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A Note from the Editor-in-Chief

Dear authors and colleagues,

The Proceedings of the 3rd International Conference of TESOL & Education (ICTE) & VLTESOL2022, hosted by the Faculty of Foreign Languages, Van Lang University, from 02 to 03 December 2022 at 45 Nguyen Khac Nhu, Dist. 1, Ho Chi Minh City, Vietnam, has complete its mission.

The Conference received more than 140 authors who submitted abstracts to the 3rd ICTE & VLTESOL2022. The authors come from 10 different countries, such as Indonesia (14), Russia (1), Malaysia (8), Canada (2), Nepal (1), Thailand (2), the United States (3), Japan (1), China (2), and Vietnam (107). These scholars came from 18 different international universities, and 48 local universities, academies, high schools, and English Centers throughout cities and provinces in Vietnam, such as Ha Noi, Hue, Vinh, Quy Nhon, Da Nang, Tay Nguyen, Ho Chi Minh City, Dong Nai, Binh Duong, Tra Vinh, and Vinh Long.

We would like to express our sincerest gratitude for your valuable contribution to the conference proceedings. Your papers have provided valuable insights into various aspects of English language teaching and learning, and we are honored to have had the opportunity to showcase them in our conference.

Your dedication, hard work, and commitment to your research is truly inspiring, and we appreciate the time and effort you put into creating such insightful and thought-provoking papers. Your contribution has greatly enriched the academic discourse in our field, and we hope that your research will continue to inspire new perspectives and ideas in the future.

Thank you once again for your contribution, and we look forward to your continued involvement in our future events.



Associate Professor Dr. Pham Vu Phi Ho
Editor-in-chief
Faculty of Foreign Languages, Van Lang University

An Investigation of Reading Anxiety among Vietnamese English Major Students

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ABSTRACT

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Understanding EFL students' anxiety when performing a reading task has gained much attention in recent research. In Vietnam, not much research focuses on the anxiety level of English-major students. This study aims at measuring linguistics students' reading anxiety levels using the English as a Foreign Language Reading Anxiety Inventory (EFLRAI) (Zoghi & Alivandivafa, 2014). A total of 72 linguistics students from two Reading classes at the International University, VNU-HCMC, took part in this study. A follow-up interview was carried out with the students to further investigate the factors, including top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. Quantitatively, the findings revealed that the majority of students experienced low to moderate levels of reading anxiety. Most students reported that their reading background knowledge and reading ability, namely the top-down factors, accounted the most for their negative emotions while performing the task. Importantly, some solutions related to teaching strategies were recommended by students for a better learning environment.

Introduction

Emotions play an important role in the language classroom. Students may go through different levels of feeling while learning a second language. Among different shades of emotions, anxiety is the most commonly studied by second language learning researchers (Dewaele & MacIntyre, 2014). In 1994, MacIntyre and Gardner introduced the concept of Foreign Language Anxiety (FLA). In their description, FLA is a negative emotion and tension that learners face while learning the four skills. Among these, reading skills play a vital role in learning English. A study of 184 Chinese students in Hong Kong who study English as a second language found that reading comprehension boosts vocabulary acquisition (Xie & Yeung, 2022). For many university students in Vietnam, especially those who study in schools that have English as the medium of instruction, the need for reading grows due to the number of course books in English. However, students face many challenges reading English textbooks. Ha Le's study (2021) revealed that students find it hard to read when they lack the necessary vocabulary and background knowledge.

In the context of Vietnam, the number of English-major students is growing fast. In 2008, the Minister of Education and Training (MOET) signed the approval for the big plan to boost foreign language teaching and training for the period of 2008-2020. This brings about a high demand for English teachers and university students majoring in English and linguistics (Pham, 2021).

Still, while this is a growing research field in the world (Chen et al., 2022; Hamada & Takaki, 2021), anxiety about reading has not gained much attention in Vietnam. Furthermore, while most research focuses on non-English major students, very little research has investigated such issues in university students who major in English. Therefore, this study aims to explore the feeling of reading anxiety among English-major students. An in-depth study was also conducted to determine what factors contribute the most to their reading anxiety.

Literature review

Foreign Language Anxiety

Foreign language anxiety (FLA) was first introduced by Horwitz et al. (1986, p. 128) as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” Gregersen and MacIntyre (2014, p. 3) later clarified FLA as “the worry and negative emotional reaction when learning and using a second language,” which is mostly found in instructional settings where learners are supposed to self-express, such as in listening and speaking tasks or in examinations. The concept of FLA then received much interest from researchers, and a number of factors were found to be the culprits of FLA (Bailey, 1983; MacIntyre et al., 1997; Luo, 2012; and Kruk, 2018). Whether external or internal factors can cause FLA, FLA adversely influences language learning and reducing it is a necessary step toward a better learning experience among language learners. (Horwitz et al., 1986; Young, 1990; and von Wörde, 2004)

Foreign Language Reading Anxiety

After the concept of FLA was introduced and well investigated, researchers started to shift their attention to skill-specific foreign language anxieties and separate the concept of skill-related FLA from general FLA. Among the four skills, FLA emerging from oral and written performance received the most discussions (Horwitz et al., 1986; Young, 1990; Price, 1991; Phillips, 1992; Cheng et al., 1999; Leki, 1999; Cheng, 2004; Kuru-Gonen, 2007) due to the fact that learners tend to be aware of their own limitations of communicating in a foreign language when they have to produce the language. In her recent study, Pabro-Maquidato (2021) was concerned about the anxious feelings in speaking among second language learners and found that learners often suffer from emotional tensions, physiological symptoms, and mental difficulties when they orally express ideas in English. However, it is evident that learners also experience unpleasant emotions and inherent threats in the literacy skill - of reading. Hence Saito (1999) coined the term Foreign Language Reading Anxiety (FLRA) which refers to the anxious feelings when reading a foreign language, especially with a different writing system. In other words, FLRA is viewed as “perceptions of uneasiness, apprehension or stress from which an individual might suffer when reading a foreign language text” (Capan & Pektas, 2013, p. 182). Since then, FLRA has attracted numerous empirical research on FLRA and anxiety-provoking factors.

FLRA Instruments and Recent Studies

Various types of questionnaires have been developed in FLA research to measure this effect. Gardner designed the French Class Anxiety Scale in 1985 (mentioned in Gardner & McIntyre, 1993), and one year later, Horwitz et al. introduced the Foreign Language Classroom Anxiety Scale. In 1999, Saito et al. introduced an instrument called to specifically gauge the FLRA of learners with different target languages (French, Japanese, and Russian) and from different cultural backgrounds, which is called the Foreign Language Reading Anxiety Scale (FLRAS). However, multiple aspects of FLRA have not been examined in the aforementioned methods, and to investigate "exactly why students feel anxious about reading" (Saito et al., 1999, p.217), especially those who use English as a foreign language in the context of tertiary education, a context-specific instrument has been introduced by Zoghi in 2012 and tested in 2014. It is the English as a Foreign Language Reading Anxiety Inventory (EFLRAI).

When designing such a questionnaire, Zoghi viewed FLRA from a multi-dimensional perspective and labeled FLRA's three main groups of factors as (a) Top-down Reading Anxiety, (b) Bottom-up Reading Anxiety; and (c) Classroom Reading Anxiety. Top-down Reading Anxiety (TRA) consists of readers' background and cultural knowledge, Bottom-up Reading Anxiety (BRA) involves the levels and complexity of vocabulary and grammar of the texts, and Classroom Reading Anxiety (CRA) concerns mostly the teaching methods employed by the teachers in the reading classes. The findings are consistent with those of Kuru-Gonen (2007), who contended that the three sources that may produce Turkish students' FLRA are: personal factors, the reading text, and the reading course.

EFLRAI and FLRAS were later employed by a number of researchers to measure this affective filter and to draw the correlation between FLRA and learners' reading performance in different contexts. Many researchers explored the medium level of anxiety among their Asian students (Filipino, Indonesian, Thai, and Chinese) when involved in English reading activities both inside and outside the classrooms (Aisyah, 2017; Muhlis, 2017; Faruq, 2019; and Miao & Vibulphol, 2021). Researchers also found a significant negative relationship between FLRA and learners' reading comprehension scores. Students who self-report being anxious about reading in a foreign language receive lower scores on their reading tests (Jafarigohar & Behrooznia, 2012; Guimba & Alico, 2015; and Wijayati et al., 2021).

Despite the great interest from researchers in FLRA in many Asian countries, few studies have been conducted in the Vietnamese context. Given the dearth of research on FLRA in Vietnam, this study intends to fill in the gap in the literature related to the level and causing factors of FRLA among English-major students in a Vietnamese university that uses English as a medium of instruction.

Research Questions

The study was conducted in order to answer the following questions:

1. To what extent do English-major students experience reading anxiety?
2. What factors may make the most contribution to English-major students' reading anxiety?

Methods

Pedagogical Setting & Participants

The English Linguistics program started to recruit English-major students in 2017. The research was conducted at International University (IU), Vietnam National University, Ho Chi Minh City, Vietnam. The study included 72 sophomore students from two Reading 2 classes. Their proficiency level was at the C1 level as a result of the requirement of the training curriculum. Further information on the level can be found in the Reading 2-course information posted on the website of the School of Languages, IU.

Design of the Study

The research employed both quantitative and qualitative studies. For the quantitative side, the researchers employed the English Foreign Language Reading Anxiety Inventory (EFLRAI) (Zoghi, 2012). This framework was chosen for this study as its validity was tested and supported with 939 non-English major students (Zoghi & Alivandivafa, 2014). The survey includes 27 questions that explore students' reading anxiety with a Likert scale of 1-4. Twenty-seven questions are divided into three main groups of factors, including the TRA, BRA, and CRA (Zoghi, 2012). Five main factors are under investigation, including the "background and cultural knowledge" (questions 1-3), "the general reading ability" (questions 4-7), "the vocabulary" (questions 8-15), "the grammar" (questions 16-21) and "the teaching method" (questions 22-27). The mean and standard deviation for each factor were calculated to determine students' reading anxiety level. Qualitatively, the follow-up interview with the participants was analyzed to have a deeper insight into students' negative emotions and possible solutions.

Data collection & analysis

Procedure

The study was conducted from week 4 to week 7 of the 15-week course. After the first two weeks of course orientation, the lecturers had the chance to understand the students better. After listening to the researchers explain the study's purposes, the students signed in the consent forms. In week 4, the survey was conducted with 72 students from two Reading 2 classes. In week 5, the follow-up interview was conducted with 20 students. The students volunteered to participate in the interview.

The researchers then input the data of the survey on an excel sheet and used Minitab 19 to treat the data. The interview sessions were also transcribed for accurate report and analysis.

Tools

The survey used was the EFLRAI (Zoghi & Alivandivafa, 2014). For measuring reading anxiety, Saito et al. (1999) used to design the foreign language reading anxiety scale (FLRAS). Yet, it was too general for all language learners. The researchers chose the EFLRAI because it was designed to measure the students at the tertiary level. Also, the detailed five factors in the EFLRAI, as mentioned in the previous section, matched the researchers' goal for the study. The interview questions consist of 4 questions, which are based on the EFLRAI (see Appendix A)

Data analysis

Students' responses to the 27 Likert scale questions will be calculated to means and standard deviations, with a higher mean score meaning a higher level of reading anxiety (Zoghi, 2012). For further analysis, the researchers decide on the level of a low, moderate, and high levels of anxiety as in table 1, with little adaptation from the study of Miao & Vibulphol (2021)

Table 1*Mean range and the according level of reading anxiety*

Mean range	Reading anxiety level
1.00-1.99	Low level
2.00-2.99	Moderate level
3.00-4.00	High level

Results and discussion

The results of the questionnaires are shown in table 2 below.

Table 2*Summary of the Vietnamese English-major students reading anxiety*

No.	Item	Mean	SD	Reading anxiety level
1	"I do not feel at ease when the title of the text is unfamiliar to me."	2.58	0.83	Moderate
2	"It is worrying to me when the ideas expressed in the text are culturally unclear."	3.07	0.78	High
3	"I get upset when I lack the previous knowledge about the ideas expressed in the text."	2.75	0.95	Moderate
4	"I worry when I cannot get the gist of the text although no new vocabulary items or grammatical points exist in the text."	2.93	0.97	Moderate
5	"When I cannot recognize minor ideas (details) of the text is worrying to me."	2.87	0.80	Moderate
6	"I am nervous when I cannot spot the main idea of a certain paragraph."	3.14	0.79	High
7	"It bothers me when I cannot express my opinions or feelings about the text."	2.66	0.93	Moderate
8	"I feel uneasy when I cannot figure out meanings of unknown words."	2.92	0.88	Moderate
9	"It bothers me when I encounter a lot of words whose meanings are unclear."	3.37	0.66	High
10	"I get upset when I cannot figure out the meaning of a	3.25	0.75	High

	word that I feel I have seen before."			
11	"It bothers me when I feel unable to look up a word in the dictionary."	2.39	0.85	Moderate
12	"I get confused when the word that I know has a different meaning in the sentence."	2.83	0.86	Moderate
13.	"I get upset when I come across idioms that are unfamiliar to me."	2.89	0.97	Moderate
14	"It makes me feel uneasy when an unfamiliar is made up of several parts or syllables."	2.82	0.70	Moderate
15	"I feel worried when the unknown word is difficult to pronounce."	1.84	0.83	Low
16	"I am nervous when a certain sentence is long and has a complex structure."	2.5	0.95	Moderate
17	"When a certain sentence is grammatically unfamiliar is worrying to me."	2.69	0.76	Moderate
18	"It bothers me when a passive voice is used in a sentence."	1.46	0.73	Low
19	"I feel upset when the tense of a certain sentence is unclear to me."	2.26	0.83	Moderate
20	"I worry when I am unable to recognize different parts of speech such as adjectives, adverbs, or connective words."	2.16	0.87	Moderate
21	"I get confused when what I know about a grammatical point does not make any sense."	2.85	0.79	Moderate
22	"It bothers me when the instructor calls on me to read out."	1.88	0.98	Low
23	"It worries me when the instructor calls on me to translate a piece of an English text into our first language."	2.18	0.97	Moderate
24	"When the instructor asks me reading comprehension questions, it is worrying to me."	2.13	0.90	Moderate
25	"It upsets me when the instructor chooses uninteresting texts to read in class."	2.26	0.99	Moderate
26	"It makes me feel uneasy when the instructor corrects my pronunciation or translation mistakes."	1.56	0.85	Low
27	"I am nervous when the instructor uses English as a medium of instruction and hardly ever makes use of our first language."	1.81	0.79	Low

The means show a moderate to a high level of anxiety in all items from 1-27. This is consistent with most other reading anxiety research. Among them, the students express the highest anxiety when it comes to vocabulary, as seen in items 9 and 10, $M=3.37$, $SD=0.06$ and $M=3.25$, $SD=0.75$, respectively. The lowest anxiety levels arise for items 26 and 27, which are about the role of instructors in the classroom.

A closer look at each of the five main factors gives the following result.

Table 3

5 main factors that contribute to the Vietnamese English-major students reading anxiety

No.	Factors	Mean	SD	Reading anxiety level
1	TRA			
a	The background and cultural knowledge	2.80	0.25	Moderate
b	The general reading ability	2.90	0.09	Moderate
2	BRA			
a	Vocabulary	2.78	0.10	Moderate
b	Grammar	2.32	0.49	Moderate
3	CRA			
a	Teaching method	1.97	0.26	Low

Table 3 shows that the students have the highest level of anxiety for the TRA, with the student's general reading ability ($M=2.90$, $SD = 0.09$), followed by the student's background and cultural knowledge ($M=2.80$, $SD = 0.25$). CRA with the teaching method from instructors has the lowest level ($M=1.97$, $SD = 0.26$). This is consistent with the finding for Chinese students who learn English as L2. These students also encounter problems with a lack of necessary cultural background knowledge for the reading. (Gan, 2021)

Qualitatively, the interview transcript reveals quite thought-provoking results. Though most students choose TRA as their main source of anxiety, they believe that the solutions could come from the teachers' side. For the first question, most students admit feeling nervous while doing the reading task. Interestingly, one student contrasts the relaxed feeling while reading at home with the tension that he encounters when performing the task in class. The second and third questions confirm the result of the interview since most students choose their reading ability and vocabulary to be the things that make them worried the most. Question 4 digs deeper into students' belief in overcoming this negative feeling. Interestingly, though the CRA receives low points, students believe the teachers can change the scenario. They trust the role of teachers in giving them the right method to read, as one affirms that teachers can "provide students with more methods of better reading". To be specific, one student expresses the need to learn "the skimming and scanning techniques" in classes.

Conducted in a limited amount of time, the study inevitably has some limitations which may

be improved in further studies. First, the number of participants involved in the survey is quite small, with 72 students coming from the two Reading 2 classes in a university. The findings, therefore, cannot be generalized to all English-major students in Vietnam. Second, the EFLRAI was adopted to measure the students' reading anxiety due to its fitness to the goal of this study and the fact that its validity has been tested (Zoghi & Alivandivafa, 2014); nevertheless, the researchers fully recognize that the 27 Likert scale questions of the EFLRAI with only 4 response items and no midpoint might lead the students with neutral responses to overestimating their choices.

In spite of these mentioned limitations in the research, the findings in this study still have a significant contribution to the understanding of FLRA among English major students in Vietnam in general and in IU in particular. It can be seen from the survey results that TRA is mostly chosen as the main source of anxiety among students interviewed; however, the interview transcript discloses that the anxiety can be reduced thanks to the support from teachers. Dealing with FLA in general and FLRA in particular, language teachers are suggested (1) to prepare and equip students with appropriate strategies to overcome anxiety-provoking situations in FL learning and (2) to create a less stressful learning atmosphere and contexts (Horwitz et al., 1986 and Saito et al., 1999).

Implications

Despite the fact that English-major students are quite familiar with and well-equipped with different strategies for reading texts, teachers are still considered the key factors in lessening their reading anxiety. Before reading assignments or reading texts are introduced, students must be well provided with needed strategies to minimize their reading anxiety as well as techniques to foresee problems that they may face within the reading texts. Also, students' reading will become clear if suitable reading strategies are introduced and employed beforehand.

With the help of the EFLRAI, language teachers have more understanding of what circumstances EFL reading anxiety occurs in and, therefore, have appropriate actions. It is beyond dispute that the earlier the EFL readers' anxiety is identified, the better and sooner actions the teachers need to take.

Conclusion

Reading anxiety has gained much attention from language researchers around the world, and it is certainly on the rise (Chen et al., 2022; Hamada & Takaki, 2021). However, in Vietnam, little attention is paid to this field of study. The study is expected to provide insight into the situation of EFL reading anxiety among English-major students in Vietnam. Although the findings reveal that all students surveyed have moderate levels of reading anxiety, which mostly stems from their general reading ability and a lack of general and cultural background (TRA), students still think that teachers have an important role in guiding and assisting them in reducing anxiety in reading. In fact, many students appreciate reading major books suggested by their lecturers. (Nguyen, 2022)

Based on limited samples in two Reading 2 classes at the C1 level of IU, the result of the findings may not be generalized for all English-major students in all Vietnamese universities. However, in order to make the findings more accurate and applicable among the larger population of English-major students in Vietnam, a larger sampling size should be employed.

This study has significantly contributed to understanding the level of reading anxiety among English-major students in Vietnam in general and in IU in particular, who are thought to be quite confident in reading in comparison with non-English major students. Besides, the study is significant to language teachers as it informs them about the student's level of reading anxiety and the most influential factors on students' anxiety; therefore, teachers can select and employ appropriate strategies to minimize their students' reading anxiety.

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Biodata

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Appendix A

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This questionnaire does not intend to gauge your EFL reading ability. Nor is it a test that you can score high or low. In fact, this questionnaire helps us help you i.e. by knowing about your true responses, we will be able to find out when you undergo anxiety while reading in English. This may enable us to be well-prepared for your future English classes. Thus, your cooperation can certainly make a big difference.

Thanks for your time in advance.

Name:

Gender: Male Female

Current Proficiency in English: Poor Fair Good Excellent

Directions: Statements 1–27 refer to how you feel about reading in English. Please read all of the statements and tick the option that describes you by indicating whether you (1) totally disagree, (2) somewhat disagree, (3) somewhat agree, or (4) totally agree.

1. I do not feel at ease when the title of the text is unfamiliar to me.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

2. It is worrying to me when the ideas expressed in the text are culturally unclear.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

3. I get upset when I lack the previous knowledge about the ideas expressed in the text.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

4. I worry when I cannot get the gist of the text although no new vocabulary items or grammatical points exist in the text.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

5. When I cannot recognize minor ideas (details) of the text is worrying to me.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

6. I am nervous when I cannot spot the main idea of a certain paragraph.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

7. It bothers me when I cannot express my opinions or feelings about the text.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

8. I feel uneasy when I cannot figure out the meanings of unknown words.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

9. It bothers me when I encounter a lot of words whose meanings are unclear.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

10. I get upset when I cannot figure out the meaning of a word that I feel I have seen before.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

11. It bothers me when I feel unable to look up a word in the dictionary.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

12. I get confused when the word that I know has a different meaning in the sentence.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

13. I get upset when I come across idioms that are unfamiliar to me.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

14. It makes me feel uneasy when an unfamiliar is made up of several parts or syllables.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

15. I feel worried when the unknown word is difficult to pronounce.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

16. I am nervous when a certain sentence is long and has a complex structure.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

17. When a certain sentence is grammatically unfamiliar is worrying to me.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

18. It bothers me when a passive voice is used in a sentence.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

19. I feel upset when the tense of a certain sentence is unclear to me.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

20. I worry when I am unable to recognize different parts of speech such as adjectives, adverbs, or connective words.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

21. I get confused when what I know about a grammatical point does not make any sense.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

22. It bothers me when the instructor calls on me to read out.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

23. It worries me when the instructor calls on me to translate a piece of an English text into our first language.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

24. When the instructor asks me reading comprehension questions, it is worrying to me.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

25. It upsets me when the instructor chooses uninteresting texts to read in class.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

26. It makes me feel uneasy when the instructor corrects my pronunciation or translation mistakes.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

27. I am nervous when the instructor uses English as a medium of instruction and hardly ever makes use of our first language.

(1) totally disagree (2) somewhat disagree (3) somewhat agree (4) totally agree

Thank you for taking time to complete this questionnaire.

We appreciate your comments.

Multimodal Metaphors in American Tea TV Commercials

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ABSTRACT

Keywords:

multimodal metaphors,
domain choices, tea
TV commercials,
America

In this paper, it is shown that multimodal metaphors occurring in American tea TV commercials usually draw on a combination of visual, verbal and sonic modes (Forceville, 2007). The descriptive and comparative methods are employed in order to evaluate research on a theoretical background involved in the analysis of multimodal metaphors and the role of three modes in ten cases. This paper is put forward with three main aims: (1) the choices of target and source domains, (2) the frequency of modality, and (3) the metaphors with the representation of the target customers in American tea TV commercials. The findings of the preceding study contribute to the results of Forceville (2007) and serve as the first parameter in the analysis of multimodal metaphors in American beverage advertising.

Introduction

To appeal to targeted customers in TV commercials, copywriters and artists typically employ two rhetorical devices to communicate with people: metaphor and metonymy. Metaphor and metonymy, according to Lakoff and Johnson (1980), are the two most important methods by which individuals transmit meaning. Lakoff and Johnson (1980) also stated that metaphors are primarily a phenomenon of thought rather than of language, so a number of researches on conceptual metaphors under the light of cognitive linguistics have been studied in the world. However, technology, on the other hand, is rapidly evolving and infiltrating every aspect of life. Besides, the use of television as a driving force motivates scientists in general, and linguists in particular, to adopt a new method that is in step with the current trend. Print ads were a rich supply of information for advertising scholars in the past, but with the invention of television, a successful commercial must have vibrant sound, appealing graphics, and a logical and short message to captivate the audience. This demonstrates the conceptual metaphors' limitations. As a result, based on characteristics of TV advertisements, Forceville (2007) laid the groundwork for multimodal metaphors examining the roles of visual, sonic and verbal modes. In other words, conceptual metaphor researches texts in light of perception, and multimodal metaphors study how modes (visual, sonic, and verbal) impact the target and domain choices in mapping. It is meant that multimodal metaphors supplement conceptual metaphors. Since then, studies of multimodal metaphors have been done in different areas, yet in beverage advertising, especially in television commercials, there have been just a few. Besides, tea is

common and used anytime in America, so tea advertising on television has played a certain role in market share as well as in the hearts of the audience. For the aforementioned explanations, the study will concentrate on analyzing the multimodal metaphors used in American TVC of tea within the Conceptual Metaphor Theory.

Literature review

Forceville (2006: 4) defines "mode" as a sign system that can be deciphered through a certain perceptual process. The ability of one mode to produce "meaning" can never be fully "translated" into another mode. In metaphor, according to Forceville (2009), there are eight modes: spoken language, written language, visuals, music, nonverbal sound, smell, taste, and touch. In reality, commercial metaphors frequently use more than one medium of communication, including (1) visual; (2) written language; (3) spoken language; (4) nonverbal sound; and (5) music (Forceville, 2008). The classification of modes used in this study is primarily based on Forceville's (2007: 20) as illustrated:

- Because advertising plays out in real-time, the target and source do not have to be shown (or implied) at the same time; they can be shown in any order.
- A metaphorical phrase (target or source) can be expressed acoustically, through a musical theme or nonverbal sound, in addition to visually or audibly.
- Framing and camera movement provide formal tools to generate metaphoric resemblance that single static images do not.

In the realm of multimodal metaphors, although the implications from the source domains in the metaphors are significant in their interpretation, as Forceville (2006: 389) (cited in Forceville & Urios-Aparisi, 2009) admits, they also allow greater opportunity for interpretation. This undertaking also necessitates knowledge of the target domain (in this case, wine) as well as the schemas that underpin the wine community's distinctive worldview. According to Forceville (2009), systematic patterns and correlations may be found between distinct source domains and product types. In order to investigate the many items to which researchers may apply, there is also a range of a specific source domains. The link between language, marketing, and culture is also highlighted. While product advertisers may be confident in their ability to elicit specific schemas or embodied components of metaphor in their target audience, other individual and culturally bound schemas would be out of their hands. Forceville (2007) showed three characteristics of multimodal metaphors in commercials. First, the metaphor's target domain is represented within the text itself, and the products/targets are all represented graphically - however, a product with a particularly specific sound may be depicted with merely an acoustic target. Second, the source domain is cued first, followed by the target domain. This discovery first looks perplexing since it differs from normal forms of verbal metaphors, in which the target often occurs before the source. Last, the features mapped from source to target are always favorable - unless the target is not the marketed product but a competitor brand to be disparaged. It is meant that the source domain must have a higher status in the relevant dimension than the target - the promoted product. Therefore, the foundation for the paper in the process of data analysis and assessment of study outcomes are the three above key features in

multimodal metaphors.

In terms of methods of the identification of metaphors, Bobrova's (2015) approach is taken into account in order to build a framework for assessing multimodal conversation. The three criteria of Forceville (2006, 2008) and Forceville, C., & Urios-Aparisi, E.(2009) established in the number of research for recognizing multimodal metaphors are supplemented by Bobrova's proposed set of identification procedures. Bobrova's approach to identifying multimodal metaphors consists of three parts. *Step 1 (The identification of potential metaphors in TV ads)*, according to her clarification, solves Forceville's initial query by looking for images of objects, events, or scenarios made using three filmic techniques - compelling context, juxtaposition, and transformation). *Step 2 (Identification of cognitively prominent projected features)* responds to Forceville's third question by comparing and contrasting the schemas of commercially created objects, scenes, or events created through context manipulation, juxtaposition, and transformation with the schemas of these entities as they are perceived in reality. *Step 3 (Identification of source and target domains and verbal formulation of cross-domain mapping)* addresses Forceville's second question by determining which of two entities participating in one of three metaphorical contexts serves as the source and target domains. It also intends to convert a detected cross-domain mapping into words and assess the modality status of the discovered metaphor. Therefore, Bobrova's approach is an excellent source of reference and framework for the study.

Research Questions

This paper is put forward with three main aims: (1) the choices of source domains, (2) the frequency of modality, and (3) the metaphors with the representation of the target customers in American tea TV commercials. Therefore, the study raises the following research questions:

1. What domains are used in American tea TV commercials?
2. How are the domains generated multimodally in American tea TV commercials?

Methods

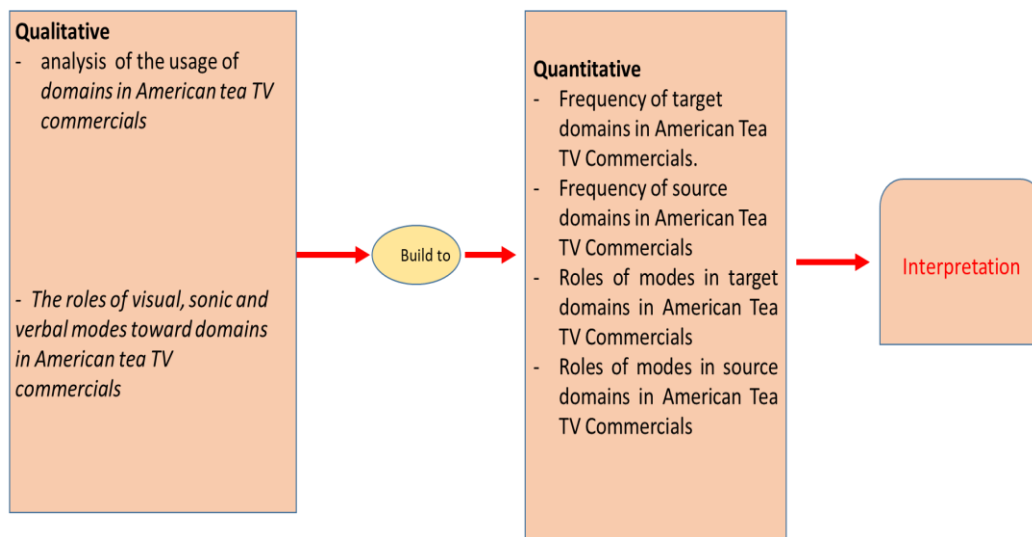
Pedagogical Setting & Participants

The data contains ten TV ads from 2020 to April 2022. 10 advertisements which consisted of three modes (visual, music and verbal modes) were created in America from the website of iSpotTV. Unlike historical and ad hoc alternatives, iSpotTV is created with the specific intent of measuring each television advertisement's success in real-time with digital-like precision and granularity. Advertisers can act quickly and confidently to consistently deliver business results thanks to always-on performance insights that are harmonized across linear and streaming TV. Therefore, this is a trustworthy website that gathers statistics on US advertising with accurate information about each commercial, including the music, actors, marketing campaigns, and other data for research. Moreover, the length of the advertisements is from 15 to 30 seconds. The advertisements collected are typed and encoded from A1 to A10. For the convenience of the study, advertising on television is converted into text and translated by the author of this study.

Design of the Study

The author examines modes' roles in promotional videos, identifies target and source domains, and then counts how frequently the modes appear. Following that, statistics on the occurrence of domain choices are generated. As a result, the mixed approach used in this investigation is an *exploratory sequential mixed methods design*. It is illustrated in the following figure:

Figure 1. The exploratory sequential mixed methods design of the study



Data collection & analysis

The steps of the data collection procedure were as follows:

- Step 1: Raw materials are TV beverage commercials. These TV commercials were examined the origin, publishers, length and marketing campaigns related to them. After that, they were coded American tea TV commercials. Then, they were transcribed into written texts; and the author translated American TV beverage commercials into Vietnamese.
- Step 2: 10 commercials were closely watched to identify roles of modes (visual, sonic and verbal)
- Step 3: 10 commercials were visualized to collect target and source domains.
- Step 4: A closer analysis of modalities and their relationships was carried out by clearly stating which modalities cue the target and the source domains.

In this study, qualitative analysis is adopted in research questions 1 and 2. The qualitative analysis takes into consideration how metaphor is specifically realized from each mode. In addition, such factors as contextual features of the commercials are also analyzed so that the meaning of the metaphor could be more thoroughly interpreted. Besides, quantitative analysis is applied in detail, such as in two research questions, the frequency and percentage of domain choices in American tea commercials are investigated. In research question 2, the frequency and percentage of modes of multimodal metaphors are also explored. In short, the data gathering technique serves as a road map to guide data analysis and so establish a data analysis procedure. The analytic sample is illustrated in the following table:

Table 1. The analytic sample of the study

Compelling Context	Modes			Metaphors	
<p>One of the Bigelow family's granddaughters recalls how her grandmother founded their tea business in New York. The business is still owned by the family today. She thinks that drinking Bigelow tea will help you have a private moment.</p>	visual	visual	<ul style="list-style-type: none"> * image of a girl going down a New York street, her eyes raised and reminiscing * Her grandmother and she are inspecting the quality of the coffee beans in this photograph. * A female worker is shown holding a tea box. * Coffee cup image with logo and brand tagline 	<p>Each of her activities is accompanied by photographs. And those activities are analogous to human actions. Furthermore, the visuals and written material at the end of the promotional movie all underline the girl's sense of pride in the product, as well as the sense of pride that the product gives to consumers. This is also a human emotion. It meant that "A drink is a person"</p>	
		verbal	spoken		female voice- beginning: think, compromising, won't let, expect, cover, hope
	written		written text at the end: tea proudly		
	sonic	sonic	no		
		music	*Youthful music expressing a love of life.		
	visual	visual	<ul style="list-style-type: none"> * The image of a company employee carrying a tea box with care and respect. She has a pleasant and adorable smile. * image of people having fun with the goods *The image of her discussing the worth of the goods, her calm and truthful demeanor 		<p>The image of a company employee carrying a tea box with care and respect. She has a warm and charming grin. This could imply that this item is a valuable gift. The subsequent visual modes in this commercial then complement the verbal modes. Her statements appear to have the term "give" as the act of providing a present, then "especially for you" in her remark, implying that the corporation is the gift provider, and the consumer is the gift recipient. It meant that "a drink is a gift."</p>
			verbal		
	written	no			
	sonic	sonic	no		
		music	no		

	visual	visual	* The image of the girl remembering when her grandmother began the company here *Photograph of her grandparents and her inspecting the quality of coffee beans *Image of a female worker holding a coffee box. *Photographs of people drinking coffee	Every image in the girl's stream of thoughts about her home tea enterprise supports the words. The adventure begins with the establishment of a tea firm. The process of the journey begins while the company is still maintained and run as a family business. The experience gained during the trip is a moment that the product brings to the customer. Her grandmother founded the company, and she is now an operator as the journey's leader; the company's customers as passengers. It is meant that "A drink is a journey."
	verbal	spoken	female voice: * start here in New York *we're still a family company *a Moment just for you	
		written	no	
	sonic	sonic	no	
music		no		

Source: <https://www.ispot.tv/ad/Z0b1/bigelow-tea-every-cup-counts>

Results/Findings and Discussion

After identifying the conceptual metaphor, the author conducts statistics on target and source domains in American tea TV commercials. The frequency of target domains is listed in the following table:

Table 2. Frequency of target domains in American Tea TV Commercials

No	Target domains	Code	Frequency	Percentage
1	a drink	1,2,4,1,3,5,1,4,6,6,6,7,7,7,8,8,9,9,10	19	65.5%
2	happiness	5,7,8,9,10	5	17.2%
3	quality	8	1	3.4%
4	beauty	7,9,10	3	10.3%
5	coldness	9	1	3.4%
Total			29	100

As can be seen from Table 2, the target domain - *a drink* ranks first with a high proportion (65.5%). This demonstrates that advertising videos emphasizing brand identification are incredibly effective. *Happiness* is placed second with a rating of 17.2%. This is regarded as the guiding philosophy of the tea advertising business in the United States, and drinking is a source of joy. Beauty ranks third place with a rate of 10.3%, which is seen as one method of touching viewers' emotions with themes that are always of interest to everyone. Furthermore, in TV advertising, the coldness of the tea bottle or the quality of the goods is figurative. The ratio of these two target domains is the same (3,4 %). Target domains illustrate the product, its usage,

and benefits toward customers, which attract viewers with images, speeches, and sound and music. Then, customers understand the functions of the products and desire to buy them. Next, source domain choices are shown in the next table:

Table 3. Frequency of source domains in American Tea TV Commercials

No	Source domains	Code	Frequency	Percentage
1	a person	A1, 2,4,7,9,10	6	26.09%
2	drinking	5,7,8,9,10	5	21.74%
3	a dose	6,7	2	8.70%
4	a friend	5,6,8	3	13.04%
5	journey	1,3	2	8.70%
6	Gift	1	1	4.35%
7	dish	4,7,8,9	4	17.39%
8	a container of pureness	7,9,10	3	13.04%
9	Ice	9	1	4.35%
10	the sun	8	1	4.35%
11	a musical instrument	6	1	4.35%
Total			23	100

Table 3 shows the frequency and percentages of source domains in American tea TV advertisements. While *a person* ranks first with the highest portion (26.09%), *a friend* with three appearances was ranked fourth, and *a container of pureness* with 13,04%. Thus, the majority of source domains that are human or related to people are taken up conceptual metaphors. Besides, drinking ranked second place with 5 times appearances so this source domain aids in product recognition. Moreover, drinks are always accompanied by food, which leads to *a disk* ranked third with a rate of 17.39%. Then, *a dose* and *a journey* have the same proportion (8.7%). Last, *ice*, *the sun*, *gift* and *a musical instrument* take the same percentage (4.35%). Next, to identify the mix of audio, picture, and voice in the selection of source and source domains, we will first list the roles of modes in the target domain in American Tea TV advertisements in table 4:

Table 4. Roles of modes in target domains in American Tea TV Commercials

Number	Type	Frequency	Percentage
1	IVS	19	36.5%
2	IV	24	46.2%
3	IS	2	3.8%
4	VS	1	1.9%
5	I	6	11.5%
Total		52	100%

I: image

V: verbal

S: sonic

The combination of visuals and words placed top out of five types of mode combinations, with

46.2%. The combination of all three modalities comes in second with a rate of 36.5%. Notably, product photos may still wow the audience on their own. Therefore the image's part contributes to 11.5%, placing third. With two times frequency, the combination of pictures and sounds ranks fourth. Finally, the combination of voice and sound accounts for a modest proportion (1.9%). As a result, visuals' role in product identification serves as a closure and is the most effective technique in movie advertising. Images can be paired with sounds and words, or simply one of the two, or alone, to assist viewers in grasping what this product is, causing them to be drawn to and fall in love with it. Besides, the following table examines the roles of modes in source domains in American Tea TV Commercials:

Table 5. Roles of modes in source domains in American Tea TV Commercials

Number	Type	Frequency	Percentage
1	IVS	17	63.0%
2	IV	9	33.3%
3	IS	0	0.0%
4	VS	1	3.7%
5	I	0	0.0%
Total		27	100%

I: image V: verbal S: sonic

As you can see from table 5, when representing the source domain, there are three potential mode combinations: IVS, IV, and VS. The combination of all three modalities ranks first, accounting for 63% of all appearances. In second place is the combination of pictures and words that has fewer than half the number of appearances as the first-place combination. Finally, the combination of voice and sound occurs just once, accounting for 3.7% of the total.

Based on the findings, there are some major results to answer the research questions of the study

Question 1: What domains are used in American tea TV commercials?

In terms of target domains, *a drink* ranks top with a substantial share (65.5%). This illustrates how powerful advertising videos promoting brand recognition are. *Happiness* comes in second place with a rating of 17.2%. Drinking is a source of delight, according to the guiding idea of the tea advertising sector in the United States. *Beauty* ranks third with a rate of 10.3% and is viewed as one manner of reaching viewers' emotions with topics that are always of interest to everyone. Furthermore, the *tea bottle's coolness* or *the items' quality* is symbolic in TV advertising. Thus, five target domains demonstrate the product, its utilization, and its benefits to clients, attracting viewers using images, voices, sound, and music. Customers then comprehend the purposes of the items and aspire to purchase them. This is also the purpose of tea advertisements in general, and beverage advertisements in particular.

In terms of source domains, while *a person* has the biggest part (26.09%), *a friend* with three appearances is placed fourth, and *a container of pureness* is ranked fifth with 13,04%. As a result, conceptual metaphors are used in the majority of source domains that are human or connected to humans. Furthermore, *drinking* was placed second with 5 times appearances,

suggesting this source domain assists in product awareness. Furthermore, drinks are always served with meals *a dish*, which contributes to a disk ranking third. The percentage of *a dose* and *a journey* is hence the same (8.7%). Last but not least, *ice*, *the sun*, *a gift*, and *a musical instrument* all have the lowest proportion. Thus, 11 source domains are existing in tea advertising in the US, with a focus on *a person (appearance, activities, emotions, and body) and issues related to a person (a friend- relationship)*. Things close to people are also included to optimize the source domain, making it easier for viewers to understand the uses and functions of the product.

In conclusion, the number of representations in the source domain is roughly twice as large as that in the target domain, which supplements the findings of Forceville (2007). First, the metaphor's target domain is indicated within the text, and the products/targets are all visually portrayed - however, keep in mind that a product with a very specific sound may be shown with only an acoustic target. Second, the source domain is cued before the target domain. This result appears odd at first because it contrasts with standard forms of verbal metaphors in which the target frequently comes before the source.

Question 2: How are the domains generated multimodally in American tea TV commercials?

In terms of the roles of modes toward target domains, with 46.2%, the combination of pictures and words ranked first among five sorts of mode pairings. With a rate of 36.5%, the combination of all three modalities comes in second. Notably, product photographs may still dazzle the audience on their own. Therefore the image's component ranks third. The combination of images and sounds ranks fourth. Finally, a small amount (1.9%) is accounted for by the combination of voice and sound. As a consequence, the role of visuals in product identification serves as closing and is the most effective strategy in tea advertising.

In terms of the roles of modes toward source domains, there are three possible mode combinations for expressing the source domain: IVS, IV, and VS. The combination of all three modalities comes in first, with 63% of all appearances. The combination of photos and text in second place has fewer than half the amount of appearances as the first-place combination. Finally, voice and sound are combined just once, accounting for 3.7% of the total.

In a word, when representing both source and destination domains in metaphors, the significance of pictures is always important. However, when expressing the target domain, the types of expression are slightly richer than when expressing the source domain, which differs slightly from Forceville (2007). As a result, even if the target domain is simply an image of the product, the source domain throws additional light on it. This may also be explained by advertising makers focusing on presenting the source domain most clearly by combining all three modes in order to assist viewers in comprehending and effectively touching the emotions of buyers.

Conclusion

The paper gave a core picture of multimodal metaphors in 10 American tea TV commercials. An exploratory sequential mixed methods design is employed in order to proceed with three main objectives: (1) the choices of domains, (2) the frequency of modality, and (3) the metaphors with the representation of the target customers in American tea TV commercials.

Besides, the data is still restricted (10 cases), which has an impact on the results, and this is merely a case study with no general review of the full corpus of beverage TV advertising. However, the findings of the preceding study serve as the next stage in the investigation of multimodal metaphors in American and Vietnamese beverage advertising. The corpus will eventually be expanded to include nonalcoholic and alcoholic beverage ads, affording a complete view of multimodal metaphors in American and Vietnamese beverage commercials.

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Biodata

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Conceptual Metaphor “WOMEN ARE ANIMALS” In 20th-century Vietnamese Literature

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ABSTRACT

Keywords: conceptual metaphors, Vietnamese literature, women, animals, the mapping mechanism

From the perspective of Cognitive Linguistics, the paper analyzes the conceptual metaphor WOMEN ARE ANIMALS in 20th-century Vietnamese literary works. The theoretical framework for this study includes the Conceptual Metaphor Theory of Lakoff and Johnson (1980), the Great Chain of Being model of Lakoff and Turner (1989), and the Metaphor Identification Procedure of Pragglejaz Group (2007). Through a survey of 50 short stories and novels written by famous Vietnamese authors, 6 low-level metaphors as well as the mapping mechanism from the source domain to the target domain, is discovered and explained. The findings reveal that women are mainly portrayed as wild animals, livestock, pets, or birds. Metaphorical linguistic expressions, then, convey a biased view towards the low and inferior role and position of women in the family and society. Negative ideological values in the representation of women are explored to show that women are considered to be small, weak, dependent on men, and serve as their recreation. Vietnamese people's thinking and cultural characteristics are also reflected in this metaphor.

Introduction

The classic book "Metaphors we live by" by Lakoff and Johnson (1980) has changed the scientific views about the language of many linguists around the world and paved the way for a new research tendency. From a cognitive linguistics perspective, metaphor becomes an important key to helping people understand and comprehend the foundations of thinking and perceiving mental symbols about the world.

The representation of women as animals is a very interesting topic from a cognitive and cultural viewpoint. As animals are an essential part of our world, they are, of course, a suitable source domain in the conceptualization and construction of metaphors related to women. This research is based on the theory of conceptual metaphors to explore and analyze subtypes of conceptual metaphor WOMEN ARE ANIMALS as well as the underlying meanings generated through these metaphors.

Literature review

Conceptual Metaphor Theory

Conceptual Metaphor Theory started with “Metaphors we live by” by Lakoff and Johnson (1980) – a book that is considered as the backbone of a great deal of research on metaphors afterward. The two men recognized and studied metaphors through the field of experience. They believed that metaphor is a cognitive phenomenon rather than a linguistic phenomenon and that metaphorical expressions encountered in language are the reflections of metaphors that exist at conceptual levels. Thus, the nature and function of cognitive linguistics in general and conceptual metaphor, in particular, is the study of how people perceive and assess the world through the lens of language and national culture (Lakoff, 1986; Kövecses, 2000, 2002, 2005)

From the viewpoint of cognitive linguistics, conceptual metaphor is a cognitive mechanism in which the logic of more concrete concepts replaces the logic of abstract concepts. The cognitive mechanism of conceptual metaphor involves two conceptual domains, the source domain and the target domain. In other words, conceptual metaphor means understanding one concept in terms of another conceptual domain: DOMAIN A IS DOMAIN B. Conceptual metaphor is a "transfer" or a "mapping" of structure and internal relations of a domain or cognitive model ("source") to another domain or cognitive model ("target") (Lakoff & Johnson, 1980, p.25). The mapping mechanism works as follows: the elements of the source domain are mapped onto the elements of the target domain so that the target domain can be comprehended through the source domain based on a set of mappings. To understand a conceptual metaphor is to know this set of mappings that applies to a given source-target pairing.

The Great Chain of Being

According to Lakoff and Turner (1989), The Great Chain of Being (referred to as the Great Chain) is a cultural model that describes the relationship between kinds of beings and their properties. The properties associated with them are hierarchically arranged from “high” to “low” vertically. The hierarchy is arranged as follows: Humans – Animals – Plants – Complex objects – Natural physical things.

According to Kövecses, the Great Chain is a metaphorical system that explains "how objects, or things, in the world, are conceptualized metaphorically" (2002, p.151). This system becomes a metaphorical system only when a particular level of the chain is used to understand another level. This understanding can be accomplished in two ways: a higher source level can represent a lower target, or vice versa (Kövecses, 2002, p.154; López-Rodríguez, 2007, p.19).

Related Studies

The conceptual metaphor WOMEN ARE ANIMALS is explored in a number of overseas and Vietnamese studies (Zhou, 2007; Ahmed, 2018; Barasa & Opande, 2017; Takada, Shinohara, Morizumi and Sato, 2000; Turpín, 2014; López-Rodríguez, 2009; Tarkela, 2016; Chin, 2009; Luong, 2016; Le, 2017). A group of researchers, including Takada, Shinohara, Morizumi, and Sato (2000) conclude that women are conceptualized as butterflies, birds, and pet animals. They also find

out mapping gaps in the metaphor WOMEN ARE ANIMALS: 1. Not all kinds of animals are used for women. Wild and/ or large animals such as wolves, bears, and others are not activated to describe women. 2. Not all properties of animals are actually mapped. Salient properties of animals, such as four legs, tails, beaks, wings, etc., are not involved in the mapping of this metaphor. It is pointed out that metaphors referring to men and women have asymmetrical mapping systems.

The research done by López-Rodríguez (2009) shows that through the images of pets, livestock and animals, women are described as in dire need of subjugation, tight control, and domestication. The same conclusion is drawn in the study conducted by Turpín (2014). Three main groups of animals that are employed to depict women in conceptual metaphor WOMEN ARE ANIMALS, including pets, farmyard, and wild animals. The metaphor conveys ideological values that are generally negative in representing women's behavior and beauty. First, understanding women as pets implies the idea of subjugation, domesticity, and weaker sex. Second, the categorization of farmyard animals provides a sense of edibility and servitude. Third, through the conceptualization of wild animals, women are seen as dangerous and menacing. By the same token, Barasa and Opande (2017) demonstrate that whether in the form of pets, livestock or wild animals, women are perceived as inferior to and dependent on men. Because of social prejudices, women are marginalized and discriminated in terms of decision-making, policy formulation, resource distribution, and political participation.

Luong (2016) discovers in her study that of the 5 structural metaphors surveyed, the metaphor WOMEN ARE ANIMALS is utilized with the greatest number of metaphorical expressions. The author finds 6 sub-categories based on animals' habitats and their relationships with humans, including pets, livestock, birds, insects, wild animals, and aquatic animals. Based on the mapping structure of this metaphor, three subtypes are found: the appearance of women is the appearance of animals, activities of women are activities of animals, and activities with women are activities with animals.

Compared with foreign studies on conceptual metaphor WOMEN ARE ANIMALS, the number of studies carried out in Vietnam is still limited. Up to the present time, there has not been any research that deeply analyzes conceptual metaphor WOMEN ARE ANIMALS in 20th-century Vietnamese literary works written by different authors rather than one specific writer. This study's research gap is to supplement and strengthen the cognitive view of metaphors in general and conceptual metaphors in WOMEN ARE ANIMALS in particular.

This research is significant in clarifying the relationship between metaphors in language, culture, and thinking, thereby confirming the development of this modern linguistic theory. The study helps to identify how women are viewed through 20th-century literary works, hence reflecting their position and role in society. Typical cultural and social features of the Vietnamese community are revealed, which has contributed to enriching cultural values and national thinking in cognitive linguistics studies up to now. The study results are expected to enable language teachers or learners to understand better the language, especially metaphors used in literature.

Research Questions

The research aims to answer the following questions

1. What are low-level metaphors of conceptual metaphor WOMEN ARE ANIMALS in 20th-century Vietnamese literature?
2. What meanings are conveyed through the use of these conceptual metaphors?

Methodology

Methods

According to Lakoff and Johnson's Theory of Conceptual Metaphor (1980), the research approaches cognitive linguistics to identify the conceptual metaphor WOMEN ARE ANIMALS in 20th-century Vietnamese literature.

The study uses the following methods: Discourse analysis method: used to analyze literary discourses to identify the conceptual metaphor WOMEN ARE ANIMALS; Descriptive method: used to describe examples, mapping structure of the conceptual metaphor WOMEN ARE ANIMALS as evidence; Conceptual metaphor analysis method: used to identify metaphorically used words and metaphorical expressions.

Data collection & analysis

The data collected derive from 50 Vietnamese novels and short stories written by Vietnamese writers in the 20th century. These literary works are available on reliable websites or in printed books.

The Metaphor Identification Procedure (MIP) proposed by the Pragglejaz group (researchers) is adopted. This process consists of 4 steps and is specifically applied to the corpus of this study as follows: 1. Read the entire literary work to understand the general idea of the literary work. 2. Identify lexical units used in literary works. 3. (a). Determine *contextual meaning*: Analyze the surrounding words of each lexical unit to determine its context meaning. (b). Determine *basic meaning*: The basic meaning has the following properties: More concrete; More precise; Historically older, etc. (c). Compare the contextual and basic meanings to determine the *conflict of meaning*. 4. If there is a conflict of meaning, mark the lexical unit as metaphorical. (Pragglejaz Group, 2007, p. 3) (cited in Kövecses, 2002, p.5)

After identifying the metaphorically used words, the researcher identifies typical attributes of the source domain ANIMALS, determines the corresponding attributes that are activated in the cognitive framework, and classifies and labels types of low-level conceptual metaphors.

Findings and Discussion

According to the Vietnamese Dictionary edited by Hoang (2010), a human is "the most evolved animal, capable of speaking, thinking, creating and using tools in the process of social work" (p.898). Furthermore, the Great Chain provides a distinction between man and animals, which states that man is of a higher level than animals. As a result, the metaphor

WOMEN ARE ANIMALS is formed under the consideration that humans are not animals like lions, dogs, birds, etc. “Animals” is a very common source domain (Kövecses, 2010) and the metaphor WOMEN ARE ANIMALS probably appears frequently in the Vietnamese language because animals are so closely associated with human life and man is a superior animal. The total number of metaphorical expressions used to describe the metaphor WOMEN ARE ANIMALS is calculated directly on the corpus because one metaphorical expression can convey different low-level metaphors.

For the metaphor WOMEN ARE ANIMALS, the Great Chain operates unconsciously (Lakoff & Turner, 1989). The Great Chain helps us to understand human attributes based on those of other species and vice versa (Lakoff & Turner, 1989, p.172). Lakoff and Turner, and Kövecses share the same view on how to understand human character traits based on animal attributes. That is, animals must first be personified, then human attributes are mapped onto animals and mapped back onto humans to help understand humans (Lakoff & Turner, 1989, p.196); Kövecses (2010, p.125, p.153).

Table 1. Low-level metaphors of conceptual metaphor WOMEN ARE ANIMALS

Attributes	Metaphorically used words	Frequency	Total number of metaphorical expressions
Types of animals	46	75	191
Body parts of animals	15	24	
Features of animals	18	28	
Activities of animals	43	66	
Activities with animals	17	28	
Places of animals	2	3	
Total	141	224	

This metaphor is found in 191 metaphorical expressions with the adoption of 141 metaphorically used words with 224 occurrences. Based on attributes of the source domain, six mappings of the metaphor are identified as shown in Table 2.

Table 2. Mapping structure of conceptual metaphor WOMEN ARE ANIMALS

SOURCE: ANIMALS	Mapped onto	TARGET: WOMEN
Types of animals	→	Kinds of women
Body parts of animals	→	Body parts of women
Properties of animals	→	Characteristics of women
Activities of animals	→	Activities of women
Activities with animals	→	Activities with women
Places of animals	→	Places of women

This metaphor has 6 sub-class metaphors described as follows.

The first low-level metaphor is KINDS OF WOMEN ARE TYPES OF ANIMALS. 46 linguistic items are used 75 times to indicate types of animals and project them onto the target domain, hence helping readers better understand the kinds of women mentioned in literary works. 10 groups of animals are found with the number of linguistic items respectively,

including General group (4), Wild animals (5), Domestic animals (poultry, cattle) (11), Pets (dogs, cats) (5), Birds (10), Insects (vermin) (3), Reptiles and worms (4), Aquatic animals (2), Rodents (1), Imaginary animals (1).

The metaphor KINDS OF WOMEN ARE TYPES OF ANIMALS mainly focuses on four groups: pets, domestic animals, wild animals, and birds. The metaphorical expressions associated with these four groups of animals exhibit negative ideological values in describing women's behaviors and thereby degrading their values.

(i) Wild animals do not depend on humans for survival, nor do they need humans to feed, provide shelter and protect them. Wild animals survive on their own and often pose a threat to humans. Therefore, when using images of wild animals to describe women, the authors want to emphasize the fierceness, ferocity, or rebelliousness of women.

When conceived as wild animals such as tigers, lions, and chimpanzees, women turn out to have power, beyond the control of men. Powerful, fierce women are tigers and lions because these two animals are known as the king of the jungle with their strength, ferocity, and agility. Formidable women who cannot control their anger are chimpanzees. Thus, animals' attributes of being wild, accustomed to living in a free environment, and out of human control are transferred to women. For example:

(1) Tuy đã là hổ – hoặc sư tử – mà nay về già rồi, bà Đội Tứ của tôi cũng không bao giờ muốn than như vậy. (Vu, 1934)

(2) Hoặc anh ấy gầm lên như hổ đói. Hoặc tôi gào thét, đấm ngực thùm thụp như lũ tinh tinh. Nhưng rốt cuộc cả cộp lẫn *tinhtinhtinh* đều xếp lép con tức giận để ngẩn ra nhìn nhau tội nghiệp. (Pham, 1998, p.254)

(ii) Pets are close and intimate animals that have frequent interactions with humans, which is the empirical basis for the conceptualization process. Pets are raised to be friends and to meet human needs for entertainment. A typical representative of the pet is the dog (López-Rodríguez, 2007, 2009; Turpín, 2014). Dogs are close to humans due to their loyalty, but this noble characteristic does not hold up and then is hidden in the process of mapping onto women. This reflects the partiality as mentioned above of metaphorical mapping (Lakoff & Johnson, 1980). When conceptualized as *chó* (dogs) or *chó cái* (bitches), women are assigned negative attributes such as filth and promiscuous intercourse as in example (3). It can be said that this is a common conceptualization that is widely shared in many different cultures.

(3) Đồ đĩ dại! Đồ nhà thô! Đồ chó! (Vu, 1936)

(4) Cái giống mèo mả nhà mày! (Vo, 1993, p.176)

Another kind of pet is the cat which shares many features with women, including small size, frailty, softness, need for being taken care of, and winning affection from owners. However, when compared with *mèo mả* (grave cats), the conceptualization of women correlates with the concept of SEX, depicting women who have an illegitimate relationship with men, also known as extramarital relationships as *mèo mả* (grave cats) - feral cats that wander in the graveyard. According to Partridge (1993), this metaphor probably takes its roots from the fact

that cats are nocturnal animals typically associated with the night. Hence, the association with prostitution might be established.

When conceived as pets that are kept for entertainment purposes, women become sexual objects, satisfying the entertainment needs of men. The description of women as pets (dogs, cats) shows that women are subdued and in need of men's protection, hence only staying at home to do housework. When compared to pets, women are seen as the weaker sex and inferior to men.

(iii) Women are also likened to cattle and poultry such as buffaloes, cows, pigs, chickens, horses, and donkeys with two important characteristics: being a source of food and traction to serve people in farm work and in transportation. Knowledge in this agrarian tradition provides mappings to understand women's servitude, being hard-working, and resignation. Therefore, women, according to the Eastern view, are those who are exploited for their labor, health, and youth for the sake of their families, husbands, and children. For example, women who reproduce a lot are sensed as *lợn nái*, *lợn sê* (sows), *cái mái đẻ* (hen) in terms of fertility as these animals are responsible for supplying meat and eggs for the household; those who work hard and enthusiastically as *trâu cày* (buffaloes), those who love her children, take great care of them, and are willing to "ruffle her feathers" to protect her children as *con gà mái* (hen); those who are stubborn in a foolish way and only obey when forced violently as *con lừa* (donkey); those who are innocent newcomers in a prostitution ring as *con bò lạc* (straying cows) that are bewildered and easily deceived and manipulated by others when getting lost in a strange land; lustful women as *ngựa cuồng khẩu* (crazy horses).

(4) Trời ơi, dễ như thế thì có khác gì *con lợn nái*? (Khai & Nhat, 1934, p.69)

(5) Thật quá *trâu cày*! – Đã giải quyết xong công việc ở ngoài phòng thường trực, bà trưởng phòng quay vào, đi đến bàn Phụng, làu bàu. (Ma, 1985)

(iv) Bird names are harnessed to facilitate a better understanding of different types of women. Metaphorically used words include *chim nhạn* (terns), *chim yến* (swiftlets), *chim vàng anh* (golden birds), *chim hoạ mi* (nightingales), etc. Small size, youth, domesticity and entertainment of these birds set the ground for the construction of these metaphors. These semantic units convey positive connotations to indicate endearment. This meaning derives from the amorous disposition of birds and also from the folk tradition that considers birds as symbols of love (Talebinejad & Dastjerdi, 2005). The same is true when contemplating the properties of a bird for a woman to refer to a woman whose life is dependent and who just spins around the house like a bird kept in a cage. For example:

(6) Bà khác hẳn chồng (...) cao ngồng và mảnh khảnh, chứ không tròn trĩnh, vai u, thịt bấp như ông chồng. Nếu ông chồng là một con gấu thì bà chính là một *con cò ruồi*. (Nam, 1944, p.524)

Tall, slender women are perceived as *con cò ruồi* (hummingbirds) as in example (6). Besides, women are viewed as *chim hoạ mi* - small nightingales that are raised in a cage, dependent on and become entertainment for the owner.

In addition, based on the typical features of each animal in the remaining groups, women are

associated with certain types of animals. Cruel, cynical women are manifested as *rắn độc* (poisonous snakes) that are ready to sting other people with deadly venom, those with low status, easily bullied and intimidated by others as *con sâu, cái kiến* (worms and ants), those who are sluggish as *rùa* (turtles); those who appear soft and courteous but in fact very stubborn as *mặt sứa gan lim* (a jellyfish face and an ironwood liver) by virtue of contrasting characteristics of two kinds of animals and plants: jellyfish are animals with a soft body while ironwood is a kind of hard, heavy, strong wood that is not susceptible to termites and not affected by the natural environment.

(7) Sao chị mặt sứa gan lim thế? (Nguyen, 1937)

(8) Trong gia đình này, năm mẹ con thường giống như một bọn dân hèn yếu cùng chung phận con sâu, cái kiến dưới cái ách một ông bạo chúa. (Nam, 1942, p.104)

The second metaphor is BODY PARTS OF WOMEN ARE BODY PARTS OF ANIMALS with 16 lexical items and 25 occurrences. Although a woman's body part is not an abstract concept, on the contrary, it is very specific and clear, the image mapping mechanism is still implemented for this metaphor to help literary discourse become rich and diverse. For example:

(9) Thăng Công rõ khéo chọn vợ, mắt đen lay láy thắt đáy lưng ong, da đỏ hồng hồng. (Duong, 1991, p.29)

Bull-headed women are stubborn, sassy, and difficult to teach. Some writers have subtly mapped the rim of *con giải* - a freshwater turtle with a wide mouth that hangs down - onto women's body parts to disparage women with wide mouths, lowered edges, and thin lips as they are considered to be pretentious and talkative. Images of some animal body parts are mapped onto images of beautiful women, for example, *mắt bồ câu* (pigeon eyes), *thắt đáy lưng ong* (bee waists) refer to beautiful, big, round eyes, women's small waist respectively. This metaphor is also charged with negative meanings through the adoption of lexical items such as *nanh nọc* (venomous fangs of snakes), *chân chim* (bird's feet) referring to fierce, malicious women, and wrinkles at the corners of the eyes, respectively.

The third metaphor is FEATURES AND CHARACTERISTICS OF WOMEN ARE PROPERTIES AND ATTRIBUTES OF ANIMALS. 18 metaphorically used words are harnessed 28 times in the construction of this metaphor. Typical features of animals include appearance, gait, and sounds. For example:

(10) Bên kia, có lẽ vì mụ giẫy cái yếm xẹo xẹo để trật ra cái sườn nây nây. (Nam, 1941)

(11) Người ta nuôi mãi, bây giờ mới tron lông đỏ da một tí, đã phải đến mà giờ què. Tưởng bấu ngọc lăm đấy! (Nam, 1943a, p.36)

In example (11), *nây* refers to the squishy pork belly, when magnetized and reiterated to form the word *nây nây*, vividly depicts a women's plump, somewhat squishy waist. With the phrase *tron lông đỏ da*, the animal's physical features are projected into beautiful, fat women. Contrary to this image is a negative one *sẻ* in association with pigs which breed many times. Readers can imagine images of women who have been pregnant many times, and their body is no longer neat and stocky.

Animal gait is also used to describe women. For instance, *lạch bạch* (*waddling*) suggests a slow, heavy walk on the soft ground. For example:

(12) Rồi cầm con mực, thím *lạch bạch* đi vào bếp. (Anh, 1966)

Regarding the sounds made by animals, a number of lexical items such as *thánh thót* (squeaking), *lảnh lót*, *riú ran*, *lành lành*, *riú rít* (chirping) are exploited to describe cute sounds and voices of women.

(13) Còn cô vợ của người đàn ông nàycất tiếng *thánh thót*. (Ma, 1985)

Animals with enough horns and birds with enough beaks (*đu sừng*, *đu mỏ*) are grown-up animals. This knowledge gives rise to a metaphorical understanding of women who have experience in doing business and trading. In addition, some animal properties are also mapped onto women's personalities such as *hung dữ* (aggressive), *trinh ranh*, *giảo hoạt* (cunning), which makes everyone want to stay away as illustrated in example (11).

(14) Chàng chỉ nhận thấy Tuyết là một người đáng ghê sợ, một *con vật hung dữ* đáng lánh xa. (Khai & Nhat, 1934, p.60)

(15) Người ta liệt nó vào hạng còn ít tuổi nhưng đã thừa sành sỏi. Nó biết mua, biết bán, biết chần ba, nhặt nhanh, mà lại *đu sừng*, *đu mỏ*. (Nam, 1943b, p.198)

Fourth, the metaphor ACTIVITIES OF WOMEN ARE ACTIVITIES OF ANIMALS is understood based on the use of a wide variety of linguistic items (43 lexical items and 66 occurrences) such as: *xoè cánh* (spread wings), *nằm ổ* (lie in the nest), *châm chích* (sting), *sổ lồng cũi* (get out of the cage), *gầm*, *rống* (roar), etc. For example:

(16) Thế rồi lại còn *động cõn* đánh đôi đánh lứa với con sen nhà bà Phán, (Nam, 1944, p.546)

(17) Chẳng thế mà mỗi lần đi ra xa một tý, cô Hoàn *gầm* lên một tiếng "sê ghi" mà chậm lại, là cô nhỏ tiếng ta chửi thổng cho một hồi. (Ngo)

(18) Cái cảnh địa ngục này, thật vậy, cũng đã là rất bõ cho em vin có *sổ lồng cũi* mà đi. (Vu, 1936b. p.151)

According to the Great Chain of Being, wild animals are often big, stronger than animals in other groups, and live in a free environment, so they are untamed and difficult to control. They are classified into the dominant group, having a higher level than other animal groups. When mapped onto the target domain WOMEN, the behaviors of wild animals showing their fierce, aggressiveness, and difficult-to-control behavior provide metaphorical meaning that women are also menacing, that is, dangerous.

Many activities of wild animals such as *gầm* (roar), *gầm thét*, *rí* (howl), *rống*, *lồng lên*, *xé xác* (tear apart), *gào thét*, *quào* (squeal), *ăn thịt (lẫn nhau)* (cannibalize (each other)), *cắt rứt* (gnaw), etc. are harnessed to depict women who lose their inherent femininity and seem to be strong, fierce, threatening, formidable, difficult to control the anger. Women with high sexual needs are perceived through the action *động cõn* (rut) of animals which expresses physiology strongly stimulated by sexual demands (Hoang, 2010, p.451). Example (16) conveys the disparaging attitude of the speaker with a negative nuance of description.

A popular ornamental animal, the bird, is often assigned to women to emphasize that their family life is too cramped, confined, and unhappy with the use of the lexical item *sổ lồng cũi*. Thus, it can be seen that via the image of ornamental birds, women appear pitiful with their desire to be free and to live their life for themselves.

Some behaviors and actions of pets, poultry, and livestock, such as *nằm ổ* (lie in the nest), *ngoe nguẩy* (wiggle), *cong đuôi* (curl tails), etc. also become familiar in the discourse of the Vietnamese community when describing women's actions. *Nằm ổ* (lie in the nest) describes those who are in confinement. After giving birth, they must abstain from a lot of things, stay at home and are not allowed to go out. *Ngoe nguẩy* (wiggle), describing tail-wagging movements of certain animals such as dogs and fish is exploited to indicate women's soft, gentle back-and-forth movements. Another action related to *đuôi* - the tail of an animal is *cong đuôi* (curl tails) which has a negative meaning referring to ungrateful women who forget the merits of the person who saves them immediately after escaping from trouble. This metaphorical meaning arises from the sense that after escaping from the chain, animals curl their tails and run away.

In all, when perceiving women's life, writers have applied typical attributes of animal behavior to structure the concept of female activities in a vivid way. In addition, some verbs indicating animal activities such as *rống* (roar), *lõng lên* (crouch), *nằm ổ* (lying in the nest), etc. are utilized to refer to common human activities in daily life, showing a very strong mapping mechanism, and also affirming that the conceptual metaphor is a part of life, used by very ordinary people as stated by Lakoff and Johnson (1980).

The fifth metaphor is ACTIVITIES WITH WOMEN ARE ACTIVITIES WITH ANIMALS. The knowledge about the activities of others with animals helps writers to portray the image and status of women under the influence of other people. This metaphor is demonstrated through the use of 17 lexical units with 28 occurrences. Activities with the group of livestock and pets like buffaloes, cows, donkeys, horses, dogs, etc. are the most popular with a great number of metaphorically used words such as *nhốt* (confine), *nuôi/nuôi con* (rear), *thắt* (bridle), *thả lỏng* (slack the reins), *cưỡi* (ride), *xỏ chạc* (run a bamboo plaited cord through a buffalo's nose), *rẽ dây cương* (turn the reins), *lùa* (herd), *dồn, xích* (chain), *hành hạ* (torment), etc. once again affirming that women are exploited and treated as animals, dominated and controlled by men. Like pets or livestock, poultry, women just hang around in or around the house and are under the control of men. They are raised (*được nuôi*), chained (*bị xích*), tortured (*bị hành hạ*), if they are disobedient, a bamboo plaited cord is run through their nose (*bị xỏ chạc*), etc. Women must submit to the man and only have some freedom if the men slack the reins (*thả lỏng*), turn the reins (*rẽ dây cương*) hay (*lơi lỏng*), etc.

(19) Anh chồng không đủ sức chu toàn, đành thở dài, *rẽ dây cương*... (Nam, 1944, p.565)

(20) Nhưng con vẫn nhìn cô bác sĩ với ánh mắt của con thú dữ bị *xích*. (Y, 1989)

The metaphor ACTIVITIES WITH WOMEN ARE ACTIVITIES WITH ANIMALS can be associated with the metaphor SEX IS RIDING (Chamizo & Sánchez, 2000, cited in López-Rodríguez, 2009) in terms of the image of cattle ridden by humans evoking the image of mounting or getting up on a coital partner which portrays the man in the role of the rider that

mounts or rides the woman. As a result, women are under the control of men, and at the same time have to serve their sexual needs.

The last metaphor is PLACES OF WOMEN ARE PLACES OF ANIMALS with 2 linguistic items: ổ (nest), and chuồng (cage) appearing 3 times.

(21) Bà nội này nãy giờ bộ lên chuồng ngủ rồi sao chứ? (Anh, 1966)

A cage is “a place that is fenced off on four sides to keep or raise animals” (Hoang, 2010, p.249). Thus, example (21) is a humorous way of saying, likening the woman's place to a pet's cage.

Discussion

Regarding *the mapping*, the metaphor WOMEN ARE ANIMALS has a rather rich mapping mechanism. Women are perceived based on the aspects: of animals' types, body parts, characteristics, activities, activities with animals, and places of animals. In addition, in this metaphor, characteristics such as instinctive, functional, and typical behaviors are highlighted, while the woman's rationality is obscured, as stated by López-Rodríguez (2007, p.20). This claims to highlight or hide the metaphorical mapping as mentioned in the previous part.

Regarding *cultural features*, women are often conceptualized as four main types of animals, including wild animals, pets, domestic animals, and birds. This conceptualization shows a biased view of the role and position of women indicating that women are small, weak, dependent on men, and only have to stay at home to take care of children and do housework. Women are also treated as pets with the task of entertaining men. In the male-female relationship, women are also assigned a passive role, subject to the control of men. However, if women do not follow these traditional values, they are seen as wild animals which lose control and become aggressive, hence being condemned.

The use of this metaphor enables us to conceive of women as inferior to men. This reflects Turpín's (2014) statement that "the mapping of common animal metaphors used in the conceptualization of women may provide a good insight into the role attributed to females by society." Thinking and thinking activities are important factors that help human beings to differentiate and surpass the lower species. Therefore, the conceptualization of women as animals has essentially devalued women. The subordinate metaphors of the metaphor WOMEN ARE ANIMALS also partly become a means of describing undesirable characteristics and attributes of women. The metaphor contains cultural elements bearing features of Vietnamese communities. “They reflect the attitudes and beliefs held by a particular community towards certain animal species, and, therefore, may vary from culture to culture, in time and space” (López –Rodriguez, 2009, p.94).

In addition, the adoption of linguistic items clearly shows cultural and national characteristics. Specifically, Vietnamese authors tend to use linguistic units indicating female animals, such as gà mái (hen), gà mẹ, gà mái đẻ, lợn sề, con lợn nái (sow) or other livestock and poultry species such as trâu cày (buffalo), con vịt (duck) which are typical of agricultural culture. Vietnamese writers do not focus on the wildness of animals when compared with women.

This can be explained by virtue of agricultural culture. Plants and animals are familiar to Vietnamese people, wild animals are tamed and brought home, and pets are almost non-wild. In addition, the animals that are familiar to Vietnamese people and adapt to the country's climate such as *chim nhạn* (terns), *chim yến* (swiftlets), *con chim vàng anh* (golden birds), *chim hoạ mi* (nightingales), *con kiến mối* (termites), *con vịt* (duck), etc. are also exploited to depict women.

Conclusion

The metaphor WOMEN ARE ANIMALS is categorized into 6 sub-type metaphors to portray women in association with animals' types, body parts, features, activities, activities with animals, and places. The domain ANIMALS proves to be productive for depicting women with both positive and negative connotations.

Women are mainly conceptualized as four animal groups, including wild animals, pets, farm animals, and birds. In portrayals of women in the guise of pets, birds, and farm animals, the idea of weakness and domesticity is highlighted, leading to the patriarchal view that women's place should be confined to the domestic arena where they are dependent and under the control of men. In other words, women are seen as in need of subjugation, domesticity, and tight control, which shows a biased view of society on the role and position of women. Negative associations are assigned to women when they behave like wild animals suggesting that they are not subject to men's control, hence being menacing.

As far as the social role is concerned, the conceptualization of pets, farm animals, birds, and wild animals stresses the idea that women are conceived to provide company and entertainment (in the case of pets and birds), to render service to man, satisfy their sexual intercourse needs and beget children (in the case of farm animals), and to deserve castigating as they are fierce and dangerous.

Limitations of the study and recommendations for further studies

Later research can compare the conceptual metaphor WOMEN ARE ANIMALS in Vietnamese literature used in two periods: the first half and the second half of the 20th century to explore changes in thinking and perception of women in different periods. In addition, literary works written by people from the South and the North of Vietnam may have differences in thinking and perception of women. Therefore, approaching these corpora as well as these aspects to investigate the conceptual metaphor WOMEN ARE ANIMALS may bring a lot of scientific value.

Contrastive research on conceptual metaphor WOMEN ARE ANIMALS in English, and Vietnamese should be carried out to investigate similarities and differences in the cultural thinking of the two peoples.

Investigating conventional metaphors and literary metaphors is not the focus of this study. Therefore, future research can explore the differences between these two types of metaphors.

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Biodata

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An Investigation into The Online Assessment and The Autonomy of Non-English Majored Students in Vinh Long Province

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ABSTRACT

Keywords: online assessment; learner autonomy; online tools; English learning and teaching

Recently, the COVID-19 pandemic has strongly impacted human life and brought various challenges and difficulties for learning and teaching all over the world. The massive development of information technology has brought solutions to deal with this new phase. Teachers implement online assessments to support learning and teaching English. There are previous studies about the effect of E-learning, but research about online tools such as Liveworksheets or Google Forms were rarely conducted, especially in Vinh Long province. Therefore, during the academic year 2021-2022, the researchers started a study on 120 students who used Liveworksheets and Google Forms as their assessment in class and even their homework during their Basic English course. After using these tools, students completed a survey that reflected their job with those online tools during their semesters. An online questionnaire was used in this study to collect data from 120 students in a university in the Mekong Delta. The current study is designed as descriptive research. In addition, both quantitative and qualitative research methods are used. The results show positive impacts on learner autonomy and learners' listening skills by using Liveworksheets rather than Google Forms. Besides, the study illustrates students' responses that gave both advantages and disadvantages of those tools. These results may be helpful for both lecturers and students to promote themselves in teaching and learning English.

Introduction

Background of the study

Because of the COVID-19 pandemic, many schools have changed their educational model from face-to-face to online learning. Therefore, online assessments play a significant role in helping both teachers and students interact with each other effectively. Mien Tay Construction University (MTU) is in Vinh Long province. Civil Engineering and Architecture are the school's main majors, and are taught for 45 years at MTU. Additionally, English is one of the compulsory subjects that is required in the curriculum. MTU students need to achieve an English certificate - level B1 to graduate and to be able to communicate in English to get good jobs or promote to higher professional positions in those fields.

Furthermore, most of the students engage themselves in learning reading and writing skills, while listening and speaking skills do not receive much attention in the high school learning process. Otherwise, it turns upside down when they enroll and study English at the university. Teaching and learning English at MTU from the academic year 2018 – 2019 has changed to meet the transformation of the school curriculum in general. After taking the entrance test, students will be classified into different English class levels. This study focuses on students in Basic English 1 and 2. The Basic English one course consists of 25 meetings with 75 periods, and it takes 15 weeks to complete the first four units. The Basic English 2 course completes from Unit 5 to Unit 10, and it has the same periods as the Basic English 1 course. The course material is an "English File - Elementary" book and the learning process focuses on drilling listening and speaking skills.

The aims of the study

The study aims to determine students' attitudes after using two different online assessments during their English course. Then, the results of the study can be used to improve both English teaching methodology and students' personal skills in advance.

The significance of the study

There is no previous research about these online tools at Mien Tay Construction University. Therefore, the findings of this study provide valuable information about students' attitudes towards two online assessments, including Liveworksheets and Google Forms. Actually, the study findings hopefully contribute to the improvement of the teachers' pedagogical process and help students improve their self-esteem and self-regulation.

The scope of the study

The study collects data from 120 students in the academic year 2021-2022. Some students get used to those online tools in both semesters, but some students only use them in a semester. In the first semester of the school year, students take online English courses, but in the second semester, students directly learn in the school. The data collected from the authors' classes may not be representative of all the classes at the same time.

Literature review

Online assessment and learners' autonomy

In a study at Hanoi University, a group of authors Trinh, Pham, Phan, and Nguyen (2022) has done an investigation the factors influencing freshmen's acceptance of online learning and pointed out that students' acceptance of online learning is attributed to four different factors, including students' effectiveness expectations, students' efforts expectations, their attitudes towards online learning, and their technological skills. In general, learners' acceptance of online learning depends on their own subjective factors. However, evaluating the effectiveness of online learning requires the cooperation of both teachers and students.

Online assessment typically includes tests, quizzes, and questionnaires that teachers can administer to students so they can examine their progress in different learning areas. For example, they can include skill assessments, communication tests, and behavioral evaluations. Online assessment platforms allow teachers to create tests based on curriculum content or learning development needs. They also allow teachers to track student data for future reports, allowing them to create more targeted educational practices. Teachers may use these online assessment platforms to gauge a student's personality and response to a classroom environment;

evaluate a student's current skills, abilities, and knowledge; showcase a student's progress to their parents; help students transition to higher education or a future career.

On the other hand, Benson & Brack (2010) pointed out that there are four problems related to online evaluation management. They are “student assistance, technological problems, authentication/plagiarism, and administrative skills of the instructor”. Then, technological challenges are setting up evaluations, service disruption, and bandwidth. Besides, Spivey & McMillan (2014) asserted that students have the freedom to choose when and where to take the online examination. Therefore, they can do a trick on their assignments. Moreover, to evaluate students' performance, teachers need to know how to use the platform such as grading, uploading items, giving feedback, and helping students using tools. Those also challenge both instructors and learners in the teaching and learning process.

Uses	Examples
1. Submission of items for assessment	<ul style="list-style-type: none"> ▪ Essays: discursive, descriptive, analytical ▪ Reports: CBL, PBL ▪ Reviews: critical, analytical ▪ Media: image, audio, video, presentation
2. Automated assessment <ul style="list-style-type: none"> ▪ Quizzes ▪ Multimedia 	<ul style="list-style-type: none"> ▪ Multiple choice ▪ Short answer ▪ Calculation ▪ Matching ▪ Fill blanks ▪ True False ▪ Drag and Drop ▪ Simulations
3. Online discussion	<ul style="list-style-type: none"> ▪ Forums: case analysis, project development ▪ Debates ▪ Allocated roles: lead, summarise, provoke ▪ Roleplays
4. Web publishing	<ul style="list-style-type: none"> ▪ E-portfolios ▪ Webpages: blogs, wikis ▪ Shared documents: google documents

Figure 1: Uses of Online Environment for Assessment (Benson & Brack (2010))

On the contrary, Fitriyah, I. & Jannah, M. (2021) found that students' autonomous learning can be impacted by online learning and online assessment. Students controlled their learning process by themselves and through self-check results, they were "aware of their mistakes and marking themselves better learners". Furthermore, Rahman (2018) also presented results that teachers are supporting them to be more autonomous by making obvious instructions and targets for students. However, a previous study of Le and Nguyen (2022) showed that students found some difficulties with their self-regulating skills. They listed various skills that students struggled with, such as selecting materials, making plans or setting learning goals. The study also suggested solutions that teachers needed to help students gain more confidence in self-learning and train their autonomous learning skills.

Liveworksheets application

Liveworksheets is a tool that allows teachers to create interactive worksheets for their students. Teachers upload traditional print worksheets in PDF or as Word documents and can then transform these into interactive exercises using different formats such as multiple choice, drag and drop or join the arrows, which can include audio or videos if necessary. It is also possible to create speaking exercises where students have to record themselves using the tool's microphone. A variety of worksheets already created by other users can also be accessed. Moreover, Liveworksheets are a useful tool for creating interactive exercises for students. It is easy for teachers to use and can make learning more fun and enjoyable. Given the many different options available, however, teachers need to carefully select the most appropriate exercise format required for each learning activity.

Google Form application

Google Form is the second online assessment tool used in this study. It is a free online tool from Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people. Teachers can create multiple-choice or short-answer questions for students to complete, specify correct answers and points, and provide feedback for correct and incorrect responses. Moreover, it's a quick and simple tool to automatically grade quizzes as well as see fast results. For students, the simple and familiar background of this application helps students to do the quiz easily.

Research Questions

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

What are non-English major students' attitudes toward using online assessment tools, including Liveworksheets and Google Forms, during their English courses?

Methods

Pedagogical Setting & Participants

The research was conducted at Mien Tay Construction University in the academic year 2021-2022. The researchers randomly chose 120 students to participate in the study. In the first semester, they studied online Basic English 1 because of the COVID-19 pandemic, whereas in the second semester, they studied Basic English 2 at the school. According to students' responses, the researchers identified some common points among those students including that all of them had studied English for seven years in high school, that they are all adults at 18 to 19 years old, that they are non-English majors students, that most of them are majored in Civil Engineering and Architecture, that their predominant gender was male and that they all take part in Basic English course in the university.

For various reasons, a questionnaire is used as the main instrument in collecting data on students' attitudes and preferences towards online assessment tools, including Liveworksheets and Google Forms as well as the underlying reasons for their decisions. As Dornyei (2007) writes, questionnaires are nowadays extremely popular within social sciences, as they are versatile and make it possible to collect a large amount of data in a relatively small amount of time. Indeed, as the number of participants in the present study is 120 students, the questionnaire is by far the most suitable method to gather

information from them. Besides, a questionnaire is the most beneficial to the researcher in terms of time management and cost-effectiveness.

A Likert scale is a scale that is generally made up of five gradation points; one in the middle, one at each extreme, and one between the middle and each extreme. The use of a Likert scale for many of the questions meant that any statistical analysis performed on the data would be made easier. Data obtained from a Likert scale question is also easier to generalize than other methods of data collection. Moreover, there was also an opportunity for the researchers to ask open-ended questions about the reasons why the participant chose an answer. One of the aims of this research is to ascertain the reasons behind students' preferences for certain types of online assessment tools. The ability to use open-ended clarification questions meant that gathering data from the participants was freely written and hopefully objective.

Design of the Study

The survey data was collected online through Google Forms at the end of each semester. Depending on this research aim, the Descriptive method is chosen (Dulock, 1993).

Data collection & analysis

The procedure of the study

At the beginning of the Basic English course, students learned how to create an account and use interactive exercises on Liveworksheet. During their semester, teachers added assignments to their "workbooks" to review English lessons and focused on vocabulary, listening, and speaking skills. Meanwhile, the teacher also designed exercises on Google Forms which were at the same level and sent links to students.

At the end of the course, students did a survey reviewing the online assessment tools they had used. The survey did not collect any identifying information, including IP address. The data were kept in private for analysis and storage.

Tools and methods of analysis

According to the purpose of the research, the researcher applied the Likert scale (Vagias & Wade, 2006) to evaluate the practicality of both online tools. Some items used five point-level of satisfaction (1– Not at all satisfied; 2– slightly satisfied; 3– moderately satisfied; 4– Very satisfied; 5– Extremely satisfied). Moreover, some items used five point-levels of Quality (1 – Poor; 2 – Fair; 3 – Good; 4 – Very good; 5 – Excellent). Besides, some items used Frequency of Use 1 – Never 2 – Almost never 3 – Occasionally/Sometimes 4 – Almost every time 5 – Every time. On the other hand, some items are open-ended questions. The specific questionnaires are listed below.

Items 1 to 3 ask about the satisfaction of using Liveworksheet (used five point-level of satisfaction)

1. In which degree students are satisfied with vocabulary exercises on Liveworksheet.
2. In which degree students are satisfied with listening exercises on Liveworksheet
3. In which degree students are satisfied with speaking exercises on Liveworksheet

Item 4 asked about the quality of online assessment (used five point-levels of Quality)

4. In which degree students qualify Liveworksheet for learning English

Item 5 asked about the frequency of doing online assessment (used Frequency of Use)

5. How often students do homework on Liveworksheet

Item 6 to item 8 asking about students' perspective on online assessment

6. Which students' preference: Liveworksheet or Google Form

7. What students' opinions on using Liveworksheet

8. What students' opinions on using Google Form

On the other hand, teachers observed students' attitudes toward using Google Forms. Teachers sent a Google Form link and let students do it at home. The exercises have the same contents as exercises in Liveworksheet. Then, teachers ask students to complete the survey at the end of the English courses. After collecting data, the Descriptive method was used to describe the results of the study.

Results and discussion

The result of the data collection is presented below.

Item 1 In which degree students satisfy with vocabulary exercises on Liveworksheet

Table 1. Students' satisfaction with vocabulary exercises on Liveworksheet

	N	Minimu m	Maximu m	Mean	Std. Deviation
Vocabulary exercises	120	4.00	5.00	4.9083	.28976
Valid N (listwise)	120				

Table 1 shows the degree of satisfaction with doing vocabulary exercises among non-English majored students. Most of the students expressed a high level of satisfaction (Mean=4.9083), and there is not much difference between scale 4 and scale 5. This means that students loved learning and doing online vocabulary assessments, and they enjoyed their studying process.

Item 2 In which degree students satisfy with listening exercises on Liveworksheet

Table 2. Students' satisfaction with listening exercises on Liveworksheet

	N	Minimu m	Maximum	Mean	Std. Deviation
Listening exercises	120	3.00	5.00	4.8417	.40987
Valid N (listwise)	120				

As can be seen from Table 2, the satisfaction with listening exercises is significant (Mean = 4.8417). Listening is quite hard for those students who are not used to practicing frequently. However, the results pointed out that live listening raised the students' attention so that they could finish the task, kept doing different worksheets and got better results at the end of the course.

Item 3 In which degree students satisfy with speaking exercises on Liveworksheet

Table 3. Students satisfaction with speaking exercises on Liveworksheet

	N	Minimu m	Maximum	Mean	Std. Deviation
Speaking exercises	120	4.00	5.00	4.8417	.36658
Valid N (listwise)	120				

According to table 3, students revealed their positive contentment with speaking English practice at a Mean score of 4.8417. In a class, with more than 35 students, teachers cannot cover all students who practice English speaking and correct their mistakes. Then, students could do a worksheet at home and correct pronunciation and sentence structures by themselves. Therefore, they could be more confident in speaking English.

Item 4 In which degree students qualify Liveworksheet for learning English

Table 4. Students evaluate Liveworksheet for learning English

	N	Minimum	Maximum	Mean	Std. Deviation
Evaluating	120	3.00	5.00	4.8583	.39526
Valid N (listwise)	120				

After using Liveworksheet for about 3 months, students give high evaluations at a Mean score of 4.8543. This means this online assessment is useful and appropriate for learning English.

Item 5 the frequency of doing an online assessment

Table 5. Frequency of using Liveworksheet

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3.00	6	5.0	5.0	5.0
4.00	25	20.8	20.8	25.8
5.00	89	74.2	74.2	100.0
Total	120	100.0	100.0	

Based on the data collected from table 5, students usually do their workbook every day (at 74%) and only a few students sometimes do it (at 5%).

It can be seen from the total score of the questionnaire results. From table 1 to 5, it is obvious that students showed positive perspectives toward the use of Liveworksheet as an online assessment tool for English teaching and learning. This was the same as the previous study conducted by Spivey & McMillan (2014) that students prefer doing online assessments anywhere and anytime and managing their own learning process.

Item 6 Which students' preference: Liveworksheet or Google Form

Table 6. Prefer Liveworksheet or Google Form

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Liveworksheet	106	88.3	88.3	88.3
Google Form	14	11.7	11.7	100.0
Total	120	100.0	100.0	

It can be seen from the results that students prefer using Liveworksheet to Google Forms in their learning of English (Table 6). There are about 106 students chosen for the Liveworksheet

(estimated at 88.3%). To give a better understanding of the similarity and differences between those tools, researchers summarize some main points in table 7 below.

Table 7. Comparison between Google form and Liveworksheet

Criteria	Google form	Liveworksheet
1. Type of questions		
Short answer	X	X
Paragraph	X	X
Multiple-choice	X	X
Checkbox	X	X
Drop-down menu/Selection boxes	X	X
Linear range	X	0
Quiz grid	X	X
Checkbox grid	X	X
Drag and drop	0	X
Join with arrows	0	X
2. Score announcement		
Immediately after each submission	X	X
Then after manual evaluation	X	0
3. Settings appear to respondents		
Wright and Wrong answer question	X	X
Point value: total score	X	X
Point value: the number of points received for each question	X	0
Default score value for question	X	0
Show grades with or without decimals; text (very good, fair,etc.) or images of evaluation	0	X
4. Manage how answers are collected and protected		
Collect email addresses	X	0
Send respondents a copy of their response	X	0
Save all students responses in a workbook	0	X
Allow editing answers	X	0

Allow repeating exercises full page or only errors	0	X
Shuffle the order of questions	X	0
Disable autosave for all respondents	X	0
Checking options (Ignore punctuation marks; Ignore capital letters; Ignore accents)	0	X
Show multiple results of each student in the same class	0	X
Export result file in excel format	X	X
Export general results of each class	0	X

Most students were chosen Liveworksheet and enjoyed the learning process. It could be explained by some different functions of this tool, including "checking point" immediately without teacher controlling; saving all students' responses in a workbook so that they can review from beginning to end of their lessons in the semester; repeating exercises full page or only errors that help students realize their own mistakes. This was in line with the statement of Fitriyah, I. & Jannah, M. (2021) that online assessment influences students' autonomous learning and motivates them to learn effectively.

Item 7 students' opinions on using Liveworksheet

Most students' responses on what they like on Liveworksheet is its grading. After doing the exercises, they knew their scores and answers immediately. Besides, Liveworksheet has an auto-checked function that checks exactly the spelling of each answer, even the space, comma, or period. Therefore, students could recheck and learn the words effectively. Furthermore, they can review their workbook at any time, anywhere, and remember the lessons in an interesting way. The interaction on Liveworksheet is quite easy and simple for students to follow and complete the tasks. Especially, students prefer doing Listening tasks with this tool. They said that it is convenient and useful to practice by themselves and improve their abilities effectively. Moreover, the design on Liveworksheet is attractive and colorful, which comforts students' feelings and motivates them to stay within schedule and finish exercises on time.

However, responders pointed out that because Liveworksheet auto-checking is accurate, some students gave correct answers but the checking system marked them "incorrect". They might add more "blank space" or lack of "question marks", periods, and commas. Those errors might not be important in particular tasks, so the teacher needed to re-check and re-score their worksheet. In addition, depending on the internet connection, if the working process was interrupted, all their work could be unsaved, and they had to do that worksheet again.

Item 8 students' opinion on using Google Form

It is a simple platform and easy to interact with. It could save their process if the internet was interrupted. However, they sometimes needed the teacher's permission to know their scores exactly. Then, they could not see the overview of their work because each exercise was sent in a different link.

Conclusion

The current study provides useful information about students' attitudes and preferences toward online assessment tools, including Liveworksheets and Google Forms. Students appreciate the helpfulness of Liveworksheets as well as Google Forms in improving their English skills. Besides, Liveworksheets is preferable because the exercises designed on Liveworksheets are more interesting and interactive. Moreover, such interactive and colorful worksheets can include sounds, videos, drag-and-drop exercises, arrow connections, or multiple-choice exercises. These forms of exercises motivate students to complete tasks assigned by the teacher. Furthermore, after accomplishing the task on Liveworksheets, students immediately get their marks and correct answers. This function shows students their progress in learning and their mistakes so that they can improve themselves and encourage self-study.

Despite the useful information analyzed, the research consists of a few unavoidable limitations. First, the participants' size should be larger to make the findings more convincing. Second, the data could be more convincing if interviews were organized after questionnaires. Through interviews, the reasons for participants' preferred online assessment tools can be clarified more.

The current research studies students' attitudes and preferences toward online assessment tools at a university in the Mekong Delta. From the data, a simple picture was illustrated. However, future research with a larger population and interviews can help to achieve better views. Moreover, it needs an observational study in order to determine students' attitudes toward online assessment tools, including Liveworksheets and Google Forms used by teachers in the classroom.

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Students' Perceptions and Practice of the Blended Learning Approach to Writing Skills: Using Google Docs

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ABSTRACT

It's undeniable that technology has been popularly employed in the teaching and learning process all over the world in the digital era, especially in the pandemic-affected context. Specifically, the benefits of google docs as an innovative collaboration tool in writing activities have been discussed in many foreign studies such as Sholihaha & Setyandaria (2018), Mare F. & Mare Z. (2020), Nabhan & Sa'diyah (2021). However, recent studies on this field in the university domain in Vietnam are scarce, so this research was undertaken to discover the merits and downfalls of applying google docs in learning writing collaboratively. Besides, this paper aimed at tracking down students' attitudes towards implementing google docs technology in writing classes. To obtain these objectives, two student questionnaires were delivered to 21 English-majored freshmen and learners' writing assignments were assessed to collect data. The study result suggests there were no significant effects between google docs and students' collaborative writing grades. However, students had positive attitudes toward employing Google docs in writing collectively. Additionally, learners, especially low-level ones, have improved their social skills and technological knowledge. Finally, the study reveals students complained about expensive costs, difficulties in processing Google documents on smartphones, and internet loafing.

Keywords:

Blended Learning,
Google docs,
Writing skills,
Perception, Practice

Introduction

In the digital age, thanks to technological advancements, numerous teaching, and learning platforms have been applied and have been playing an increasingly significant role in foreign/second language teaching and learning (Kupelian, 2001; Warschauer & Healey, 1998 as cited in Shang, 2007), for they could evoke creativity, activeness, and collaboration in teachers and learners (Yi & Jang, 2020). According to Mabuan & Ebron (2017), the brick-and-mortar mode of teaching incorporated with online teaching, namely using email technology encouraged learners to write more effectively, helped them to develop their positive attitude and motivation in language learning, and offered them a good social space for interaction and collaboration. Mabuan & Ebron (2018) also stated students rated MOOCs (massive open online courses) as a creative, dynamic, and practical way of supporting the learning process, a pivotal 'add-on' to the curriculum, and a platform for boosting learners' autonomy. Additionally, recent technology like Facebook can influence the writing skills of students positively (Al-Tamimi M. F. et al., 2018). Not to mention, a number of studies have demonstrated that students' writing

performance, motivation, and social skills improved via Google docs software (Sholihaha & Setyandaria (2018), Mare F. & Mare Z. (2020), Nabhan & Sa'diyah (2021)).

Overall, there has been a wide range of studies in the field of blended learning, and these studies pinpointed good aspects of creating a hybrid learning environment. However, research into this issue is really scarce in the university domain in Vietnam. Also, most previous studies stayed focused on investigating the correlation between applying Google docs, as a blended learning model, in in-class writing activities and students' attitudes and language synchronously writing competence. And thus, this small-scale study was conducted to work out if using google docs, as a collaborative writing tool, in out-of-class writing classes synchronously and asynchronously brings participants in the teaching and learning process more merits than traditional writing classes or not. On top of that, this paper aimed at investigating learners' attitudes toward applying google docs.

Literature review

Blended learning

The increasing integration of technology aids like overhead projectors, electronic whiteboards, online textbooks, remote learning platforms, and learning content management systems into the teaching and learning process leads to the shift to the blended learning approach which has been understood as a combination of face-to-face and technology-mediated instructional forms and practices. Christensen, Horn & Staker (2013) defined the blended learning model as the incorporation of students' learning at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some elements of student control over time, place, path, and/or pace. Their blended learning program has 4 models: rotation, flex, a la carte, and enriched virtual. The rotation model comprises four sub-models: station rotation, lab rotation, flipped classroom, and individual classroom.

A La Carte Model

This model encourages students to take one or more courses entirely online either on the brick-and-mortar campus or off-site to supplement their traditional courses and the teacher-of-record is the online teacher (Christensen, Horn & Staker, 2013).

Enriched-Virtual Model

This model allows students to allocate their time to going to a brick-and-mortar campus and to staying at home and learning remotely using online delivery of content and instruction. They meet in person with teachers for their first-course meeting in a physical classroom. Many Enriched-Virtual programs work full-time and then blended programs are created to provide students with brick-and-mortar school experiences (Christensen, Horn & Staker, 2013).

Rotation Model

In this model, students rotate between learning stations: physical classroom and virtual classroom. The rotation is carried out according to a fixed schedule or at the teacher's choice between learning modalities, at least one of which is online learning. Whole-class, small-group or one-by-one rotations can be implemented. Activities such as group projects, individual tutoring, and pencil-and-paper assignments are also included (Christensen, Horn & Staker, 2013).

Flex Model

Lectures are delivered primarily online with the teacher's assistance when necessary. Some in-class meetings focus on discussions and problem-solving. Delivering substantial face-to-face support or minimal support depends on learners' demands. Some flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment (Christensen, Horn & Staker, 2013).

Google docs

According to Wikipedia, the free encyclopedia, Google document (Google Docs) is defined as "an online word processor included as part of the free, web-based Google Docs Editors suite offered by Google", and this online document editor is also a free web-based service and storage of documents, spreadsheets, presentations, and forms from google (Sholihaha & Setyandaria, 2018).

This application brings users an array of miracle features. First, Google docs offer collaboration in the documents. Belomestnykh (2010) claimed that Google docs include not only traditional word processing functions, but also innovative tools which can extend collaboration capabilities in the documents. The new characteristic is shown on a sidebar that lets collaborators see who else is editing at the same time, and chat with them right next to the document. Similarly, Walsh (2010), Tabone (2014), and Sholihaha & Setyandaria (2018) pointed out that thanks to Google Docs, more than one person can work on a particular document at the same time.

The second feature of Google docs is the document editor mentioned by Tabone (2014). He admitted that it can be a challenge if we need to make some edits to the original documents and send them back right away without the aid of Google docs which allows users to alter the content in the files and send them back in their original format on the website or mobile apps. On top of that mobile apps for Docs let users create and make changes to the files no matter where they are, even if they're offline.

The next item of Google Docs is offering grammar suggestions. In specific, errors will be marked, and suggestions will be given (Nieva (2018), Susan (2012)). Furthermore, not only simple mistakes (like "affect" vs. "effect") but also more complicated issues such as verb tense disagreement or improper preposition use will be recognized by a newly upgraded grammar checker (Karcz, 2019). Besides, with the latest upgrade, machine translation techniques are used by Google to catch tricky errors and make logical contextual suggestions like using correct subordinate clauses, and such inline grammar suggestions will be denoted by a squiggly blue line when writers type (Karcz, 2019).

The fourth feature of Google docs is related to the spellchecking system. Spelling has been a part of Google Docs for seven years now, and spelling allows users to check words, see if it's misspelled, and offer the correct spelling (Karcz, 2019). With the same opinion, Susan (2012) stated that a built-in smart spellchecking system used by Google Docs helps the student to easily identify spelling as the spellchecking service is more comprehensive than a typical dictionary because the Googlebot constantly crawls the web for new and popular definitions. Since students used spell checkers in Google docs, their mistakes in spelling words were reduced.

Duddu (2012) mentioned the research pane as a new aspect provided by Google docs. The research pane taps into Google Search directly from Google documents, so users can access the web's wealth of information and add any words or phrases of a topic or a quote to bolster their writings without opening a new tab. The explore tool brings users different types of results including: "web results, images, quotations, maps, reviews, and more" by doing one of the following ways (Weber & Harrison, 2012):

- “*Selecting the Research option from the Tools menu.*
- *Using the keyboard shortcut (Cmd + Opt + R on Mac, Ctrl + Alt + R on PC).*
- *Right-clicking on a specific word and select Research”.*

Another characteristic of Google docs is that documents will be stored automatically in link <http://docs.google.com/>, so there is no risk of total data loss as a result of a localized catastrophe (Sholihaha and Setyandaria, 2018).

Wikipedia also lists the characteristics of Google docs mentioned above, but it adds two new characteristics. First, a revision history with changes is saved, and the editors' position is highlighted with an editor-specific color and cursor. Second, opening and saving documents can be done in the standard Open Document format as well as in Rich text format, plain Unicode text, zipped HTML, and Microsoft Word. Exporting to PDF and EPUB formats is also implemented.

Writing skills

Challenges in writing skill

According to Lru ((2014) cited in Tran et al (2022)), students' writing skills are considered destitute skills because they have not been focused on since they were still studying in general education. Therefore, students face many difficulties when learning writing skills at university. Firstly, lack of vocabulary is one of the primary problems which refrain students from acquiring writing skills (Misbah et al, 2017); vocabulary is regarded as a fundamental element in constructing sentences which are deemed as the core of efficient writing skills (Asep, 2014). Secondly, the next trouble lies in the grammar itself which also takes on an important role in writing. Grammar provides information that helps the reader to understand sentences' meaning, and a structure can convey the detailed meaning of the writer to the reader. Thirdly, Foster (2015) believes that, to complete a successful task, students' readiness which can be either physical or mental is of another particular concern. Fourthly, uneasily accessible language resources make writing in English a slower pace, but they also hinder the students' ability to communicate their writing goals (Petric, 2006). The last challenge that L2 writers tend to encounter is the lack of motivation, as explained by Gbollie and Keanu (2017), the importance of motivation is put in a higher position than other factors in bringing about optimal learner achievement.

Evaluation scales of writing skill

Holistic and analytic evaluations have been considered as the most common evaluation methods of writing (Bacha, 2001). While looking through a paper to get an overall impression of a writer's writing skill is called the holistic evaluation often used for informing placement decisions and measuring students' achievement, the analytic scoring involves an itemized analysis and is commonly used to identify weaknesses in a student's writing such as usage of articles or the correct word order in students' piece of writing (Klimova (2011).

A lot of different scales for evaluating writing are available for teachers and researchers to use in ESL Composition Profile by Jacobs et al. (1981), Haswell (2007), Bacha (2001), and Klimova (2011). The Profile contains five major writing aspects such as content, organization, vocabulary, language use, and mechanics. Each criterion consists of four rating levels of very poor, poor to fair, average to good, and very good to excellent. Each component and level give clear descriptors of the writing proficiency for that particular level as well as a numerical scale.

The Writing Rating scales of the Vietnamese Standardized Test of English proficiency (VSTEP) has also created a scale to mark Vietnamese learners' English writing performance.

Its scale contains 4 components: task achievement, organization, vocabulary, and grammar. In this paper, the author employed the VSTEP assessing scales to analyze and assess students' writing pieces.

Related Studies

There has been a considerable amount of publication on the integration of the online document editor - Google docs into EFL writing classrooms. It's believed that this application has the potential to offer students collaboration opportunities with schoolfellows. Zhou et al. (2012) found that Google Docs was considered as a useful tool for group work in an out-of-class writing activity. Similarly, Mare F. & Mare Z. (2020) proved that Google Docs allowed students to do the same tasks successfully with only little restrictions which can be found sometimes in conventional classrooms.

Besides, a number of researchers highlighted that the student's writing skills improved when they processed their written work in Google docs with their collaborators. For instance, Sholihaha and Setyandaria (2018) and Mare F. and Mare Z., (2020) pointed out that student writers' language writing ability improved noticeably through the experience of collaborative writing in Google Docs, particularly in exploring, sharing, and organizing ideas, and using the correct vocabulary, punctuation, and grammar. Nabhan and Sa'diyah (2021) held a similar view that when employing Google Docs for collaborative writing, student users enhanced their writing languages elements such as appropriately written syntax and vocabulary since they could utilize the spelling and grammar checking system, and they were able to learn new terminologies from their peers at the comment section of the Google-docs page. Now that Zhou et al. (2012) couldn't find out any effect of Google docs on students' paper grades.

Furthermore, it is argued that one of the benefits of collaborative writing with Google docs is that it improves the writer's social skills. To be specific, students showed the enhancement of their social skills aiding communication in the technological environment among the group thanks to Google-docs features enabling users to share and exchange ideas easily (Nabhan and Sa'diyah, 2021, SriRahayu, 2016). SriRahayu (2016) and Mare F. & Mare Z., 2020 also added that communication in the technological environment among the group lowered the anxiety associated with completing assignments alone, raised the student's confidence in mastering English, and hence increased students' enthusiasm and engagement.

Nabhan and Sa'diyah (2021) uncovered that after working with Google docs, students could reduce their competency gap in using technology. They stated that some students were perplexed by using the medium, but after that, they comprehended it and used it professionally. For example, they could insert pictures, exchange files or operate the medium easily.

Overall, the above-mentioned studies were carried out in a small scale, and applying Google docs was done in in-class collaborative writing activities. Besides, these papers also proved that learners could take advantage of Google docs' new features to improve their writing ability, social communication, digital ability, and motivation in learning writing.

Research Questions

This paper was carried out to find the answers to the following research questions:

1. What are the learners' attitudes on learning in a hybrid learning environment in which using google docs is exploited in collaborative writing activities?
2. What are the merits and challenges when applying the blended learning approach?

Methods

Pedagogical Setting & Participants

The study was conducted with 21 English-majored freshmen (n=21, 8 males and 13 females) who were 19 years old and studying at the university of Finance and Marketing in the 2022-2023 academic year. This population was selected as the present study involved the first writing course “Writing 1” included in the curriculum for the first-year majors in the second term of the 2022-2023 academic year, and during this research period, students haven’t studied the subject, so the researcher has called for volunteering participants. In addition, twenty-one undergraduates joining the study filled out two online questionnaires, and they were divided into 4 groups with each group consisting of 5 or 6 students. The 4 groups with the same members would complete 2 writing assignments with the first one written on paper and the latter processed in Google docs. The group composition was based on student’s choice so that they felt the most comfortable when working in team.

Design of the Study

Only quantitative data were gathered to obtain the research objectives. The quantitative data was assembled through assignment results and two online questionnaires via Google Forms to find out students’ demographic information, experience in Google docs, attitudes toward blending Google docs in collaborative writing activities, and effects of utilizing the application.

Data collection & analysis

The data collection process started with obtaining data from the groups’ paper-and-pen collaborative writing assignment. To gather data for students’ collaborative writing ability, the researcher required students to do the first writing task on paper in groups outside their physical classroom after being given the knowledge of the task genre. Then, an online questionnaire with only 3 questions focusing on eliciting participants’ experiences in Google docs was assigned to students to fill out. This survey helps the author know if the Net generation knew and used to utilize this collaboration tool. Next, the author administered the second assignment on the Google Meet platform with different groups at different times in accordance with their appointment. All the participants were required to turn on their cameras during their working process. Students were asked to write a short paragraph (about 200 words) on the assigned topic within 40 minutes. Their works were analyzed and evaluated according to 4 criteria: task achievement, organization, vocabulary, and grammar designed by the Writing Rating scales of the Vietnamese Standardized Test of English proficiency (VSTEP). Finally, an online questionnaire tailored in Google Forms was delivered to 21 undergraduates. There were 3 sections in the question list, including students’ demographic information, attitudes toward blending Google docs in collaborative writing activities, and advantages and drawbacks of utilizing the application. The first section with 2 items asks for participants’ demographic information. Section 2 with 6 items asks about learners’ interest, and level of contribution activeness. The final section has 7 questions, and it triggers positive aspects of applying the blended learning model in brick-and-mortar classes.

The study results were demonstrated through specific numbers and percentages (%), Mean, Standard Deviation, and Sig via the software called the statistical package for social science 22 (SPSS 26). The researcher applied Cronbach’s Alpha to determine the reliability of data obtained by three questions measured by a five-point Likert scale. The score of Cronbach’s Alpha test of 0.76 indicated that data collected from questionnaire items were reliable ($0.6 < \text{Cronbach's Alpha} < 1$).

Besides, paired-sample t-tests were used to determine correlations between assignments with and without using Google docs on groups' performance. Paired-sample t-tests were applied with significant level is 0.05. Table 1 below shows the data collection procedure.

Table 1. Procedure for data collection and course assignments

Week/ Teaching mode	Procedure
Week 1 On campus	-Course introduction: materials (Great Writing 2 by Folse, K. S. et al. (2004)), content, course requirements and evaluation -Group membership assignment: 5 or 6 students were divided into a group -Lecture: Unit1 Opinion paragraph -Collective writing practice on paper -Pen-and-paper assignment 1: allowing a one-week period to complete
Week 2 via Google Meet	-Questionnaire 1 -Google docs Introduction: via videos -Teacher's step-by-step introduction on how to use Google docs -Question and answers related to opinion paragraphs and collaborative writing on the tool -Synchronous collaborative writing practice on Google docs -Submitting assignment 1 -Assignment 2 (Google-docs condition): allowing a one-week period to complete
Week 3 Via Zalo platform	-Assignment 2: Turned in by each group by sending the teacher their assignment link to Google docs -Questionnaire 2

Results/Findings and discussion

Questionnaire results

Experience with Google docs

Table 2. Participants' Google-docs experience

No.	Items	Answer	Number	Valid Percent
1	Do you know the google docs application?	Yes	21	100
		No	0	0
2	Have you ever used Google docs to complete assignments individually or in group?	Yes	20	95.2
		No	1	4.8
3	Did you find Google docs useful? Circle one: Yes/ No– Please explain why or why not?	Yes	21	100
		No	0	0

In table 2, All participants knew Google docs and rated this tool as useful, and a big number of participants were familiar with this tool (95.2%).

*Attitudes towards Google docs in collaborative writing***Table 3.1.** Participants' Google-docs attitudes

No.	Items	Answer	Number	Valid Percent (%)
1	Did you enjoy working with Google docs for group collaboration in writing classes?	Yes	19	90.5
		No	2	9.5
4a	I created a new document on the Google docs application.	Yes	13	61.9
		No	8	38.1
4b	I shared the Google document link with my group members.	Yes	17	81
		No	4	19
4c	I shared ideas with my group members.	Yes	13	61.9
		No	8	38.1
4d	I gave comments on my coworkers' sentences in terms of vocabulary, grammar, and ideas.	Yes	13	61.9
		No	8	38.1
4e	I corrected my friends' mistakes in terms of vocabulary and grammar.	Yes	19	90.5
		No	2	9.5
4f	I edited my coworkers' sentences in terms of vocabulary, grammar, and ideas.	Yes	13	61.9
		No	8	38.1
4g	I used the research tools provided by Google docs to look for vocabulary, synonyms, collocations, idioms, grammar structures, and ideas.	Yes	6	28.6
		No	15	71.4
4h	I used the spelling-check tool and grammar-check system provided by Google docs to check grammar, and spelling.	Yes	14	66.7
		No	7	33.3
4i	I edited the overall organization of the document.	Yes	13	61.9
		No	8	38.1
13	Are you going to exploit the good functions of Google docs for your future collaborative writing assignments?	Yes	19	90.5
		No	2	9.5

Table 3.2 Participants' Google-docs attitudes

No	Item	1 (NVA)	2 (NA)	3 (N)	4 (A)	5 (VA)	Mean	SD
2	How active are you in collaborative writing activities using the digital learning tool: Google docs?	1	1	2	13	4	3.85	0.963

Table 3.3 Participants' Google-docs attitudes

No	Item	1 (VN)	2 (N)	3 (N)	4 (P)	5 (VP)	Mean	SD
3	How did Google docs influence your group's collaborative experience?	0	1	1	9	10	4.14	1.062

Table 3.4 Participants' Google-docs attitudes

No	Item	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)	Mean	SD
12	Google docs is a powerful collaborative writing tool.	7	0	2	6	6	3.23	1.609

The survey results assembled from questions 1, 2, 3, 4, 12, 13 in the tables above indicates that 90% loved writing with a circle of classmates in Google docs and intended to employ it for future cooperative writing tasks because they proved that it is a very good collaboration tool to compose pieces of writing (M=3.23) and it influenced their group writing performance positively (M=4.14). In terms of students' contribution to their group, they were rated active or very active (Mean=3.85). They contributed a lot to their groups. For example, most students shared the Google-docs link with group members and corrected friends' mistakes in grammar and vocabulary (81% and 90.5% respectively). More than half (over 60%) opened and created a Google-doc page, shared ideas with their coworkers, gave feedback, edited friends' sentences, and used spelling-check and grammar-check systems for correct language use and spelling.

Benefits of google docs in group writing activities

Table 4. Advantages of writing with peers using Google docs

No.	Items	Answer	Number	Valid Percent (%)
5	Do you think that your digital literacy has been enhanced thanks to using google docs?	Yes	19	90.5
		No	2	9.5
6a	Accessing websites, searching for, curating, organizing and sharing digital information	Yes	21	100
		No	0	0
6b	Comprehending and employing many functions of useful applications: Google docs, Google meet, Microsoft word, etc.	Yes	17	81
		No	4	19
6c	Others	Yes	0	0
		No	21	100
7	Has your social skill been improved?	Yes	19	90.5
		No	2	9.5
8a	I was happy to exchange more ideas.	Yes	14	66.7
		No	7	33.3
8b	My level of mutual interaction increased.	Yes	16	76.2
		No	5	23.8
8c	I was excited about typing comments and suggestions in terms of vocabulary, grammar, and ideas.	Yes	20	95.2
		No	1	4.8
8d	Others	Yes	0	0

		No	21	100
9	Have your language writing skills been improved?	Yes	21	100
		No	0	0
10a	I could write sentences using more advanced vocabulary, collocations and idioms.	Yes	13	61.9
		No	8	38.1
10b	I could write sentences using complicated grammar structures.	Yes	9	42.9
		No	12	57.1
10c	I could realize basic grammar errors and mistakes I used to make.	Yes	17	81
		No	4	19
10d	I could write sentences using cohesive devices.	Yes	12	57.1
		No	9	42.9
10e	Others	Yes	0	0
		No	21	100

According to Table 4, the results present that all or nearly all students have improved their digital knowledge, social skills and especially writing skills (90.5%, 90.5% and 100% respectively). In terms of computer skills, 100% of survey doers reported that they could access any websites directly from Google or Google docs platforms to look for, select, organize and share with their collaborators. 81% said that they were also able to utilize the web 2.0 tools such as Google docs, Google meet, Microsoft word, etc. better after experimenting with the Google-docs technology. With reference to mutual communication in teams, about 70% of the participant shared that they were happy to discuss with their peers. In addition, they admitted that their interaction with friends went up considerably (76.2%). 95% agreed that they were excited about group contribution activities. When it comes to writing ability improvement, applying Google docs in their group writing helped train them to denote basic grammar errors receiving the most votes (17 votes, 81%). Being able to create meaningful sentences with correct and high-level lexical resources ranks second with 13 votes accounting for 61.9%. Finally, students’ production of sentences with complicated grammar structures and cohesive devices accounts for a similar proportion (42.9%, and 57.1% respectively).

Google-docs downsides in synchronous writing in groups

Table 5. Drawbacks in synchronously collaborative writing on Google docs

No.	Items	Answer	Number	Valid Percent (%)
11a	I didn’t know how to use Google docs.	Yes	0	0
		No	21	100
11b	I had to pay for 4-G technology to get access to the Internet.	Yes	8	38.1
		No	13	61.9
11c	I had to buy a laptop to do assignments on Google docs.	Yes	6	28.6
		No	15	71.4
11d	It was time-consuming and inconvenient to type on	Yes	11	52.6

	my smartphone.	No	10	47.4
11e	The internet connection was unstable.	Yes	15	71.4
		No	6	28.6
11f	Others	Yes	0	0
		No	21	100

Table 5 represents an array of problems arising when student writers were asked to compose a paragraph on the web-based page (Google docs). In particular, most participants experienced poor Internet connectivity and spent a big amount of money on new laptops, smartphones, or 4-G fees (about 70%). Not to mention, half of the participants (52.6%) had to first download Google Docs to their phones and had difficulty in typing.

Collaborative writing assignment scores

Table 6. The pre-and post-writing assignment scores of 4 groups of first-year majored students

Groups	The pre-writing scores without Google docs			The post-writing scores with Google docs			Vstep writing level	N
	Rater 1	Rater 2	Mean scores	Rater1	Rater2	Mean scores		
F5	6	6	6	7.5	7	7.25	B2 (6-8)	5
Bunbo	6	6	6	7	7.5	7.25	B2 (6-8)	5
Minhthu	6.5	7	6.75	6.5	6.5	6.5	B2 (6-8)	6
Sunny	6	6	6	6.5	7	6.75	B2 (6-8)	5

Table 7. Overall mean scores in assignment 1 and assignment 2 between groups

Experimental/ paired sample TTest	N	Mean	SD	Sig-(2-tailed)
F5_with Google docs F5_without Google docs	6	7.25 6.00	0.353 0.000	0.126
Bunbo_with Google docs Bunbo_without Google docs	5	7.25 6.00	0.353 0.000	0.126
Minhthu_with Google docs Minhthu_without Google docs	5	6.50 6.75	0.000 0.353	0.500
Sunny_with Google docs Sunny_without Google docs	5	6.75 6.00	0.353 0.000	0.205

Table 6 revealed that there was no significant difference found in grades of assignment 1 and assignment 2 among different groups' writing performance with $p=0.126, 0.126, 0.500, 0.205 > 0.05$ corresponding with groups: F5, Bunbo, Minhthu, and Sunny. However, the overall mean scores of all 4 groups are higher when they utilized the Google platform to produce their opinion paragraphs, and all groups of students got B1 level, according to Vstep writing level.

Discussion

Question 1: What are the learners' attitudes on learning in a hybrid learning environment in which using google docs is exploited in collaborative writing activities?

The present study discovered that most UFM (University of Finance and Marketing) students had good attitudes toward exploiting Google-docs functions in writing synchronously with peers. Specifically, almost all collaborators were interested in working with the 2.0 application and intended to employ it for future cooperative writing tasks (90.5%). The participants also agreed that Google docs are a very good collaboration tool to compose pieces of writing ($M=3.23$), for it influenced their group writing performance positively ($M=4.14$). Furthermore, student writers were active or very active (Mean=3.85) when making contributions to their group. Students' activeness manifests in sharing the Google-docs link with group members, correcting friends' mistakes in grammar and vocabulary (81% and 90.5% respectively), opening and creating a Google doc page, sharing ideas with their coworkers, giving feedback, editing friends' sentences, and using spelling-check and grammar-check systems for correct language use and spelling (over 60%).

The research findings of the present study completely match the study results by Sandolo (2010), Woodrich & Fan (2017), Mare F. & Mare Z. (2020), Nabhan & Sa'diyah (2021), and Nguyen & Nguyen (2022) when they all concluded that students felt enthusiastic and excited about study.

Question 2: What are the merits and challenges when applying the blended learning approach?

Benefits of Google docs in collaborative writing

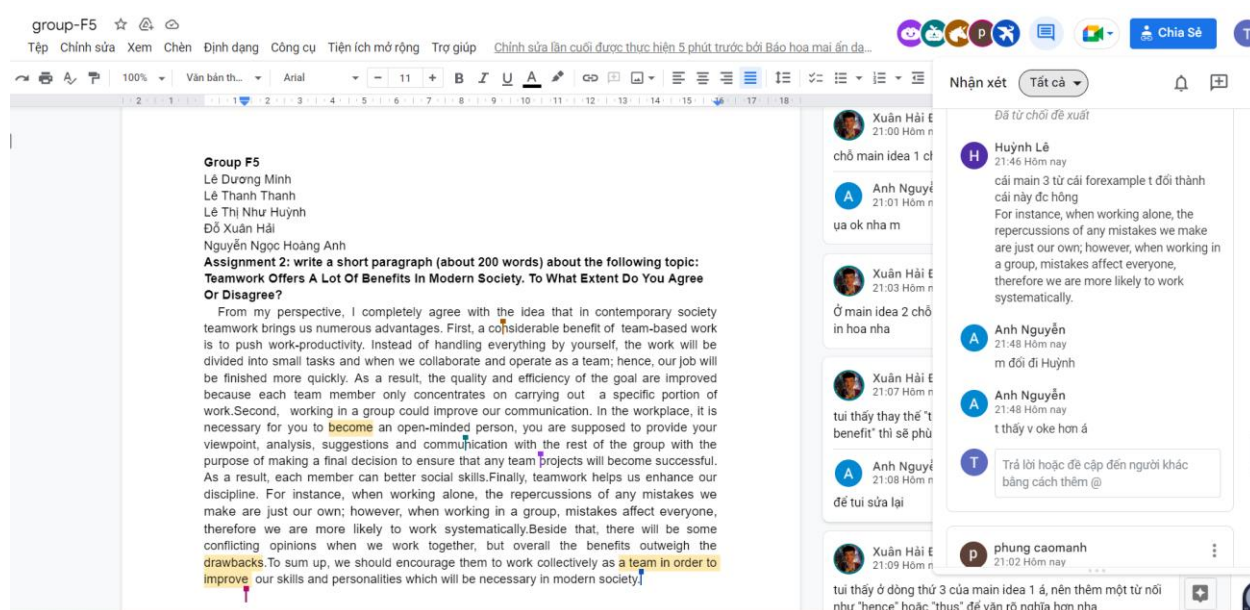
The survey results present that all or nearly all students have improved their digital knowledge, social skills and especially writing skills (90.5%, 90.5%, and 100% respectively). In terms of computer skills, 100% of survey doers reported that they could access any websites directly from Google or Google docs platforms to look for, select, organize and share with their collaborators better than ever. They all explained that this computer improvement was the result of using a "hands-on exploring tool right on the Google-docs sidebar. Besides, after experimenting with the Google-docs technology, experimenters said that they were also able to utilize the 2.0 computer programs such as Google docs, Google Meet, Microsoft word, etc. better than before. These findings confirm other studies such as Nabhan and Sa'diyah (2021) with the statement that learning using digital media in the class enhanced students' ability in using technology.

With reference to mutual interaction among team members, it's clear that two third of participants polished their social skills. According to the study's statistics, over 70% shared that they were happy to discuss with their peers in the digital circle with Google docs, and their interaction with friends went up considerably. More importantly, 95% agreed that they were very active in group contribution activities. It seems that the increasing level of student engagement is linked with a hybrid learning environment in which synchronous collaborative writing in Google docs occurs, and it enables users to discuss orally or in word via Google Meet and chat room right on the Google-docs taskbar. This research result is consistent with that of Nabhan and Sa'diyah (2021).

When it comes to writing ability improvement, applying Google docs in their group writing enabled learners to denote basic grammar errors (81%), to create meaningful sentences with correct and high-level lexical resources (61.9%), and to produce sentences with complicated grammar structures and cohesive devices (42.9%, and 57.1% respectively). The analysis of

open questions from the survey and F5 group's writing assignments (See picture 1 below) also proved that employing Google-docs technology let students be able to use a wide range of appropriate vocabulary for the task and to use advanced ones (proverb, point out, teamwork, productivity, quality, efficiency) thanks to Google-docs research tool giving them convenient access to dictionary or collocations on websites. Therefore, student writers mastered more vocabulary. This finding confirms the study by Iskandar & Pahlevi (2021) in that online collaborative writing involves students learning cognitively by acquiring new lexical resources. Noticeably, they produced no errors in spelling and/or word formation by using spell checkers in Google Docs. On top of that, Google Docs with grammar checking system and chat room could help co-workers deal with grammar problems. As a result, they had good control of tenses, articles, prepositions, and punctuation, and used a wide range of structures, including simple sentences, compound sentences, complex sentences, and compound-complex sentences.

Picture 1. F5 group's writing assignment in Google docs



In contrast, the findings from analyzing writing assignments by SPSS 22 pointed out that there was no significant effect of employing Google docs on students' writing ability ($P=0.126, 0.126, 0.500, 0.205 > 0.05$). These findings resemble many studies such as Zhou, Simpson & Domizi (2012), which found that there was no significant effect of the collective authoring and ideas-processing tool, Google docs on students' writing grades; Woodrich and Fan (2017), which maintained that anonymous collective writing in Google docs didn't lead to more successful writing products, or Pham (2019), who concluded that there was no significant correlation between student collaboration in Google docs and writing quality.

Challenges encountered while applying Google docs

There remained some problems arising when student writers were asked to compose a paragraph on the web-based page (Google docs). First, most participants (about 70%) experienced poor Internet connectivity. This study result is consistent with the studies by Mare F. & Mare Z. (2020), Nabhan & Sa'diyah (2021), Irshad (2022), and Nguyen & Nguyen (2022), who maintained that students faced some technical problems such as internet loafing. Second, the same proportion spent a big amount of money on new laptops, smartphones, or 4-G fees (about 70%). Not to mention, half of the participants (52.6%) had to first download Google

Docs to their phones and had difficulty in typing, which is aligned with the study by Irshad (2022).

Conclusion

The study has unveiled several findings. First, students had positive attitudes when using Google docs to write together. In particular, students were active and motivated in cyber group discussions. They were inspired to share ideas with their partners since they could browse on the Internet and felt comfortable typing their sentences because wrong words or grammar mistakes were denoted, and correct suggestions were given thanks to Google-docs features such as the explore tool, dictionary, and grammar checker. Second, participants in the survey conveyed their improvement in social skills when working with Google docs. Google docs helped increase active participation and engagement with other members in comparison with writing on paper documents via Google Meet and the chat room available on the Google-docs taskbar which allowed students to express their opinions or give comments on their friends' ideas both orally and in writing. Next, students' exposure to Google docs made them technologically literate. For example, they knew how to operate Google meet, or they could share information with collaborators. Another result is that Google documents brought students good learning experiences. For instance, students' ideas are built, shared, and organized in Google docs with the help of the explore tool and the chat room. Besides, the grammar-check, spelling-check system, and dictionary provided by Google docs let users expose correct, advanced vocabulary with collocations and phrasal verbs and correct, correct grammar sentences with suitable punctuation and cohesive devices. However, no correlation coefficient between this technology with students' writing performance was found. Finally, employing Google docs also brings learners some drawbacks such as expensive costs, difficulty processing Google documents on smartphones, and unstable Internet access.

Suggestions for Further Research

The present study explored students' experience and their attitudes toward utilizing Google docs as a blended learning approach in writing classrooms. Due to time constraints and the author's ability, the study just used the quantitative research design with a small sample size. Therefore, to validate the study results, future studies should be conducted using mix-methods and a bigger sample size to gain a wider view and to generalize to a full setting. Moreover, students' patterns of interaction and contributions, and their employment of scaffolding strategies in the google docs platform should be included in the research to determine if collective writing activities lead to productive writing quality. Finally, future studies should examine teachers' perceptions and practice of Google docs to enhance students' writing performance.

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Biodata

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The Use of Vocabulary Notebooks for EFL Non-majors' ESP Vocabulary Acquisition

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ABSTRACT

Keywords: *ESP, vocabulary notebooks, vocabulary acquisition, pedagogical recommendations*

English for Special Purposes (ESP) students often struggle with vocabulary acquisition. Vocabulary notebooks are a potential solution. This study investigates the effectiveness of vocabulary notebooks in supporting vocabulary expansion and retention for 30 intermediate-level ESP students in a 15-week International Relations class. The study utilized a mixed-methods approach based on a questionnaire, pre-test, post-test, and data analysis. The results show a statistically significant improvement in vocabulary acquisition and retention among students who used vocabulary notebooks. The findings suggest that vocabulary notebooks are a useful tool for ESP students, particularly in the acquisition of specialized vocabulary. Hence, the study also identified areas where the implementation of vocabulary notebooks could be improved, such as the need for explicit instruction and scaffolding to support effective use. This study highlights the potential of vocabulary notebooks and provides insights into how they can be effectively used to support ESP vocabulary acquisition.

Introduction

English has been considered an essential foreign language in the world, and in Vietnam since English has been taught with the expected and required practical outcomes, and at many levels of schools, from primary as a local content and/or compulsory to secondary and tertiary as a compulsory subject (BC, nd; Choi & Chung, 2016; MOET, 2018). However, based on the effectiveness of teaching and learning English, it has been pointed out that it has its own in teaching and learning English, especially English for Specific Purposes (ESP) in many parts of the world and Vietnam.

Despite being given little priority in EFL classrooms in the past, vocabulary teaching and learning has currently been considered the core and prerequisite component of language

acquisition in the innovative nature of vocabulary and its role in English teaching and learning. As the means and outcomes of communication, vocabulary acquisition influences how well students speak, write, read, and listen (Schmitt & Schmitt, 1995; Nation, 2006; Schmitt, 2010; Coxhead, 2013; Chirobocea-Tudor, 2018; Nguyen & Tran, 2019; Vu & Peters, 2021). Students' lack of vocabulary knowledge affects their language skills, and students cannot express a wider range of meanings. Nor can they, especially English non-majored students, obtain L2 communication in a meaningful way (Nation, 2001).

Vocabulary, linguistically, is not just words but also their lexical meaning, context, pronunciation, orthography, and conjugation. With these as the challenging factors in learning English, memorizing and retaining vocabulary has always been contended to be the most challenging (Nation, 2008; Townsend et al., 2013). Vocabulary teaching and learning, as a result, has played an indispensable part in language acquisition in many fields of study for both teachers and learners, especially ESP vocabulary, since vocabulary moved from the peripheral role into a central position (Nation, 2001; 2008; Schmitt, 2010; Dennison, 2014; Chirobocea-Tudor, 2018). Something is wrong with the way that vocabulary learning can be easy to recognize and memorize the words in general English and ESP. Furthermore, as vocabulary is not specially taught in both general English and ESP classrooms, limited language proficiency in the English language and their being unfamiliar with ESP lexical words are other reasons that lead to students' difficulties in learning ESP vocabulary.

Various research tools of numerous studies on vocabulary teaching and learning, hence, have postulated the paramount role of vocabulary in language acquisition (Schmitt & Schmitt, 1995; Nation, 2001; Thornbury, 2002; Walters & Bozkurt, 2009; Nation & Meara, 2010; Coxhead, 2013; Nguyen & Tran, 2019). Under the positive perspectives of the research tools on vocabulary teaching and learning, the benefits of word notebooks have outweighed if compared with its disadvantages at many different English levels of learners and their fields through a large number of studies (Walters & Bozkurt, 2009; Coxhead, 2013; Vella & Rushidia, 2016; Dubiner, 2017; Chirobocea-Tudor, 2018). Its effects on ESP classes, therefore, are not exceptions.

Although English of International Relations (IR) comprises diverse topics based on the characteristics of this field, a vocabulary notebook has not been specially conducted as a research tool in ESP classes of International Relations. This paper, thus, aimed at using vocabulary notebooks to help students expand, use, and retain the ESP vocabulary of IR. The present study also investigated their willingness to use vocabulary notebooks in ESP lexical acquisition in a 15-week IR class at Saigon University.

Literature review

Vocabulary Knowledge and Vocabulary Acquisition

Learning an additional language is closely connected to its vocabulary. Under the different approaches, vocabulary is defined in many dimensions. As defined by Evelyn Hatch and Cheryl Brown (1995), vocabulary is a list or set of words for a particular language or a list or set of words used by a language learner. Vocabulary is a single word, or lexical chunks,

whereas vocabulary, in accordance with other scholars and experts, besides semantic features, is composed of word meaning, context, spoken and written form, collocations of words, syntactic behavior, register of words, associations of words, meaning relationships, and even frequency of words (Nagy & Scott, 2000; Coxhead, 2000; Nation, 2001; Read, 2004; Schmitt, 2010; Barcroft et al., 2011; Coxhead, 2013; Graves, 2016). In ESP, as the distinct meanings and accuracy of vocabulary use are significant, the importance of most of these aspects is concentrated on.

As the above-mentioned vocabulary notions, knowledge of vocabulary has been determined under many aspects, including the ability to use a word in a particular language context in which learners come across. Furthermore, word knowledge is asserted to be the comprehension of a new language literary text (Schmitt, 2000; Coxhead, 2013). Vocabulary acquisition, hence, is a process of learning new words. Word acquisition can be assessed through learners' vocabulary depth, size, breadth or growth, and vocabulary depth knowledge (Schmitt, 2010). As presented by many scholars and/or authors, students' word depth, size, and growth are required correspondingly to their English level and academic demands. It can be said that students can make a shift or progress in the interconnection between education and language from an emphasis on basic skills to critical thinking or solving-problem skills.

Importance of vocabulary for language acquisition

The benchmark for learners' language proficiency can be demonstrated by vocabulary acquisition. In contrast, learners' language proficiency comprises their reading, writing, speaking, and listening skills in both general English and ESP. From a linguistic perspective, a key command of language is based on the learners' vocabulary knowledge and acquisition so that precise vocabulary can be paramount in using English effectively and perspicuously (Krashen, 1983 cited in Fastima & Alam Khan, 2017; Coxhead, 2013).

The complementary interconnection between vocabulary knowledge and language use is analyzed and asserted in the research implemented by Paul Nation (2001) and Khosro Bahramlou and his co-author, Hooshang Yazdani (2013). Their results on the mutual interrelationship are beneficial for EFL learners. Words knowledge improves language skills, and language use, in turn, brings learners' enrichment in vocabulary knowledge and word acquisition.

Benefits and limitations of vocabulary notebooks for ESP vocabulary learning

EFL/ESL teachers have always endeavored to help students learn general English vocabulary and ESP corresponding to the different strategies and word notebooks as one personalized word-learning tool. A vocabulary notebook is referred to as a record of a word list that includes word meanings, parts of speech, and/or pronunciation. Furthermore, it can include more linguistically complicated features such as contextual meanings, meaning relationships, collocations, and/or even semantic maps in an individual manner (Schmitt & Schmitt, 1995; Schmitt, 2010; Dennison, 2014). It can be noted that a vocabulary notebook is varied in nature and referred to as a portable personal dictionary based on individual levels of English, as presented by Cycle Fowle (2002) and Hall (2004).

Vocabulary acquisition is a crucial aspect of English language learning, and there is growing

interested in the use of vocabulary notebooks as a tool to support this process. Zhang and Wu (2020) found that the use of vocabulary notebooks can improve students' vocabulary acquisition, particularly in terms of depth of vocabulary knowledge. Similarly, Hsieh (2019) found that the use of a vocabulary notebook can enhance students' vocabulary learning and retention while promoting active engagement and autonomous learning. However, the effectiveness of vocabulary notebooks depends on various factors, including the pedagogical approach and learner characteristics. Ren and Li (2020) highlight the potential benefits and challenges associated with the use of vocabulary notebooks and other technologies for supporting vocabulary acquisition in EFL learners. These studies suggest that vocabulary notebooks can be a valuable tool for EFL non-majors ESP vocabulary acquisition, but their effectiveness depends on careful consideration of various contextual factors.

As a token of their definitions, vocabulary notebooks play a crucial role in language learning and vocabulary acquisition through their particular benefits despite their limitations. Although learners confront some limitations, including choosing words, determining the usefulness or frequency of words, and time consuming, the benefits of a word notebook outweigh its limitations.

Besides teacher's requirements, however, EFL learners can individually create their own word notebooks, depending upon their English levels and needs. Students' creativity and independence in word preparations improve their engagement in the English learning process and awareness of word learning and develop learner's autonomy, which helps learners become more active in using dictionaries, guessing word meanings, and language learning as asserted by Cycle Fowle (2002), and Vjosa Vela and Jeta Rushidia (2016). Moreover, through vocabulary instructions, building learners' vocabulary skills can also be developed. In terms of tangible results, student's attitudes towards the implementation of vocabulary notebooks are positive, and word notebooks are found useful owing to their repetition of unknown words through in-class and after-class activities (Schmitt & Schmitt, 1995; Coxhead, 2000; Walters and Bozkurt, 2009; Coxhead, 2013; Chirobocea-Tudor, 2019; Nguyen & Tran, 2019).

Research Questions

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

What are the EFL non-majored students' attitudes toward ESP vocabulary notebooks in an IR classroom?

Methods

Mixed methods research design is the procedure of mixing both qualitative and quantitative methods in a single study (Cresswell, 2003). This process also consists of collecting and analyzing data qualitatively and quantitatively. The combination of both methods in a study is greatly important as they can utilize the advantages and overcome the disadvantages of each. This present study was implemented in a 15-week International Relations class with thirty third-year students, all of whom were at the intermediate level of English and had no previous exposure to the use of vocabulary notebooks. The mixed research methodology with both

qualitative methods and quantitative methods was applied based on the questionnaire, the pre-test, and the post-test.

Pedagogical Setting & Participants

The research explored the students' attitudes toward using vocabulary notebooks for ESP vocabulary acquisition. This investigation was conducted in an English non-majored classroom in the first 15-week semester of school year 2021-2022 at Saigon University, where one of the two authors is teaching English of International Relations in the 30-student Intermediate-level class. At the beginning of the course, based on the informal interview with the students, the author found that most students in this class were confronted with vocabulary learning and retention, even though vocabulary learning and acquisition was the most difficult.

The objectives of the course were listed by the syllabus specially designed for the academic program as (1) raising students' awareness of ESP vocabulary notebooks; (2) providing learners with the awareness of strategies for ESP vocabulary learning; (3) creating opportunities for students to apply analytical skills through vocabulary notebooks; and (4) helping students with the ability of ESP vocabulary acquisition.

In order to complete the objectives of this paper, there were thirteen ESP lessons on IR, including the texts and news articles accompanied by further readings. Students' vocabulary notebook was presented, discussed, and submitted every week except for week 1, 8, and 15. In addition, the class discussion and group presentations on preparations of vocabulary notebooks were organized, corresponding to the beginning of each unit.

Design of the Study

The research is a three-stage process of defining the research objectives and collecting and analyzing the information to provide the data to answer the research question. It employed a descriptive survey to mix both qualitative and quantitative features.

The instruments of collecting information for this paper were (1) vocabulary notebooks for English of International Relations, (2) the pre-test and the post-test on vocabulary assessment, and (3) the questionnaire to explore the benefits of using word notebooks.

Vocabulary notebooks

A vocabulary notebook is a tool that gives guidance on the required vocabulary features and tells students what to include in their work. It helps the students prepare, review and retain their vocabulary by themselves for multiple skills to reach their expectations of learning ESP lessons. The format of vocabulary notebooks used in the research was divided into two broad parts: one adapted from the above-mentioned notions of vocabulary knowledge and vocabulary acquisition, and another included word use and retention, which reminded students of vocabulary learning strategies and acquisition. The student's vocabulary notebook, divided into two parts, was formed as the following sample:

PART A: Self-learning vocabulary

Word	General English (GE)	ESP meaning	Word Family	Example with the word
Capital				

PART B: For peer-view or group activities

Word	Do not remember or vaguely remember	Remember clearly	Vietnamese meaning		Example with the word
			From G.E meaning	From ESP meaning	
Capital					

Pre-test and Post-test

All the participants were required to take the pre-test at the beginning of the course and the post-test in the middle of the course. In terms of administering two tests, in charge of an IR English course, one of the researchers prepared and had the tests administered by the participants. Participants were required to do two 45-minute tests. Participants took a pre-test in week one before the use of word notebooks and a post-test in week 12 after using them for eleven weeks so that students' word acquisition could be investigated. Both intermediate-level English tests focused on the assessment of pronunciation, meanings, word forms, collocations, contextual meanings, and meaning relationships in terms of ESP vocabulary of International Relations.

Student feedback questionnaire

A twelve-item questionnaire listing statements about students' feedback towards using vocabulary notebooks was designed in a mixed format with 10 closed-ended yes-no statements and two open-ended questions. The first section aimed to make students express their agreement or objections to the benefits of using vocabulary notebooks for their IR English course. The second section included two questions that assisted in exploring the students' challenges in using word notebooks and the causes of their trouble.

Data collection & analysis

Research procedure

There was an informal interview and a pre-test in the first week of the course to provide the students to use vocabulary notebooks and assess students' vocabulary knowledge. Then, in the second week, the teacher carried out a workshop on using vocabulary notebooks. After that, the teacher randomly asked some students to submit the vocabulary notebooks from week 3 to week 14. The researcher prepared and had the post-test administered by the participants in week 12. Then, the individual students were coded by their ordinal numbers from the student list of the course. The student feedback questionnaire forms were collected in week 15. Every week from week 2 to week 12, students' vocabulary notebooks were given to one another in their group to check themselves by their peer's words. Then analyses were made to find out how effectively students learned and memorized ESP vocabulary of IR and thought about the vocabulary notebooks.

Results/Findings and discussion

From the results of the following data analysis and discussions, the objective of this research can be fulfilled through the following parts.

The effectiveness of using vocabulary notebooks

The Statistical Package for the Social Sciences (SPSS) was employed to analyze the data for this paper. In a pretest-posttest design, the form of a pair samples t-test was manipulated to draw the conclusion on comparing the results between the participants' results of pre-test in week 1 and post-test in week 12. Therefore, the research procedure could not reflect biased information, and the biased values did not affect the results.

The two tests were used to evaluate participants' vocabulary knowledge and acquisition. The scores of the tests were analyzed by deploying inferential SPSS 19.0 analysis such as pair samples t-test. The data analysis of pre-test and post-test results was shown that data of tests was collected with p values (i.e. significance level = .002, and .002 respectively) of the high significance coefficient. This illustrated that using word notebooks enabled students to expand, retain, and acquire the ESP vocabulary of IR.

Furthermore, the post-test mean scores were higher than their pre-test, illustrating the students' developing vocabulary knowledge and enhancing their vocabulary acquisition after they implemented word notebooks. The mean value of the pair sample t-test between pre-test and post-test was illustrated in table 1 below.

Table 1. Paired Samples Statistics of pre-test and post-test

	Mean	N	Std. Deviation	Std. Error Mean
PRE-TEST	6.1200	30	1.00364	.12360
POSTTEST	8.0863	30	1.05521	.14685

In table 1, it can be shown that the mean scores of the pre-test (M= 6.120, SD=1.003) were lower than those of the post-test (M=8.086, SD=1.055). This means that students got higher scores on the post-test than on the pre-test. However, there was no high deviation in the scores of each test. These values illustrated that the students performed lexical ability better in doing the post-test after they used vocabulary notebooks since having taken the pre-test. The contrastive analysis between the mean scores of the pre-test and mean scores of the post-test explained that students given instructions and guidance for using vocabulary notebooks got their achievements and progress after fourteen weeks. The figures from the two tests proved the students' significant improvement in vocabulary knowledge and acquisition.

In perspectives of the effectiveness of the vocabulary notebook-based course, the students' vocabulary competence was developed by the detailed analysis of the following grading scheme. In terms of the grading scheme related to the regulations of credit-based training at university, learning performance was evaluated by the instrument of a 10-point scoring scheme and converted into letter-rate equivalents such as A = 8.5-10; B = 7.0-8.4; C = 5.5 -6.9; D = 4.0-5.4, and F = 0-3.9. The following table shows the differences in the number of students at the particular bands of pre-test and post-test.

Table 2. Comparison of the number of students according to the grading scheme

GRADE	Number of students	
	PRETEST	POSTTEST
A	2	9
B	6	12
C	14	7
D	5	2
F	3	0

In table 2, there was a significantly increasing number of students who got higher grades in the post-test compared to the number of students in the pre-test. There was a remarkably lower number of students with grades C and D. As can be seen that there was a significant increase in the highest grade, while two students got a grade A on the pre-test, and nine students got a grade A on the post-test. In grade B, the number of students doubled in the post-test compared to the pre-test. That illustrated that the number of students at grades C, D, and F dramatically decreased. No students got an F grade on the post-test, while three students had an F on the pre-test. With a total decrease of 3 students, it was the same number of changes in students getting grade D from five students down to two. Together with the downtrend of students with grades D and F, the number of students with grades C on the pre-test and post-test was fourteen and seven, respectively. To the end of this comparison, using word notebooks allowed the teacher to employ pedagogic methods to help the students with vocabulary acquisition through the greatly improved grades of A and B.

Students' attitudes towards using vocabulary notebooks

The data from the students' feedback questionnaire illustrates how students highly appreciated the role of vocabulary notebooks and their benefits for the student's ESP vocabulary acquisition in IR classrooms.

Table 3. Learners' attitudes towards their use of vocabulary notebooks through the questionnaire

Statements about the use of vocabulary notebooks	Yes	No
1. It is a useful self-study learning tool for vocabulary learning.	30	0
2. I have used it for every lesson and any language task/activity.	28	2
3. It helps me understand the objectives of using vocabulary notebooks.	30	0
4. It helps me systematize and recycle my vocabulary quickly and more efficiently.	28	2
5. It helps me be more specific in searching and using my vocabulary.	25	5
6. It helps me be more confident in completing the tasks/activities of language skills.	27	3
7. It helps me gain and develop my creativity while learning ESP vocabulary on my own.	27	3
8. With the vocabulary notebooks, I can be aware of using accurate vocabulary.	27	3
9. I can foster, expand and retain my vocabulary on my own.	28	2
10. I am motivated and engaged in English learning because of preparations and collaborations during the course.	28	2
Total	278	22

The objectives of the course were listed by the syllabus specially designed for the academic program as (1) raising students' awareness of ESP vocabulary notebooks; (2) providing learners with the awareness of strategies for ESP vocabulary learning; (3) creating opportunities for students to apply analytical skills through vocabulary notebooks; and (4) helping students with the ability of ESP vocabulary acquisition.

As the findings of many other studies on using vocabulary notebooks by numerous researchers, table 3 proves the advantages of word notebooks in increasing students' achievements, such as (1) raising students' awareness of ESP vocabulary notebooks; (2) providing learners with the awareness of strategies for ESP vocabulary learning; (3) creating opportunities for students to apply analytical skills through vocabulary notebooks; and (4) helping students with the ability of ESP vocabulary acquisition (Fowle, 2002; Vela & Rushidia, 2016). Furthermore, 29/30 participants agreed that the vocabulary notebooks helped them become actively engaged in their English classes. They all also understood the objectives of using vocabulary notebooks (30/30 respondents). The benefits of using word notebooks were significantly positive, corresponding to the fairly high number – 28 out of 30 students – with the chance to foster, expand and retain their ESP vocabulary independently. With the same number, 28 students found using vocabulary notebooks beneficial and creative thanks to the peer-to-peer and group collaboration of exchanging their vocabulary notebooks with one another, which enables students' engagement and develops their vocabulary besides their autonomy in English learning.

Table 4. Students' ideas towards their use of the vocabulary notebooks are expressed through open-ended questions

Students' opinions	No.
1. At the beginning, I thought I needed to complete vocabulary preparation for the first lesson and check it later, but I did not have enough time for my double-checking.	S2
2. At the beginning, while preparing the vocabulary, I didn't get acquainted with the format of vocabulary notebooks.	S3
3. I found it quite rather difficult to remember and retain the vocabulary in a short time.	S16

Three among 30 respondents presented their problems with that free-expression section in the questionnaire. To be faithful to the students' ideas, the three above statements were listed without paraphrasing to portray the original comments. They show how the users of the vocabulary notebooks could not manage their time for reviewing and revising their drafts with the complete vocabulary notebooks. That may come from the time constraints during the course and unacquaintance with the format of vocabulary notebooks above-mentioned in part 3.2.1. But the purpose of having them use the vocabulary notebooks for ESP vocabulary acquisition is to train them to improve their vocabulary learning techniques and to deal with learning and retaining ESP vocabulary during their learning process and future work life.

Conclusion

As the above-mentioned results from the findings and data analysis, this paper could propose the following significant recommendations:

1. Vocabulary notebooks indicate what needs to be included in the format of vocabulary notebooks. Meanwhile, it is also such a crucial tool that EFL non-majored students should be equipped with a word notebook and with more scrutiny. Despite the fact that a variety of vocabulary notebook formats should be provided, it must be noticed that teachers should apply an appropriate, consistent, simple format of self-learning vocabulary notebook companies with clear guidelines.
2. As students themselves could witness their own gradual improvements, using a self-learning vocabulary notebook in ESP classes should be assigned as part of a learning task to increase students' involvement in achieving their learning outcomes.
3. Students should be facilitated and supervised for the items required in the format of vocabulary notebooks and given the opportunities to revise and produce multiple better feedback from their classmates and the teacher.
4. There should be considerable encouragement and awarding acknowledgment for students' efforts in revising and producing the completed vocabulary notebooks to recognize their gradual improvements besides assessing their vocabulary acquisition.

Teachers and students must consider learning vocabulary as a creative and flexible process with the subsequent quality improvement of the students' take-home assignments and missions. Fostering and exploring vocabulary acquisition with self-learning vocabulary notebooks means providing an effective tool for EFL non-majored students to shift their teacher-centered learning to learner-centered autonomy. By implementing EFL students' input information and the ongoing process, they could take advantage of self-learning vocabulary notebooks to help themselves develop and acquire their ESP vocabulary and nurture their own improvement of responsibilities, vocabulary knowledge, and individuality. As a result, language skills can be developed and used efficiently during vocabulary and language acquisition and for their future profession.

Although the objectives of the present study carefully conducted over several months have been reached, there are a number of limitations worth highlighting. The first restriction is the size of the sample. There were 30 students that participated in the study. The sample size was not enough to make a generalization. Hence, the findings of this research would not be considered to represent the whole picture of the study area. In this research paper, only students of International Studies at the International Relations Department of Saigon University at an intermediate level of English were targeted. Dependent on the learning outcomes of the academic program designed by the International Relations Department of Saigon University, this research paper aims at ESP vocabulary acquisition.

As a result, this is a small-scale study, and it is recommended that further future research should be conducted on a larger scale involving more samples from various ESP courses at different levels of English. Therefore, it is recommended that further study, it should be involved a

comparison between ranges of English levels and ESP courses among students in order to examine their vocabulary acquisition. This can help significantly provide a better and more whole picture of the teaching and learning translation at Saigon University in particular and at various English teaching-learning English contexts in Vietnam.

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Biodata

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Visual Communication: Exploring Representations of Vietnamese Culture in Advertising

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ABSTRACT

Keywords: Visual communication; Vietnamese cultural values; Cultural studies; Intercultural communication; IMIVI framework

Visual communication has received much attention from studies in the field of foreign language education. In the Vietnamese context, however, little research has been conducted to explore the meanings of Vietnamese cultural aspects in visual advertising. To fill such a gap, this article investigated visual meanings of Vietnamese cultural values represented in visual elements of common advertising in the Vietnamese market. The data were firstly selected from various logos and images of popular brands in the Vietnamese market and then interpreted based on the Iceberg Model for Interpreting Vietnamese Images (IMIVI framework) (Huynh, 2022). The results revealed the selected advertisements carried core Vietnamese cultural values in terms of visible and invisible elements. Specifically, culturally specific images such as flowers, animals, and traditional clothing were identified as visible factors. Buddhist, Confucian, and Taoist values were found as invisible factors in selected images of popular advertisements in the Vietnamese context. Findings reported this article might be helpful for research in visual communication, multimodality, and foreign language education. The outcomes of this article are also interesting for cultural studies, especially for the roles of culture in commercial advertising, intercultural communication, and foreign language education.

Introduction

In the field of foreign language education, the role of understanding two different cultures in two different languages is highly significant. Soomro et al. (2015) claimed that "the understanding of target culture not only develops competence in communication but also raises awareness regarding the use of language in intercultural communication" (p. 3). Most communication challenges in an international environment are caused by a lack of cultural awareness (Le, 2022; Ngo & Ha, 2022; Pham, 2021; Soomro et al., 2015). This suggests that intercultural understanding not only assists language learners in performing the semantics fully

but also avoids misunderstanding.

As a means of communication, advertising is a multimodal source that carries various meanings created and interpreted by producers and consumers through textual elements, visual elements, sound, and so on. Advertising also carries cultural values (Emery & Tian, 2010). This means understanding cultural meanings in advertising will give a chance for people to enrich their cultural knowledge about a specific country. Our premise is that, in Vietnam, it is not always the case that all customers can realize the Vietnamese cultural values that advertisers want to convey through visual content. Some people may just care about the products' functions and price but forget or misunderstand the other values of the advertisement.

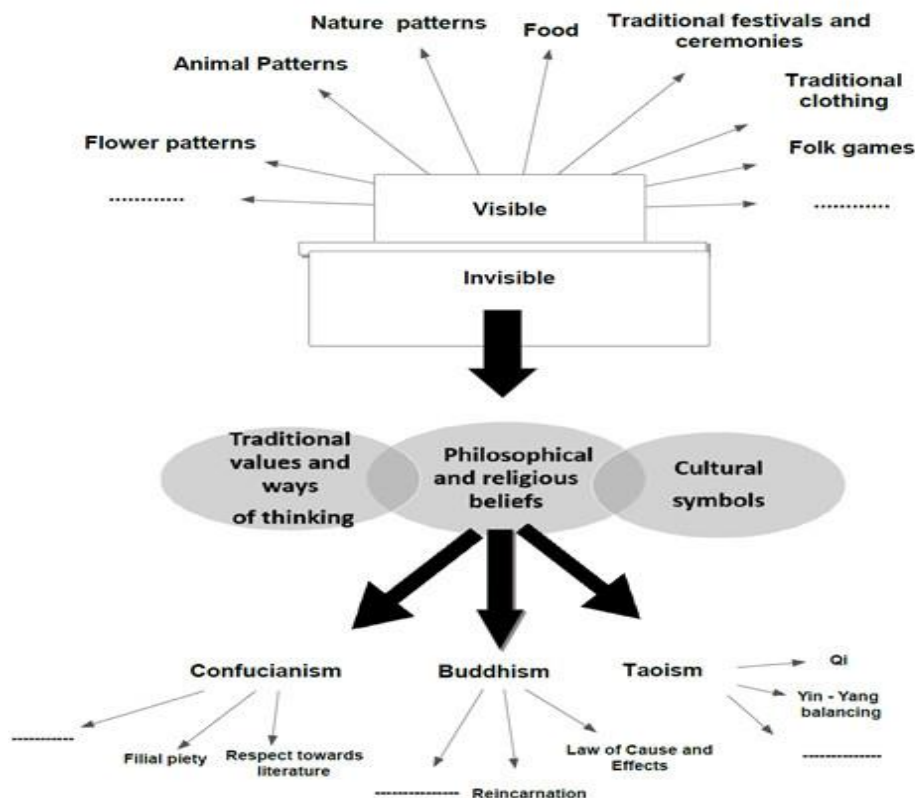
It is clear that cultural values always exist in advertising. In a qualitative analysis study by Abokhoza et al. (2019), which compared Pepsi's ads in Egypt and Pepsi's ads in Saudi Arabia, the findings showed that whether expressed explicitly or implicitly, most ad creators put cultural values first because advertising has both positive and negative influences on customers' life relying on the messages which reflect these values. This showed respect and preservation of their country's culture and helped introduce those spiritual values to other countries around the world. Moreover, cultural meanings are also one factor that contributes to product promotion's success, especially in expressing the value of the product, expanding the market, and attracting customers' attention. Therefore, this study aims to explore Vietnamese cultural values in advertising.

Literature review

Definitions of Culture and the analytical framework for exploring Vietnamese culture

Scholars in cultural studies have various views on the concept of culture. Berger (2000) offered two ways to understand the concept of culture. First, culture can be understood as artistic elements. Second, culture can be understood as the concept that describes human manners in their lives. In view of Hofstede et al. (2005), culture is a communal phenomenon because at least it shares the same characteristics of people living in the same area where it was known.

One of the influential models for studies on culture may be the Iceberg metaphor of culture (Hall, 1976; Weaver, 1993). According to Hall, culture has two aspects: the visible part and the invisible part. Dan (2020) asserted that deep culture refers to the part of the iceberg buried under the surface that includes thoughts, behaviors, traditions, and views that are impossible to see or cannot be seen at all. This view aligns with Byram's (1997) viewpoint on intercultural understanding: It is vital to thoroughly know about a particular culture's invisible part when reading materials containing cultural elements (Byram, 1997). To date, numerous scholars have applied Hall's Cultural Iceberg Model (Granatta, 2016; Lückmann & Färber, 2016; Makhmudov, 2020). Recently, Huynh (2022) developed an analytical framework for exploring the cultural meanings of Vietnamese images, namely the IMIVI framework. The current study relies on Huynh's (2022) analytical framework as a guide to exploring Vietnamese cultural meanings in advertising. This framework is illustrated in Figure 1.

Figure 1. Iceberg Model for Interpreting Vietnamese Images (IMIVI)

(Adopted from Huynh, 2022)

According to Huynh (2022), the IMIVI framework is an extended model of Hall's iceberg metaphor of culture with two components: visible and invisible. In the visible category are flower patterns, animal patterns, nature patterns, food, traditional festivals and ceremonies, traditional clothing, folk games, and so on. In the invisible category, there are three analytical systems: *traditional values and ways of thinking*, *philosophical and religious beliefs*, and *cultural symbols*. There are sub-systems in the philosophical and religious beliefs, namely *Confucianism*, *Buddhism*, and *Taoism*.

The roles of cultural representations in advertising

It is vital to pay attention to cultural values in advertising, especially in global and international markets (Pratap, 2017; Woodford, 2018) because of several reasons. One of the primary reasons is that "cultural values and beliefs impose strong influences on people's lives and ingrain deeply in food choice and consumption" (Si & Couto, 2020, pp. 323-339).

Second, cultural meanings of images presented in advertising are not always identical because messages, symbols, rituals, and even colours can have significantly different meanings and messages across cultures (Woodford, 2018). For example, green in Iran has been linked with opposition to the government, while in Ireland, it is a national color. Importantly, a study about culture and consumption (McCracken, 1986, pp. 71-84) revealed that culture constitutes the

word by contributing its own meaning. Therefore, goods can be considered as a means to convey the categorical scheme formed by a culture which is a chance to make the cultural substance. Furthermore, Pratap (2017) indicated that even though things change over time, culture still affects how things work as well as human thoughts, preferences, and tastes. This suggests that the buyers would have a good impression of the brands when their advertisements talk about their culture. For instance, in a qualitative study about the role of culture in advertising, Lee (2019) demonstrated that understanding the cultural values of the target markets means that the brand has communicated successfully to potential customers through advertising. In some ways, focusing on cultural factors in advertising means an emotional approach used by the informational strategies to attract customers and increase customer consumption. It was recommended that the brand should make a great connection between its cultural values and its target markets (Pratap, 2017). In another comparative study, Czarnecka et al. (2018) analyzed 847 magazine advertisements from England, Hungary, Ireland, and Poland and showed that culture was transferred through advertising to consumers. The findings indicated that "Advertising brings the consumer good and a representation of the culturally constituted world together within the frame of a particular advertisement" (Czarnecka et al., 2018, p.8). This indicated the important role of understanding cultural meanings in advertisements.

Research Question

The present study aims to seek answers to the question: 'How are Vietnamese cultural values represented in the visual contents of selected ads?'

Methods

Design of the Study

The current study aims to analyze the cultural values in advertising, so the researcher decides to conduct a qualitative study which supports to the analysis of the data deeper and more exactly. Advertising logos/posters are selected from the top popular products in Vietnam and are highly appreciated by consumers for their quality.

Procedures, Data collection, and Data analysis

With regard to the procedures, the present study was conducted with the following steps:

- Step 1: Selecting popular advertising logos/posters;
- Step 2: Selecting cultural elements carrying Vietnamese culture in those advertising;
- Step 3: Dividing the defined categories into two factors: visible and invisible, according to the framework of "*Iceberg Model for Interpreting Vietnamese Images (IMIVI)*" (Huynh, 2022);
- Step 4: Analyzing and interpreting the whole materials;
- Step 5: Reporting findings.

The researchers selected six representative advertising images from well-known brands such as Kinh Do cake, Ensure milk, Knorr seasoning, Tiger beer, Nestle brand, and Vietnam Airlines brand to collect data. The researchers used these advertisements because of the popularity of

these brands with Vietnamese consumers. They have been on the market for a long time and have received great attention from consumers. Moreover, these advertising images are aimed at the Vietnamese market, so they are even more imbued with Vietnamese cultural identity. Therefore, exploring cultural values in these advertisements is suitable and necessary.

Findings and discussion

Visible Aspects of Vietnamese culture

After analysis, this study identified some Vietnamese cultural values contained in advertising. There are three typical visible elements: flower patterns, animal patterns, and traditional clothing.

Flowers patterns

Vietnamese advertisements use the image of flowers as a great contribution to attract the first attraction of customers. In particular, in advertising the Tet festival, many brands used the image of apricot and peach blossoms in full bloom – kinds of typical flowers that symbolize the Tet festival, creating a fresh, warm, warm, and full of spring atmosphere. The yellow of the apricot blossom and the pink of the peach blossom contribute to creating an attractive look full of life (as illustrated in Figures 2 and 3). Through a full-color view of the apricot blossom and peach blossom in bloom, the viewers seem to hear the sound of liveliness and throbbing to match the emotional rhythm.

Figure 2. An advertising of KINH DO cake – full of apricot and peach blossoms in bloom

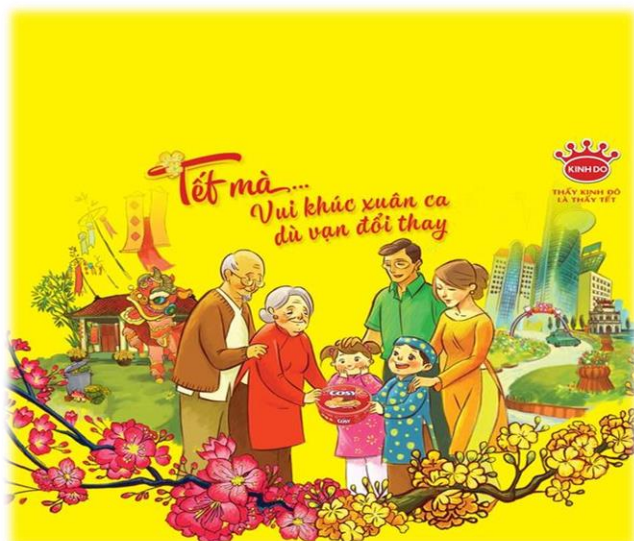


Figure 3. An advertising of KINH DO cake – full of Tet flowers



Today, with the hustle and bustle of modern life, no one can admit that they fully understand the meaning of this flower, but they only know that decorating apricots and peach blossoms on New Year's Day has become a custom. In the advertising images, red, yellow, and green are preferred. According to the Eastern concept, red and yellow represent good luck; Green

represents lush trees, a year of bountiful crops. The blooming yellow apricot branches on New Year's Day are a symbol of luck, prosperity, abundant health, happiness, and wealth all year (Anh & Lee, 2008; Huynh, 2022).

Moreover, in Viet Nam, the presence of flowers in advertising is not only for the beauty of the advertising, but flowers also have become a symbol representing a brand name of stature and prestige. In particular, Vietnam Airlines used a logo that is stylized by the lotus image (Figure 4).

Figure 4. Vietnam airlines uses the stylized lotus flower



The reason for the brand to choose Lotus is probably because of purity but simply the very nature of Vietnamese people. This makes us even more proud of the flowers, which became the symbol of Vietnam reaching out into the international sky. In Viet Nam, the Lotus was officially chosen as the national flower in 2011 (Trần, 2019). In addition, some other countries around the world also appreciate the image of Lotus, such as India and Egypt. Lotus flowers have many colors, and each color has its own meaning. Pike (2018) said that white was the symbol of purity, while pink exhibited a devotion to Buddha. Blue, with its wisdom and lucidity, stood for enlightenment. Purple symbolized spirituality, and green was known as the color of rebirth. The yellow color of the Lotus symbolizes quality and, perfection, luxury. Lotus represents enlightenment and perfection; ordinary and noble and sacred; graceful and soft, but no less strong and poised (Anh & Tin, 2021; Cleary, 1991; Pakditawan, 2017). Those are the precious qualities of the Lotus and are the reason Vietnam Airlines chose the Lotus as its new symbol (An, 2016).

Animals patterns

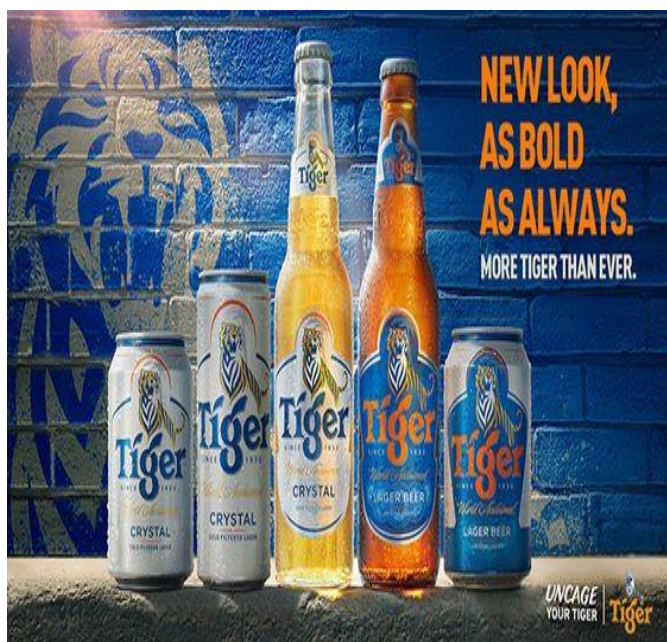
In Vietnamese culture, animals also contribute a special value. In fact, in an advertisement of **KINH DO**, this brand used the lion dances as a contribution (Figure 5). The Lion dance is an indispensable activity during holidays and Tet, which symbolizes power, wisdom, and superiority. Performing lion dance on big and important holidays to "bring good fortune and chase away evil spirits. It is performed to bring prosperity and good luck for the upcoming year" (Cindy, 2022; Thinh, 2009). Therefore, the ad creators applied the lion dances in their advertising to increase the good values of the products.

Figure 5. Lion dance in advertising



Another brand famous for beer, *Tiger*, used the image of a mighty and majestic tiger on the advertising posters (as illustrated in Figure 6). It is opening its mouth wide and looking at us with a majestic appearance. The harmonious combination of warm and cold colors, such as red, yellow, and blue, strongly attracts viewers. The brand name and the symbol of the products are the same, creating familiarity with the customers.

Figure 6. Tiger in Tiger Beer advertising



It would be remiss not to mention the *Nestlé* brand in using the animal image as a symbol. Although it has undergone a few changes, the Nestlé logo retains the image of a mother bird and two baby birds (as in Figure 7). They look at each other in a nest, giving viewers a glimpse of a family image. Nestlé took inspiration from this meaning and changed it a bit when adding the image of a mother bird feeding three young birds. It represents a mother's love and concern

for her child, like the purpose of the brand's products. It shows that, no matter what happens, the mother is always by her side, accompanying her for life. It cannot be denied that a mother's love is possessive affection because their mother will protect them at all costs (Sam, n.d), and it is valuable and priceless (Lewis & Symank, 2008). This deeply highlighted the value of Vietnamese culture by bringing the value of sacred motherhood.

Figure 7. Nestle logo – The image of a mother bird and two baby birds in their nest



Traditional clothing

On special occasions, Vietnamese people always choose discreet, modest Ao Dai for themselves. After many years, Ao Dai still retains its position in Vietnamese women's hearts and has become the first choice of Vietnamese people on important occasions such as Tet because it is an outfit that fully shows the pure and feminine beauty of women in both body and soul (Cao et al., 2014; Hoa, 2021; Huynh et al., 2020). Capturing those thoughts, the ad creator cleverly created the character in the ad in Ao Dai costume on traditional ceremonies (Figure 8). Besides that, Ao dai, with bright colors, symbolizes good luck.

Figure 8. The ad with characters wearing Ao Dai



Invisible Aspects of Vietnamese culture

In addition to visible Vietnamese cultural values such as flowers, animals, and clothes, each advertisement contains its own invisible aspects of Vietnamese culture. Significantly, the researcher has explored two typical components in advertising, which are Traditional values and ways of thinking about the image of the family reunion and some Philosophical and religious beliefs in terms of Confucianism, Buddhism, and Taoism.

Traditional values and ways of thinking

The image of a family reunion

The values of family reunion come from the advertising of Kinh Do cake, Ensure milk, and Knorr seasoning (Figure 9). Although the manufacturers offer three different products, they all have several typical common meanings. In Vietnamese traditional values and ways of thinking, Tet is an occasion for descendants to come back to their homes, and of course, these gifts are necessary, and the manufacturers want to show that their products are the best choices because they not only show love and care but also have high nutritional values, good for their parents' health. The gifts will show the descendants' responsibility because, in Vietnamese thoughts and culture, children must take care of their parents in their old age to repay their birth (Tran, 2020; Van, 2020). Moreover, the images of families gathering around a meal on New Year's Day in Vietnam are very meaningful and precious. As more and more children gather that year, the family has a very crowded and happy Tet season, thanks to being full of laughing and chatting. Besides that, a family meal is a great opportunity to reunite and meet to connect family members together as well as to chat and share joys and sorrows in life (*Traditional Vietnamese Family*, 2018; Trickett & Jones, 2017). Dao (2021) said that in addition to surviving, eating a family meal means eating the culture of Vietnamese. As a consequence of Vietnamese cultural values, a family meal stands for the traditional culture of the people and the territory. Most Vietnamese people admitted that a family meal was one of the effective ways to maintain their family in high spirits and create close-knit relationships. At this time, the meal was not simply comprehended as lunch or dinner; it can be known as sensitivity and sympathy, distribution and concern (Tran, 2020).

Figure 9. *The reunion images of happy families on advertising*



Philosophical and religious beliefs

Confucianism

These advertisements (advertising posters of Kinh Do cake, Ensure milk Knorr seasoning) share the same point of the core values of Confucianism about "*Filial piety*". Filial piety is a philosophy of Confucianism that makes the descendants remember their roots respectively. In the first half of life, children can live in peace and prosperity thanks to the love and care of their parents, and then in the other half of life, adult children have to take good care of their parents to repay their gratitude (Johnson, 2021). Children must always love and respect their grandparents and parents in some simple ways. First, after a year of hard work, the descendants visit and reunite with their grandparents and parents. They tried to return to their homeland where they were born to share a meal of reunion with best wishes to their loved ones. Tet is an opportunity for the whole family to come back together wherever they go.

In Vietnam, filial piety is one of the fundamental values in families and is so significant that children have been taught since childhood. Understanding these values, the advertiser has applied them to introduce the products. For example, the advertising of Knorr used the image of a family gathering at a meal, which gave a hand to increase the value of the brand. Besides that, these advertising products designed as a gift, such as Ensure milk and Kinh Do cake, were not only good-cared products for long-term health but also a presence for their thanks and their love to their loved ones. They contained valuable spiritual medicine for grandparents because parents' smiles are a priceless gift for their children and the motivation for them to try harder every day.

Buddhism

In Buddhism, *The Law of Karma* is also implied in advertising. The ad creators aim for Vietnamese long-term traditional values. According to the Law of Cause and Effect, every action brings a certain result. It means that "If we act motivated by greed, hatred, or delusion, we are planting the seed of suffering; when our acts are motivated by generosity, love, or wisdom, then we are creating the karmic conditions for abundance and happiness." (Goldstein, n.d). It cannot be denied that if the descendants are filial and respect their grandparents and parents, they can be treated like that when they get old. Indeed, loving one's parents is the best way to teach children about filial piety to themselves later on.

In the past, their parents have worked hard to "drink the sun and dew" all their youth to raise them to be successful, through so much bitterness and hardship, sacrificing everything for their children. Therefore, when their descendants grow up and achieve success, they must return to care for their parents in their old age. No matter where we go, let's go back home during Tet because home is where we were born and raised, and most especially, our parents are always looking forward to us every day. Advertising posters serve as a necessary and useful reminder for children.

Taoism

In advertisements, Taoist values seem to be less prominent because Taoism probably has little influence on Vietnamese culture. According to Huynh et al.'s (2021, p.22) research, "the Taoism

principle of Yin-Yang balancing is perceived as an important technique for Vietnamese painters and illustrators in creating their artworks". Indeed, when observing advertising posters, we can see the advertiser's consideration of Yin-Yang factors. In advertisements for the Tet holiday, such as Kinh Do cake and Ensure milk, the ad creators tend to focus on the Yang elements (brightness color) to generate brilliant and striking posters in a cheery atmosphere, which bring luck and happiness. Besides, the harmony of Yin-Yang also creates a pleasant look for customers. Depending on each advertising message, the ad creators will have specific ways to balance the two factors Yin - Yang. This also contributed to the creation of Qi in Taoism, which created the color of life, vitality, prosperity, and development.

Conclusion

This paper aims to explore the Vietnamese cultural values which are reflected in advertising. Through my analysis, I have found that most Viet Nam advertising contains some distinctive and meaningful cultural characteristics of Vietnamese culture. It is hoped that this research can widen the awareness of the cultural aspects which gives a hand in commercial, intercultural communication, and academic environment in terms of translation.

This study demonstrated that two aspects of culture need to be preserved and promoted in the advertisements, namely visible and invisible aspects, which are explored based on the framework of "*Iceberg Model for Interpreting Vietnamese Images (IMIVI)*" by Huynh in 2022. In addition, further interviews show that the customers also pay great attention to the cultural aspects of advertising.

These findings are significant for researchers and creators, both Vietnamese people and foreigners interested in Vietnamese spiritual values, particularly in comprehending more about Vietnamese culture in the mass media to satisfy the objectives of teaching, learning, and research.

For researchers, this article can be used as a reference for scholars who want to explore this study in the Vietnamese version or as a document for comparative studies between Vietnamese advertising and advertisements from other countries. For teachers, they can update this method of analyzing cultural values in the teaching of Professional Communication. For students, this study provides many new and diverse cultural perspectives, which help students gain more cultural knowledge and thereby have a greater sense of pride in Vietnamese culture. For foreign students in Vietnam, this article will help them improve their cross-cultural communication skills and avoid misunderstandings caused by cultural issues. Finally, this article is also a reminder for future ad creators to focus on both tangible and intangible issues. In summary, the careful analysis of cultural factors has contributed to the reader's deeper understanding of culture in advertising. According to the framework of Huynh (2022), advertising posters meet most of the given criteria.

This study also faces to some limitations. First of all, the biggest limitation of this study is the number of promotional logos selected. Because of the limitation of time, the researcher can only select a few typical advertising samples as a representative for analysis and not yet exploit all advertising posters in various fields. At the same time, this study also encountered the

limitation of consumer opinions. Instead of only getting opinions from consumers, specifically students, it will be more interesting and accurate to get opinions from many groups of participants, such as advertisers, merchants, and foreigners.

After conducting the study, the researchers have some recommendations. First, for manufacturers and ad creators, advertising is not only for business purposes but also one of the methods of communication between people, specifically between producers and consumers. It will gain greater customer support as well as have a deeper spiritual meaning if the ad creator focuses more subtly on this aspect. Second, in translation, translators must realize the importance of the context of the sentence because culture gives language different contexts. The translation products need their literal meaning and must convey the meaning in the context of the target culture. The same words passed down from one culture to another have slightly or completely different meanings. Sometimes those differences in meaning represent small or large value differences that can be very important in a translation. Besides that, for foreign language learners, understanding the cultural values of a language deeply will give a hand to achieving this language because language exists and develops on the basis of culture. Next, for domestic and foreign consumers, domestic or imported goods must be considered more carefully before choosing a commodity product to be smart and sophisticated consumers. This also helps them feel proud of their good traditional values and long-standing cultural identities by values drawn up over thousands of years of history, which are the people's spiritual life. Finally, for further research, it is advised that this is a very interesting and meaningful field so hopefully, there will be more scientific research articles in this area. Another piece of advice for upcoming studies is that researchers should explore more deeply the cultural values of Vietnam as well as the number of advertising images and survey participants to get the most satisfactory and authentic results.

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Biodata

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EFL Students' Perceptions of Using Nearpod in Online English Learning

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ABSTRACT

Keywords: Nearpod, Interactivity, Foreign language learning, Online teaching and learning

One of the key elements to success in learning a foreign language is interaction. However, maintaining the appropriate interaction among students in online classrooms can be difficult during the Covid-19 epidemic. To increase the effectiveness of online contact throughout the study process, a variety of platforms have been used, including Zoom, Google Classroom, Microsoft Teams, Skype, and Team Link. This study intends to find out if Nearpod, a website that promotes online learning, makes students more interactive when studying English online. At Van Lang University (VLU), in Ho Chi Minh City, Vietnam, sixty-eight freshmen took part in this initiative for eleven weeks. A mixed-method technique was employed in conjunction with the Perception of Online Interaction Scale and open-ended questions as the two data-gathering tools. The findings reveal that Nearpod encourages interaction in online English learning. The findings have made a big difference in making virtual study easier, which is essential in the dangerous infection of the Covid-19 virus.

Introduction

"Education without interaction is merely an information transfer." (Bağriacık Yılmaz & Karataş, 2018, p.2).

In the above statement, the significance of interactivity has been emphasized because it can bring about changes to optimize learning experiences, activate the learning environment, enable the learners to control the education process, help them to realize meaningful learning, facilitate the students' adaptation, and allow participation and communication (Bağriacık Yılmaz & Karataş, 2018). In addition, it is confirmed that providing a deeper level of interactivity increases student satisfaction and improves the retention of students in online programs (Beyer et al., 2017). Therefore, without interactivity, teaching and study are just a process of giving and receiving information.

Besides, direct interactivity in onsite classrooms is impossible during the COVID-19 pandemic, affecting the whole world negatively. Consequently, students worldwide are supposed to get used to online learning from home via various applications and websites such as MS Teams, Google Classroom, Zooms, etc. Nevertheless, these tools have some drawbacks to a certain degree, such as Google accounts required to access, or lack of interaction (Susanti, Junining &

Hamamah, 2021), time restriction for Zoom meetings (Tsarapkina, Grigoriev, Alekhina & Mironov, 2020), lack of interaction and engagement (Ha & Ngo, 2021). Furthermore, it is challenging to perform speaking tasks or communication between teachers and learners because of the inadequate functions of these tools. Therefore, increasing interactivity is the key question to effective online learning. Alhuwaydi (2021) found that "EFL teachers' biggest challenges dealing with students online were in six areas: students not using hardcopy learning resources, increased isolation, demotivation due to lack of support and unhealthy learning environments, passiveness, disconnection, and less collaboration" (p.12).

Nearpod is the ultimate answer to the issue of teacher-student interaction, even in the absence of face-to-face communication. Its unique features, including Polls, Draw It, Matching Pairs, Quizzes, Student Pacing, and Open-Ended Questions, make it a potential solution to this problem (Burton, 2019). The use of web-based technology like Nearpod has been identified as an effective teaching and learning strategy that fosters student engagement and facilitates autonomous learning, particularly effective in larger classroom settings (Sanmugam et al., 2019). Therefore, it is evident that Nearpod is not just a tool but a game-changer in the education industry that can transform the way we teach and learn.

Despite the increasing popularity of Nearpod in many countries in online learning and teaching among various subjects (Abdullah et al., 2020; Lowry-Brock, 2016; Shehata et al., 2020), including Vietnam, there is still a research gap in terms of its impact on online English classrooms in Vietnam's highly educational context. While there are descriptions of the functions of Nearpod and how it can be beneficial in teaching and learning (Tran, Ngoc, Thao, & Thanh, 2019), there is limited research that provides data to support the claim that Nearpod can improve or bring about interaction and collaboration in online classes. Therefore, this research aims to fill this gap by exploring the impact of Nearpod on the interaction level in online English classrooms in Vietnam's highly educational context. The study will provide empirical evidence that can be used to enhance the effectiveness of Nearpod in online teaching and learning environments. In particular, this research seeks to handle the following questions:

1. How does Nearpod affect freshmen's interaction in online English learning at Van Lang University, Vietnam?
2. What are students' perceptions of online English learning with Nearpod?

Literature review

What is Nearpod? Its benefits and drawbacks

Nearpod, cloud-based technology and a multiplatform e-learning tool is used for interactive teaching and learning. Nearpod can be accessed on both websites and mobile phone apps. It enables students to engage in the lecturer's lessons online and offline, regardless of learning space size or type (Sanmugam et al., 2019).

Appropriate e-learning materials and supporting materials must be used to enrich the students' analysis, critical thinking, and problem-solving skills (Sangsawang, 2020, as cited in Beyer et al., 2017). Nearpod, like other online learning platforms, is a more student-centric teaching style and constructive learning approach (Agung & Surtikanti, 2020, as cited in Al-Khresheh, 2021). As an e-learning source of materials as well as supporting materials, Nearpod is a useful collection consisting of teachers' own created lessons, with various templates for designing numerous lesson activities such as 'Time to climb', 'Open-ended question', 'Matching pairs', 'Quiz', 'Flip grid', 'Draw it', 'Collaborate board', 'Poll', 'Fill in the blank', and 'Memory test'. In

addition, it also has a report function to assist teachers in checking students' attendance and participation. Furthermore, with the Teacher resources and Library section, Nearpod offers educators diverse teaching resources as a valuable reference (Beránek & Kovár, 2016; Tran et al., 2019).

Numerous studies have clarified the benefits of Nearpod for online teaching and learning (Perez, 2017; Tran et al., 2019; Burton, 2019; Wang & Chia, 2022). First, it is advised that Nearpod should be employed in crowded classrooms to increase students' interaction. Second, Nearpod can be a fabulous tool for students' engagement and motivation during lectures because it contains the attention - generating features. Third, student-student interaction, or student-teacher interaction, can be conducted through 'collaborate board' or 'draw it activities', reducing students' anxiety in speaking because they have more freedom to share their ideas and discuss other students' answers. Finally, the poll activity and Report section allows teachers can give instant feedback on learners' results (Sanmugam et al., 2019). In other words, Nearpod helps reveal quickly what students achieve and their shortcomings after each lesson, from which teachers may adjust their teaching plans. Therefore, Nearpod is time-saving in grading and assessment.

Modifying the findings of Sanmugam et al.(2019), the concept of the BYOD model (Bring Your Own Device) was added (Hakami, 2020). In this study, Nearpod is considered a BYOD intervention to construct a new learning environment and boost interactivity and collaboration in the classroom. It promotes active learning by giving students more opportunities to participate in learning activities and engage in lively interactions. Nearpod provides a variety of ways to keep students interested in the material being covered in class, enhance their learning experiences, and to boost their satisfaction with their studies (Hakami, 2020). It was also concluded that Nearpod and students' electronic devices can promote active learning and enhance student engagement (McClellan & Crowe, 2009). Simultaneously, their research findings emphasized that cloud-based audience response systems like Nearpod can tackle the issue of narrow physical classroom space, which hinders active learning. Nearpod and BYOD approaches can transform the narrow physical learning space into a spacious virtual space. Thanks to this, learners have more virtual rooms for interactive activities.

It has been proven that employing Nearpod in a BYOD classroom is effective as well as efficient for real-time assessment. Nearpod helps teachers collect real-time responses from all students at the same time. Thanks to Nearpod and BYOD learning environments, teachers can know what learners fail to grasp and spend more time analyzing problem areas to improve learning outcomes (Jing & Yue, 2016). Effective feedback or assessment is crucial in motivating students and improving learners' outcomes (Jing & Yue, 2016). Online assessment also encounters some challenges, such as exam cheating, a heavy workload for teachers, loss of time for checking answers, and limitation of question types (Yousef & Abduh, 2021).

The concept of BYOD was also repeated under another name by Abdullah et al. (2020): "PDAs" (personal digital assistants). This research follows the same vein as Sanmugam et al. (2019), but it highlighted the importance of the Nearpod application with interactive activities, which led to improving students' interest in accounting education and confirmed McClellan & Crowe's conclusion (2017). While real-time feedback improved learning results with the Nearpod application (Jing & Yue, 2016), the findings of Abdullah et al. (2020) revealed that Nearpod with PDAs model significantly improved learners' academic performance as a result of engagement increase thanks to Nearpod.

Besides those mentioned above merits, Nearpod still has some drawbacks. It only comprises useful features such as a dictionary, highlighting tools, or text-to-speech options. Another

disadvantage of Nearpod is the hardship in reading the content of pdf due to the small size of letters. One noticeable challenge of using Nearpod is the low speed of online content loading, which may lower students' motivation (Tran et al., 2019; Wang & Chia, 2020; Abdullah, Inayati & Karyawati, 2022). To handle these issues, teachers should combine Nearpod with other tools to support learners in looking up word meanings, highlighting, or converting text to speech. In terms of pdf reading, teachers should send pdf files separately to learners. To speed up content loading, lecture slides or lesson videos should not take 15 minutes.

Nearpod in comparison with some other online learning methods

Due to the outbreak of the Covid-19 pandemic, social distancing is a compulsory option to reduce the spread of infection, entailing the urgent need for online teaching and learning. "At the global level, Educause Association (2020) reported that most universities were able to respond with early intervention procedures moving immediately to distance learning" (Al-Ghamdi et al., 2021, p.64). However, the major challenge of online learning is maintaining interaction among peers, learners and content, and teachers-learners. In fact, "interaction plays a pivotal role in the efficacy and effectiveness of the present-day blended learning systems" (Kumar et al., 2021), and "to increase students' interactions, instructors are recommended that there is a need to develop learning activities that rely on students' devices and that students should be encouraged to involve in these activities when needed" (Santos & Bocheco, 2017, as cited in Hakami, 2020). Therefore, different tools, applications, or websites are recommended to meet these online interaction requirements. Important as interaction is in online learning, many effective tools to support online learning and teaching, such as MS Teams, Google Meet, or Zoom, still lack interactive and diverse activities. Hence, Nearpod, with its diverse activities, may potentially facilitate interaction, motivate students and create an interactive technology-based learning environment. These conclusions have been derived through the implementation of Nearpod in my pedagogical practices. Table 1 shows the advantages of the Nearpod classroom compared with onsite classrooms and MS Teams regarding features and functions.

Definition of Interaction

It summarized the concept of interaction in education as circumstances implemented between learners and the environment, whose purpose is to shift the behaviors of the learners to reach the pedagogical purposes (Bağrıacık Yılmaz & Karataş, 2018). The significance of interaction in online teaching and learning was listed as activating the learning process, optimizing the demands for studying as well as the skills, clarifying both new and existing ambiguous concepts, entitling learners to have control of their learning pace, realizing the meaningful learning, and enabling participation and communication. To be more specific, many researchers concluded that interaction influences students' high scoring, increases success, and motivates students' learning (Dzakiria et al., 2013, Lee & Choi, 2011; Zimmerman, 2012).

It introduced an innovative concept of interactive teaching. Interactive teaching and associated methodologies are encouraged in learning contexts where learners' participation is promoted, expected, and extended to others (Riley and Myer, 2014). It consists of "brief activities that can be used to break up a traditional lecture helping to engage students the entire lecture time." This definition mentions the significant roles of brief activities to engage and motivate students, which forecasts the potential success of the Nearpod application in online teaching because Nearpod offers diverse and short tasks which boost interaction levels.

Table 1

How a Nearpod class gives an edge over onsite class and Microsoft Teams class

	Offline class	Microsoft Teams	Nearpod
Accessibility	Pay for utility costs.	Pay for Outlook 365 accounts.	It is free and easy to register for an account.
Interactive Activities	<ul style="list-style-type: none"> • There are limited interactive activities because it is time-consuming for preparation (paper, PowerPoints, etc.). • Only several students can do activities due to fixed seat arrangements, narrow spaces, and time limits. 	<ul style="list-style-type: none"> • There are limited interactive activities (quizzes and MS Forms), just for knowledge checking. • Listening skills and speaking skills cannot be checked because audios cannot be added to quizzes and MS Forms. Videos must be processed via many phases to insert links. Therefore, it is time-consuming when teachers design activities on MS Teams. 	<ul style="list-style-type: none"> • Various interactive activities, including games and quiz to check learners' understanding. • Diverse templates available, easy to design. • All English skills can be checked because Nearpod allows adding videos and audios directly. Flipgrid can be used for a speaking activity. <p>Therefore, using Nearpod is time-saving and increases motivation.</p>
Giving feedbacks	<ul style="list-style-type: none"> • Teachers can give only some general feedback to just several students due to the large class and time limit. • Teachers are not informed of whether all students can grasp the lesson or not. 	Teachers cannot see the statistics of all learners' results to point out the most common mistakes and give comments.	Answers are marked automatically. Teachers can get feedback instantly and point out what students need to improve and correct. Nearpod is more time-saving for giving feedback

Aspects of Interaction

Interactivity has been classified into numerous categories so far. Together with the development of e-learning recently, other types of interaction have also been explored, such as the interaction between learners and teaching elements, course designers, supportive elements, contents, interfaces, and administrative staff (Agudo-Peregrina et al., 2014). While these classifications have received controversial arguments, the classification that reaches the most unanimity is learner-content, learner-instructor, and learner-learner interaction (Baturay, 2011; Chou et al., 2010; Kuo, 2010; Sanmugam et al., 2019). Learner-content interaction focuses on changes in learners' comprehension, viewpoints, or cognitive structures after interactive activities of learners with certain content. Learner-instructor interaction relates to communication between learners and experts or educators. This interaction type may occur before, during, or after the teaching process. It is of great importance because it facilitates and motivates learning activities. Learner-learner interaction refers to the cooperation and information exchanges among learners with or without a teacher, which motivates learners and leads to their community-belonging perception (Cannell, 2015).

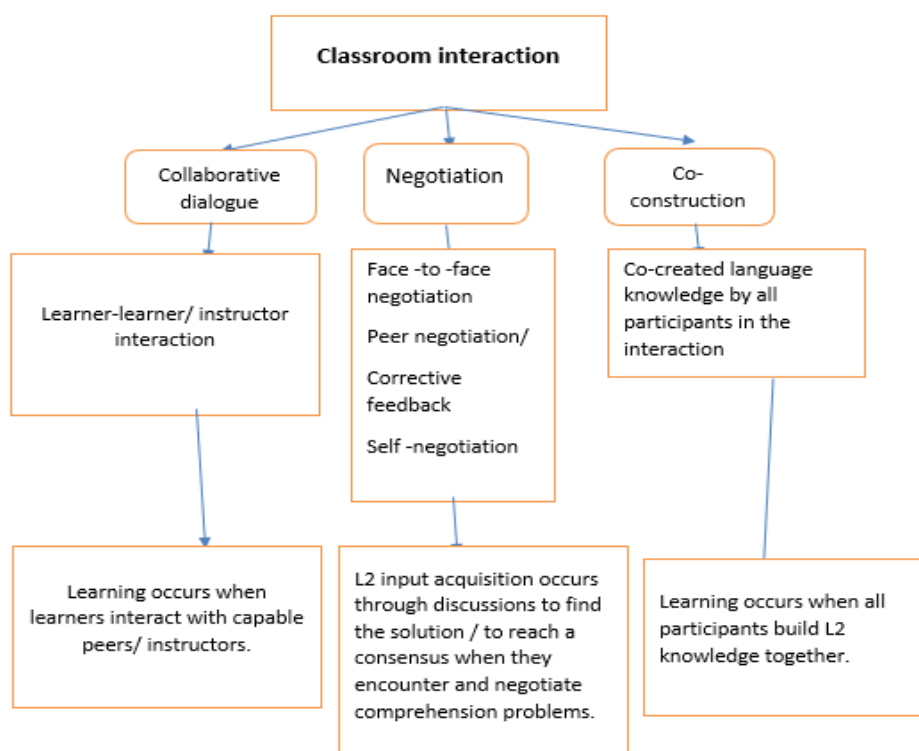
When it comes to interaction in online learning, five categories of interactivity were identified, which feature technological affordance: learner-self, learner-learner, learner-instructor, learner-content, and learner-interface types (Chou et al., 2010). Indicating the overlapping traits of learner-learner as well as learner-instructor, Wei et al. (2015) confirmed four types of online learning interaction: learner-self, human-human interaction, learner-content, and learner-interface.

It was highlighted that communication technologies are important to online education thanks to their motivation of activeness and engagement, resulting in improved learning outcomes and greater satisfaction for learners and instructors (McGilvery, 2016).

Like McGilvery (2016) 's conclusion, it was stated that communication motivation of activeness is a very important means to build rapport among students, other students, and instructors, especially in online instruction (Beyer et al., 2017). Interaction among them can encourage everybody to participate actively in two-way communication. Furthermore, Beyer et al. (2017) also contributed greatly to completing the interactivity theory by useful recommendations for how to improve the three major tiers of interaction: learner-learner, learner-content, and learner-instructor interaction.

Fahim & Seidi's study (2013) also contributed significantly to indicating three major components of interaction: collaborative dialogue, negotiation, and co-construction, which is clarified in Figure 1. Although they are components for effective offline classroom interaction, these components may be utilized in Nearpod online classroom interaction. Virtual classroom interaction created with Nearpod may satisfy the three main components of offline classroom interaction. Through Nearpod's various activities, learners still communicate with their peers and instructors, negotiate misunderstandings or discuss a topic to construct knowledge together. To be more appropriate with the virtual Nearpod classroom, three components of a virtual classroom interaction may be entitled e- collaborative dialogue, e-negotiation, and e- co-construction. This framework works effectively as a predictor for the success of Nearpod when dealing with increasing the interaction in distancing teaching and learning during Covid -19 pandemic.

Figure 1. Three components of classroom interaction, as described in Fahim & Seidi's study (2013)



Because of the popularity of Sanmugam et al.'s (2019) classification, this research paper explored the effect of Nearpod on learners' interactions in terms of three categories: learner-

content, learner-instructor, and learner-learner interaction.

Interaction Measurement

Multiple instruments have been employed to calculate the level of interaction, such as "The Course Evaluation Survey" (Baturay, 2011), questionnaires combined from different studies (Hankinson, 2012), questionnaire together with expert opinion consisting of learner-learner interaction dimension (Shackelford and Maxwell, 2012), questionnaire determining the frequency of realization of interaction types (Borup et al., 2013); an interaction questionnaire developed from the scale called "Evaluating Educational Uses of the Web in Nursing (EEUWIN)" (Einfeld, 2014); or questionnaire consisting of learner-self, learner-interface, learner-content, learner-instructor/learner (Wei et al., 2015). Although most of these instruments showed their usefulness and accuracy to a certain degree, two of them still demonstrated some limitations. For example, the measurement tool provided only the reliability information but did not point out the criteria in the survey for other researchers to check (Baturay's, 2011). Similarly, the questionnaire lacks validity and reliability information in Borup et al. (2013)'s study.

The ambiguity in interaction measurement by offering the Perceptions of Online Interaction Scale was resolved, which comprised 30 items and three dimensions (Bağrıacık Yılmaz & Karataş, 2018). This measurement tool is of high validity and reliability because its Cronbach Alpha reliability coefficient of the whole scale was .95. In addition, the Perceptions of Online Interaction Scale was a result of exploratory factor analysis of data obtained from the participation of 177 learners. It was proven as "a valid and reliable tool that may be used in measuring interaction occurring in online learning environments" (Bağrıacık Yılmaz & Karataş, 2018, p.1). Therefore, the Perceptions of Online Interaction Scale was adopted in this research as the measurement tool to evaluate the interactivity level when Nearpod was applied in online learning and teaching.

Methods

Research approach

The research employed a mixed-method approach, using a questionnaire (5-Likert scale) including 11 statements related to student-student interaction, teacher-student interaction, and learner-content interaction. Besides, the open-ended questions are used to explore the participants' experiences in-depth. The mixed method increases the validity and comprehensibility of the project's data because it is useful when either the quantitative or qualitative approach is inadequate to understand best a research problem (Creswell & Creswell, 2018). The purpose of the quantitative data in this study (11-question Likert scales in Perception of Interaction Scale) is to identify the presence of freshmen's interaction level in English Online Class with Nearpod. The qualitative data (from 4 open-ended questions) uncover learners' perceptions towards Nearpod in an online classroom and validate Nearpod's effect on interaction level in the online teaching context. Moreover, the qualitative data from the questionnaires embellish and explain the quantitative findings in more depth and get an insight into the multiple tactics to optimize the application of Nearpod for interaction advancement.

Participants

The study was conducted at Van Lang University, Ho Chi Minh City, Vietnam, for eleven weeks. Sixty-eight undergraduates in their first year at Van Lang university were recruited from different majors to get diverse perspectives. All of them were at the pre-intermediate level,

studied the same textbook, and were taught by the same lecturer. The selection process for participation in the English class involves choosing three classes of students based on their comparable proficiency levels. While these students come from diverse majors, they have all enrolled and were placed into English classes based on the results of a placement test conducted at the start of the academic year. The placement test ensures that all students have the same proficiency level.

Data collection & analysis

To increase the reliability and validity of the research, data collection consisted of an Open-ended questionnaire and the Perception of Online Interaction Scale.

Perception Online Interaction Scale

Perception Online Interaction Scale, adopted from Bađriacık Yılmaz & Karataş (2018), consisted of 11 items with 5-point Likert scale questions (see Appendix A). Non-probability sampling was employed so that it is easily implemented. All 68 participants (100%) completed the Perception Online Interaction Scale online via Google Form at the end of the course. The reliability index of this scale calculated with SPSS software and Cronbach Alpha formula reached a satisfactory internal consistency with $\alpha = 0.947$ (learner-learner construct), $\alpha = 0.865$ (learner-teacher construct), and $\alpha = 0.935$ (learner-content construct). Moreover, the EFA analysis shows that all items satisfy the reliability and validity because the KMO index is 0.943 (> 0.5); sig. = 0 (< 0.05); and all communalities' indexes are higher than 0.4.

However, this version, whose questions are entirely in English, may be incomprehensible to low-level students. Hence, these statements were translated into Vietnamese to facilitate students' comprehension as well as the accuracy of their choice.

Open-ended Questionnaire

Students were given four questions (see Appendix B). The participants' responses were coded and given back to students for accuracy check and coded into themes. The questionnaire data informed the learners' perception of the Nearpod application in the online classroom as well as their attitudes. The learners' responses were also the platform to reply to research questions 1 and 2.

Data Analysis

When it comes to the Perception of Online Interaction Scale, before the analysis, the gathered data was prepared and screened for invalid or incomplete responses. The Perception of Online Interaction Scale dataset was checked for missing data and then analyzed with EFA, reliability test, and one-way ANOVA in SPSS. The mean number of each group was checked to see whether there was interaction in each group. The scale has five levels: (5) Strongly agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree. If the mean number of each group is over 3, the method used in that group helps increase interactivity. The data is presented in Table 3. Regarding the open-ended questionnaires, the answers were coded and processed by using thematic analysis. Some typical answers were quoted as evidence for the themes. Finally, the result from 2 sources was aggregated to form the answers to the research questions.

The Implementation

The research was conducted in eleven weeks. The teacher employed interactional activities each week to enhance student interaction via Nearpod online lessons, as seen in Table 2. After 11 weeks, all students completed the Perception Online Interaction Scale. Afterward, all participants answered the open-ended questions about their experience with Nearpod.

Table 2

The implementation of an 11-week lesson

Week	Content	Procedure	Nearpod activities	Interaction types - Interaction components
1	Introduce yourself	Students draw pictures that can tell all about them. Teacher shows them one by one, asks the class to look at each picture and guess something about him/her. Then call out him/her to share and have an introduction	Draw It	● Learner-content interaction.
				● Learner-learner interaction.
				● Teacher-learner interaction.
				● Collaborative dialogue.
				● Negotiation
2	Discussion on Animals in danger	Teacher divides the class into 8 groups and asks them to find details of 1 animal in danger (What, Where, Why). Then, post on board notes, find the common between groups, and agree on Cause and Solutions for endangered animals.	Collaborate Board	● Learner-learner interaction.
				● Collaborative dialogue.
				● Negotiation
				● Co-construction
3	Questions about Music and Film	Teacher creates multiple choice questions. Students must answer correctly and quickly to climb to the mountain first. Teacher follows the ranking to encourage or remind them to be quicker.	Time to Climb	● Learner-content interaction.
				● Teacher-learner interaction.
4	Speaking: Talkshow Overcome yourself	Teacher inserts a link to a story, ask students to read and remember information, then asks comprehension questions, to make a dialogue, then upload clip on Flipgrid.	Web content	● Learner-content interaction.
			Open-ended question	● Learner-learner interaction.
			Flipgrid	● Teacher-learner interaction.
				● Collaborative dialogue.
				● Negotiation
5	Listening 2: an interview with a former TV host	Teachers elicit some questions people often ask for interview, students write on board, teacher put likes on correct questions and asks students to choose the best questions. Then they play audio with quiz.	Collaborate Board and Quiz	● Learner-content interaction.
				● Co-construction
				● Learner-learner interaction.
				● Teacher-learner interaction.
				● Collaborative dialogue.
● Negotiation				
6	Vocabulary: - Musical instruments	Teacher teaches vocabulary, then checks and gives feedback, encourages students to correct wrong answers.	Memory test	● Teacher-learner interaction.
			Matching Pair	● Learner-content interaction.
7	Grammar: First conditional	Teacher uses sway to explain first conditional, then checks with quiz	Sway	● Teacher-learner interaction.
			Quiz	● Learner-content interaction.

8	Speaking: Discussing ways to reduce stress	Teacher presents a clip of ways to reduce stress, then elicit ideas. Students answer using audio record functions given in Nearpod.	Audio	<ul style="list-style-type: none"> • Learner-content interaction.
			Youtube	<ul style="list-style-type: none"> • Co-construction
				<ul style="list-style-type: none"> • Teacher-learner interaction.
9	Reading: Against the odds	Teacher teaches vocabulary, using slides and checks understanding with gap-filling for vocabulary and quiz for reading.	Quiz and Fill in the blank.	<ul style="list-style-type: none"> • Learner-content interaction.
				<ul style="list-style-type: none"> • Teacher-learner interaction.
10	Writing about an influential person in the media from your country.	Teacher let students to match the name of influential person with image. Then ask what they know about him/her, guide how to write and give feedback for each.	Matching pair and Open-ended questions	<ul style="list-style-type: none"> • Learner-content interaction.
				<ul style="list-style-type: none"> • Teacher-learner interaction.
11	Role play: Virtual travel	Teacher lists some places for student's preparation at home. In class, pick some students randomly to play the role of tour guide while teacher shows virtual images. Another student becomes a traveler.	Virtual Field Trip	<ul style="list-style-type: none"> • Learner-content interaction.
				<ul style="list-style-type: none"> • Learner-learner interaction.
				<ul style="list-style-type: none"> • Collaborative dialogue.
				<ul style="list-style-type: none"> • Co-construction

Results/Findings and discussion

The Result from the Perception of Online Interaction Scale

Table 3 illustrates that Nearpod can give rise to freshmen interaction, and there is only a minor discrepancy in the interaction levels of these techniques.

Table 3

The descriptive analysis of interaction levels in online Nearpod class

		N	Mean	Std. Deviation
LL1	Nearpod	68	4.0294	1.19664
LL2	Nearpod	68	4.0147	1.20314
LL3	Nearpod	68	3.9706	1.13257
LL4	Nearpod	68	4.0294	1.25746
LT5	Nearpod	68	3.5147	1.08576
LT6	Nearpod	68	4.1618	1.17956
LT7	Nearpod	68	4.2353	1.19848
LC8	Nearpod	68	3.9706	1.17143
LC9	Nearpod	68	4.1618	1.14096
LC10	Nearpod	68	3.9706	1.19664
LC11	Nearpod	68	4.1765	1.18374

Table 3 illustrates that Nearpod can give rise to freshmen interaction, and there is only a minor discrepancy in the interaction levels of these techniques. As seen in Table 3, the mean figure of

all items of Nearpod classrooms is all over 3.5. LT6 and LT7 have the highest means (4.1 and 4.2, respectively), which can be interpreted as the interaction between learners and teachers being perceived better than learners-learners or learners- contents interactions. LC9 and LC11 have the highest mean (around 4.1 for each), and LL3 and LT5 have the lowest mean (3.9 and 3.5, respectively). These figures illustrate that using Nearpod brings about interaction in online English classrooms in all three tiers, and the interaction between learners and teachers seems to be higher than that between learners and contents and learners and learners. Among the constructs of the interaction between learners and teachers, LT6 and LT7 have the highest scores may be explained by the fact that the learners appreciated the teacher's feedback and attempt to motivate them during English lessons. Besides, the construct LT5 is 3.5, which represents the low interaction between learners and teachers in terms of asking Questions to the teacher. This figure reflects the reality in both onsite and online classrooms that students in Vietnam rarely ask questions to the teachers, partly because they do not want to challenge their teachers, or perhaps they are too shy to do that. LL3 is lower than other constructs because of not understanding the term "discuss opinions/ concepts with other students". Maybe in their opinions, the discussion must be a face-to-face conversation, while during the lessons, they discussed and contributed their opinions with high frequency with the Collaborate Board, Polls, and Draw It activities.

Results from the Open-ended Questionnaire

Active Participation and Opportunities of Meaning Negotiation

Preferred the online classroom with Nearpod because it can assure active participation and offer more opportunities to negotiate meanings with teachers and peers. Learners' responses collected from open-ended questions showed that most students (45 freshmen). Firstly, they admitted they had more chances to express their viewpoints confidently when unsure of their answers. Their privacy was higher, and losing face problems hardly happened because their answers could be collected in writing form. Secondly, flexibility in a lesson, together with an eye-catching and user-friendly layout, engaged learners to finish the online tasks assigned. Learners found Nearpod online lessons extremely convenient since they could learn whenever and wherever they liked with answer keys as well as obvious materials or guidance available. If students like, they can rewind their lessons for consolidation. Therefore, they became more proactive and independent in their online learning. Thirdly, teachers might immediately detect students' mistakes and give formative assessments, quick comments, or feedback. Thanks to this, students realized and corrected their mistakes as well as had more time for brainstorming innovative ideas. X (male, 19) offered a typical view:

I prefer the Nearpod online class to the offline one because I have more opportunities to express myself without being afraid of losing face if I'm unsure about my answer. Nearpod is convenient because I can learn the lesson wherever and whenever I like. If I have problems to deal with, I can rewind and review the lesson later. I also like the privacy of my answer since only the teacher can see my answer first. Eye-catching images and easily accessible functions are among the basic factors that make us want to join the lesson dynamically.

Interaction with Teacher and Formative Assessment

Most students (63) believed they interacted well with their teacher. They mentioned their teacher as a facilitator, an advisor, a consultant, and a friend. This is because the teacher gave them obvious instructions before Nearpod tasks, answered their requirements during and after the online lessons, pointed out and corrected their mistakes, and gave feedback and comments

after each lesson. Therefore, they can recognize their strengths and weaknesses after each lesson. Hence, learners agreed that Nearpod in online classes enhanced efficient learning, learning from mistakes, easy interaction with teachers, and helpful feedback from teachers. H (female, 18) expressed her feelings:

Thanks to Nearpod, I had a lot of interaction with my teacher. She is very nice, and helpful, and always gives quick feedback or corrects our mistakes during or after the online lesson. Communicating with her by asking questions or chatting as a friend is wonderful. Interacting with her helps us know she has a good sense of humor, is enthusiastic, and is helpful. After each lesson, she will point out the strengths and weaknesses so that we will have a better lesson in the next session.

Interaction with Peers

There were mixed opinions about the frequency of peer interaction when online lessons with Nearpod were applied. 38 learners confirmed that they had much interaction with their peers by voting for the best answers from their peers with the Poll function or giving comments to each other by using the Open-ended question function. With Nearpod, participants perceived that they learned more innovative and unique ideas from peers, peer feedback, and discussion tasks via the Collaborative board. However, 17 freshmen found it a bit difficult to interact with other learners in the same online classroom with Nearpod. From their perspectives, they were assigned more individual tasks than group work activities, or some students were lazy with online group work. 13 students denied that they had chances for peer interaction, the reasons for which are anxiety in communication, inability to observe others' work, no interaction on Nearpod but much interaction on social networks. J, female, (18), said that:

I can learn new ideas from my classmates via Nearpod tasks. After we finish a task, the teacher will show us our answers so that we can comment on each other's work, vote for an excellent answer using a Poll, or discuss and share our ideas on Collaborative Board.

Interaction with Contents

All learners (68) accepted that they had perfect interaction with the contents (materials, activities, and website links) in Nearpod online class. The evidence for the content interaction was offered, such as well-designed materials with fully informed knowledge, selective, attractive, relaxing, diverse, helpful, competitive activities, or games that motivate learners and relate to reality. From realistic, diverse knowledge of regional cultures, festivals were cleverly inserted into Nearpod activities such as Festival description by Drawing functions or Smart maps. Additionally, useful websites linked to Nearpod and fantastic quizzes for knowledge consolidation boost the interaction levels between students and contents, which leads to learners' acquisition of new lexis, grammatical structures, and cultural and scientific knowledge. K, male (19), reported that:

I think the materials that our teacher has provided are very interesting, logical, well-prepared, and fully informed. Besides, the activities were designed as games, so we're very excited to join in. Furthermore, useful websites for English learning are also linked to the Nearpod websites, which encourages our self-study.

Discussion

The Nearpod online learning project results indicate that this website is an effective tool in online English learning. That helps increase freshmen's interaction level in learning English online. The Perception of Interaction Scale data demonstrates that students Nearpod can bring about the interaction between learners and learners, learners and teachers, and learners and contents. This reinforces the conclusion of Murillo-Zamorano et al. (2019) that using a BYOD model (Bring Your Own Devices) as Nearpod helps students to interact more with each other in the class. However, the interaction figure of Nearpod has discrepancies among the interaction levels among three tiers, in which the interaction between learners and the teachers seems to be higher than between learners and contents or between learners and learners. These findings answered the first research question: Nearpod can lead to interaction level in English classrooms. In addition, qualitative data from the open-ended questions revealed that learners had positive attitudes towards Nearpod in online classrooms and were actively and independently engaged in Nearpod learning activities. These findings are in line with those of Sanmugam et al. (2019) and Kaddoura & Al Husseiny (2021).

Applying Nearpod in English online classrooms also addresses the problem of unwillingness to oral practice raised in Akkakoson's study (2016). More importantly, because Nearpod ensures high privacy of learners' answers, their fear of losing face gradually gives room for confidence, comfort, and enjoyment. Using Nearpod also offers students more opportunities to express their viewpoints and benefit from teacher correction (during and after the lessons), peer correction, and self-correction (during and after the lesson). Furthermore, Nearpod activities let learners have more room for creativity. Learners can consolidate their old lessons and expand their grammatical and lexical repertoire by rewinding lecture videos. These findings are similar to what was concluded by Santos et al. (2018) as well as Sanmugam et al. (2019). Using Nearpod also tackles the obstacles of large classes and inactive learning, which was mentioned in Sanmugam et al. (2019).

Using Nearpod tasks in the classroom has significantly enhanced student interaction levels. Various functions such as Draw It, Collaborate Board, Time to Climb, Flipgrid, Memory Test, Matching Pair, Audio Youtube, and Quiz have contributed to this outcome. The Draw It function allows students to sketch their ideas or responses and share them with their peers, encouraging creative expression and enhancing communication. Collaborate Board, on the other hand, allows students to work on the same document simultaneously, promoting teamwork and collaboration. Time to Climb provides a gamified quiz-like format that can encourage students to compete with one another while learning new material. The use of Audio Youtube can also be beneficial in promoting listening comprehension and building vocabulary. Lastly, the Quiz function provides students with immediate feedback and enables the teacher to identify areas that need further attention. Overall, the various functions of Nearpod tasks can foster a more interactive learning environment and engage students in various ways. Flipgrid allows students to record and share videos of themselves discussing various topics, while the Memory Test and Matching Pair functions stimulate student engagement by testing their retention of new material.

Limitations and Implications for Future Research

The first limitation of this study is its small sample size of 68 participants for each group. Future studies may gather data from a larger population to accurately identify the interaction levels of Nearpod in English online classes compared with the traditional offline class. Besides, how much difference in the interaction levels among classrooms with Nearpod and offline classrooms is also an inspiring topic to explore in future research. Secondly, from the detailed

analysis of open-ended questionnaires, there should be more than one teacher conducting the coding process to assure the objectiveness of the coding as well as the validity and reliability of future research into interaction level in online classes with Nearpod. Finally, an unexpected finding is that most students admitted that the various activities with Nearpod can enhance their autonomy in learning. Hence, the effect of Nearpod on students' autonomy or self-study can be a topic worth further investigation because there is already some evidence that online learning can increase self-study awareness (Trinh, 2023). Therefore, the influence of Nearpod, an online tool on the level of self-study, might be a potential topic for further research.

The use of Nearpod in teaching and learning English can have significant practical implications for educators and students alike. By integrating technology into the classroom, Nearpod provides a dynamic platform that can engage students in interactive and collaborative learning experiences. It can allow students to participate in a range of activities, including quizzes, collaborative boards, and multimedia presentations that can facilitate the learning of English more effectively and engagingly. Nearpod can also help educators personalize instruction, providing tailored learning experiences catering to individual students' unique needs and interests. Additionally, Nearpod can be used as a tool for formative and summative assessments, enabling teachers to monitor students' progress and provide feedback that can support their learning. Here are some suggestions for English teachers and students to use Nearpod to increase interaction in both online and onsite classroom settings:

- Collaborative boards: Use Nearpod's collaborative board feature to create a virtual space where students can share ideas, brainstorm, or collaborate on group projects.
- Draw it: Encourage students to use the "Draw it" feature to illustrate their understanding of a concept or idea. They can then share their drawings with the class, prompting discussion and feedback.
- Time to Climb: Use Nearpod's "Time to Climb" feature to create interactive quizzes that encourage friendly competition and engage students in a fun and interactive way.
- Flipgrid: Use Nearpod's integration with Flipgrid to create video discussions or debates on various topics. Students can share their opinions and ideas with their peers, fostering engagement and interaction.
- Memory Test and Matching Pair: Use Nearpod's Memory Test and Matching Pair features to help students learn and remember new vocabulary words, grammar rules, or literary terms in a fun and interactive way.
- Audio Youtube: Use Nearpod's "Audio Youtube" feature to incorporate authentic listening and speaking activities into your lessons. Students can listen to and respond to various videos or podcasts, prompting discussion and interaction.

Nearpod provides a range of interactive features that can increase interaction and engagement in online and onsite English language classrooms. By incorporating these features into their lessons, teachers can foster a more collaborative and interactive learning environment, promoting higher levels of engagement and learning outcomes for their students.

Conclusion

The main objective of this study is to identify the interaction level in English online classrooms in the Vietnam context when Nearpod was employed. Based on a quantitative and qualitative analysis of the Perception of Online Interaction Scale, the open-ended questionnaires, it can be concluded that Nearpod can help boost interaction levels in English online classrooms, motivate learners to participate in lessons actively, and inspire students to express themselves confidently. While the small sample limits the generalizability of the results, this study provides new insight into a new technique that helps increase interaction levels with peers and teachers in a virtual classroom, which has a significant meaning in the Covid-19 pandemic. Based on these conclusions, practitioners should consider the benefits of Nearpod on other English skills together with a bigger number of participants. Further research is needed to determine whether Nearpod can impact students' autonomy and self-study. Thanks to the results from the research, Nearpod should be employed as a vital and long-term method tool in teaching English online to increase students' interaction and address the problems of limited preparation time, crowded classes, lack of motivation, and less creativity.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

	Statements	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
Learner– learner interaction	I think that the feedback I receive from other students will contribute to me. (LL1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My communication with other students will enable me to benefit from the course more. (LL2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I enjoy discussing opinions and concepts with other students. (LL3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I think that using the experiences of other students will contribute to my learning. (LL4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learner– instructor interaction	I can confidently ask questions to the instructor. (LT5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I think that the feedback from the instructor are useful. (LT6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The instructor tries to motivate us for learning. (LT7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learner– content interaction	I think that I have the opportunity of practicing what I have learned in this course. (LC8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Examples given in the course enable me to concretize the subject. (LT9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I think that course materials stimulate my interest in the course. (LT10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I think links to relevant websites and online materials in this course will support my learning. (LT11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B: *Open-ended question*

1. In your opinion, between offline class and online class, which one do you participate in more excitedly and have chances to express your opinion better? Please give some examples for your answer.
2. What do you think about your interaction with the teacher in the offline class? (Did you have class time to express your opinions? Did the teacher help you when you have difficulties during the lesson? Did the teacher give useful feedback after you have done your tasks?)
3. What do you think about your interaction with your classmates? (Did you have a chance to work in groups or communicate with your friends? Did you learn from your friends?)
4. What do you think about the materials provided by your teacher? (Lesson videos, handouts, guidance, learning tools...) Can you learn anything from an in-class discussion? Give specific examples.

Roles of Cognitive Linguistics to Second Language Acquisition

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ABSTRACT

Keywords: cognitive, SLA, studying, acquisition, second language

Second language acquisition plays a significant role in language learning and instruction as the theories and hypotheses in this branch of linguistics provide mentors and learners with an outlook for applying the most appropriate methods for studying. Nonetheless, a distinct perspective supports different methods together with approaches that could complicate the situation. By reviewing the theories of second language acquisition and cognitive linguistics, the writers prove two main roles of cognitive linguistics to the process of acquiring a second language. Thanks to cognitive linguistics, the universal features of absorbing objects in the real world, including languages, could be figured out in another move elsewhere. That is the trigger role of cognitive linguistics for second language learning. Furthermore, explaining theories in mental processes, language instruction, and learning could be highlighted on appropriate methods and approaches for both lecturers and students. However, the researchers raise the concern of role change due to the shift from a conventional classroom to a virtual learning environment. After all, suggestions for bettering pedagogy quality are discussed by the application of cognitive linguistics to second language acquisition for opting for suitable methods and approaches for both instructors and learners.

Introduction

Language is the most powerful communication tool for people as we live in a world of languages. With various written and spoken languages across the world, people can express ideas and exchange thoughts with feelings (Lantolf et al., 2014). The fact that language enables the development of not only the economy but also science cannot be denied due to communication activities (Meyerhoff, 2006). Via the preceding mentioned activities relating to language materials, science, technology, and economy are viewed as factors of society shaped under the shade of languages. Conversely, languages are formed gradually by the development of the scientific fields and human acts. Over time, the demand for further development in all fields has increased the need for learning languages. In the era of internet and technologies, languages play a significant role in civilization (Marginson & Dang, 2017). Accordingly, language learning demand leads to in-depth research for understanding the nature of linguistics for teaching and learning methods. Therefore, theories and perspectives of language acquisition

have been researched, argued and discussed plentifully.

Cognitive linguistics has been considered a new perspective for researching languages so that the features, as well as the natural characteristics of communication means, could be shed light on. In fact, these things are viewed under the mental process of humans consisting of the processes of perception, memorization, thinking, and applying (Moore, 2011; Evans, 2012). With the perception of surrounding objects via human senses, the theories and conceptualization are formed gradually. These movements could be viewed clearly in the light of experientialism and theories of cognitive linguistics. With the experiences of the world of objects and senses, people form the conceptualization and ideas of the information and then apply it in real life. Researchers and scholars have taken advantage of this linguistics branch to develop appropriate theories of language acquisition. The purposes of this are for better studying languages so as to meet the previously mentioned demands.

This paper tries to provide some spotlight on the roles of cognitive linguistics in the acquisition process of languages. By reviewing the theories and hypotheses of language acquisition together with the mental processes of language via the outlook of cognitive linguistics, the writers highlight the trigger roles of cognitive linguistics for absorbing languages. Moreover, the function as the compass for direction in language teaching and learning will be discussed due to the fact that this field of linguistics links to the neuro system of humans, which is both interesting and mysterious for researchers. The authors subsequently make some comments on the cognitive linguistics roles in the acquisition process and discuss the application in pedagogical activities. The conclusion would summarize everything, critique the paper, and suggest further research.

Second language acquisition and Cognitive linguistics reviews

Scholars and researchers have been attracted by the heated topic of so-called second language acquisition for a long time (Lantolf et al., 2014). Theories and hypotheses have been explored and studied for bettering the quality of learning as well as teaching languages all over the world. The problem is that theories and perspectives toward pedagogy vary over time, which leads to the fact that the teaching and learning methods have also changed (Inoue & Bell, 2011). Accordingly, the need for mutual mechanisms from distinct theories and hypotheses is raised. Meeting the mentioned demand, cognitive linguistics has appeared as the most appropriate branch of language field science. This happens due to the fact that the framework of this linguistics branch is based on the mental processes of humans, which are related to the senses of people (Evans, 2012). Additionally, with a similar physical structure as well as the function of body parts of sense and the mechanism of organizations, the universality of things acquisition, including languages, is adapted. Therefore, the correlation between cognitive linguistics and second language acquisition is made clear from thin air as the neuro-linguistics relatives function as the core key of teaching together with learning languages. It plays as a trigger for learners and mentors to understand and implicitly gets to know the language. In another move elsewhere, cognitive linguistics provides researchers and scholars direction for the big picture behind the perspective for language instruction methods

Acquisition of a second language

Second language acquisition can be understood as the process by which learners quietly take the language material through daily activities such as speaking, reading, watching, etc. (White, 1987). It, as well, is the main topic of the work from VanPattern and William (2014) in which they edited a series of papers from different researchers on the theories and hypotheses. The purposes of the editors are the theories, and hypothesis summaries and guidance for teachers and learners regarding the nature of language absorption. From the mentioned issues, the

instructors regulate the methods together with approaches to teaching; besides, learners understand the process of studying more clearly. All these things contribute to more successful language pedagogy (VanPattern & Williams, 2014). In addition, the cognitive linguistics review comes to light via the sequent portion. This part will shed light on the general view of theories and hypotheses on second language acquisition. The roles of cognitive linguistics to second language acquisition are presented by analyzing previous proportions.

According to distinct authors, researchers, and scholars, language acquisition could be shown to have different forms and definitions. They have conducted numerous studies to shed light on the nature of taking information from the surrounding environment of learners to better the quality of pedagogical activities. There have been many theories together with hypotheses developed and studied over time for the application of teaching and learning languages better, especially in learning foreign languages. This happens due to the fact that language is one of the variables of any nation (Chambers, 2007; Tran, 2013). There are differences between the cultures and language aspects of learners and target language; therefore, researchers of a method of teaching and learning have the desire to remedy the most suitable ones for application. In general, language acquisition is the ability of perceiving and comprehending the language and then applying it. These processes could occur thanks to the mental process and the activity of cognitive acts (Halliday & Matthiessen, 2013). In short, some theories and hypotheses of language acquisition will be reviewed for further analyzing the correlation with cognitive linguistics.

The earliest and most fundamental theory in second language acquisition could be listed as the theory from Putnam with the view of Noam Chomsky (1966 as cited in Putnam, 2013). In this hypothesis, Chomsky advocated that language ability is the heritage that children take from their parents. The author argued that the learners absorb languages from their parents and other speakers. This hypothesis also stated that possible language errors come from the speakers around learners. Through daily communication activities, the learners implicitly absorb the knowledge and skills of language. This hypothesis could be viewed as the early research in language acquisition that was related to the Universal Grammar theory of Noam Chomsky. In this theory, Chomsky proved the device in our brain accounting for the language capability which is called a black box or language acquisition device (LAD) (VanPattern & William, 2014). This proportion of a person is responsible for acquiring the language and generating the utterances. Due to the fact that people even people have a similar structure of the brain. Accordingly, the LAD of different individuals are similar and the statement of black box similarity impulses in the universal grammar that people carry out in daily life will be discussed in how it relates to cognitive linguistics later.

Other remarkable theories could be listed as Behaviorism by Skinner, Krashen's five hypotheses and the sociocultural theory of Vygotsky. In detail, the theory of behaviorism (Moore, 2011; Lantolf et al., 2014) focuses on the process of imitating and reinforcement of learners toward what they contact. In fact, this theory's processes are perceiving, copying, and applying. Regarding linguistics, the learners contact the sources of the target language and learn the language without effort from the view of behaviorists. The most important thing of this psychological theory is that the process of learning language implicitly will occur when there is positive or passive interaction between learners and other objects of language. Regarding the interaction between learners and target language materials, the hypothesis so-called Comprehensible Input from Krashen (White, 1987) concentrates on the suitable input of the target language for learners, which is considered the materials and sources of input is a little higher than the competence of learners. This, in fact, encourages learners to engage more in the language, and hence, the target language capability is raised effortlessly. This hypothesis shares

a similar feature with the previous theory of Skinner that there is an interaction between learners and sources of languages. However, these theories and hypotheses provide the spotlight on the process of absorbing target languages' aspects and features through interaction, whereas self-ability and heritage state the innate hypothesis together with universal grammar theory. In relation to the interactionism theory is the sociocultural theory from Vygotsky. The idea that the communication between peers and mentor and others support learners with opportunities to take advantage of knowledge from outside was proved by Vygotsky (Lantolf et al., 2014; Ranjbar & Ghonsooly, 2017). There comes the process of interpersonal and intrapersonal experience. Therefore, the perception toward a second language appears and the competence of the target one follows. These theories and hypotheses were on behalf of interactionism. Generally, interactionists have supported these theories for bettering the quality of pedagogical activities due to the appropriate teaching and learning methods as the nature of language absorbing is made clear from the thin air.

All things considered, with different views of second language acquisition, all mentioned scholars and researchers shared the similar perspective that a second language from outer sources impacts the learners via certain processes. These could be viewed under psychology or linguistics even the neuroscientific field. Additionally, the processes occur thanks to the perception linking directly human body parts. This will be discussed further in correlation with a new path of studying languages named cognitive linguistics.

Cognitive Linguistics

Cognitive linguistics has been recently studied in the last forty years as this linguistics branch provides scholars with power tools for explaining the nature of language and language learning. Thanks to the mental and cognitive processes of humans, when people perceive the surrounding environment consisting of objects. The researchers of this language science field agree with the mental processes of perceiving, storing and, memorization, applying (Achard & Niemeier, 2008). Various researchers and scholars have recommended a load of definitions and descriptions so that the theories of this branch of linguistics are modified better. Over time, the more studies and research have been conducted, the clearer the theories are. Nonetheless, experientialism, based mainly on the perceiving process of human senses, allows authors to explain the conceptualism of objects containing the languages' materials in reality.

Nearly simultaneously with generative grammar in the 1970s, the hypotheses for the new way of studying the nature of languages were figured out (Jordens, 1967). This author stated that the ideas for a new path in researching language had come from the view that the combination of letters and their systematic function for meaning.

Roles of Cognitive Linguistics to Acquisition of Language

From the review of second language acquisition along with cognitive linguistics, the writers highlighted the roles of this branch of linguistics to the process of acquiring the target language as the trigger role. Linguistics could view cognitive linguistics as the science of language, which focuses on the description of symbolic systems in combination with sounds containing phonetics and phonology and syntax with the meaning (Fazalehaq, 2020). Therefore, these are the materials that learners interact with while taking second language courses. As mentioned previously, the processes of perceiving happen thanks to 5 senses of humans. Via these body parts, the perception of the sounds, utterances, and meaning appear in the human brain. With the cognition system in people's heads, there appears to be an activity of cognition (Halliday & Matthiessen, 2013). In detail, information's short-term and long-term memory (Chen & Hsieh, 2008) reformed with reinforcement. Researchers, as well, have remedied that cognitive linguistics is linked directly to learners' acquisition capability as this process happens under the

regulation of students' variation, including age, styles as well as motivation. In the Handbook of Cognitive Linguistics and Second Language Acquisition (2008), the authors proved that thinking or cognitive activities in language learning frequently occur as learners' interaction with the target language raises the requests to students for engagement. Therefore, scholars could have a perfect perspective of observing learners' process of acquiring the second language elements. Thanks to these features, cognitive linguistics has been viewed as the new and important way to study language especially in second language acquisition. On the other hand, cognitive linguistics systems including body parts with mental processes play the role of trigger for the target language absorption. As precede analysis, the mental processes of humans happen in a certain order that explain the notion of experientialism and conceptualism of language elements of sounds, letters, utterances under regulation of grammar and meaning. Therefore, without this branch of linguistics, the researchers have difficulties analyzing and generalizing the processes of taking information from outer sources of learners and then applying knowledge in reality.

In addition to the important role of the trigger in viewing the processes of understanding, memorization and application of a second language, the role of direction for better teaching and learning a second language is discussed. In the previous discussion, the correlation between cognitive linguistics and the acquisition of a target language process is viewed as a close relationship and mutual connection. Clearly, with the knowledge of cognitive linguistics of connection, instructors have a big picture behind the career of teaching languages. Accordingly, variables from learners could be considered as the key points for teachers to make decisions on the appropriate methods along with approaches to drive the knowledge to students (Verspoor & Boers, 2012). With different ages, styles, and motivators, etc., of students, lecturers would have the intention to decide the classroom teaching activities. For instance, at the elementary level, a direct method would be better for young learners to experience the vocabulary (abstract) with the object (reality). This process drives the knowledge from the experience to create concepts in learners' minds (conceptualization) through mental processes. Moreover, it is the topics and purposes of lessons that instructors apply activities to reinforce the knowledge or skills for better the quality of pedagogy. Conversely, learners (certainly at some levels) with an understanding of cognitive linguistics knowledge could take advantage of choosing the best methods for self-studying in life-long learning. This will be autonomy with a positive filter that supports students with encouragement. If so, from all things mentioned, the role of direction for choosing the methods and approaches of cognitive linguistics greatly impacts second language acquisition.

Recently, the roles of cognitive linguistics to second language acquisition could be considered being changed due to the covid-19 pandemic. In fact, the disease has spread out quickly and affected numerous aspects and fields in any society. It is believed to have caused the crisis in communication (Mutiah et al., 2020; Wodak, 2021) and the circumstance of social distance. These conditions lead to the virtual classroom and learning online system explosion. As mentioned before, the theories of cognitive linguistics and second language acquisition could be viewed as the conventional classroom providing learners environment of languages for absorption. With the theoretical framework of perception (Fang et al., 2010), it could be interpreted that the change in the learning environment could have an impact (whether it is positive or negative) on the quality of the learning process. This happens since the mental process occurs during the phases of second language acquisition, even under different lenses of theories. So far, researchers have been required to figure out whether the roles of cognitive linguistics in second language acquisition turn out to be positive or negative in a virtual classroom and online learning environment.

Generally, cognitive linguistics supports both instructors and learners for a better quality of second language acquisition. When it comes to the process of acquiring the target language, from the view of linguistics cognition researchers, mental processes, including knowing, understanding, memorization and applying, are considered the order of taking information from outer sources of learners via the senses and brain system. This branch of linguistics is the trigger of knowing the process of acquiring a second language and the direction for bettering it. The universal feature of absorption language provides scholars with opportunities to comprehend the experientialism and conceptualization of the knowledge of a second language. From these, the roles of cognitive linguistics to second language acquisition are shed light on.

Discussion of Applying Cognitive linguistics and Second language acquisition in teaching and learning languages

From the previously mentioned roles of cognitive to the acquisition of a second language, the authors would express the issues relating to the process of teaching and learning a language. First and foremost, in terms of instructing a foreign language as a second language, cognitive linguistics reflects learners' perception of the surrounding environment, including the target language. In fact, with or without effort to learn a second language, the first language has an impact on the process of getting new information as the previous knowledge influences the perception (Peregoy & Boyle, 2001). Therefore, in the phase of forming the perception of new knowledge, the lecturer, with the support of cognitive linguistics, especially experientialism to conceptualism, could design numerous activities with appropriate approaches and methods for students to understand the knowledge better. According to Efron (1969), perception is shaped with the contact of the human with the target object in reality via the feeling and observing of human senses. With the description and modification of senses interaction and target languages, the mentor could use methods for creating the perception of learners and then reinforce the perception for better memorization before providing an environment for producing or applying the knowledge that students have studied. Secondly, the definition of cognitive linguistics also focuses on people's mental processes. This means there are universal features as well as different characteristics variables coming from learners. The universal features are the similar structure of brain and mental processes of perceiving, storing and applying information that are expressed in experientialism and conceptualization of each person. This reflects the individual's styles of learning a second language. According to Peregoy and Boyle (2001) and Inoue and Bell, (2011), with the mentioned differences, there comes the demand for differentiating the tasks and methods suitable for different learners even if they are peers in the same classroom. Last but not least, from the view of learners, the processes of knowing and understanding in phase of having perception or experiencing the knowledge of target materials and the sequent processes of storing the language materials for shaping memory including long term and short term one and applying the second language, in reality, so-called competence could be comprehended will support students much. Learners will be benefited from knowing the preceding processes occur in an order as they regulate themselves for their work more effectively and productively. Combined with the specific styles of each person, cognitive linguistics enables students to choose the best way to learn, practice and apply the second language. This is in line with the ideas of perceiving, practicing, and producing phases that are mentioned in the book of Nunan (1991) about the method of instructing languages. In addition, learners with knowledge of cognitive languages could take advantage of actively absorbing the language by themselves. In fact, the process of acquiring a second language is widely considered implicitly. Nevertheless, studying with intention requires students to pay attention and make efforts, which certainly costs time and other things. Thanks to cognitive linguistics, learners, yet could reduce their efforts to more easily understand the second language and

practice for reinforcement together with higher competence. This could be figured out due to the fact that the learners could opt for the time along with tasks and topics for their language acquisition. The active choice made by students could be understood by another hypothesis from Krashen named Affective Filter (VanPattern & Williams, 2014).

In relation to the covid-19 crisis of the traditional classroom for preventing disease spread (Nguyen & Ngo, 2021), the roles of cognitive linguistics have been supposed to change; therefore, applying these roles and functions in teaching and learning languages change, as well. In fact, with the great support of technologies in general and the application of virtual classrooms in specific, the lecturers and students have chances to interact in the environment of language pedagogy (Wendy, 2021). This is full of media materials and interactive patterns that could be interfered with when they come up in a traditional classroom. With the shift from the conventional experience of experiencing concrete objects, the learners and students witness the second language acquisition of mental processes through media materials. This leads to the regulation of instructors of methods and approaches as well as the skills of using computer-assisted language learning (CALL) systems. On the surface, there seems to be no link between these things. Nonetheless, a well understanding CALL could support the lecturers to provide a better experience of lessons for students. (lack of source)

Conclusion

In general, the paper aims to provide a spotlight on the roles of cognitive linguistics in second language acquisition. By reviewing the remarkable theories of language acquisition and examining the theories of cognitive linguistics, the writers try to explain the role of the trigger and direction of cognitive linguistics in acquiring the target language. The processes of mental and cognition via sense activities and mental actions support humans' capability for knowing, understanding, storing, memorizing, and applying language. That is key in triggering the process of studying language effortlessly. In addition, cognitive linguistics also provides scholars the ability to understand the direction for designing suitable teaching and learning methods due to the fact that, based on this linguistics field, they could understand the personality styles of learners (Luo, 2021). Based on the roles of cognitive linguistics, which has been considered the new way and outlook for studying language, the methodology scholars have conducted research for bettering the pedagogical activities of teaching and learning language, especially the second language.

The authors make efforts to highlight the roles of cognitive linguistics to second language acquisition with mentioned and discussed arguments. In detail, the paper reviews some theories and hypotheses in second language acquisition and cognitive linguistics to determine the correlation between these branches. Further research with appropriate methods could provide a firm statement rather than the theories reviews. Moreover, the writers strongly suggest future research on the theories of online learning via virtual classrooms about second language acquisition under the view of cognitive linguistics.

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Students' Motivation in an EFL Reading Class

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ABSTRACT

Keywords: student motivation, attitudes, reading, engagement

Students' motivation in EFL reading classes is typically low, but little research on students' motivation in EFL reading instruction has been done in Vietnam. There is an open-ended question to solicit the students' suggestions on how to increase their motivation and involvement in learning reading. This research is a case study examining the students' motivation for learning reading in an English-major class (n=34). The tool was adapted from Dörnyei's (2005, 2009) questionnaire of the L2 motivational self system, including ideal L2 self, ought-to L2 self, instrumentality-promotion and instrumentality-prevention, their attitudes, self-confidence, and intended effort toward learning reading. The findings revealed that the ideal L2 self was identified as the highest motivation, followed by instrumentality-promotion and instrumentality-prevention. Most of the students expressed positive attitudes and relatively high levels of confidence and effort in their learning reading. Finally, the paper offers several recommendations for boosting students' motivation and engagement in reading instructions.

Introduction

Motivation is considered a primary driving force for the learning process. Studies affirm that motivation plays a vital role in foreign language learning (Gardner & MacIntyre, 1991; Gonzales, 2010; Oxford & Shearin, 1994). In developing the four skills of language learning, reading is generally considered to be boring as the process involves students facing dull texts; students often express low motivation in reading classes. However, little research has been done on students' motivation in EFL reading instruction. This research is a case study exploring the students' motivation and their learning experience in a third-year English-major reading class at UEH University in Ho Chi Minh City. It then proposes ways to improve students' motivation in learning reading. The recommendations can also be employed for any EFL or ESL contexts in general.

Literature review

The theoretical framework of Dörnyei's L2 motivational self system

The study of motivation in second language acquisition (SLA) has multifaceted perspectives with different models of motivation from different perspectives. This research utilized Dörnyei's L2 Motivational Self System (L2MSS) as the theoretical framework. This model, by Dörnyei and his colleagues in 2005, has been popular in the current trend of motivational research. According to Al-Hoorie (2018), Dörnyei introduced the L2MSS as an attempt to give an explanation for personal variations in language learning motivation. The L2MSS (Dörnyei, 2005, 2009) includes three major components: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The *Ideal L2 Self* refers to the goals and desires of the language learner. The *Ought-to L2 Self* concerns the obligations and responsibilities the learner believes they ought to fulfill and avoid possible unfavorable consequences. The *L2 Learning Experience* is associated with executive, situational motives connected to the current learning environment (such as the teacher, the curriculum, and peers) and experiences (success or failure).

In addition to the three elements of the L2 motivational system, the other two variables which were examined in this research include instrumentality-promotion and instrumentality-prevention. The term "instrumentality-promotion" describes how L2 learners want to use their language learning to achieve certain positive, pragmatic objectives, like getting a job or going to college, while negative pragmatic outcomes of language acquisition that L2 learners aim to avoid, such as failing an exam, are referred to as instrumentality-prevention.

Related Studies

The L2MSS has been the theoretical framework for a lot of research in motivational literature. Among the pool of the L2MSS research, Papi (2010) studied the correlations between the L2MSS and English anxiety as well as the intended effort to learn English of Iranian high school students. It was found that the ought-to L2 self greatly increased students' English anxiety, while the ideal L2 self and the L2 learning experience reduced it. Roshandel, Ghonsoolt & Ghanizadeh (2018) studies the L2MSS and self-efficacy. The results revealed that the most important predictors of L2 self-efficacy were criterion measures, attitudes towards learning English, instrumentality-promotion, and ideal L2 self. In Malaysia, Tan, Lim, & Hoe (2017) investigated the correlation between the L2MSS and competence in Mandarin. The findings indicated that the majority of students had a high level of motivation for their L2 Learning Experience, which was significantly correlated with their achievement in Mandarin. The result showed that their learning experience, including learning enjoyment, the classroom environment, and the instructional strategy significantly impacted the students' success.

Nevertheless, the studies in the field of learner motivation have primarily concentrated on students' drive to study English in general. The motivation of students to study the four skills individually, including reading, has received limited examination. Moreover, the L2MSS has not been utilized in motivational research in Vietnam. Only a small number of studies employing earlier theoretical foundations investigated the motivation of English majors. Some

doctoral dissertations researched higher education students' motivation using self-determination theory as a theoretical framework. Among those, Phan (2011) studied factors influencing the English majors' motivation for their English studies. Her study identified three key factors that affect students' motivation to learn English, including the perceived values of English knowledge, the English educational environment, and the effect of family and social networks. Ngo (2015) replicated an earlier study by Noels et al. (2001) to examine the connections between motivation and a number of factors (motivational intensity, autonomy, competence, and relatedness) with two samples of English major and non-English major students. The results showed that three types of motivation were demonstrated by the majority of both the English major and non-English major students: personal/professional development motivation (highest levels), intrinsic motivation, and obligation/avoidance motivation. Recently, Khau & Thach's (2021) research on the motivation of 52 senior English-majored students identified the factors developing their motivation. Learning facilities and the teacher's personality were identified as having positive results on the learners' motivation.

No studies have been done on students' motivation to learn reading in Vietnam. Research in literature has focused only on adopting the certain technique to promote students' success in developing the skill, such as Dao (2019), Gorsuch & Taguchi (2008), Nguyen (2020), Nguyen (2022), Pham (2021), Trinh & Ha (2017), and so on. This study contributes to the motivational literature, particularly in the context of EFL reading instruction in Vietnam.

Research Questions

As the L2MSS has still not been popular in language learning motivation research in Vietnam, the writer attempts to adapt the L2MSS in her study so as to contribute to the Vietnamese motivational literature, especially in the EFL reading context. This research seeks to provide light on the English majored students' motivation alongside their attitudes, self-confidence and intended effort in learning reading. It also attempts to solicit suggestions from students for improving their motivation for reading lessons.

The following questions guide the three main parts of this research:

1. What are the students' motivations for learning EFL reading?
2. What are their attitudes, self-confidence, and intended effort in learning EFL reading?
3. What can instructors do to promote students' motivation and interest in learning reading?

Methods

Pedagogical Setting & Participants

At UEH, English-majored students study reading skills in six modules. The course books are Market Leader (3rd Ed.), from Intermediate to Advanced levels. The course length for each module is 30 periods. The subjects were 34 third-year English-majored students (14 males and 20 females) in the author's reading class of module 5 at the University of Economics Ho Chi

Minh City (UEH). Most of them were 21 years old; only one student was 22 years old. The participants studied the first six reading articles of the advanced level and another six articles from the teacher's resource book. Each week the students had one reading session of five periods. The course lasted six weeks. The teacher exploited an integrative approach to teaching.

Design of the Study

The tool was a 5-point Likert scale questionnaire with 18 items adapted from Dornyei's (2005, 2009) L2 motivational self-system to explore the students' motivation, attitudes, self-confidence, and intended effort toward learning reading. There were eight items to explore the students' motivational orientations in learning reading. The questionnaire utilized four types of motivational orientations, including ideal L2 self, ought-to L2 self, instrumentality-promotion, and instrumentality-prevention; two items were used for each type. For gauging the students' attitudes and self-confidence, each had three items; and there were four items to investigate their intended effort toward learning reading. The questions were modified to suit the teaching and learning context of reading. The items for students' attitudes, self-confidence, and intended effort were mixed up. An open-ended question was added to solicit the students' suggestions on how to increase their motivation to learn reading.

Data collection & analysis

The questionnaire was sent via Google form to the students' emails after the students had taken their final exam. The students were invited to take part in the survey for the sake of course improvement. They were assured that their information was kept confidential and for the purpose of this study only and that the information given in the survey would not affect their scores.

Eight students in the class did not give responses to the questionnaire. Data were analyzed with Excel for Mean and Standard Deviation. A higher mean score indicated a higher level of motivation.

Findings and discussions

The students' motivations for learning EFL reading

The results from Table 1 showed that most items had low standard deviation ($SD < 1$), which indicated that the students were not varied in their motivation to learn reading. The student's motivation to learn reading showed strong levels in all four motivational orientations, with most items having a Mean > 4.20 . The Ideal L2 Self was identified as the highest motivation, while instrumentality-promotion was of the second importance, preceding instrumentality-prevention. The students demonstrated that the Ought-to L2 self was less important than other motivation orientations. The students have ideal L2 self and instrumentality-promotion orientations stronger than the others, probably because they are English-majored students. English-majored students typically have a high level of intrinsic motivation and have predefined English for their future careers.

Table 1. The students' motivation to learn reading (n=34)

	Reading is important to me because	M	S.D.
1	I would like myself to be an expert who can understand English texts well. (ideal)	4.38	0.77
2	I can imagine a situation where I take pride in my ability to comprehend written English well. (ideal)	4.24	0.77
3	What I want to do in the future requires me to understand English. (instrumentality-promotion)	4.38	0.87
4	I think I will need it for further studies. (instrumentality-promotion)	4.18	0.82
5	an educated person is supposed to be able to understand English. (ought to)	3.68	1.16
6	reading is a subject that I have to study. (ought to)	4.21	0.80
7	without passing the reading course, I cannot graduate. (instrumentality-prevention)	4.35	0.87
8	I would feel ashamed if I got bad grades in the subject. (instrumentality-prevention)	4.09	1.01

The Ideal L2 self had the highest Mean ($M = 4.38$ & 4.24) and the lowest standard deviation ($SD = 0.77$) among the others, which demonstrated the students' intense desire to be an expert in their field and to take pride in their ability. This reflected their strong intrinsic motivation. Additionally, the students were attentive to instrumentality-promotion for their future job and academic pursuits ($M = 4.38$ & 4.18 , respectively). However, the necessity to pass the test was the third significant element in their motivation ($M = 4.35$), which implied that instrumentality-prevention was the other side of the coin that required attention. The students also felt obligated to study as it is required ($M = 4.21$).

The findings were in harmony with Roshandel, Ghonsoolt & Ghanizadeh's research (2017) in the way that they reaffirmed the ideal L2 self and instrumentality-promotion to be among the most crucial elements in students' motivation. The results were also likewise similar to Phan's (2011) and Ngo's (2015) studies in highlighting intrinsic motivation and personal/professional development motivation. However, the students demonstrated that instrumentality-prevention substantially impacted their motivation despite being identified as a less important element than the other two. This result was in line with Ngo's (2015) research, which recognized the obligation/avoidance motive as the third significant aspect.

The students' attitudes, self-confidence, and intended effort in learning EFL reading

Regarding the students' attitudes toward learning reading, most students enjoyed learning reading with high Mean and low S.D., as shown in Table 2. The students consistently showed

interest and enjoyment in their learning reading. These students were really highly motivated.

Table 2. The students' attitudes toward learning reading (n=34)

		M	S.D.
1	I really enjoy learning reading.	4.18	0.71
6	I find learning reading really interesting.	4.09	0.70
9	I like the atmosphere of my reading classes.	4.26	0.78

Results from Table 3 revealed that the student's knowledge of business needed to be strengthened. In terms of their self-confidence in reading, the students felt quite confident in their ability to understand most English texts (M = 4.03& 4.06) although a few students were less secure in understanding business writings (M = 3.82). The students were less confident in comprehending business articles, perhaps because of their lack of knowledge of the business terms or in-depth knowledge of specific business fields.

Table 3. The students' self-confidence in reading (n=34)

		M	S.D.
2	I believe that I am capable of reading and understanding most texts in English.	4.03	0.75
3	I believe that I am capable of reading and understanding most English texts about business.	3.82	0.92
4	I am sure I am able to understand most texts in English comfortably.	4.06	0.84

When it comes to their intended effort, it can be seen from Table 4 that most of the students perceived that they made a relatively high effort in learning reading. Their willingness to look for extra materials for reading, to do assignments, or to study hard was reported all above average. However, because nearly 10% of the students indicated a lack of motivation to find more resources to read, the S.D. of this element is higher than the others. This suggested that motivating students to read more be necessary.

Table 4. The students' intended effort in reading (n=34)

		M	S.D.
5	If my teacher gave the class an optional assignment, I would certainly volunteer to do it.	3.89	0.87
7	I would like to spend lots of time reading English magazines, newspapers, or books, etc.	3.91	1.01
8	I think that I am working hard at learning reading.	3.82	0.89
10	Compared to my classmates, I think I study English relatively hard.	3.71	0.82

The motivational strategy for instructors in EFL reading

With respect to the students' ideas for promoting their motivation and involvement in learning reading in the open-ended question, they revealed that students' attitudes toward learning depend on the teacher and that the teacher's teaching style and method greatly influence students' motivation and interest in the lesson. They stated that all the teacher needs to do is make the lesson interesting and practical so students are more motivated to learn. In addition, the students showed that they enjoyed games, quizzes, etc., for entertainment. They also suggested the inclusion of some short videos which are hilarious and relate to the lesson so as to attract students' attention to the topic. What is more, they expressed the need for the teacher's instructions on techniques to improve reading skills. On the other hand, the students also suggested having groups present book chapters or articles of their choice for bonus points in order to encourage them to read more. In addition, some expected to have small tests from time to time in order to be prepared for their final test.

These findings were consistent with Khau & Thach's (2021) research, which found that the teacher's personality and teaching style significantly impacted the learners' motivation. To motivate students, teachers must first be highly motivated. Students are more motivated when teachers employ engaging teaching styles and techniques. The findings also agreed with Phan's (2011) about the importance of the educational environment. A supportive learning environment was crucial in promoting students' motivation. A happy atmosphere can create extrinsic motivation for students. In addition, the importance of teaching materials cannot be overstated. Instructional materials, which are necessarily practical and relevant, take an important role in retaining students' interest. Last but not least, affected by the Vietnamese culture of exam-focused learning, students want teachers to pay attention to help them build exam strategies as well as test preparations.

Therefore, the findings suggested four vital aspects in promoting motivation for students, including the teacher, the environment, the materials, and the cultural factor of exam-focused learning.

Recommendations

The findings require that teachers take into account students' Ideal L2 Self and instrumentality-promotion in teaching instruction since the two orientations were identified as the two most important. Teachers should promote students' understanding of English texts, especially English business texts for those whose major is business English. As some students are less secure in their understanding of business articles, teachers must give careful instructions on business terms and vocabulary, grammar, and structures. This enables them to gain expertise and confidence, which secures their Ideal L2 Self and lays the foundation for their future career.

Furthermore, it is vital that the texts be meaningful, relevant and practical in order to motivate students to read. A number of students have low motivational intensity in finding more resources to read. Teachers need to give some encouragement for students to read more, like offering them bonus marks for voluntary presentations of book chapters or articles. Students

can choose the contents they would like to present, and teachers establish a schedule for them to sign up for their presentations.

In addition, influenced by the Vietnamese tradition of exam-focused learning, students emphasize the necessity to pass the test, which is the third significant factor in their motivation. Therefore, teachers need to equip them with knowledge for the test, like the strategies for the exam or some mini-tests to get them prepared for the final exam.

Based on the findings from the open-ended question, it is essential that teachers develop an appealing teaching approach and style because it greatly affects students' motivation and interest in the lesson. Students tend to like entertainment during their long, dull learning in class, so teachers must effectively integrate games, quizzes, riddles, etc., into the lesson. Confucius once said: "Need to study is not as good as like to study like to study is not as good as enjoyment to study." Therefore, educators should bear in mind that enjoyment is the best strategy for teaching and learning success.

Conclusion

Motivation is a primary factor in SLA, so teachers must promote students' motivation, especially in a long, dull reading lesson. Understanding students' motivation can help teachers prescribe their instructions accordingly, which facilitates the teaching-learning process. While meaningful, relevant, and practical learning resources are crucial, teachers should cultivate an engaging teaching approach to sustain students' interest and motivation. The research had a small number of subjects and did not take into account the students' proficiency as well as other factors like friends and family, etc. Further research can enlarge the scale and probe into the correlations between students' motivation and their achievement as well as a motivation or investigate teachers' specific practices to promote students' motivation and interest in reading.

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The impact of digital technology on content and language integrated learning in higher education: a systematic review of literature

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ABSTRACT

Keywords: CLIL, ICT, digital technology, higher education, content and language integrated learning

With internationalization becoming an increasing trend in higher education, many universities worldwide have been implementing content and language-integrated learning (CLIL) as an innovative approach to teaching and learning English that helps students compete internationally. Alongside this trend, the advance of digital technologies has offered beneficial use in integrating language and content knowledge. Following the conceptual framework of Hallingda (2013), this systematic review has explored the impact of digital technology use in English education related to the CLIL approach by synthesizing studies on various forms of technologies in supporting different aspects of CLIL. Findings revealed a positive interrelation of digital impact on language use and skills and social collaboration, interaction, and motivation. However, a lack of evidence was found regarding the correlation between using digital technologies and enhancing content knowledge in CLIL. This recommended further research delving into how digital use would assist both language and content teaching and learning so that students at higher educational institutes could effectively access the global world.

Introduction

Many higher education institutions throughout the world encourage the usage of a foreign language (most frequently English) as a medium of instruction in their academic programs as a response to the influence of internationalization and globalization (Dafouz & Smit, 2016). As a result, over the past few decades, the integration of subject and language has taken off in higher education (Nguyen, 2022, Vo et al., 2021). In research, different labels have been used to address this phenomenon, including *Content and Language Integrated Learning (CLIL)*, *English-medium teaching*, *English-medium instruction (EMI)*, and *Integrating Content and Language in Higher Education (ICLHE)* (Smit & Dafouz, 2012). CLIL, developed in 1994, is defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010, p.1). In this approach, the term "content" refers to the subject matter associated with distinct learning domains, and the medium of instruction is a foreign language.

CLIL is flexibly implemented in a variety of situations and educational systems, but it demands teachers to place equal focus on both language and content education.

The worldwide education system has also changed to accommodate the digital era (Saltan et al., 2018). Digital technology is being utilized in teaching and learning across disciplines. They include interactive whiteboards, desktop and mobile devices, digital recorders, data logging equipment and related probes, mobile devices, Web 2.0 technologies, other online resources, and a range of educational software applications (Ng, 2015). These educational resources can potentially enhance teaching methods (Kalolo, 2019, Nguyen, 2021). Despite the growing popularity of digital technology in higher education, previous research has revealed little evidence of the intentional integration of digital tools into academic activities to change teaching and learning (Price & Kirkwood, 2014; Selwyn, 2010). The possibilities and innovations provided by digital technology in tertiary teaching, pedagogy, and student learning are currently being discussed in contemporary research (Smale, 2017).

In today's globalized academic environment, the rising popularity of CLIL and the development of digital technology are seen as two of the most important factors influencing higher education (Querol-Julián & Camiciottoli, 2019). Both CLIL and technological integration seem to have an impact on learning. Despite its rapid growth, CLIL has posed substantial difficulties for educators and students who are non-native English speakers, and researchers have looked into whether and how digital technology might support CLIL practices. For instance, Gimeno et al. (2010) investigated the use of InGenio as a web-delivered authoring tool for creating and sharing materials and tasks, enabling CLIL teachers and students to access resources and learning activities via the Learning Environment platform. They made suggestions about the potential uses of technical resources and online learning environments to assist educators and learners in CLIL settings. Other studies have provided empirical evidence in support of the implementation of digital equipment in CLIL settings, such as blended learning improving the effectiveness of CLIL courses (Chuang, 2017), Moodle tools fostering productive interaction in CLIL practices (Paliwoda-Pkosz and Stal, 2015), or flipped classrooms improving the comprehension of content knowledge in CLIL (Choi et al., 2015, Karjanto & Simon, 2018). Having said that, the influence of digital technology on CLIL practices has not yet been sufficiently reviewed in the literature of English language education.

This systematic review has tried to address the above gap by synthesizing studies on the impact of digital technology use in English education related to the CLIL approach through the research question: *What is the impact of digital technology use on CLIL practices?*

Methods

A systematic review of the literature was conducted following the conceptual framework of Hallingda (2013), which specifies the five criteria for systematic review, including explicit research questions, a conceptual framework guiding the selection, analysis, and interpretation of studies, explicit searching criteria, and procedures, defensible types of sources, and explicit description and justification of data extraction process (Daoud et al., 2020).

The process of systematically reviewing literature was undertaken in three steps (Figure 1). In the first step, some search tools were used to locate appropriate peer-reviewed research articles based on their titles. The search strategy involves some specific criteria for including and excluding papers. Typically, three main databases were searched: Google Scholar, Proquest (Eric), and Education Source. These databases have been considered great sources of published journals in digital technology and language education. Some search terms related to the topic identified and applied in searching include "CLIL", "content and language integrated learning",

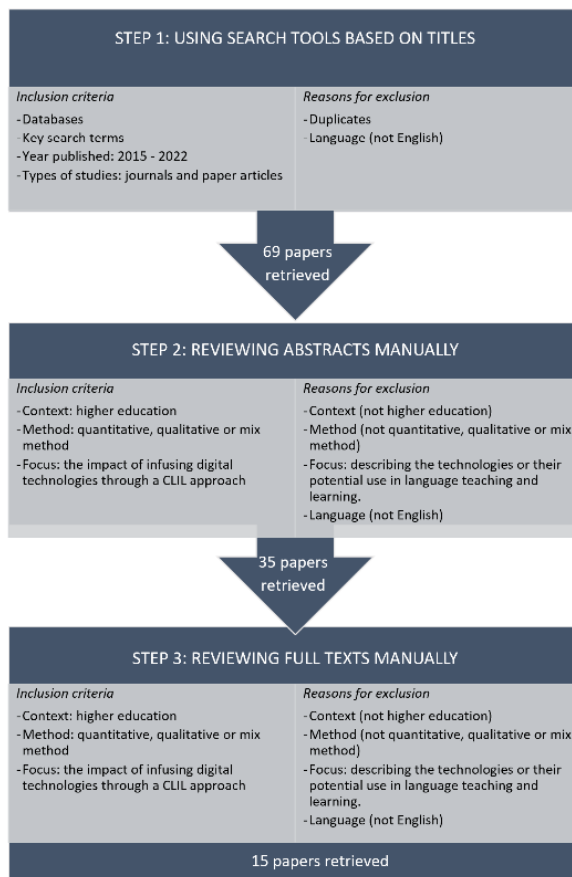
"digital technology", "information communication technology", and "ICT". These terms were flexibly combined to maximize the number of relevant articles. Besides, we decided to restrict the years of publications from 2015 to 2022 as that period is appropriate for the continuous change of technology, its application in education, and the increasing growth of CLIL in language education. After excluding the duplicates and papers published in different languages rather than English, we retrieved a total number of 69 papers.

In the second step, we manually reviewed the abstracts of the articles retrieved in the first step. Two authors reviewed each abstract, and then the results were compared for final decisions. In this step, we also applied some criteria related to the studies' context, methodology, and focus. Specifically, we included qualitative, quantitative or mixed-method research conducted in the context of higher education with empirical findings reported and peer-reviewed in journals. While focusing on exploring digital technology's impacts, we decided to exclude those studies describing the technologies or their potential use in language teaching and learning. At the end of the second step, we had 35 articles for full-text review in the next step.

To start with, we in the research team randomly selected three papers, reviewed thoroughly, and discussed with each other to maintain the consistency in decisions of inclusion, which follows the recommendation of Kitchenham (2004). The full-text review was conducted in the third step, where we applied the same criteria for inclusion and exclusion as those in the second step. After that, each paper included in the second step was reviewed by two authors to ensure the quality of the paper assessment, which is emphasized by Hallinger (2013). Among the 35 reviewed papers, 15 met all the inclusion criteria and proceeded with the synthesis and analysis.

Figure 1.

A summary of the searching procedure.



Data synthesis and analysis of the retrieved articles were critically conducted to reflect the emphasis of a literature review (Torraco, 2016). We started with the descriptive analysis of the methodology used to conduct the studies. We then synthesized the results of the selected papers and identified significant themes associated with the impacts of digital technology on different aspects of CLIL in higher education. The process of synthesizing and analyzing the articles was conducted by all authors independently initially to increase the consistency of judgments (Daoud et al., 2020).

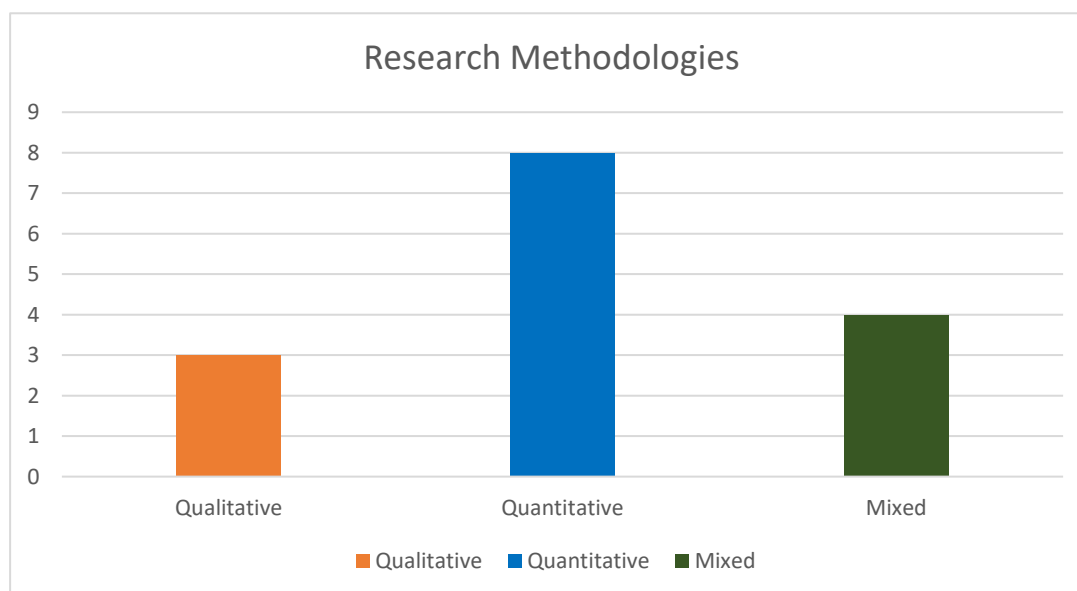
Results/Findings and discussion

General analysis of the reviewed studies

Fifteen studies conducted between 2015 and 2022 used different methods. As shown in Figure 2, the majority of the studies were quantitative (8 studies), with the popular use of surveys and analysis of test scores. Four studies used mixed methods, and three studies exploited qualitative data from participants.

Figure 2.

Summary of research methodologies used in the studies



The reviewed studies explored how digital technologies and CLIL relate to each other in higher education (Table 1). They investigated a range of digital tools. Six studies explicitly looked at the effects of Internet and Web 2.0 tools such as ICT, Web-based tools and e-learning. Other studies explored the influence of specific communication tools, including mobile applications, mind-mapping or telecollaboration tools, or audio and video equipment. Digital technologies related to online teaching and learning, such as virtual laboratories, online platforms, LMS Moodle, blended learning or WebQuest, were also scrutinized in the other five studies.

Several research examined how technology supports language learning and language use. Some delved into students' experience in CLIL learning with the support of digital technologies (Galitsyna & Yesenina, 2020; Salekhova et al., 2019; Zhao et al., 2022). Some looked at the use of technology in designing and developing CLIL materials (Villarreal & Bueno-Alastuey, 2022; Zhyrun, 2016; Lavrysh et al., 2021). Others investigated the role of digital technologies in assisting CLIL pre-service teachers' professional development (Adipat, 2021), collaborative tasks and learning-to-learn competence (Garcia-Esteban et al., 2021), student's motivation and

engagement (Ángel, 2015; Zaripova et al., 2019), and learning in a digital environment (Meinecke, 2020; Paliwoda-Pękosz & Stal, 2015). Additionally, researchers investigated the connection between the usage of digital technology and the acquisition of specific language abilities, including science process skills (Firmayanto et al., 2021), reading, and writing (Baranova et al., 2020; Puspitasari, 2020). (Table 1).

Table 1.

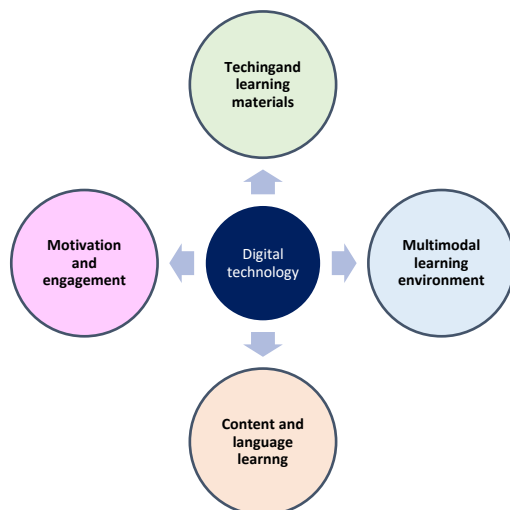
Summary of reviewed studies' general information

Authors	Technology	CLIL aspects
Adipat (2021)	Digital technologies	Teacher training and TPACK
Baranova et al. (2020)	Mobile applications	Reading and Writing
Firmayanto et al. (2021)	Virtual laboratory	Science process skills
Galitsyna & Yesenina (2020)	Digital technologies	Language and content acquisition
Meinecke (2020)	Online platform	Online learning of CLIL
Villarreal & Bueno-Alastuey (2022)	Digital technologies	CLIL materials
Lavrysh et al. (2021)	Digital technologies	Authenticity of CLIL
Paliwoda-Pękosz & Stal (2015)	Blended learning	CLIL learning
Salekhova et al. (2019)	LMS Moodle	CLIL learning
Ángel (2015)	WebQuest	Students' motivation and engagement
Garcia-Esteban et al. (2021)	Telecollaboration	Learning to learn competence
Zhao et al. (2022)	Digital technologies	Content knowledge co-construction and business English language use
Puspitasari (2020)	Mind-map tools	Reading comprehension
Zaripova et al. (2019)	Digital technologies	Students' motivation
Zhyrun (2016)	Audio and video technologies	Digital materials

Impacts of digital technology use on CLIL practices

The synthesis identified four key themes in CLIL practices that were affected by the integration of digital technologies. (Figure 3)

Figure 3

Impacts of digital technology on CLIL practices*Creating a multimodal learning environment*

Multimodal learning refers to the use of different modes of delivery in supporting students' learning. Modes of delivery in the digital age include both online and face-to-face platforms where teachers and students can conduct their teaching and learning process. This is how digital technology can be beneficial to CLIL practices. In the reviewed studies, this might be one of the overarching themes when quite a few studies showed considerable impacts of digital technology use on the creation of a multimodal learning environment. Typically, digital technologies offer great platforms for online learning integrated with a wide range of functions, which can be used to enhance students' interaction, communication, and collaboration. The increasing popularity of Learning Management Systems (LMS), Moodle tools, or Blended learning has created opportunities for CLIL practices to develop in a multimodal learning environment. Salekhova et al. (2019) explored the use of the LMS with Moodle in CLIL courses and found that students could benefit from Moodle in accessing learning materials, seeking support from peers, and interacting with teachers, which accordingly helped them learn their subjects more effectively. Similarly, Meinecke (2020) investigated the application of online CLIL courses and reported that students appreciated the course organization and easily understood the content and quality of course materials. These findings reflect the potential impacts of digital technologies on enhancing content knowledge comprehension and supporting course materials accessibility, which are typical aspects of CLIL practices. Such research results echo the findings reported in different research conducted by Paliwoda-Pekosz and Stal (2015), Galitsyna and Yesenina (2020), and Zhao et al. (2022). Having said that, researchers also revealed limited interactions in online or blended CLIL classes. Despite the development of communication technology, the interaction between teachers and students in online platforms appears not to be effective (Meinecke, 2020).

Assisting the development of teaching and learning materials

Digital resources have been increasingly popular in teaching and learning these days. This explains why digital technology might be useful in assisting the curating and developing of CLIL teaching and learning materials. As a dual-focus approach where both content knowledge and language competence are equally emphasized, CLIL requires customized materials to

ensure the achievement of both goals. Villarreal and Bueno-Alastuey (2022) studied the integration of digital technology in creating CLIL materials by surveying students and reported the capacity of technology in all stages of the CLIL approach. This echoes a previous study by Zhyrun (2016) on using technology to design audio and videos for CLIL courses. The audio and video materials designed appeared to be more appropriate for students in terms of language use and content selection. The CLIL videos also "bridge the gap between the concepts studied and a local culture, making the learning more meaningful and enjoyable" (p. 23). However, this might raise a question about the authenticity of the materials. Given that awareness, Lavrysh et al. (2021) addressed the issue by analyzing teachers' perceptions of authenticity and the ways authenticity was introduced in CLIL classes through educational materials and tasks. The authors found that accessibility to multiple digital resources helped teachers curate and develop materials with opportunities to link their teaching with the real world and add a variety of authentic learning activities.

Enhancing language and content learning

This appears to be the most significant aspect in CLIL practices. There have been concerns about how language and content learning can be successfully achieved in CLIL classrooms. Having said that, little evidence has been reported to address this issue. Among the fifteen reviewed studies, only two explicitly examined the impacts of digital technology use on students' learning of content and language in CLIL classes. Baranova et al. (2020) explored whether the use of mobile applications could help enhance students' reading and writing in CLIL classes. The authors found that mobile note-taking apps had a great didactic potential in enhancing students' reading and writing skills. In other words, the students not only gained their comprehension of the subject matter but also developed their language skills, namely reading and writing. Another study conducted by Puspitasari (2020) also revealed that students' reading comprehension could be improved using mind-mapping tools. Although few studies examined the students' development of content knowledge and language competence with the support of digital technologies, some research has raised valuable implications that both content and language learning in CLIL practices can be enhanced with digital technology (Zhao et al., 2022; Firmayanto et al., 2021; Garcia-Esteban et al., 2021; Galitsyna & Yesenina, 2020; Adipat, 2021).

Improving students' motivation and engagement

Students' motivation and engagement play a significant role in their learning process. In the context of CLIL, students are required to achieve dual goals of learning both subject matter and language skills. This has challenged a number of students due to their language proficiency or content knowledge background. Researchers have questioned how students are motivated and engaged effectively in their learning. To answer the question, Angel (2015) delved into students' perceptions of the adoption of WebQuest, a virtual laboratory, in CLIL science courses. She found that the students were "more motivated and learn[ed] more" as WebQuest offered them sufficient applied practical content and empowered their independent work. These findings are aligned with what Zaripova et al. (2019) found in their study on the academic motivation of Master students in CLIL courses with the integration of Information and Communication Technology (ICT). The students possessed various motives, and using digital technologies in learning helped them accommodate challenges in CLIL classes, which increased their academic motivation.

Conclusion

The systematic review summarizes fifteen pieces of research that investigated how various facets of CLIL practices relate to digital technologies. The study identifies certain digital tool and device potentials that might enhance CLIL teaching and learning. Generally speaking, using digital technology into CLIL classes may aid in developing a multimodal learning environment for students, facilitate the creation of CLIL materials, increase language and subject acquisition, and raise student motivation and engagement. Having stated that, few studies have been done to examine how digital technology affects students' acquisition of disciplinary knowledge or how well the integration of content and language operates in CLIL contexts, despite the fact that technology has advanced quickly in the digital age. Some academics say it could be difficult for pupils to comprehend complicated subject matter in a foreign language if they have poor English skills. (Hajer, 2000). It explains why they have been attempting to get digital assistance to get over language hurdles while ignoring the assistance for subject-specific knowledge. As a result, there is a dearth of research on the use of digital technology to aid educators and learners in improving topic knowledge transmission and acquisition. Particularly in CLIL contexts, it is crucial to investigate more into how the three domains of disciplinary content, language, and digital technology interact.

Despite the abundance of studies examining the use of digital technologies in language instruction, there is a lack of empirical research on a CLIL approach in higher education. Current research, which examines the effectiveness of specific technologies in enhancing certain areas of students' language ability, depends on quantitative data from survey questions, pre-tests, and post-tests, which may not fully convey the complexity of the learning process. It is yet unclear how digital technologies will be used to facilitate sophisticated CLIL elements like student-student and teacher-student interactions, the blending of language and subject, or collaborative learning and teaching. By employing observations and surveys of a small sample, action research has restricted its results to specific situations with specific individuals. The problems and advantages of integrating digital technology in the classroom have received a lot of attention in research on teachers' perspectives and experiences, while CLIL practices have received less attention. Thus, it is crucial to carry out qualitative research that investigates the ways in which digital technologies are integrated into teaching strategies in a CLIL context.

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