction from in-person/offline instruction, in your opinion?*
Teacher No.1	*"The difference between face-to-face teaching and online teaching, in my opinion, is that face-to-face teaching entails direct engagement between two or more people at the same time and in the same location as online teaching."*
Teacher No.2	*"Online teaching and learning can be done anytime and anywhere, including at home and other locations, unlike face-to-face teaching and learning, which needs students to travel to the learning location, such as a school, course, or college."*
Teacher No.3	*"In contrast to face-to-face instruction, which requires the instructor and students to be in the same place, online instruction allows us to deliver lessons whenever and wherever there is a connection to the internet, a smartphone, or a laptop."*
Teacher No.4	*"In online classes, teachers can incorporate a wide range of online learning resources, including movies, audio files, animations, virtual whiteboards, virtual conference rooms, and live chats with students. On the other hand, offline lessons give pupils a hands-on learning experience inside of a genuine classroom."*
Teacher No.5	*"The ease of both students and professors is the main benefit of online instruction. On the other hand, offline instruction is a traditional kind of instruction that involves face-to-face interaction between students and teachers."*
Teacher No. 6	*"I assume that an offline classroom setting is preferable to an online setting. Being social beings, permanently switching to an online learning environment can rob us of important life experiences like friendships, peer learning, interactions with teachers and society, behavioral development, coping with stressful situations, helping one another out and finding solutions to problems, teamwork, etc. Although by no means natural, an online classroom is the greatest alternative when there are no instructional tools or learning materials available."*
Teacher No.7	*"Traditional education differs substantially from online education. The main distinction is that the teacher and pupils are separated by a medium, which might be a laptop, a phone, or anything similar".*
Teacher No. 8	*"The difference between online and offline education is personal interaction. Students for online classes have to learn via virtual meet. Learning through virtual classes can be boring and monotonous. This also depends on the school".*
Teacher No. 9	*"Location is the primary distinction between online and offline learning. Participants in offline learning must travel to the training site, which is often a lecture hall, college, or classroom. On the other hand, training may be carried out virtually anywhere in the world with online learning."*
Teacher No.10	*"The flexibility provided is the main difference. The timetable for online education is typically more flexible. You can provide assistance as a trainer by email or through an online chat platform. Offline learning often takes place during business hours and doesn't give the learner or the instructor as much flexibility."*

Challenges of online education

Table 3 shows the outcomes of 10 ULSA2 teachers' challenges in online courses. According to the answers given above, the main challenges that online education participants face are related to the internet connection and the media itself, such as a gadget. Online teaching and learning challenges: The teaching and learning process is usually impeded by poor internet connections, parents routinely use students' technology, and pupils lack access to smartphones. Another problem is the lack of interaction and feedback between teachers and students during the teaching and learning process, which leads to students feeling bored and lazy because they don't get to see their friends and teachers, as well as the limited ability of both students and teachers to use digital technology for online teaching and learning.

Table 3. Challenges of online education

Teachers	Interview question number 3: *What are the challenges when you conduct an online course?*
Teacher No.1	*"Among the challenges are the following: first, some of my students don't want to participate in online meetings; second, internet quotas are constrained because of parents' financial circumstances; third, both parents and students occasionally use media or smartphones; fourth, students' laziness while studying at home because they don't meet with their friends and teachers because there is no direct interaction; and fifth, students' and teachers' limited ability to use digital technology."*
Teacher No.2	*"The medium or device, as well as the internet connection, are typical problems in online education. The device and internet connection can sometimes be a problem, preventing students and me from receiving and teaching the content at their full potential".*
Teacher No.3	*"Poor network connection, in my opinion, is one of my most typical issues that causes me to have a lot of trouble performing online teaching."*
Teacher No.4	*"The Internet connection, in my opinion, is a big challenge when running an online course. due to the fact that not all pupils have the proper equipment and a reliable internet connection".*
Teacher No.5	*"I think it is noise pollution. Noise pollution prevents me from focusing on teaching and learning activities; I do not have a quiet space to concentrate on my teaching."*
Teacher No. 6	*"I have trouble in implementing virtual group work since my student engagement is limited".*
Teacher No.7	*"The absence of connection between teachers and students is the most major hurdle to teaching a tough subject like English online via video-conferencing. It's tough to absorb fresh information when communication is limited".*
Teacher No. 8	*My students' cell phones aren't available, there are network troubles, data packs aren't available, and my students aren't participating as much as they should be.*
Teacher No. 9	*"We lacked the expertise required to teach and design tests online because of my age. We began to teach online as a result of the countrywide lockdown since we had no other choice. We faced challenges such as a lack of basic infrastructure at home and technical issues, among others".*
Teacher No.10	*"I found it challenging to teach online classes because of my lack of technological expertise, the lack of student interest, and the decline in participation. The number of justifications my students provided made it difficult for academics to evaluate which ones were valid".*

Solutions

Each participant's viewpoints on overcoming difficulties in online classes are depicted in Table 4. Evidently, each person viewed the task differently and had a unique perspective. Simply put, a challenge is something that makes us feel more challenged and unable to perform something, advance, or accomplish a goal. Prior to the lessons, they will have carefully developed lesson plans. This gives them more confidence when it comes to giving online classes. Second, they can get around technological restrictions by asking colleagues or learning from the Internet. This will help them increase their technical abilities over time. In addition, role plays are widely employed in instructional activities to increase teacher-student engagement. Last but not least, noise pollution should be avoided during lectures. Teachers and students should establish learning and teaching locations away from congested areas like roadways and workplaces.

Table 4. Teachers' solutions to the challenges that they face

Teachers	Interview question number 4: *What is your solution to the challenges?*
Teacher No.1	*"First and foremost, after each class meeting, I always record the lecture and send it to the students. For students who cannot attend a class for various reasons, it is vital to study the lecture numerous times and submit any feedback."*
Teacher No.2	*"I frequently check teaching equipment, internet connections, and other supporting technical gear before the class meeting. Students must also check their equipment and study areas 30 minutes in advance."*
Teacher No.3	*"I record my lectures for those who can't access the Internet. Then I will set up a forum in order that I can solve their problems."*
Teacher No.4	*"For better learning outcomes, I try to incorporate these resources and a variety of learning approaches, such as podcasts, videos (teaching channel, own videos, live classes), discussions, various types of text found in articles and blogs, and various assessment techniques (tests, quizzes, assignments, and projects)"*
Teacher No.5	*"I often choose a room away from the street, a living room, or a cafe to prevent noise pollution." I always encourage my pupils to find a quiet room and not turn microphones on until asked to."*
Teacher No. 6	*"I often set at least five breakout rooms and assign my students to there. I often join the room one by one and give them lots of activities. Try to solve any problems they face."*
Teacher No.7	*"I frequently combine lesson plans with games, movies, or quizzes to improve instructor and student engagement. This encourages my students to pay attention in class and to feel more motivated. Some tasks are offered after games, films, or quizzes so that they can archive the goals."*
Teacher No. 8	*"I record the lectures and post them after class meetings. Homework, of course, is assigned after that. Those who couldn't attend online could watch the videos and do."*
Teacher No. 9	*"I have a lot of troubles at first. However, I learn from the Internet. I will download sample e-lesson plans and imitate them."*
Teacher No.10	*"I often ask my colleagues for help when I have technical troubles. They are willing to share. In order to increase interaction between teachers and students, I often divide my class into small groups and give them task-based activities."*

Discussion

Because they must be able to plan lessons and direct students' learning, teachers are essential to the teaching and learning process. Without question, the epidemic has presented particular difficulties for teachers. Teachers who teach online must perform the combined roles of coach and guide. According to the findings of interviews, the following are the problems that teachers face.

Access to the Internet.

One of the most frequent issues that arise during online teaching and learning is the internet connection because doing so requires a strong and reliable internet connection. (As stated by teachers such as T.2, T.3, T.4, T.6, and T.8). These findings are quite in line with this of the study conducted by Simin Ghavifekr et al. (2016), who reported that one of the issues with online teaching and learning is the internet connection, a poor internet connection can stymie the process of online teaching and learning by causing delays in sound and video streaming as well as disruptions in the material delivery process, all of which can slow down the online learning process. Similarly, Hazwani et al. (2020) found that internet connection was the most significant factor in influencing the effectiveness of e-learning. Hazwani et al. (2020) contend that management personnel needs to improve dormitory areas to provide all students with access to the Internet. Internet connection must be moderate or good in order to suffice.

Media

One of the challenges of online learning is the media (T1). It is based on a claim made by Suhery et al. (2020) that the media act as a roadblock to the adoption of online learning. Because the media, such as a smartphone or gadget, is utilized as a tool for online learning, it can greatly slow down the online teaching and learning process if it is incompatible or has inadequate hardware (gadget). When used to download or operate specific web programs, for instance, the device may not or cannot function properly if it has a low memory capacity or RAM.

Limitation of teacher and student interaction

Lack of engagement is another issue with online teaching and learning because it takes place digitally, students don't actually meet their friends, and there isn't any direct interaction between students and teachers or between students and their classmates. This may have a detrimental effect on pupils, such as making them bored, apathetic toward online learning, and lazy, as well as limiting teacher-student interaction. According to Simin Ghavifekr et al. (2016) and Suhery, et al. (2020), one of the challenges of online learning is a dearth of interaction. Also, Online learning can be less effective than traditional classes due to a lack of connection between students and teachers, the absence of social relationships between students and teachers, as well as persistent technical and budgetary issues. Due to their lack of social interaction, students find it challenging to collaborate digitally (Hazwani et al.,2020). The absence of social interaction may also make people less motivated to learn. Therefore, to make the curriculum appropriate for online learning, teachers must enhance their pedagogical practices and make changes to certain curricular components.

Limitations of teachers' and students' ability

Because both teachers and students have limited skills, online learning, and teaching require that both parties be proficient with the online tool. According to Simin Ghavifekr et al. (2016), the limited capabilities of teachers and students are a challenge for online teaching and learning. Additionally, it related to the teachers' proficiency with online instruction and the use of online tools.

Additionally, as online learning relies on apps, they can occasionally have problems such as server outages, loading errors, and lost connections to the Internet. Conducting online classes presents additional difficulties due to the app's recent release and widespread adoption by educational institutions and schools, which has caused the server to malfunction and become unable to load and connect to the program. According to Simin Ghavifekr et al. (2016), concerns with the technological aspects of online teaching and learning need to be fixed.

Conclusion

This study aims to identify the difficulties English teachers face when instructing English online via video conferencing. The researcher came to the following conclusions after describing and analyzing the data and discussing the findings: the first difficulties were primarily caused by internet connectivity, the second by media or the smartphone itself, the third by a lack of interaction between students and teachers, the fourth by the limited skills of teachers and students, and the last by a technical problem. The authors hope to get some solutions to fix these problems.

Government and student family aid will have a big impact on the process of online teaching and learning because doing online teaching is not easy; the rapid shift in teaching methods from offline to online produced a lot of confusion and hurdles for both teachers and students. Parents must keep an eye on and supervise their children as they study at home because teachers are unable to do so directly from the school.

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Improving Students' Self-Study Capacity in Online Teaching at the University of Technology, Vietnam National University Ho Chi Minh City: A Discussion

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ABSTRACT

Keywords: Self-study capacity, online teaching, students	Today, the strong development of information technology has led to important changes in education in general and higher education in particular, associated with the development of the Internet and the formation of the E-learning teaching method (online teaching). Online teaching is becoming the new training trend in many Vietnamese universities. Online teaching is a form of transmitting knowledge through an Internet connection for studying, exchanging materials, and communicating among students and between students and lecturers. The practice of online teaching over the years shows that the E-learning method can only be highly effective when students' self-study ability is promoted because students' self-study capacity is a combination of students' self-study abilities to dominate knowledge in the best way. Within the framework of this article, the author shares some measures to improve students' self-study capacity in online learning at the University of Technology, Vietnam National University-Ho Chi Minh City.

Introduction

Online teaching is a form of knowledge transmission through the use of an Internet connection to conduct learning, exchange documents, and communicate between learners and teachers. This teaching method is being evaluated as quite convenient and suitable for university and college levels compared to other levels in the education system. Compared to traditional classes, when participating in online classes, learners can be completely proactive in terms of time and space to study. This is more suitable for busy people who find it difficult to arrange a time for classes within a fixed time frame. Especially before the complicated developments of the Covid epidemic, online teaching is the most optimal choice and increasingly promotes many outstanding advantages. Online learning is a big challenge, but it is also an opportunity for learners to practice an extremely necessary skill for learning – self-study skills. It can be said that the essence of online learning is "guided self-study". In the university environment, the lecturer is only the one who guides and supports the students; Students play a central role in their learning. The teacher is the one who poses the problem, using the suggestive method for the students to approach and find a solution to that problem. Students will complete the assigned exercises by applying self-study skills and self-exploring knowledge through many learning means. Finally, lecturers and students will discuss together to come to a common conclusion

for the problem posed. The current promotion of online education is an opportunity to foster and provide tools to help students develop their self-study skills. The online teaching model creates conditions for students to demonstrate their self-determination and autonomy, create conditions for learners to choose their own learning methods, actively create discussions, and work in groups with you to complete assignments. As a result, problem-solving skills, critical thinking, and technology mastery are cultivated. However, self-study in online teaching does not mean that learners always have to complete everything alone. Students need support from faculty and learn from friends. The spirit of self-study helps students not need to be supervised, but they actively set goals and plans for their learning, independently and consciously, to achieve the best knowledge. Therefore, it is extremely necessary to equip students with academic knowledge, study orientation, and promote self-study capacity.

Some studies on online teaching and factors affecting students' self-study effectiveness when learning online

About online learning: Online learning is one of the advanced and developed learning models in many countries around the world, so many studies on online teaching have pointed out the factors affecting online learning. Students online learning, as well as students' self-study when studying online. Andersson and Grunlund (2009) analyzed the challenges in implementing e-learning in developed and developing countries. The research results grouped challenges into four dimensions: learners, technology, course, and context. The research results also show that technology will be less of a challenge for developed countries because the technology platforms in those countries are already highly developed, meeting the technological requirements of the implementation of learning online. Research by Ali and co-authors (2018) looks at 259 works related to factors that hinder the success of e-learning, published in reputable journals between 1990 and 2016. By mixed analysis method, the research has identified factors that can hinder the success of online learning, including pedagogy, technology, and learners. Research by Musa and Othman (2012) surveying 850 undergraduate students also found technology to be the most important factor, along with three other factors: learner participation, the role of the teacher in promoting promote interaction, discussion, and timely delivery of learning materials on the system. Xaymoungkhoun et al. (2012), using the technology acceptance model framework and AHP hierarchical analysis method on empirical interview data, have shown the importance of organizational factors, technology, and learners' motivational and attitude factors in contributing to the success of online learning.

Also, based on the technology acceptance model, while expanding to include cultural, support, and teacher factors, Ahmed (2013) looked at the issue from a narrower angle: readiness for teacher involvement in the use of e-learning. Using multiple regression to analyze a sample of 281 observations, the author found that cultural factors have the strongest impact.

In addition, the research results showed the factors affecting learners' online learning. For example, Renu Balakrishman et al. (2015) research has shown four psychological, economic, social, and technical barriers. Meanwhile, Wong's (2018) research has pointed out some curriculum limitations: "Technological limitations, limitations related to individual learners and other limitations. For individual learners, the use of new technologies can be a disadvantage or barrier in an online learning program. The lack of information, communication skills, and technology can be barriers to online learning as learners may experience frustration from this unique learning environment." In general, studies on the difficulties and barriers of online learning are quite popular, but not many topics have been implemented in the context of the COVID-19 epidemic.

About self-studying students: For university students, self-study plays an important role. This is a self-conscious and active study action under the instruction of the lecturer for knowledge acquisition to achieve the study goals. There are many ways to describe the self-study concept. In this article, the author agrees with the concept "self-study is an independent personal study strategy, does not directly depend on lecturers or certain education systems. The learners decide everything from goals, contents, behavior, means, environments, study condition to plans and study resources" (Dang Thanh Hung, 2012).

Competency is construed as the ability to carry out certain activities successfully, also known as execution ability. Competency is personalized. It can be formed and developed through training, fostering, and experiencing reality. Self-study capacity is the ability to study by oneself to master knowledge and complete study tasks. Self-study capacity is a component of learning capacity, allowing individuals to learn independently and voluntarily in the true sense of the self-study concept, achieving the study results as desired, and expressing the effective study process. According to Science et Vie (France) magazine wrote: "Whoever self-study the strongest, that person accumulates the greatest creative potential. On the contrary, whoever has a more creative need, is more motivated and has a higher will to self-study."

In our current university training system, instructing students how to study and self-study in order to promote students' internal resources in the study and research process, has become an inevitable trend. Especially in online teaching, it is very necessary to apply appropriate measures in the teaching process in order to form and develop self-study capacity for students. Many studies have been on student self-study, such as new research by experts from RMIT University and the University of Economics in Ho Chi Minh City. Ho Chi Minh City addresses the pressing needs of online learners and suggests how universities can build engaging online learning environments. The team's research has just been published in the book "COVID-19 and Education: Learning and Teaching in a Pandemic-Constrained Environment" by Informing Science Press. The study is based on a qualitative analysis of a group of students at a Vietnamese university who switched to fully online learning in the first half of 2020 due to COVID-19. Through focus group interviews with 20 undergraduate students, the study explored students' experiences and views about online learning and the limitations that need to be overcome in the future. However, up to the present time, the topics and research works on promoting self-study capacity for students in online teaching are still limited.

Overview of Online Teaching

In the world

Online learning has become a popular learning model in the world. There are many different concepts of online learning, such as: According to Karl (2001), online teaching is communication in a learning environment where the teacher and the learner have a difference in time or space or both. Instructors provide course content through learning management applications (LMS, LCMS), multimedia resources, the Internet, webinars, etc., while learners receive course content and interact with the teacher through the same technical means. The concept of online learning varies, but all revolve around the basics of learning, technology, and connectivity. According to Elliott and Healy (2001), online teaching is "the application of technology to provide, select, administer, support and extend traditional learning". In addition, some other authors argue that online teaching is a concept often associated with technology elements. According to Welsh et al. (2003), online learning is the use of technology connecting computer networks on the internet environment to provide information and guidance to individuals in need. Rosenberg (2001) also introduced a similar concept of e-learning as using

internet technologies to provide different solutions to learners. Holmes and Gardner (2006) define e-learning as providing us with access to resources that promote learning anywhere and anytime. Research by Oliver and Towers (2000) has shown that, without a connected environment, suitable equipment, and easily accessible, it will be difficult or impossible to conduct online learning.

Online teaching (E-learning), hybrid teaching (Hybrid), a combination of online teaching and face-to-face teaching (blended) are the solutions chosen by many countries and educational institutions in the world during the Covid-19 pandemic. Accordingly, online teaching is an effective teaching method that lecturers and students need to apply in an oriented way to transmit knowledge to students flexibly, help learners follow the lecture route, and achieve the lesson and subject objectives. Online teaching has been and will become a strengthened and consolidated trend and gradually become an inevitable one and a main task in implementing the school year to adapt to the new situation. This is the teaching method in which teachers and learners use the Internet via electronic devices to access content and complete teaching tasks in order to achieve goals. This teaching method has flourished over the past decade all over the world. Although there are certain limitations relating to time, student engagement, and technology requirements, the effectiveness of online teaching has been proven to have no difference from face-to-face teaching. It may even increase the learning outcomes of learners. Nowadays, with the strong development of science and technology, the knowledge economy, distance learning, and blended teaching with a combination of face-to-face and online activities, online teaching is being widely deployed at all levels and types of training.

In Vietnam

In Vietnam, being aware of the integration in the context of globalization with the strong development of information technology, the Party and the State have policies to promote the application of information technology in teaching through Directive No. 58/CT –TW dated October 17th, 2000. It clearly states, "Promoting the application of information technology in education and training at all levels, grades and branches". On April 22nd, 2016, the Ministry of Education and Training issued Circular No. 12/2016/TT-BGDĐT to stipulate the application of Information Technology in the management and organization of online training. After that, in 2017, the Prime Minister approved the project "Strengthening the application of information technology in management and supporting teaching-learning activities and scientific research, in order to improve the quality of education and training period of 2016-2020, with orientation to 2025" in Decision No. 117/QĐTTg. In response to this project, the Ministry has issued Circular 21/2017/TT-BGDĐT to regulate the application of information technology in online training activities for teachers, staff, and managers. On May 23rd, 2017, the Ministry of Education and Training issued Plan No. 345 to implement the project "Strengthening the application of information technology in management and supporting teaching-learning and scientific research activities in order to improve the quality of education and training in 2016-2020 period, with orientation to 2025". From these guidelines and orientations, many activities and methods in information technology application have been applied in teaching in many schools and at different educational levels, especially at the university level.

In November 2019, the Covid-19 pandemic appeared, and there were unpredictable developments. In order to protect the learners, training and teaching activities were temporarily suspended. Facing the prolonged absence from school, the Ministry of Education and Training has sent the official dispatch to the Department of Education and Training to direct the increase of online teaching activities to adapt to the development of the pandemic and ensure students learning progress. Following this direction, many training institutions have applied online

teaching methods. In addition to teaching via television and providing students with electronic lessons/lectures in high school, online teaching methods with the application of Zoom, Google Classroom, or the professional online training system LMS (Learning Management System).… are commonly used in university teaching. Its purpose is to create opportunities for students and learners to continue their studies more easily and safely when they cannot study directly. Islam Asim Ismail (2022) states, "recent literature shows that the educational institutions' quality and service succeeded in continuing the learning process at home". Besides that, Pham (2022, cited in Islam Asim Ismail, 2022) claims that "teachers who experience e-learning can deliver exciting lessons via e-learning."

At the University of Technology, Vietnam National University Ho Chi Minh City

In the integration with the development of education in the world, the education system in Vietnam has also made important changes. The University of Technology, Vietnam National University- Ho Chi Minh City is one of the first universities in Vietnam to take the lead in applying information technology in education and training. The project of building an E-learning system combining teaching method innovation at the University has been implemented since 2008. This project aims to innovate teaching and assessment methods that help improve students' autonomy in learning and combine traditional teaching methods with activities organized on BKE learning. Thus, it can be seen that the University of Technology had plans for implementing online teaching and Blended E-learning quite early, although this phrase was not commonly mentioned at that time. From the second semester of the 2019-2020 school year, due to the influence of the Covid-19 pandemic, with the motto "*Pause going to school, don't stop studying*", the University has quickly and proactively promoted online education on BK E-learning. The University of Technology always focuses on developing self-study capacity for students, considering self-study as a form of individual cognitive activities in order to master knowledge, skills, and attitudes developed by learners themselves onion. The self-study process of students is a direct factor in determining the quality of education, a necessary condition to help them develop awareness and satisfy the need to receive information anytime, anywhere. Therefore, the school clearly identifies the need to equip learners with basic learning skills in a modern environment by identifying and building appropriate teaching methods.

The University of Technology carries out online teaching according to the Blended Learning model, an online training method that combines four components:

Component A: The online study guide on BKEL includes instructional videos and online multiple-choice tests (Quiz).

Component B: Livestream lecture

Component C: Online interaction with students through BKEL: Chat, Forum, Assignment, and Google Hangout Meets

Component D: Regular learning materials on BKEL as regulated by the University.

In the urgent and difficult circumstance of the recent Covid-19 pandemic and the requirement to ensure high-quality teaching and learning at the University, the Blended Learning model, which supports online teaching via the Internet at the University of Technology also meets the requirements of reality, ensuring the learning progress, maximizing the roles of the lecturer and the self-study capacity of the students. Although there were some limitations that need improvement, such as Internet connection, control of student attendance, digital resources for teaching, and quality of video clips, in the process of implementing the Blended Learning teaching method, all of the above factors have made an important contribution to solving the difficulties of current teaching activities, and at the same time promote the sense of self-

awareness and self-study capacity of students, bringing many practical effects to the online teaching process, meeting practical needs and making an important contribution to the comprehensive reform of education in Vietnam today.

Achievements in improving students' self-study capacity in online teaching at the University of Technology

With the blended teaching model in online teaching, many methods are combined to maximize students' awareness and self-study capacity through building learning resources on BK - Elearning and online teaching activities via Google Hangoutsmeet software.

The diverse learning resources fully developed and provided by the lecturers on the BK E-learning website include:

Lecture slides: From the course outline, the lecturer designs each chapter's lecture slides with clear and detailed diagrams. In the chapter, there are topics and headings.

Tutorial videos: Each video is 7-10 minutes long, and each section has 2-3 videos. They will cover all the basic contents of the subject and help students refer to the material themselves, make logical inferences of learning content, and prepare well for the live stream lecture. Each video consists of three main parts: Introduction, detailed content; main ideas summary will help students get an overview of the knowledge to be achieved at the end of the video and end of the lesson. Along with the content, there are always illustrations with dynamic models so that students can easily visualize the lesson knowledge in the video. The use of video lectures allows lecturers to create better interactive content. Interactive videos are used to help students study some theoretical content at home before going to class. This increases students' active learning.

Quiz after each video: Test activities (Quiz) allow lecturers to create test questions in different formats to achieve the goal of helping students test and evaluate their knowledge by themselves. Lecturers allow students to take the test many times with shuffled or randomly selected questions from the question bank. Depending on the difficulty of the test, the lecturer can choose an appropriate time to take the test. The test's scoring method selected in this study is to take the average score unlimited times. The quizzes are set up unlimited times, with the scoring method being the average of the test scores. This setting is to help students re-do the test many times until they understand the content of the lesson. The time limit for doing Quiz is specifically regulated to force students to learn by themselves first through videos, then self-review and self-test the knowledge they have learned by completing the Quiz before moving on to the next content. Students'completion in previewing the videos and achieving the required score for the Quiz will be recorded in the self-study score column, and this is the bonus point used to add to the "Assignment of module outline" column. Those who do not complete the Quiz will not have access to the study material of the subsequent content. This binding condition is necessary for students to have a reasonable study plan.

This helps students self-study some theoretical content at home before class. Students can take the initiative and arrange their time to watch video clips, view lecture slides and complete the assignment on E-learning. At the same time, students can study, test and assess the level of knowledge acquisition presented in each video and grasp the basic knowledge of the subject by themselves.

Supporting materials: Lecturers upload on the BKEL system the supporting materials, including Course outline, method of course assessment, discussion topics for preparation before discussing with lecturers in interactive learning or on forums; topics and instructions for writing essays for students to work in groups; materials related specifically to the subject content in files or links.

Interactive activities with students on BKE-learning and Google Hangout Meet, specifically through building discussion forums and interacting with students through specific timetables.

Discussion Forum: From the basic resources of the course provided, the lecturer creates forums on BKEL to increase interactions with students. According to the subject plan, the lecturer spends at least one session (1-2 periods) each week conducting a discussion on the forum with students, exchanging and answering students' questions, as well as having a discussion among students on the forum. On the basis of the topics that need to be solved in each lesson content, the lecturer requires the students to actively study the materials to present, exchange, and discuss with the whole class and the lecturer. In order to create excitement for students in each interaction session, the lecturer builds assignment situations relating to the lesson content to make students see the meaning of the lesson content, create a sense of closeness from that and create comfort in interacting, exchanging, or asking questions with lecturers.

Lecturers interact directly in real-time with students via BKEL: Chat, forum, and Google Hangout Meet. The lecture creates a link to the course, provides it to students on the BKEL website, and interacts with them like an online class following a prescribed timetable. The lesson's duration is between 2 to 3 periods. Online teaching duration in a virtual classroom is used to organize activities such as presenting, reporting students' group works' results and products, correcting homework, and answering questions from the students and the lecturers. And then, the lecturer will summarize the main contents of the lessons, extend the knowledge and help students explain, relate and apply the lessons to solve real-life problems. Besides, in online classes, a lecturer can use active teaching strategies such as presenting, playing scientific games (crossword, blank filling, quick multiple choice…) by using supporting software such as Kahoot!... and encouraging students to participate, record plus points in the midterm score and, at the same time, increase the attractiveness of the module and help students to remember the lessons better. Thereby, the lecturer can check the self-study activity of individual students and groups and can evaluate students' understanding and abilities to apply the lessons to real life. On the other hand, thanks to information technology (IT), the interactive lessons are all recorded clearly and uploaded to BKEL right after the course so that students can actively review the lessons. Parvin and Salam (2015, cited in Nguyen, 2022) claim that "in this day and age, using technologies in a classroom setting is proliferating around the world. Teachers and educators have a high tendency to utilize mobile-assisted teaching and learning systems to facilitate students' learning". Parvin and Salam (2015, cited in Nguyen, 2022) claim that "in this day and age, using technologies in a classroom setting is proliferating around the world. Teachers and educators tend to utilize mobile-assisted teaching and learning systems to facilitate student learning". This helps students review, record videos, and self-review every time and everywhere. This is considered one of the mandatory regulations in the online teaching of University Technology. It is really useful and effective in improving the quality of the lecturer's lectures as well as the actual learning efficiency of the students. With the lecture recording, lectures and students can review their lectures from which to plan their lessons for the next class. Students can easily review the lecture's content whenever, as many times as they like, without having to worry too much about the transmission quality and the health status at that class. According to the results of a quick survey on student comments when participating in online learning at some faculties of the University, more than 80% of students think that learning efficiency is high when reviewing the lesson records. Students can access to view the lesson content an unlimited number of times. This is especially necessary at the time of exam preparation when students are preparing for a midterm or final exam, helping students achieve high results in their studies.

Realizing the importance of applying E-learning in teaching, the lecturer actively learns and researches the IT's effect on teaching and studying through one of the best online learning software today. The approach and implementation of this teaching method have initially brought certain results, especially in promoting students' self-study capacity through the learning management system.

Proposing some solutions to improve students' self-study ability in online teaching at Ho Chi Minh City University of Technology, Vietnam National University

Maximizing students' capacity in online learning will have opportunities to continue developing and promoting the results that have been proven after a period of implementation. This activity requires a nearly complete change in the teaching models. Therefore, in order to promote the best students' self-study, it is necessary to solve a number of problems as follows:

Firstly, the response of sources for online teaching and studying. These are big problems that directly influence the application of E-learning in teaching. In the age of science and technology, in order to use active online teaching and studying methods, in addition to the human factor, facilities and equipment for teaching and studying such as Internet connection, computer room, projector, printer, multimedia room, e-learning management support platform, teaching software is absolutely necessary. The University of Technology's learning management platform, particularly BKEL, must be frequently upgraded and made perfect for implementing online learning. With a huge number of students studying and exploiting documents on the BKEL platform simultaneously, it is necessary to have a stable Internet network system to ensure the connection process goes on continuously without interruption. This is a big limitation that needs to be overcome so that the process of actively searching for documents and self-study of students is convenient.

Secondly, the role changes of lecturers changed – from the one with a traditional way of transmitting knowledge to the instructors and facilitators. The lecturers are the teachers, instructors, and facilitators who help students with their self-directed learning. In the current state of science and technology development, students can search for knowledge and skills themselves through the Internet. Therefore, if teachers do not enhance their knowledge, the effects will make lecturers lose their leading roles. This is a great pressure for the lecturers. Moreover, in this digital era, they have to improve their teaching methods to meet the requirements of the digital era. The lecturers are not only good at their professional field and at a high level of reasoning but also have the strong technical knowledge to apply in each electronic lecture, and at the same time, have to guide learners on how to apply IT and technology when performing group assignments, discussions, presentations as well as discussion of lessons between lecturers and students; otherwise, students will not be able to know how to start their self-study. That means teaching methods must also be changed more in online teaching. This is probably a big issue for some seniority teachers because of limitations in their knowledge, approach skills, and use and application of IT in teaching.

Thirdly, students' self-consciousness. The nature of the Blended learning model that the University of Technology is implementing is that lecturers must be open in their teaching styles, getting rid of the old frameworks to be harmonious with the learner-center method. This requires students to have a high sense of self-control to be able to promote the positive benefits of the blended learning model. In fact, social network sites today are developing brilliantly, dominating most of the time users interact on the Internet environment. Therefore, online learning is also partly dominated by these networks, and self-study awareness is not high enough in students' ideology. The saying "No one can be successful without teachers" has long been deeply rooted in learners' minds. All learning activities are supported and coordinated by

the teachers. For those reasons, it is difficult for students to change their thinking toward being more proactive in learning within a short period of time. Instead, they are still dependent on teachers/lecturers. This leads to slow adaptation to new learning methods, which is a significant factor in limiting the form of online teaching. Therefore, raising students' consciousness cannot be done at the same point in time. It takes time for students to change their thoughts, adjust their behavior, gradually improve their sense of self-study and adapt to new learning styles.

Islam Asim Ismail (2022) states, "recent literature shows that the educational institutions' quality and service succeeded in continuing the learning process at home". Recently published studies have shown that online learning can be effective in the learning process when students and teachers collaborate to maximize its benefits. Besides that, Pham (2022, cited in Islam Asim Ismail, 2022) claims that "teachers who experience e-learning can deliver exciting lessons via e-learning," so students need to develop a clear and specific self-study plan. In order to have an effective self-study, a detailed and specific study plan with focus points are practical and necessary. If students do not plan their entire self-study process, learning is spread through time as well as long-term and short-term plans are mixed together, they will not be able to focus on the knowledge to be achieved and lose directions when learning. So, in the process of online learning, students' self-study activities are extremely important. A student without self-discipline will not be able to learn effectively online. Studying the research results of schools on students' self-study when studying online shows that setting up a study plan is an important step. The study plan is the foundation for online learning that helps students easily control what to do. Therefore, after determining learning goals, students need to make a scientific study plan, set a specific timetable for each subject, and estimate the most appropriate online learning time. In addition, students need to clearly identify their learning progress and barriers to online learning and plan to overcome them. For active learning, students should prepare lessons to firmly grasp the knowledge and easily understand the lesson after listening to the instructor in the online class. The mind mapping technique will be a great tool for students to do this. Online learning needs a route, so creating a timetable will help you remember all the important milestones, like routine exams or assignment deadlines. Students should try to finish deadlines on time and build a high sense of responsibility when studying online.

Conclusion

Professor Ta Quang Buu emphasized: "*Self-study is the source of self-training style, and at the same time a cradle for nurturing creativity. Those who study well by themselves will still go far*" (Nguyen Tu Thanh, 2008). Entering the 21st century, in the era of internationalization and global integration, each person's progress shows the achievements of education, in which the ability to self-study will exist as one of the development capabilities. It is important to help each individual assert himself and raise his or her own value in the leaping trend of the knowledge society era. So, the online teaching model using an Internet connection has helped create a modern, professional, and dynamic appearance, catching up with the international trend of universities in particular and other education institutions in general. This model helps students to have a basis for choosing subjects, be easy to follow the study program, visualize the learning content, get lecturers' teaching styles, and share and get information timely. The sources provided by the lecturers, the orientation of the lecturers and the University's online teaching support tools, as well as the self-awareness of the students, will maximize the self-study capacities of students, help students significantly improve their thinking capacities and self-study capacities; therefore, achieving the best learning results.

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The Impact of L2 Motivational Self System and Students' Perceptions of English Proficiency on Attitudes toward Translanguaging

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ABSTRACT

Keywords: Translanguaging, L2 motivational self-system, TEA, TEM	This mixed method study investigated the relationship between L2 motivational self-system, students' perceptions of English proficiency, and attitudes toward translanguaging among Japanese high school students. Participants completed a questionnaire comprising three parts: background information, motivation factors, and attitudes toward language choice. Structural equation modeling (N = 213) and trajectory equifinality approach (N = 1) were used to analyze the data and chart the process of changes in attitudes toward translanguaging. The results showed that students preferred the use of translanguaging in English classes, and the ideal L2 self was a more important factor than the perceptions of English proficiency in predicting attitudes towards English. In addition, the study found that students' perceptions of English proficiency had a negative effect on the attitude toward English-only communication and a positive effect on the attitude toward translanguaging. Analysis, using the trajectory equifinality approach, showed a transformation process in one participant's attitude toward translanguaging.

Introduction

The notion that English classes must be taught solely in English, with limited support for students' first language (L1), has been a topic of debate in foreign language education for a considerable time. Consequently, the use of L1 in foreign language classrooms has been the focus of contentious debate and research for several years (Auerbach, 1993). When the grammar-translation method lost its popularity, the systematic use of L1 was discouraged, which led to an increase in research on monolingual approaches. Proponents of this approach assume that L1 has no important role to play in English as a foreign language (EFL) or English as a second language (ESL) classrooms and deprives students of exposure opportunities to target language input from students, thus, impeding progress (Bouangeune, 2009; Auerbach,

1993). In addition, they argue that if students have placed in a target language-only environment, they would be motivated to learn their target language (Macdonald, 1993). However, no credible evidence exists that students' L1 use plays a disruptive role in ESL and EFL classrooms. Hence, researchers and foreign language teachers are skeptical of the monolingual approach.

An example of this is seen in how advocates of L1 usage in L2 classrooms assume that using students' L1 helps them learn L2 efficiently (Machaal, 2012; Nation, 2003; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000). In addition, they clarify that using L1 in a foreign language classroom can sustain students' motivation (Dickson, 1996). From an affective point of view, L2 motivation is widely recognized as an important variable and concept in L2 classrooms. Without sufficient motivation, even the most capable individuals would be unable to achieve their long-term goals, and there would be no adequate curriculum or education to ensure student achievement. It is common to question the monolingual approach, and a growing number of studies consider the use of L1 in L2 classes to be advantageous. In addition, the significance of learners' motivation for L2 learning outcomes cannot be overlooked. Recent studies have shown a statistically significant relationship between learners' language choices and L2 motivational self-system, particularly their ideal L2 self (Lee & Lo, 2017). As demonstrated by these studies, translanguaging is closely connected to learners' ideal L2 selves. However, no research has explored the relationship between the L2 motivational self-system, students' perceptions of their English proficiency, and their attitudes toward translanguaging in Japanese EFL classrooms. Thus, this study aimed to examine this relationship using structural equation modeling (SEM) and analyzed changes in attitudes towards translanguaging by adopting the trajectory equifinality approach (TEA).

Literature review

Debating L1 use and L2 only in Japan

The nationwide status of English as an international language in Japanese secondary English education (MEXT, 2011, 2014) has led to a strong need to improve students' English communication ability. This contrasts with the grammar-translation method traditionally used by teachers in English classes. Consequently, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been promoting communicative English activities in classrooms to develop the communicative skills of target students.

The MEXT policy states that English classes must be taught and conducted using English only (MEXT, 2018). Even the trend towards a communicative focus in English language teaching means that students have limited opportunities to use English in classrooms in Japan. MEXT (2009) suggested 'transforming classes into real communication scenes' to increase students' opportunities to use English (p. 7). However, Aoyama (2020) found that high school students partially used their native language (L1) during English (L2) classroom communication activities. This indicates that Japanese students frequently and naturally use translanguaging in English classes. In addition, through quantitative analysis, Omote (2017) found that the ratio of

Japanese to English usage by teachers in the EFL classes was 7:3. Contrary to a monolingual approach, which encourages only English, recent research on translanguaging takes a positive view of the increased use of students' L1 in L2 classrooms.

Translanguaging

Translanguaging has become widespread over the last decade to describe linguistic practices beyond the boundaries of a recognized language. Pedagogical approaches are based on linguistic practices (Cenoz & Durk, 2017; García & Li Wei, 2014).

The term 'translanguaging' (trawsieithu in Welsh) was proposed by Cen Williams. Languages are used in a classroom with planned intentions (Nagy, 2018). An important concept in translanguaging is that students should not use two languages in an uncontrolled manner. García (2009) stated that 'bilinguals translanguaging to include and facilitate communication with others and to construct deeper understandings and make sense of their bilingual worlds' (p. 45). In addition, García (2009) stated that translanguaging encompassed 'multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds' (p. 45). Learners' language choices are related to their ideal L2 selves (Lee & Lo, 2017). However, there has not yet been any research on the relationship among the L2 motivational self-system (L2MSS), students' perceptions of English proficiency, and their attitudes towards translation in the EFL context in Japan.

Complexity Theory

In this study, qualitative analysis, particularly from the perspective of a complexity lens, was used to explore what could not be gathered from statistics alone. When researchers conduct a study related to second language motivation, 'human behavior within a comprehensive theory of motivation will undoubtedly remain elusive, and we shall probably never be able to grasp the whole picture' (Dörnyei & Ushioda, 2013, p. 10). Dörnyei & Ushioda (2013) noted, 'It is clear that a linear approach cannot capture the dynamic and mutually constitutive nature of the relationship between motivation and context' (p. 77). They suggested that for L2 motivation research, a mixed method approach led to invaluable data and that this methodology allowed them to conduct research with a comprehensive view of the complex variables that exist in education and society. Therefore, quantitative and qualitative methods are essential for examining student motivation.

Previous studies of SLA research and foreign language teaching were conducted to identify causal relationships and assumed linear relationships. To reiterate, the theory of second language learning motivation is not yet fully understood. Hence, Dörnyei and Ushioda (2021) critically commented that when studies on motivation are conducted from the perspective of a linear model, limitations are encountered, particularly in cognitive, affective, and contextual variables.

A learners' characteristics, previous experiences, and the environment can have a significant impact. Therefore, it is important to include the entire set of variables around the learner rather

than focusing on the body of the relationship with the hypothesized variables. In recent years, several researchers have focused on complex dynamic systems (Dörnyei, 2014), complex systems (Larsen-Freeman & Cameron, 2008), and dynamic system theory (Smith & Thelen, 1993). Larsen-Freeman and Cameron (2008) have conducted SLA research in recent years and attracted considerable attention. The principle of this study is simple. Instead of predicting things in advance, as is often the case in scientific research, they reverse the order of things and pursue predictions based on facts. The field of education is more complex than we believe, with everything intertwined into a single system. From this perspective, conducting research using a complex lens, may lead to more relevant research about the needs of the educational field.

Methods

Research Design and Participants

This study described the relationship among the L2MSS, students' perceptions of English proficiency, and the attitude towards translanguaging. Data for this study were extracted from a questionnaire survey administered to high school students enrolled in a single private high school in Japan. The study consisted of six variables – attitude toward translanguaging, attitude toward English-only, and the L2 motivational self-system (ideal L2 self, ought-to L2 self, L2 learning experience, and English proficiency). The relationships between these variables were investigated using SEM. Therefore, as a qualitative method, the TEA was used to chart the change in individual learners' attitudes towards the English-only class. The diagram was checked and analyzed along with the research collaborator, and the process of change in attitude toward the English-only class was detailed and analyzed. A total of 213 students from a private high school in Sapporo participated in the study. The participants were of mixed genders who were Japanese natives learning EFL. Their English classes were divided into two types: communication classes, which emphasized listening and speaking, and expression classes, which focused on writing and reading. The participants had an English proficiency level of approximately CEFR A1.

Instrument

The questionnaire comprised three parts. The first part elicited background information about the students, such as their gender, age and grade. The second part consisted of 12 items targeting the L2MSS factors. The purpose of the motivation portion of the questionnaire was to investigate the strength of motivated learning behaviour and variables which predict motivation, such as ideal L2 self, ought-to L2 self and L2 learning experience. These variables were adapted from Aubrey (2014) and Taguchi et al. (2009). The third part consisted of seven items, which targeted learners' attitudes towards language choice in an English classroom, such as classroom codeswitching and English-only education. These variables were adapted from Lee and Lo (2017). As mentioned earlier, codeswitching and translanguaging are similar linguistic phenomena in which a multilingual speaker naturally and comfortably moves back

and forth between languages. Therefore, attitudes towards classroom codeswitching and translanguaging were considered as a single item in this study.

Trajectory Equifinality Approach (TEA)

Life course studies tend to use these correlations efficiently. There are more complex methods, such as SEM; however, their basic properties are the same, and SEM relies entirely on correlations (Sato et al., 2009). Despite this complicated model, in this study, the factors influencing the attitude towards translanguaging and English were fixed in advance. From the perspective of that study, it cannot be determined whether other factors influence attitudes toward language choice. A research method that addresses the limitations of this research is Dörnyei (2014), which introduces Retrodictive Qualitative Modelling (RQM) as a research method in the context of complexity theory. He stated that the idea behind the RQM was that by identifying the main emerging system prototypes, we could work 'backwards' and pinpoint the principal factors that have led to the specific 'settled states' (p. 85). A research method that can be used to incorporate these perspectives, the TEA belongs to the qualitative method category. There are three components of TEA – trajectory equifinality modeling (TEM), historically structured inviting (HSI), and a three-layer model of genesis (TLMG) (Sato et al., 2014). The TEM is a model for charting and capturing a path to a destination based on individual choices and decisions, along with the flow of time. To understand the trajectory of multiple decisions, the basic concepts of the TEM are illustrated in Figure 1 from Marsico & Valsiner (2018, p. 57). The HSI is a procedure in which researchers invite interested and concerned people to talk to them. The TLMG is a model for capturing the transformation and emergence of beliefs or values.

Figure 1. The past as an actualized trajectory, and the future as a set of multilinear possibilities
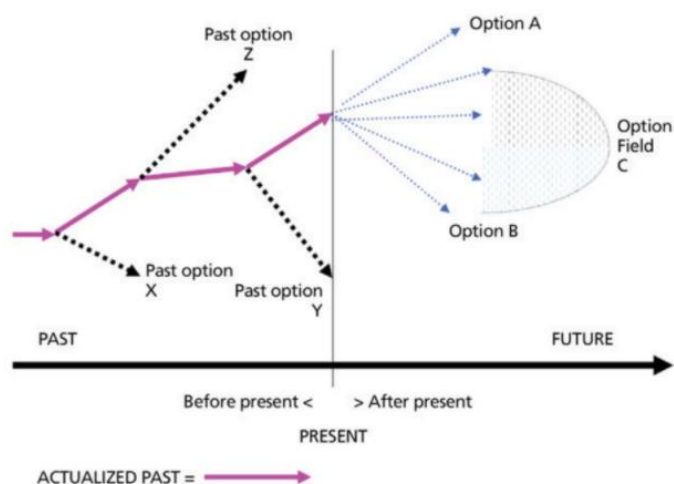
Table 1. Definitions of the concepts (terms) used in the TEM (Zhang, et al, 2019, p. 108)

Equifinality Point (EFP)	A given end state can be reached
Polarized Equifinality Point (P-EFP)	A potential EFP
Bifurcation Point (BFP)	Bifurcating point to achieve EFP
Social Direction (SD)	The social power of inhibition that leads to EFP
Social Guidance (SG)	The social power of promotion to proceed to EFP

Data Collection and Procedure

Permission to conduct the study was obtained in writing from the high school before data collection (see Appendix A). The researcher conducted a pilot study prior to the main survey to check the data collection methods and detect problems which may compromise the data on a large scale. Following the results of the pilot study, all items in the questionnaire were written using Google Forms.

The pilot test was completed on 7 July 2021, and the data collection required for this study was completed on 20 August 2021. To collect the data, the link to the Google Form created by the researcher was shared with the classroom teachers of the three participating classes through Google Chat. The researcher connected with the students through Google Classroom. On the first day of data collection, the researcher visited participants' classes before completing the questionnaires. During this visit, participants were briefed on the content and length of the questionnaire. Additionally, the researcher informed the participants that they could choose to participate or withdraw from the study at any time; this would not have any negative impact on the students, and the data obtained would be managed appropriately to maintain their anonymity.

Data Analysis

This study examined students' perceptions of English proficiency, L2MSS, and their attitude toward classroom language choice. The collected data were analyzed using IBM SPSS Statistics version 26. The maximum likelihood method was used to estimate the parameters. The SEM had two parts – the measurement model and the structural model (Kunnan, 1998). The measurement phase involved confirmatory factor analysis, which aimed to test validity. Thus, factor analysis was conducted on all the items to examine the variable relationships, and 19 latent factors were identified. The results revealed five latent factors. Finally, the data were analyzed by SEM to answer the research question of this study.

Results/Findings and discussion

Descriptive Analysis of the Survey

The minimum, maximum, mean, and standard deviation of each question and their skewness and kurtosis values are listed in Table 2. The survey values were represented on a 6-point Likert

scale. For the items of the L2MSS, 1 indicated 'strongly disagree' and 6 indicated 'strongly agree'.

Table 2. Composite scores of the survey constructs

	Mean	Minimum	Maximum	Std. Deviation	Skewness	Kurtosis
Students' perceptions of English proficiency	2.56	1	3	0.608	-1.071	0.124
Ideal L2 self	2.81	1	6	1.491	0.511	-0.646
Ought-to L2 self	2.64	1	6	1.377	0.53	-0.485
L2 learning experience	3.63	1	6	1.343	-0.196	-0.431
Attitudes towards translanguaging	4.38	1	6	1.286	-0.623	-0.065
Attitudes toward English-only communication	2.62	1	6	1.373	0.604	-0.258

These descriptive statistics show that L2 learning experience had the highest mean in this study (M = 3.63) and ought-to L2 self had the lowest mean value (M = 2.64). For Japanese high school students, the ought-to L2 self is often high since English is required for university entrance exams. However, L2 learning motivation was the strongest component of the L2MSS. This indicates that the study participants were relatively motivated. Additionally, the mean value of the ideal L2 self was 2.81. Zentner and Renaud (2007) argued that the ideal self in adolescents is still developing, and it is difficult to set an ideal image, an argument that supports our results.

The results indicated that the attitude towards the translanguaging construct had a high mean value (M = 4.38). A few participants expressed negative attitudes toward translanguaging, whereas attitudes toward English-only communication had a low mean value (M = 2.62). When comparing the constructs, it is clear that the attitude towards translanguaging had a higher mean value than English-only communication.

To estimate the relationships among the L2MSS, the intercorrelations between English-only communication and the attitude towards translanguaging variables were examined. As seen in Table 3, for the L2MSS variables, the ideal L2 self had a moderate positive correlation with the L2 learning experience. Therefore, this correlates to a lesser degree with the ideal L2 self and ought-to L2 self. Furthermore, the ought-to L2 self and the L2 learning experience had a weak positive correlation. These results substantiate the statement that 'correlations among adjacent scales would be positive' (Noels et al., 2000, p. 71). One unexpected pattern of interest is the negative correlation between the ideal L2 self and students' perceptions of English proficiency (r = -0.407).

Table 3. Correlations between the measured variables

	Ideal L2 self	Ought to L2 self	L2 Learning Experience	Attitudes Toward Translanguaging	Attitudes Toward English-only	Students' Perceprions of English Proficiency
Ideal L2 self	—					
Ought to L2 self	.283**	—				
L2 Learning Experience	.434**	.353**	—			
Attitudes Toward Translanguaging	-.073*	0.039	.109**	—		
Attitudes Toward English only	.387**	.210**	.177**	-.187**	—	
Students' Perceprions of English Proficiency	-.407**	-0.045	-.246**	0.043	-.313**	—

Note: *$p < 0.05$, **$p < 0.01$

The SEM Analysis of the Quantitative Data

This section presents the results of the SEM analysis of the L2MSS, attitude towards translanguaging, and attitude towards English-only communication in high school students. Figure 2 presents the SEM model of the data and the final model with standardized path coefficients.

Figure 2. The final model with standardized estimates for high school students
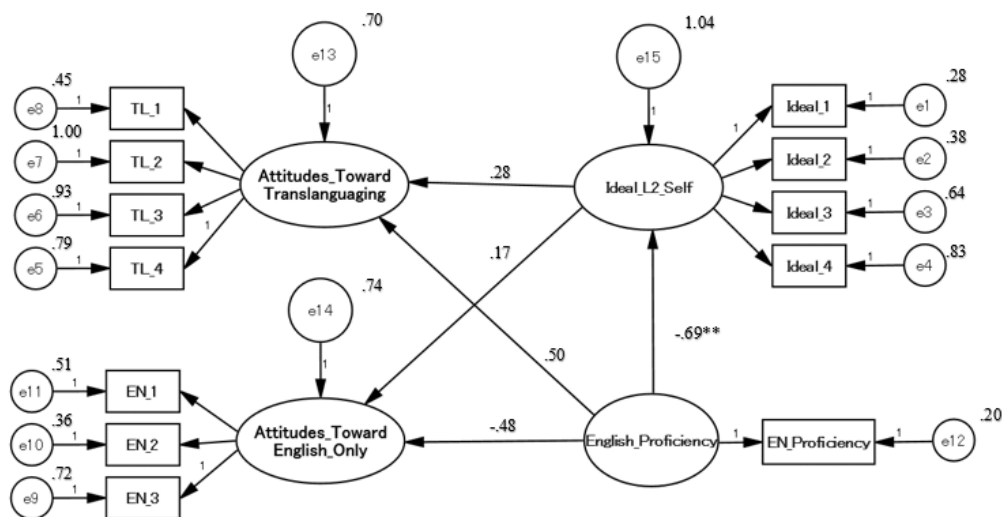
It was significant that students' perceptions of English proficiency had a negative impact on the attitude towards English-only communication and a strong positive impact on the attitude towards translanguaging. Given the negative impact of the ideal L2 self on students' perceptions of English proficiency and attitudes towards translanguaging and English-only communication, it appears that their ideal L2 self mainly mediates the role of high school students' attitudes toward classroom language choice.

Following the conventional procedures in SEM studies, chi-square statistics were calculated. The p-value should not be dominant in the chi-square statistics; however, since the sample was relatively large (N = 213) in this study, it was judged by other model fit indicators. In this study, five models were used – CFI, GFI, AGFI, TL1, and RMSEA. The SEM models were simultaneously fitted using a multigroup procedure. The results of the procedure indicated goodness of fit (Table 4).

Table 4. Fit measures for the final models

Model	CMIN	DF	P	CFI	GFI	AGFI	TL1	RMSEA	AIC
Default model	118.556	49	.000	.952	.917	.868	.935	.082	176.556

TEM Analysis

The purpose of this analysis was to investigate the data qualitatively. An unexpected result is a positive correlation between students' perceptions of English proficiency and the attitude towards translanguaging and a negative impact on the attitude towards English-only communication. Prior to the analysis, the researcher hypothesized that participants who perceived their English proficiency to be low would be more likely to prefer translanguaging. However, the participants used both Japanese and English in their English classrooms. Quantitative research alone cannot capture the process of students' attitudes toward translanguaging in the classroom. This section describes the results of the process favouring translanguaging in English classes.

Table 5. Concepts of TEM in this present study

Equifinality Point (EFP)	English classes should be taught using only English
Polarized Equifinality Point (P-EFP)	English classes should be taught using Japanese and English
Bifurcation Point (BFP)	Bifurcating point using only English in English classes
Social Direction (SD)	The social power of inhibition leads to the use of Japanese and English in English classes
Social Guidance (SG)	The social power of promoting the use of English only in English classes

Participants, and SEM Analysis of the Quantitative Data

Amy was a senior high school student at a high school, which taught English. She was selected to clarify the patterns and processes of positive attitudes toward translanguaging in English classes. Participant information is presented in Table 6.
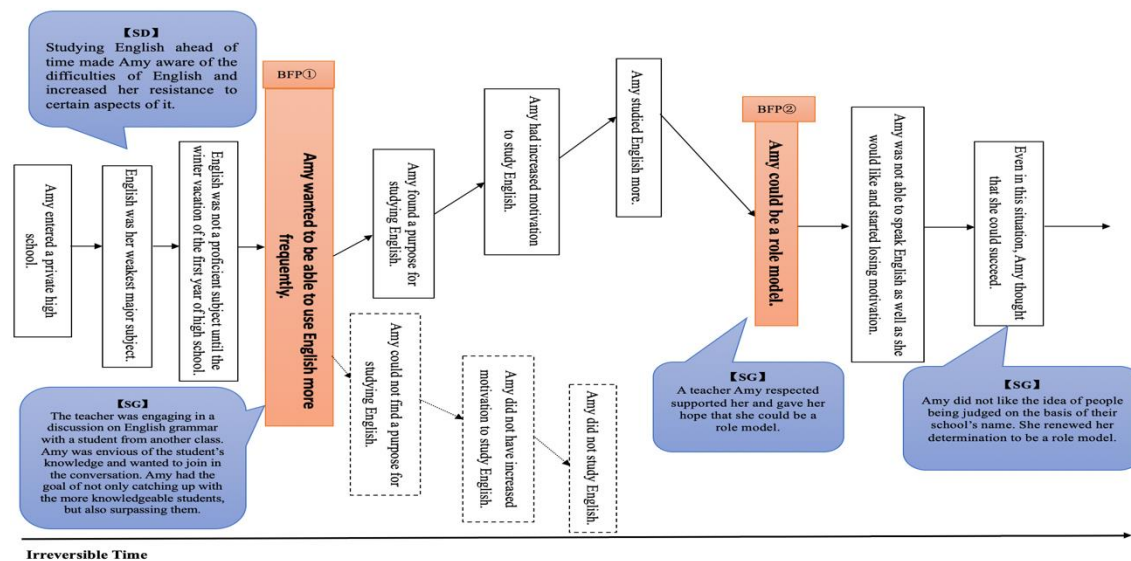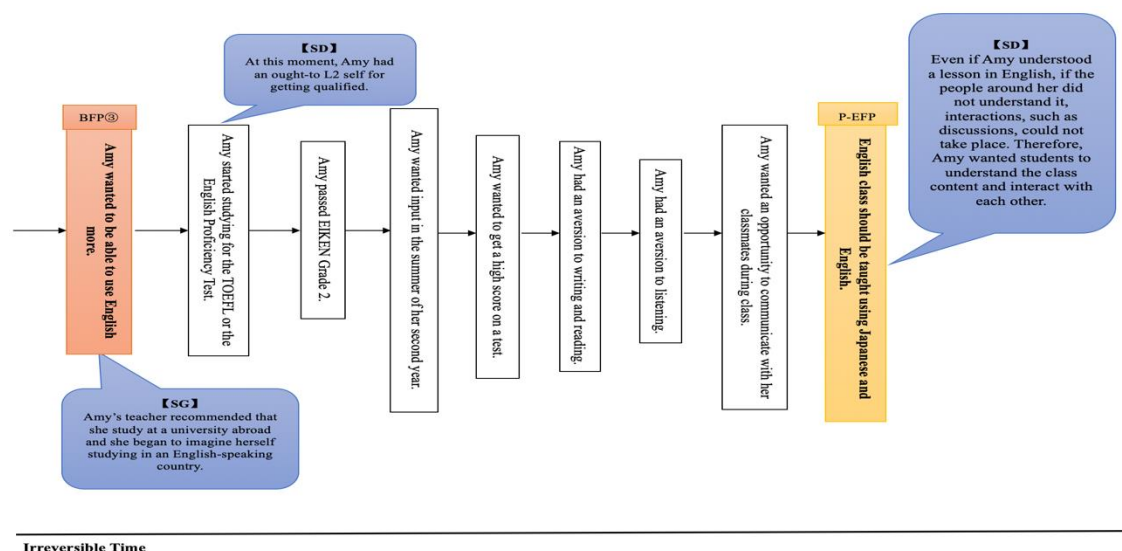
Table 6. Information of research collaborator

Tentative Name	Amy
Born	Sapporo
Age	17
Gender	Female
English Learning Experience	8 years
English Qualification	TOEFL IBT 83
Data Collection Dates	May 11 and May 25

To help Amy recall her experiences and identify the social factors, which influence her language use, the researcher explained the theme of the relationship between students' perceptions of English proficiency, the L2 motivational self-system, and the attitude towards translanguaging. Next, the researcher described the TEM in simple language. The researcher asked Amy to describe the theme and the TEM in an easy-to-understand manner. Once Amy understood and was comfortable with the themes and TEM, the researcher began the study in a closed classroom, with no other people present, to help her relax and speak freely. The researcher collected data twice during the interview process. The researcher interviewed Amy about her attitude toward translanguaging and how she had changed and then drew a TEM diagram to show her when and how social factors influenced her attitude towards translanguaging. The first and second interviews lasted approximately 60 and 30 minutes, respectively.

Figure 3. Trajectory Equifinality Modelling within this study

【SD】 At this moment, Amy had an ought-to L2 self for getting qualified.

【SD】 Even if Amy understood a lesson in English, if the people around her did not understand it, interactions, such as discussions, could not take place. Therefore, Amy wanted students to understand the class content and interact with each other.

BFP③ — Amy wanted to be able to use English more.

Amy started studying for the TOEFL or the English Proficiency Test.

Amy passed EIKEN Grade 2.

Amy wanted input in the summer of her second year.

Amy wanted to get a high score on a test.

Amy had an aversion to writing and reading.

Amy had an aversion to listening.

Amy wanted an opportunity to communicate with her classmates during class.

P-EFP — English class should be taught using Japanese and English.

【SG】 Amy's teacher recommended that she study at a university abroad and she began to imagine herself studying in an English-speaking country.

Irreversible Time

Discussion

Summary of Findings (SEM)

To examine the relationships among L2 motivational self system variables, students' perceptions of English proficiency and their attitude towards classroom language choice and their intercorrelations were examined. In this study, students preferred translanguaging in their English classes, which corroborates previous findings in Japan (Aoyama, 2020; Turnbull, 2019). Students' preferences for translanguaging in English classes were not unique to the study participants. The results show that it is realistic to allow students to use L1 in English classrooms. In addition, the ideal L2 self only significantly contributed to the attitude towards English-only communication. Therefore, students' perceptions of English proficiency showed a negative effect on their attitude toward English-only communication and a positive effect on their attitudes toward translanguaging. Thus, this study concludes that the ideal L2 self is a more important factor than students' perceptions of English proficiency in predicting attitudes toward English-only communication. This result can be explained in terms of the 'cognitive' and 'affective' aspects of language learning motivation and attitudes toward classroom language choices (Lee & Lo, 2017). However, English proficiency may be external and less controllable by the learner since it represents a 'sense of achievement' or 'performance'. Therefore, proficiency may play a less important role, even though it may be related to the attitude toward classroom language choice. However, the ideal L2 self and attitude toward English showed weak associations. Lamb (2004) suggested that learners were motivated to learn by imagining themselves using English in the future in academic and business activities in the international community. However, in Japan, imagining an ideal L2 self is difficult. Therefore, English teachers must allow students to enhance their ideal L2 selves. In addition, this study indicates that if students' ideal L2 self could be increased, their attitude towards English-only classes would improve, and it would be more likely that English classes would be taught in English.

The results show that students' perceptions of English proficiency have a negative effect on their attitude toward English-only communication and a positive effect on their attitude toward translanguaging. This implies that their perceptions of English proficiency were not related to their output skills, such as speaking, but to their input skills, such as their knowledge of grammar or vocabulary. Consequently, it can be concluded that even though students' perceptions of English proficiency were high, they were not confident in their output skills, such as speaking, and thus showed a positive relationship with attitudes toward translanguaging. These findings show that the use of L1 in L2 classrooms serves necessary functions in communication. Students may use L1 intentionally and tactfully, even when they perceive and self-assess their speaking abilities as high. Finally, the current study found that students' perceptions of English proficiency had a stronger influence than their ideal L2 self as a variable explaining their attitudes toward language choice. As mentioned above, it can be difficult to imagine a situation in which English is used as a communication tool in the Japanese context. This is thought to be the result of the emphasis on English being considered a tool for passing exams. Nevertheless, it must not be forgotten that learner motivation is a multifaceted concept influenced by many variables. Therefore, many variables in motivational research cannot be examined by quantitative research alone, and it is necessary to use a variety of statistical methods to conduct research.

Summary of Findings (TEM)

Amy, in this study, was characterized by very high proficiency in English and very high motivation to learn it. The period under analysis was between her first and second years of high school, but there were two periods during which her motivation to study English dropped. However, a major factor in this move towards wanting to study English was that Amy found role models and wanted to be like other students and teachers. Then, with repeated advice (social guidance: their teacher recommended that Amy might be suited to study at a university abroad), Amy began to imagine herself studying in an English-speaking country. Consequently, Amy imagined herself speaking English abroad and started to see herself as a person who speaks English. This led Amy to discover her ideal L2 self through these transitions.

Her ideal L2 self increased, and her image of her ideal English speaker became clearer. Simultaneously, her English motivation and grades also improved. Her goals became clear, from the abstract goals of improving her English to wanting input and strengthening her English listening skills. A very interesting point in this study was that Amy felt negative about English classes being taught in English-only but did not say that English classes should be taught using Japanese and English; Amy has already recognized that classes in English-only are necessary to improve her English proficiency. Amy had very high English language skills and was highly motivated to study English; thus, the reason given for why English classes should be taught using English only was 'interaction with other students'.

The results of the SEM analysis showed that students' perceptions of English proficiency had a negative effect on their attitudes toward English-only and a positive effect on their attitudes toward translanguaging. The reasons for this relationship, identified in the quantitative SEM

analysis, became slightly clearer in the TEM analysis, although they cannot be generalized. The reason for this is that even if Amy understands the English spoken by the teacher in an English class, she cannot interact with other students in the class who did not understand equally well. In other words, Amy was aware that her actual class would not be able to foster interactions with other students because there would be a gap between her and the students around her. Amy was more motivated to learn English through interactions with other students than in class. Therefore, in the case of Amy in this study, even though she had a high level of English and was very motivated to study English, she believed that English should only be taught using Japanese and English because she wanted the opportunity to interact with other students.

Pedagogical Implication of the Study

The results of this study have pedagogical implications for teaching English that differ from how English has been taught in the past. The results suggest that to make teaching in English is viable. It is crucial for learners to be able to imagine their ideal L2 self than to be aware that they are good at English. Therefore, it is important to create an environment in an English classroom where students can imagine their ideal L2 selves.

Dörnyei (2009) stated that a prerequisite for the ideal self to have a real and beneficial impact on language learning is that it is imagined and perceived with a sense of reality and that it is used in conjunction with appropriate planning and self-regulatory strategies. As mentioned earlier, in an environment such as Japanese society, where there are few opportunities to use English in everyday life, it is difficult to imagine using English in the future with a sense of reality. This is particularly difficult for learners who are not proficient in English.

Yashima (2009) reported that the learning experience of active participation in a virtual international community through the teaching of English helps learners shape their future ideal selves. Murray (2011) argued that even without this high level of learning activity, Japanese English teachers who teach with a high level of English language proficiency could help students develop their ideal selves. In any case, there is no arguing that daily lessons play an important role for Japanese learners of English to develop their ideal selves. Furthermore, they also studied other subjects and were involved in various activities outside the classroom. For them, learning English is their way of life. Their motivation to learn English was not independent of their daily lives or the motivation to learn about other subjects. This is something that English teachers must be aware of. It is also necessary to take a relative view of English learning (Ushioda, 1998).

Another finding of the study, which was only a preliminary survey of participants of a particular age and group, was that high school student had positive attitudes toward translanguaging in English classrooms. As mentioned, this suggests that English should be used with scaffolding from Vygotsky's zone of proximal development zone of approximal development (ZPD) in English classes until students' ideal L2 self becomes higher and their attitudes towards English become more favorable. As mentioned previously, English teaching in Japan focuses on communication activities. Simultaneously, students are expected to participate in English only.

However, as the results of this study show, few students have positive attitudes toward English. Encouraging English classes to be conducted exclusively in English can be a major factor in making it impossible to establish communicative activities. Therefore, it is worthwhile to use students' L1 positively, such as through translanguaging.

Limitations of the Study

This study was conducted within several constraints, and caution must be exercised when discussing the generalisability of the results. First, in the present study, all the data were collected from a single private high school. Collecting data from multiple high schools may have provided different results because of possible differences in participants' social backgrounds. Furthermore, explaining and predicting students' attitudes toward classroom language choices can be influenced by multiple variables. Future studies should include additional variables to explore other possibilities. In the qualitative analysis stage, it is not feasible to draw generalizations, as the present study analyzed only a single individual. Consequently, a larger sample size must be analyzed, and various transformation processes must be observed to form more accurate conclusions.

Lastly, Nguyen (2022) argues that the unsystematic use of translanguaging is common among EFL teachers and students, which is considered unfavorable. To address this, there is a need to standardize definitions since translanguaging is often perceived negatively.

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