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## THE POWER OF ARTIFICIAL INTELLIGENCE: REVOLUTIONIZING HIGHER EDUCATION

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**Abstract.** This study focuses on key issues of the application of artificial intelligence in higher education, aiming to understand its applications, potentials, and challenges. By concentrating on examples and real-world studies, the article analyzes how leading universities utilize artificial intelligence to organize and implement courses. Research results indicate that integrating artificial intelligence can enhance learning efficiency and create a new, effective learning environment. However, challenges such as ensuring fairness, ethics, and privacy management are also addressed. By seizing opportunities and addressing challenges, the integration of artificial intelligence into higher education can open new prospects, contributing to enhancing educational quality and fostering a more progressive learning environment.

**Keywords:** *Artificial Intelligence (AI), Higher Education, AI Applications, Challenges, Opportunities.*

### 1. Introduction

Artificial Intelligence will be changing every aspect of society's life. Artificial Intelligence (AI) is not just a technological trend; it's a transformative approach changing everything from the world of work to education sector. In the university setting, the power of AI is revolutionizing how students learn, how teachers teach, and how universities organize and manage their activities. According to Alhosani and Alhashmi's (2024) study, using AI in government services brings many opportunities, challenges, and benefits. This innovation waves are not limited to the tech field but also opens new opportunities for higher education. However, as Alibašić, Atkinson, and Pelcher (2024) pointed out, higher education is facing a liminal state of academic freedom, grappling with commercial influences in academic settings. In this context, integrating AI into higher education becomes a top priority. AI integration can help universities create personalized learning models, providing students with the best learning experiences based on their needs and abilities. However, AI implementation also poses challenges, such as ensuring transparency and fairness in AI decisions, as discussed by Biever (2023) and Ferrara (2024). In this paper, we will examine how the power of AI is driving innovation in higher education, as well as the opportunities and challenges it brings. By examining research and real-world examples from the industry and education sector, we will gain a better understanding of the role of AI in the future of higher education and the next development directions.

### 2. The potential and power of artificial intelligence in education

#### 2.1. Applications of artificial intelligence in various aspects of higher education

AI has opened new doors for higher education, demonstrating its capabilities in improving and optimizing many aspects of the learning and management processes in universities. With the rapid

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development of AI technology, its applications in higher education have garnered significant attention from the educational community and researchers.

One of the primary applications of AI in higher education is personalized learning. By using big data analysis and machine learning, AI systems can generate personalized learning models based on the learning behaviors of individual students. This helps optimize the learning experience for each student, providing them with specific support and feedback to develop their skills and knowledge (Alhosani & Alhashmi, 2024).

Additionally, AI also plays a crucial role in improving the teaching and assessment processes. Teachers can utilize AI technologies to create customized teaching contents tailored to the needs of each student. Moreover, automated assessment systems can alleviate the burden on teachers and ensure fairness in the student evaluation process (Cassidy, 2023).

Another significant aspect of integrating AI into higher education is course and curriculum management. AI can analyze data to suggest improvements in how courses and curricula are organized and designed. This helps ensure that the curriculum reflects industry trends and real-world needs, while optimizing the learning experience for students (Brooks, 2023).

However, integrating AI into higher education also poses some challenges. Issues regarding privacy, transparency, and fairness in the use of data and AI technology need to be carefully considered and addressed (Alibašić, Atkinson, & Pelcher, 2024). Additionally, training and skill development for both teachers and students to effectively use AI are notable challenges.

## **2.2. Benefits and challenges of integrating artificial intelligence into higher education systems**

Integrating AI into higher education systems brings many clear benefits, but it also poses significant challenges that need to be carefully considered and addressed.

### *Benefits:*

Pushing up productivity and effectiveness of human and systems. Everything could be done faster and more effectively.

Enhancing personalized learning experience: AI has the ability to analyze big data to create personalized learning models based on the needs and abilities of individual students. According to Alhosani and Alhashmi (2024), this helps optimize the learning experience, providing students with accurate support and feedback to develop skills.

Improving course and curriculum management: AI can analyze data to suggest improvements in how courses and curricula are organized and designed. This helps ensure that the curriculum reflects industry trends and real-world needs, while optimizing the learning experience for students.

Enhancing assessment and feedback: Using AI in the assessment and feedback process helps automate this process, reducing the burden on teachers and providing instant feedback to students. This promotes continuous progress and encourages active learning.

### *Challenges:*

Privacy and data security: Using personal and learning data to create personalized learning models may raise concerns about privacy and data security. Alibašić, Atkinson, and Pelcher (2024) emphasize the need for adequate data protection measures to ensure privacy and safety for students.

Fairness and transparency: Using AI in the assessment and feedback process may raise issues of fairness and transparency. Clear regulations are needed to ensure that this process is fair and transparent to all students.

How to keep up with new development of new technology and applications.

Training and skill development: Using AI requires both teachers and students to have skills and knowledge on new technology. Training and skill development in this area are significant challenges for educational organizations.

While integrating AI into higher education systems brings many benefits, addressing corresponding challenges requires consideration and concerted efforts from all stakeholders, including educational administrators, teachers, students, and technology researchers.

#### Universities and Pioneering Research Organizations in Applying Artificial Intelligence in Higher Education

In the field of higher education, many universities and research organizations have been at the forefront of applying AI to various disciplines, from computer science to medicine and business. Here are some examples:

##### *Computer Science and Information Technology:*

**Stanford University:** With a leading AI research program, Stanford has applied AI to higher education through projects such as personalized learning systems and the development of machine learning models to optimize the learning process.

**Massachusetts Institute of Technology (MIT):** MIT has developed advanced AI technologies to enhance the learning experience, from using machine learning to predict student performance to building automated systems for managing tuition fees and scholarships.

##### *Medicine and Healthcare:*

**Harvard University:** Harvard has utilized AI to analyze clinical data and medical imaging, from predicting disease pathology to creating decision support systems in medical treatment.

**Stanford School of Medicine:** This institution has been at the forefront of applying AI to medical education, offering online courses with content generated by machine learning systems and providing teaching support for medical students.

##### *Business and Management:*

**Harvard Business School:** This institution has conducted research on using AI in business management and marketing, from analyzing customer data to optimizing business strategies based on machine learning forecasts.

**Stanford Graduate School of Business:** Stanford has applied AI to business education through training programs and research projects on data analysis and risk management.

### **3. Innovation in university operations and management systems**

#### **3.1. How AI is changing the way universities organize and deploy courses**

The development of AI is having a profound impact on how universities organize and deploy courses. Here are some ways AI is changing the operations of universities in organizing and deploying courses:

**Process automation:** AI enables universities to automate many processes in organizing and deploying courses. From creating teaching content to assessing and providing feedback to students, AI systems can perform these tasks quickly and efficiently.

**Data analysis:** AI can analyze large amounts of data about students and the learning process. By collecting and analyzing this data, universities can better understand students' learning needs and optimize courses to reflect these needs.

**Personalized learning:** AI allows for the creation of personalized learning experiences based on the needs and learning progress of each student. Instead of a one-size-fits-all approach to learning, universities can create flexible and personalized learning pathways to meet the specific requirements of each learner.

**Expansion of scope:** AI-powered online courses can help universities expand their reach and access to a larger number of students, including those who are remote or have time constraints.

**Creation of new courses:** AI provides tools and methods to create new courses based on data and market analysis. This helps universities quickly and flexibly respond to changing learning needs and job market demands.

In summary, AI is playing a significant role in driving innovation in how universities organize and deploy courses. The automation and personalization enabled by this technology can enhance the quality of education and create a more flexible and diverse learning environment for students.

### **3.2. Changes in teaching and learning methods due to the influence of artificial intelligence**

The development of AI has deeply impacted teaching and learning methods in higher education. Here is an analysis of how AI is changing both teaching and learning methods, as evident in various studies and references:

**Personalized learning:** AI enables the creation of personalized learning experiences based on the needs and learning progress of each student. Studies, such as de Fine Licht's research (2023), have shown that using AI systems for personalized learning can improve learning performance and generate higher student engagement.

**Automated teaching materials creation:** AI can automatically generate teaching content, lectures, and learning materials for students. Research by de Fine Licht (2023) has shown that AI systems can quickly and effectively create teaching materials, reducing the workload for teachers.

**Development of teaching support tools:** AI can assist teachers in creating interactive lectures and providing automatic feedback. Biever's study (2023) has mentioned the use of AI technologies to create flexible teaching scenarios and diverse feedback, enhancing interaction between teachers and students.

**Changes in assessment methods:** AI can be used to automatically assess students' assignments and tests. Research by Eloundou and colleagues (2023) has shown that using AI systems for assessment can save time and effort for teachers while providing accurate and detailed feedback to students.

**Support in research and referencing:** AI can be used to automatically search and organize information from large databases, helping students and teachers quickly access important documents and information. Bernstein's research (1998) has shown that AI technologies can provide useful tools for research and referencing.

In conclusion, the influence of AI is contributing to driving innovation in how teachers teach, and students learn in higher education. AI technologies not only create personalized learning experiences but also help optimize teaching processes and support the development of new courses.

## **4. Challenges and Opportunities**

### **4.1. Challenges of integrating artificial intelligence in higher education and how to overcome them**

**Security and privacy:** One of the most significant challenges in integrating AI into higher education is ensuring the safety and security of students' and teachers' personal data. Alhosani and Alhashmi (2024) point out that using personal data in the learning process poses significant risks to privacy and security. To overcome this challenge, educational organizations need to establish robust security measures and comply with privacy regulations.

**Fairness and technology:** Another challenge is ensuring that the use of AI technology is fair and inclusive for all students. This requires policy measures to ensure that there is no disparity between students with access to high technology and those without. Arize AI (2023) conducted a survey on significant restructuring around large language models, emphasizing the importance of ensuring fairness in the use of AI technology.

**Ethics and accountability:** Another challenge relates to ensuring ethical and responsible development and use of AI in education. Bishop (2021) has argued that unethical use of AI can lead to various issues,

therefore, administrators and teachers need to be trained to recognize and avoid unethical situations.

**Training and support:** Another challenge is ensuring that teachers and staff in the education sector are trained and supported to understand and use AI effectively. Bradshaw et al. (2024) discussed how the alliance between Microsoft and OpenAI provides training and support opportunities for teachers in integrating AI into higher education.

**Culture of innovation:** Finally, promoting a culture of innovation in education is crucial to overcome challenges related to AI integration. Chesbrough (2006) emphasized the importance of innovation and flexibility in adapting to new technologies, therefore, educational organizations need to create an environment that fosters creativity and change.

#### **4.2. Opportunities that artificial intelligence brings to creating a innovative and effective learning environment**

**Customized education:** One of the greatest opportunities that AI brings is the ability to customize education to the specific needs of each student. Using machine learning technologies and data analysis, educational systems can provide tailored learning content and teaching methods suitable for each student's level of understanding and competence (Eloundou et al., 2023).

**Enhanced learning experience:** AI can provide tools and applications to enhance the learning experience. For example, chatbots can be used to provide 24/7 learning support for students, as well as automatically assess assignments and provide feedback (Choi et al., 2022). This helps to enhance interaction and support for students.

**Learning analytics:** AI can analyze large amounts of data on students' learning activities to provide feedback and predict learning performance. This helps teachers and schools gain deeper insights into the learning progress and needs of students, thus enabling flexible adjustments to teaching methods and learning support (de Fine Licht, 2023).

**Expanded access to education:** AI can help expand access to education for students in remote, disadvantaged, or time-constrained areas. Online technology combined with AI can provide flexible and accessible online courses for everyone (Bradshaw et al., 2024).

**Creating a stimulating learning environment:** Finally, AI can help create a new and stimulating learning environment by using emerging technologies such as virtual reality and augmented reality. This helps create interactive and immersive learning experiences, encouraging students' curiosity and creativity (Biever, 2023).

In all of these opportunities, integrating AI into higher education requires careful consideration and ensuring that technology is used responsibly and fairly.

### **5. Conclusion**

Integrating AI into higher education is not only a trend but also a significant step in education development. By harnessing the power of AI, universities can create an interactive, flexible, and responsive learning environment, enhancing learning performance and improving the quality of education. However, integrating AI also poses many challenges, including ensuring fairness and responsibility, and requires close collaboration between industries to develop and apply AI solutions effectively. The prospects of integrating AI into higher education are immense, and the potential development of AI technology will open many new opportunities to improve the education system and learning platforms for the future. This requires commitment and effort from both the educational community and industry leaders in the technology sector to create an innovative, fair, and sustainable learning environment.



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## EXPLORING LEARNED HELPLESSNESS AMONG VIETNAMESE UNIVERSITY STUDENTS: A MULTILEVEL FACTORS APPROACH

Pham Thanh Hang<sup>1</sup>

**Abstract.** Mental health is crucial for overall well-being, particularly among university students who are experiencing elevated levels of depression and anxiety, impacting both their personal and social lives. This study examines learned helplessness as a significant contributor to mental health issues among university students. Employing a mixed-methods approach, Study Phase 1 involved a questionnaire completed by 187 students reporting learned helplessness, followed by Phase 2 qualitative interviews with five selected participants from Phase 1. Results revealed a negative correlation between learned helplessness and self-efficacy, collectivism, and long-term orientation. Additionally, collectivism and long-term orientation showed positive correlations with perceived parental support, while self-efficacy served as a mediating factor between parental support and learned helplessness. The qualitative phase provided further insights supporting the quantitative findings. These findings illuminate the factors influencing students' behavior and offer implications for counselors, policymakers, and institutional interventions aimed at preventing mental disorders and improving learning outcomes among students.

**Keywords:** *Mental health; university students, learned helplessness, self-efficacy, culture, parents support, multilevel.*

### 1. Introduction

University students often face academic setbacks, influencing their beliefs about their abilities and impacting self-efficacy, as outlined by the concept of Learned Helplessness (LH). LH, defined by Seligman and Maier (1967), describes a feeling of limited control over achievements due to a perceived disconnection between actions and outcomes, leading to avoidance and potential mental health issues. Mental health challenges among college students are on the rise globally, with over 60% meeting mental health criteria in the United States alone (Lipson et al., 2022), and similar trends are observed in Vietnam (UNICEF, 2022). Despite this, research on LH remains primarily focused on developed countries, leaving emerging nations like Vietnam overlooked. With only one study conducted in Vietnam (McKeever et al., 2006), there's a significant gap in understanding LH, particularly within cultural contexts where mental health stigma is prevalent. Understanding how cultural norms influence students' perceptions of ability and control is crucial. Integrating qualitative and quantitative methods can offer deeper insights into LH's origins and interventions, leading to more effective student support.

This study aims to fill this research gap by examining the multilevel influence on LH among university students as suggested by the social-ecological model (Bronfenbrenner, 2005; Sallis et al., 2008). Through adopting an explanatory mixed-methods design, the paper aims to gain a deeper understanding of how various factors interact and contribute to LH in students while addressing the limitations of prior studies' methodologies, thereby allowing us to thoroughly examine the influence of multilevel dimensions on LH within Vietnam's context.

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## **2. Literature, theoretical framework and hypothesis**

### **2.1. Learned helplessness**

Learned Helplessness (LH) presents a significant emotional challenge in education, impacting learners' performance and well-being. Schleider et al. (2014) conceptualized LH as a complex issue involving flawed attributions, providing insights into dissatisfaction from a cognitive behavioral perspective and explaining behavioral issues like poor academic performance. Filippello et al. (2020) defined LH as a mental condition characterized by attributional styles for successes and failures, lack of self-confidence, biased interpretation of events, and pessimistic expectations of achievements. Saxena and Shah (2008) also describe LH as a mental state where individuals feel powerless over their actions' effectiveness, leading to passivity even in challenging circumstances. Consequently, learners experiencing LH exhibit reduced persistence in tasks and diminished determination to succeed when faced with challenges (Schunk, 1990).

### **2.2. Social-ecological framework**

This research employed the socio-ecological model to delve into the intricate factors associated with LH among university students. According to this model, students' mental well-being is shaped by interconnected influences at individual, social, and community levels (Bronfenbrenner, 2005; Sallis et al., 2008). Thus, students' mental health can be impacted by personal beliefs, family dynamics, school environment, and cultural norms. Within this framework, the study investigated the interplay between various factors contributing to student LH, including self-efficacy, perceived parental support, and cultural values.

While prior research has utilized statistical analyses to propose solutions for mental health challenges (John-Akinola, 2014; Ward et al., 2023), there remains a gap in understanding how these multilevel dimensions specifically impact student LH. Investigations into LH have explored diverse factors and suggested intervention strategies. Hwang (2019) concentrates on attribution style, promoting the belief in altering outcomes through effort. González-Calvo (2020) and Filippello et al. (2020) delve into teaching methods' influence on LH, while Filippello et al. (2018) examine parental psychological control and LH in school. Nonetheless, these studies often scrutinize factors individually, leading to varying effectiveness in interventions. While some students respond positively, others may not show improvement (Walling & Martinek, 1995). LH may manifest differently, impacting specific situations or multiple aspects of life (Fry, 2009).

#### **2.2.1. Individual level Influences on LH: Self efficacy**

Self-efficacy refers to positive beliefs regarding one's ability to handle various challenges and stressors (Schwarzer & Jerusalem, 1995). According to the social constructivist approach, learning is shaped by the interaction between individuals and their learning environment (Vygotsky, 1978). Bandura (1986) supported this perspective with his social learning theory, emphasizing the impact of both individual and contextual factors on the learning process. Bandura (1986) proposed that self-efficacy, individuals' belief in their ability to organize and execute actions to achieve goals, influences their psychological states and perceptions of performance and achievement. Low self-efficacy is associated with a propensity to quit, while high self-efficacy fosters perseverance (Schunk, 1990). Subsequent research has shown that high self-efficacy correlates with increased confidence in learning ability, positive attitudes toward learning, and reduced negative learning attitudes (Du et al., 2012; Tan & Zhu, 2010; Putwain & Symes, 2014). Therefore, it is reasonable to assume that students with high self-efficacy are more confident and persistent in their learning, reducing the likelihood of experiencing LH. Consequently, interventions aimed at enhancing learners' self-efficacy also serve to prevent and alleviate LH (Ji, Liu & Li, 2011).

H1: Self efficacy is negatively related to students' LH

#### **2.2.2. Social level influences on LH: Perceived parental Support**

Drawing from social cognitive theory, researchers highlight the important role parents play in fostering children's perceived self-efficacy by providing opportunities for them to showcase their mastery and exhibit

behaviors that counteract LH (Pajares, 1996; Schunk & Pajares, 2005). Besides, according to He (2021) educators who invest time in cultivating caring behavior can reduce or even prevent LH by enhancing students' self-efficacy.

Research highlights the significance of parent-child relationships and parenting styles in the development of LH (Filippello et al., 2014; Hegde et al., 2017; Ogoma, 2019). Greater parental involvement has a positive impact on the mental health, behaviors, and academic achievement of adolescents (Ben-Tov & Romi, 2019). Warm and supportive parental involvement is associated with robust mental health and a reduced occurrence of behavior problems. At the same time, inadequate interactive methods and educational practices undermine children's achievements and reinforce their failures. Children who receive lack supportive parenting from an early age may develop a belief that they are unable to handle unfamiliar and unpredictable situations independently (Schleider et al., 2014). Consequently, they might develop a fear of failure, which in turn lowers their self-efficacy (Ahmad et al., 2013; Costa et al., 2015). As mentioned earlier, experiencing repeated failures and believing they lack control over events may lead students to experience helplessness. Additionally, excessive control over various aspects of a child's functioning further diminishes their self-efficacy and belief in their abilities (Hasumi et al., 2012; Parmar & Nathans, 2022).

Cole et al. (2007) emphasized the scarcity of research in the area of parenting and LH, urging for its expansion, particularly concerning parenting practices and students' performance. To date, no published study has explored the predictive role of parental support in students' LH and the potential influence of school self-efficacy in this relationship.

H2: Perceived parental support is negatively related to students' LH

H3: Perceived parental support is positively related to self-efficacy, thus influencing students' LH.

### 2.2.3. Community level influences on LH: Cultural dimensions

Cultural diversity significantly impacts human life, encompassing variations in values, norms, and underlying assumptions (Hofstede, 2001). Within Vietnamese culture, parental influence is crucial not only for children and teenagers' behavior at school but also for young adults in college. Vietnamese families uphold a strong sense of obligation from children to parents and place significant emphasis on academic achievement, even in culturally integrated families overseas (Hai, 2019). Previous research has linked culture to LH through parental influence. For example, studies by Jose and Bellamy (2012) have demonstrated that culturally rooted beliefs and parenting styles influenced by culture impact children's LH. Assigning national culture indices to individuals using Hofstede's metric is common and suitable for country-level analysis. However, to avoid the ecological fallacy, individual cultural orientations must be measured independently (Yoo et al., 2011). The Cultural Value Scale (CVSCALE) by Yoo et al. (2011) is reliable for individual-level measurement based on Hofstede's metric (Bilgin & Kutlu, 2022; McKercher et al., 2021). Given that Vietnamese culture is frequently defined by collectivist values, highlighting harmony, interdependence, and group loyalty, alongside elements of long-term orientation, prioritizing persistence, thriftiness, and respect for tradition (Hofstede & Minkov, 2010) this study centers on two cultural dimensions: Collectivism and Long-term orientation.

Collectivism describes the tendency to integrate into social groups within a society, prioritizing social order and interdependence over personal interests. In such cultures, traditions are often favored over new practices (Yoo et al., 2011). Strong social support networks, including family and community, provide essential assistance for individuals facing challenges. Additionally, parents in collectivist cultures play a central role in providing emotional and financial support, promoting a sense of security and well-being (Hofstede, 1986).

H4: Collectivism is negatively related to students' LH

H5: Collectivism is positively related to perceived parental support.

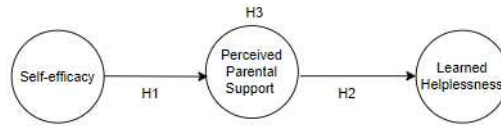
Long-term orientation assesses a society's values such as perseverance and adaptability, which are particularly relevant in East-Asian contexts (Yoo et al., 2011). In long-term-oriented cultures, family life is focused on practicality while still emphasizing genuine affection and care for young children. Children in these cultures learn the values of frugality, delayed gratification, perseverance, and modesty,

with less emphasis on assertiveness (Hofstede & Minkov, 2010). Long-term oriented parents may actively communicate their values, expectations, and aspirations for their children’s future. This clear communication fosters a sense of trust, understanding, and support between parents and children (Ogoma, 2019).

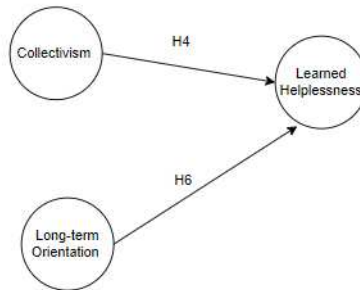
H8: Long-term Orientation is negatively related to students’ LH

H9: Long-term Orientation is positively related to perceived parental support.

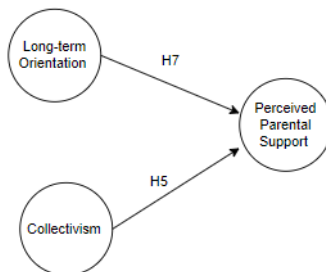
Aligned with the preceding discussions, a proposed research framework is depicted in Figure 1.



*Model 1: The mediating effect of perceived parental support on the relationship between self-efficacy and learned helplessness*



*Model 2: The relationship between collectivism and long-term orientation to learned helplessness*



*Model 3: The relationship between collectivism and long-term orientation to perceived parental support*

### 3. Methodology

#### 3.1. Design and participants

Using an explanatory sequential design, this study combined quantitative and qualitative methodologies to examine the impact of self-efficacy, family support, and cultural norms on LH. The research comprised two phases of data collection and analysis. Initially, a questionnaire survey was conducted to gather

primary quantitative data from one department in one university in Hanoi, targeting students who had experienced academic LH through convenience sampling. Between February 1, 2023, and March 18, 2023, a total of 187 responses were collected via Google Forms, with the majority being female (87%) aged between 18 and 20 years old. With a total enrollment of 487 students, the data sample size is adequate for analysis (Whitley & Ball, 2002). In the quantitative phase, respondents, primarily second-year students pursuing Business-related programs, transitioned from foundational to specialized subjects within the same department at a university in Hanoi.

Moving on to the qualitative phase, we purposefully selected five participants, comprising three females (60%) and two males (40%). These participants volunteered and reported high levels of LH, experiencing difficulty in learning in new environments. Drawn from the quantitative phase, our aim was to conduct interviews that would enhance our understanding of the relationship between these model dimensions and LH.

### 3.2. Integration

Integral to mixed-methods research is the intentional fusion of qualitative and quantitative approaches, aiming for synergy to enhance understanding of a phenomenon (M. D. Fetters et al., 2013). This study adopted Fetters et al. (2013) integration approach to elucidate the predictive relationship between various dimensions across individual, family, school, and community levels regarding LH, given its practicality and comprehensiveness. The paper suggests integration across three tiers: study design, methods, and interpretation.

### 3.3. Measurements

#### *Quantitative phase*

Likert scales were utilized to measure self-efficacy, parental support, cultural dimensions, and LH. Students' self-efficacy was assessed using Schwarzer and Jerusalem (1995) Generalized Self-efficacy Scale, which comprises 10 items gauging confidence in handling challenges. Parental support was measured with Kerres Malecki and Kilpatrick Demary (2002) scale, utilizing a 6-point Likert scale ranging from 1 (never) to 6 (always) across 12 items, reflecting perceived support from parents. LH was evaluated with a set of 20 items developed by Quinless and McDermott Nelson (1988), ranging from 1 (Strongly Agree) to 4 (Strongly Disagree). Cultural factors were assessed using the CVSCALE (Yoo et al., 2011), consisting of 5 items for Collectivism and 4 items for long-term dimensions ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

**Table 1. Cronbach's alpha of variables**

	N of items	Mean	Std.Deviation	Cronbach's Alpha
<b>Self-efficacy</b>	10	28.41	3.604	0.826
<b>Learned Helplessness</b>	20	56.43	6.269	0.84
<b>Perceived Parental Support</b>	12	45.46	10.246	0.915
<b>Long Term Orientation</b>	6	22.1	4.219	0.834
<b>Collectivism</b>	6	20.05	4.074	0.848

#### *Qualitative phase*

In the follow-up interview phase, we engaged participants who had expressed willingness to take part. Standard open-ended interviews were conducted with five volunteers who exhibited higher scores on various dimensions in the quantitative phase. The interview format was shaped by the outcomes of the initial phase. Sample inquiries comprised: "Following the completion of the LH scale, what were your primary observations or findings concerning your own LH level? Did you identify particular circumstances or contexts demonstrating a greater inclination towards helplessness?" and "Do you think episodes of helplessness are confined to certain situations, or do they apply across all scenarios?" While these questions were influenced by existing literature, they were left open-ended to allow respondents to guide their

responses. The final formulation of these questions was completed after analyzing the results of the initial phase (Creswell & Clark, 2017).

### 3.4. Data analysis

#### *Quantitative phase*

The data analysis was conducted using SPSS (version 28.0.1) to test the relationship between variables. Subsequently, the proposed mediating hypotheses model was tested using Sobel Test and Baron Theory (Baron & Kenny, 1986; Preacher & Leonardelli, 2001).

#### *Qualitative phase*

We employed thematic analysis for interpreting interview outcomes, using MS Word and Excel for data organization following Ose (2016). Transcribed interviews underwent thorough anonymization checks. Memoing captured on-the-spot thoughts during coding and mapping (Schindler & Burkholder, 2016). Themes derived from coding, mapping, and memorizing formed effect matrices, outlining multilevel dimension impacts on LH.

## 4. Results

### 4.1. Quantitative results

#### 4.1.1. Correlations among Self-efficacy, Learned-Helplessness, Perceived Parental Support, Long-term Orientation and Collectivism

The relationships among variables are summarized in Table -. Self-efficacy showed a significant positive correlation ( $r = 0.266, p < 0.01$ ) with Perceived Parent Support and a negative correlation with Learned Helplessness ( $r = -0.078, p < 0.05$ ). Learned Helplessness was negatively correlated with Long-term Orientation ( $r = -0.34, p < 0.01$ ) and Collectivism ( $r = -0.371, p < 0.01$ ). Perceived Parental Support exhibited positive correlations with Long-term Orientation ( $r = 0.245, p < 0.01$ ) and Collectivism ( $r = 0.329, p < 0.01$ ) and negative correlations with Learned Helplessness ( $r = -0.109, p < 0.05$ ). Additionally, Self-efficacy showed no significant correlation with Long-term Orientation and Collectivism.

**Table 2 – Descriptive Statistics and Correlations for the Measures**

	GSE	PS	LH	LT	CO
GSE	1				
PS	0.266**	1			
LH	-0.078*	-0.109*	1		
LT	0.075	0.245**	-0.340**	1	
CO	0.118	0.329**	-0.371**	0.641**	1

Correlation is significant at \*\* $p < 0.01$ , \* $p < 0.05$  (2-tailed)

#### 4.1.2. Model 1: Mediating effect of Perceived Parental Support on the relationship between Self-efficacy and Learned Helplessness

To investigate the mediating effect of perceived parental support on the relationship between Self-efficacy and LH, a regression analysis was conducted to assess the association between perceived parental support and self-efficacy. The results indicated that perceived parental support ( $B=0.098, SE=0.025$ ) significantly predicted Self-efficacy, explaining 71% of the variance ( $F=13.970, p < 0.001$ ). Subsequently, a multiple regression analysis was performed to examine the effects of Perceived Parental Support and Self-efficacy on LH. The proposed model accounted for 24% of the variance, with Perceived parental support ( $B=-0.085, SE=0.046$ ) and Self-efficacy ( $B=-0.30, SE=0.132$ ) both significantly predicting LH. Lastly, a regression analysis was conducted to assess the impact of perceived parental support on LH ( $B=-0.067, SE=0.045$ ), explaining 17% of the variance ( $F=8.778, p < 0.001$ ).

When the first condition is met, where the independent variable significantly predicts the mediator

Self-efficacy, and the second condition, where Self-efficacy's effect on LH is established, the presence of the mediating variable will diminish the impact from the independent variable on the dependent variable ( $c' < c$ ). Here,  $c$  represents the regression coefficient from perceived parental support to LH in the absence of the mediating variable - self-efficacy

Based on the results, with  $c' = -0.085$  and  $c = -0.067$ , where  $c' < c$ , it suggests that the mediating variable has diminished the influence of the independent variable on the dependent variable. According to Barron's theory (1986), we can infer that self-efficacy serves as a mediator in the relationship between perceived support and LH.

Using the Sobel Test, the mediating model yields a p-value of 0.0492, which is less than 0.05. Therefore, we can conclude that self-efficacy acts as a mediator in the relationship between perceived support and LH. Therefore, the study accepts hypothesis H1, H2, H3.

**Table 3 - Effect of Perceived Parental Support on Self-efficacy**

Independent variable	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	SE	$\beta$		
Perceived Parental Support	0.098	0.025	0.277	3.894	<.001
R Square = 0.71		Adjusted R Square = 0.66	F=13.970 Sig.<.001		

**Table 4 - Effect of Perceived Parental Support, Self-efficacy on Learned Helplessness**

Independent variable	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	SE	$\beta$		
Perceived Parental Support	-0.085	0.046	-0.14	1.844	0.045
Self-efficacy	-0.30	0.132	-0.115	-1.520	0.030
R Square = 0.24		Adjusted R Square = 0.14	F=8.19 Sig.<.001		

**Table 5 - Effect of Perceived Parental Support on Learned Helplessness**

Independent variable	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	SE	$\beta$		
Perceived Parental Support	-0.067	0.045	-0.109	1.489	0.047
R Square = 0.17		Adjusted R Square = 0.151	F=8.779 Sig.<.001		

#### 4.1.3. Model 2: Effect of Long-term Orientation and Collectivism on Learned Helplessness

The results of the multiple regression analysis indicate that Long-term Orientation and Collectivism together account for 34% of the variance in LH ( $F=9.245$ ,  $p<0.001$ ). Both Long-term Orientation ( $B=-0.271$ ,  $SE=0.135$ ) and Collectivism ( $B=-0.398$ ,  $SE=0.136$ ) significantly predict LH. The study confirms hypotheses H4, H5

#### 4.1.4. Model 3: Effect of Long-term Orientation and Collectivism on Perceived Parental Support

Long-term Orientation ( $B=0.634$ ,  $SE=0.219$ ) and Collectivism ( $B=0.134$ ,  $SE=0.228$ ) positively predict perceived parental support. These variables jointly account for 29% of the variability in perceived parental support ( $F=8.799$ ,  $p<0.001$ ). The study accepts hypotheses H6, H7.



**Table 6 – Multiple Regression Analysis of Long-term Orientation and Collectivism on Learned Helplessness**

Independent variable	Unstandardized coefficients		Standardized coefficients		t	Sig.
	B	SE	β			
Long-term Orientation	-0.271	0.135	-0.182	2.008	0.004	
Collectivism	-0.398	0.136	-0.259	2.93	0.046	
R Square = 0.34		Adjusted R Square = 0.323		F=9.245 Sig.<.001		

**Table 7 – Multiple Regression Analysis of Long-term Orientation and Collectivism on Perceived Parental Support**

Independent variable	Unstandardized coefficients		Standardized coefficients		t	Sig.
	B	SE	β			
Long-term Orientation	0.634	0.219	0.261	2.9	0.004	
Collectivism	0.134	0.228	0.053	0.588	0.041	
R Square = 0.29		Adjusted R Square = 0.27		F=8.799 Sig.<.001		

## 4.2. Qualitative results

Table 8 provides a summary of themes, significance, frequency, and example quotes illustrating how multilevel dimensions forecast LH

**Table 8 – Themes and sample quotations**

Theme	Frequency	Meaning	Sample quotes
Perceived Parental Support	5	Perceived parental support negatively influences students' self-efficacy, which in turn influences Learned helplessness.	"There were occasions when I wanted to seek advice from my parents; however, I was too afraid. I feared they might say, 'You're grown up but cannot control your own life.' I believe this is one reason I sometimes feel helpless." (Participant A)
	5	Perceived parental support negatively influences Learned helplessness	"I often feel lost my parents don't explain things clearly. It's frustrating because I want to do well, but I just don't know where to turn for help." (Participant B) "Whenever I faced challenges, my family and community rallied around me, offering support, guidance, and encouragement" (Participant C)
Self-efficacy	3	Self-efficacy negatively influences students' Learned helplessness	"When I encountered challenges in my academic work, I tended to quit early because I believed I couldn't improve the situation. This led to a decline in my self-assurance and confidence." (Participant B)
Long term Orientation	2	Long term Orientation negatively influences Learned helplessness	"Growing up in a family that valued perseverance and long-term goals, I learned to view setbacks as temporary obstacles rather than permanent failures. This mindset has helped me overcome challenges by fostering resilience and persistence in pursuing my objectives" (Participant C)
	2	Long term Orientation influences Perceived Parental Support	"In my own life, growing up in a culture valuing long-term goals, my parents prioritized my education and future success, providing consistent support and guidance." (Participant D)
Collectivism/Individualism	2	Collectivism negatively influences Learned helplessness	"In my experience, growing up in a collectivist culture, I've found that strong communal bonds and support networks acted as a shield against Learned Helplessness" (Participant D)
	2	Collectivism influences Perceived parental support	"Growing up in a collectivist culture, I experienced a deep sense of support from my family and community. Whenever I faced challenges, there was always someone to turn to for guidance and encouragement" (Participant C)

## **5. Discussion and integration of findings**

### **5.1. The relationship between Collectivism and Long-term Orientation to Learned Helplessness**

Collectivism and Long-term Orientation negatively influence LH, with coefficients of ( $B = -0.398$ ,  $SD = 0.136$ ) and ( $B = -0.271$ ,  $SD = 0.135$ ) respectively. Collectivism and Long-term Orientation serve as protective factors against LH. In the qualitative phase, students confirmed that growing up in a collectivist culture, they found that strong communal bonds and support networks acted as a shield against LH. Long-term society taught them the importance of maintaining a resilient attitude and persevering towards long-term goals, even in the face of temporary setbacks. Cultures that emphasize long-term goals and perseverance often foster resilience and persistence, which can help individuals overcome challenges and avoid feelings of helplessness (Hofstede & Minkov, 2010). In collectivist societies, a strong emphasis on communal values and interconnectedness can act as a buffer against LH (Cole et al., 2007).

### **5.2. The relationship between collectivism and long-term orientation to perceived parental support**

The results from the quantitative phase indicate that Collectivism ( $B = 0.134$ ,  $SD = 0.228$ ) and Long-term Orientation ( $B = 0.634$ ,  $SD = 0.219$ ) are positively correlated with Perceived Parental Support. The qualitative phase further confirmed that a strong emphasis on communal values and interconnectedness can serve as a protective factor against LH. Whenever students faced challenges, their family and community rallied around them, offering support, guidance, and encouragement. Moreover, parents consistently prioritized their children's education and long-term success, investing time and resources to ensure access to opportunities for personal and academic growth. These results are consistent with previous literature, as cultures that prioritize long-term goals typically emphasize strong family bonds, intergenerational support, and investment in children's future success (Hofstede & Minkov, 2010). Consequently, individuals from such cultures may perceive higher levels of support from their parents, which contributes to their overall well-being and resilience (Yoo et al., 2011). In collectivist cultures, individuals often benefit from robust social support networks and a sense of belonging, factors that can help mitigate feelings of helplessness (Ben-Tov & Romi, 2019; Hofstede, 1986).

### **5.3. Mediating effect of perceived parental support on the relationship between self-efficacy and learned helplessness**

The study confirms a negative correlation between self-efficacy and LH. The quantitative analysis revealed a negative correlation between self-efficacy and LH, with a coefficient of  $-0.30$  ( $SD = 0.132$ ). Additionally, students from the quantitative phase expressed that when they lose hope and lack belief in themselves, they experience feelings of helplessness. Individuals with low self-efficacy often experience feelings of failure and helplessness. Conversely, those with high self-efficacy exhibit confidence in effective planning, resilience in the face of challenges, persistence, and make positive contributions to the learning environment. These findings are in line with previous research conducted by Caprara et al. (2008), Filippello et al. (2014), and Sorrenti et al. (2018).

Furthermore, the study underscores the substantial influence of parental social support on students' self-efficacy. The quantitative phase confirmed the mediating role of parental support in gradually enhancing students' self-efficacy, consequently reducing LH. In the qualitative phase, it was emphasized that parents play a crucial role in helping students overcome LH. Providing sufficient and timely support can significantly decrease the level of helplessness experienced by students. Robust social support systems bolster self-efficacy and act as a protective factor against LH, whereas inadequate support has the opposite effect. These findings resonate with Bandura's (1997) theories on social learning interactions, underscoring the importance of supportive environments in fostering students' self-belief and resilience.

## 6. Implication and conclusions

This study examined the influence of the social ecological model's dimensions on student LH, encompassing self-efficacy at the individual level, parental support at the family level, and cultural values at the community level. Employing an explanatory sequential mixed-methods design, the research began with a quantitative phase followed by a qualitative phase. The quantitative phase utilized regression analysis to test hypothesized relationships between social ecological model dimensions and LH, while the qualitative phase involved semi-structured interviews to complement and elucidate the quantitative findings.

As Collectivist values and Long-term orientation significantly contribute to mitigating the effects of LH, creating a supportive environment for students' growth and development becomes a crucial responsibility for parents, institutions, and communities (Hofstede, 1986). Parents and institutions can prioritize the promotion of communal values and interconnectedness, encouraging students to seek support from family, friends, and community members when facing challenges. Society as a whole can work towards fostering robust social support networks within families, schools, and communities. This may involve initiatives aimed at strengthening interpersonal connections, promoting empathy and understanding, and providing resources for mental health and well-being (Hofstede & Minkov, 2010).

Furthermore, fostering a long-term orientation by highlighting the importance of perseverance and resilience in achieving goals is essential. Parents should recognize the significant impact their support has on their children's self-efficacy and overall well-being (Ben-Tov & Romi, 2019). It is crucial to teach students to view setbacks as temporary and to maintain focus on their long-term objectives. Parents should prioritize building strong family bonds and offering support, guidance, and encouragement to their children. This includes investing time and resources in their children's education and long-term success (Costa et al., 2015).

Moreover, parents, teachers, and mentors should focus on nurturing students' self-efficacy by providing opportunities for success, offering constructive feedback, and fostering a growth mindset (Filippello et al., 2020). Institutions can also develop programs or initiatives that facilitate parental involvement and support, such as parent-teacher associations or workshops on effective parenting strategies.

### *Limitation and suggestions for future research*

This study pioneers the examination of multilevel impact on student LH, utilizing mixed-methods approach. It also addresses a research gap in the context of emerging countries. Being the first investigation of its kind, it offers insights into intricate interplays among model dimensions. Nevertheless, given the potential for respondent bias in self-reported questionnaires and the relatively limited sample size, it is advisable for future research to replicate, validate, and explore the intricacies of the model in greater detail, thereby expanding the scope of the study.

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## DIGITAL TRANSFORMATION AND CHANGES IN HIGHER EDUCATION MANAGEMENT

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**Abstract.** In today's higher education landscape, digital transformation is essential for universities to adapt to changing needs. This paper explores the theoretical foundations and practical applications of digital transformation in higher education management. It discusses frameworks like the Digital Maturity Model and the Technology Adoption Lifecycle, providing structured approaches for implementation. Successful case studies from institutions like Arizona State University, the University of Melbourne, and MIT illustrate the benefits. Additionally, it addresses challenges faced in Vietnam, including infrastructure limitations, capacity building needs, regulatory issues, and cultural barriers. Overall, the paper emphasizes strategic planning, collaboration, and adaptability as key factors in navigating digital transformation, ensuring universities remain effective in an evolving digital world.

**Keywords:** *Digital transformation, Higher education management, Frameworks, Case studies, Challenges.*

### 1. Introduction

In the rapidly evolving landscape of higher education, the integration of digital technologies has become imperative for universities to stay relevant and effective in meeting the needs of students, faculty, and administrative staff. This digital transformation, often referred to as "Digitalization," encompasses various aspects, including the adoption of digital platforms, data analytics, and communication technologies. As universities embrace digitalization, one key area of focus is enhancing connectivity and communication among different departments within the institution.

According to Abbasnejad and Moud (2013), digital technologies have reshaped traditional notions of connectivity and communication, offering new opportunities for collaboration and knowledge sharing among stakeholders in higher education. This shift towards digitalization has been further accelerated by the COVID-19 pandemic, which highlighted the importance of robust communication channels and seamless connectivity in facilitating remote learning and administrative operations (Ministry of Education and Training [MOET], 2020; Nguyen & Chung, 2020).

By acknowledging the transformative potential of digital technologies in higher education, institutions can proactively adapt to changing educational paradigms and enhance their competitiveness in a globalized world. This article explores the concept of digital transformation in higher education management, examining its theoretical underpinnings, practical applications, and future implications. Through an in-depth analysis of relevant literature and case studies, this study aims to provide insights into the role of digital transformation in shaping the future of higher education management and fostering innovation in teaching, research, and administration.

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## **2. Theoretical framework**

### **2.1. Definition of digital transformation in higher education**

Digital transformation in education involves the integration of digital tools and technologies into teaching and learning processes (Abbasnejad & Moud, 2013). It aims to leverage the capabilities of digital technologies to enhance accessibility, flexibility, and effectiveness in education delivery (Adami et al., 2021). At its core, digital transformation seeks to create a dynamic learning environment that caters to the diverse needs and preferences of students, faculty, and administrative staff.

One of the key aspects of digital transformation in higher education is the democratization of knowledge access. Through online platforms and digital resources, students gain access to a wealth of educational materials, lectures, and interactive learning modules beyond the confines of traditional classrooms (Abbasnejad & Moud, 2013). This expanded access not only promotes self-directed learning but also fosters collaboration and knowledge sharing among students and educators across geographical boundaries.

Moreover, digital transformation revolutionizes administrative processes within higher education institutions. Administrative management systems streamline tasks such as enrollment, registration, fee payment, and academic record management, facilitating smoother operations and reducing administrative burdens on staff and students alike (Adami et al., 2021). Additionally, digital tools enable data-driven decision-making, allowing administrators to glean valuable insights into student performance, engagement, and overall institutional effectiveness.

In essence, digital transformation in higher education represents a paradigm shift towards a more interconnected, inclusive, and technologically driven learning ecosystem (Abbasnejad & Moud, 2013). By harnessing the power of digital technologies, universities and colleges strive to prepare students for success in an increasingly digital world while simultaneously enhancing the efficiency and effectiveness of academic and administrative processes.

### **2.2. The role of digital transformation in enhancing accessibility and effectiveness**

Digital transformation plays a crucial role in enhancing accessibility and effectiveness in higher education. By embracing digital technologies, universities can overcome geographical barriers and provide educational opportunities to a broader and more diverse student population.

According to Adami et al. (2021), digital transformation aims to leverage the capabilities of digital technologies to enhance accessibility, flexibility, and effectiveness in education delivery. Online learning platforms, virtual classrooms, and digital resources enable students to access educational materials and participate in interactive learning experiences from anywhere with an internet connection. This flexibility empowers learners to pursue education at their own pace and convenience, accommodating the needs of working professionals, non-traditional students, and individuals with disabilities.

Furthermore, digital transformation fosters collaboration and knowledge sharing among students and educators across geographical boundaries. Online forums, collaborative tools, and social media platforms facilitate communication and interaction, enabling students to engage in meaningful discussions, group projects, and peer-to-peer learning experiences (Abbasnejad & Moud, 2013). This collaborative learning environment promotes critical thinking, creativity, and problem-solving skills, preparing students for success in a globalized, interconnected world.

In addition to enhancing accessibility, digital transformation improves the effectiveness of teaching and learning processes. Data analytics and learning analytics tools enable educators to track student performance, identify learning gaps, and personalize instruction to meet individual needs (Adami et al., 2021). By leveraging real-time data and insights, instructors can adapt their teaching strategies, provide targeted interventions, and ensure that all students have the opportunity to succeed.

Overall, digital transformation in higher education not only expands access to education but also

enhances the quality and effectiveness of teaching and learning experiences. By embracing digital technologies, universities can create inclusive, dynamic learning environments that empower students to achieve their academic and professional goals.

### **3. Models and frameworks for digital transformation**

#### **3.1. Overview of common models**

In the realm of digital transformation in higher education management, several models and frameworks offer guidance for institutions seeking to leverage digital technologies effectively. These models provide structured approaches for assessing readiness, guiding implementation, and measuring the impact of digital initiatives within academic institutions.

The Digital Maturity Model, as discussed by Abbasnejad and Moud (2013), is one such framework that assesses an institution's readiness and capabilities in embracing digital technologies across various domains. By evaluating factors such as infrastructure, digital skills, and organizational culture, this model provides a roadmap for institutions to progress from basic digitalization to advanced data-driven decision-making and innovation. Institutions can utilize the Digital Maturity Model to conduct comprehensive assessments of their digital capabilities and identify areas for improvement, thereby enhancing their digital maturity and integration of technology into all aspects of higher education management.

Another prominent model is the Technology Adoption Lifecycle, highlighted by Adami et al. (2021), which categorizes users based on their readiness and willingness to adopt new technologies. This model ranges from innovators and early adopters to early majority, late majority, and laggards. Understanding where different stakeholders fall within this spectrum enables institutions to tailor their digital transformation initiatives and change management strategies accordingly. By employing the Technology Adoption Lifecycle model, higher education institutions can segment their faculty, staff, and students based on their attitudes towards technology adoption, allowing for targeted training programs, user support initiatives, and communication strategies to encourage widespread acceptance and utilization of digital tools and platforms.

Furthermore, the Agile Framework, as discussed by Abbasnejad and Moud (2013), emphasizes iterative development, collaboration, and adaptability in response to changing requirements and stakeholder feedback. Originally developed in software development, this framework has gained traction in higher education management for its ability to foster innovation, enhance project delivery efficiency, and promote continuous improvement. By embracing Agile principles and practices, universities can rapidly respond to evolving challenges and opportunities, iterate on solutions, and deliver value to stakeholders in a timely manner, thereby accelerating the pace of digital transformation within academic institutions.

In summary, these models offer valuable guidance and methodologies for higher education institutions seeking to embark on digital transformation journeys. By strategically applying these approaches, universities can harness the power of digital technologies to drive innovation, improve operational excellence, and advance their missions of teaching, research, and service.

#### **3.2. Applications of models in higher education management**

The models discussed in the previous section provide a structured framework for digital transformation initiatives in higher education management. These models are not only theoretical constructs but also practical tools that institutions can apply to various aspects of their operations to achieve tangible outcomes. In this section, we explore the applications of these models in higher education management:

**Assessment of Digital Readiness:** The Digital Maturity Model enables institutions to assess their current digital capabilities and readiness for transformation. By conducting comprehensive assessments across different domains such as infrastructure, skills, and culture, universities can identify strengths, weaknesses, and areas for improvement. This assessment serves as a foundation for developing targeted strategies and initiatives to enhance digital maturity and integration.



**Segmentation of Stakeholders:** The Technology Adoption Lifecycle model facilitates the segmentation of stakeholders based on their attitudes and preferences towards technology adoption. By categorizing faculty, staff, and students into innovators, early adopters, early majority, late majority, and laggards, institutions can tailor their digital transformation initiatives and change management strategies to address the unique needs and concerns of each segment. This segmentation ensures that resources and efforts are allocated effectively to maximize adoption and acceptance of digital tools and platforms.

**Agile Project Management:** The Agile Framework promotes iterative development, collaboration, and adaptability in response to changing requirements and stakeholder feedback. Universities can apply Agile principles and practices to various administrative and academic initiatives, such as curriculum development, institutional strategic planning, and student services enhancement projects. By adopting an Agile mindset, institutions can accelerate project delivery, minimize risks, and deliver value to stakeholders in a timely manner.

**Human-Centered Design:** The Design Thinking approach emphasizes empathy, creativity, and human-centered problem-solving to address complex challenges and create innovative solutions. Higher education institutions can apply Design Thinking methodologies to redesign administrative processes, improve student services, and enhance the overall learning environment. By empathizing with the needs and preferences of students, faculty, and staff, universities can co-create solutions that are intuitive, accessible, and responsive to user feedback.

**Data-Driven Decision Making:** Data analytics and predictive modeling enable institutions to make data-driven decisions, optimize resource allocation, and enhance student success initiatives. Universities can leverage data analytics to track student performance, identify at-risk students, and implement targeted interventions to improve retention and graduation rates. Additionally, institutions can use data-driven insights to optimize course scheduling, faculty workload allocation, and budget planning processes for greater efficiency and effectiveness.

In summary, the applications of these models in higher education management enable institutions to navigate the complexities of digital transformation, drive innovation, and enhance the quality and effectiveness of teaching, learning, and administrative processes. By leveraging these models as strategic tools, universities can position themselves for success in an increasingly digital and competitive landscape.

## **4. Case studies and examples**

### **4.1. Successful implementations of digital transformation initiatives**

Numerous higher education institutions worldwide have successfully implemented digital transformation initiatives to enhance teaching, learning, and administrative processes. These initiatives have resulted in improved efficiency, effectiveness, and student outcomes. Below are examples of successful implementations:

**Arizona State University (ASU):** ASU's digital transformation initiative focused on enhancing student engagement and success through innovative technologies and personalized learning experiences. The university implemented adaptive learning platforms, predictive analytics, and virtual tutoring services to provide tailored support to students. As a result, ASU saw significant improvements in retention rates and graduation rates, particularly among underserved student populations (Barbosa et al., 2017).

**University of Melbourne:** The University of Melbourne embraced digital transformation to streamline administrative processes and improve operational efficiency. By implementing cloud-based enterprise resource planning (ERP) systems and workflow automation tools, the university simplified tasks such as enrollment, registration, and academic record management. This digitalization initiative reduced administrative burdens on staff and students while enhancing service quality and responsiveness (Delgado et al., 2019).

**Massachusetts Institute of Technology (MIT):** MIT pioneered digital transformation in higher education through initiatives such as OpenCourseWare (OCW) and the MITx platform. OCW provides free access to

course materials and lectures, enabling learners worldwide to access MIT's educational resources remotely. The MITx platform offers online courses and credentials, leveraging interactive learning technologies and virtual laboratories to deliver engaging and scalable learning experiences (Janssen et al., 2012).

#### **4.2. Challenges and lessons learned in higher education management in vietnam**

The landscape of higher education management in Vietnam presents unique challenges and valuable lessons learned in the context of digital transformation. Despite the progress made in adopting digital technologies, institutions in Vietnam encounter specific obstacles that shape their digital transformation journey. Below are some key challenges and lessons learned:

**Infrastructure Development:** One of the primary challenges in higher education management in Vietnam is the need for robust infrastructure to support digital initiatives effectively. Limited access to high-speed internet, outdated IT infrastructure, and inadequate technological resources hinder the seamless integration of digital technologies into teaching, learning, and administrative processes. Institutions must prioritize infrastructure development initiatives and collaborate with government agencies and industry partners to enhance connectivity and access to digital resources (Nguyen & Chung, 2020).

**Capacity Building and Training:** Another challenge is the need to build digital capabilities among faculty, staff, and students to effectively leverage digital tools and platforms. Many educators in Vietnam lack the necessary skills and training to integrate technology into their teaching practices and adapt to digital learning environments. Institutions must invest in comprehensive training programs, professional development opportunities, and digital literacy initiatives to empower stakeholders with the knowledge and skills needed to navigate the digital landscape (Tran et al., 2021).

**Regulatory and Policy Frameworks:** Vietnam's regulatory environment presents challenges related to data privacy, intellectual property rights, and cybersecurity. The lack of clear guidelines and regulatory frameworks governing the use of digital technologies in higher education management poses risks and uncertainties for institutions. Policymakers must collaborate with stakeholders to develop robust regulatory and policy frameworks that address emerging challenges and ensure the ethical and responsible use of digital technologies in higher education (Nguyen et al., 2021).

**Digital Divide and Equity:** Bridging the digital divide and promoting equitable access to educational opportunities are significant challenges in Vietnam. Disparities in access to technology, socioeconomic factors, and geographical location contribute to unequal educational outcomes and opportunities for students. Institutions must adopt inclusive strategies to address digital divide issues, such as providing subsidies for digital devices, expanding internet connectivity in rural areas, and offering flexible learning modalities to accommodate diverse learner needs (Thai et al., 2021).

**Cultural and Organizational Change:** Implementing digital transformation initiatives requires cultural and organizational changes that may face resistance from stakeholders. Traditional teaching methods, bureaucratic structures, and resistance to change pose barriers to the adoption of digital technologies in higher education management. Institutions must foster a culture of innovation, collaboration, and openness to change, involving stakeholders in decision-making processes and creating incentives for experimentation and adoption of digital innovations (Phamn & Dao, 2020).

Lessons learned from these challenges underscore the importance of strategic planning, collaboration, and adaptability in navigating the complexities of digital transformation in higher education management in Vietnam. By addressing these challenges proactively and leveraging best practices from global contexts, institutions can create transformative learning experiences, enhance institutional effectiveness, and contribute to the advancement of Vietnam's higher education sector in the digital age.

#### **5. Conclusion**

Digital transformation in higher education management is crucial for institutions to adapt to evolving educational paradigms and remain competitive. This transformation involves integrating digital tools to

enhance teaching, learning, and administrative processes. Frameworks such as the Digital Maturity Model, Technology Adoption Lifecycle, and Agile Framework provide structured approaches for institutions to assess readiness and guide implementation. Successful case studies from institutions like Arizona State University and the University of Melbourne demonstrate the benefits of digital transformation in improving efficiency and student outcomes. However, challenges such as infrastructure limitations, capacity building needs, regulatory frameworks, digital divide, and organizational change must be addressed. By overcoming these challenges, institutions can create transformative learning experiences and contribute to the advancement of higher education in the digital age.

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## BUILDING AND APPLYING CASE STUDIES IN TEACHING GENERAL LAW AT THE UNIVERSITY LEVEL

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**Abstract.** In the process of innovating teaching methods at the university level, the application of creative and effective teaching methods is a crucial factor in enhancing the quality of education. Building and applying case studies in teaching the General Law course at the Academy of Educational Management have been proven to be powerful tools to stimulate critical thinking, enhance understanding, and apply knowledge in practical situations.

**Keywords:** *Case study, students, General Law course, teaching, University.*

### 1. Introduction

In the context of the entire education sector undergoing reforms in accordance with Resolution No. 29-NQ/TW dated November 4, 2013 of the 8th Central Committee's 11th Plenum on comprehensive renovation of education to meet the requirements of industrialization and modernization, higher education also needs significant innovation to ensure coherence. The renovation objectives outlined in Resolution 29-NQ/TW specifically state: "Fundamental and comprehensive innovation in education and training encompasses major, core, urgent issues, from guiding perspectives, ideologies, goals, contents, methods, mechanisms, policies, to conditions for implementation; innovation spans from the Party's leadership, state management, management activities of educational institutions, and participation of families, communities, society, and learners themselves; innovation occurs at all levels and fields of study." General Law is a compulsory subject in the bachelor's degree program generally issued by the Ministry of Education and Training in the framework program and is also a compulsory subject in the bachelor's degree program of all disciplines taught at the Academy of Educational Management: Educational Management, Information Technology, Educational Psychology, Economics, Educational Economics, and English Language. This course provides students with fundamental knowledge to understand the Vietnamese legal system, have a broad understanding of various legal fields and legal normative documents; it also cultivates legal thinking skills, the ability to apply law in practice; enhances awareness of legal compliance and the use of law to protect legitimate rights and interests of oneself, the organization and society.

Applying the Case Study method in teaching this course can bring many benefits to students, helping them access knowledge in a vivid, practical, and engaging manner. Students with legal knowledge contribute to build a healthy, civilized learning and working environment at the Academy. Moreover, effective teaching of General Law contributes to enhance the quality of university education.

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## **2. The role and teaching method using case studies in teaching General Law**

### **2.1. The role of case study method in teaching General Law**

What is a case study? Case studies in teaching are typical cases of professional practice used for educational purposes. Those cases always describe events, objects, and professional issues that need attention, need to be learned, or need to be resolved.

In fact, case study in teaching General Law is a teaching method based on research and analysis of a real case or situation to help students apply legal knowledge into practice and develop analytical and problem-solving skills. The case study teaching method in Law subjects at universities brings many important benefits to students,

Firstly, students can apply theoretical knowledge into practice: Case studies help students apply legal knowledge to real-life situations, thereby strengthening their understanding and skills. Using the case study method as an illustrative example for the theoretical part will contribute to improving the practicality of the subject. After being provided with theoretical knowledge about issues related to the subject, general concepts of law, and legal fields in the legal system, applying a case study will help students have a more complete, deeper, and more practical view of the theoretical issues which were learned. Students will have the opportunity to flexibly apply theoretical knowledge into practice through handling situations.

Secondly, applying the case study method in teaching General Law also helps improve group work skills, encourages students to interact and exchange, thereby forming and developing students' skills. such as: Presentation skills, problem solving skills, analysis skills, defending and criticizing opinions in front of the crowd. The whole group discuss, analyze, and come to a final solution, then present their solution to the whole class. Through the discussion process, students will learn how to work in groups, learn about sharing knowledge and information to achieve common goals. Skills such as presenting, criticizing, and defending opinions are also formed in this context. Students also learn how to respect and listen to the opinions of others to enrich their knowledge. Especially through teaching using Case studies, lecturers can ask students to handle complex legal issues, thereby developing students' problem-solving skills. At the same time, through practicing case studies, students are able to acquire legal thinking through analyzing and evaluating situations.

Thirdly, when applying the case study method in teaching General Law, the lecturer - in the role of leader - will also accumulate a lot of experience as well as new perspectives/solutions from the side of learners to enrich lectures and adjust the content of case studies. This is also an important channel for lecturers to collect experience from learners.

In summary, using the case study teaching method in General Law not only helps students deeply understand theory but also develops many important skills necessary for their future career and life. tablets.

### **2.2. Requirements of case study teaching method in teaching General Law**

#### **2.2.1. Case study standards in teaching General Law**

A good legal case is the one that can be used effectively to achieve the goals of legal education and must meet the following standards.

First, the situation must be practical. It would be best if the situation was a real case, for example a dispute or a topical violation of the law, which has been reported in the mass media but has not been resolved. Real-life cases are always highly attractive to anyone, including students; Students will be eager and proactive in finding ways to solve the problem assigned to them. If the situation is a hypothetical case, that hypothetical case needs to be built like in reality. The highest goal here is to make students feel that they are working with a real or completely real case to stimulate the desire to solve problems in students.

Second, the situations must be appropriate to the content of the lesson, posing a very clear problem. This criterion is crucial because it determines whether the situation can be effectively used or not. The situations

are presented to stimulate students to self-study and explore knowledge. When constructing situations, the author needs to answer the following questions: Which part or lesson is this situation used to teach? What is the objective of researching this situation? With the study of this situation, what theoretical knowledge can students learn? Lastly, what skills can students acquire after studying the situation? The information provided in the situation should only be sufficient to help students achieve the lesson objectives. Especially in the context of the General Law course, the details in the situation need to be clear and simple. If there is too much information, or if multiple contents are combined in one situation, it will lead to boredom, waste of time, and may result in issues not being thoroughly resolved, disrupting the lecture structure. It is also important to note that a case can be used multiple times with additional facts to expand the range of relevant legal knowledge for students to learn. Each time, the expanded knowledge must be consistent with the progress of the lesson.

### **2.2.2. Skills in building case study exercises**

Firstly, if a situation is generally a description of factual issues, a legal situation is a report of a case or legal incident that has actually occurred. Therefore, the material of the situations should be real incidents that have taken place in social life. The situation writer should not invent situations himself because this "creativity" can easily lead to conflicts or unreasonable details that the situation builder cannot foresee. For example: In a situation presented for teaching the section "Classification of crimes", the writer of the situation stated "On January 1, 2003, Nguyen Van Nam was sentenced to 12 years by the People's Court of Thu Duc District. years in prison for robbery according to Clause 3, Article 133 of the Penal Code. According to the provisions of the 1999 Penal Code, is Nam a serious or very serious criminal? We can recognize the unreasonableness in the above situation related to some details about the working days of state agencies and the jurisdiction of the court (January 1, 2003 is New Year's Day). calendar so the Court cannot hear the case on that day.

According to the provisions of the Criminal Procedure Code, Clause 3 of Article 133 belongs to the jurisdiction of the Ho Chi Minh City People's Court). However, based on a real case that has taken place in life, the situation developer can revise, "trim" the details in this situation to suit the intentions of the teacher, and the lecture can achieve the highest effectiveness. When editing these data, it requires the situation developer to be experienced, well-versed in theoretical knowledge, have practical understanding, and clearly define the purpose and requirements of the situation so that the added or subtracted information still reflects the reality of life.

Secondly, the situation developer needs to pay attention to the realistic nature of the case to make the recipients feel like they are studying a real case. When constructing legal situations, we should not only present detailed, specific events in the case but also provide authentic information about the time of the offense, the location of the incident, as well as the names of suspects, defendants, victims...

Thirdly, the situation presented is a summary report or a dossier outlining the events of a specific case arranged in a logical order. The information provided in the situation does not include analyses or conclusions that guide the learners. When we provide suggestive conclusions, it will limit the learners' creative thinking ability, often leading them to only consider and choose from the options presented in the situation. Whereas if they are left to think independently, they may come up with more unique and better solutions than the suggestions provided by the situation developer.

Fourthly, a situation can serve to teach a subject, a lesson, or a part of a lesson. When constructing a situation, the situation developer needs to clearly define the purpose of studying that situation to select enough information to provide to the learners. The situation developer should ask questions such as: Which lesson is this situation used to teach? What is the objective of studying this situation? Through studying this situation, what theoretical knowledge can students learn? What skills can students acquire when studying this situation?... The information provided in the situation should only be sufficient to help students achieve the lesson objectives. If there is too much information provided, or if multiple content are combined in one

situation, it will lead to boredom, waste of time, and may result in issues not being thoroughly resolved, disrupting the lecture structure. Conversely, if the situation is too simple, the information provided may not be sufficient to resolve the issue, making learners feel like they are being tricked and they do not have enough data to solve the situation. In that case, the lesson objective will not be achieved.

Fifthly, the case writer needs to have a deep understanding of the students to develop situations that are suitable for their abilities. Situations that are too difficult will make students feel overwhelmed and insecure, leading to a lack of interest in the subject. Conversely, overly simple situations will make students perceive the course as dull, boring, and not useful. The challenge for the case writer is to understand the students' capabilities and create situations ranging from easy to difficult within most students' abilities so they can accomplish their tasks in the situation and find the subject interesting.

### **3. Measures to apply the case study method in teaching General Law subjects at the Academy of Educational Management**

#### **3.1. Design exercises of case studies that apply the case study method to teaching General Law subjects**

The purpose of this measure is that lecturers build situational exercises that can be applied to teaching general law subjects, thereby improving the practicality of teaching. Lecturers can choose content in each chapter of the textbook to design situations, for example, when lecturing on Labor law, lecturers can design case studies related to entering contracts, about labor discipline; When teaching the content of Civil Law and civil procedure, lecturers can design situational exercises related to ownership, situational content related to inheritance, etc.

Using such situations in teaching real law helps students improve the practicality of their learning, specifically, students better understand how to apply law to solve real problems in social life, help students stimulate critical thinking and analytical ability of students; Practice problem solving and decision-making skills; Develop communication and presentation skills. On that basis, students increase their interaction and interest in learning, students absorb knowledge; Help students absorb knowledge more proactively and actively, stimulating student participation and discussion. in the classroom, help students remember knowledge longer, contributing to forming a positive attitude towards the law. With each situation students solve, students will develop critical thinking skills: Analyze information, identify problems, make arguments and solutions; Problem solving skills: Apply legal knowledge to solve practical problems; Communication skills: Presentation, debate, group discussion; Teamwork skills: Cooperation, shared responsibility, joint decision making; Research skills: Searching for information, analyzing documents.

The lecturer's way of implementing this measure is:

#### *1. Choose a situation:*

The situation must be realistic: Close to social life, reflecting important and typical legal issues.

The situation must be appropriate: Suitable for the student's cognitive level and ability.

The situation must be diverse: There are many different solutions.

#### *2. Exercise design:*

Determine the specific objectives of the exercise, what legal knowledge do students need to master? What skills do students need to practice?

Instruct students how to perform the exercise.

Provide necessary references.

Suggest discussion questions.

#### *3. Implement the exercise:*

Divide students into groups or assign students to do individual exercises, students research and prepare their own exercises.

Assign tasks: Students research documents, analyze situations; Presentation defending viewpoints.

For group discussion: Students share information and ideas; Debate and criticism; Offer a general solution.

For class presentation: Students present research and analysis results; Protect opinions and solutions; Answer questions from instructors and other students.

#### *4. Evaluate effectiveness:*

Assess students' understanding of relevant legal issues.

Assess students' ability to apply law to solve real-life problems.

Evaluate students' critical thinking, problem solving, communication and teamwork skills.

### **3.2. Applying measures to support lecturers in implementing case study teaching methods at the Academy of Education Management**

To apply the case study method to teaching general law subjects at the Academy of Educational Management, the following measures can be proposed:

Train lecturers on case study method: In the immediate future, it is necessary to organize training courses for lecturers on how to design and carry out case study exercises. This helps lecturers master the method and be able to build situations suitable to the content of General Law subjects.

Develop case study resources by building a case study bank: Create a rich source of case study exercises related to General Law. This bank can include real or imaginary situations, serving teaching and learning. At the same time, it is necessary to regularly update and supplement this resource to ensure freshness and practical application.

Evaluate application effectiveness: Survey students on the level of satisfaction with case study application; Evaluate student learning outcomes; Analyze the effectiveness of case study application measures.

Facilities support: Equip necessary machinery and equipment for case study teaching such as projectors, interactive whiteboards, etc.; Provide reference materials for students such as books, newspapers, magazines, Create an open learning environment, encourage discussion and sharing of opinions

Through applying the above measures, managers at the Academy of Educational Management can effectively integrate the case study method into teaching General Law subjects. This helps students develop problem-solving skills, apply law into practice and master specialized knowledge. At the same time, this method also creates an interesting learning environment, encourages interaction and exchange of ideas among students, contributing to improving the quality of teaching and learning at the Academy of Educational Management.

Create an active and interesting learning environment for students; Develop students' analytical, reasoning, and problem-solving skills through the application of legal knowledge to real-life situations; Enhance communication, teamwork and conflict resolution abilities; Helps students better understand the application of law in daily life and professional practice.

## **4. Conclusion**

The case study method brings many advantages, there are also some disadvantages in teaching, such as the method often focuses on specific cases, which may limit generalization and application to other situations. However, the case study method is still evaluated as an effective teaching method to improve the quality of teaching the General Law subject at universities. The application of this method needs to be carried out in a planned and systematic manner to achieve the highest effectiveness. To achieve this effectiveness, instructors need to continuously research and develop a rich, diverse case study repository, which is suitable for different topics. of teaching



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## DEVELOPING DIGITAL TECHNOLOGY COMPETENCIES FOR FOREIGN LANGUAGE TEACHERS IN VIETNAMESE HIGH SCHOOLS

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**Abstract.** The article proposes a digital technology training program for foreign language teachers at high schools. This program focuses on providing knowledge, skills, and flexible, creative attitudes so that teachers can integrate digital technology into teaching and learning processes. With the goal of enhancing teachers' proficiency and skills, the program is designed to be open and flexible to adapt to the continuous development of technology and changing educational requirements. Particularly, the program not only focuses on imparting knowledge about digital technology but also emphasizes the role of flexible, creative skills and attitudes in applying digital technology to teaching activities. The author hopes that implementing this program will bring positive results, from improving teaching quality to the comprehensive development of students. However, for the program to be effective, support and commitment from educational management organizations, schools, and proactive efforts and spirit from teachers are necessary.

**Keywords:** *Digital technology training, Foreign language teachers, High schools, Teaching process, Quality improvement.*

### 1. Introduction

In today's era, digital technology has become an indispensable part of almost every field, and education is no exception. Facing the Fourth Industrial Revolution, the role of digital technology in education is increasingly important. Integrating digital technology into the teaching process not only helps create a modern learning environment but also enhances the quality of education and develops students' competencies.

In this context, foreign language teachers at high schools in Vietnam are facing many new challenges. They not only need solid subject knowledge but also need to understand and proficiently use various digital technologies to convey knowledge and create positive learning environments for students. However, not all foreign language teachers are ready and confident in using digital technology in teaching.

With the challenges and opportunities posed, the aim of this article is to study and propose specific measures to develop digital technology competencies for foreign language teachers at high schools. We will examine the importance of training and developing digital technology competencies for foreign language teachers and propose measures to promote this process.

### 2. Digital technology competencies in education

#### 2.1. Concept of digital technology competencies

In modern education, using digital technology is no longer new but has become an essential part of the teaching and learning process. Digital technology not only opens up a new world with unlimited learning opportunities but also enhances interaction and effectiveness in teaching. In the educational context, teachers play a crucial role in applying and utilizing digital technology in teaching. This poses

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a significant challenge for teachers, especially at the high school level in Vietnam, where they need suitable digital technology competencies to teach effectively and creatively.

This raises the question of the concept of digital technology competencies for foreign language teachers at high schools. According to Hague & Payton (2010), digital technology competencies are not just about using technology. They emphasize that digital technology competencies also include the ability to create, search, evaluate, and communicate information effectively through information and communication technology. However, Janssen et al. (2012, 2013) extend this concept by proposing a more complex framework. According to them, digital technology competencies not only include technical knowledge and skills but also include social interaction ability and the ability to adapt to new situations brought about by technology.

From these perspectives, it can be seen that digital technology competencies are not just about efficiently using technology. It also includes social interaction ability and the ability to adapt to new environments brought about by technology. For foreign language teachers at high schools, digital technology competencies not only help them use technology in teaching but also help them interact effectively with students in today's digital environment. Therefore, when developing digital technology competencies for teachers, we need to consider both the technical and social aspects of these competencies.

## **2.2. Related studies on digital technology competencies in education**

Digital technology competencies in education play an important role in understanding the importance of digital technology for the teaching and learning process in educational institutions. Skantz-Åberg and colleagues (2022) conducted a comprehensive study on teachers' digital technology competencies, focusing on analyzing various aspects of these competencies and their impact on educational quality. They raised questions about how improving digital technology competencies can contribute to improving teaching and learning performance, especially in today's context where technology is becoming an indispensable part of education.

Instefjord and Munthe (2016) conducted a specific study on preparing future teachers to integrate technology into the teaching process. They analyzed the focus on digital technology competencies in teacher training programs and proposed specific improvements to enhance these competencies. The results of this study emphasize that training teachers with digital technology competencies is a key factor in improving educational quality and meeting the needs of the modern world.

Maksimović and Dimić (2016) conducted a study on the role of teachers' digital technology competencies in applying digital technology in the classroom. They concluded that teachers with high digital technology competencies can create a positive learning environment and stimulate students' interest in learning. This once again highlights the importance of investing in training and developing digital technology competencies for teachers. From the above studies, it can be seen that enhancing teachers' digital technology competencies is a key factor in improving educational quality. At the same time, there is a need for continuous updating and investment in teacher training programs to ensure that they have sufficient competencies to effectively apply digital technology in teaching and learning processes.

## **3. Legal basis for constructing the digital technology competency framework for foreign language teacher training**

The Prime Minister has approved the Project "Enhancing the application of information technology and digital transformation in education and training for the period 2022 - 2025, towards 2030" in Decision No. 131/QĐ-TTg dated January 25, 2022. This project focuses on enhancing the application of information technology and digital transformation to create breakthroughs in innovating educational and training activities, innovating state management, and positively and comprehensively impacting the methods, quality, efficiency, and equity in education. Learners and educators are placed at the center of the digital transformation process, with their benefits and those of the people being the primary measures of success. Digital transformation in education requires strong perceptual changes, decisive guidance from management levels, proactive involvement from educational institutions, and support from society as a

whole. This process must be systematically designed and implemented step by step with a focus on achieving high efficiency in each stage, especially during the adaptation phase for safe and effective control of the COVID-19 pandemic. Improving institutions based on experimental models and developing common educational resources are key to accelerating digital transformation.

The objectives of the Project include leveraging technological advancements to promote innovative teaching and learning, enhancing the quality and accessibility of education, improving educational management efficiency, building an adaptive digital education foundation, and contributing to the development of digital government, digital economy, and digital society. By 2025, the Project aims to strongly innovate the organization methods of education, making teaching and learning in a digital environment essential daily activity. Ensuring that 50% of students, learners, and teachers have sufficient conditions to participate effectively in online activities, establishing a national online teaching and learning platform, a national digital learning repository, and online training programs at the university level. Additionally, innovating management methods based on technology and data, enhancing the effectiveness, efficiency, and quality of support services. By 2030, the goal is to integrate all components of the national education system into a digital environment, perfecting the national online teaching and learning platform, supporting all learners and educators, and ensuring that digital higher education becomes the backbone of the education system.

Based on this Project, the Ministry of Education and Training has issued Decision No. 1282/QĐ-BGDĐT dated May 10, 2022, to review and supplement regulations on digital competency into documents regulating standards for the teacher workforce, educational management personnel, and staff. It is planned that in 2023, the Department of Personnel and Organization will coordinate with the Department of Information Technology to develop legal documents and regulations on digital competencies for this workforce, including digital competency frameworks and standards issued by the Ministry.

#### **4. Characteristics of the profession of high school foreign language teachers**

**Duties:** In the role of a foreign language teacher at the high school level, the job extends beyond simply imparting knowledge and includes various other tasks. Firstly, it involves developing educational plans for the assigned subject and participating in the development of departmental plans. Additionally, teachers need to organize teaching and educational activities according to the school's and department's plans, while also managing students during educational activities. Conducting assessments and evaluating learning outcomes is also an essential part of the teacher's duties. They often engage in providing psychological counseling, career guidance for students and parents, as well as fostering students' talents and aptitudes.

**Professional ethics:** One of the most important factors in the teaching profession is ethics. Teachers need to adhere to the Party's policies, the state's laws, and regulations regarding education. They need to develop ethics, a sense of responsibility, and maintain the reputation of educators. Showing love, treating students fairly, and respecting their dignity are qualities that teachers always strive to demonstrate, while also protecting students' rights and fostering solidarity with colleagues.

**Training and development level:** To become a high school foreign language teacher, training and development level are crucial. Teachers need to have at least a bachelor's degree in teacher education or a relevant major along with a teaching certificate. They also need to participate in training and development courses as required to enhance their professional and pedagogical skills.

**Professional competence:** In addition to subject knowledge, high school foreign language teachers need specific practical competencies and skills. They must grasp policies, laws, and educational requirements, develop flexible teaching plans, and effectively utilize teaching tools. Supporting students in developing life skills and integrating information technology into teaching are skills that teachers need to effectively fulfill their duties.

## **5. Purpose of proposing a digital technology competency framework for foreign language teachers in high schools**

Proposing a digital technology competency framework for foreign language teachers in high schools serves the main purpose of standardizing training programs, while meeting the requirements of the 2018 General Education Program and aiming to transition from traditional teaching methods to digital technology approaches.

**Establishing preparatory foundations:** Preparation involves integrating digital technology training programs into teacher training programs at universities. This includes defining the program outcomes for foreign language teacher training based on the digital technology competency framework.

**Capacity development:** Training foreign language teachers according to the digital technology competency framework focuses on developing necessary skills and competencies. The results of the training process will be evaluated based on the extent to which the digital technology competency framework is achieved.

**Curriculum development:** Utilizing the digital technology competency framework to develop training programs for foreign language teachers in high schools and teacher training institutions. This program will create an active learning environment based on the digital technology competencies of the teachers.

**Continuous training and practice:** Developing digital technology competencies for foreign language teachers not only focuses on providing knowledge and skills but also includes applying them to real-world activities. Each teacher needs to develop a continuous learning plan and participate in training activities and self-study.

**Assessment and personnel management:** The digital technology competency framework can be utilized to assess the proficiency of foreign language teachers during recruitment and personnel management processes. It also aids in periodic review and evaluation of teachers' competencies against new task requirements, especially in the context of digital transformation.

## **6. Digital technology competency framework for foreign language teachers in high schools**

Based on research and theoretical foundations, the research team has approached several studies on digital technology and digital literacy. Digital technology competency includes a range of necessary skills that teachers and students need to succeed in the era of Industry 4.0, from searching and selecting information to creating online content. Hague and Payton (2010) suggest that digital technology competency comprises eight skill groups: basic technical skills, creativity, critical thinking and evaluation, cultural and social understanding, collaboration, information search and selection, effective communication, and ensuring electronic information security. These skill groups are interrelated, indicating that digital technology competency extends beyond technical aspects to include creativity, critical thinking, evaluation, and understanding of cultural and social issues.

Janssen and colleagues (2012; 2013) have expanded the concept of digital technology competency, including legal and ethical aspects in digital tool usage, as well as a balance between technical advancement and the social role of technology. They distinguish different levels of proficiency, from basic knowledge and skills to higher levels such as learning about digital technology and making innovative decisions through technology. The digital technology competency framework is developed to serve as the foundation for developing training courses to enhance digital literacy for foreign language teachers in high schools, helping them acquire the necessary digital skills for active and safe living, learning, working, and social communication in the digital environment.

The digital technology competency framework includes the minimum skills needed to safely use the Internet and access its benefits, applied in teaching foreign languages. The digital technology competency of teachers focuses on applying technology in practice through attitude, empathy, critical thinking, problem-solving, and innovative creativity. These competencies include: operating devices and software, information and data mining, communication and collaboration in the digital environment, digital safety and security, digital content creation, learning and developing digital skills, and using digital skills for

professional purposes.

Specifically, when applying to search and select appropriate digital technology competencies for foreign language teaching teachers, the authors proposed a digital technology competency framework consisting of 6 criteria: (1) Competency in operating devices and using software in teaching foreign languages; (2) Competency in information and data mining in teaching foreign languages; (3) Competency in applying digital skills in professional activities and teaching foreign languages; (4) Competency in digital content creation in teaching foreign languages; (5) Competency in communication and collaboration in teaching foreign languages; (6) Competency in self-learning, self-improvement, and developing digital skills in teaching foreign languages. Specific criteria will be presented in Chapter 3 of the research project.

## 7. Proposal for a digital technology training program for foreign language teachers in high schools

Based on the digital technology competency framework for foreign language teaching teachers, the research team proposes modules of the training program. This program will be applied at basic levels and tailored to the target audience of foreign language teaching teachers at the high school level.

*Table 1. Digital technology competency training program for foreign language teachers in high schools*

Content	Total hours
Seminar 1: General Understanding of Digital Technology	5
Seminar 2: Using Devices and Software in Foreign Language Teaching	5
Seminar 3: Applying Digital Technology in Designing and Using Electronic Lesson Plans	5
Seminar 4: Using Digital Technology in Classroom Organization and Management for Foreign Language Teaching	5
Seminar 5: Applying Digital Technology in Assessing Progress and Learning Outcomes of Students	5
Seminar 6: Using Digital Technology in Utilizing Internet for Collecting Teaching Documents and Resources	5
Seminar 7: Developing Digital Content Creation Skills in Foreign Language Teaching	10
Seminar 8: Enhancing Self-learning and Self-improvement in Developing Digital Skills for Foreign Language Teaching	5
Total	40

Implementation conditions for the training program:

To develop and implement a digital technology competency training program for foreign language teachers, the following conditions need to be met:

**Program development organization:** The management entity of the training activities needs to organize the development of the program based on the digital technology competency framework for foreign language teachers.

**Appropriate program content:** The training program needs to be suitable for the competency level of foreign language teachers in high schools, ensuring scientific, interconnected, integrated, differentiated, and subject-specific characteristics, as well as regional specificity.

**Open program framework design:** The program framework should be designed in an open direction, requiring continuous upgrading, development, and improvement after each training session.

**Support for self-directed learning:** The program must serve self-directed learners, enhancing their proactive creativity and leveraging their learning competencies.

The digital technology competency training program for high school foreign language teachers will play a crucial role in enhancing the quality of teaching and meeting the educational requirements in the modern context.

## 8. Conclusion

In the context of the education environment undergoing increasing transformation with the widespread adoption of digital technology, the necessity and importance of training digital technology competency for foreign language teachers at the high school level have become more pressing than ever before. This article has presented a comprehensive training program proposal aimed at enhancing the proficiency and skills of

teachers in integrating digital technology into the teaching and learning process.

This training program not only focuses on imparting knowledge about digital technology but also emphasizes the role of flexible skills and creative attitudes in applying digital technology to teaching activities. Particularly, the program is designed to be open and flexible to reflect the continuous development of technology and the changing demands of education.

Therefore, the author believes that implementing this digital technology competency training program will yield positive results, from improving the quality of teaching to the comprehensive development of students. However, for the program to be truly effective, support and commitment from educational management organizations, schools, along with the efforts and proactive spirit of teachers are necessary.

In general, training digital technology competency for foreign language teachers at the high school level is not only a task but also an opportunity to enhance the quality of education and foster sustainable development in the education sector in the digital age.

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## FACTORS AFFECTING ETHICAL EDUCATION MANAGEMENT THROUGH EXPERIENCE AND CAREER GUIDANCE ACTIVITIES FOR MIDDLE SCHOOL STUDENTS

Nguyen Thi Thi<sup>1</sup>

**Abstract.** Moral education is directly decisive in helping students understand the purpose and meaning of life and build a revolutionary outlook on life. Moral education actively contributes to the process of building personal moral qualities and building qualities of will, discipline, and behavior in students' personalities. The process of forming personality and ethics originates from labor and is based on labor and communication activities. Here, morality appears as a social quality of personality, a constituent part of personality. Therefore, this article has researched several influencing factors to propose effective solutions for managing ethical education through experiential and career guidance activities for middle school students.

**Keywords:** *Influential factors, management, moral education, experience, career guidance, middle school.*

### 1. Introduction

The trend of globalization and integration with the world opens up new opportunities and opportunities for our country. The economy has made remarkable progress and people's lives have improved. Education has received special attention from the Party and State. In schools, government organizations and unions, there is a correct awareness of the importance of moral education for students, so the quality of education is increasingly improved. That has contributed to important achievements in realizing the goals of the education and training sector; improving people's knowledge - train human resources - foster talents for the country.

For educational institutions, they must ensure the principles of contributing to consolidating and improving knowledge, skills, and personality education for learners; The content is suitable for the psychological and physiological characteristics of the learner, consistent with Vietnamese customs and traditions, and does not violate regulations on tutoring and tutoring; Learners participate on a voluntary basis. In Plan No. 463/KH- BGD&DT dated September 10, 2008 of the Hanoi Department of Education and Training, on directing the emulation movement "Building friendly schools with active students" with 5 contents: In which the third content clearly states: moral education for students has now undergone nearly 9 years of implementation, the movement has truly entered the lives of teachers and students, mobilizing gain the combined strength of the entire society in building a safe, healthy, friendly and effective educational environment[1].

However, the limitations and negative impacts from the environment of the period of openness and integration, bad and foreign cultural ideas and the negative side of the market mechanism have had the opportunity to penetrate the educational environment. sex. Here and there, there has arisen the phenomenon of moral degradation, blurred ideals, a preference for following a pragmatic lifestyle, violating the law, which has been a great challenge to the moral education of people's lifestyle and beliefs. pupil. Although this phenomenon is not common, it tends to increase, causing harm to students' psychology, causing anxiety

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and insecurity for families, and causing frustration and anger in the social community. Its consequences have had a negative impact on traditional moral values, directly and seriously affecting moral education for students, and current social order and safety. Therefore, public Moral education for students is an extremely important work, receiving special attention from the Party, the State, the education sector, and the whole society. Directive No. 03-CT/TW dated May 14, 2011 of the Politburo clearly stated the task of "Considering moral and lifestyle education for the young generation, the Fatherland Front government committees and unions." All levels have specific measures to organize and direct the good implementation of moral and lifestyle education for the young generation following Uncle Ho's moral example"[2].

## **2. Managing moral education for students through experiential and career guidance activities of the principal at Middle School**

### **2.1. Planning moral education for students through experiential and career guidance activities in middle school**

Planning in managing moral education activities for students is determining the goals for moral education activities for students in school and deciding on the best measures to achieve these goals.

Planning in moral education management plays a very important role, greatly helping the principal's management activities and the school's student education activities. A well-implemented plan means moral education activities are focused, not spread out to deal with, and very flexible. It makes the activities of teachers and students more proactive and positive towards results. Good planning will increase the support and coordination of forces inside and outside the school to educate students' ethics. Although they have their own goals and tasks, completing those individual goals also contributes towards the general requirements of student education. Furthermore, when ethical education management planning is done well, testing also becomes better through the results of those specific, clear goals. This is also the basis for evaluating the effectiveness of management activities and student moral education activities.

When developing a plan to manage ethical education activities for students, the principal needs to analyze the status of ethical education in the school year in the industry, school, and locality; Determine educational conditions such as facilities, finance, time budget, coordination with educational forces inside and outside the school to determine goals and activities to achieve goals in religious education activities. virtue.

### **2.2. Organizing the implementation of ethical education plans for students through experiential and career guidance activities in middle school**

Organizing is the process of forming relationships and structuring relationships between members and between departments in the school to create a mechanism to ensure good coordination and coordination of resources and conditions for work. realize the stated goals of the plan.

Organize the implementation of a moral education plan for students after completing the plan, which is when it is necessary to transform ideas into reality. Organizing the implementation of ethical education plans for students is the process of forming a structure of relationships between members and between departments in the school to help them successfully implement plans and achieve goals. The school's overall goal of moral education for students. Therefore, members and departments need to be explained the goals and requirements of the ethics education plan; discuss measures to implement the plan; Arranging personnel arrangements, assigning management responsibilities, mobilizing physical and economic facilities; clearly define the process, implementation schedule, start time, and end date. To organize the implementation of the ethical education management plan for students, the Principal will assign and prescribe tasks for forces in the school to implement the ethical education plan for the school year, semester, and semester. monthly and weekly according to set goals and content, such as:

### **2.3. Direct the implementation of moral education plans for students through experiential and career guidance activities at middle schools**

Directing is commanding and ordering departments in the school to carry out tasks to ensure that moral education takes place in the right direction and according to plan, gathering and coordinating educational forces to achieve success. effective. The leadership function in managing ethical education activities is the basis for promoting motivation for implementing educational management goals and contributing to creating high quality and efficiency for this activities.

Directing has a role along with the organizational function to realize the goals of moral education activities for students. To ensure the effective implementation of the moral education plan for students in the school, meeting the goals, principles, content, methods and forms of educational activities, the Principal needs to carry out a A number of measures such as: Directing periodic briefings of assigned forces to: summarize and learn from experiences in organizing educational activities done; Urging, caring, monitoring and supervising the implementation of ethical education plans for each semester, month and week; Direct the organization of propaganda for school staff, teachers, and parents to make them properly aware of the role and tasks of moral education activities in dealing with criminals. form and develop students' personalities, from which they voluntarily participate in organizing moral education activities and support the school in organizing these activities; ensure and unify the principles, forms and methods of moral education; Direct the organization of training and nurturing for teachers in content, educational methods, and skills to serve moral education activities.

### **2.4. Check and evaluate the implementation of moral education plans for students through experiential and career guidance activities at middle schools**

Inspection is one of the functions of managers, regardless of which level they work in the management apparatus in general and in the school management apparatus in particular. Inspection is the final function of a management process and prepares for the next management process. Inspect and evaluate the implementation of plans for ethical education activities associated with the work of administrators and teachers in high schools and in general schools in the following main directions: Inspect to monitor so that moral education activities are consistent with the school's educational tasks and goals and the assignment of superiors; Check to observe and ensure that the assigned tasks meet the conditions for implementation and are consistent with reality. Inspect to guide and adjust moral education activities in a timely manner to increase the work efficiency of each department in the school; Check the final results, evaluate the actual effectiveness of ethical education activities according to the plan. In terms of general management, inspection aims to consider the reasonableness or unreasonableness of an outlined work program and its ability to be implemented in practice. In high schools, inspection activities will target standards and norms for types of work, means used, financial resources, people...From a systems perspective, the basis of inspection is the close combination between different factors in the same job. To check, managers need to build standards, measure the amount of work, and finally adjust the standards to suit the tasks and plans set out. That process takes place everywhere and for all subjects. Therefore, managers also call inspection a backward communication system. It is understood as a feedback system that is closely related to the remaining functions of management. In the management of religious education activities for students, inspection can be understood as the professional management activities of managers to investigate, monitor, control, detect and review the happenings of students. Transform and evaluate whether the results of educational activities are consistent with set goals, plans, standards, and regulations. Thereby, promptly encourage the good aspects, adjust, and correct the aspects that do not meet standards to improve the quality and effectiveness of moral education activities in the school.

Principals can conduct periodic, regular, unexpected, direct, or indirect inspections to help students better understand their activities, assert themselves, and thereby work more actively. Be more self-aware,

know how to self-adjust your behavior to suit the general requirements of society. Some activities to check and evaluate the implementation of moral education plans for students at school:

- + Summarize, summarize, evaluate, and learn from the implementation of semester, month and week plans.
- + Check and evaluate teachers after training and retraining.
- + Check and evaluate the effectiveness of using equipment to support moral education activities.
- + Evaluate homeroom teachers' activities through plans, books, and lesson observations.
- + Observe subject teachers' lessons to evaluate the implementation of integrating physical education in teaching.
- + Participate in comments, suggestions, and lessons learned in coordinating educational forces.
- + Check and evaluate through reports, actual inspections, results achieved by the Union, Team and through comments and assessments of superiors.
- + Inspect, monitor, evaluate, discuss, and learn from educational activities for students who are not well-behaved.
- + Commend and reward groups and individuals who perform well in moral education activities for students.
- + Remind and review individuals who have not performed this activity well.

Emulation, reward, and discipline activities in moral education for students have important meanings, contributing to stimulating, promoting, and adjusting awareness, attitudes, and ethical behavior in their conduct. To manage this content, the principal needs to advise and direct the educational forces to develop emulation and reward activities according to the themes of the school year, semester, and each month in accordance with school practice. school, attracting students to participate. Principals need to develop unified criteria and targets for emulation activities, promptly grasp good examples to praise; Set out regulations and rules to build discipline for students; Uniformly direct the forms, methods, and levels of student discipline in a way that demonstrates educational character.

### **3. Factors affecting the management of student moral education through experiential and career guidance activities at middle schools**

#### **3.1. Characteristics of middle school students**

Middle school students, also known as teenagers, include children aged 11, 12 to 14, 15 years old. These are children studying in grades 6 to 9 of middle school. During adolescence, restructuring takes place, forming new physical and physiological structures, activities, social and psychological interactions, and personality, and new elements of maturity appear. From there, the foundation and specific characteristics of the age group are formed. This is the period when children are at the "crossroads" of development. During this period, if children's development is properly oriented and facilitated, they will become good individuals. On the contrary, if not oriented properly and affected by negative factors, there will be a risk of developing deviations in perception, attitude, behavior, and personality. During this period, children's social positivity develops strongly, especially in establishing equal relationships with adults and peers in comprehending social norms.

Students at this age develop strongly but their bodies are not uniform. Children develop very quickly. Body weight and skeletal systems grow rapidly, endocrine glands begin to function strongly (especially the thyroid gland), often leading to disorders of the nervous system. At this age, children's behavior is likely to be spontaneous, their personalities often have erratic expressions, because it is a transition period from childhood to adulthood and is reflected in their names. Variously called "transitional period", "difficult age", "crisis age", etc. This is the age of physical and mental leaps; children are gradually separating from childhood to progress. to a more basic stage of development (adult), creating basic content and differences

in all aspects of development: physical, intellectual, emotional, moral, of this period. However, their life experience is limited, and their thinking is not mature enough for them to become adults, causing them to behave and act inappropriately in response to negative pressure or manipulation. from friends who are not good or from some bad people in the community who fall into social evils. Therefore, managers and forces involved in moral education for middle school students need to pay attention to those characteristics of students in both positive and negative aspects to guide them. Guide and educate students so they do not fall into spontaneous development.

On the other hand, among children of the same age, there are differences in the level of development of different aspects of adulthood - this is created by their different living situations and activities. Thus, the living conditions and working conditions of teenagers in family, school, and society change and their position is raised. Children are aware of change and actively work to accommodate that change.

Therefore, the physiological and psychological characteristics and personality of middle school students are formed and developed more richly than those of the previous age group (elementary school). Understanding the position and meaning of the stage of teenage psychological development helps us properly treat and educate children to have a good personality.

Middle school students are not only aware of their ego in the present but also aware of their position in future society; can perceive clearly revealed personality qualities. Self-analysis of one's own personality qualities is a necessary sign of a personality preparing to mature and is a premise for self-education. This requires educational managers to know the influence of students' psychology to respect students' opinions, listen to their opinions, and at the same time come up with forms and use skillful methods to educate students about morality

### **3.2. School factors**

Schools play a key role in forming and developing a child's personality. For students, the school not only performs the task of providing knowledge but also organizes moral education, valuing both talent and virtue.

Some notes in moral education at school include:

Teachers need to be close and share with students; Avoid letting children receive information outside the mainstream; Avoid diverging attitudes towards the subject and skewed learning so that students have a comprehensive understanding. abundant.

Teachers need to help students understand moral concepts correctly and overcome their incorrect views.

The school organizes healthy and rich educational activities so that students can participate and gain proper ethical experiences, clearly understand ethical standards and strictly follow those standards.

Teachers need to help children build proper, positive relationships with adults and pure, healthy relationships with friends.

Teachers need to avoid negative phenomena such as: teachers and friends are prejudiced and lack sympathy for students who are not well-behaved; abuse of power by teachers and administrators in handling student violations; the lack of role models in educational teaching; Evaluation of results, rewards, and discipline lack objectivity and unfairness...

In an organization in general as well as a school in particular, culture always exists in all activities of that organization. Culture is the education and cultivation of human personality, making people and human life better. With such a basic approach, school culture is a set of values, beliefs, understandings, and basic standards that are shared by school members and create the school's identity. there. Based on the form of expression, school culture includes visible parts such as: school landscape space, logos, slogans, communication behaviors, language of address and communication between teachers and teachers. and students, students and students, daily behavior style, working style, decision-making style, communication style, collective rituals... And unobservable hidden parts such as beliefs, emotions, attitudes degree...From an organizational perspective, school culture is considered a basic model, creating a stable management

environment, helping the school adapt to the external environment, creating harmony with the internal environment. An organization with a strong culture will bring together good and beautiful things for society. School culture will help the school truly become an educational cultural center, a place where the power of intelligence and compassion in society converges, making an important contribution to creating comprehensive educational products.

For schoolteachers, school culture promotes individual creativity, creates sincere love among members and ensures cooperation for common goals. Teachers are those who directly participate in teaching activities. And more than anyone else, the teacher's personality will directly affect the student's personality. Therefore, there is a great need for teachers who, in addition to professional knowledge, must have a broad understanding of life and profound knowledge of social culture. For students, culture creates moral values and plays a role in regulating behavior. When educated in a cultural environment and imbued with a cultural value system, students not only form standard behaviors but, more importantly, have deep inner beliefs hidden in their subconscious. On good things, from there, desire for a good life and an idealistic life. At the same time, school culture also helps children adapt to society. A cultured person always possesses basic moral values, which are humility, politeness, love for people, and living responsibly towards oneself and society. Therefore, when encountering social situations that arise, even though they are situations that they have never experienced, by applying cultural competence to regulate their behavior in a harmonious way, they can self-regulate. Adjust yourself to suit the situation, behave appropriately, in accordance with the hearts of people and the life around you. The goal of middle school education is the first factor that guides the education and moral training of middle school students. If you do not closely follow the educational goals at the lower secondary level and do not identify the requirements for moral education for students, moral education activities for students will not achieve the desired effect. Education Law 2020, Article 27 clearly states: "The goal of general education is to help students develop comprehensively in terms of morality, intelligence, physicality, aesthetics and basic skills, and to develop personal strength, dynamism and creativity, forming the personality of socialist Vietnam, building character and civic responsibility; prepare students to continue their studies or enter working life, participating in building and protecting the Fatherland" [3].

Requirements on the content and methods of general education in general and of middle school in particular are set out as follows:

Regarding educational content: Ensuring universality, basic, comprehensive, career-oriented and systematic; associated with real life, suitable for students' psychology and physiology, meeting goals at each educational level.

Regarding educational methods: General education must promote students' positivity, self-discipline, and creative initiative; appropriate to the characteristics of each class and subject; foster self-study methods, practice skills to apply knowledge into practice; affects emotions, brings joy and interest in learning to students.

### **3.3. Family factors**

The family is the place that nurtures and educates children from birth. Grandparents and parents are children's first teachers, teaching them how to speak, greet, and walk. If you ignore this factor, students will develop personality deviations. The family is an educational force, an educational subject. Family is the child's first educational environment, and the family has the first responsibility in educating their children. When children go to school, the family is also an environment for children to practice what they have learned at school and practice behavior. The educational influence of the family on the child has profound significance not only when they are young but also when they are adults. Parents are the first "teachers" of their children, who build the foundation of their children's personality. Many basic traits of personality such as humanity and love start right from the family and from preschool and elementary education. Children are exposed to moral standards and behavioral habits for the first time from the family, all social events

and are acquired by children through the attitudes and emotions of family members, through the opinions of children. value orientation of blood relatives. Family and family education are a very typical value of humanity, especially in the East from past to present.

### 3.4. Social factors

Nowadays, social life is improved, so teenagers' health is improved, and they reach puberty earlier. This is the basis for the development of children's intelligence and personality. Entering the 21st century, due to the explosion of science and technology, the amount of information and knowledge coming to children is very rich. In addition, due to early puberty, the body develops strongly but social and psychological maturity is slower, affecting learning activities, children are distracted in learning due to negative emotions. new, new relationship with friends of the opposite sex. Learning opportunities are increasingly expanding and overloading, so children are mainly busy studying and have little responsibility to their families. Children will have difficulty building stable relationships between adults and children, and building pure and healthy friendships, especially with friends of the opposite sex. In addition to receiving education from school and family, children can also seek other information from friends, books, newspapers, and movies outside the mainstream.

If children receive unhealthy information that is not appropriate for their age, children can be influenced in their way of thinking, lifestyle, and form personality traits that do not conform to social standards. Local economic, cultural and social conditions; the support and close relationship of local authorities with secondary schools; The educational level of the community is an objective factor that directly affects the activities of middle schools, including moral education for students. In particular, the current market economic context and international integration have a great impact on changing students' value concepts and ethical behavior.

## 4. Conclusion

Educational management, school management, especially middle school management, is both a science and an art. It requires administrators to master the basic issues of management science in general, educational management, and to master the contents and principles of school management. Moral education in middle school is a partial educational process in the overall educational process. It has a dialectical relationship with other educational components to help form and develop students' comprehensive personality. Managing moral education for students through experiential and career guidance activities in secondary schools is very difficult and complex, requiring managers to have a deep understanding of the principles content of moral education management in middle schools, factors affecting moral education activities.

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## DIGITAL TRANSFORMATION IN HIGHER EDUCATION: CHALLENGES AND SOLUTIONS FOR IMPROVEMENT

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**Abstract.** Digital transformation in education in general and higher education in particular plays an essential role in the development of the country. The digital transformation process is taking place at an unprecedented rate with a high level of attention and monitoring by the Government and Ministry of Education and Training in Vietnam. However, the gaps in infrastructure, resources, and science – technology are the main obstacles to a synchronized and comprehensive digital transformation process. The successful implementation of a digital transformation requires supporting policies by the government, commitment by all levels of management hierarchy as well as teachers’ and students’ efforts to overcome challenges related to legislation, facilities, and communication, etc. Consequently, it is imperative that we capitalize on opportunities and address current issues for a smooth and effective digital transformation process to take place.

**Keywords:** *Digital transformation, education, higher education institutions, online education.*

### 1. Introduction

Digital transformation has become a major trend in education, with tremendous influences on all aspects of society, as well as people’s approaches and methods to work. Therefore, education reforms must take into account the effects of digital transformation. A proper assessment of the status, role and impacts of digital transformation in higher education is instrumental to the improvement of quality and effectiveness of higher education, to realize the Party’s vision on “quick and sustainable development resting on the foundation of science, technology, innovation and digital transformation” [6] today. At the same time, higher education is an integral part of the national education system. The goal of higher education is “to train high quality workforce, developing national educational standards, foster talents; develop science and technology, to produce new and innovative products to meet the demands of socio-economic development, ensure national security and global integration” and “to ensure well-rounded development of learners with regards to ethics, intellects, health, and aestheticism. They must be equipped with knowledge, skills, and professionalism; as well as the ability to keep in pace with advancement in science and technology relevant to their education level; with autonomy, creativity, adaptability to different workplace conditions, entrepreneurship, social responsibility” [8].

#### 1. Digital transformation in higher education

There are different definitions of digital transformation, however for the context of this paper, it will be regarded succinctly as “the process in which humans transform ways of living, working and production methods with digital technologies” [2]. The nature of digital transformation is the conversion from traditional ways of living and working to those with digital versions of entities and the connection in the digital space. The digital transformation process is intertwined with the industrial revolution 4.0 which

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leads to the irreversible trend of machines replacing humans in many sectors and the emergence of new jobs as well as the elimination of current ones. In the future, machines will have completed 42% of office work hours compared to the current rate of 29%. Even though 75 million jobs will vanish, they will be replaced by 133 million new ones. Digital technologies are becoming a new drive for change in higher education, impacting all the aspects from teaching and learning to other institutional activities related to students and teachers. Higher education is one of the areas most affected by digital transformation and faced with various challenges brought about by a myriad of changes in the environment. According to Mehaffy, these changes can be categorized into the following areas: Humans (teachers, learners, sponsors, and administrators), the institution model, course structure, learning data analytics, cost, successful measurement, and threats to acceptability [4]. Digital transformation will steer the delivery methods from lecturing and knowledge teaching to developing learners' proficiencies, increasing autonomy, creating opportunities for learning regardless of time and space, personalization of learning practices, with a goal of developing a learning society and life-long learning. The rapid development of technologies such as IoT, Big Data, AI, SMAC are setting the foundation for digital education infrastructure. The two main development focuses are digital transformation in education administration and digital transformation in teaching, learning, assessment, and scientific research [4].

## **2. Digital transformation in education is an irreversible trend**

Digital transformation is inevitable and Vietnam, as part of global integration into the world's economy, cannot afford to be isolated from the process. In our country, the digital transformation process has begun in various fields such as finance, traffic management, tourism, service, health, etc. The education sector, with its mission of producing the workforce for the economy and all aspects of society, absolutely require digital transformation for the following reasons:

First, the Party and the Government have enacted policies to encourage digital transformation in all aspects of society, including education. In the 13th National Assembly, the Party has asserted the need for accelerating national digital transformation process, focusing on economic development on the foundation of science – technology and innovation. To accomplish these goals, the first task is to raise awareness of citizens on digital transformation. The education sector has the important mission of educating citizens, fostering talents and developing the nation's educational standards. Therefore, implementing the digital transformation strategies set out by the Party and the Government is a crucial task for the education sector as part of the nation's macro development goals.

Second, implementing digital transformation in education contributes to comprehensive reform and global integration. Following the promulgation of Directive No 29-NQ/TW dated November 11, 2013, on "Fundamental and comprehensive innovation of education and training, meeting the demand of industrialization and modernization in the context of socialist-oriented market economy and global integration", our education sector has undergone considerable changes. Digital transformation has provided digital tools for positive education reforms, application of information technology in teaching and learning, improving learners' autonomy, creating opportunities for learning regardless of time and space.

## **3. Challenges of digital education in higher education**

First of all, a challenge lies in the application of technology in education. Application of information technology with the goal of improving education quality, developing a learning society and life-long learning is a prevalent trend of global education. In Vietnam, the implementation of distant learning in the form of online learning in the education system has been part of the overall roadmap for education strategies. However, a few issues should be considered: despite a large number of internet and social media users and a significant increase in mobile access to internet, the use of technologies for education purposes has been less than the desired level, especially in general education. Therefore, learners are forced to devote a large amount of time to developing cyber skills for learning once they start their university education.



Meanwhile, not all teachers have the required skills and confidence level to adopt digital tools for teaching. Digital transformation in education, understood as higher education institutions' applications of services, technologies and digital tools by to improve academic achievement, promote equity and effectiveness of educational processes, can only be sustainably maintained when both teachers and learners are well equipped to use technologies effectively for education purposes. Advances in digital technologies have led to challenges for learners and teachers because of the free-flowing information which is sometimes misleading and difficult to verify in cyberspace. Adolescents and adults alike are easy to fall victim to harassment, intimidation, and other malicious behaviors from online contents. Daily access to digital information is dictated in large part by complicated algorithms with inherent risks which more than ever require critical thinking, active and smart participation into cyberspace.

Second, digital transformation in education is more than just a technology issue.

The digital information in higher education is not just a question of technology, its objective is to provide human-oriented services (teachers and learners) in the face of changing technologies, of competition pressure and changing demand and behaviors towards education. In uncertain conditions and increased competition, it is imperative that education policymakers predict and prepare for the future. Presently universities are prioritizing digital transformation with a focus on online education. Therefore, the most pressing issue for higher education institutions to develop database systems, which enable them to use increasingly sophisticated data analysis tools. A survey in 2018 has pointed out that data management plays a key role for many stakeholders with regards to students' productivity. Data analytics is also transforming universities' approaches to professors, lecturers, and students. Nowadays, with the development of data science and the ease of data collection and analysis, organizations and businesses have capitalized on the benefits of data during the decision-making process for their operation. The tremendous amount of data collected from various internal and external systems such as mobile phones and other devices, can be analyzed, and demonstrated to users in a more objective and interactive manner. To develop insights into accumulated data, even at the most sophisticated level, to understand them and integrate them in the decision-making process meaningfully, universities must adopt big data and data analysis tools. Universities can also develop a competitive edge using smart data analytics tools to improve teaching and learning quality and students' employability. In other words, digital transformation in higher education, especially in data management and application, is instrumental for universities' future successes.

Third, the financial challenge

Digital transformation will turn many advantages of traditional education models obsolete as teachers are no longer the exclusive assets of universities and can take part in any for-profit organization and create other added values. At the same time, tuition fees are no longer the sole source of income for the institution when they are free to select knowledge components that are most beneficial for their repertoire. The brand value of the university is measured not only by parameters such as facilities, experience of the staff and excellent individuals but also the public trust, digital marketing capacity, etc. One of the obstacles to institutions is that once they have opted for the smart university model, it necessitates upgrades made to hardware, software, technology, smart classrooms as well as new delivery methods, teachers' training and smart curriculum. As a result, institutions require a large budget to invest in the digital equipment system.

Fourth, quality assessment

How can we prove that the output of a certain university meets the market's demands? Higher education institutions are employing new delivery methods as part of the educational program or through partnerships with corporations and industry associations to develop detailed curriculum based on employers' feedback. A good assessment enables the university to properly measure learners' achievement. On the other hand, the internationalization of higher education leads to high standards for universities and requires accreditation by international accreditation agencies. In Vietnam, universities and colleges are accredited by external organizations. Education accreditation centers work in tandem with ASEAN accreditation agencies (ASEAN-QA and AQAN), APQN, INQAHEE and others to assess and accredit higher education

institutions and academic programs and ensure that they meet international quality standards.

#### **4. Several solutions for improving the effectiveness of reforms in the current era of digital transformation**

First, universities should promote and raise awareness about digital transformation and the need for reforms in higher education. It is also crucial to raise awareness and a sense of responsibility in the workforce, especially the teaching staff, administrators, and student on the role of applying digital transformation in higher education reforms, objectives, contents, requirements of digital transformation of the country in general and in the education sector in particular. Accordingly, we should deeply understand the Party's approach to digital transformation in education: "digital transformation starts first in awareness transformation" [3], integrate national digital transformation contents in the curriculum, especially skills, basic knowledge, innovation mindset, adaptability to the demand of Industrial Revolution 4.0, improving the training of information technology professionals with a focus on application, meeting the demand of digital transformation, etc.

Second, it is important to foster and develop technological know-how of lecturers and students in higher education institutions. In the education sector in general and in education reforms in digital formation era in particular, teachers play an especially important role and are the deciding factor in the quality of education. Therefore, the digital transformation process requires the improvement of lecturers' technology skills and qualifications as a prerequisite, which determines the quality and efficiency of the education reform process. University should focus on fostering skills and competencies of the teaching staff, especially information technology, as well as the ability to work in the cyber space and utilize digital resources as well as organize learning-teaching activities for the digital era.

Third, institutions must innovate the content, mode of learning, and delivery methods to meet the requirements of digital transformation. This is both a fundamental requirement for comprehensive education reform, and a solution to improve innovation efficiency in higher education in the current digital transformation era. Therefore, it is necessary to continue to supplement and complete the university education program, "establish new education field codes and improve the quality of professional human resource training programs at universities and colleges, vocational training with contents related to data and digital technology such as artificial intelligence, data science, cloud computing, Internet of Things, blockchain, big data. Finally, it is important to develop a research and training center with a focus on artificial intelligence and related digital technologies to provide the necessary human resources for digital transformation" [5].

Finally, a comprehensive network infrastructure is required with information technology devices for both teachers and learners as well as administrators in higher education institutions and management agencies to form a streamlined and consistent system. Reforms in higher education during the digital era call for a high level of technical infrastructure and supporting devices. These are the prerequisites for effective reforms in higher education during digital transformation era. In addition, higher education institutions should also invest in the development of distant learning system, widespread applications in management, teaching, and learning; digitalization of learning resources; development of physical and online platforms for sharing learning and teaching resources, as well as supporting educational technologies with a view to personalized learning, etc. to create a foundation for education reforms to meet the needs of digital transformation era.

#### **5. Conclusion**

In the context of extensive globalization and the development of digital technology and faced with the need to keep up with development trends of world education, online learning has been adopted by many higher education institutions in Vietnam across various education levels. To meet the increasing demand for online learning and teaching, it is important to implement a comprehensive and coordinated strategy. In this article, the author has reviewed opportunities and challenges faced by higher education institutions

in implementing online training, especially in the current context of increasing digital transformation. The article also addresses the issue of a reasonable and comprehensive implementation of strategies to maximize the effectiveness of education reforms, contributing to improving the quality of higher education in the country in the digital era.

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## THE ROLE AND INFLUENCE OF LECTURERS ON THE SELF-STUDY PROCESS OF NON-MAJOR STUDENTS AT BANKING ACADEMY

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**Abstract.** Self-study is one of many learning methods for students and self-study plays an important role in the entire learning process of the student. Self-study is considered a proactive method for learners to maximize their self-discipline in researching and searching for knowledge. In current university training, self-study is considered the key to determining learning effectiveness; In particular, self-study is even more meaningful for non-major students in credit-based university training programs. Self-study not only helps learners master knowledge, skills, techniques, and form the right professional attitude, but also helps learners practice their personality, form the habit of studying and learning more, learning forever. Therefore, self-study and self-research of learners is extremely necessary in the current credit training program. However, what kind of self-study is considered effective? What factors affect learners' self-study effectiveness? What factors determine whether self-study will be beneficial for students? A series of questions arise when determining the self-study method of non-major students. The answer must affirm the position and advantages of self-study in acquiring correct knowledge of the learner as well as cultivating and honing the learner's thinking ability. It is inevitable that self-study cannot happen, and the effectiveness of self-study cannot achieve the learner's goals if we do not carefully analyze the factors that affect the positivity of self-study. . We believe that learners' self-study only achieves its goals when the result of self-study is that the learners can achieve the objectives of the lesson at different levels as well as that the learners do not have misconceptions. basic knowledge of the lesson. Self-study is also considered useful if learners are passionate about self-study, proactively explore, actively explore and constantly promote creativity during the learning process.

**Keywords:** *Self-study, Instructors, Non-major Students, Banking Academy, Influence*

### 1. Introduction

Self-study is truly effective and is influenced by many different factors. But the most important factor that determines the quality of learners' self-study is the instructor. Instructors play an important role in learners' self-study process as well as positively influence learners' self-study ability. Many educational researchers have said: "Students don't know how to self-study because teachers don't know how to teach, or don't teach properly." Thus, lecturers greatly influence the self-study process of students, especially the effectiveness of self-study. For that reason, self-study is considered the correct method of learning when self-study is the process in which the learner actively, independently, and self-consciously acquires knowledge, skills, techniques, and actively explores and analyzes books. , reference materials using appropriate methods based on the instructor's instructions. This shows that non-major students' self-study is not free research but a voluntary learning activity under the control of the instructor to achieve the lesson's objectives as well as the subject's objectives.

Within the scope of this study, we do not discuss much about self-study, the factors that affect learner effectiveness, but we want to discuss the role of instructors as well as the influence of instructors on the self-study process of students. non-major students.

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To recognize the role and influence of lecturers on the self-study process of non-major students, we need to affirm the characteristics of non-major students.

## **2. Research**

### **2.1. Specifications of non-specialized learners at the Banking Academy**

Non-majors are students in different specialized departments of the Banking Academy. These are learners who, in addition to studying English as a mandatory subject in the output standards, also study specialized subjects. This can bring many positive factors to learners' learning, but it also has certain limitations in their self-study process;

Non-major students are not uniform in qualifications. The tendency to study is voluntary, so non-majors come from many faculties. This factor affects the level of learners and creates a certain difference between students;

Non-specialized students are not individually trained in language skills but are only scheduled to take courses according to a certain schedule. Non-specialized students usually complete the course on a rolling basis and finish the course in a shorter period of time than specialized students. This has a certain impact on the quality of the learning process.

Non-major students also do not have the opportunity to specialize in languages with specific skills and long hours and do not have the opportunity to contact native speakers to practice and practice.

The characteristics of non-major students have a certain impact on their ability to self-study and are characteristics that lecturers need to pay attention to when orienting their self-study. Analyzing the characteristics of non-major students so that we can more clearly see the role of lecturers in the self-study process of non-major students.

### **2.2. The role of lecturers in the self-study process of students of the Banking Academy system**

#### **2.2.1. Lecturers play the role of guiding learning content in the self-study process of non-major students**

This is the first role that needs to be affirmed for lecturers. Self-study by non-formal learners can easily lead to skewed lesson content, basic knowledge and inconsistent thinking if the lecturer does not orient the students. Lecturers will play the role of orienting the subject content as well as orienting the content of each lesson for students. Based on the lecturer's orientation, students' self-study focuses on solving the basic content of the subject as well as achieving the objectives of the subject and each lesson. The instructor's orientation is related to group learning content, discussion, lesson preparation and exchange between learners. Lecturers orient how to exploit the content, orient the knowledge of the lesson as well as orient thinking for each problem. Orientation is a factor that promotes self-study ability. Orientation helps learners stay on track.

#### **2.2.2. Lecturers play the role of suggesting knowledge in students' self-study process**

Instructors' suggestions are the driving force that promotes students' positivity and passion for exploration during the self-study process. Researching new content, new problems, new lessons, and the teacher's suggestions act as a catalyst to promote learners' proactive research. The lecturer's suggestion is like finding a way out for students to go on their own path of finding knowledge. Prompting puts an end to students' laziness, inertia, and stagnation in the face of new areas of knowledge. The teacher's suggestions during the student's self-study process help students learn knowledge according to the teacher's direction and the true nature of the content to be learned in a subject or lesson.

### **2.2.3. Lecturers play a supporting role for students in the self-study process**

In this role, lecturers walk alongside students but do not act for them. The lecturer's support in the student's self-study process is no different from the lecturer's timely help to the students. The content of the subject and lesson will be clearer and more attractive if during the learning process the lecturer supports students in researching, finding documents, and conquering knowledge. Timely support from instructors is the optimal and most effective solution whenever students fail or cannot find answers in lessons, specific exercises, or specific situations. If the teacher's orientation and suggestions for the student's self-study process are still general, the teacher's support for the self-study process is very specific. Lecturers support students in reading documents, assist in finding documents, assist in coming up with optimal solutions, and support a sense of responsibility so that students are passionate about researching lessons on their own.

### **2.2.4. Lecturers play the role of study guides for students during the self-study process**

Instructors guide how to exploit lessons, guide reading documents, guide how to do exercises, and guide thinking about each specific problem. Besides, it aims to guide how to do case studies and practice skills in practice. This role will help students turn the training process into self-training, turning human knowledge into their own knowledge.

### **2.2.5. Lecturers play the role of evaluating and checking students' self-study results**

Subject objectives and lesson objectives are only quantified through assessment and testing by instructors. In this role, lecturers promptly detect students who do not have the ability to self-study, or do not have the ability to self-study properly, or self-study is forced. Also from the role of testing and evaluating, lecturers can identify the thinking of each student in the process of actively exploiting the subject and lesson at a certain level of positivity.

## **2.3. Influence of lecturers on the self-study process of students in the Banking Academy's non-specialized block**

### **2.3.1. Self-study habit**

Perhaps the self-study habits of non-major students will be heavily influenced by lecturers. Because, if the lecturer does not pose problems, raise issues, orient the content as well as suggest, support instructions and closely evaluate, learners will not proactively learn on their own. The formation of self-study habits is greatly influenced by instructors. Because, it can be deduced that whether the student's learning process achieves its goals or not depends largely on the role of the instructor. Lecturers need to establish self-study, assign content for students to self-study, check self-study, and have certain sanctions for those who do not proactively study. Doing this means teachers form self-study habits for students.

### **2.3.2. Promote passion for proactive learning, promote self-study awareness**

Most non-major students are not proactive in learning, are not passionate about self-study, and do not have a sense of self-study that comes from the lecturer. If lecturers do not encourage self-study and encourage students to self-study, they cannot stimulate students' passion for self-study. It is the lecturer who influences the student's passion for self-study. Especially for non-formal students, the lecturers are not really enthusiastic about exploiting the lessons, giving many situations, thus not arousing the students' passion in intellectual exploration related to the lessons.

### **2.3.3. Subject objectives, lesson objectives**

Whether or not students achieve the objectives of the subject or lesson is greatly influenced by the instructor. To achieve lesson and subject goals, students need instructors to provide self-study content that is close to the goals. Group discussion and seminar issues must be raised by the instructor closely to the objectives of each lesson and the entire subject. This greatly affects students' self-study results. Especially

for non-major students, the clearer the goals are, the higher quality the students' self-study results will be. Clearly, the effectiveness of self-study is largely influenced by the instructor.

#### **2.4. Specific works instructors help students in the non-specialized block at The Banking Academy self-study**

*Make a detailed and specific course outline to send to students before the course begins.* In particular, the outline must have clear and precise target levels for each lesson. In this outline, the lecturer focuses on clearly stating which pages and documents to read. From which publisher? What year.

The issues of the subject content in the syllabus must be clear and not duplicated.

The outline is a handbook for students to research and explore the subject on their own during the self-study process.

*Assign problems, assignments and research orientation for students to take home.* Lecturers, after theoretical lectures, should summarize them into major problems and give them to students to prepare in advance. Students should be asked to prepare documents, sources, and what content each document is for; how to solve exercises; how to solve problems; explain why?

*Guide students to prepare for the next lesson.* This work includes reading the lesson in the previous textbook and answering questions related to the lesson's objectives.

*Design interesting discussion hours*

**Understanding the Audience:** Start by understanding the demographics and academic backgrounds of the non-major students at the Banking Academy. Consider their motivations, challenges, and learning preferences. This understanding will inform the design of discussion hours tailored to their needs.

**Identifying Key Topics:** Break down the main theme into smaller, digestible topics that are relevant to the students. These topics could include the importance of self-study, effective study techniques, leveraging resources, time management, and overcoming challenges in self-directed learning.

**Interactive Sessions:** Design discussion hours to be highly interactive rather than passive lectures. Incorporate activities such as group discussions, case studies, role-plays, and problem-solving exercises. This approach encourages active participation and deeper engagement with the material.

**Guest Speakers:** Invite guest speakers who have expertise in self-study techniques, academic success, or related fields. Their insights and real-world experiences can provide valuable perspectives and inspiration to the students.

**Peer Learning Opportunities:** Facilitate peer-to-peer learning by organizing group activities where students can collaborate, share their experiences, and learn from each other. This not only fosters a sense of community but also enhances the learning process through diverse perspectives.

**Utilize Multimedia:** Incorporate multimedia elements such as videos, podcasts, and interactive presentations to make the discussion hours more dynamic and engaging. Visual aids can help reinforce key concepts and cater to different learning styles.

**Feedback Mechanism:** Implement a feedback mechanism to continuously assess the effectiveness of the discussion hours and gather input from students. Encourage students to share their thoughts, suggestions, and areas where they need further support. Use this feedback to refine future sessions.

**Practical Application:** Link theoretical concepts to practical applications by providing examples and case studies relevant to the students' field of study. Encourage critical thinking and problem-solving skills by presenting real-world scenarios for analysis and discussion.

**Flexible Format:** Be flexible in the format and scheduling of discussion hours to accommodate the diverse needs and schedules of students. Consider offering both in-person and virtual sessions to maximize accessibility and participation.

**Encourage Reflection:** Allocate time for reflection at the end of each discussion hour where students can

ponder on what they've learned, how they can apply it to their own self-study practices, and any challenges they may face. Encourage journaling or online discussions for ongoing reflection and dialogue.

By incorporating these elements into the design of discussion hours, instructors can effectively support non-major students at the Banking Academy in their self-study endeavors, fostering a conducive learning environment that empowers students to take ownership of their academic success.

*Guide students to do research exercises.* This is a job that can maximize students' self-study awareness. Research exercises are often conducted throughout the self-study process. The teacher selects the content, clearly states the purpose, research requirements, and suggests solutions; publicize evaluation criteria; completion time; instructions on how to search for documents and process information; controlled and ready to help students. Accurately evaluate students' self-study results and have certain reward and sanctions policies.

### **3. Conclusion**

Self-study is a self-conscious and independent activity for students, but for students (especially non-majors), guidance and help from instructors is needed to make self-study a habit. familiar, a need of the learner. Every lecturer must be someone who enlightens the student's spirit of self-study and students must see the necessity of self-study. The role that determines the success or failure of the learning process is the role of the learner, but the role of the teacher is not unimportant.

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## THE ROLE OF COMMUNICATION IN UNIVERSITY BRAND DEVELOPMENT

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**Abstract.** Brand development is not a new concept; a lot of universities in Vietnam have succeeded in brand development to improve brand image to the public. However, most of the universities are not aware of the importance of communication related to brand development. Besides, there is little review about the role of communication in university brand development. This article explores the crucial role of communication in the development and enhancement of a university brand. Effective communication strategies are essential for universities to convey their unique identity, values, and offerings to various stakeholders, including prospective students, current students, alumni, faculty, and donors. This abstract provides insights into the importance of communication in shaping and nurturing university brands in today's competitive landscape.

**Keywords:** *Brand development, Communication strategies, University branding, Stakeholder engagement, Brand image enhancement.*

### 1. Introduction

Communication and branding development is a decisive factor in the success of the university development strategy, so they are especially important in the evolving context of economic development and the integration of the Fourth Industrial Revolution (also known as Industry 4.0)

The competition between universities to attract learners is becoming more and fiercer than ever. Increasing competition makes the need for universities to develop their brand clearly. To solve this problem, many universities around the world have focused on communication solutions such as redesigning school logos, creating slogans, and developing advertising campaigns to develop the university brand.

According to brand promotion theory: In cases of choosing brands becoming difficult, consumers are likely to choose brands that they like or are familiar with. In particular, developing a higher education brand through communication can be used to send useful information to potential learners about the quality and reputation of the university.

Today, most of universities in Vietnam focus on the main task of education and training to equip students with knowledge, without paying much attention to branding factors. Because of the traditional view that the university environment is an academic environment, there should not be emphasized to business factors. However, this viewpoint is being shaken gradually when the trend of competition between universities is increasing especially in the period of the 4.0 industrial revolution that is bringing huge changes. Education is also a type of "service". All types of services require marketing efforts and image promotion. Beside the quality factor that is being given top priority, the image marketing factor is importance increasingly. In the circumstance, most of Vietnamese university develop by self-enrollment roadmap and financial autonomy, so students attracting brands building and reputations are a vital task for universities.

Thus, communication is an effective solution for universities to develop their brands in the competitive education market.

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## 2. Contents

### 2.1. Communication in higher education

Communication is the exchanging messages process between members or groups of people in society to achieve mutual understanding. Communication usually consists of three main parts: content, form, and goals. Communication content includes present experience actions, knowledge, advice, command, or question. These actions are expressed in many ways forms such as movements, speeches, articles, or news broadcasts image. The goals could be individual or organization that sends the information.

There are many ways to define communication, including: non-verbal communication, verbal communication and communication by icon. Nonverbal communication carried through facial expressions and gestures. About 93% of the “expressive meaning” we perceive from others is through facial expressions and tone of voice. The 7% remaining comes from the words that we can hear. Verbal communication is taken when we transmit convey messages through words to others. Communication by icon is things for which we have a predetermined meaning and expression a certain idea such as a nation’s coat of arms. Today, communication has enormous power; it is pervasive in the community very quickly. Nowadays, the concept of communication has expanded a lot from one-way passive communication.

*So, what is university communication?*

For universities, the role of communication is growing essentially day by day. University brand is known to many people, so it helps to attracts more students, good staffs to work and expand training cooperation with universities around the world.

Most universities around the world also have communication department to dedicated promoting the university and image such as: Harvard - famous university; Loughborough - lesser-known university or small universities in the developing countries like Birzeit University (Palestine) evenly.

In India, the Association of Universities of this country has been established a Communications and Public Relations Council specializes in helping and training communication staff in charge of advertising work promotes the university brand. In Vietnam recently, along with the development of market economy and globalization trends, universities have pay attention to their brand. Universities organized contests to make university logos or printed university calendars for students on Tet holidays. On special occasions commemorations, commendation ceremonies, sports tournaments, cultural performances, it is not only organized internally but also informed widely on newspapers and television. Even some universities also create impressive slogans as enterprises. However, in the era of information technology and strong development of the Internet, those activities still are not enough to promote the university brand and image with the general public. In other words, universities still have not developed a promotional communication strategy to make your brand and image clear. According to statistics, Vietnam has 450 universities, college currently, so the university should pay attention to the communication activities beside the training quality, lecturer’s team, scientific research to helps parents, candidates, and the public know about university brand , especially for new university.

### 2.2. Brand in higher education.

According to McNally & Speak (2002) university brand is “cognitive or emotionally sustained by the buyer or potential buyer describing the experience relating to dealings with an academic institution, with prod products and services of academic institutions”. Meanwhile, Bulotaite (2003) suggests that when someone mentions the name of a university, it will immediately evoke “connections, emotions, images and faces”.

According to Temple (2006) arguments for a university’s brand demonstrates the function of how to organize and perform well in meeting customer needs. Bennett and AliChoudhury (2007) identify university brand as a symbol manifestation of the features of an organization that distinguish it from other

organizations, reflecting their capacity to respond students' needs, creating confidence in abilities provide higher level of education and help potential learners make admission decisions.

Through the above concepts, the following conclusions can be drawn:

Firstly, there are product brands and organizational brands both in education and enterprise. Specifically in higher education, a product brand is the brand of a specific training of a university.

Secondly, both product brand and organizational brand appear in practice. However, the concept of university brand often refers to the institutional brand recently. Organizational branding not only builds an organizational image customer-oriented, but also stakeholder-oriented such as: employees, investors, suppliers, business partners, authorities and residential communities. So, this article will approach the university brand in terms of an organizational brand.

Thirdly, university brands will help learners can distinguish this university with another university, and help potential learners make admission decisions. Thus, the university reputation; image will be increased by developing university brand. From that, university will attract more quality students.

### **2.3. Factors that create university brand**

*There are many factors that create university brand such as:*

Firstly, education and training services are the most important factor – the main product that university needs to provide to learners. Without good and appropriate services, all other efforts of the university to form brand will become meaningless. This service includes core services and added services. Core services include study area, specific training. Usually these are the components that learners will pay attention to first when choosing between brands. The added services part includes domestic and foreign joint venture training activities with students inside and outside the university and businesses. Scientific research activities, projects, research programs, services to support the spiritual and material life of students...

Secondly, universities must create a level of service quality and useful research activities that are recognized by students, the social community and businesses. This is always a factor that learners compare when choosing a university brand and is reflected in many aspects. For students and official courses within the university, teaching quality is most important. Programs aimed at improving soft skills can also be included. Quality is also reflected in the student-centered teaching method and towards creative, dynamic and independent thinking. Investing in learning materials systems, libraries, laboratories, and good computer systems is also physical evidence of quality.

Thirdly, price is an indicator of brand value, there is no single formula for determining service price or the "right" price. A reasonable price is the level that customers are willing to pay for the values and benefits they are committed to and enjoy. A better service system associated with a stronger school brand value often required higher levels of tuition and fees. To increase value and facilitate the use of service brands, schools need to have regulations on scholarships and low-interest loans for students to maintain learning.

Innovation is fourthly, higher education institutions need to create new ideas, problem-solving methods, improve services and processes and quickly adapt respond to changes in the new environment. The need for innovation and creativity is not only to improve teaching and learning but also to innovate in management, administration, and commercialization of research and results, connect with industry, research organizations and other education providers. Good teachers should be present in any part of the world. The success of an educational brand needs to be well maintained through the attributes of innovation, which should be considered as a cultural philosophy of the school and reflected in the brand symbols.

Fifthly, higher education institutions need to maintain or develop a distinct image to create a competitive advantage in an increasingly competitive marketplace. This image will influence the willingness of students when they enroll, of donors when they consider an endowment, of companies when they choose a partner to undertake contract research and development. Therefore, schools need to accurately represent the image they wish to create in the community through their brand identity as well as brand elements. That image

always brings advantages and support to the school surely.

Sixthly, the level of external contact shows the school's prestige, reputation as well as professionalism and great influence on the community. That often is expressed in the school's relationship with domestic and foreign business and educational organizations. It includes training cooperation contracts, signing of training experience and technology transfer, student and teacher exchange activities, talks and visits of foreign universities.

### **3. How to develop the university brand by communication.**

Developing a university brand is the process of devising ways to bring the image and reputation of the university brand into the minds of students. Developing a university brand through communication involves crafting a clear and compelling message that resonates with your target audience while consistently delivering that message across various channels. Here are some steps to help Vietnamese universities effectively communicate and develop university brand:

*Define Your Brand Identity:* Determine what sets university apart from others. Identify your unique values, mission, vision, and culture. This forms the foundation of brand identity. Improving the quality of education. The leading factor in creating a successful communication strategy still lies in the educational quality of the organization itself. Parents and students will be interested in information about the quality of teaching, the ratio of good professors/doctors/lecturers at the university, educational cooperation opportunities, quality of student output, and statistics about the number of students who have jobs immediately after graduation, and how the university degrees are recognized. Conduct research to understand the demographics, preferences, and needs of your target audience, including prospective students, current students, alumni, faculty, and donors. Develop a concise and memorable brand message that encapsulates your university's mission, values, and unique selling points. This message should resonate with your target audience and differentiate your university from competitors. Develop a visual identity that reflects your brand's personality and values. This includes your logo, color palette, typography, and imagery. Ensure consistency in branding across all communication channels, including websites, social media, print materials, and signage.

*Having a specialized communications department:* Currently, many universities in Vietnam have begun to build separate communications departments. This helps universities map out attractive easily, well-invested in image marketing strategies, while increasing interaction with potential customers. Track key performance indicators (KPIs) such as website traffic, social media engagement, brand sentiment, and enrollment numbers to measure the effectiveness of your communication efforts. Use this data to refine your strategies and adapt to changing market dynamics.

*Using digital marketing tools and eengaging through digital channels:* Leverage digital channels such as social media, university websites, blogs, and email newsletters to engage with your audience. Share relevant and valuable content, including campus news, event updates, student stories, and academic achievements. The 4.0 era requires each university to promote its image marketing on social networks, as well as use digital marketing tools. Sending emails introducing the school and enrollment activities, using advertising, optimizing search... are the methods that universities are currently using.

*Spreading good review information:* There's nothing better than having others say good things about your university. Other people here are current students, students from other schools, parents participating in admission introduction sessions... This requires schools to promote internal activities, as well as actively interact with interested people. Use storytelling to humanize your brand and connect emotionally with your audience. Share stories of student success, faculty achievements, impactful research, and community engagement to illustrate the values and impact of your university. Foster a sense of community among students, alumni, faculty, staff, and supporters. Encourage interaction and collaboration through events, forums, social media groups, and alumni networks. Empower satisfied students, alumni, and supporters to become brand advocates who promote your university through word-of-mouth, reviews, and social media

shares. By implementing these strategies and consistently communicating your brand message, you can effectively develop and strengthen your university brand, attract prospective students, and foster loyalty among current students and alumni

*Promoting PR activities:* For the specific education industry, prestige is the top priority factor. And PR is the best way to help businesses prepare and create a reputation. Even advertising does not have this ability. PR helps businesses create good publicity through the support of the media and trade analysts. Furthermore, the cost of PR activities is lower than other types of promotions. When comparing the cost of a direct marketing campaign or placing an advertisement with the cost of a press release, it is obvious that the press release will have a wider audience. Thus, in the current trend, PR activities can be said to be a golden solution for educational businesses because it creates a good, tangible impact at a low cost, creating resonance when conveying the business image industry to the public.

#### 4. Conclusion

In conclusion, communication plays a pivotal role in the development and enhancement of a university brand. Through strategic communication efforts, universities can effectively convey their unique values, mission, and offerings to their target audience, including prospective students, current students, alumni, faculty, and donors. By crafting a compelling brand message, maintaining a consistent visual identity, utilizing storytelling, engaging through digital channels, fostering community, partnering with influencers, measuring performance, and cultivating brand advocates, universities can strengthen their brand presence, attract top talent, and build long-term loyalty. Effective communication not only helps differentiate a university from its competitors but also establishes emotional connections, fosters trust, and ultimately contributes to the overall success and reputation of the universities. To develop the university brand through communication, schools need to effectively implement a number of specific contents such as:

There will be innovation and promotion of communication work in the coming time, especially internal communication work to match the goals set out in the school's development strategy.

The principle of implementing communication work must approach the fields of science and technology activities, training and public transparency in management, policies and the right to information of the entire community, officials, lecturers, students.

The universities should organize review and training to enhance professional capacity for communication staff at schools.

Focusing on investing in facilities, funding, and equipment for communication work. Coordinate with school units in managing information in a fast, accurate and timely manner.

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**FACTORS AFFECTING THE COMPETENCE-BASED DEVELOPMENT OF ENGLISH LECTURERS  
AT UNIVERSITIES UNDER THE MINISTRY OF INDUSTRY AND TRADE  
IN THE CONTEXT OF INTERNATIONAL INTEGRATION**

Bui Van Hat<sup>1</sup>

**Abstract.** In the context of international integration, developing English lecturers is becoming increasingly urgent because using English is considered an indispensable requirement of all people in the world and a priority issue of all countries. Therefore, exploring the factors affecting English lecturers' development is increasingly important to find out solutions in order to improve its effectiveness. The article aims to study the status of factors affecting the competency-based development of English lecturers at universities under the Ministry of Industry and Trade in the context of international integration through quantitative research methods. Data were collected through a questionnaire survey with 294 managers and English lecturers. Research results show the forceful impact of all six factors on the development of English lecturers.

**Keywords:** *Higher education, staff development, English lecturers.*

## **1. Introduction**

The globalization and international integration are a typical and contemporary process of social development, in which all countries promote activities for strengthening the cohesion with each other to comply with “common rules of the game” within the framework of the institutions and regulations agreed on the basis of inseparable relationship of common goals, values, resources, power and interests. That sets new and higher requirements for learning, cultural exchange, and conveying scientific and technological knowledge of humanity in a “flat world”. Those new requirements always go hand in hand with a valuable means to connect the peoples, everybody, cultures, economies, scientific and technological research achievements... of humanity. Accordingly, the “golden key in the age of integration” is foreign language, of which English is the common and most used language (currently 50 countries use English as a main language and nearly 80 countries use English as a second language). The use of English is considered an indispensable need of all citizens in the world and is a problem that every country prioritizes to solve in the context of international integration, so the development of English lecturers becomes increasingly urgent. However, the development work of English lecturers in Vietnam in general and the English lecturers at universities under the Ministry of Industry and Trade in particular meets with a lot of difficulties such as “inadequacies in quality, quantity and structure; a part has not kept up with the requirements on educational innovation and development” (Communist Party of Vietnam, 2013) due to the impact of many objective and subjective factors.

To improve the effectiveness of the development work of English lecturers, the determination of its impact factors is extremely important. The purpose of research is to learn about the real situation of the factors affecting the competence-based development of English lecturers at universities under the Ministry of Industry and Trade in the context of international integration through the quantitative research method. The research results are the basis to help managers find solutions for further improving the effectiveness of development work of English lecturers, thereby contribute to improving the quality of higher education.

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## **2. Research content**

### **2.1. Factors affecting the competence-based development of English lecturers**

#### **2.1.1. Main characteristics of the age about the socio-economic development in the context of international integration**

The main characteristics about the socio-economic development of the present age are the indispensable trend of globalization and international integration, development of knowledge economy and market economy, and breakthrough development of science and technology in the fourth industrial revolution. Among those characteristics, the international economic integration is the foundation for countries to organize activities: preferential trade agreement; join the free trade area; sign economic partnership agreement; participate in the common market; custom union; economic and monetary union; participate in economic cooperation forums in order to bring about common benefits.

With the above main characteristics of the age, Vietnam has opportunities for socio-economic development in general, but it also has a lot of challenges in improving the quality of human resources to meet the international integration requirements. The quality of human resources training in general and English training in particular depends on many factors, including the competence of English lecturers at universities; this leads to the need to develop English lecturers based on competence. Thus, the main characteristics of the age about the socio-economic development in the context of international integration are one of the environmental and objective factors that affect the development of English lecturers at universities.

#### **2.1.2. The Party's leadership and the State's policy on developing teaching staff and educational managers in the context of international integration**

The Party's leadership and the State's policy on developing teaching staff and educational managers in the context of international integration are one of the factors in the environment for competence-based development of English lecturers. The viewpoints, goals, tasks and solutions for socio-economic development of the country in the period 2021-2030 were proposed by our Party at the 13th National Congress such as "Promoting the international integration and cooperation in science and technology, diversifying partners, choosing strategic partners who are the countries with advanced science and technology; closely linking the international cooperation in science and technology with international economic cooperation"; "Training people in the direction of morality, discipline, sense of civic and social responsibility; with life skills, work skills, foreign languages, information technology, digital technology, creative thinking and international integration (global citizen)"; "Improving the quality and effectiveness of teaching and learning foreign languages, attaching importance to teaching, learning and using English" (Communist Party of Vietnam, 2021) are the Party's leading thought in human resource development in general. The Resolution No. 44/NQ-CP dated 09/6/2014 of the Government on Promulgating the Government's Action program on implementation of the Resolution No. 29-NQ/TW dated 04/11/2013 of the Party Central Committee on basic and comprehensive innovation in education and training (Government, 2014); The Resolution No. 14/2005/NQ-CP dated 02/11/2005 of the Government on basic and comprehensive innovation in higher education of Vietnam in the period 2006 - 2020 (Government, 2005); The Decision No. 89/QĐ-TTg dated 18/01/2019 of the Prime Minister on Approving the Project for improving capacity of lecturers and managers at the higher education institutions to meet the requirements on basic and comprehensive innovation in education and training for the period 2019-2030 (Prime Minister, 2019) are the documents managing the activities of universities, including the development of English lecturers. From that, it is realized that the Party's leadership and the State's policy on development of teachers and educational managers in the context of international integration are the environmental and objective factors that impact on the development of English lecturers at universities.

### **2.1.3. Professional competence framework of English lecturers at universities meets the requirements of international integration**

The professional competence framework of English lecturers is a set of standards for competence requirements structured by the groups of standards on knowledge and professional skills associated with roles, functions, attitudes, sentiments, values, and motivations and the specific tasks for a job position (a specific profession) developed by the universities. Therefore, this factor is one of the subjective factors and belongs to the management subject of universities. The competence-based development of English lecturers at universities requires a professional competence framework to serve as a basis for implementing the contents of planning, recruiting, using, training and improving, assessing and creating motivations for the English lecturers to develop. However, currently the Ministry of Education and Training has not issued the professional competence framework of English lecturers at universities, and the universities have not yet developed the competence framework of English lecturers for their universities. This situation leads to the matter that the universities lack a basis for implementing the contents of competence-based development of English lecturers. From that, it is realized that the professional competence framework of English lecturers at universities that meets the requirements of international integration is a factor that affects the competence-based development of English lecturers at universities.

### **2.1.4. Self-motivation to develop the professional competence of English lecturers at universities**

The self-motivation to develop the professional competence of each English lecturer at universities is one of the subjective factors and is a factor under the management. All things and phenomena always move according to the development trend thanks to the self-motivation of things and phenomena; on the other hand, the things and phenomena always have impact from the external environment to move in the direction of development. The impacts from the management activities at universities to develop the English lecturer, no matter how strong, are only external factors. Meanwhile, the self-motivation to transform in the direction of development of each English lecturer is the decisive internal factor in the goal of developing their own professional competence. Therefore, the self-motivation to develop the professional competence of each English lecturer is a subjective, internal factor to the management object, which has an impact on the competence-based development of English lecturers at universities.

### **2.1.5. Human resource management capacity of managers at all levels in universities**

Management always plays a prerequisite and decisive role in the quality and effectiveness of all activities in the society. The human resource management capacity is one of the subjective factors belonging to the subjects managing an organization in general and managers at all levels in a university in particular. The professional level of the management subject in implementing the management activities on the basis of basic management functions decides the quality and effectiveness of activities of the organization. However, the professional level in implementing the basic management functions of a manager depends on the management capacity of the management subject of that organization. Thus, the management capacity of the management subject in an organization decides the quality and effectiveness of the management activities.

The development of English lecturers at universities is a management activity of the managers at all levels in universities. It means that the quality of implementing the contents of development of English lecturers at universities depends on the human resource management capacity of the managers at all levels in that university. Therefore, the human resource management capacity of the managers at all levels in universities is one of the factors that affect the establishment and implementation of contents of competence-based development of English lecturers at universities in the context of international integration.



**2.1.6. Level of financial and infrastructure investment of universities in development of English lecturers**

The level of financial and infrastructure investment of universities in development of English lecturers at universities is one of the subjective factors and belongs to the management subject factor. The purpose and means to perform an activity always have a dialectical relationship with each other. To achieve the purpose of a certain activity, it is necessary to have sufficient quantity and quality of means for that activity. The material facilities and finance are one of the means and conditions to implement an activity. Thus, in order to develop English lecturers at universities, in addition to the impact of managers at all levels and in addition to the self-motivation of each English lecturer, there must be a reasonable investment in finance and material facilities to implement the contents of planning, choosing, using, training and improving, evaluating, and creating motivation. It also means that the financial and material facility investment factor in development of English lecturers is one of the factors that have an impact on this development of English lecturers at universities.

**2.2. Research method and sample**

Research method: The research uses quantitative research methods through questionnaire surveys.

Research sample: The research conducted a survey of managers and English lecturers of four universities under the Ministry of Industry and Trade (Hanoi University of Industry, Industrial University of Ho Chi Minh City, University of Economics - Technology for Industries, Ho Chi Minh City University of Food Industry). The total collected questionnaires were 294, including 109 questionnaires of managers and 185 questionnaires of English lecturers.

Scale levels: The research used questionnaire with a 5-level scale: Very strong / Relatively strong / Normal / Weak / Very weak. Accordingly, the range of significance of the levels for analysis and assessment is as follows: 1.00 - 1.49: Very weak; 1.50 - 2.49: Weak; 2.50 - 3.49: Normal; 3.50 - 4.49: Relatively strong; 4.50 - 5.00: Very strong.

**2.3. Real situation of factors affecting the competence-based development of English lecturers at universities under the Ministry of Industry and Trade**

The majority (from 73.5% to 93.9%) of managers and English lecturers think that all factors have a very strong impact on the competence-based development of English lecturers at universities under the Ministry of Industry and Trade (see Table 1). Up to 93.9% of managers and English lecturers assess that the professional competence framework of English lecturers at universities meets the requirements of international integration and self-motivation to develop the professional competence of each English lecturer at universities has a very strong influence. These are also two factors that most (99.7%) of managers and English lecturers assess at relatively strong/very strong influence level. In addition, 87.4% of managers and English lecturers also realize that the human resource management capacity of managers at all levels in universities has a very strong influence on the development work of English lecturers. No factor was found to have a weak/very weak influence.

*Table 1. Assessment of managers and English lecturers on the factors affecting the development of English lecturers*

Factors	Levels of influence				
	Very strong	Relatively strong	Normal	Weak	Very weak
Main characteristics of the age about the socio-economic development in the context of international integration	87,1%	9,9%	3,1%	0,0%	0,0%
The Party's leadership and the State's policy on developing teaching staff and educational managers in the context of international integration	79,9%	11,9%	8,2%	0,0%	0,0%
Professional competence framework of English lecturers at universities meets the requirements of international integration	93,9%	5,8%	0,3%	0,0%	0,0%

Self-motivation to develop the professional competence of English lecturers at universities	93,9%	5,8%	0,3%	0,0%	0,0%
Human resource management capacity of managers at all levels in universities	87,4%	10,9%	1,7%	0,0%	0,0%
Level of financial and infrastructure investment of universities in development of English lecturers	73,5%	18,4%	8,2%	0,0%	0,0%

In general, according to the assessment of managers and English lecturers, all six factors have a very strong impact on the competence-based development of English lecturers at universities under the Ministry of Industry and Trade (average score fluctuates in the range 4.65 – 4.94) (see Figure 1).

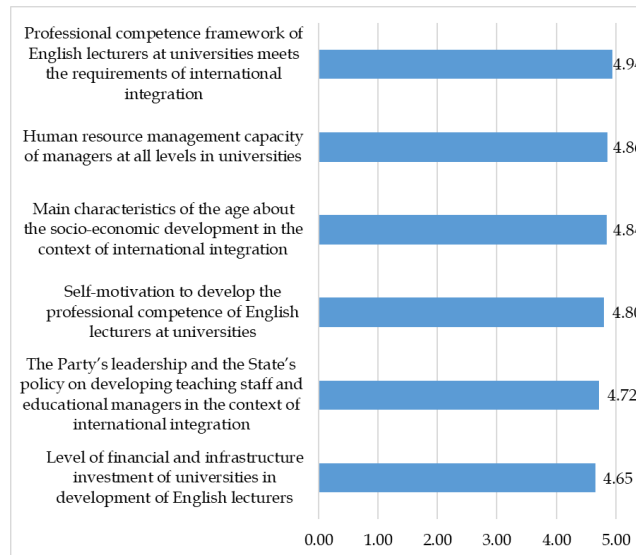


Figure 1. General assessment of factors affecting the development of English lecturers

“Professional competence framework of English lecturers at universities meeting the requirements of international integration” is assessed to have the strongest impact on the competence-based development of English lecturers at universities under the Ministry of Industry and Trade (average score = 4.94), followed by “Human resource management capacity of managers at all levels in universities” (average score = 4.86). This shows that the professional competence framework of English lecturers and the human resource management capacity for managers at all levels in universities under the Ministry of Industry and Trade have a significance to contribute to deciding the quality of implementing the contents of competence-based development of English lecturers at these universities. The research result also shows that at present, the universities under the Ministry of Industry and Trade have not had the professional competence framework of English lecturers. That real situation is one of the difficulties and inadequacies in implementing the contents of development of English lecturers. The main cause of these difficulties and inadequacies is due to the human resource management work of managers at all levels in universities under the Ministry of Industry and Trade. Therefore, the universities under the Ministry of Industry and Trade must have management solutions to build their competence framework and improve the human resource management capacity for managers at all levels in universities.

Conversely, “The level of financial and material facility investment in development of English lecturers at universities” and “The Party’s leadership and the State’s policy on developing teachers and educational managers in the context of integration” is assessed to have the lowest impact on the competence-based development of English lecturers at universities under the Ministry of Industry and Trade (average score = 4.65 and 4.72 respectively).

### 3. Conclusion

The research has provided a general picture of the real situation of the factors affecting the competence-based development of English lecturers at universities under the Ministry of Industry and Trade in the context of international integration. Accordingly, all six factors have a very strong impact on the development of English lecturers. These are practical bases for the management levels to find solutions for solving difficulties and overcoming inadequacies in the competence-based development of English lecturers at universities under the Ministry of Industry and Trade in the context of international integration.

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## IMPACT OF ARTIFICIAL INTELLIGENCE ON EDUCATION AND POLICY IMPLICATIONS

Bui Thi Hong Ha<sup>1</sup>

**Abstract.** Artificial intelligence is developing rapidly and contributing to innovations and breakthroughs in many fields. Education, with its important role in developing human resources and ensuring a country's sustainable development, is at the center of the debate about the opportunities and challenges that artificial intelligence brings to this field. Artificial intelligence has introduced unprecedented experiences in education, improving the quality of teaching and learning. However, the rapid pace of artificial intelligence development also puts pressure on educators to equip learners with new knowledge and skills related to artificial intelligence, and raises concerns about ethics. This article focuses on analyzing the opportunities and challenges that artificial intelligence brings to education and training, and proposes policy recommendations.

*Keywords:* Artificial intelligence, education and training, public policy.

### 1. Introduction

Artificial intelligence (AI) is developing rapidly and gradually asserting itself as a key, breakthrough technology in the Fourth Industrial Revolution. The rise of artificial intelligence is redefining the workplace through driving innovation and how information is shared and used, transforming the way industries operate and human life includes the field of education. The widely use of AI in education has created major changes in teaching and learning methods. However, the sector also faces both new opportunities and challenges. How can schools take advantage of the benefits of AI to create innovations in teaching and learning, improving the quality of education? How can schools and teachers equip students with the necessary skills to secure jobs in the future? In addition, the rapid development of AI has raised questions related to ethics and the properly use of artificial intelligence in education? What are the limits to the use of AI in this field? What is the role of policymakers and educational managers to ensure effective application of AI in the field of education and training? This article will analyze and evaluate the impacts of AI in education, thereby proposing policy recommendations to take advantage of the opportunities and limit the challenges that AI brings in this sector.

### 2. The impact of AI on education

Artificial Intelligence (AI) derives from computer science as a distinctive field of study, “the only field to attempt to build machines that will function autonomously in complex, changing environments” (Russell, S.J., 2010; Chen,2020). Since the term “Artificial Intelligence” was first introduced in a workshop at Dartmouth College in 1956 (Russell, S.J., 2010), scientists and researchers have shown interest in the opportunities and threats that technology can give rise to in all aspects of our lives from education to employment, and from social interactions to the very existence of us as a species.

There has been a lot of debate about implementing AI in education for more than 30 years, with huge investments in research and an AI education market.

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## 2.1. Benefits of implying AI in education

It is undeniable that AI can create innovation, creativity and bring many new experience opportunities to the education industry, specifically:

### *\*For learners*

Studies on the benefits that AI brings to education in general and higher education in particular focus on a number of key aspects. An important and highly recognized contribution of AI implementation is related to the teaching-learning process. Studies show that AI can facilitate learning and it can provide both students and teachers with a personalized approach, especially in cases where tuition fees has now become more expensive or in the context of a shortage of qualified teachers. AI-powered tools have been proven to be effective and some of them are already widely used in universities and high schools in Western countries, such as virtual reality and virtual assistants., etc. Innovative technology, tools and solutions are emerging with the aim of identifying learning gaps and improving pedagogical approaches to achieve academic success. The education sector benefits from AI curricula, allowing students to progress faster and more effectively to achieve their learning goals at a pace appropriate to the ever-changing needs of the 21st century (Kengnam, 2020). Besides, AI can provide students with diverse learning support tools such as translation tools, voice assistants, chatbots, VR and video games, tutoring programs, and personalized learning, assessment and instant feedback. Such benefits range from developing global classrooms for different types of students and addressing different learning needs. The COVID-19 pandemic is an example of the role of new technologies in an unpredictable situation. The transition from face-to-face to online learning is easier, faster, less difficult and has fewer negative impacts in countries that students and teachers who have familiar with new technologies, with higher levels of digital skills and for organizations that are already connected and equipped with new technological tools [Edu, T.; Negricea, C.; Zaharia, R.; Zaharia, R.M., 2022].

### *For teachers*

In traditional education, lecturers often spend a lot of time doing "repetitive" tasks such as classifying homework, evaluating essays and grading students' papers. Not only that, these jobs also cause boredom and fatigue for teachers. AI contributes to automating and performing the above administrative and professional activities for lecturers. AI provides interactive and customizable software tools integrated with virtual reality, deployed on digital devices. AI helps reduce lecturers' time and effort in administration, assignment, grading... In addition, we can also take advantage of AI support by "embedding" AI in teaching applications and websites, thereby collecting and analyzing the "habits and behaviors" of students during the learning process. The data is then used to build a model that can provide real-time information about student understanding and engagement with specific topics. In addition, AI will "monitor" class to respond and give advice on shortcomings such as students not being able to keep up, a knowledge that students constantly make mistakes... Thanks to that, teachers can reduce their load and improve quality. Teaching quality is improved and there is more time to contemplate knowledge and pedagogical skills.

### *Benefits in research*

The benefits of implementing AI in HE are highly appreciated in relation to the research process. AI offers unique opportunities to enhance interdisciplinary, multidisciplinary and transdisciplinary research as AI facilitates searching through a large number of sources, selecting topics, transferring methods from the field to another field or combine research methods when looking at complex topics. By collecting and processing big data, facilitating collaborative research and clearing the flow of communication between researchers, new research directions are opened, new ideas are saved transformation and new solutions become easier to identify and apply (Dhawan, S.; Batra, G., 2020)

### *For educational management*

AI applications allow educational managers to reduce the load and costs related to administrative work

and instead focus more on content that improves the quality of learning and teaching. At the same time, AI also allows educational managers to have an overview (in real time) of the current status of teaching and learning, the needs and capacities of both learners and teachers and school's resources to develop appropriate teaching and learning plans.

## 2.2. Challenges

Along with opportunities to bring completely new experiences to learners and educators, AI also shows many challenges in the process of application to this industry which are:

Firstly, policy responses have not kept up with developments in the AI. In fact, Policy response related to the use of AI in fields in general and education in particular is still very slow while AI is developing at a rapid pace. There is a growing demand for proper control of new technologies in general and AI in particular, in terms of strict supervision, rules and laws being issued to avoid ethical violations and dilemmas, about privacy and bias. Who is responsible if the algorithm is wrong? Or AI applications are said to bring new challenges that can disrupt the labor market, teachers may be replaced as virtual classrooms and virtual teachers become more and more popular, so planners What programs does education policy have regarding equip qualifications, knowledge, and skills related to AI for educators?

On March 13, 2024, the European Union (EU) Parliament officially passed the AI Act (The AI Act) to control AI, laying the first legal foundation in the world to manage the technology field that is experiencing extremely rapid growth and related investment activities. Legal experts say the law is an important milestone for international AI regulation and could pave the way for other countries to follow.

Secondly, issues related to ethics and scientific integrity in using AI in education and research.

There have been increasing debates about the ethics behind the deployment of AI in education. Responsibility for the actions of algorithms, chatbots and robots, the ethics behind AI creators and AI operators, privacy and data security are major topics that have come up in the ethical discussion related to AI (Dell Technologies, 2023). There are many concerns regarding the fact that students tend to cheat because there is more and more highly accurate software (such as the heated debate around ChatGPT). Questions such as how students can be educated in ethics related to AI are an under-researched topic and more needs to be achieved to further develop ethical behavior. What theoretical approaches to ethics should be applied when we discuss the responsibilities of robots or chatbots? These are questions that are not even theoretically well defined, and research in this area has lagged behind due to the pace of technological progress.

Thirdly, the challenge for schools and teachers in equipping learners with AI knowledge and skills to meet job requirements

Education plays an important role in providing quality human resources for the country. The rapid development of AI has put great pressure on educational institutions to build and adjust curricula to equip learners with AI-related knowledge and skills to ensure they can get a job in the future as well as meet workplace requirements. And educational institutions themselves are also under pressure to foster the qualifications, knowledge and skills of their teachers to meet the needs of learners and the labor market. Integrating AI in education is a complex task that requires an operational and reliable framework that supports infrastructure modifications and a significant amount of digital equipment. It also includes a training process for all those involved in the teaching-learning process to operate the system, and a strategic vision for AI implementation needs to be developed at the organizational and system level. Adapting to AI is difficult, and it involves both human and financial effort. Teachers are required to adapt to new methods. However, some of them lack the necessary training to successfully carry out their duties because resources to train them are scarce and have not been previously budgeted.

In addition, inequality due to lack of basic infrastructure. Besides opportunities, AI can also contribute to creating inequality among disadvantaged and vulnerable populations that are more likely to be excluded

from AI-powered education. According to Hilbert (2015), the lack of basic infrastructure conditions also creates a new digital divide in using data-based knowledge to make smart decisions. It can be quite difficult and expensive for many higher education institutions, leading to educational inequality, as with constant software upgrades, universities will constantly face the need to adapt to technological solutions is always changing and requires more funding to update. This process widens the gap between well-funded universities and those that are struggling financially. For example, countries such as the United States, Finland, China and the United Kingdom have introduced strategic education policies to integrate smart technology into education, providing higher education institutions study grants and resources to develop AI learning platforms and train faculty to become familiar with AI [18,24]. These policies can enhance academic success and, at the same time, attract international students through innovative approaches, while other universities especially in developing countries lag behind due to lack of financial resources to adapt to new requirements [Bhutoria, A.,2022; Zinchenko, V;2022].

Moreover, challenges in data development when applying AI Data is one of the important factors to ensure the accuracy of machine learning algorithms and AI's predictive ability. However, many countries still have difficulty collecting education data. Education data must be open and used at the school level. In addition, when collecting data, it must ensure demographic representation (age, gender, social background) (UNESCO, 2018) to provide complete analysis results on vulnerable groups. This is a big challenge in applying AI to education. Also, Unauthorized data collection is becoming a serious ethical and legal issue, which can violate user privacy and cause serious consequences. Unauthorized data collection can cause an imbalance in interests between users and data collection organizations, which can lead to the misuse of user information to achieve another personal benefit.

### **3. Policy implications for Vietnam**

Although in Viet Nam, the using of AI in education is not really popular, some Vietnamese educational organizations have begun to coordinate with technology companies to bring AI into teaching and management (in private schools), the changes in management and teaching are very clear. 2023 is the first year that Department of Education and Training, the Ho Chi Minh City has used AI to support parents and students in registering their options for 10th grade. Accordingly, the system provides full information about high schools in the area, such as: curriculum, benchmark scores, enrollment targets over the years... From the information about chosen classes (regular, specialized, integrated classes), phone number, residential address that parents and students provide, AI will classify them, analyze and evaluate the results of high schools that are suitable for students' learning ability as well as students' residence. However, the using of AI is still in its infancy. To promote the opportunities and overcome the limitations of AI in Vietnam, in the coming time, the following solutions should be noted:

Regarding to the Government, in the context of AI technology developing strongly, the Government needs to soon research and promulgate regulations and legal frameworks to control and manage AI-related activities.

Vietnam should prioritize building and perfecting policies and laws to create an open legal corridor to meet the requirements of promoting research, development and application of artificial intelligence in education.

Create an open mechanism to promote educational institutions from central to local levels to use artificial intelligence applications and services to create breakthroughs in management and administration. Building data and computing infrastructure for research, development and application of artificial intelligence in education. Promoting data sharing for research, development and application, forming shared, open and shared databases for research and development of artificial intelligence applications.

In policies to develop AI in general and AI in education in particular, it is necessary to attach great importance to ethical issues associated with collecting, producing, analyzing and disseminating

large-scale data about people. Privacy and data security are concerns, the main challenge lies in being able to use personal data while ensuring that personally identifiable information and the individual's privacy preferences are protected. It is also important to install the necessary protections to prevent data theft for example, having to register services and pre-market security assessment; mandatory labeling on AI-generated content such as photos and videos; Must use legal data to train AI models and provide that data when needed by authorities; Do not carry content that incites overthrow of the government or regime, do not violate privacy rights, etc. Service providers must remove illegal content and prevent its spread. Violators will be fined and may even be criminally prosecuted. In education, this becomes even more difficult in the context of young learners. Legally, it is not yet possible to give explicit consent to the collection and use of their personal data. The collection and use of personal data, even when used to enhance learning, must always be maintained based on explicit and informed consent, transparency, fairness and justice ( Francesc Pedro, 2019).

Besides, the EU's approval of AI Act shows that it is a lesson worth studying. It is necessary to have measures to protect people, especially the vulnerable and those who do not have much experience with risks related to AI. These measures will be continuously updated according to world knowledge and reality in Vietnam.

The government also needs to increase budget and operating funds for scientific research and capacity development programs for education leaders at the grassroots level in applying new technology. Create a mechanism to increase the number of educational businesses applying AI. Promote deployment of available software platforms and applications. Develop a number of specific Vietnamese products, gradually forming an AI industry in education in Vietnam.

Regarding the education sector, build a number of key research centers specializing in researching and training talents and high-quality human resources in AI and data science at a number of top universities and research institutes. The educators need to quickly approach the requirements: Lecturers and learners will have to change and adjust to take advantage of the advantages and minimize the negative impacts and disadvantages of AI. Instructors need to equip students with basic skills to use AI effectively, help them understand the importance of asking questions and analyzing data to create reliable results and need to promote develop critical thinking skills and the ability to ask creative questions.

To be ready for the development of AI, students need to have the right approach when studying. Instead of banning students from using AI tools, educators need to ensure students understand how to use AI and use AI responsibly, teaching digital ethics encourages critical thinking and the principled, effective use of technology. Exposure to AI from school helps students gain deeper expertise in the latest technologies. Through training courses, seminars and research, students can gain the knowledge and skills needed to work with AI in the future. Students can start by taking online courses, learn user-friendly applications, and gradually increase your skills and knowledge in the technology field. Schools and education and training institutions should consider incorporating machine learning, data analytics, large language models, artificial intelligence and digital ethics into courses and training programs to Equipping students and learners with the most useful tools to confidently enter the digital economy and digital society.

However, when applying AI widely in education, ensuring equality in access to education is very important, so traditional systems must still be maintained for those who cannot access technology applications, especially in mountainous, remote and island areas.

#### **4. Conclusion**

In conclusion, it is undeniable that educational institutions will continue to be greatly impacted by AI. This impact includes both opportunities and challenges but cannot be avoided. Education policymakers need to respond as soon as possible to best exploit the advantages AI brings to this industry as well as control the risks that AI can bring.



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**EVALUATING THE ALIGNMENT BETWEEN ASSESSMENT METHODS  
AND COURSE LEARNING OUTCOMES OF THE MASTER OF TRADITIONAL MEDICINE PROGRAM  
OF THE UNIVERSITY OF MEDICINE AND PHARMACY AT HO CHI MINH CITY**

Le Thi Lan Phuong<sup>1</sup>, Mai Nhat Tan<sup>2</sup>, Trinh Thi Dieu Thuong<sup>3</sup>

**Abstract.** Background: The arrangement of assessment methods compatible with the learning outcomes is an important aspect in designing a curriculum. Objectives: Assess the compatibility between the assessment methods and the course expected learning outcomes to ensure the quality of educational training and to accurately assess student's competencies according to the desired outcomes. Subjects and Methods: The Master of Traditional Medicine Program of UMP, the lasted updated version in 2021 is being implemented. Conduct statistical assessment methods of all courses, analyze the course learning outcomes according to Bloom's Taxonomy scaled in the domains of knowledge, skills and attitudes. Evaluate the alignment between the assessment methods (AMs) and course learning outcomes (CLOs) based on the instruction documents, Theoretical framework: the ALOA model - (Aligning Learning Outcomes and Assessment) and the opinion of experts. Results: The MTMP has 15 compulsory courses (not including graduation courses), with 55 learning outcomes. The evaluation methods used in MTMP include both continuous assessment and summative assessment. The results show that the assessment methods have 16% MCQs, 31% essay/project, 13% problem solving, 8% practical work/clinical practice, 16% short answer/written test, 11% presentation, và 5% observation. Knowledge domain CLOs include 2 CLOs of level 2, 7 CLOs of level 3, 8 CLOs of level 4, 8 CLOs of level 5, and 13 CLOs of level 6; skill domain CLOs include 10 CLOs of level 3, 2 CLOs of level 4; attitude domain CLOs include 1 CLO of level 3 and 4 CLOs of level 5. The achieved absolutely compatibility is 77.05%, not absolutely compatibility is 21,31%, and not compatibility is 1,64%. Conclusions: The assessment methods and course learning outcomes of the Master of Traditional Medicine Program are highly compatible but need further assessment exam questions and periodically review to ensure the quality of training.

**Keywords:** *Expected learning outcome, the alignment, traditional medicine, Bloom's Taxonomy.*

## 1. Introduction

The alignment between learning outcomes and assessment methods addresses current challenges in education, such as recognizing learning, responding to teachers and students, and the accreditation process. It is essential that the outcomes measured by assessment methods reflect the learning process accurately.

The Master of Traditional Medicine Program at the University of Medicine and Pharmacy at Ho Chi Minh city was evaluated by the AUN-QA (ASEAN University Network Quality Assurance) version 4.0 in 2023. Based on feedback and post-accreditation experience, we recognize the crucial role of ensuring alignment between Learning Outcomes, Assessment Methods, and Teaching Methods in maintaining program quality. The specific nature of the field also requires expert validation.

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This study aims to evaluate the compatibility between assessment methods and course learning outcomes, ensuring accurate student assessment based on desired program outcomes. The findings will provide objective insights into program compatibility and support appropriate adjustments to specific assessment methods.

## 2. Subjects and Methods

*Subjects:* The study focuses on the 2021 version of the Master of Traditional Medicine Program at the University of Medicine and Pharmacy at Ho Chi Minh city, which was implemented from 2021 to 2023. The program was designed according to UMP's standard procedures, involving stakeholders such as employers, alumni, faculty, students, and the Academic and Training Council.

*Methods:* This is a descriptive study. The ALOA (Aligning Learning Outcomes and Assessment) model was used to align specific assessment methods with learning outcomes. The model ensures that assessment methods are valid in relation to intended course outcomes, using Bloom's updated taxonomy for cognitive domains.

*The ALOA model includes three components:*

1. Learning Outcome: These are statements about what learners will know, understand, and/or be able to do at the end of a learning period. The outcome-based approach has become foundational in the education system of the EHEA (The European Higher Education Area), also known as the Bologna Process. Bloom's taxonomy includes 6 levels corresponding to increasing cognitive complexity: Remember, Understand, Apply, Analyze, Evaluate, and Create. The authors have compiled 19 specific cognitive processes related to the verbs used in the ALOA model to assess learning outcomes.

2. Assessment Methods: Based on the author Brown (1997), the model includes 6 general categories for assessment methods: Multiple Choice Questions (MCQ), essays, problem solving, practical work, short-answer questions, and reflective practice assignments.

3. Compatibility: The relationship between learning outcomes and assessment methods. A course is considered compatible if the descriptions of learning outcomes and assessment tasks align.

The TALOE project (Time to Assess Learning Outcomes in E-learning) has developed an online tool for evaluating and selecting assessment methods based on the ALOA model. This tool was developed by the European Commission to support lifelong self-learning programs and is publicly available (<https://taloetool.up.pt/>). The tool operates in three steps. In Step 1, users describe the learning outcomes that students need to achieve after completing a module/course; these outcomes should be clearly and simply described. In Step 2, users select three verbs that best describe the learning outcomes, which also helps to verify the outcomes. After describing the outcomes using verbs, users will receive suggestions for suitable assessment methods (a list of assessment methods compatible with the description).

*Using ALOA and TALOE principles, this study evaluates the compatibility between course learning outcomes and assessment methods in the Master of Traditional Medicine Program through the following steps:*

1. Establishing a mapping table showing the contributions of courses to program learning outcomes at three levels: I (low), R (medium), and M (high).

2. Reviewing all course learning outcomes to ensure alignment with program learning outcomes using Bloom's taxonomy in three domains: Cognitive (knowledge), Psychomotor (skills), and Affective (attitudes).

The Cognitive Domain (knowledge) includes 6 levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. The Psychomotor Domain (skills) includes 5 levels: Imitation, Manipulation, Precision, Articulation, and Naturalization. The Affective Domain (attitudes) includes 5 levels: Receiving, Responding, Valuing, Organizing, and Characterizing.

3. Compiling all assessment methods used and categorizing them according to the ALOA model with expert consultation.

4. Evaluating the compatibility between course learning outcomes and assessment methods, providing recommendations and proposals.

### 3. Results

The Master of Traditional Medicine Program has a total of 7 course learning outcomes, classified according to Bloom's taxonomy. The curriculum includes 15 mandatory courses (excluding the Graduation module specific to the research-oriented and application-oriented groups), with 55 course learning outcomes. All courses are appropriately distributed and demonstrate their contribution to achieving the program-level learning outcomes upon graduation (Table 1).

*Table 1. Mapping between program learning outcomes and compulsory courses in the Master of Traditional Medicine Program*

Course	Program Learning Outcomes						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
Philosophy	I						
Foreign Language		R					
Molecular Biology	R						
Medical Ethics – Sociology	R	I					R
Scientific Research Methods		R					R
Medical Statistics		R					
Neurobiology	M	M			M	R	
Basic Traditional Medicine	R	R			M	M	
Research in Traditional Medicine	R	M					M
Quality Management of Traditional Medicine Drugs	R		R			M	
Pharmacology (Traditional and Modern)		M			R	R	
Pathology and Combined Treatment of Musculoskeletal System	M		M	M	M		M
Pathology and Combined Treatment of Nervous System	M		M	M	M		M
Pathology and Combined Treatment of Geriatrics	M		M	M	M		M
Pathology and Combined Treatment of General Internal Medicine	R		M	R		M	R

*Legend:*

I: Introduction – Related to low level

R: Reinforcement – Related to average level

M: Mastery – Related to high level

All course learning outcomes (CLOs) are aligned with the program learning outcomes (PLOs) according to the mapping table and are described using Bloom's taxonomy across three domains: Cognitive (knowledge), Psychomotor (skills), and Affective (attitudes). The knowledge domain CLOs include 2 CLOs at level 2, 7 CLOs at level 3, 8 CLOs at level 4, 8 CLOs at level 5, and 13 CLOs at level 6. The skills domain CLOs include 10 CLOs at level 3 and 2 CLOs at level 4. The attitudes domain CLOs include 1 CLO at level 3 and 4 CLOs at level 5. (Figure 1)

The assessment methods used in the program are highly diverse, including both formative and summative evaluations. The assessment methods are categorized into five general groups based on the ALOA model, including: Multiple Choice Questions (MCQs), essays/projects, problem solving, practical work/clinical practice, and short-answer questions/written tests. Additionally, the program incorporates presentation skills and oral guidance assessments as well as professionalism and attitude assessments through direct observation.

The compatibility between course learning outcomes (CLOs) and assessment methods is evaluated

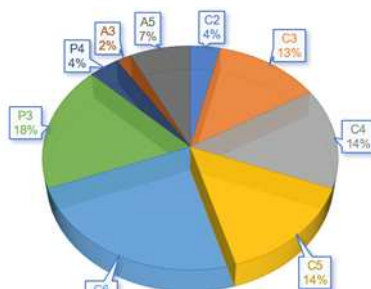


Figure 1. Percentage distribution of course learning outcomes by level (C: Knowledge, P: Skills, A: Attitudes)

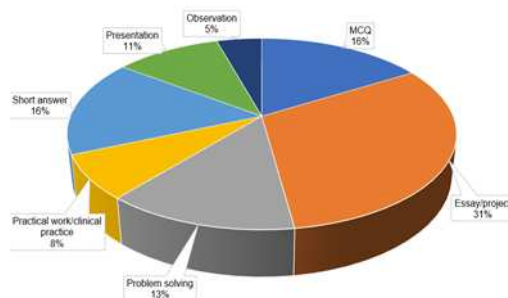


Figure 2: Percentage distribution of assessment methods used in the program

based on guidelines, with specific learning outcomes or assessment methods in traditional medicine being reviewed by experts in the field. According to this evaluation, 77.05% of assessment method-CLO pairs were rated as fully compatible, 21.31% as not fully compatible, and 1.64% (1 pair) as incompatible.

Table 2. Compatibility evaluation between assessment methods and course learning outcomes

Course	CLOs	Level	Assessment Methods	Compatibility		
				Fully Compatible	Not Certain	Not Compatible
According to program framework order	All course learning outcomes based on detailed syllabus	Classified by levels: From C1 to C6, from P1 to P5, and from A1 to A5	Categorized into 7 groups	Confirmed by documentation and expert opinions, no disputes	There are disputes or doubts from documentation or experts	Not confirmed by documentation and/or expert opinions

#### 4. Discussion

The fully compatible rate between assessment methods and course learning outcomes (CLOs) of the Master’s program in Traditional Medicine at the University of Medicine and Pharmacy in Ho Chi Minh City is 77.05%, which is quite high. However, the 21.31% of assessment method-CLO pairs that need further review to ensure compatibility remain uncertain upon re-examination. These pairs mostly involve using multiple choice questions (MCQs) to assess knowledge outcomes at levels 3 and 4. Therefore, it is necessary to re-evaluate the test bank and carefully assess the quality of MCQ questions to ensure this compatibility. There is one assessment method-CLO pair that is considered incompatible: a level C5 learning outcome in Philosophy, assessed by a written exam (open-ended questions).

Ensuring the compatibility between assessment methods and learning outcomes is crucial to ensuring that student results accurately reflect the actual level of achievement of the course and program learning outcomes. Therefore, the study has been implemented and provides recommendations for reviewing the curriculum and improving the quality of education. However, since many assessment methods are specific to the field, it is essential to describe these methods clearly and in detail and regularly review their application to similar programs.

## 5. Conclusion

The study of the alignment between assessment methods and course learning outcomes (CLOs) in the Master's program in Traditional Medicine at the University of Medicine and Pharmacy in Ho Chi Minh City reveals a high degree of compatibility, with 77.05% of assessment method-CLO pairs deemed fully compatible. This indicates that the majority of the assessment methods are well-suited to evaluate the intended learning outcomes effectively.

However, the analysis also highlights that 21.31% of the assessment method-CLO pairs require further review to ensure compatibility. This predominantly involves the use of multiple-choice questions (MCQs) for assessing knowledge outcomes at Bloom's Taxonomy levels 3 and 4, suggesting the need for a thorough re-evaluation of the MCQ test bank to ensure quality and alignment with the learning outcomes. Moreover, one assessment method-CLO pair, which assesses a level C5 learning outcome in Philosophy using a written exam with open-ended questions, was found to be incompatible. This underscores the necessity of selecting appropriate assessment methods for higher-level cognitive outcomes.

Ensuring the alignment between assessment methods and learning outcomes is essential for accurately reflecting students' actual achievement levels. This study recommends periodic review and refinement of the curriculum and assessment methods to maintain and improve educational quality. Given the specialized nature of the field, it is crucial to provide detailed descriptions of assessment methods and continually review their application in similar programs.

In conclusion, while the current alignment between assessment methods and CLOs is commendable, continuous efforts are necessary to address the areas of misalignment. By focusing on the quality of assessment tools, especially MCQs, and ensuring the appropriateness of assessment methods for higher cognitive levels, the program can enhance its educational effectiveness and better prepare students for professional practice. Regular evaluations and updates will help maintain the relevance and effectiveness of the program, contributing to the overall improvement of educational outcomes in the field of Traditional Medicine.

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## ESTABLISHING A CULTURE OF QUALITY IN TESTING, INSPECTION AND QUALITY ASSURANCE ACTIVITIES AT THE PEOPLE'S SECURITY ACADEMY

Vu Van Khoa<sup>1</sup>

**Abstract.** In recent years, alongside other tasks and activities of the Academy, the testing, inspection, and quality assurance work at the People's Security Academy have undergone numerous innovations, becoming increasingly clear and having positively impact on the entire educational process generally and specifically the testing, inspection, and quality assurance activities in training quality. However, practical experience shows that the process of establishing and forming a culture of quality in testing, inspection, and quality assurance activities at the People's Security Academy still has existing favorable and unfavorable factors that need to be identified. Accordingly, suitable solutions are proposed to build a culture of quality in testing, inspection, and quality assurance activities, contributing to improving the quality of education and training in the future.

**Keywords:** *Culture of quality; testing, inspection, and quality assurance activities; People's Security Academy.*

### 1. Introduction

The strong drive of integration and internationalization presents both opportunities and challenges for educational institutions, including competition accompanied by the requirement for innovation to create different values in quality. In each educational institution, along with the process of establishing regulations, procedures, and technologies in quality management, the culture of quality always needs to be addressed as an important factor influencing the operation of those elements. The culture of quality must be comprehensively formed and developed in all activities and departments of the educational institution, including testing, inspection, and quality assurance activities. In this article, the author emphasizes the necessity of establishing a culture of quality in testing, inspection, and quality assurance activities at the People's Security Academy and proposes some methods to establish and promote this culture, contributing to improving the quality of training and materializing the strategic objectives of the People's Security Academy.

### 2. Theories of quality and quality culture

Any organization, institution, or individual engaged in any activity needs to pay attention to quality. There are many definitions of quality depending on different perspectives and fields. For example, in higher education, quality is evaluated based on six perspectives: Input assessment, Output assessment, Value-added assessment, Academic value, Organizational culture, and Audit.

The International Network of Quality Assurance in Higher Education (INQAHE) has provided two definitions of quality in higher education: (i) Compliance with prescribed standards (meaning there are standard criteria and quality assurance based on these standard criteria); and (ii) Achieving set objectives (meaning there are no standards, quality assessment is based on objectives).

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Depending on the situation, we can choose definition (i) or (ii) to apply and understand "quality culture". For example:

To illustrate definition (i), we can take the set of quality assurance standards issued by the Ministry of Education and Training as an example. According to definition (i), these are clearly prescribed standards that Vietnamese universities must comply with. The higher the proportion of criteria met (compared to the set of criteria, standards), the higher the quality of the institution. Therefore, quality culture is understood as each member of the institution understanding the prescribed standards, or in other words, understanding how their responsibilities contribute to quality and being proactive in achieving the desired quality - meaning how to meet the standards.

To illustrate definition (ii), we can take short-term, medium-term, or long-term strategic plans of each educational institution, all of which set specific objectives. According to the above definition, if these set objectives are achieved, it signifies quality. In this case, the quality culture involves every member (from management staff to learners), every department (from departments to organizations and associations) understanding how their work contributes to improving and enhancing quality according to the plan's objectives and actively participating in achieving those goals.

Regardless of how it is defined, we need to understand that the quality culture always aims at ensuring and improving quality. Therefore, the quality culture needs to be considered as an approach in the process of improving quality in every educational institution. Building a quality culture essentially means establishing an environment for quality activities and continuously improving the quality of the organization, which is also the goal that every educational institution aims for.

### **3. The necessity of establishing a quality culture in testing, inspection, and quality assurance activities at the People's Security Academy**

Through nearly 78 years of construction and development, the People's Security Academy has become a key educational institution in the Public Security sector and a reputable scientific research center nationwide. At the same time, the Academy is striving to become a key national educational institution by 2030, in compliance with the Network Planning of Universities and Colleges phase 2021 - 2030, vision 2050 of the Government.

The 13th National Congress of Communist Party set the goal "By 2025, basically establishing a strong People's Army and People's Police, laying a solid foundation, striving by 2030 to build a revolutionary, disciplined, skilled, and modern People's Army and People's Police; strong in politics, ideology, morality, organization, and personnel" [4]. Embracing the Party's directive, the Minister of Public Security issued Plan No. 203/KH-BCA on May 12, 2021, regarding the research and development of the project "Building the People's Police force by 2030 revolutionary, disciplined, skilled, and modern", reflecting the strategic thinking and vision of the Central Public Security Party Committee, the leadership of the Ministry of Public Security regarding the construction of the People's Police force to meet the requirements of the new situation [2].

Deeply recognizing the role and mission in education and training to meet the requirements of establishing the People's Public Security force, serving the mission of protecting national security, and contributing to the construction and defense of the Fatherland, the People's Security Academy has issued Plan No. 4772/KH-T01-VP regarding the development project "Strategic development of the People's Security Academy until 2030 to meet the requirements of training revolutionary, disciplined, skilled, and modern People's Public Security force." This plan includes solutions to enhance testing, inspection, and quality assurance activities at the People's Security Academy. Testing, inspection, and quality assurance activities serve both as a stage in the training process and as tools to assess, evaluate, and implement measures to improve and enhance the quality of education and training. The results of testing, inspection, and quality assurance activities provide the basis for the Academy to review and adjust mechanisms, policies, determine quality, position, and prestige, and also serve as the basis for state and social supervision



of the Academy's activities.

In recent years, testing, inspection, and quality assurance activities have gained significant achievements, especially in inspection activities, marking a new development step. For the People's Security Academy, establishing a culture of quality in testing, inspection, and quality assurance activities is the foundation for the Academy to develop appropriate strategic plans, clear direction, and alignment with the mission, vision, and goals, assess the position of the Academy, and have specific development strategies. Additionally, building a culture of quality in testing, inspection, and quality assurance activities helps all members adhere to the values and standards of the organization with a sense of initiative; each individual and organization, when participating in solving stages in testing, inspection, and quality assurance activities, must use quality as a measure and criteria to strive towards and successfully complete tasks. In the future, to achieve sustainable goals, and to contribute to the successful implementation of objectives and requirements according to the development plan of the Academy until 2030, continuous promotion of culture of quality in examination, inspection, and quality assurance activities is required to substantially transform the activities and ensure the quality of training.

#### **4. Overview of the results of testing, inspection, and quality assurance activities at the People's Security Academy**

In recent years, testing, inspection, and quality assurance activities have always received careful attention and precise guidance from the Academy's Directorate and have achieved extremely important results. The Academy has established Resolution No. 552-NQ/ĐU dated November 11, 2022, on enhancing testing and quality assurance work of the People's Security Academy in the new situation; proactively advising and proposing the Ministry of Public Security to issue numerous documents, regulations, directives, and guidelines on testing, inspection, and quality assurance activities to meet the practical requirements of the work. At the same time, the Academy focuses on perfecting its organizational structure, developing high-quality human resources, as well as improving its system of documents, regulations, guidelines, and actively building plans according to the requirements of the Ministry of Education and Training and the Ministry of Public Security. The testing, inspection, and quality assurance activities of the Academy have been gradually implemented, perfected, and continuously innovated, creating positive changes; the awareness of cadres, lecturers, staff, and students about the role and importance of testing, inspection, and quality assurance activities has been elevated step by step, contributing to the development of the Academy's quality culture.

Regarding testing activities: The Academy always adheres to the regulations and guidelines of the Ministry of Education and Training and the Ministry of Public Security; proactively updates and issues documents and guidelines for implementing various examination tasks to objectively evaluate the study quality of students. The Academy has developed and implemented a question bank for exams, entrance exams, and graduation exams; conducted assessments to ensure the compatibility of the question bank with the learning outcomes. The question bank system is developed in line with the curriculum, ensuring comprehensiveness, meeting the knowledge testing requirements, and promoting independent and creative thinking of students, serving as the basis for innovating examination and assessment methods towards competency-based approaches. The Academy emphasizes inspection and supervision activities and actively utilizes cameras for examination monitoring; strengthens centralized grading, examination marking, and assessment to ensure seriousness, objectivity, and contribute to enhancing the training quality of the Academy. The Academy organizes reviews of students' theses, dissertations, and graduation papers before defense to prevent and combat the phenomenon of academic plagiarism among students and researchers.

For the work of inspection and quality assurance: The Academy has implemented self-assessment activities for the quality management system three times according to the inspection cycles (2004 - 2009, 2009 - 2014, 2014 - 2019) and has been evaluated at the same level twice (2015; 2020) by the Ministry of Public Security, all of which have successfully met the criteria and evaluation standards, being awarded the

"Certificate of Quality Inspection for Public Security Educational Institutions". After the self-assessment cycle of 2014 - 2019, the Academy carried out the construction and implementation of improvements for 92 tasks to ensure proactive, serious, and quality contributions to enhancing the quality and effectiveness of the Academy's work areas. At the same time, the Academy is progressing on schedule with the self-assessment of 05 training programs according to the Ministry of Public Security's Plan. The Academy regularly conducts activities to collect feedback on educational and training activities; inspect conditions to ensure training quality; establish a Quality Assurance Council, establish a quality assurance network and effective activities; inspect diploma and certificate management activities; check the results of quality improvement implementation of units according to the quality improvement plan and the results of professional and specific activities of the Academy's education and training work.

*In addition to the achievements, there are some limitations and obstacles in the examination, inspection, and quality assurance work at the Academy:*

The system of documents, regulations, guidelines, and procedures is not truly complete, not yet a legal basis for the implementation of all examination and quality assurance activities;

The evaluation of the quality of educational and training activities has not been fully, comprehensively, and deeply implemented;

Inspection and supervision of teaching activities, training management, and examination have not been regular;

Feedback collection activities have not been widely implemented in open link classes at the Police and local units;

A part of the specialized workforce responsible for examination, inspection, and quality assurance lacks experience, professional capacity does not meet job requirements;

The application of information technology and the construction of databases for examination and educational quality assurance have not achieved the desired effectiveness.

*The limitations stem from various subjective and objective reasons, focusing on the following:*

The Ministry of Public Security has not provided specific, comprehensive guidance and has been slow in implementing plans for examination, inspection, and quality assurance work, especially in building and developing a quality culture within the Academies and Police schools.

A portion of the staff and lecturers have not fully grasped the importance of building a quality culture, considering it as the responsibility of the Quality Assurance Department.

The cohesion among units in quality assurance and improvement work is not strong enough. Some operational processes lack a systematic approach, with no established criteria or standards for building a quality culture. Policies are incomplete, lacking consistency, and there are no criteria for rewarding individuals or units with achievements in building, maintaining, and developing a quality culture in examination, inspection, and quality assurance activities.

Inspection and supervision of the implementation of quality culture are not consistently conducted within units.

The specialized workforce responsible for examination, inspection, and quality assurance is predominantly trained in security science, with extensive knowledge of educational science but lacking many opportunities to access modern trends in educational science.

These factors contribute to the limitations and challenges in the examination, inspection, and quality assurance work at the Academy.

## **5. Solutions for building a quality culture in examination, inspection, and quality assurance activities at the Police Academy**

In the development strategy of the Police Academy, examination, inspection, and quality assurance of education play a crucial role in innovation and enhancing the quality of education and training. To achieve the set goals and requirements, the Police Academy needs to effectively implement several solutions to build a quality culture in organizing and implementing examination, inspection, and quality assurance activities:

*Firstly, review and adjust the vision, mission, goals, and cultural values and educational philosophy of the Police Academy.*

In the context of international integration, determining the vision, mission, goals, and cultural values "serves as a compass" for all activities of educational institutions, including activities to build a quality culture. In addition to affirming its position and brand, adjusting and supplementing the development strategy of the Academy in each stage is imperative. In this process, the Academy needs to identify the role of quality culture, objectives, orientations, and solutions for building a quality culture. Quality culture must be included in the vision, mission, and goals statement, especially in the cultural values of the Academy. Implementing a quality culture is a step towards achieving the previously identified mission and vision. Building and operating a quality culture helps the Academy maintain its "identity" and ensure a long-term strategy that is easy to adapt to changes in national and international quality standards systems.

*Secondly, building and promoting awareness of quality in examination, inspection, and quality assurance activities.*

Enhancing the leadership and direction of the Party Committee and the Board of Directors of the Police Academy regarding the successful implementation of Resolution No. 552-NQ/ĐU dated November 11, 2022, of the Party Committee of the Academy on strengthening examination and quality assurance work, contributing to comprehensive fundamental innovation in education and training at the Police Academy. Directing the organization and implementation of examination, inspection, and quality assurance activities. This is a very important issue that demonstrates unity and consistency in implementing and deploying examination, inspection, and quality assurance activities deeply and effectively. Directing the establishment and issuance of a system of mechanisms, policies, documents, regulations, and standard procedures for standardizing examination and quality assurance activities in education. For each area, the Academy needs to have documents to adjust and guide units within the Academy to implement as prescribed regarding quality culture; regarding quality assessment.

The Academy needs to strengthen and implement feedback collection and quality improvement activities. This is also an important activity in promoting awareness of quality, providing opportunities for students, lecturers, and staff to provide feedback and propose improvements in teaching and learning quality, creating a positive learning environment.

The Academy should organize training sessions, workshops, and seminars to help lecturers, officials, and staff better understand the significance and importance of quality in teaching and learning activities. These training sessions and workshops should provide information on standards and quality assessment criteria, helping officials and lecturers better understand specific quality requirements.

*Thirdly, building a standardized quality system in examination, accreditation, and quality assurance activities appropriate to the nature of the Academy.*

Developing and applying quality standards according to the Deming quality management spirit in the operation of examination, accreditation, and quality assurance systems specific to each examination activity and quality assurance. This includes establishing specific standards and procedures, as well as comprehensive quality control from preparation to implementation and evaluation of results. The Deming quality management cycle, also known as the PDCA cycle (Plan - Do - Check - Act), includes planning, execution, checking, and improvement. This cycle is considered a powerful tool for managers in the operation of organizations in general and the operation of specific activities. For examination, accreditation,

and quality assurance activities, PDCA is considered a common tool in university education management units in general. For this reason, the Academy can inherit and develop this model to bring the Academy closer to national and regional quality standards. The Academy's Board of Directors needs to direct the development of short-term, medium-term, and long-term plans to implement specific examination, accreditation, and quality assurance tasks appropriate to actual conditions, identify key tasks, and focus on specific objectives set out in each year and stage. Strengthening management effectiveness, clearly defining the functions and tasks of units, directing specialized units in examination, accreditation, and quality assurance work is necessary. This includes directing the comprehensive implementation of tasks according to functions and tasks, directing the serious implementation of regulations, and raising the responsibility of unit leaders in carrying out examination, accreditation, and quality assurance education work throughout the Academy. In addition, the Academy's Board of Directors needs to direct units to fully and seriously implement the contents, regulations, and plans regarding examination and quality assurance work of the Academy; at the same time, timely disseminate content on examination and quality assurance education to all staff, lecturers, employees, and students throughout the Academy. Regularly inspecting and supervising the implementation of plans for examination and quality assurance education in the Academy, while implementing a regular reporting regime, timely resolving difficulties and obstacles in examination, accreditation, and quality assurance education work as prescribed.

*Fourthly, promoting a culture of quality through continuous assessment and improvement activities in examination, accreditation, and quality assurance operations.*

Establishing continuous quality assessment processes is extremely important for education management in general and specifically for examination, accreditation, and quality assurance work. This is a crucial step in the PDCA cycle, serving as the foundation for quality improvement activities. This process needs to be established in a specific and clear manner, ensuring comprehensiveness and fairness, while also ensuring that all aspects and activities are transparently assessed and improved. This process should apply to all activities in the examination, accreditation, and quality assurance work within the Academy.

Using effective quality assessment tools such as scorecards, criteria for evaluating units in carrying out examination, accreditation, and quality assurance tasks, and monitoring results are criteria for assessing performance among units, which will help measure and evaluate examination, accreditation, and quality assurance activities accurately and comprehensively.

Creating conditions for multidirectional feedback is an essential factor in building a culture of quality. An open and positive environment for feedback, improvement proposals, and contributions from all parties involved, including faculty, students, and staff, will provide a comprehensive view of performance and quality.

Encouraging all members to actively participate in continuous learning and quality improvement processes. Establishing a dynamic and creative learning culture will enhance innovative spirit and motivation for improvement throughout the Academy. To effectively implement this, the Academy needs policies to encourage and leverage a culture of quality through innovative reward mechanisms for individuals and organizations that excel in building, maintaining, and promoting a culture of quality in examination, accreditation, and quality assurance activities, creating a healthy competitive environment among individuals and relevant units.

Developing improvement plans based on assessment results is an important step in promoting the improvement process. A specific process for handling assessment results and improvements, including identifying specific actions, necessary resources, and deployment timeframes, will ensure the effectiveness of improvement measures; creating a reliable environment and ensuring quality in examination and quality assurance activities.

*Fifthly, creating an environment that promotes transparency and accountability in examination, accreditation, and quality assurance activities is extremely important.*

The culture of quality in higher education institutions is built from each individual within that educational institution, and it also influences the adjustment of the activities of each individual. Therefore, to have direction, plans, and progress reporting, the educational institution needs to establish a transparent mechanism to easily grasp issues and difficulties during implementation. Organizing for all members of the educational institution to participate in discussions, contribute opinions to draft strategies, quality policies, quality plans, building a value system, as well as activities related to quality assurance is an opportunity to disseminate and absorb improvement ideas, thereby making the construction of an effective quality culture.

Furthermore, strengthening inspections, monitoring the implementation of quality culture building goals, as well as clearly identifying positive aspects and limitations, especially in quality assurance activities and building the quality culture of units, is necessary. Exemplary cases in these activities need to be widely disseminated and replicated.

Finally, organizing evaluations and summarizing the work of building a quality culture is important to adjust in a timely and appropriate manner to reality during implementation.

*Sixthly, improving the quality and standardizing the cadre and the role of units specialized in examination, accreditation, and quality assurance work.*

Researching and developing training plans for the cadre of education management in general and the personnel involved in examination, accreditation, and quality assurance work in particular. Aiming for standardization in terms of capacity and qualifications for the cadre engaged in examination, accreditation, and quality assurance in education, emphasizing meeting the knowledge and practical requirements in examination, accreditation, and quality assurance work within the Academy. Each officer in the Quality Assurance Department must aim to be an expert, tasked with advising, implementing, and supervising activities in the process of building a culture of quality.

Training and developing the specialized cadre with qualifications and competencies, mastering the functions, tasks, resolutions, directives from higher authorities, especially regulations, provisions, regulations, procedures, and principles related to education, training to promptly advise the Academy's Board of Directors on focal and priority matters, as well as identify shortcomings and deficiencies to be addressed in examination, accreditation, and quality assurance work; guiding and assisting inexperienced officers to train and implement activities related to examination and quality assurance in education. Meanwhile, allocating personnel reasonably based on their capabilities and expertise.

Enhancing the selection of officers to participate in postgraduate studies, training, and development in fields such as Educational Management, Measurement and Evaluation in Education, School Administration, with the goal of increasing the number of officers trained regularly in the general field of educational science, particularly in examination, accreditation, and quality assurance; regularly selecting officers to participate in training courses, workshops, and improving their professional skills in examination, accreditation, and quality assurance work organized by the Ministry of Education and Training, Ministry of Public Security.

There should be specific plans and measures to improve supporting skills for the cadre specialized in examination, accreditation, and quality assurance work, such as advisory skills, report writing, survey form design, quality assurance tools, models; skills in collecting and processing evidence... all contributing to enhancing the quality of this work.

## **6. Conclusion**

To strongly and sustainably develop examination and education quality assurance activities, it is necessary to establish a culture of quality. The process of building and developing a culture of quality creates values, characteristics, and advantages for each educational institution. Furthermore, it transforms examination and quality assurance activities from mere rigid procedures into leverage, driving the development of educational quality. However, this is a long-term process that requires political

determination, collective strength, and a roadmap for each stage appropriate to the development of each educational institution within the People's Public Security in general and the People's Security Academy in particular.

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## IMPACT OF TIKTOK ON STUDENTS' LEARNING ENGLISH FROM STUDENTS' PERSPECTIVE

Do Thanh Tu<sup>1\*</sup>, Nguyen Tran Phuong Uyen<sup>2</sup>, Tran Phuong Dung<sup>3</sup>

**Abstract.** This article explores the impact of learning English on TikTok of third-year English-majored students' English language at NAEM (Vietnam) from their own perspectives. The study employed qualitative methods, using questionnaires (involving 115 participants) and semi-structured interviews (10 participants) as data collection instruments. The findings indicate that while TikTok contributes to improvements in listening and speaking skills, grammar accuracy, confidence, and English learning interest, it presents limitations in reading and writing. While TikTok boosts student motivation, its effectiveness is limited by passive learning methods, insufficient explanations, unclear goals, a lack of guidance, time constraints, content accuracy issues, and institutional barriers. The implications of these findings suggest that TikTok can positively impact communicative skills such as listening and speaking and can serve as a motivational tool to help students gain confidence and interest in learning English and increase grammatical accuracy. As such, teachers can use TikTok as supplementary sources to attract students. However, to enhance overall English competence, students should be exposed to a variety of learning methods.

**Keywords:** *TikTok, English language learning, third-year English-majored, NAEM, qualitative research.*

### 1. Introduction

TikTok has exploded in popularity, amassing over 50 million active users in Vietnam alone, reshaping how people communicate and consume content, especially youth (Beheshti-Kashi, 2015; Elad, 2023). From an entertainment platform, it evolved into an educational tool facilitating cultural exchange, information dissemination, community-building during COVID-19, and engaging language learning (Truong, 2023; Nguyen, 2022; Nguyen, 2023).

Research indicates TikTok's short videos can enhance speaking proficiency, vocabulary, grammar, and motivation for English learners (Putri, 2022; Xiuwen, 2021; Novitasari, 2022; Zaitun, 2021; Fahdin, 2020; Simanungkalit, 2023; Chen, 2023; Amin, 2023). However, concerns over content accuracy and video brevity necessitate a critical approach (Fitria, 2023; Xiuwen, 2021; Ibrahim, 2023; Bartels, 2022; Kyung, 2022).

While most studies focus on TikTok's social impacts, its effects on education, especially English language learning, lack comprehensive research. Existing educational studies are inconclusive about TikTok's positive impacts (Putri, 2021; Mekler, 2023). This enigmatic nature warrants investigation into how Vietnamese university students leverage TikTok for English acquisition. This research bridges that gap by examining TikTok's influence on English learning from the perspective of third-year English majors at the National Academy of Education Management in Hanoi (NAEM), Vietnam.

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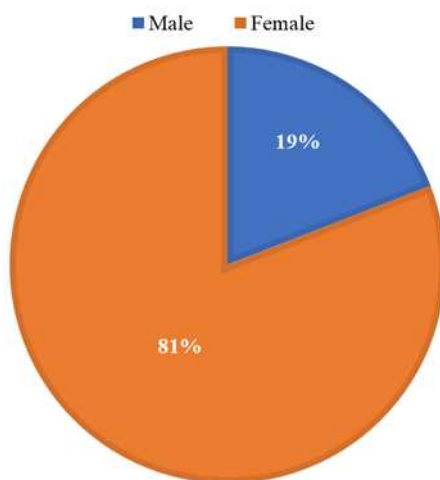
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## 2. The study

This qualitative study investigated the impacts of TikTok on English learning among 115 third-year English majors (22 males, 93 females, aged 21–23) at NAEM in Vietnam. The participants were selected based on their availability, familiarity with the institution’s environment, lecturers, teaching methods, and English curriculum, making them ideal for exploring the research question: How has TikTok affected students’ learning of English?



*Figure 1. Gender of participants*  
(Source: Processed by the authors’ team through Excel)

The study employed a qualitative methodology, utilising close-ended questionnaires and semi-structured interviews to delve into students’ perceptions, behaviours, opinions, and experiences regarding TikTok for English learning. This approach allowed for the interpretation of subjective meanings and contexts that quantitative methods could not easily capture (SB Merriam, 2019).

Data collection involved administering the questionnaire to 115 participants, with most (45.3%) having over 10 years of English learning experience. Subsequently, 10 students provided in-depth perspectives through voluntary participation in semi-structured interviews, offering insightful, novel, and creative responses.

The questionnaire data were analysed by using Excel and Google Forms as suitable tools, while the semi-structured interview data underwent thematic coding to identify themes addressing the research question. This mixed-methods design enabled a comprehensive understanding of the complex interplay between TikTok and English learning in the targeted student population, providing valuable insights for teachers and educators of the most widely used digital content platforms like TikTok.

## 3. Findings

### 3.1. Data from the questionnaire

After collecting data from the questionnaire, the figures indicate the specific impacts of TikTok on English learning for third-year English language students.

Despite igniting a passion for learning English (68.7% of users use TikTok for this purpose), the effectiveness of TikTok is dependent on users’ ability to focus, leading to some limitations in learning.

Over 70% of third-year English majors using TikTok for learning dedicate 30 minutes to an hour. And even within those 30 minutes, they only spend a focused 15-20 minutes actually learning English due to the



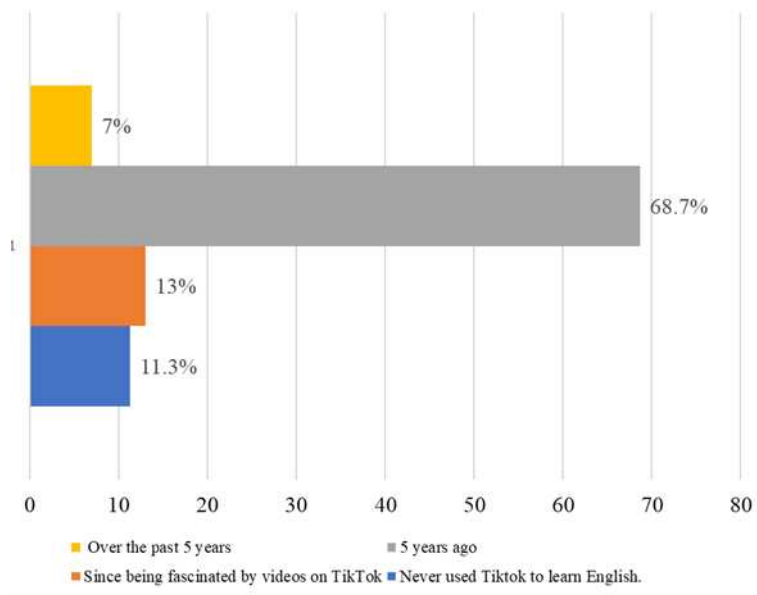


Figure 2. Statistical table of time and sources leading to students learning English through TikTok (Source: Processed by the authors' team through Excel)

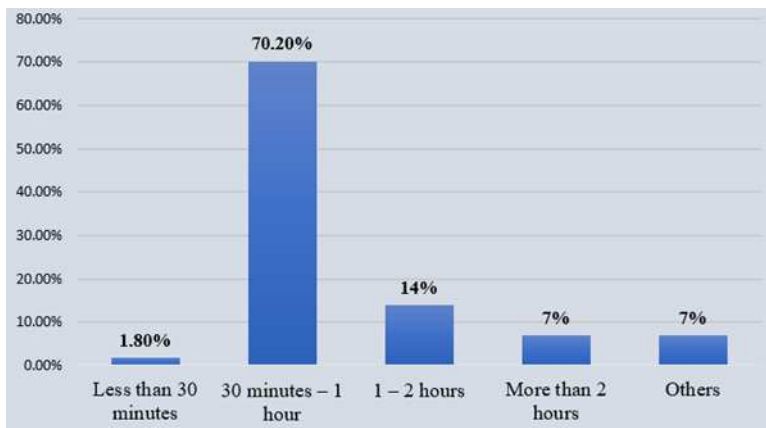


Figure 3. Average time of daily English learning on TikTok (Source: Processed by the authors' team through Excel)

short, entertaining video format.

Students' perspectives about the influences of TikTok on English learning acquisition are shown in Figure 4 as below:

Over 50% of students using TikTok to learn English feel more motivated. Furthermore, the platform also helps users improve their English communication confidence, with over 44% of participants affirming this.

In addition, through learning on TikTok, many students feel that their English skills have improved significantly, especially in listening comprehension, speaking skills, vocabulary, and grammar.

For listening comprehension, 61.7% of students reported that their listening comprehension skills had improved.

Similarly, the survey found that more than 55% of the 115 students who participated in the survey said

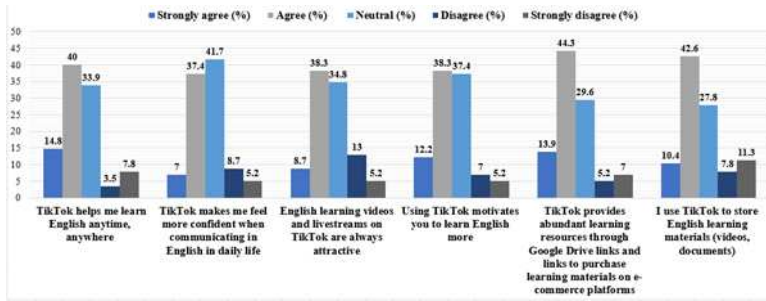


Figure 4. Students' perceptions of TikTok's influences on English learning (Source: Processed by the authors' team through Excel)

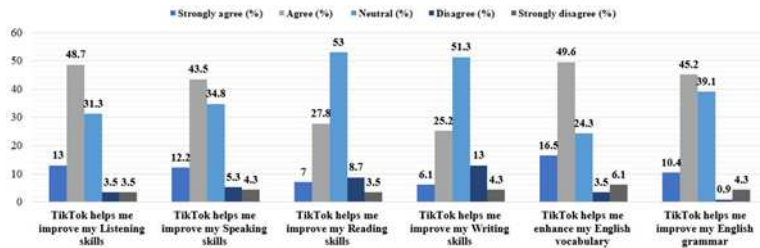


Figure 5 Students' perceptions of TikTok's influences on English learning (Source: Processed by the authors' team through Excel)

that TikTok helps them speak English better. Students felt a significant improvement in their speaking skills through the Shadowing technique, a method of repeating after a native speaker, which helps to improve intonation and pronunciation to be more fluent and natural. Many studies, such as Novitarasi (2020), also confirm the usefulness of TikTok in improving speaking skills.

In addition, 66.1% of students said that their lexical resources had expanded. Fahdin's (2020) study also confirms this, finding that repeated exposure to vocabulary in real-world contexts helps to expand vocabulary and improve memory.

Finally, over 55% of students said that their English grammar had improved by using TikTok. This result is supported by the research of Zaitun (2021), which found that students who learn English through TikTok tend to use grammar more accurately, confidently, and with interest in learning.

Compared to other skills, reading and writing skills showed lower improvement rates of 12.2% and 17.3%, respectively. This is attributed to the limitations of short-form videos in effectively conveying complex topics.

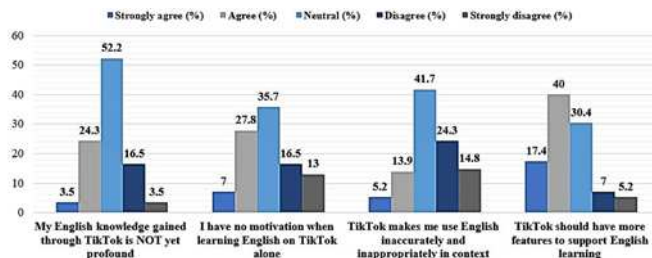


Figure 6. Students' perceptions of TikTok's influences on English learning (Source: Processed by the authors' team through Excel)

Beyond methodological limitations, learning English on TikTok faces challenges stemming from a

lack of institutional guidance, in-platform assessment and explanations, and the difficulty of establishing effective study plans due to time constraints.

When it comes to content accuracy, up to 19.1% of surveyed students expressed concerns about the accuracy of information on TikTok.

From there, the research team proposed that TikTok have more features to support English learning, which received overwhelming support from survey participants (57.4%); the number of students choosing a neutral viewpoint is only 30.4%, and the number of students who disagree is very small (12.2%).

### 3.2. Data from the interview

#### *Influences of TikTok on English from Interview*

Students believed that learning from TikTok helps them enhance academic performance when they were asked, "It refers to your ability to change your skills, such as listening, speaking, reading, writing, grammar, and vocabulary. Do any of your skills actually appear once you use TikTok? Has it been greatly improved?". A student mentioned that:

"Learning English with Gen Z on TikTok has boosted my confidence in speaking and writing freely." (Student 3)

"I want to learn pronunciation; hence, most of my English learning videos on TikTok focus on pronunciation. For example, if I watch a lot of those videos and practise a lot, I feel like I can use more vocabulary flexibly and even speak English more fluently" (Student 1).

Student 6 also reported that she could "improve listening skill".

Besides improving their speaking and writing skills, other students also confirmed that:

"Confident speaking is my gain from video learning that enriched my vocabulary and boosted my score" (Student 9)

"Definitely Reading. I've gotten into the habit of immediately reading the subtitles whenever they pop up, and after doing that for a while, I can react to the words and phrases faster and understand them better." (Student 4)

Students can also enhance their listening and reading skills, boost their confidence, and expand their vocabulary freely. Moreover, the 10 interviewees all gave the same answer: their most improved skills were listening and speaking.

In brief, the majority of interviewees use Tik Tok for studying since it has positive influences on boosting their English skills, primarily listening and speaking. This demonstrates that TikTok has equipped learners with excellent reflection abilities via sound and graphics.

#### *Disadvantages of learning English on Tikok*

Students using TikTok for English learning reported several drawbacks. The constant stream of diverse content and short video format were particularly distracting, hindering their ability to focus and leading to a more passive learning experience. This was further emphasised by students who felt the short videos lacked depth and that the intermixed content disrupted their knowledge acquisition.

"I often get distracted by other entertainment videos while studying English on TikTok because I'm only passively learning."

"The video length is short; it is easy to insert other entertainment videos." (Student 6)

"I tend to get easily distracted by other entertainment videos when learning English on TikTok because I'm only learning passively." (Student 10)

As 4 students confirmed, passive learning through TikTok offers limited long-term benefits. The prevalence of passive learning methods like Shadowing and repeated video watching among students, instead of note-taking, hinders the comprehensive development of English skills, particularly in reading and writing. This highlights the crucial need for guidance, from teachers or experienced users, when learning

English on TikTok.

Another student also proved this:

"TikTok videos often lack thorough scrutiny. This sometimes results in their content being ineffective for me, such as the use of slang terms that are hard to understand." (Student 3)

This student chose to learn only when he/she came across English teaching videos on TikTok. In addition, one student also mentioned her difficulties in learning specific English skills on TikTok:

"I find Reading and Writing to be the most challenging aspects to learn through this method because I believe direct guidance is necessary for reading and writing." (Student 10)

*Reasons students haven't effectively utilised TikTok for learning English*

*Passive learning*

The challenges students face when learning English on TikTok stem from the reasons they use TikTok. The first question in the interview was why students use TikTok to study English. There are 4 out of 10 students who gave the most positive feedback about using TikTok to study English and claimed that they do so because it is a popular site that is simple to use and enjoyable with passive learning.

"I'm just learning for fun, you know, kind of like learning while playing." (Student 1)

It is also the same as other students' opinions, as follows:

"I usually just mindlessly scroll through TikTok without looking for anything in particular." (Student 2)

Aside from entertainment, another student stated:

"I'll just passively watch the content about vocabulary. I'll just keep watching it repeatedly until I memorise it, but I won't make an effort to re-learn it." (Student 6)

Another student also talked about her reason for learning English on her TikTok and her focus on studying only when she has a goal.

"I'm not very disciplined. When exams are coming up, I'll focus on studying, and I can concentrate without being distracted. But usually, I only study when I'm in the mood; otherwise, I'm easily distracted." (Student 5)

Most people tend to use TikTok for entertainment, although there are still a few people who use TikTok for learning when they want.

*No reevaluation, explanation before understanding on livestream*

While learning English through TikTok live streams, students frequently comment to seek clarification on parts they find challenging. However, this approach proves to be ineffective. As noted by one student:

"The first difficulty is that if you don't understand, you won't be explained when watching the live stream." (Student 10)

Additionally, the student also explained:

"Comments pass very quickly. If you're lucky, the content creators will read your comments; otherwise, they cannot see them." (Student 10)

This dynamic presents challenges for both educators and students, highlighting the need for educators to address these issues to cater to the learning requirements on this platform, which is currently the most widely used social media platform in Vietnam.

*Not have a serious English study plan on TikTok because of a lack of spare time*

The absence of a structured English study plan on TikTok is primarily attributed to time constraints, as indicated by Student 10

"My study and work schedule is long, so I cannot arrange the time to practise." (Student 10)

This suggests that students may struggle to allocate sufficient time for English learning amidst their busy schedules.

*Lack of guidance from experienced users*

The student statement underscores the challenges faced in mastering certain language skills; she said that:

"I think reading and writing are the two most difficult parts to learn when applying this method because I think reading and writing require direct instruction." (Student 10)

The lack of direct instruction from experienced users may hinder students' progress in these areas.

*University does not apply TikTok*

Student observation highlights a broader institutional challenge, where universities may not actively incorporate TikTok into English learning initiatives.

"I am quite sure that the school will have a very low rate of schools actually applying TikTok to English learning in practice, bringing it into practice for learning." (Student 2)

The failure to implement TikTok and harness its positive influences in universities may restrict students' access to innovative language learning platforms and methods.

The outlined factors shed light on the challenges hindering the effective utilisation of TikTok for English language learning among students. Passive learning, no explanation, time constraints, a lack of guidance, and institutional barriers contribute to the suboptimal integration of TikTok into language learning practices. Addressing these challenges requires concerted efforts from both educators and institutions to provide students with adequate support and resources for leveraging TikTok as a supplementary learning tool. Furthermore, our research will propose strategies to maximise the effectiveness of applying TikTok to learning English for specific target groups, including students, teachers, educators, educational policymakers in education, and TikTok developers, in the implications section and the next article.

## **4. Implications**

### **4.1. For teachers**

While questionnaire data showed students' positive views on TikTok's impact, interviews with 10 participants and cross-analysis revealed limitations in developing overall English competence beyond motivation and communicative skills. To address this, teachers should guide responsible TikTok use by curating high-quality content aligned with learning objectives and integrating it into tailored lesson plans.

This approach leverages TikTok's engaging multimedia format to captivate attention, boost motivation, and ultimately improve proficiency across all skills. Teachers can create educational TikTok accounts sharing learning tips, fostering a vibrant virtual community. Assigning tasks analysing vocabulary, grammar, or cultural elements from TikTok videos promotes critical thinking and reinforces deeper understanding.

### **4.2. For educators**

By embracing TikTok strategically, educators transform a perceived distraction into a powerful tool that enhances engagement and propels the overall learning journey. Rather than dismissing it as entertainment, recognize TikTok's vast potential as an educational resource to leverage expertise and guidance.

Proactively integrating such practices allows for striking a balance between TikTok's appeal and academic rigour. This unlocks possibilities to captivate students' interests while driving comprehensive mastery. The paradigm shift in utilising TikTok represents a profound opportunity to revolutionise language education approaches, tailored to modern learners' evolving needs in an increasingly digital landscape.

Through curated content, interactive learning communities, and critical analysis tasks, TikTok transcends its entertainment origins. Under an educator's expertise, it becomes a catalyst for sustained motivation, higher-order thinking, and holistic language acquisition. This strategic implementation forges an innovative path towards language proficiency aligned with the realities of today's multimedia world.

## 5. Conclusion

The study reveals that TikTok significantly influences English language learning among third-year English majors at the National Academy of Education Management (NAEM) in Vietnam. While TikTok fosters improvements in listening and speaking skills, grammar accuracy, confidence, and motivation, it falls short in enhancing reading and writing abilities. The engaging and entertaining nature of TikTok videos captures students' interest, leading to increased motivation and confidence in communicative skills. However, the platform's limitations, such as passive learning methods, lack of detailed explanations, and institutional barriers, hinder comprehensive language acquisition.

To maximize the benefits of TikTok for English learning, teachers should guide students in using the platform responsibly by curating high-quality content that aligns with learning objectives. Incorporating TikTok into tailored lesson plans and creating educational TikTok accounts can foster a vibrant learning community. Additionally, educators must recognize TikTok's potential as an educational resource and integrate it strategically to balance engagement with academic rigor.

Overall, while TikTok can serve as a valuable supplementary tool for language learning, it is crucial to combine it with a variety of learning methods to ensure holistic English competence. By addressing the platform's limitations and leveraging its strengths, educators can transform TikTok from a mere entertainment app into a powerful educational resource that meets the evolving needs of modern learners.

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## THE PRACTICAL IMPLEMENTATION OF THE ANALYTICAL READING JOURNAL PROJECT TO ENHANCE THE CRITICAL READING SKILLS OF COLLEGE STUDENTS

Pham Thi Tuyet Mai<sup>1</sup>

**Abstract.** Critical reading is necessary for people in the era of technology and information due to the considerable need for seeking and selecting information. Therefore, college students need to gain this competence to cope with academic texts at the university and authentic materials in real life. For this purpose, this paper aims to explore the effectiveness of the project called Analytical Reading Journal in fostering the critical reading skills of first-year students at a university in Vietnam. 35 college students participated in this research, and via a questionnaire and a semi-structured interview, they expressed their opinions about the project. The research result shows the positive response and reaction of the students to the implementation of the Analytical Reading Journal project. Most of the participants stated that the project helped to improve their critical thinking and reading skills, and they were willing to do this project. This research would serve as a reference for teachers, educators or anyone concerned when designing and carrying out similar projects at their institutions.

**Keywords:** *Critical reading, project-based learning, critical thinking.*

### 1. Introduction

In this digital era, people now have full access to information to update current affairs worldwide or serve entertainment purposes, hence the importance of the ability to search for, select, analyze, and evaluate what we read. As a result, critical reading skills should be added to formal education, especially the university curriculum (Arifin, 2020).

In the context of language learning at Vietnam National University – International School (VNUIS), designing activities to facilitate students' critical reading and thinking is essential. Therefore, a project called Analytical Reading Journal was implemented and added to the English College course during the first semester of the academic year 2022-2023. The project aims to develop first-year students' critical reading and thinking skills at VNUIS. This forms the foundation for this paper of which the main purpose is to explore the students' perspectives and attitudes toward the Analytical Reading Journal project to enhance their critical reading skills.

Accordingly, the study aims at answering the following question:

How do the students perceive the implementation of the Analytical Reading Journal project as an approach to improving their critical reading skills?

### 2. Literature review

#### 2.1. Project-based learning

Project-based learning (PBL) has long been launched in many teaching communities around the world because of the benefits it brings to students and teaching practitioners. The concept of PBL has been

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proposed by various authors and researchers. Bell (2010) saw PBL as “a student-driven, teacher-facilitated approach to learning” (p. 39). In this case, students, supervised and guided during the project by the teacher, ask and answer questions to acquire knowledge. PBL is considered a teaching approach in which students explore real-world problems and challenges to gain profound insights into the subjects they are studying, as suggested by Nguyen (2011). Similarly, *What Is PBL?* (n.d.) defines PBL as a teaching method whereby students spend a significant amount of time investigating and responding to a complex issue, problem or challenge to learn knowledge and skills. A project often lasts several weeks, months, a semester, or an entire academic year.

The positive aspects of PBL have been scientifically proven through many studies. PBL helps to improve language learning skills and content knowledge as well (Dewi, 2016; Kovalyova, Soboleva & Kerimkulov, 2016; Miller, 2016; Poonpon, 2017; Pham, 2018; Bakar, Noordin & Razali, 2019, Le, 2018, Sari & Prasetyo, 2021). Previous studies have illustrated the effectiveness of PBL in teaching practices and learning processes; also, it motivates the students to engage in the activities. Additionally, PBL enhances essential skills including communication, collaboration, and problem-solving (Bell, 2010). Indeed, carrying out a project offers learners an opportunity to work independently and learn to be self-reliant through planning and organizing to answer the questions. The project can enable the students to work with others and contemplate and evaluate different perceptions, which fosters a critical mind.

## **2.2. Critical reading**

Reading is one of the key components of learning. Critical reading means analyzing and evaluating what we read; figuring out what is good and what is not, and why (Tasnimi, 2017). Reading critically involves a deeper understanding of the text and careful evaluation of the arguments. In other words, it goes beyond the meaning of the words in the text; instead, it requires readers to question, analyze, interpret, and evaluate what they read. Simply put, critical reading involves becoming actively engaged in what we read (Tran, 2015).

There exist a variety of actual merits that critical reading practices can offer the readers. In particular, it provides the students with the opportunity to cultivate critical thinking skills and the ability to acquire meaning from different sources of information (Arifin, 2020). Possessing critical reading skills means having the competence to opt for, analyze, evaluate information, and form personal views. Furthermore, reading critically helps students understand the intention of the author and the arguments the author presents. Hence, it is necessary for teachers to integrate critical reading skills into their teaching practices for both academic purposes and cognitive development.

## **3. Methodology**

### **3.1. The project and participants**

The focus of this study is the case of first-year students attending the College English course at VNUIS, Hanoi. The participants are 35 non-English-majored who have B2 level of English proficiency. The course content concentrated on academic reading and writing, which required the students to demonstrate their ability to read critically, analyze what they read systematically and write effectively for a variety of purposes. The project called Analytical Reading Journal was initiated at the beginning of the course and ended two months later. The students needed to read and analyze the texts in the coursebook by answering the probing questions provided by the teacher.

### **3.2. The procedure of the project**

Step 1: Choosing the text to analyze: Students opt for the texts they like and want to explore further in the coursebook. Those texts are academic writing using the authentic English language with a length of about 500-700 words.

Step 2: Analyzing the text: Students read and analyze the selected texts, using the guiding questions that were suggested by Kirszner and Mandell (2000), as cited in Vu (2015) [16]:

- What is the writer saying?
- What do you think the writer is suggesting or implying? What makes you think so?
- What is the writer's purpose?
- What audience is the writer addressing?
- Is the writer responding to another writer's ideas?
- What is the writer's main point?
- How does the writer support his or her points?
- Does the writer use facts, opinions or a combination of the two?
- Does the writer include enough supporting details and examples?
- What pattern of development does the writer use to arrange his or her ideas? Is this pattern the best choice?
- Does the writer seem well informed? Reasonable? Fair?
- Do you understand the writer's vocabulary?
- Do you understand the writer's ideas?
- Do you agree with the points the writer is making?
- How are the ideas presented in this section like/unlike those presented in other sections you've read?

Step 3: Passing comments: Students commented on their peer's writing and received comments from their peers. They also can reply to the comments to justify their point of view.

Step 4: Submitting the project: Students submit the whole project including their analysis and comments from peers to the teacher.

The marking schemes were introduced to the students before the project started.

### 3.3. Research method and data collection tool

At the end of the project, the students were asked to complete a survey with close-ended questions aiming to discover what they think of their achievements and experiences after doing the Analytical Reading Journal project. The survey questions were designed to require students to rate their experiences on several statements on the Likert scale from 1 (completely disagree) to 5 (completely agree). In addition, semi-structured interviews were conducted to collect qualitative and detailed data about their thoughts and opinions about the effectiveness of the project. Therefore, a mixed approach of quantitative and qualitative can yield credible and sufficient information about the issue.

## 4. Findings and discussion

*Table 1. Student's responses to the Analytical reading journal project*

<b>Analytical reading journal project</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Offer a better understanding of the text (main content, author's implication & purposes, etc.)	0	1	1	10	23
Help analyze the text systematically	0	1	1	12	21
Improve critical reading skills	0	0	5	16	14
Create an opportunity to give detailed comments and opinions about the text (main content, arguments, the pattern of development, etc.)	0	2	2	7	25

Table 1 indicates the responses of 35 students to the survey questionnaire about their perceptions of the project. As can be seen from the survey result, the majority of the participants (65.7% totally agree

and 28.6% agree) believed that they have a deeper insight into the reading text when carrying out this project. In particular, they looked at the reading text comprehensively in many aspects, such as the main content, the arguments, supporting ideas, the author's implications, and purposes. Some of those aspects, shared in the interview, were often neglected when the students read and analyzed the text. In addition, one of the interviewees admitted that she tended to accept the information she read immediately rather than considering its accuracy and validity, and she rarely compared the author's viewpoint, her own opinion, and others.

The project did help me understand more deeply the meaning of the reading and the author's implications. Normally when analyzing reading texts, I only analyzed the main ideas, and never thought of deep questions like those in the project. In addition to learning about the author's perspective, this project also gave me the opportunity to present my own perspective to relate to the views of other authors. This gave me a multi-dimensional view of the issue raised. (TH3)

When reading a text, I often received the information instead of analyzing and paying attention to the context, author, and audience the author is aiming for. When working on this project, I analyzed the texts following the question system, which made me pay more attention to those elements and information and understand the reading in a comprehensive way. (TH5)

Furthermore, having a thorough understanding of the text probably means that they knew how to analyze the text correctly. In the questionnaire survey, 60% of the respondents completely agreed that the project helped them analyze the text systematically. The 15 probing questions acted as a guideline for the students to analyze the text more easily. In the interview, the participants confirmed the considerable assistance of the project with their analysis.

This project has 15 questions ranging from general questions to details, helping me to analyze the reading clearly and systematically. It helped me understand what I need to do when analyzing the text, instead of having to find it myself. (TH2)

When answering questions in the project, I analyzed the passage systematically in the order of the questions, which helped me a lot because normally when I analyze the article, I can only find the main ideas and supporting ideas. However, this project offered a system of questions that were much more specific and detailed, and there were several details that I have never thought of when analyzing the reading passages. (TH4)

Only a small fraction (2.9%) did not see the support of this project. In the interview, one interviewee revealed the explanation for his choice that was he had a habit of analyzing the text for a long time. Hence, he knew what aspects of the text should be examined and analyzed to comprehend the text.

I don't think the project helped me a lot with analyzing the text because when I read myself, I have a habit and experience of analyzing the previous reading. (TH3)

Overall, a vast majority of the participants (85%) were inclined to the ability to enhance the critical reading skills of the Analytical reading journal project. Specifically, the students had more opportunities to give detailed comments on the text, exchange their views with their peers and look at the issue from another point of view.

Yes, because in the process of doing this project, I always thought and linked the information in the reading text with the knowledge I knew before and other articles on the same topic, so I have a multi-dimensional view of the same topic. (TH5)

Yes, I understand the author's point of view, then I give my perspective on that topic. And then I compare my opinion and experience, and the author's. I broadened my horizons, had different opinions on the same topic, and drew a conclusion. (TH1)

Usually, when I read the reading passages, I always find out the main content and arguments. This project helped me to understand more deeply about the reading text, how to construct the arguments and writing

style. This is something completely different from what I've done before, and it helped me understand more about critical reading, which I haven't thought of before. In addition, I reckon I have developed critical thinking skills as well. (TH2)

These explanations demonstrate that before the project, those students often read for pleasure and analyze what they read from their perspective. They tended to answer basic questions about the main ideas of the text, the arguments, and the explanations of the author. They hardly delved into the deeper meaning of the text or the intention of the author, just looking at what they read from the sole point of view. However, having carried out this project, the students have developed the habit of considering multidimensional perspectives, exploring the pattern of development of the text, discovering the flaws in the arguments, questioning the credibility of the information, and contemplating the context when analyzing the text. Those are the characteristics of critical reading skills, and these are associated with the result of the questionnaire survey and the answers to the interview.

Only 5 respondents rated 3 for the ability to improve critical reading skills of the project. The reason is that they had shaped the habit of analyzing the information they received before.

I personally think that the project didn't really help me develop my critical reading skills more because I myself have always had a habit of thinking from different viewpoints when obtaining or processing any information. (TH3)

Personally, this project gave me the opportunity to give my own opinion, but with critical reading skills, I don't find it helpful. (TH4)

The exchange of comments between participants also increased the opportunity of giving and sharing viewpoints between participants, thereby gaining diverse perspectives, and setting an open mindset to receive information. In the questionnaire, 25 out of 35 respondents rated "totally agree" for the statement about the students' opportunity to give detailed comments and opinions about the text.

Yes, I can express my personal opinions and views besides understanding the author's views on topics. (TH4)

Yes. Having the old habit, I always accepted the information or viewpoints the author offers. Nevertheless, with this project, I had the opportunity to assess whether the author's arguments were supported by adequate evidence to convince me, and I also evaluated the author's writing style. (TH5)

Also, in the interview, the participants shared their most and least favorite parts of the project. Some of them regarded the project as a new approach to reading texts, something that they had never done before.

What I like about this project is it is like a practical lesson, I do it myself and draw lessons and experiences for myself, and with the following readings in the future, I know how to analyze the text myself. Another factor that makes me like this project is the novelty. There are some subjects in the core curriculum that follow the same, boring path: the teacher introduces the theory in the lesson, and students then go home and do the homework. This project was different; it gave me the opportunity to learn on my own, give my own point of view, and express my individuality. (TH2)

Connecting with other readings to have multiple perspectives on a topic is my favorite part, helping me develop critical thinking skills. (TH3)

Some participants employed the way of thinking and analyzing the reading texts in this project for their final assignment in which they had to write a critical response essay. In particular, they were given an academic text of about 500-700 words, and they needed to write a critical response essay about this reading.

This was the first time I read a reading text with 15 questions so closely following the reading, so I found the reading process very easy to understand deeply about the text, the information system is clear and detailed. 15 questions acted as a guide for me when reading, instead of not knowing where to start, and how to analyze the text. This project made the final assignment, writing a critical response essay, easier because I had practiced analyzing many reading passages, and I knew how to understand and analyze the

text properly. (TH1)

It did help me read the passage more systematically. Previously, when analyzing the reading to write a response essay, I would make a simple outline, and it took me about 2-3 days to write. This project, however, saved me more writing time. Answering the 15 questions in the project took a lot of time, but it made me understand the reading deeply and thoroughly. Hence, when I applied those questions in the final assignment, I found the task much easier. I just spent 1 day completing the assignment. (TH2)

The part I like the most is that I had a chance to express my point of view, look at the issue more deeply and reflect on it. Additionally, the project also made it easier for me to do my final assignment. (TH4)

Regarding the least favorite part of the project, most of the interviewees chose the system of questions. To be more specific, there are two problems with the set of questions, which are the number of questions and the language used. For some participants, there were too many questions to answer when they read and analyzed one reading text, so they wanted to combine some similar questions to reduce the number of questions they needed to address. To others, several questions were vague, hindering them from responding to them properly and comprehensively. Furthermore, they wanted to have clear explanations or examples for the tough questions so that they could have a better understanding of the task and could complete it accordingly. Considering their English proficiency and knowledge of academic reading and writing, it could be hard for them to understand thoroughly the questions.

The questions should be more detailed and explained more clearly. (TH1)

There were quite a lot of questions, so I wanted to reduce the number of questions to 10 if possible. In the process of commenting on my partner's work, I realized that he did not really understand the questions, so his answers were not on point. Therefore, I hope the question will use easier-to-understand language, with explanations and examples so that we will understand the meaning and purpose of the questions better. (TH2)

The number of questions was a bit big, so they could be combined instead of 15 questions. (TH4)

For me, I think some of the questions were a bit similar, so sometimes they made me confused. I think it is better to combine such questions to reduce the number of questions. For me personally, question 1 is a bit difficult to understand, so I want to change the wording in the question or give an example to make the question easier to understand. (TH5)

In general, as perceived by 35 first-year students at VNUIS, the Analytical Reading Journal project has exerted several positive effects on their critical reading skills. They knew how to read, understand, and analyze a reading text properly and systematically. They shaped and developed a habit of looking at the issue from miscellaneous viewpoints, questioning the credibility of the information, and assessing the validity of the arguments. There were several aspects of the project that appeared to hinder the students from analyzing the reading critically; however, most of the students were content with this project as an approach to improving their critical reading ability.

## 5. Conclusion

It can be concluded that the Analytical Reading Journal project has yielded numerous positive results in enhancing 35 VNUIS students' critical reading skills. The most significant aspects of their improvement involve the habits of a critical reader and the awareness of having a multidimensional mind when reading. The limitation of this project lay in the wording of the questions and the number of questions. To improve the effectiveness of this project, further recommendations can be the guidelines for questions and peer comments and the modifications to the questions.

The research findings are hoped to serve as a reference to EFL teaching practitioners when considering a way of developing critical reading skills for the students. The project can help students recognize the long-term advantages of critical reading abilities, hence the employment in other aspects of learning.

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## THE CURRENT SITUATION OF THE PRINCIPALS' COMPETENCIES TO MANAGE THE CHANGES AT SCHOOLS IN THE CONTEXT OF EDUCATION INNOVATION

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**Abstract.** Competency of planning to manage changes is to help the principles' success. The research employed a survey questionnaire method to collect data, which was processed using SPSS software version 25. The design of the practical study was carried out based on the literature review and theoretical research. The paper did not use the original research ideas of previous authors but made certain adjustments to align with the research objectives and context. And then, we had a total of 597 people in the questionnaire. The research results address the principles' changes management competencies were at the average level. There were some differences among the principles from Hanoi, Danang, Ho Chi Minh city and Lamdong province, including various schools. The initial study results provide a foundation for applying the role of school leaders' competency in management, leadership, evaluation policies, and personnel appointments in schools today to be adapted with education innovation.

**Keywords:** *Plan to carry out the changes, Planning competencies to manage the changes.*

### 1. Introduction

The era of scientific and technological revolution, as seen today, has profoundly impacted various aspects of societal life, including education. Since 2007, Vietnam has become the 150th member of the World Trade Organization (WTO). The fundamental operating principle of the WTO is based on a market economy, posing new challenges for our country, especially in fulfilling commitments within the General Agreement on Trade in Services (GATS), where education and training are considered social service sectors. This necessitates a need for management and leadership in facing these changes.

Furthermore, the socio-economic development, characterized by a market economy, the knowledge economy, and the industrialization and modernization of our nation, has led to an increasing demand for education and requires a workforce with cognitive abilities, adaptability, and social responsiveness. Thus, with the new societal demands on education and training, the theme of educational innovation and school development has become urgent, resulting in significant changes within educational institutions.

The changes within schools, as related to the aforementioned contexts, constitute the mission that the education sector aims for schools to grasp amid these changes. From a modern perspective, a good school is one that is capable of embracing change and understanding how to adapt to societal changes effectively. This is because the ultimate goal of school development is to improve the teaching process and the educational environment to maximize the happiness of learners.

The direction of school activities cannot be realized unless the operational procedures are well-established. Improving the processes of a school is also an essential part of managing change. Changing curriculum content involves not only using different textbooks but also requires changes in the

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attitudes, knowledge, and capabilities of both teachers and principals. The best curriculum content will be rendered useless if teachers lack the capacity to implement it. Therefore, change is seen as the mission of organizations and schools.

Change often stems from the causes of stagnation or from issues arising within the changing context, prompting organizations to adapt. Regardless of where the change originates, it puts pressure on those in managerial positions, requiring them to learn how to manage and possess the capacity to manage change effectively.

#### *Context and current initiatives*

Following Resolution No. 29-NQ/TW dated November 4, 2013, of the Eighth Central Committee of the XI Congress on fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization, modernization in a market-oriented socialist society, and international integration, Vietnam's general education is transitioning from a content-based approach to a competency-based approach, emphasizing the development of learners' capacities.

Accompanied by Circular No. 32/2018/TT-BGDĐT dated December 26, 2018, by the Minister of Education and Training, which is gradually implementing the spirit of Resolution No. 29-NQ/TW on fundamental and comprehensive education and training renovation, changes in teaching plans, content, and education (the number of subjects, educational activities; mandatory, elective, open, or flexible nature; educational methods, and evaluation of educational outcomes must ensure the fulfillment of the objectives of forming and developing students' qualities and capacities).

Additionally, a program with numerous textbooks according to Resolution 88 of the National Assembly has impacted many aspects of teaching, education, and related issues. Therefore, school leaders, particularly principals, play a crucial role in determining teachers' adaptation to changes in the educational curriculum.

Building upon original research on change management, this study aims to focus on a crucial aspect of change management capability: the capacity for planning and implementing change to meet the requirements of innovation in the current general education curriculum. This is a challenging and complex process involving changes in perception, psychology, and habits not only of principals, teachers, and students but also influenced by various societal forces and related factors.

The research seeks to answer the following main questions: How is the capacity for planning and implementing change of principals according to the requirements of innovation in the general education curriculum manifested? To what extent do differences exist in this capacity among principals in different regions and educational levels?

## **2. Objectives and research methodology**

Following the literature review and theoretical framework establishment, we proceeded to construct questionnaires and interview guides, transitioning from pilot testing to formal data collection. We conducted surveys using questionnaires targeting 240 principals of primary, lower secondary, and upper secondary schools, as well as 357 vice-principals, heads of departments, and teachers at these levels. Additionally, in-depth interviews were conducted with 12 principals, department heads, and teachers among the surveyed subjects (designated as PT1..., TT1..., and T1...). Data collection occurred over a span of two weeks, followed by data entry and analysis using SPSS 25.0 for Windows software.

## **3. Research findings**

### **3.1. Principals' perceptions of the significance of planning and implementing change**

#### **3.1.1. Principals' perceptions of the significance of planning and implementing change as required by the general education curriculum**



*Table 1. Survey results of principals' self-perception of the significance of change planning*

<b>Significance</b>	<b>Mean Score (X)</b>	<b>Standard Deviation</b>	<b>P-value</b>
Facilitates proactive time management for organizational and managerial activities and other tasks	2.98	0.78	0.00
Provides motivation for staff to implement changes in teaching and education	2.38	0.53	0.00
Provides a basis for staff to effectively implement changes in teaching and education	2.27	0.91	0.00
Serves as a basis for assessing and self-assessing the process of implementing changes in teaching and education	1.95	0.22	0.05
Total	2.39	-	-

Table 1 indicates differences in the overall perception of the significance of change planning across criteria compared to the overall mean score (X = 2.39). Specifically, criteria with high perception scores include "Facilitates proactive time management for organizational and managerial activities and other tasks" (X = 2.98) and "Provides motivation for staff to implement changes in teaching and education" (X = 2.38). The remaining two criteria scored at an average perception level. With the calculated probability level, the statistical results are significant.

We further explored these findings through in-depth interviews with teachers for comparison. The interview results were consistent with the survey findings. "As a subject teacher, I am very concerned about the school principal's directive plan because of its guiding significance. Sometimes, I proactively request to review the school's plan. However, given the difficulties in implementing current requirements, we are concerned about the most appropriate plan," said Teacher 4. Similarly, Principal 2 stated during the interview, "Honestly, I haven't fully realized the effectiveness of the authentic content in the plan for implementing changes because I find change challenging."

This section provides an initial understanding of principals' perceptions regarding the significance of planning and implementing changes as required by the general education curriculum. Further analysis and interpretation of these findings will be discussed in subsequent sections.

### **3.1.2. The Principal's Perceptions of the Contents of Implementing Changes in Response to the Requirements of the General Education Program**

*Table 2. Results of the principal's perception of the fundamental contents needed for implementing changes according to the requirements of the general education program*

<b>Plan Content</b>	<b>Mean Score (X)</b>	<b>Standard Deviation</b>	<b>P-value</b>
Objective of implementing change	2.43	0.95	0.00
Tasks needed to effect change	2.42	0.45	0.04
Implementing entities and participants	2.84	0.49	0.00
Strategies for implementing change	2.98	0.48	0.00
Expected outcomes of change implementation	2.51	0.34	0.00
Timeframe for change implementation	2.81	0.69	0.00
Conditions, resources for implementation	2.40	0.56	0.00
Adjustments needed in the implementation plan	2.40	1.03	0.00
Total	2.60	-	-

The results in Table 2 indicate that principals have a good understanding of the basic contents of the plan for implementing changes (X = 2.60). Particularly noteworthy is the highest level of perception by principals regarding the content "Strategies for implementing change" (X = 2.98). Overall, the principals surveyed self-evaluated their perception well with minimal variance in the contents of the plan for implementing changes, except for the content "Conditions, resources for implementation" and "Adjustments needed in the implementation plan," which principals perceived at the lowest level with X being 2.40. This also represents the challenge principals face when implementing changes in response to the demands for innovation in

general education. "I am well aware of the components of the plan, hence it is the manager's task. However, I still find it quite challenging to devise a plan to implement changes as per the current requirements, especially when unsure about the implementation conditions," Principal 10 expressed.

**3.2. The current state of capacity levels in planning and implementing changes according to the requirements of the general education program**

We formulated survey questions with graded assessments of competency levels. Average score ranges were utilized for evaluation: Poor competency level ( $1 \leq X < 1.80$ ); Weak competency level ( $1.80 \leq X < 2.60$ ); Moderate competency level ( $2.60 \leq X < 3.40$ ); Adequate competency level ( $3.40 \leq X < 4.20$ ); Good competency level ( $4.20 \leq X < 5.00$ ). In assessing the research results through the questionnaire, we integrated findings from in-depth interviews.

**3.2.1. General evaluation of the capacity level in planning and implementing changes according to the requirements of the general education program**

*Table 3. Evaluation results of the capacity levels in planning and implementing changes according to the requirements of the general education program*

Competencies	Mean Score (X)	Standard Deviation	P-value
Context and resource analysis competency	3.13	0.95	0.00
Forecasting changes when implementing them	3.40	0.45	0.04
Identifying implementation options	2.84	0.49	0.00

Table 3 shows that the planning competency in implementing changes was assessed at a moderate level (X ranging from 2.84 to 3.40). This indicates that the principal adequately and reasonably demonstrated operations in planning the implementation of changes according to the requirements of educational reform. There was no significant difference between the competencies in the planning of changes ( $P < 0.05$ ). To delve deeper into the matter, we assessed the principal's competencies through situational interviews. We analyzed the content of the response products, cross-referenced them with evaluation criteria, and utilized quantitative methods, resulting in the following table:

*Table 4. Capacity levels in planning and implementing changes according to the requirements of the general education program through situational scenarios*

Competency Level	Quantity	Percentage
Weak	9	1.5
Moderate	556	93.1
Good	32	5.4
Total	260	100

The research results presented in Table 4 corroborate relatively well with those in Table 3. Most respondents surveyed through situational interviews attained a moderate level when analyzed against the criteria of the implementation plan for changes. However, there remains a small percentage (1.5%) achieving a weak level (although not significant). This serves as practical groundwork for interventions aimed at developing these competencies in principles.

**3.2.2. Comparative Evaluation of the Capacity Level in Planning and Implementing Changes by Working Region**

*Table 5. Capacity level in planning and implementing changes of principals by working region*

Total capacity level	Northern region	Central region	Southern region
Poor	0 (0%)	2 (1.0%)	0 (0%)
Moderate	101 (51%)	139 (69.9%)	139 (70%)
Good	97 (49%)	58 (29.1%)	59 (30%)

The research findings indicate: The majority of principals with good capacity are most concentrated in Hanoi, representing the highest proportion (49%). This environment has more experiences with changes. They have encountered various situations and gained more exposure to environments requiring change implementation plans. Perhaps for this reason, principals in this region also demonstrate a higher awareness and are more familiar and proactive in planning changes. The results also reveal significant disparities in the capacity level (moderate and good) among principals in the three regions. While principals in the Hanoi region exhibit better capacity, in other regions, the majority of principals perform at a moderate level, with similar proportions (69.9% in the Central region and 70% in the Southern region). Thus, the working environment significantly influences the level of capacity in implementing planning changes by principals, which aligns well with objective reality.

**3.2.3. Comparative evaluation of the capacity level in planning and implementing changes by school level**

*Table 6. Capacity level in planning and implementing changes by school level*

Total capacity level	Elementary school	Middle school	High school
Poor	2 (1.0%)	2 (1.0%)	0 (0%)
Moderate	179 (90%)	153 (76.8%)	82 (41.3%)
Good	18 (8.9%)	44 (22.1%)	117 (58.7%)

Table 6 shows: Principals studied predominantly exhibit moderate capacity. However, principals of elementary and middle schools achieve moderate capacity more frequently (90% and 76.8%, respectively). Overall, the order of capacity levels from low to high can be listed as follows: elementary school principals, middle school principals, and high school principals. Why do high school principals demonstrate the best capacity? We investigated and found that these principals have experience in planning changes and are quite confident: "I may not achieve desired learning outcomes every time there's a change, but I am quite capable of planning activities" (HT 9).

**3.3. Correlation between the level of awareness and the level of implementation capacity in planning changes according to the requirements of educational innovation in general education**

The research findings in section 3.2 indicate: The level of awareness and implementation capacity of principals mainly remain at a moderate level. The capacity of elementary and middle school principals does not differ significantly in terms of implementation capacity. The implementation capacity of high school principals is higher than that of elementary and middle school principals. The assessment of principals' capacity by self-evaluation, vice principals, head of subject departments, and teachers tends to lean more towards similarity rather than difference.

Therefore, we conduct an evaluation of the correlation between the level of awareness and the level of implementation capacity to provide further basis for interventions aimed at developing capacity in planning changes for principals.

*Table 7. Correlation between the level of awareness and the level of implementation of capacity in planning and implementing changes according to the requirements of general education program*

	Level of awareness	Level of implementation
Level of awareness pearson correlation	1	0,603**
Sig. (Two-tailed)	597	0,000
N		597
Level of Implementation Pearson Correlation	0,603**	1
Sig. (Two-tailed)	0,000	597
N	597	

\*\*The correlation is significant at the 0.01 level (two-tailed).

Table 7 indicates a correlation coefficient of  $r = 0.603$  with a significance level of 0.000, demonstrating a strong positive correlation between the level of awareness and the level of implementation of capacity in planning and implementing changes according to the requirements of the general education program. This implies that the more knowledgeable principals are about their capacity, the better they implement it. A principal's effective implementation of capacity is also indicative of their good awareness of it, and conversely, a lack of knowledge about capacity correlates with poorer implementation, suggesting a lack of understanding about it.

#### 4. Conclusion

Managing and governing schools are the responsibilities of principals. In the face of the demand for educational innovation, managing and governing changes are urgent tasks. Therefore, both general capacity and capacity in planning and implementing changes have been the subjects of considerable research interest.

However, survey results indicate that the majority of principals have a moderate level of awareness of the significance of this capacity. The implementation of capacity-related tasks also falls within the moderate range, meaning they are adequately performed, but not yet accurately, stably, or sustainably. There is a significant difference in the level of capacity implementation based on geographical location and school level. There is a strong positive correlation between the level of awareness and the level of capacity implementation. Given this reality, it is necessary to pay attention to, invest in, and proactively develop this capacity for principals, contributing to meeting management requirements in the context of innovation and high competitiveness.

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## MEASURES FOR MANAGING TOURISM HUMAN RESOURCE TRAINING AT UNIVERSITIES IN THE NORTHERN DELTA REGION

Le Thi Thanh Hoa<sup>1</sup>

**Abstract.** Human resources are valuable assets, directly affecting the business performance of businesses, industries as well as the development of localities, including the tourism industry. Improving the quality of tourism human resource training at universities to meet social needs is an urgent and necessary issue in the current period. Reality shows that, in current conditions, the demand for quantity and quality of tourism human resources is very large, notably the need for highly qualified human resources is increasing. To contribute to solving the problem of tourism human resources, the article delves into groups of measures to improve the quality and efficiency of tourism human resource training management at universities in the Northern Delta region.

**Keywords:** *Measure, training management, education program, tourism human resources, university.*

### 1. Introduction

In the current period, the Tourism industry is an economic sector with rapid and strong growth. "Developing the Tourism industry to become a key economic sector is an important strategic direction for the country's development.", creating a driving force to promote the development of other industries and fields... Developing the Tourism industry is truly an integrated service economic sector, interdisciplinary, inter-regional, with focus, focus, effective, branded and highly competitive" [1].

To meet the requirements of practical development, many universities in the Northern Delta region have organized human resource training in the field of tourism and achieved important results, contributing to an increase in both economic and social development. scale and quality of tourism human resources. However, the training quality of each available school does not meet the development needs of business and society; Input management as well as target management, training programs do not have a close connection with the business; Management of consulting and job placement for graduates has not brought high efficiency...

To meet the development needs of the tourism industry in the country in general and the Northern Delta region in particular, one of the important issues is to develop tourism human resources. Therefore, improving the quality and efficiency of tourism human resource training management at universities in the Northern Delta region is very important.

### 2. Groups of measures to improve the quality and efficiency of tourism human resource training management at universities in the Northern Delta region

#### 2.1. Group of input management measures for tourism human resource training at universities

##### 2.1.1. Innovation and creativity in recruiting and training tourism human resources at universities

*Purpose of the measure.*

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Implementing this measure is to evaluate the current status of enrollment work, survey learner needs, and establish an information system that requires human resources of agencies, units, and businesses using human resources. travel, regularly update changes in the labor and employment market to be able to improve the number and quality of student enrollment every year, and provide training appropriate to the needs of learners and especially students. the needs of units using tourism human resources in terms of quality and quantity.

*Content of the measure.*

The school principal directs the establishment of a specialized admissions department. This department will develop and implement a plan to promote, advise and enroll all training systems in the school throughout the school year; collect information on human resource needs at bachelor's level in tourism in terms of quantity, structure and quality requirements of human resources units and businesses using tourism human resources, thereby determining the need for training in this field at school.

Organize a survey of students' needs to study bachelor's degrees in the tourism industry to collect information about students' needs to study this major, in which it is necessary to collect information to grasp students' understanding. students in the tourism industry, needs for entrance exam forms, goals, content, training programs, methods, duration and training process in the tourism industry. Organize a cooperative relations department with units and businesses that use tourism human resources to collect information about the needs of bachelor's degree human resources of the units and businesses, thereby determining enrollment targets.

Build an information system about the ability to supply labor and employment and this department is responsible for connecting information between schools and businesses and employers as well as searching for available units and businesses. Ready to coordinate and work with the school to conduct appropriate and quality tourism human resource training.

*How to implement measures.*

Training facilities proactively develop plans and work directly with local authorities, departments and units to have forecast information about the need for high-quality human resources to be trained. create. Develop an enrollment plan in terms of scale, occupations that need to be developed as well as specific enrollment plans for each year.

Make an overall plan for propaganda, consulting, career guidance and recruitment and training of tourism human resources in each year and each period as a basis to concretize detailed activities for each work group and each period. different times and different subjects to ensure that this work is continuously and effectively deployed anytime, anywhere.

Use many methods to collect information from students and units using tourism human resources, such as: questionnaire survey; interviews, discussions, and organizes career guidance programs for students.

Diversify forms of promotion and admission consulting through propaganda on radio and television channels; by means of panels, posters and especially bringing information directly to the subjects through telephone consultation, email consultation, creating Facebook, school zalo, job fairs.

Building enrolment software to collect and process enrolment data on the internet to help collect enrolment data at high schools quickly and promptly. Research on the use of media through career counselling. Research on the use of media through career counselling activities to help students choose suitable careers to study.

The school principal directs the Head of Training Department and Heads of specialized faculties to implement a coordination plan between the school and recruitment agencies to implement cooperation content in recruitment and training activities for tourism human resources.

### **2.1.2. Develop a tourism human resource training program to meet social requirements**

*Purpose of the measure.*

Manage the construction and development of training programs to ensure that the tourism human resources training program overcomes existing limitations; ensure training objectives are built scientifically and reasonably on the basis of general and specific objectives of tourism human resource training in the Law on Higher Education; The training program is designed with clearly defined output standards; Training content and assessment methods for each subject are consistent with the orientation of university-level training

*Content of the measure.*

The university principal directs the construction and development of tourism human resource training programs. The development of training goals must also ensure flexibility, must be regularly reviewed, supplemented, adjusted and implemented.

Direct the design of training programs in a modern, updated direction, meeting the requirements of training program development to meet the requirements of tourism industry development.

Establishing a program construction and development council must ensure the participation of relevant stakeholders: lecturers involved in training tourism human resources, scientists, practical managers, and experts. alumni, units employing post-graduate students. In developing the training program, it is necessary to direct the professional group to compare with university-level tourism human resource training programs in some advanced countries, such as Australia, China, England, and the United States for reference and learning from experience.

Organize and implement training programs to ensure regulations and quality assurance requirements. Organize and implement the university-level tourism human resource training program based on the developed full-course training plan, closely following current training regulations for implementation.

Faculties specializing in managing and implementing training programs need to be able to manage the preparation of lessons and implementation of lectures by lecturers to ensure that the detailed course outlines have been issued and updated with new related issues. ; Direct lecturers to innovate teaching organization and use teaching methods to promote students' initiative and positivity in the training process.

Organize periodic evaluation of the training program (after each training course) and implement quality improvement based on the evaluation results. Must develop a plan to improve the quality of the training program and deploy it promptly with Contents to overcome shortcomings and weaknesses in developing training objectives, designing output standards, content and training programs to meet the requirements of ensuring the quality of tourism human resources at university level.

*How to implement measures.*

Develop and innovate output standards of training programs in accordance with business and practical requirements. Standardize the quality of lecturers and standardize the training framework curriculum to ensure common requirements and consistency in training content and training level. The training program needs to closely follow and meet the training program framework as agreed between ASEAN Tourism Ministers within the framework of the Mutual Recognition Agreement in the Tourism Profession among ASEAN countries.

It is necessary to survey the needs of learners, the recruitment needs of businesses and practical production requirements. The organization collects feedback from businesses, post-graduate students working at businesses, tourism management agencies, training managers and the level of response of training products.

Organize evaluation of current training programs; Analyze educational innovation practices and the need for quality tourism human resources; Competency requirements needed when working in businesses in the context of educational innovation; Research the framework program for training tourism human resources to have perfection according to the requirements of educational innovation.

Organize detailed program appraisal with the participation of the scientific and training council, lecturers and representatives of units using human resources, directly tourism businesses. Establish a council

to evaluate the implemented tourism human resources training program with the opinions of the school's scientific and training council, program experts to evaluate the level of response of the program. tourism human resource training program compared to the requirements of educational innovation and capacity building for students.

## **2.2. Group of measures to manage the tourism human resource training process at universities in the Northern Delta region**

### **2.2.1. Direct the improvement of goals, content, and diversify forms of tourism human resource training**

#### *Purpose of the measure.*

This is a measure to maintain an important position and role, directly directing management entities to train tourism human resources at universities, especially managers, lecturers, and active students. Changes in thinking and perspectives in teaching today. From there, help them research and perfect their goals, content, and diversify training forms to meet the trend of education and training innovation, as well as human resource training practices at universities and their needs. Using tourism human resources of today's businesses.

#### *Content of the measure.*

Determine the correct training goals at each level and each profession. Complete training goals to meet the requirements of employers through industry-specific standards, giving students the ability to work in an ever-changing environment.

Innovating the content and training programs for tourism human resources in association with the needs of businesses must be in the direction of improving practical skills to achieve professionalism and regional and international standards.

Develop a plan to direct innovation in tourism human resource training. The form of tourism human resource training also needs to be open and flexible; Choose necessary and appropriate forms of bachelor's degree training at universities.

Strengthen training coordination between schools and employers, including directing appropriate and effective forms of coordination. Direct faculties, lecturers and students to proactively and actively innovate teaching and learning methods to meet training organization requirements.

#### *How to implement measures.*

Strengthen awareness-raising activities for managers and lecturers on developing tourism human resource training content suitable to the needs of units using tourism human resources; Direct the Training Department and Faculty to research domestic and foreign documents on the contents of tourism human resource training at the bachelor's level at universities, and on that basis determine the approach when directing and perfecting the content. The content of training tourism human resources is suitable to the needs of the units using tourism human resources.

Direct the development of training content for tourism human resources at the bachelor's level at universities based on content orientation, structure of tourism human resources training content, and time ratio of industry training content. Bachelor's degree tourism at university.

Organize and thoroughly grasp the general orientation of innovating training forms

Tourism human resources: The form of tourism human resources training needs to be directed and innovated in accordance with the goals, content, output standards of tourism human resources training as well as suitable for the school and student characteristics. tourism industry and is especially suitable for the economic, cultural, social context...; Training forms are innovated to be truly suitable and best promote the advantages of each form of tourism human resource training.

Direct to strengthen the organization of training departments, thematic activities, and scientific research



on innovation in tourism human resource training, from which lecturers will have more knowledge and skills to best implement innovation. new form of tourism human resource training. Expand training fields based on surveying the needs of the labor market in terms of training fields, industries and occupations.

### **2.2.2. Direct the innovation of testing and evaluation activities of tourism students**

#### *Purpose of the measure.*

Implementing this measure is to innovate the form and method of testing and evaluating student learning outcomes in tourism human resource training to ensure fairness and objective reflection of tourism human resource training results. of the school, on that basis as a basis to adjust and innovate the stages of the training process to improve the quality of training of tourism human resources of the school.

#### *Content of the measure.*

Develop a unified, step-by-step process as a tool to serve the management, inspection, and evaluation of tourism human resources training results. Assessment of learning outcomes needs to be assessed according to the output approach, assessing the competencies that learners need to have to be able to complete all tasks of the profession to meet the standards required by that industry.

Based on the issued output standards and training programs, the Board of Directors of training institutions directs authorities and faculties to develop exam questions, ensuring comprehensive assessment for each stage. each module and corresponding to a specific competency; Ensure that when students pass each exam, they will have a step forward in developing their capacity and be able to perform a specific job according to the competency standards of tourism human resources.

Organize and direct the development of a system of standards, criteria, and indicators for testing, evaluating, and supervising tourism human resource training, including: Testing, evaluating, and monitoring students' learning progress from the beginning input, process and output.

Check, evaluate, and monitor the process of carrying out professional activities of alumni trained in tourism human resources and collect information from units employing labor in the tourism industry. Organize inspection, evaluation, and supervision of specific activities in training tourism students at the university.

#### *How to implement measures.*

Direct the organization to build a system of criteria and indicators to test, evaluate and monitor the learning progress of tourism students at universities, including: admission, learning process, graduation exam, to receive graduation certificate.

Planning to evaluate output results should be based on the required capacity of tourism human resources according to regulations on training functions. From the criteria of this competency, training institutions design content to test the output of the training industry.

Tourism human resource training establishments must have a plan to coordinate with recruitment establishments in organizing and managing the assessment of learning and graduation results of students about to graduate from the tourism industry.

The Board of Directors directs the issuance of instructions on how to organize and evaluate according to regulations for both the implementation department and students participating in the exam to ensure the evaluation of output results is carried out according to the process. and competency standards; seriously, publicly and absolutely safely.

The Principal directs the Training Department to issue diplomas after students complete the assessment exam according to regulations and graduation recognition conditions; Have a plan to handle cases that arise during the organizational process in a reasonable, effective and in accordance with regulations.

### **2.3. Group of output management measures for tourism human resource training at universities in the Northern Delta region**

#### **2.3.1. Build an output management information system for students**

*Purpose of the measure.*

Good management of output information is also an important step in bringing output standards and professional standards closer together, contributing to maintaining and developing sustainable relationships between schools and businesses. Forming a labor market information system to manage objective and truthful information and data to properly assess the quality and effectiveness of training... Legalize and systematize consulting activities, introducing jobs for post-graduation students.

*Content of the measure.*

Form an information system about tourism human resource needs of businesses to have training plans and career counseling for students right from the start of enrollment to meet practical tourism needs. Develop a plan to coordinate with businesses in building an output information system, introduce jobs, and regularly update information related to recruitment and tourism human resource needs of the business. Receive and manage feedback from businesses and employees on issues related to training at the training facility.

Establish an output system through the application of modern management tools and means. Establish an output and working system through the application of modern management tools and means, computerization based on information technology to ensure a unified process, information is updated smoothly. Students' post-graduation information is the true answer about the quality and effectiveness of the school's training.

*How to implement measures.*

Identify application software to synthesize data about graduate students. Develop a unified, step-by-step process as a tool to serve post-graduate student management activities to promptly collect and process information about work addresses; Student comments on the program and training process; Receive comments on editing the content of the training program to suit current school practices.

Based on the issued output standards and training programs, the Board of Directors of training institutions directs the authorities (Department of Training, Department of Testing and Education Quality Assurance, Department of Student Affairs, etc.) students and Faculties), develop ways to manage and access information for post-graduate students.

Universities that train tourism human resources proactively develop coordination plans between the school and units using tourism human resources in the organization to receive information from post-graduate students according to the following contents: such as: Evaluating the results of implementing post-graduation student competencies; assessment of knowledge and skills capacity. Each university needs to establish a specialized department to collect and manage output information.

#### **2.3.2. Direct close cooperation in training tourism human resources between universities and units using tourism human resources**

*Purpose of the measure.*

Directing close cooperation in training tourism human resources between universities and units using tourism human resources will help universities accurately determine the need for quantity and quality of tourism human resources, thereby coordinating and supporting skills training activities, improving professional capacity, fostering human resources with schools, reducing costs and retraining time of employing units. dynamic.

*Content of the measure.*

Directing close cooperation in determining goals, content, forms, methods and output standards of

tourism human resource training; survey and assess the need for tourism human resources to help the school determine the correct enrollment targets for this industry, without excess and without shortage; Close cooperation between schools and employers in implementing activities related to practice, internships and career connections for graduates.

Organize technical and professional seminars between school lecturers and experts and artisans in tourism businesses. Signing cooperation agreements between schools and businesses, such as: Cooperation in training, field visits, accepting student internships, testing and evaluating student learning results. Organize vocational training at businesses to meet the human resource needs of businesses.

### **3. Conclusion**

Measures for managing and training tourism human resources at universities in the Northern Delta region according to the CIPO model all have a dialectical relationship, support, and interaction with each other. Therefore, it is necessary to apply measures in a synchronous and systematic manner. By doing so, there will be a strong change in improving the quality and efficiency of tourism human resource training management at universities in the Northern Delta region to effectively serve the development needs of the tourism industry, as well as socio-economic development.

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## EXAMINING THE ROLE OF TEACHER BELIEFS IN ENGLISH AS A FOREIGN LANGUAGE PROGRESS

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**Abstract.** For the past decades, policy-makers and educators have continuously conducted a number of educational reforms; however, many of them failed. Given the important role of teachers' beliefs in educational changes, this article explores previous studies on teachers' beliefs in teaching and learning English as a foreign language. It is expected that those studies could provide teachers and educators some basic understanding of teachers' beliefs. As such, suggestions to create teachers' and students' changes may be obtained.

**Keywords:** *Teachers' beliefs, teachers' changes, English as a foreign language.*

### 1. Introduction

While teachers play a crucial role in the teaching and learning of English as a foreign language (EFL), it is paradoxical that they may also be the biggest obstacle in the introduction of new policy or innovation. This may be due to their beliefs (Prawat, 1992). Defined as the thought-to-be-true understandings of the surrounding world, beliefs hold an interactive relationship with human actions as they push actions and then are in turn changed by experiences gained from actions (Richardson, 1996). With this role, teacher beliefs appear to determine classroom practices or classroom practices are the mirror of teacher beliefs (Borg, 2011).

With the hope of facilitating changes in teachers' practices, this article examines previous studies on teachers' beliefs. Once teachers' beliefs are understood thoroughly, are we, teachers and educators, able to know what to do to create changes in our classes.

### 2. Teacher beliefs: Definitions, features and roles

There are numerous definitions of teacher beliefs. As defined by Borg (2003), beliefs are the background for actions which people regard as the truth. He also considered teacher beliefs as one of the representatives of teacher cognition - "what teachers know, believe and think" (Borg, 2003, p.81). This definition was supported by Richardson (1996) as he defined the term "belief" like "a proposition that is accepted as true by the individual holding the belief" (Richardson, 1996, p.106). Sharing the same view, Van den Berg et al. (2001) explained the reasons why teachers hold these kinds of beliefs: to adapt to the changing situation (Van den Berg, Slegers, & Geijsel, 2001). From the abovementioned definitions, teacher beliefs can be understood as mental activities like thoughts, opinions, cognitions or perceptions which are true from holders' perspectives.

Like any other notion, teacher beliefs also hold specific features. They are "contextualized", "interactive and reflective" and "inclusive concepts" (Zheng, 2015, p.17). The first feature means that teacher beliefs are affected by contextual factors. It can be the school environment where teachers work (Borg, 2003), physical

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and technical problems and low salaries (Le & Barnard, 2009), or insufficient teaching materials, lack of professional development programs and poorly motivated students (Wang & Du, 2016). The “interactive and reflective” feature of teacher beliefs refers to the relationships between teacher beliefs and classroom practices. That is teachers reflect their beliefs through activities in the classroom and experience gained from their classroom have influence in their beliefs (Hampton, 1994). The last feature of teacher beliefs is advocated by many scholars (Borg, 2003; Richardson, 1996; Van den Berg et al., 2001; Zheng, 2015). To clarify what teacher beliefs exactly are, they used other mental activities like opinions, propositions, thoughts, cognitions, and attitudes. With these explanations, teacher beliefs are “inclusive concepts” (Zheng, 2015, p.17).

Possessing those features, some of the roles of teacher beliefs are predictable. First, as teacher beliefs are “interactive” and “reflective”, they are responsible for shaping classroom practices (Buehl & Beck, 2015; Evans, Luft, Czerniak, & Pea, 2014). As evidence for this link, Aliakbari & Heidarzadi (2015) investigated the relationship between teacher beliefs and classroom practices. This study on 227 Iranian EFL teachers revealed that there exists a strong relationship between these two factors especially among teachers of higher level of education. In detail, teachers with Master degree reflect their beliefs on their classroom practices much more than those with Associate and Bachelor degree. Thus, to reduce the conflicts between teacher beliefs and classroom practices, the researchers suggested increasing teachers’ level of education (Aliakbari & Heidarzadi, 2015).

Another role of teacher beliefs is that teacher beliefs have capacity of predicting students’ outcomes based on their performances. In 2016, Finnish researchers conducted a study on the role of teacher beliefs and parent beliefs in children self-concept development in which self-concept can be understood as their perceptions of abilities themselves. Significantly, it reported that teacher beliefs but not parent beliefs influence first-grade students’ self-concept ability. More importantly, it also emphasized the capacity of predicting of teacher beliefs as teachers can provide exact predictions of their high - performing students’ self-concept abilities (Pesu, Viljaranta, & Aunola, 2016). This is similar to other scholars’ findings which regarded teacher beliefs as “a strong predictor of what occurs in the classrooms” (Haukås, 2016, p.3).

In addition to the above roles, teacher beliefs are the tools teachers use to “adapt to a changing environment” (Bender, E., et al., 2016, p.1958). Although some scholars could not clarify the relationship between teacher beliefs and context (Beijaard, Verloop, & Vermunt, 2000; Jamalzadeh & Shahsavari, 2015), others found that teacher beliefs are affected by “need to survive and adapt to the local teaching cultures” (Mak, 2011, p.63). For example, Moloney and Xu (2015) discovered three groups of beliefs from nine teachers of Chinese as a foreign language in Australian context. These groups include teachers who maintain their traditional Chinese education theory, teachers who refuse their Chinese education theory and accept Australian beliefs, teachers who combine pedagogical beliefs from these two countries (Moloney & Xu, 2015). Another instance is Levin and Wadmany’s 2006 study on the teacher beliefs and practices in technology-based classroom. Their three-year experiment in a technology rich learning environment showed positive changes in teacher beliefs and classroom practices (Levin & Wadmany, 2006). These studies prove a strong relationship between context and teacher beliefs, which, with other demonstrated impact and role of teacher beliefs, is the rationale for further research attention to teacher beliefs when conducting studies related to EFL innovations or educational progress globally and in developing countries like Vietnam.

### **3. Recent trends in studies of teacher beliefs**

For the past ten years, studies related to teacher beliefs can be divided into two approaches: ones focusing on many areas of teacher beliefs like teacher beliefs about learner autonomy (Salimi & Ansari, 2015), teacher role (Domović, Vidović Vlasta, & Bouillet, 2016) or multilingualism (Haukås, 2016) and the other investigating the relationship between teacher beliefs and other factors in educational progress such as a training program (Teng, 2016), technology (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012; Galvis, 2012; Kim, Kim, Lee, Spector, & DeMeester, 2013; Tsai & Chai, 2012) or students’ beliefs (Ganjabi, 2011).

In relation to different areas of teacher beliefs, Salimi & Ansari (2015) conducted a study on teacher beliefs about learner autonomy which clarifies the influence teacher beliefs have on teacher performance and then students' independence in learning. This investigation not only provides teacher understandings of learner autonomy, but emphasizes the importance of these beliefs in training EFL teachers (Salimi & Ansari, 2015). Domović et al (2016) compared student teacher beliefs about teacher role in teaching mainstream pupils and pupils with developmental disabilities. These scholars showed that students are one of the factors affecting teacher beliefs. Teachers use different teaching approaches with the two groups: behaviorist orientation versus self-centered orientation. While in behaviorist orientation, teachers are confident to play the role of a knowledge transmitter, in self-centered orientation, they express their uneasiness in managing such complex classrooms, which makes them regard themselves as "heroes", "hard workers" and "martyrs" (Domović et al., 2016, p.8). This proposition was confirmed by a study of 245 teacher beliefs about socially disadvantaged pupils in the Czech Republic. Safrankova and Hrbackova (2016), by questionnaire and semantic differential, showed that teacher workplace with its specific features and the length of time has impact on teacher beliefs. Besides, they also found that the relationship between teacher beliefs and students' education is due to the direct influence of teacher beliefs on teaching approaches (Safrankova & Hrbackova, 2016). This may be of relevance in other contexts, such as the urban and rural divide in EFL achievement in Vietnam.

Among many educational factors, training programs have become an affective variable to teacher beliefs. Many studies have been carried out to evaluate the effect of such programs on teacher beliefs. Borg (2011) investigated the effect of an in-service teacher training program on teacher beliefs. Thanks to data gathered from an eight-week training program organized for six EFL teachers in the United Kingdom, the researcher identified changes in teacher beliefs about teaching and learning. Consequently, he concluded on the positive effect of teacher education: it is not only "the source of new beliefs" but a treatment for existing ones as well (Borg, 2011, p.378). Sharing the same view, Teng (2016) clarified the influences that a professional development project for teaching writing created on teacher beliefs. It provided teachers not only knowledge of different writing theories but also models so that teachers could know how to put them into practice (Teng, 2016). These studies prove that educational innovations should start with investigating teacher beliefs, in the expectation that changes in teacher beliefs would lead to changes in teaching approach and practices (Richards, Gallo, & Renandya, 2001).

Another example, in this information age, is the relationship between technology and teacher beliefs (Ertmer & Ottenbreit-Leftwich, 2010; Galvis, 2012; Kim et al., 2013; Levin & Wadmany, 2006; Tsai & Chai, 2012). In addition to their own findings, these studies share some common ideas. First, existing teacher beliefs as to their role and pedagogy are the strongest obstacle preventing teachers from applying technology to their classroom practice (Ertmer et al., 2012; Tsai & Chai, 2012). Teacher beliefs should be taken into account if educators want to integrate technology into education process (Kim et al., 2013). However, how to change teacher beliefs about technology integration is not simple. Ertmer, Ottenbreit-Leftwich et al. (2012) discovered that teacher current levels of technological knowledge and skills have influence on teacher beliefs. That means teachers are willing to integrate technology in their classroom practices when they are confident about their knowledge. Therefore, increasing knowledge and skills is one of the ways to change teacher beliefs (Ertmer et al., 2012). Besides engaging pre-service teachers in innovational activities and changing the teaching environment should be considered as other solutions to change teacher beliefs of technology (Ertmer & Ottenbreit-Leftwich, 2010).

In addition to two educational factors like technology and training programs, researchers have started paying attention to the relationship between teacher beliefs and student beliefs, revealed to be "mismatches" (Ganjabi, 2011; Ramazani, 2014). For example, when investigating the beliefs about language learning of 120 Iranian EFL students and 16 EFL teachers, Ganjabi (2011) identified different opinions between these two groups on teaching approach and error correction. Whereas these teachers are in favor of communicative language teaching approach, their students still expect to master English grammar. In error correction, while students want to be corrected as soon as possible, teachers often let their students have time to figure out

their own mistakes and learn from them. These differences can “cause the students to resist the teaching methods and approaches used by their teachers and, in turn, can lead to ineffectiveness in their learning” (Ramazani, 2014, pp. 1526-1527).

#### 4. Implications

First, this article explains important features of teachers’ beliefs which are “contextualized”, “interactive and reflective” and “inclusive”. From this explanation, it is suggested that educators and policy-makers need to consider teachers’ working environment before implementing any educational reforms. Once teachers’ working environment is guaranteed to support reforms, can we expect the changes in teachers.

Second, the effects teacher professional development can create on teachers’ beliefs are obvious; therefore, teachers’ beliefs should be the first factor that teacher professional development aims to change. Policymakers and educators should consider changing teachers’ beliefs and maintain the changes as the first and foremost goal when designing professional development.

Finally, examining teachers’ beliefs offers insights into students’ beliefs as well as how teachers can create changes in their students. It is students’ beliefs that teachers should focus on to activate their engagement in classroom activities. As such, it is expected to create agreements in teachers’ and students’ beliefs, from which mutual development in education can be achieved.

#### 5. Conclusion

The article reviews studies on teachers’ beliefs in education in general and in teaching English as a foreign language in particular. Studies in the field reach a consensus on conceptualisation of “teacher beliefs”, which emphasises the inclusive characteristic of the notion. In addition, other characteristics of teacher beliefs highlights the interactive relationship between teacher beliefs and classroom practices. However, instead of the existence of mutual support in the relationship between teacher beliefs and student beliefs, there have been mismatches between these two factors, which may create conflicts in education. Based on looking patterns in those previous studies, this article suggests implications to improve the quality of teaching and learning English deriving from teachers themselves.

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## THE ROLE OF TECHNOLOGY IN SHAPING HIGHER EDUCATION: TRENDS AND IMPLICATIONS

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**Abstract.** This paper explores the intersection of technology and higher education, examining its evolution, current trends, and implications. It delves into the multifaceted role of technology in shaping teaching and learning practices, educational management, and the overall student experience within higher education institutions. Drawing on insights from recent research and scholarly literature, the paper highlights the transformative impact of technology on higher education, emphasizing its potential to enhance accessibility, engagement, and effectiveness. Additionally, it addresses the challenges and opportunities associated with the integration of technology into higher education, offering perspectives on digital literacy, infrastructure development, and ethical considerations. By providing a comprehensive overview of the relationship between technology and higher education, this paper aims to inform discussions, policies, and practices that promote innovation and excellence in teaching and learning.

**Keywords:** *Technology, Higher education, Teaching and learning, educational management, Digital literacy, Innovation.*

### 1. Introduction

The landscape of higher education is continually evolving, shaped by various trends and challenges in contemporary society. As Phelps (2014) observes, these trends have significant implications for the future of higher education in the 21st century. Furthermore, scholars such as Guàrdia et al. (2021) emphasize the importance of understanding and addressing ongoing trends to transform higher education effectively.

In their study, Smith (2022) explores international education trends and their impact on shaping the future landscape of higher education. Altbach, Reisberg, and Rumbley (2019) track global trends in higher education, highlighting the academic revolution underway. Grummon (2009) examines trends in higher education, providing insights into future directions.

Sugrue et al. (2018) investigate the changing practices of academic developers and their implications for higher education trajectories. Teichler (2008) explores the diversification of higher education and offers explanations for its shape and size. Matthews, Garratt, and Macdonald (2018) analyze trends in the higher education landscape and their implications.

Looking forward, Teichler (2003) discusses the future of higher education and research in this dynamic field. Stromquist and Monkman (2014) revisit the definition of globalization and its implications for knowledge and education. Additionally, Nguyen and Tran (2018) and Tran and Marginson (2018) provide insights into the internationalization of Vietnamese higher education and its cultural, values, and structural changes in the context of globalization.

Understanding these trends and their implications is crucial for guiding the future direction of higher education. This paper aims to explore the role of technology in shaping higher education, focusing on trends and influences in this dynamic landscape.

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## **2. Technology and higher education**

### **2.1. The evolution of technology in higher education**

The integration of technology into higher education has been a transformative journey, marked by significant advancements and innovations. As noted by Phelps (2014), technological advancements have reshaped the educational landscape, offering new opportunities for teaching, learning, and research. From the early adoption of computers and the internet to the emergence of sophisticated learning management systems and virtual reality tools, the evolution of technology in higher education has been characterized by continuous innovation and adaptation.

According to Guàrdia et al. (2021), the increasing digitization of educational resources and the widespread availability of online platforms have revolutionized the way students access and engage with course materials. Traditional barriers to learning, such as time and space constraints, have been overcome through the introduction of online courses and virtual classrooms. Moreover, the proliferation of mobile devices and digital learning apps has enabled students to personalize their learning experiences and access educational content anytime, anywhere.

Smith (2022) emphasizes the role of technology in enhancing pedagogical practices and promoting active learning environments. Interactive multimedia tools, simulations, and gamified learning platforms have made learning more engaging and immersive, catering to diverse learning styles and preferences. Additionally, data analytics and learning analytics tools provide valuable insights into student performance, allowing educators to tailor instruction and interventions based on individual needs.

However, as highlighted by Altbach, Reisberg, and Rumbley (2019), the rapid pace of technological change has also presented challenges for higher education institutions. Faculty members must continually update their digital literacy skills and adapt their teaching methodologies to effectively integrate technology into their courses. Moreover, concerns about data privacy, cybersecurity, and digital equity have emerged as significant considerations in the digital learning landscape.

In conclusion, the evolution of technology in higher education has been characterized by its transformative impact on teaching, learning, and institutional practices. While technology offers immense opportunities for innovation and improvement, its effective integration requires careful planning, ongoing support, and a commitment to digital inclusion and accessibility. As higher education continues to evolve in the digital age, it is essential for institutions to embrace technology as a catalyst for positive change and to ensure equitable access to quality education for all learners.

### **2.2. Current trends in technology integration in higher education**

Contemporary higher education is witnessing dynamic shifts in the integration of technology to enhance teaching and learning practices. Several trends are reshaping the landscape of technology use in academia, reflecting evolving pedagogical approaches and the demands of digital-native learners.

One significant trend is the widespread adoption of online and blended learning modalities. This shift is driven by advancements in digital technology and the growing recognition of the benefits of flexible, accessible learning options. According to Phelps (2014), online learning is increasingly becoming a cornerstone of higher education, offering students the flexibility to pursue their studies remotely while balancing other commitments. The study by Guàrdia et al. (2021) supports this, highlighting the surge in online course offerings and the development of digital learning environments to support remote instruction.

Another notable trend is the rise of educational technology tools and platforms designed to foster student engagement and active learning. Smith (2022) emphasizes the importance of leveraging technology to create interactive learning experiences that cater to diverse learning styles and preferences. Virtual reality (VR), augmented reality (AR), and simulation technologies are gaining traction in higher education, as noted by Altbach et al. (2019), providing immersive learning experiences that enhance student understanding and

retention of complex concepts.

Furthermore, the use of learning analytics and data-driven decision-making is becoming increasingly prevalent in higher education. Grummon (2009) discusses the growing reliance on learning management systems (LMS) and educational technology platforms to collect and analyze student data, enabling educators to personalize learning experiences and provide timely interventions to support student success. Sugrue et al. (2018) further highlight the transformative potential of learning analytics in identifying patterns and trends in student behavior, informing institutional strategies for improving learning outcomes.

Additionally, the integration of open educational resources (OER) and digital textbooks is gaining momentum as institutions seek to reduce textbook costs and promote equitable access to educational materials. Matthews et al. (2018) underscore the importance of OER in fostering collaboration and knowledge sharing among educators, as well as enhancing student engagement and retention. Nguyen and Tran (2018) discuss the impact of OER in democratizing access to education, particularly in regions with limited resources.

In conclusion, the current trends in technology integration in higher education reflect a dynamic landscape shaped by advancements in digital technology, evolving pedagogical practices, and the changing needs of learners. By embracing these trends and leveraging technology effectively, higher education institutions can enhance teaching and learning experiences, promote student engagement and success, and prepare graduates for the challenges of the digital age.

### **2.3. The impact of technology on the teaching and learning process**

The integration of technology into higher education has had a profound impact on the teaching and learning process, transforming traditional educational practices and reshaping the dynamics of the classroom. This section explores the multifaceted influence of technology on pedagogy, student engagement, and educational outcomes, drawing insights from recent research.

One of the primary effects of technology on the teaching and learning process is the promotion of active and personalized learning experiences. Stromquist and Monkman (2014) argue that technology-enabled instructional strategies, such as flipped classrooms and interactive simulations, empower students to take ownership of their learning journey and engage with course content at their own pace. These approaches foster deeper understanding and critical thinking skills, as students actively participate in problem-solving activities and collaborative discussions.

Moreover, technology facilitates access to a wealth of educational resources and learning materials, enriching the learning environment and expanding opportunities for exploration and discovery. Teichler (2003) emphasizes the importance of digital libraries, online repositories, and multimedia resources in providing students with diverse perspectives and learning materials tailored to their individual needs and interests. By leveraging these resources, educators can create inclusive learning experiences that accommodate diverse learning styles and preferences.

Technology also plays a pivotal role in enhancing the efficiency and effectiveness of teaching practices. Nguyen and Tran (2018) highlight the transformative potential of digital tools and platforms in streamlining administrative tasks, facilitating communication and collaboration among faculty members, and providing real-time feedback to students. Learning management systems (LMS), lecture capture systems, and online assessment tools enable educators to deliver dynamic and interactive lessons, assess student progress, and provide timely interventions to support learning outcomes.

Furthermore, technology facilitates greater flexibility and accessibility in higher education, breaking down barriers to learning and expanding educational opportunities for diverse student populations. Tran and Marginson (2018) discuss the role of online learning platforms and distance education programs in reaching learners in remote or underserved areas, as well as accommodating the needs of non-traditional students, such as working professionals and adult learners. By removing geographical constraints and

offering flexible scheduling options, technology enables more individuals to pursue higher education and lifelong learning.

In conclusion, the impact of technology on the teaching and learning process in higher education is multifaceted and far-reaching, influencing pedagogical practices, student engagement, and educational outcomes. By embracing innovative technologies and leveraging digital tools effectively, educators can create dynamic learning environments that foster active learning, promote collaboration, and empower students to succeed in the digital age.

### **3. Technology and learning experience**

Technology plays an increasingly vital role in creating innovative and engaging learning experiences for students. This section delves into the importance of technology in fostering an interactive, diverse, and accessible learning environment for students.

**Technology and Interactivity in Learning:** Technology has opened doors to higher levels of interaction in the learning process. The integration of technologies such as mobile, online, and social media has created new opportunities for interaction among students and between students and learning content. Research by Guàrdia et al. (2021) has shown that using online learning platforms and interactive tools such as online forums and real-time feedback enhances interaction between students and between students and learning content.

**Application of Technology to Create Diverse Learning Environments:** Technology has also been applied to create diverse and rich learning environments. Educational apps, simulation software, and online learning platforms allow students to access learning content from various sources and experience diverse learning methods. Matthews, Garratt, & Macdonald (2018) emphasized the role of mobile apps and multimedia interactive content in creating a rich and stimulating learning environment.

**Technology and Access to Knowledge in Higher Education:** The development of technology has opened up opportunities for easier access to knowledge in higher education. Students can access learning materials from anywhere and anytime through online learning platforms and mobile apps. Research by Sugrue et al. (2018) has shown that using technology helps minimize barriers of time and space, providing convenient conditions for students to access knowledge flexibly and efficiently.

### **4. Impact of technology on higher education management**

Technology has significantly influenced the management of higher education institutions, revolutionizing administrative processes and enhancing overall efficiency. This section explores the various ways in which technology impacts educational management in higher education.

**Technology in Academic and Learning Management:** Technology has transformed academic and learning management systems, streamlining administrative tasks and improving learning experiences. Learning management systems (LMS) allow for efficient course delivery, assessment management, and student engagement tracking. Phelps (2014) highlights the role of LMS platforms in facilitating communication between students and instructors, organizing course materials, and managing assignments.

**Using Technology to Enhance Management Efficiency and Effectiveness:** The utilization of technology has led to improvements in the efficiency and effectiveness of educational management. Administrative tasks such as student enrollment, course scheduling, and resource allocation have been streamlined through the implementation of student information systems (SIS) and enterprise resource planning (ERP) systems. Smith (2022) discusses how these systems enable institutions to automate processes, reduce paperwork, and make data-driven decisions, ultimately enhancing management performance.

**Challenges and Opportunities of Integrating Technology into Higher Education Management:** While technology offers numerous benefits to educational management, its integration also presents challenges and opportunities. One challenge is the need for significant investment in infrastructure and staff training

to ensure successful implementation and utilization of technology. Additionally, concerns regarding data security, privacy, and accessibility need to be addressed to mitigate risks associated with digital platforms. Altbach, Reisberg, & Rumbley (2019) discuss the importance of developing comprehensive strategies for technology integration, considering institutional goals, stakeholder needs, and potential barriers.

However, the integration of technology into higher education management also presents opportunities for innovation and improvement. By leveraging data analytics and artificial intelligence, institutions can gain valuable insights into student performance, engagement patterns, and learning outcomes, enabling informed decision-making and personalized interventions. Grummon (2009) emphasizes the potential of technology to promote transparency, accountability, and collaboration within educational institutions, fostering a culture of continuous improvement and excellence.

## 5. Conclusion

In conclusion, technology plays a pivotal role in shaping the landscape of higher education, influencing various aspects of teaching, learning, and management. The preceding sections have elucidated the multifaceted impacts of technology on higher education, highlighting its transformative effects and the opportunities it presents for innovation.

Through advancements in digital learning platforms, online resources, and interactive tools, technology has facilitated new modes of teaching and learning, promoting engagement, collaboration, and flexibility. Additionally, the integration of technology into educational management has streamlined administrative processes, improved efficiency, and enhanced decision-making capabilities.

However, alongside its benefits, the widespread adoption of technology in higher education also poses challenges, including the need for infrastructure development, digital literacy enhancement, and data security measures. Addressing these challenges requires concerted efforts from institutional leaders, educators, policymakers, and technology providers to ensure equitable access, privacy protection, and ethical use of digital resources.

Looking ahead, it is imperative for higher education institutions to embrace technology as a catalyst for positive change, fostering an environment of innovation, inclusivity, and continuous improvement. By harnessing the power of technology, institutions can better meet the evolving needs of learners, adapt to changing educational paradigms, and advance the collective mission of higher education in the 21st century.

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## A BOLT-IN STUDY SKILLS COURSE TO SUPPORT FIRST-YEAR FOREIGN LANGUAGE-MAJORED STUDENTS

Do Huyen Cu<sup>1</sup>

**Abstract.** As it is indicated in many researches, effective study skills have been associated with students' positive learning outcomes across multiple academic content areas and for diverse learners. Universities including Hanoi University of Industry (HaUI), therefore, have introduced a range of strategies to support student learning including running study skills courses. The article argues that the students' study skills can be developed through teaching the subject right in the first year. The study was conducted using questionnaires for lecturers teaching in the program. Findings indicate that lecturers value the approach in improving students' study skills. They also perceive the difficulties they encountered and make recommendations for more efficient implementation of the project in teaching and learning. The authors suggest a persistent provision of this course in tertiary institutions' frameworks.

**Keywords:** *Tertiary study skills, foreign language-majored students.*

### 1. Introduction

In a number of education systems, students' failures are usually attributed to the fact that students are not prepared and do not study enough. In fact, there are a variety of factors having impact on learners' academic achievement namely teachers' teaching strategies, the amount of time spent studying, learning environment, assessment methods, course structure, study skills, etc. Among these, study skills has been proved to be associated with students' study performance by many researchers such as Baik et al. (2009) [1], Hassanbeigi et al. (2011) [5], Fazal et al. (2012) [3], Bullett et al. (2015) [2]. Study skills have been viewed to help students to be successful at all grade levels. Gettinger & Seibert (2002) stated that they not only function as learning tools for learning but also academic enablers [4], especially in at universities where there will be a progressively increase in new study requirements.

Study skills have been defined in various ways by different researchers. Gettinger & Seibert (2002) defines studying is the application of study skills, which is skillful and requires training and practice with specific techniques that help a learner acquire, organize, retain, and use information [4 350]. According to Rafoth & DeFabo (1990), studying skills function as a process including one's planning what he has to do, organizing and coding information to achieve learning needed [9].

Study skills approach has been applied for years in many countries worldwide while it has been done in a number of Vietnam tertiary institutions for just a few years. This paper reports on a study-skill course targeting first-year foreign language-majored students in Hanoi University of Industry. We examine whether running the course in the program can help students improve their tertiary study skills. In doing so, the study examines the success of the pedagogical program in terms of teachers' perceptions of its usefulness, challenges as well as the proposals for more effective implementation in the future.

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## 2. The institutional context for the study-skill tutorial program

Hanoi University of Industry is a large application-oriented university with a total student population of around 40,000. Students entering the university had been recognized for some time that they do not have necessary study skills to perform academic tasks. The evidence also came from the high number of unsatisfactory learning results, particularly in the first year – the time when students shift from high school to a totally new learning environment with various sources of academic stress, including demonstration of an ability to engage in challenging materials under time limitation. A project-based course has, therefore, been run at the university since 2022 and officially taught for first-year foreign language-majored students in both Vietnamese and English as a credit bearing subject.

Our decision to implement the project-based program was based on numerous studies that show its effectiveness in various aspects from autonomy, motivation to critical thinking, independence and teamwork skills (eg: Moss and Van Duzer, 1998 [8], Thomas, 2000 [11], Van Lam, 2011 [12], Kettanun, 2015 [7], Kaya H. et al. 2014 [6]). Therefore, it might not be an exception to implement project-based approach in the program which requires considerable autonomy, critical thinking, independence and teamwork and more.

The aim of the course is to help students to improve necessary study skills for tertiary level which is described in the framework of university as being able to apply critical thinking skills, problem solving skills, research skills to solve professional problems and effectively participate in teamwork activities as a member or a leader. While at the same time, the students can develop other essential skills to be successful at the university. More importantly, the course was supposed to assist the students to develop strategies for effective discipline-based learning and to ‘transfer’ the skills learnt to other subjects – that is, to become ‘strategic learners’ (Stoller, 2002) [10].

## 3. The study skills course

The research was carried out at the Faculty of Foreign Languages Hanoi University of Industry. The course under investigation was Tertiary Study Skills in Semester 1 for the first-year foreign language-majored students. Classes were held once a week with one session comprising 2 periods of 50 minutes with a five-minute break in between, using handouts compiled by the university’s lecturers as the textbook. During this 10-week course of the academic school year 2022-2023 (10 lessons and 2 individual projects as progress tests), the final project was implemented in teams and its result were used as the end-of-term assessment for Tertiary Study Skills. The program was conducted as follows:

In the first week, students were asked to answer three questions in a questionnaire: (1) What study skills do you think you are good at? (2) What study skills do you think you are NOT good at? And (3) What are your expectations for this subject?. They were then introduced about two individual and one team projects that they had to hand in at week 4, week 10 and week 16 respectively. For the first one, they were required to write a plan for an assigned project. For the second one, they were supposed to take part in a favorite club at HaUI during 10 weeks then write a reflection or a report of this participation. They were asked to take notes of their activities or events, what they could do or could not do, and so on at the club so that they would have corpus for their later report. Every two weeks, teachers would check students’ work, give them feedback and support if necessary and this would be used to partially assess the students’ progress. Simultaneously, students were asked to form 8 groups of 3-5 members with one self-elected team leader to do class activities. Every week (from week 2 to week 9), one group would be assigned to do a presentation, talk show, etc. about the lesson content of that week and they would have one week to prepare for that task. This would also be used to partially assess the students’ progress.

In the final project, students worked in the above-mentioned groups. They could choose one of the nine given topics relating to their preparation for future, their students’ life and activities at universities, to make their project product (i.e. videos). They were allowed to conduct the project from the first week to the fourteenth week of Semester 1. During this time, teachers would ask students to report regularly about



the work so that they could offer timely support and used this to partially assess the students' project. Next, the students' final products were to be submitted in the fifteenth week - the last week of the semester. Each group's video should include some suggested parts such as introduction (with topic, team members), main content, acknowledgement and references, with the length of 5-10 minutes.

Finally, all the students' videos were then evaluated by lecturers teaching in the program as the end-of-term assessment based on 2 main criteria including making plan for group work and the product. The former would account for 30%, and the latter would account for 70% in which content weighed more than creativity and format. All these requirements on assessment were informed to students in the first week of the semester.

In order to collect data, questionnaires for teachers were employed to investigate participants' opinions on the implementation of the subject. The participants of the study were six lecturers who were in charge of teaching study skills in the program. Apart from the questionnaires, the teachers were also asked to share their opinions on benefits, the difficulties in applying the program as well as relevant suggestions to improve the program in professional teachers' meetings which were held regularly every week. These shares were then recorded by the authors to be used as the data source for the study.

There are some certain reasons for these choices of participants. The fact that these teachers were assigned to design study-skill course and then do the teaching will facilitate the adjustment or development of the program.

The questionnaires for teachers also focused on the benefits of the program, the difficulties in doing the program as well as relevant solutions to implement the program better. The data were enumerated and transferred into percentages which were shown in tables, bar chart or pie chart to easily compare and contrast.

#### 4. Benefits of teaching the subject to first-year foreign language-majored students

The pedagogical objective of running the course is underpinned by the assumption that students' can develop their tertiary study skills. The findings from the evaluation of the teachers' perspective seem to support this assumption.

The usefulness and relevance of the program

The teachers' responses to the end of course survey show that they found the program to be relevant and useful for students. They were asked to indicate the extent to which they agreed with statements on a 5-point Likert scale. Of the participants, almost 100% agreed or strongly agreed that the program had been not only relevant but also useful and the teachers' average rating for the overall relevance of the program was 4.67 and the overall usefulness was 5.0 out of 5, respectively (see Table 1).

*Table 1. Summary of teacher evaluations for the study-skill course (n = 6)*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Average rating (out of 5)
The course has been useful.	0	0	0	0	6	5
The course has been relevant.	0	0	0	2	4	4.67

#### The benefits of the course

The above Charts show teachers shared the same viewpoints that the program would help students to become more confident, learn skills and learn at university more effectively with the biggest proportion of 16.67%. The ideas "Students could enjoy fun and comfort from the program" and "Students became more active" made up the second proportion, 12.5%. The teachers explained in professional meetings that the attention of the program was paid to study skills rather than to academic knowledge resulting in many practical and experiential activities which help the students acquire the targeted skills. In class lessons, students seemed to be more relaxing and comfortable taking part in activities especially sharing their opinions and giving comment to their friends' tasks. As a result, teachers also felt more interested and

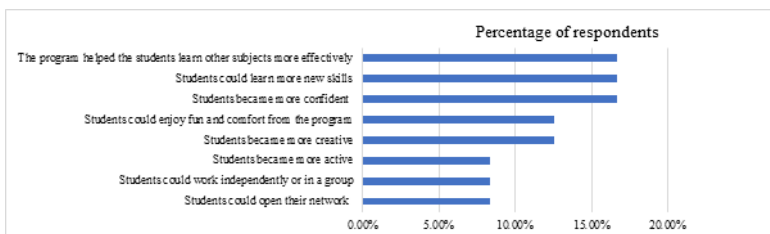


Chart 1. Teachers' perceptions of the most useful benefits of the study-skill course

enthusiastic teaching in that kind of atmosphere. A smaller percentage, 8.33%, thought students could open their network and work independently or in a group and became more active.

To answer the question “which of the student’s skills could be improved?”, as can be seen in Chart 2, teachers held some contradictory views with students’ in another research done by the same author. In terms of social networking skill, the number of teachers who believed in the development of the skill accounted for the second biggest one, nearly 16%. Secondly, the figure for the improvement of presentation skill was ranked in the fourth place, the same ranking with critical thinking and note-taking skill, which accounted for roughly 11%. Last but not least, the percentage of teachers agreeing that their students could develop problem solving skill made up the smallest proportion. The perception that teachers rated for team work skill accounted for the biggest number, over 31%. (see Table 3)

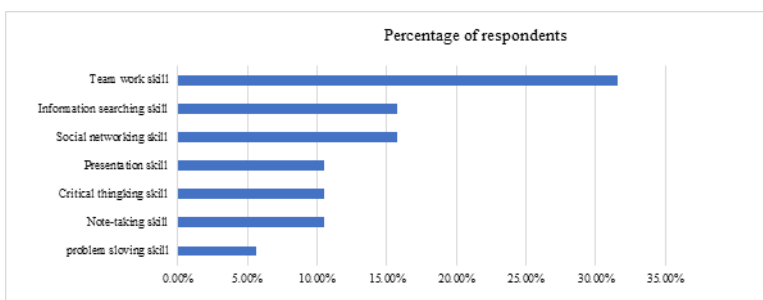


Chart 2. Teachers' perceptions of the study skills their students could improve

### 5. Difficulties of applying study-skill course to first-year foreign language-majored students

The teachers themselves experienced their own difficulties which are summarized as follows:

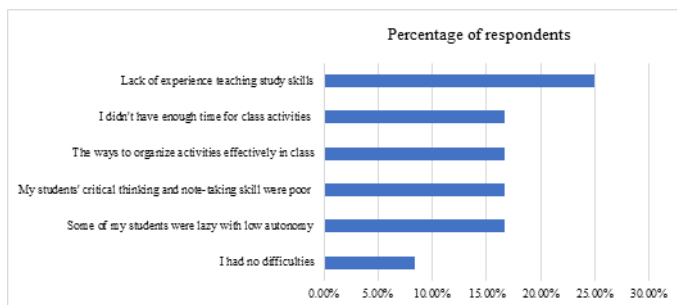


Chart 3. Perceptions of difficulties when implementing the study-skill course

Only one teacher had no difficulties in applying the course, making up the smallest percentage of 8.3% while the biggest figure of teachers (25%) found that they were deficient in teaching experience. The other

difficulties could be categorized into two aspects namely class management and students dealing. In terms of the former, teachers revealed they could not conduct time and effective methods for class activities (around 17%). In terms of the later, the same percentage of teachers admitted they had to cope with lazy students with poor study skills and autonomy (see Chart 3).

## 6. Suggestions for better application of study-skill course to first-year foreign language-majored students

The teachers were asked to offer their suggestions to better implementation of the course and these suggestions may come from the difficulties they encountered during teaching in the course.

As can be seen in Chart 4, teachers offered seven suggestions to apply the program more effectively. The percentage of teachers suggested (1) letting students to choose their own topics for the final exam, (2) training team leaders thoroughly, (3) using team leaders' comment on team members for assessment, (4) training teachers thoroughly before assigning them to teach in the program and (5) assigning experienced teachers to teach in the program accounted for the same proportion, over 33%. A smaller number, only a half of that, claimed on an increase in class hours and debate activities in class.

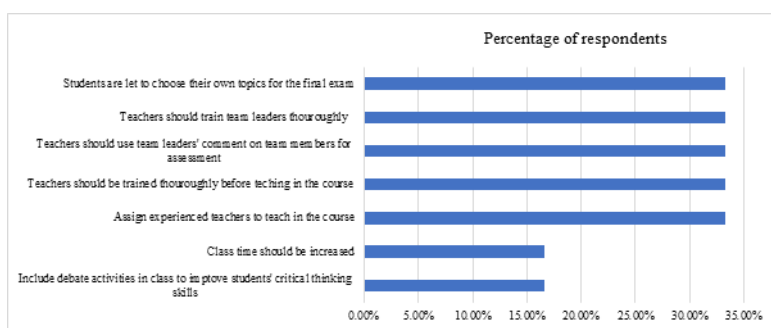


Chart 4. Summary of teachers' suggestions for better application of the study-skill course

## 7. Conclusion

The article was an attempt to investigate teachers' perspectives about the benefits of the study-skill course and difficulties they encountered when performing the course and seek the suggestions for the effective application of the course. Although, the paper is based on a small-scale study of a study-skill program in one university and is thus limited in scope, our findings have implications for faculties and institutions that are considering ways to support the development of students' study skills. Our findings suggest that study-skill courses can assist first-year students to improve their study skills which then facilitate their study performance. Finally, we suggest a long-term implementation and in a larger scale of the course.

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## DIGITAL TECHNOLOGY IN PRIMARY SCHOOL CLASSROOMS: TEACHER ADAPTABILITY

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**Abstract.** The research context of this paper is the increasing prevalence of digital technology in primary education and the critical importance of teachers adapting to this trend. This study emphasizes the necessity of training and supporting teachers to effectively utilize digital technology in their teaching. The research findings indicate that teachers' adaptability to digital technology depends on several factors, including technological knowledge and skills, support from schools and parents, as well as professional training and development programs. The study also highlights that integrating digital technology into teaching methods can bring numerous benefits but also poses challenges such as resource issues and resistance from teachers.

**Keywords:** *Digital technology, Primary school teachers, Adaptability, Professional training, Challenges and opportunities.*

### 1. Introduction

In the context of the ongoing digital transformation, education cannot remain outside this wave. Digital technology is gradually becoming an indispensable part of classrooms, particularly in primary education, where early exposure to technology can help develop essential skills for students' futures. However, for digital technology to be truly effective in teaching, the role and adaptability of teachers are crucial.

The implementation of digital technology in primary school classrooms offers numerous benefits, such as enhancing teacher-student interaction, supporting personalized learning, and developing digital skills early on. According to Ngan (2023), innovation in teaching methods through digital technology is a key factor in the training of primary school teachers during the digital transformation period. Nevertheless, primary school teachers' adaptability to digital technology faces many challenges, from a lack of equipment to limitations in information technology skills.

P.T. Tinh (2021) emphasized the importance of developing IT competencies for teachers, especially in the context of increasing educational reform demands. Similarly, Hon et al. (2020) pointed out the current status and proposed solutions for enhancing IT application in teaching at primary schools in Can Tho.

Despite this, digital transformation in primary education is not merely about equipping technology devices but also requires a profound change in teachers' mindset and teaching methods. Nguyen & Nguyen (2023) discussed the factors affecting the digital transformation capacity of primary school teachers in An Giang province, highlighting the necessity for continuous support and training for teachers. Concurrently, Do et al. (2022) researched primary school teachers' perceptions of using E-learning platforms, revealing significant differences in readiness and technological accessibility among teachers.

In reality, teachers' adaptability to digital technology is a decisive factor in the success of this transformation. Jannah et al. (2020) emphasized the importance of promoting digital technology as an effective learning tool in primary education. Similarly, Spiteri & Chang Rundgren (2020) conducted

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a comprehensive study on the factors influencing primary school teachers' use of digital technology, proposing methods to improve technology application in teaching.

This paper will explore in detail the adaptability of primary school teachers to digital technology, providing recommendations for the application of digital technology to enhance teaching effectiveness in the current period.

## **2. Overview of digital technology in primary education**

### **2.1. Definitions and related concepts**

#### **2.1.1. Digital technology**

Digital technology in primary education is defined in various ways across research and literature. According to Ngan (2023), digital technology in education involves the application of modern digital devices and software to enhance teaching and learning effectiveness. Digital technology encompasses not only hardware such as computers and tablets but also includes software and online learning platforms, creating a more flexible and interactive learning environment. P.T. Tinh (2021) focuses on the development of IT competencies for education students, emphasizing that digital technology is a crucial tool in improving the skills and knowledge of future teachers. Tinh argues that digital technology is not just a teaching medium but a key element in teacher training and professional development. In the study by Hon et al. (2020), digital technology is described as a set of digital tools used to support and enhance the teaching and learning process. They highlight that the application of these technologies can improve student learning outcomes and create a more engaging and innovative learning environment. Nguyen and Nguyen (2023) discuss the factors influencing teachers' digital transformation capabilities, suggesting that digital technology is the integration of digital tools and the skills to use them effectively to achieve educational goals.

From these definitions, it is clear that digital technology in primary education includes a range of digital devices and software, from hardware tools like computers and tablets to online learning software and learning management platforms. Digital technology not only aids in knowledge transmission but also introduces new, more interactive, and engaging teaching methods. However, my perspective is that digital technology in primary education should be understood more broadly than just tools and software. It should encompass changes in teaching and learning methods, focusing on developing digital skills in students from an early age and enabling teachers to adapt and use technology effectively. Digital technology is not just a means but a new learning environment where teachers and students can interact, create, and learn from each other.

To fully harness the potential of digital technology, investments are needed not only in equipment but also in teacher training and support, ensuring they have the knowledge and skills to use technology effectively in teaching. This requires commitment and cooperation from multiple stakeholders, including schools, educational authorities, and parents.

#### **2.1.2. Common technological tools in primary school classrooms**

In primary education, technological tools play a crucial role in enhancing teaching and learning quality. Below are some common technological tools used in primary school classrooms:

**Tablets:** Tablets are among the most commonly used technological tools in primary school classrooms. They are easy to use, portable, and can be equipped with many educational applications. Tablets help students access learning materials, practice new skills, and participate in interactive learning activities. For instance, applications like Khan Academy Kids and ABC mouse provide interactive age-appropriate lessons, making learning more engaging for students.

**Learning Software:** Learning software includes a variety of applications and programs specifically designed for primary school students. These software programs often have high interactivity, helping

students learn in a fun and effective way. For example, Scratch is a visual programming tool that helps students develop logical thinking and problem-solving skills by creating simple programming projects.

**Interactive Whiteboards:** Interactive whiteboards are powerful teaching tools that allow teachers to present lessons dynamically and engagingly. Interactive whiteboards can connect to computers and display digital content, enabling direct interaction on the screen by both teachers and students. This not only makes lessons more interesting but also helps students understand the material better through interactive activities. For example, Smart Boards can display images, videos, and educational documents, allowing students to participate in online learning games.

**Online Learning Platforms:** Online learning platforms like Google Classroom, Microsoft Teams, and Edmodo provide virtual learning environments where teachers can share materials, assign tasks, and interact with students remotely. These platforms have been especially useful during the COVID-19 pandemic, when remote learning became essential. These platforms not only help maintain continuous learning but also support effective communication and collaboration between students and teachers.

**Audio-Visual Recording Devices:** Audio-visual recording devices like cameras, microphones, and speakers help create multimedia learning materials, making lessons more lively. Teachers can record lessons, conduct experiments, or create instructional videos for students to review as needed. This not only supports students in their revision but also provides rich learning resources.

**Educational Robots and STEM Devices:** Educational robots and STEM (Science, Technology, Engineering, and Mathematics) devices like LEGO Education, Ozobot, and Arduino kits help students learn programming, science, and engineering in a practical and enjoyable way. These tools encourage students to explore, create, and develop problem-solving skills. For example, Ozobot is a small robot that can be programmed with simple color codes, helping students familiarize themselves with basic programming concepts.

The use of these technological tools not only enhances teaching quality but also fosters creativity and interaction between teachers and students. To maximize the effectiveness of these tools, teachers need to adapt and proficiently use technological devices and software. This requires continuous support from schools and specialized training programs.

## **2.2. Benefits of digital technology in primary education**

Digital technology offers significant benefits for primary education, from improving teaching methods to enhancing teacher-student interaction. The following are the main benefits of digital technology in primary education, as analyzed by the author from existing research and literature.

**Enhancing Teaching and Learning Efficiency:** Digital technology helps enhance teaching efficiency by providing diverse and rich teaching tools and media. According to Hon et al. (2020), using IT devices in teaching helps teachers present lesson content more vividly and attractively, and facilitates students' access to new knowledge more easily and effectively. Tablets, interactive whiteboards, and learning software help students become more active learners and develop self-learning skills.

**Increasing Interaction and Collaboration:** Digital technology creates an interactive learning environment where students can actively and creatively engage in learning activities. Online learning platforms like Google Classroom and Microsoft Teams enable effective communication, exchange, and collaboration between teachers and students, even when they are not in the same location. This not only maintains contact between teachers and students but also encourages group work and peer learning.

**Personalizing the Learning Process:** Digital technology allows teachers to design lessons and learning activities tailored to the needs and abilities of each student. According to Nguyen and Nguyen (2023), using digital tools helps teachers easily monitor each student's learning progress and adjust teaching methods to better meet individual needs. Learning software can provide customized exercises and learning materials, allowing students to learn at their own pace and style.

**Developing Digital Skills in Students:** Using digital technology in teaching helps students access and develop digital skills early on. This is crucial in an increasingly digitalized society. P.T. Tinh (2021) emphasizes that equipping students with digital skills not only helps them learn more effectively but also prepares them for future success. Skills such as information retrieval, software use, and programming thinking are important skills that students can develop through using technological tools in the classroom.

**Enhancing Learning Motivation:** Digital technology enhances students' learning motivation by creating interesting and engaging learning activities. Educational games, educational videos, and interactive applications make students more enthusiastic about learning and actively participate in learning activities. According to Do et al. (2022), teachers' perceptions of using e-learning platforms have improved student engagement and motivation in online classes.

**Supporting Teachers in Classroom Management:** Digital technology also brings benefits in classroom management and tracking student learning progress. Online learning management platforms allow teachers to easily monitor and assess students' learning outcomes, manage assignments, and provide timely feedback. This helps teachers save time and improve teaching efficiency.

Overall, digital technology not only improves teaching quality but also brings numerous benefits to both teachers and students. Applying digital technology in teaching requires continuous investment and support, but the benefits it brings to primary education are significant and can create positive changes in the teaching and learning process.

### **3. The adaptability of primary school teachers to digital technology**

#### **3.1. Factors influencing adaptability**

**Teachers' Technology Knowledge and Skills:** The adaptability of teachers to digital technology is strongly influenced by their technological knowledge and skills. According to P.T. Tinh (2021), teachers need a solid foundation in information technology to effectively integrate technological tools into their teaching. This includes proficiency in using educational software, applications, and digital devices such as tablets and interactive whiteboards. Teachers with better technological skills are more likely to adapt to changes and innovate in their use of technology in teaching.

**Support from Schools and Parents:** Support from schools and parents is also a crucial factor influencing teachers' adaptability to digital technology. Hon et al. (2020) emphasize that schools need to provide necessary technological equipment, ensure stable technological infrastructure, and create conducive conditions for teachers to use technology in their teaching. Additionally, support and encouragement from parents contribute to motivating teachers in applying technology in their instruction. When parents understand and support the use of technology in education, teachers are more encouraged to enhance their technological skills.

**Training and Professional Development in Technology:** Training and professional development related to technology play a vital role in enhancing teachers' adaptability. Nguyen and Nguyen (2023) suggest that regular training sessions on information technology and modern teaching methods are essential for teachers to stay updated with new knowledge and skills. These training programs not only help teachers master new technological tools but also provide effective teaching strategies and methods in a digitalized environment.

#### **3.2. Changes in teaching methods**

**Integrating Technology into Lessons:** Integrating technology into lessons is a significant change in the teaching methods of primary school teachers. Digital technology allows teachers to design more dynamic and interactive lessons, thereby capturing students' attention and enhancing their motivation to learn. For example, teachers can use tablets to display educational videos, interactive whiteboards to illustrate complex concepts, or learning applications to create interactive activities for students. Do et al. (2022) note that the use of e-learning platforms in teaching improves student engagement and makes the learning process more



enjoyable.

**Using Technological Tools for Classroom Management and Student Assessment:** Technological tools are also used to manage classrooms and assess students more effectively. Online learning management platforms like Google Classroom and Microsoft Teams help teachers easily manage assignments, track students' learning progress, and provide timely feedback. Additionally, online assessment software allows teachers to conduct tests and evaluations flexibly and quickly. This not only saves time but also improves accuracy and fairness in assessing students' academic performance.

Overall, digital technology brings many positive changes to teaching methods, from creating interactive lessons to improving classroom management and student assessment. However, to fully leverage these benefits, teachers need to have high adaptability to technology and receive adequate support from schools, parents, and professional development programs.

## **4. Challenges and opportunities**

### **4.1. Challenges**

**Lack of Technological Resources and Equipment:** One of the biggest challenges in integrating technology into primary education is the lack of technological resources and equipment. Many schools, especially in rural or underprivileged areas, do not have sufficient budget to equip necessary devices such as tablets, interactive whiteboards, and educational software. Hon et al. (2020) point out that the shortage of technological devices and digital infrastructure is a significant barrier to applying technology in teaching. This limitation not only restricts teachers' ability to use technology but also affects students' learning opportunities.

**Resistance from Teachers Due to Fear of Change or Lack of Knowledge:** Another challenge is resistance from teachers, particularly those who fear change or lack technological knowledge. P.T. Tinh (2021) mentions that some teachers may feel anxious or lack confidence in using technology in teaching due to insufficient training or practical experience. Transitioning from traditional teaching methods to using technology requires teachers to invest time and effort to learn and adapt, which sometimes meets with resistance from the teachers themselves.

**Security and Privacy Issues:** Security and privacy are also critical challenges when using technology in teaching. The use of online platforms and connected devices necessitates ensuring information security for students and teachers. Do et al. (2022) highlight the risks of data breaches and privacy violations, which can have serious consequences. Schools and teachers need to implement measures to protect personal information and learning data of students, while also ensuring that the tools and software used meet necessary security standards.

### **4.2. Opportunities**

**Development of Training Programs and Professional Support:** Despite the challenges, the application of digital technology in primary education also presents numerous opportunities. One such opportunity is the development of training programs and professional support for teachers. Nguyen and Nguyen (2023) suggest that organizing in-depth training sessions on information technology and modern teaching methods can help teachers acquire the necessary knowledge and skills to use technology effectively. These training programs can also provide tools and resources to boost teachers' confidence when integrating technology into their lessons.

**Enabling Teachers to Experiment and Innovate with Technology:** Digital technology also allows teachers to experiment and innovate with new teaching methods. Using technological tools in the classroom enables teachers to design diverse and rich learning activities, from interactive lessons to online group projects. According to Tinh (2021), encouraging teachers to experiment and apply creative ideas in teaching not only enhances the quality of education but also fosters teachers' professional development.

Encouraging Community and Parental Involvement in Technology Adoption: Finally, digital technology creates opportunities to encourage community and parental involvement in the educational process. Online platforms and digital communication tools help connect teachers, parents, and the community, facilitating collaboration and mutual support. Do et al. (2022) note that when parents and the community engage in the educational process, they can contribute feedback, financial support, and other resources to improve the learning environment. This collaboration not only enhances the quality of teaching but also fosters a strong and cohesive learning community.

## **5. Recommendations for Applying Digital Technology**

The application of digital technology in primary education offers numerous benefits for both students and teachers, but it also poses many challenges. Here are some recommendations to enhance teachers' adaptability and create favorable conditions for using digital technology in education:

Provide in-depth and continuous training courses on digital technology for teachers. Additionally, support professional development in technology within teacher training programs.

Create a flexible and creative learning environment, encouraging teachers to experiment and apply new technologies in teaching. Offer opportunities for them to share experiences and learn from each other.

Provide financial and technical infrastructure support to equip schools with necessary devices and resources for applying digital technology. Encourage community and parental involvement in supporting and promoting the use of digital technology in education.

Develop policies and regulations to create a technology-friendly learning environment while ensuring the safety and security of personal information for students and teachers.

Enhance information and education on the benefits and usage of digital technology in education, from management levels to teachers and parents. Create opportunities for discussion and deliberation on the use of digital technology.

Promote research and evaluation of the effectiveness of digital technology in education, from teaching methods to student learning outcomes. Use these findings to adjust and improve programs and strategies for using digital technology.

These recommendations need to be implemented collectively with strong commitment from stakeholders, including educational administrators, teachers, parents, and the community. Only with cooperation and joint efforts can the application of digital technology in education truly bring significant benefits to students and the community.

## **6. Conclusion**

In the journey of digital transformation in primary education, we have witnessed significant changes in how teachers approach and use technology. From integrating technology into teaching methods to managing classrooms and assessing students, digital technology has opened new doors for creativity and efficiency.

However, the application of digital technology is not merely about equipping teachers with tools and technical knowledge. It is a process that requires innovation, creativity, and commitment from all stakeholders. Moreover, it requires support and encouragement from schools, the community, and educational policies.

While issues of equipment, resources, and training remain challenges, they also present opportunities to enhance the quality of education and create a learning environment suitable for the digital generation. We need to continue researching, sharing experiences, and developing appropriate strategies to encourage adaptability and creativity in using digital technology.

Ultimately, the application of digital technology is not just a technical task but a humanitarian mission, a duty to create a bright and developing future for the younger generation.

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## PRIORITIES AND CHALLENGES IN MANAGING HIGH-QUALITY PRESCHOOL EDUCATION IN HANOI

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**Abstract.** This paper examines the importance of high-quality preschool education and the role of preschools in Hanoi, Vietnam, amidst ongoing educational reforms. It highlights the critical significance of the preschool stage in children's development, emphasizing the long-term benefits of investing in high-quality early childhood education. The paper discusses the challenges faced by high-quality preschools in managing educational activities effectively, including funding constraints, staffing issues, access disparities, and the need for culturally responsive practices. Furthermore, it proposes solutions to overcome these challenges and optimize management practices, such as increased funding, enhanced staff recruitment and retention, expanded access to programs, culturally responsive curricula, and strong partnerships with parents and communities. By prioritizing these solutions, preschools can ensure that all children have access to quality early childhood education, thereby promoting academic success, socio-emotional development, and overall well-being. This paper underscores the importance of investing in preschool education and calls for collective efforts from policymakers, educators, and community stakeholders to create a brighter and more equitable future for all children.

**Keywords:** *Preschool education, High-quality, Management, Challenges, Solutions.*

### 1. Introduction

Preschool education plays a crucial role in laying the foundation for children's future learning and development. Consequently, the quality of preschool education has emerged as a significant concern for educators, policymakers, and parents. In response to the evolving educational landscape and the necessity for global integration, there has been an increasing emphasis on establishing high-quality preschool programs that can meet the demands of innovation and globalization.

Manh (2016) emphasizes the imperative need for constructing high-quality preschool education programs that align with the requirements of innovation and integration. Similarly, Dang (2017) underscores the importance of developing high-quality preschools that can fulfill the fundamental and comprehensive demands of market-oriented economies and international integration.

Research by Cascio and Schanzenbach (2013) highlights the positive impacts of expanding access to high-quality preschool education, emphasizing its potential to improve educational outcomes and reduce achievement gaps. Barnett and Frede (2010) advocate for the universal provision of early education, citing its potential to promote long-term academic success and societal benefits.

In the Vietnamese context, Vu (2021) provides insights into the history and development of early childhood education, offering perspectives on the evolution of policies and practices in Vietnam. Additionally, Hang (2019) discusses the significance of quality in Vietnamese early childhood education, addressing both the current status and the challenges ahead.

In light of these perspectives, this paper aims to explore the priorities and challenges in managing early childhood education activities in high-quality preschools in Hanoi, considering the demands of educational innovation and integration into the global landscape.

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## **2. The importance of early childhood education and the role of high-quality preschools**

### **2.1. The critical importance of the preschool stage in children's development**

The preschool stage, typically spanning from birth to around eight years old, holds immense significance in the holistic development of children. During this formative period, children undergo rapid physical, cognitive, social, emotional, and linguistic growth, laying the foundation for their future well-being and success. One of the key characteristics that make the preschool stage crucial is its role in shaping the architecture of the brain. Research in neuroscience has demonstrated that early experiences have a profound impact on brain development, with neural connections forming at an astonishing rate during the first few years of life. The quality of interactions, stimuli, and experiences during this critical period significantly influences brain wiring, shaping children's learning abilities, social skills, and emotional regulation capacities. Furthermore, preschool experiences have long-lasting effects on various aspects of development, including academic achievement, socio-emotional competence, and overall health. Positive experiences during the preschool years promote resilience, cognitive flexibility, and adaptive skills, enhancing children's ability to navigate challenges and thrive in diverse environments. Moreover, the preschool stage serves as a crucial period for the development of foundational skills and competencies that are essential for later learning and success. Skills such as language acquisition, numeracy, problem-solving, and social interaction are actively cultivated during this period, forming the building blocks for future academic and life achievements. Additionally, preschool experiences profoundly shape children's socio-emotional development, influencing their ability to form secure attachments, regulate emotions, and engage in positive social interactions. High-quality preschool education programs provide nurturing environments that support the development of social-emotional skills, resilience, and empathy, laying a strong foundation for healthy relationships and emotional well-being throughout life. In conclusion, the preschool stage represents a critical period of rapid growth and development, with profound implications for children's long-term outcomes. Investing in quality preschool education and providing supportive environments during this formative period are essential for promoting optimal development and unlocking the full potential of every child.

### **2.2. The benefits of investing in high-quality preschool education**

Investing in high-quality preschool education yields numerous benefits that extend far beyond the preschool years of a child's life. Here are some key advantages: **Long-term Academic Success:** High-quality preschool education programs lay a strong foundation for future academic achievement. Children who participate in such programs demonstrate higher levels of school readiness, including enhanced cognitive skills, language development, and pre-reading abilities. They are also more likely to perform well academically throughout their schooling years. **Enhanced Social and Emotional Development:** Quality preschool education fosters the development of crucial social and emotional skills, such as empathy, cooperation, and self-regulation. Children learn to interact positively with peers and adults, manage their emotions effectively, and resolve conflicts peacefully. These skills are essential for building healthy relationships and navigating social situations later in life. **Improved Health and Well-being:** Access to high-quality preschool education contributes to better health outcomes for children. Comprehensive programs often include components related to nutrition, physical activity, and health screenings, promoting healthy habits from an early age. Moreover, early intervention and support for developmental delays or health issues can prevent long-term health problems and improve overall well-being. **Increased Economic Returns:** Research consistently demonstrates that investments in preschool education yield significant economic returns for individuals and society as a whole. Children who receive high-quality preschool education are more likely to graduate from high school, pursue higher education, and secure stable employment in the future. Additionally, they are less likely to engage in criminal behavior or require costly remedial services later in life, resulting in savings for taxpayers and society. **Reduction of Achievement Gaps:** Quality preschool education has the potential to narrow the achievement gap between children from disadvantaged backgrounds and their more affluent peers. By providing all children with access to

stimulating learning environments, supportive relationships, and enriching experiences, preschool education programs help level the playing field and promote equity in education. **Strengthened Parent and Community Engagement:** High-quality preschool education programs often involve parents and caregivers as partners in their children's learning journey. By engaging families in their child's education, these programs foster positive parent-child relationships, encourage parental involvement in school activities, and promote a sense of community belonging. This collaborative approach supports children's overall development and creates a supportive network for families. In conclusion, investing in high-quality preschool education offers a multitude of benefits that extend well into the future, shaping children's academic success, socio-emotional well-being, health outcomes, and economic prospects. By prioritizing preschool education initiatives, policymakers, educators, and communities can lay the groundwork for a brighter and more equitable future for all children.

### **3. Priority factors in managing educational activities at high-quality preschools**

In managing educational activities at high-quality preschools, several key factors require prioritization:

**Curriculum Development:** Developing a comprehensive and developmentally appropriate curriculum tailored to the needs and interests of young children is paramount. This involves designing engaging learning experiences that foster cognitive, social, emotional, and physical development, laying a strong foundation for lifelong learning.

**Qualified and Supportive Staff:** Ensuring the presence of well-trained and nurturing educators with expertise in early childhood education is essential. Providing continuous professional development opportunities and fostering a supportive work environment are crucial for attracting and retaining skilled staff members who can effectively facilitate children's learning and development.

**Safe and Stimulating Environment:** Creating a safe, inclusive, and stimulating learning environment is fundamental for promoting children's well-being and optimal growth. Preschools should prioritize safety measures, hygiene practices, and the provision of diverse materials and resources that encourage exploration, creativity, and curiosity.

**Family and Community Engagement:** Establishing strong partnerships with families and the broader community is vital for supporting children's learning and development. Preschools should prioritize collaborative relationships with parents, caregivers, and community stakeholders, involving them in decision-making processes and fostering open communication to create a supportive educational ecosystem.

**Assessment and Monitoring:** Implementing effective assessment and monitoring practices enables educators to track children's progress, identify areas for improvement, and tailor instruction to meet individual needs. Using a variety of assessment tools and methods that are developmentally appropriate and culturally sensitive ensures accurate and meaningful assessment outcomes.

By prioritizing these key factors, high-quality preschools can create an enriching educational environment that nurtures children's holistic development and prepares them for future success in school and beyond.

### **4. Challenges in managing educational activities for preschool children**

Managing educational activities for preschool children comes with various challenges that require careful consideration and strategic approaches:

**Funding Constraints:** Limited financial resources pose a significant challenge for preschools in providing high-quality education and maintaining essential facilities and resources. Budget constraints may hinder efforts to attract qualified staff, invest in educational materials, and offer comprehensive learning experiences, impacting the overall quality of early childhood education.

**Staff Recruitment and Retention:** Recruiting and retaining qualified and dedicated educators is a persistent challenge for preschools. The early childhood education sector often faces staffing shortages due to low wages, demanding work conditions, and insufficient professional development opportunities. Staff turnover can disrupt continuity of care and negatively affect children's learning experiences and

relationships with caregivers.

**Access and Equity:** Disparities in access to quality preschool education persist, particularly among marginalized and underserved communities. Limited availability of preschools, geographic barriers, and affordability issues can prevent many children from accessing early learning opportunities, exacerbating existing inequities in educational outcomes. Ensuring equitable access to high-quality preschool programs for all children remains a significant challenge.

**Curriculum Alignment and Standards:** Aligning preschool curricula with national standards and educational goals while meeting the diverse needs of young learners is a complex task. Preschools must navigate varying curriculum frameworks, assessment requirements, and pedagogical approaches, striving to provide a developmentally appropriate and culturally responsive learning environment. Balancing academic readiness with holistic child development goals presents ongoing challenges for curriculum design and implementation.

**Parental Engagement and Support:** Engaging parents and caregivers as partners in their child's education is essential for fostering positive learning outcomes. However, preschools often face challenges in effectively involving parents due to language barriers, cultural differences, or parents' competing priorities. Building trust, promoting parental involvement, and facilitating meaningful communication between home and school require concerted efforts and supportive strategies.

**Quality Assurance and Continuous Improvement:** Ensuring and maintaining high standards of quality in preschool education require robust quality assurance mechanisms and ongoing monitoring and evaluation. Preschools must address challenges related to staff training, program evaluation, and quality improvement initiatives to enhance educational outcomes and meet the evolving needs of children and families.

Addressing these challenges requires collaborative efforts among policymakers, educators, families, and community stakeholders to prioritize early childhood education, allocate resources effectively, and implement evidence-based practices that support the holistic development of preschool children.

## **5. Solutions to overcome challenges and optimize priorities in preschool education management**

To address the challenges and optimize priorities in managing preschool education, several solutions and strategic directions are necessary to improve the effectiveness of early childhood education activities in high-quality preschools in Hanoi:

**Increase Funding and Resource Allocation:** Securing adequate funding and allocating resources effectively are essential for enhancing the quality of preschool education. Government agencies, private donors, and community stakeholders should collaborate to increase financial support for preschools, ensuring sufficient funding for staff salaries, professional development, educational materials, and facility maintenance.

**Enhance Staff Recruitment and Retention Strategies:** Implementing strategies to attract and retain qualified early childhood educators is critical for maintaining high-quality preschool programs. This includes offering competitive salaries and benefits, providing opportunities for professional growth and advancement, creating supportive work environments, and recognizing the valuable contributions of staff members.

**Expand Access to High-Quality Preschool Programs:** Addressing disparities in access to preschool education requires expanding enrollment opportunities and reducing barriers to participation. Efforts should focus on increasing the availability of high-quality preschools in underserved communities, improving transportation options for families, and implementing targeted outreach and enrollment campaigns to reach marginalized populations.

**Develop Culturally Responsive Curricula and Practices:** Designing curricula and instructional practices that reflect the cultural and linguistic diversity of children and families is essential for promoting inclusivity and equity in preschool education. Preschools should incorporate culturally relevant content, language supports, and family engagement strategies to ensure all children feel valued, respected, and supported.

in their learning environment.

**Strengthen Parent and Community Partnerships:** Establishing strong partnerships between preschools, parents, and community organizations fosters collaborative relationships that support children's learning and development. Preschools should actively involve parents in decision-making processes, provide opportunities for family participation in school activities, and engage community stakeholders in supporting early childhood education initiatives.

**Implement Comprehensive Quality Assurance Measures:** Implementing rigorous quality assurance measures and continuous improvement processes is essential for maintaining high standards of excellence in preschool education. This includes conducting regular assessments of program quality, monitoring child outcomes, soliciting feedback from stakeholders, and using data-driven approaches to inform decision-making and programmatic improvements.

By implementing these solutions and strategic directions, preschools in Hanoi can overcome challenges, optimize priorities, and improve the effectiveness of early childhood education, ultimately ensuring that all children have access to high-quality preschool programs that support their development and school readiness.

## 6. Conclusion

In conclusion, preschool education plays a pivotal role in laying the foundation for children's lifelong learning and development. High-quality preschools in Hanoi face various challenges in managing educational activities effectively, including limited funding, staffing issues, access disparities, and the need for culturally responsive practices. However, by prioritizing solutions such as increased funding and resource allocation, enhancing staff recruitment and retention strategies, expanding access to high-quality programs, developing culturally responsive curricula, strengthening parent and community partnerships, and implementing comprehensive quality assurance measures, preschools can overcome these challenges and optimize their management practices.

By addressing these challenges and implementing strategic solutions, preschools in Hanoi can ensure that all children, regardless of background or circumstances, have access to high-quality early childhood education that supports their academic success, socio-emotional development, health outcomes, and future prospects. Investing in preschool education not only benefits individual children and families but also contributes to the overall well-being and prosperity of society. Therefore, it is imperative for policymakers, educators, and community stakeholders to prioritize early childhood education initiatives and work together to create a brighter and more equitable future for all children.

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## SOLUTIONS FOR DEVELOPING FACULTY IN AGRICULTURE, FORESTRY AND AQUACULTURE AT COLLEGES UNDER THE MINISTRY OF AGRICULTURE AND RURAL DEVELOPMENT IN THE CURRENT CONTEXT

Hoang Thi Thoa<sup>1</sup>

**Abstract.** This paper proposes solutions for developing faculty in agriculture, forestry, and aquaculture at colleges under the Ministry of Agriculture and Rural Development in the current context. The solutions include improving planning and faculty development, innovating recruitment and utilization, organizing training and capacity building, reforming assessment and evaluation, and establishing specialized incentive policies and a conducive environment. By implementing these solutions, agricultural colleges can enhance faculty capacity and contribute to the sustainable development of the agricultural sector and rural communities.

**Keywords:** *Teacher Capacity Development, Agricultural Education, Professional Development, Sustainable Development, Educational Innovation.*

### 1. Introduction

Vietnam's agricultural sector is undergoing significant transformation, driven by national development strategies and global trends. The Ministry of Agriculture and Rural Development has set ambitious goals for the 2023-2025 period, focusing on enhancing the quality of agricultural education, promoting sustainable practices, and modernizing the agriculture, forestry, and aquaculture sectors. Faculty at these colleges are pivotal in achieving these objectives, serving as the backbone of agricultural education.

To meet the evolving demands of the sector, developing a robust and dynamic approach to faculty development is imperative. Educators must be equipped with the latest knowledge, skills, and competencies to effectively prepare students for the challenges and opportunities of modern agriculture. This need for capacity development is underscored by various studies highlighting the importance of faculty development in improving educational outcomes and fostering innovation within the sector (Nguyen et al., 2019; Tran & Pham, 2020).

The current context in Vietnam presents both challenges and opportunities for agricultural education. Limited resources, resistance to change, and inadequate access to technology are some of the barriers that need to be addressed. However, significant opportunities arise from increased investment in research and development, collaboration with international partners, and technological advancements. Leveraging these opportunities requires a comprehensive and strategic approach to faculty development.

This paper proposes solutions for developing faculty in agriculture, forestry, and aquaculture at colleges under the Ministry of Agriculture and Rural Development. These solutions are designed to align with the strategic goals of Vietnam's agricultural sector, emphasizing professional development, technological integration, research support, and inclusive education practices. By implementing these solutions, agricultural colleges can enhance the capacity of their faculty, thereby improving the quality of education and contributing to the sustainable development of the sector.

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The following sections will detail each of these solutions and their implementation. Through this comprehensive approach, the author aims to support the ongoing transformation of Vietnam's agricultural education system, ultimately contributing to the broader goals of economic growth and sustainability in the country.

## **2. Context of education, orientation, objectives, and plans of the agriculture and rural development sector for the 2023-2025 period**

The Food and Agriculture Organization of the United Nations (FAO) has repeatedly warned about the shortage of manpower in the agricultural sector worldwide, despite agriculture being a cornerstone and priority for most nations. The primary reasons for the decline and shortage of agricultural labor vary between countries but generally include aging populations, economic restructuring, urbanization, migration, and particularly the lack of interest among the younger workforces. Additionally, students pursuing agriculture, forestry, irrigation, and aquaculture disciplines often come from rural, mountainous, and remote areas, facing significant barriers to accessing higher education.

The shortage of manpower, especially high-skilled labor in the agricultural sector, is negatively impacting food security. By 2050, Vietnam's population is expected to reach 140 million, and the global population will be 9.2 billion, with food demand projected to increase by 70% compared to 2020. This challenge is compounded by the shrinking agricultural land due to urbanization and the increasing adverse effects of climate change, such as droughts, floods, saltwater intrusion, and rising sea levels.

Resolution No. 19-NQ/TW dated June 16, 2022, by the 13th Central Executive Committee on agriculture, farmers, and rural areas until 2030, with a vision to 2045, recognizes the crucial role of agriculture, farmers, and rural areas in socio-economic development, environmental protection, climate change adaptation, political stability, national defense, security, and the preservation of Vietnamese cultural values in response to international integration. One of the key solutions to achieve the goals of this resolution is to create breakthroughs in scientific research, technology application, innovation, digital transformation, and agricultural and rural workforce training.

The Ministry's directive is to develop agriculture that is efficient, sustainable, and environmentally friendly; to shift from agricultural production thinking to agricultural economic thinking; to produce high-value, diversified products along value chains that meet market demands; and to promote sustainable, ecological, organic, circular agriculture that is environmentally friendly and climate-adaptive. To realize these objectives, it is essential to enhance research, technology transfer, especially high-tech and biotechnology, and to accelerate digital transformation. Additionally, there must be breakthroughs in workforce development, training, and skills enhancement to meet the demands of agricultural restructuring, rural economic development, and to effectively leverage the opportunities of the Fourth Industrial Revolution, digital transformation, and international integration.

Following Decree No. 60/2021/ND-CP dated June 21, 2021, by the Government, public service units performing higher education and vocational education tasks are granted greater autonomy in management and task implementation. Instead of regular funding allocations, the state will implement a mechanism of task assignment, ordering, or bidding; promote competition in public service provision, gradually reduce direct budget support, and increase financial autonomy for units.

The Fourth Industrial Revolution is profoundly impacting all aspects of social life, particularly in education and training. According to Oxford University's assessment, under the influence of the Fourth Industrial Revolution, about 47% of professions will change and be redefined in the next 20 years. Many professions will decline or even disappear, while many new professions will emerge due to the widespread application of artificial intelligence, big data, cloud computing, robotics, automation, and virtual reality.

The rapid development of digital technology will significantly affect recruitment, the shift between training disciplines, teaching and learning methods, and research. Online forms of learning, workshops, and seminars are becoming increasingly common. In research, the use of artificial intelligence, digital

technology, and the design of virtual reality simulation models to enhance the quality of learning and research for students and researchers will become more prevalent.

### **3. Principles for Building Solutions for Faculty Development in Agriculture, Forestry, and Aquaculture at Colleges under the Ministry of Agriculture and Rural Development in the Current Context**

**Principle of Ensuring Objectivity:** The principle of ensuring objectivity in proposed faculty development solutions necessitates their alignment with overarching objectives outlined by the Party and the State for vocational education development. These objectives are delineated in a series of legislative and directive documents, including the Law on Vocational Education, Resolution No. 29-NQ/TW, Resolution No. 44-NQ/CP, Directive No. 21-CT/TW, Directive No. 16/CT-TTg, Decision No. 2239/QD-TTg, Circular No. 15/2021/TT-BLĐTBXH, and Decision No. 286/QD-BNN-TCCB. The specific aims are directed towards enhancing the faculty in agriculture, forestry, and aquaculture at colleges to effectively respond to current societal development trends.

**Principle of Ensuring Systematic and Coherence:** This principle emphasizes the need for a systematic and coherent approach in developing solutions for faculty development. It involves ensuring that the proposed strategies and interventions are interconnected and aligned with the broader goals and objectives of agricultural education. By adopting a systematic approach, colleges can avoid disjointed efforts and ensure that faculty development initiatives complement each other, leading to a more integrated and effective outcome.

**Principle of Ensuring Practicality:** The principle of ensuring practicality underscores the importance of designing solutions that are realistic and applicable within the context of agricultural colleges. Practicality entails considering factors such as resource availability, institutional capacity, and existing infrastructure. Solutions should be feasible to implement and sustainable in the long term, taking into account the specific needs and constraints faced by colleges in the agricultural sector.

**Principle of Ensuring Continuity and Development:** Ensuring continuity and development involves fostering an environment where faculty development is an ongoing process rather than a one-time effort. It requires establishing mechanisms for continuous learning, professional growth, and career advancement for faculty members. By investing in faculty development programs and creating opportunities for skill enhancement and knowledge exchange, colleges can nurture a dynamic and resilient academic community capable of adapting to evolving challenges and opportunities.

**Principle of Ensuring Feasibility:** The principle of ensuring feasibility emphasizes the importance of developing solutions that are practical and achievable within the constraints of available resources and institutional capacity. Feasibility involves conducting thorough assessments of the costs, benefits, and potential risks associated with proposed interventions. Solutions should be economically viable, socially acceptable, and technically feasible to implement, ensuring that they can be successfully executed and sustained over time.

### **4. Solutions for developing faculty in agriculture, forestry, and aquaculture at colleges in the current context**

#### **4.1. Improving the planning and development of faculty in agriculture, forestry, and aquaculture at colleges in the current context to align with the direction, objectives, and plans of the agricultural sector and rural development**

*Objective:*

The primary objective is to enhance the planning and development of faculty members specializing in agriculture, forestry, and aquaculture within colleges. This aims to ensure that faculty training and expertise are in harmony with the strategic direction, objectives, and developmental plans of the agricultural sector and rural development initiatives.

*Approach:*

Achieving this objective involves the following steps:

**Strategic Alignment:** Review existing faculty development plans and align them with the long-term goals and priorities of the agricultural sector and rural development programs. This ensures that faculty training initiatives are directly contributing to overarching sectoral objectives.

**Needs Assessment:** Conduct a thorough assessment to identify the specific skills and knowledge gaps among faculty members in agriculture, forestry, and aquaculture. This assessment will consider emerging industry trends, technological advancements, and changing market demands.

**Tailored Development Programs:** Design customized training programs to address the identified needs and gaps of faculty members. These programs will cover diverse areas such as subject matter expertise, pedagogical techniques, research methodologies, and industry engagement.

**Capacity Building Initiatives:** Implement various capacity-building initiatives to equip faculty members with the necessary tools and resources for professional growth. This may include organizing workshops, seminars, conferences, and collaborative projects to facilitate knowledge exchange and networking opportunities.

**Continuous Evaluation:** Establish a robust monitoring and evaluation framework to track the progress and effectiveness of faculty development efforts. Regular feedback mechanisms will be employed to gather input from stakeholders, allowing for ongoing refinement and improvement of training programs.

By implementing these strategies, colleges can enhance the capabilities and expertise of their faculty in agriculture, forestry, and aquaculture. This, in turn, will contribute to the sustainable development of the agricultural sector and rural communities in alignment with sectoral goals and plans.

#### **4.2. Innovating recruitment and utilization of faculty in agriculture, forestry, and aquaculture at colleges in the current context**

*Objective:*

The main objective is to modernize the recruitment and utilization processes of faculty members specializing in agriculture, forestry, and aquaculture within colleges. This aims to ensure optimal utilization of faculty expertise while adapting to the evolving needs and challenges of the agricultural sector.

*Approach:*

Achieving this objective involves the following strategies:

**Strategic Recruitment:** Implement targeted recruitment strategies to attract highly qualified professionals with expertise in relevant fields such as agronomy, forestry management, aquaculture, and sustainable agriculture practices. This may involve collaborating with industry partners, leveraging professional networks, and offering competitive incentives to attract top talent.

**Diversified Skill Sets:** Prioritize diversity in faculty composition to encompass a wide range of expertise, including traditional agricultural practices, modern agricultural technologies, environmental sustainability, and rural development. This ensures a comprehensive skill set among faculty members to address multifaceted challenges in the agricultural sector.

**Flexible Utilization:** Adopt flexible staffing models that allow for the dynamic allocation of faculty resources based on evolving educational priorities and industry demands. This may involve implementing interdisciplinary teaching teams, encouraging faculty rotation across departments, and promoting cross-functional collaboration to maximize resource utilization and knowledge sharing.

**Professional Development:** Provide ongoing professional development opportunities for faculty members to enhance their teaching skills, research capabilities, and industry relevance. This includes investing in faculty training programs, supporting participation in conferences and workshops, and facilitating collaborative research projects with industry partners.

**Performance Evaluation:** Establish transparent and merit-based performance evaluation systems to

assess faculty contributions and effectiveness. This includes regular performance reviews, peer evaluations, and student feedback mechanisms to ensure accountability and continuous improvement in teaching and research outcomes.

By innovating recruitment and utilization practices, colleges can optimize faculty resources and foster a dynamic learning environment conducive to excellence in agricultural education and research. This contributes to the overall advancement of the agricultural sector and supports sustainable rural development initiatives.

#### **4.3. Organizing training and capacity building for faculty in agriculture, forestry, and aquaculture at colleges in the current context**

##### *Objective:*

The primary goal is to enhance the professional skills and knowledge base of faculty members specializing in agriculture, forestry, and aquaculture within colleges. This aims to ensure that educators are equipped with the latest industry insights and pedagogical techniques to deliver high-quality education and research outcomes.

##### *Approach:*

Achieving this objective involves the following strategies:

**Needs Assessment:** Conduct comprehensive needs assessments to identify specific areas for faculty training and capacity building. This may involve surveying faculty members, analyzing industry trends, and consulting with relevant stakeholders to prioritize training areas based on emerging challenges and opportunities in the agricultural sector.

**Tailored Training Programs:** Develop customized training programs tailored to the unique needs and expertise of faculty members. These programs may cover a wide range of topics, including innovative teaching methodologies, emerging technologies in agriculture, research methodologies, and pedagogical best practices. Training sessions can be delivered through workshops, seminars, online courses, and peer learning communities to accommodate diverse learning preferences.

**Industry Engagement:** Foster collaboration and knowledge exchange between academia and industry by facilitating industry placements, internships, and research partnerships for faculty members. Engaging with industry experts and practitioners provides faculty with real-world insights and practical experience that enhances the relevance and applicability of their teaching and research activities.

**Professional Development Opportunities:** Encourage continuous professional development among faculty members through opportunities for advanced degrees, certifications, and participation in conferences, seminars, and professional associations. Investing in faculty development not only enhances individual competencies but also strengthens institutional capacity and promotes a culture of lifelong learning within the academic community.

**Evaluation and Feedback:** Implement robust evaluation mechanisms to assess the effectiveness of training programs and monitor faculty progress. Regular feedback sessions, post-training evaluations, and performance assessments can help identify areas for improvement and refine future training initiatives to better meet the evolving needs of faculty members and the agricultural education sector.

By organizing targeted training and capacity-building initiatives, colleges can empower faculty members to excel in their roles as educators, researchers, and industry leaders. This contributes to the overall enhancement of agricultural education quality and research excellence, driving innovation and sustainability in the agricultural sector.

#### **4.4. Reforming assessment and evaluation of faculty in agriculture, forestry, and aquaculture at colleges in the current context**

##### *Objective:*

The objective is to reform the assessment and evaluation processes for faculty members specializing in agriculture, forestry, and aquaculture within colleges. This aims to ensure that assessment methods are aligned with industry standards, promote continuous improvement, and accurately measure faculty performance and contribution to educational and research outcomes.

*Approach:*

To achieve this objective, the following strategies can be implemented:

**Review of Assessment Practices:** Conduct a comprehensive review of existing assessment practices to identify strengths, weaknesses, and areas for improvement. This may involve analyzing the effectiveness of current evaluation methods, feedback mechanisms, and performance criteria in capturing faculty contributions to teaching, research, and service activities.

**Alignment with Industry Standards:** Align assessment criteria and performance metrics with industry standards and best practices in agriculture, forestry, and aquaculture. This ensures that faculty evaluations reflect the skills, competencies, and expertise required for success in the field, enhancing the relevance and credibility of assessment outcomes.

**Implementation of Multi-dimensional Evaluation:** Implement multi-dimensional evaluation frameworks that consider various aspects of faculty performance, including teaching effectiveness, research productivity, industry engagement, professional development, and service contributions. This holistic approach provides a comprehensive assessment of faculty contributions to the academic community and the agricultural sector.

**Integration of Feedback Mechanisms:** Integrate feedback mechanisms into the assessment process to facilitate ongoing communication and dialogue between faculty members and evaluators. Regular feedback sessions, peer reviews, and self-assessment tools empower faculty to reflect on their performance, identify areas for growth, and collaborate with peers and mentors to enhance their professional development.

**Professional Development Support:** Provide faculty members with professional development opportunities and resources to support their continuous improvement efforts. This may include training workshops, seminars, mentoring programs, and access to educational resources and funding opportunities to enhance their teaching, research, and service capabilities.

**Continuous Monitoring and Improvement:** Establish mechanisms for continuous monitoring and evaluation of assessment processes to ensure their effectiveness and relevance over time. Regular reviews, stakeholder consultations, and data analysis enable colleges to identify emerging trends, address challenges, and implement iterative improvements to the assessment framework.

By reforming assessment and evaluation practices, colleges can foster a culture of excellence, accountability, and continuous improvement among faculty members. This contributes to the overall enhancement of teaching quality, research productivity, and institutional effectiveness in advancing agricultural education and innovation.

#### **4.5. Establishing and implementing specialized incentive policies and creating a conducive environment to motivate the development of faculty in agriculture, forestry, and aquaculture at colleges in the current context**

*Objective:*

The objective is to establish and implement specialized incentive policies and create a conducive environment to motivate the development of faculty in agriculture, forestry, and aquaculture at colleges. This aims to recognize and reward faculty members for their contributions, promote professional growth, and enhance job satisfaction, thereby fostering a supportive environment for continuous improvement and innovation.

*Approach:*

To achieve this objective, the following strategies can be implemented:

**Development of Tailored Incentive Policies:** Design and implement incentive policies specifically

tailored to the needs and priorities of faculty members in agriculture, forestry, and aquaculture. These policies may include financial incentives, performance-based bonuses, recognition awards, professional development opportunities, and research grants to reward excellence, innovation, and contributions to the academic community.

**Promotion of Work-Life Balance:** Promote work-life balance initiatives and flexible work arrangements to support faculty members in managing their professional responsibilities alongside personal commitments. This may involve offering options for telecommuting, flexible scheduling, parental leave, and wellness programs to enhance job satisfaction, reduce stress, and improve overall well-being.

**Creation of Collaborative Research Networks:** Facilitate the establishment of collaborative research networks and interdisciplinary partnerships to promote knowledge sharing, collaboration, and innovation among faculty members. Encouraging cross-disciplinary research projects, joint publications, and collaborative grant applications fosters a culture of collaboration and collective learning, enhancing the quality and impact of research outcomes.

**Recognition of Achievements and Contributions:** Implement mechanisms to recognize and celebrate faculty achievements and contributions to teaching, research, and service activities. This may include establishing awards ceremonies, publishing success stories, and showcasing faculty accomplishments through newsletters, websites, and social media platforms to raise visibility and enhance morale.

**Professional Development Support:** Provide ongoing professional development support and resources to empower faculty members to pursue their career goals and aspirations. This may involve offering mentoring programs, leadership training, conference attendance opportunities, and access to educational resources and workshops to enhance teaching effectiveness, research productivity, and leadership skills.

**Feedback and Engagement Mechanisms:** Establish feedback and engagement mechanisms to solicit input from faculty members on incentive policies, work environment, and professional development opportunities. Regular surveys, focus groups, and town hall meetings enable faculty to voice their opinions, share feedback, and contribute to the continuous improvement of incentive programs and institutional practices.

By establishing and implementing specialized incentive policies and creating a supportive environment, colleges can cultivate a culture of excellence, collaboration, and continuous improvement among faculty members in agriculture, forestry, and aquaculture. This contributes to the attraction and retention of top talent, enhances institutional reputation, and fosters innovation and excellence in teaching, research, and service.

## **5. Conclusion**

The development of faculty in agriculture, forestry, and aquaculture plays a pivotal role in advancing education, research, and innovation within the agricultural sector. Through the implementation of strategic solutions tailored to the current context, colleges under the Ministry of Agriculture and Rural Development can significantly enhance the capacity and effectiveness of their faculty members.

By improving planning and development processes, innovating recruitment and utilization strategies, organizing targeted training and capacity-building initiatives, reforming assessment and evaluation practices, and establishing specialized incentive policies, colleges can create a dynamic and supportive environment for faculty growth and development.

These efforts not only benefit individual faculty members but also contribute to the overall enhancement of agricultural education quality, research excellence, and institutional effectiveness. Moreover, they align with the broader goals of the agricultural sector and rural development initiatives, driving sustainable growth, innovation, and resilience.

As we look towards the future, it is imperative to continue investing in faculty development and creating conducive environments that foster collaboration, creativity, and continuous improvement. By doing so, we can ensure that agricultural colleges remain at the forefront of knowledge creation and dissemination,

empowering the next generation of agricultural professionals to tackle the challenges of tomorrow and drive positive change in our communities and beyond.

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## RESEARCH ON SOME MODELS OF PROFESSIONAL DEVELOPMENT FOR TEACHERS

Le Vu Ha<sup>1</sup>

**Abstract.** Professional development for teachers is considered an important and necessary management activity within the scope of school personnel management. In the professional development process for teachers, various models, and methods are applied to ensure the enhancement of their professional knowledge and teaching skills. This article examines several widely adopted professional development models for teachers, evaluates the advantages and disadvantages of each model, and proposes some application directions for general schools in Vietnam.

**Keywords:** *Professional development; high schools; teachers.*

### 1. Introduction

Professional development for teachers is considered an essential management activity in the context of human resource management in schools. This activity ensures that teachers are continuously updated with the latest requirements in their professional activities. The primary role of professional development for teachers is to enhance the quality of teaching and education for students, contribute to the renewal and improvement of schools, and develop a team of teachers who meet quality standards to carry out professional tasks.

Additionally, professional development helps teachers stay updated with new knowledge and trends in teaching methods, student assessment methods, and other innovations in their teaching fields. It helps them fill the "gaps" in their knowledge and professional skills to stay competent in the face of educational reforms.

Professional development also aids teachers in enhancing their knowledge and skills in their teaching fields. This deepens their understanding of the subjects, effective teaching methods, education strategies, and other related skills. Moreover, it helps teachers better understand students' learning needs to develop teaching strategies and techniques suitable for each student. Consequently, it aids teachers in improving their teaching and educational capabilities by applying effective teaching methods, creating a positive learning environment, meeting the high demands of teaching and education reforms, and improving teaching and education effectiveness.

Professional development also supports teachers' career growth by participating in training courses, workshops, professional activities, and other events. This helps teachers create and expand cooperative relationships with colleagues and experts in the education field, build their reputation, and increase their motivation at work. Well-developed professional skills give teachers more confidence in making decisions and ensuring the quality of teaching and education.

Therefore, schools need to develop professional development strategies suitable to the characteristics of the school and teachers to achieve the greatest efficiency. This article studies several professional development models for teachers introduced by scientists worldwide, evaluates the advantages and disadvantages of each model, and suggests some directions for application in Vietnamese general schools.

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## 2. Research Results

Various countries have implemented a variety of models for teacher's professional development, and these models are frequently combined to achieve the highest level of effectiveness. There are some commonly used models for teacher professional development:

### 2.1. Self-Directed Professional Development

In this model, teachers create professional development plans. They design their development goals and select activities that will lead to achieving those goals. This model allows teachers to identify their strengths and weaknesses in their professional skills and make plans to develop them. Self-directed professional development empowers teachers to seek solutions to their specific professional inquiries using their preferred methods of learning (Sparks & Loucks-Horsley, 1989; Noor, 2017).

#### *Advantages:*

**Autonomy and Flexibility:** Teachers manage their own learning and personal development processes. They can choose courses, materials, or activities that suit their needs and preferences. Teachers can choose from a wide range of resources and learning activities, including online courses, books, articles, training sessions, workshops, or collaborations with other teachers.

**Focus on Individual Needs:** This helps teachers focus on developing the skills, knowledge, and teaching methods they feel are most necessary. They can delve deeply into the areas they are interested in and want to develop further.

#### *Disadvantages:*

**Lack of Professional Guidance:** Teachers might struggle without professional guidance from experts or experienced individuals, leading to a lack of deep knowledge in certain areas or inadequate feedback to improve teaching methods.

**Lack of Interaction and Experience Sharing:** This may result in teachers missing out on interaction and opportunities to share experiences with colleagues, which reduces their ability to develop and exchange new ideas.

**Suitable Only for Self-Motivated Teachers:** Success in self-directed professional development requires teachers to have strong time management skills, self-motivation, and a lot of self-discipline.

#### *Application Orientation in General Education Schools:*

Encourage teachers to self-study and self-train for professional development.

Require teachers to base their self-assessment results on the annual Professional Standards for Teachers in general education institutions and implement the tasks of the academic year, build a self-study and self-training plan at the beginning of each school year, along with necessary proposals.

The principal/department head reviews these plans while providing the necessary support for teachers to implement them. This can include assisting or guiding them in finding academic materials and connecting them with experts or knowledgeable teachers. The issues that need further development can be solved by exchanging contacts and finding extra support.

Assign teaching duties, student management, and weekly/monthly school activities logically to give teachers time for self-study and self-training.

Regularly check and evaluate teachers' self-study and self-training, acknowledge their efforts and achievements, commend, and reward them to increase their motivation.

### 2.2. Observation and Evaluation

This model is based on the feedback that teachers receive from other teachers' observations and evaluations. Having another teacher in the classroom to observe, guide, and provide feedback or reflection is also an effective way to influence teacher behaviors in their classroom. Observers also acquire knowledge when seeing their peers in action. This approach may serve as a supplementary tool after seminars,

training sessions, professional development programs, or at regular intervals throughout the school year as a means of peer coaching. The observation/evaluation methodology is documented in research about teacher assessment, clinical supervision, and peer coaching (Sparks & Loucks-Horsley, 1989; Noor, 2017).

*Advantages:*

**Provides direct feedback:** The observation and evaluation model allows the observer to give immediate feedback and assessments of the observed teacher's teaching effectiveness. This helps the teacher recognize their strengths and areas for improvement in their teaching activities.

**Facilitates professional development:** Through the observation process, teachers can receive support and suggestions from the observer or their experienced colleagues, helping them enhance their teaching knowledge and skills while discovering and applying new methods.

**Encourages a spirit of innovation:** This model promotes teachers' awareness of continuous self-improvement and development. Receiving accurate, objective, and constructive evaluations helps teachers realize the value of their efforts and motivates them to develop professionally.

It is also a method of professional development for teachers within the familiar environment of their school, it's easy to implement, low-cost, and not time-consuming. It can be conducted both in-person or online and expanded across schools.

*Disadvantages:*

**Requires time and effort:** The observation and evaluation process demands time and effort from both the observer and the teacher. Conducting thorough and careful observations, note-taking and assessments is necessary to ensure objectivity and accuracy.

**Risk of biased evaluations:** If the observer is not objective or has biases against the teacher, the evaluation process may be affected and become inaccurate, leading to unfair assessments and demotivation for the evaluated teacher.

**Pressure and stress:** The observation and evaluation process can create pressure and stress for teachers. Feeling watched and analyzed can make teachers feel insecure, affect their teaching performance, and lead to lessons that are merely performative.

**Application Orientation in General Education Schools:** This model is implemented through organizing classroom observations and teacher evaluations. To maximize the advantages and minimize the limitations of this model in schools, the following should be done:

Develop observation plans by teams, and subject groups or encourage teachers to proactively invite colleagues to observe, evaluate, and support them in a specific lesson. Especially in cases where there is only one teacher in charge of a subject in the entire school, teachers from the relevant field can be invited to observe, evaluate, and help the teacher recognize well-executed aspects and areas needing improvement, making the teaching more suitable for students, thus enhancing teaching quality.

Before participating in observations and evaluations, the teacher being observed should discuss the goals, content, and teaching plan with the observing colleagues.

Adhere to principles during observations and evaluations, practice professional conduct such as being punctual, sitting in appropriate positions to observe, not discussing or exchanging ideas with other colleagues during the observation, and taking notes and photos for objective analysis and evaluation. When giving feedback to colleagues, maintain a constructive spirit, acknowledge what they have done well, point out inappropriate aspects, and suggest ways to improve (offering various alternatives); listen without interrupting others, exhibit a learning spirit, and build positive, cooperative, and friendly relationships, thereby overcoming the fear of "being observed" and shifting to a desire to "be observed."

### **2.3. Participation in Development or Improvement Processes**

Teachers are often required to participate in school development programs such as planning curriculum, drafting teaching and education programs, and teaching during school improvement processes. Involvement in these development and improvement processes can help shape and develop new skills, attitudes, and

behaviors. This learning can be achieved through reading, discussion, observation, training, and/or trial and error (Sparks & Loucks-Horsley, 1989; Noor, 2017).

*Advantages:*

**Encourages active participation:** This model encourages teachers to engage directly in the school's development and improvement processes. Teachers actively propose ideas, participate in research groups or projects, and share their experiences. This fosters high levels of commitment and confidence in personal development.

**Integrates professional development into routine tasks:** With this model, teachers do not feel like they are attending separate courses for professional development. Instead, professional growth is achieved through the regular duties of teachers.

**Facilitates knowledge and experience sharing:** This model provides opportunities for teachers to share knowledge, experiences, and teaching methods with others. Through exchange and collaboration, teachers can learn from each other, expanding their knowledge base and enhancing their capabilities.

**Motivates personal responsibility:** Participating in development and improvement processes helps teachers cultivate motivation and personal responsibility in improving the quality of teaching and meeting students' needs. Additionally, teachers feel they contribute meaningfully and play an important role in their development and the school's progress.

*Disadvantages:*

**Requires high competence and commitment:** This model demands active participation and high commitment from teachers. During the implementation of changes, there are new tasks and requirements, and not all teachers may be ready, available, capable, or willing to engage in this process. This can lead to inconsistencies in quality and uneven participation levels among the teaching staff.

**Challenges in creating motivation and common awareness:** This participation model requires a common motivation from all teachers in the school. However, promoting common awareness and motivation for development and improvement can be challenging due to various reasons: lack of resources, resistance to change, reliance on established practices, etc.

**Potential for unfair evaluation:** During the implementation of the school development/improvement model, there is a risk of unfair evaluations if assessments are based on collective participation and activities, potentially leading to inequities in evaluating and shaping individual teachers' development.

*Application Orientation in General Education Schools:*

This model is reflected in teachers participating in the development of the school's education plan to implement the 2018 General Education Program autonomously, developing subject and educational activity plans, contributing to professional group education plans, providing feedback, selecting textbooks, choosing forms of organizing experiential and career guidance activities, and organizing specific educational activities. This involvement helps teachers develop additional knowledge, skills, and new attitudes.

To minimize the limitations of the model, when organizing the development of school education plans, subject/educational activity plans, professional group education plans, textbook feedback, and selection, designing experiential activities, career guidance, etc., it is necessary to involve teachers with clear assignments and responsibilities at each stage of the plan development process.

Establish and implement principles in organizing activities with the participation of many people, with commitments from school management, professional group leaders, and teachers. Listen to, encourage new ideas, and acknowledge each teacher's contributions to these activities. Feedback should be provided to teachers whose suggestions are not adopted in plans to ensure they understand the reasons, preventing disengagement or reluctance to contribute in the future. This approach preserves opportunities for professional and skill development for teachers.

## 2.4. Training

This model is typically organized as workshops, refresher courses, and training sessions. These sessions aim to change teachers' perceptions and awareness, develop professional skills, transfer teaching and training technology, and enhance management efficiency.

### *Advantages:*

**Focus on Specific Goals:** The model focuses on training teachers to enhance their professional skills in specific areas, resulting in improved content and teaching methods that better meet the learning needs of students.

**Providing Guidance and Feedback:** The model offers guidance and feedback from experts or experienced individuals in the field of education, supporting teachers in their professional development and providing constructive input to improve their teaching work.

**Facilitating Professional Development:** The model creates opportunities for teachers to participate in training courses, workshops, and seminars for professional development. This helps teachers learn new methods and knowledge, promoting personal growth and improving the effectiveness of teaching and education in schools.

### *Disadvantages:*

**Requires Significant Time and Resources:** The training model demands time and resources from teachers, schools, and management levels. Sometimes, workshops and seminars are scheduled inconveniently, impacting teachers' and schools' activities. Schools and teachers might also need training but lack the resources to organize it.

**Independence and Lack of Continuity:** Training is often not continuous and fails to maintain ongoing development without effective follow-up plans. Teachers might struggle to incorporate the learnings into daily teaching without adequate resources, support, and policies.

**Potential Lack of Interaction and Experience Sharing:** The model might lack interaction and opportunities for sharing experiences if the training is one-sided, the class is too large, the time is short, or the training is only theoretical without practical time and experience sharing.

**Lack of Personalization to Teachers' Needs and Abilities:** Training sessions are often designed for the majority, lacking personalization based on teachers' needs and abilities. Some teachers might repeatedly attend the same content or sessions that do not meet their needs.

### *Application Orientation in General Education Schools:*

Based on assessing teachers' training needs, school administrators or department heads can identify common areas where many teachers seek additional training and design relevant courses. Suitable experts or speakers should be selected to deliver these courses. School administrators can invite experts through personal connections or request support from the Department of Education and Training to invite speakers. Experts should be specifically briefed on the content teachers wish to discuss to ensure proper preparation.

In general schools, teachers often have tight teaching schedules and numerous other activities, making it challenging to participate in training sessions. Therefore, when applying this model for professional development, it's crucial to choose suitable times and provide the necessary support for teachers to focus on training activities, ensuring positive results through training.

This model can be implemented in person, online, or in a hybrid format. Provide materials for teachers to study and assign tasks before the training begins. Employ active learning methods, enhancing cooperation, exchange, and practical experience during the training to help teachers develop professionally, meeting job requirements in specialized schools.

## 2.5. Mentoring

In the mentoring model, more experienced or older teachers guide and support younger or newly employed teachers in performing their teaching and educational duties (Gaible & Burns, 2005). This model

involves both new teachers being mentored and experienced teachers acting as mentors (Shaw, 1992). Mentoring activities revolve around classroom observations, coaching, feedback, and co-teaching. This model can help new teachers learn to creatively and effectively respond to daily teaching challenges (Smith, 2002; cited in Fifield & Kedzior, 2004). Mentors have numerous roles, including sharing information, providing access to resources, modeling, advising, coaching, encouraging feedback, counseling, and supporting new teachers (Villegas-Reimers, 2003). Maynard and Furlong (1993) and Jones (2001) identify three mentoring models:

- (i) Apprenticeship Model: The mentor is seen as a "master" for the mentee to learn from.
- (ii) Competency Model: The mentor trains and assesses the mentee against predefined standards.
- (iii) Reflective Model: The mentor acts as a "companion," supporting the mentee.

*Advantages:*

**Personalized Support:** The mentoring model focuses on tailor-made support for each teacher. Mentors focus on the individual needs, goals, and development of each teacher, enhancing their effectiveness and personal responses in professional and vocational development. This model also offers personalized guidance and feedback from mentors to teachers. Mentors can assess teachers' strengths and existing issues, while offering constructive feedback, and suggest measures for professional development, helping teachers improve their teaching practices.

**Workplace Integration:** Implementing this model directly at the workplace, linked to teachers' daily tasks, facilitates deployment. Teachers feel accompanied, trusted, and more confident when they have close, sympathetic, and attentive mentors.

**Building Trusting Relationships:** The mentoring model facilitates building trust between teachers and mentors. Teachers can share their difficulties, challenges, concerns, and goals and receive support from mentors. This not only aids better professional development but also fosters a more friendly and effective teaching community.

*Disadvantages:*

**Mentor Competence Dependency:** The effectiveness of this model heavily relies on the skills and experience of the mentors. If mentors lack expertise, patience, listening skills, and analytical thinking, the support and advice might not yield the desired results.

**Interaction Conditions:** This model requires a deep interactive relationship between the mentor and the teacher. Without close and frequent interaction, or without a trusting and safe environment for open sharing, the model may not be highly effective.

**Scalability Issues:** The mentoring model may face scalability and expansion limitations, as providing personalized mentoring for each teacher demands significant resources and time.

**Individual Orientation Overemphasis:** Focusing too much on individual development might overlook the interaction and collaboration within the teaching team, potentially missing opportunities to learn and share experiences with other colleagues.

*Application Orientation in General Education Schools:*

This model can be applied when assigning mentors to novice teachers or when principals, vice-principals, department heads, or core teachers take on the responsibility of guiding and supporting colleagues' professional development.

To maximize the advantages and minimize the disadvantages of this model, the following should be considered during implementation:

Mentors must know how to guide and support colleagues professionally and vocationally, adhering to principles such as: never doing for the mentee what they can do themselves; having clear guidance objectives; consistently supporting and building trust in the mentee; learning from the mentee; maintaining a broad perspective to share with the mentee; accepting challenges; engaging the mentee; respecting the mentee's unique characteristics; understanding the specific goals of guidance and support, and knowing

how to achieve these goals. Mentors should plan step-by-step instructions for the mentee, share the mentee's experiences, etc. They must identify and adhere to mentoring principles such as active listening, understanding the mentee, setting positive expectations, creating challenges, encouraging systematic thinking, and treating the mentee as a partner for collaboration and knowledge sharing.

Another variation of this model is "Mentorship for Change.": This form of support and orientation helps individuals or specialized groups improve readiness, equip adaptive skills, and implement organizational changes and developments. In the context of professional development for teachers, this model focuses on providing support, advice, and orientation to help teachers become more prepared for changes and develop skills to improve their competencies and professional development. A mentor is assigned to work with the teacher or specialized group, as a guide, advisor, and motivator during the change process. They provide knowledge, skills, feedback, and suggestions to help teachers and specialized groups adapt to new changes, and understand, and implement new methods and techniques. This model facilitates continuous learning and professional development, enhancing teaching quality and meeting new challenges and demands in education. This model is particularly suitable to implement the 2018 general education curriculum and other current educational reforms. The effectiveness of this model depends on selecting the right mentor to guide and support teachers and specialized groups in making necessary changes to meet educational reform requirements.

## 2.6. Professional group/team support

This model allows teachers to participate and develop a professional community by working collaboratively and learning from each other in a constructive and sharing environment ( Moretti, Giovanni, et al., 2015); Improve teaching ability based on your experience and activities in professional organizations; Discover your strengths and weaknesses; Establishing an important attitude towards professional development is a key prerequisite in creating an effective teaching and learning environment (Yuvayapan, 2013).

### *Advantage:*

Sharing knowledge and experience: This model creates conditions for teachers in the same professional teams to share knowledge, experience, methods, teaching materials, etc. This helps improve the teaching and professional development of the entire profession.

Enhance cooperation and interaction: Teachers in the same professional group have the opportunity to work together and discuss issues related to teaching and student learning. This cooperation and interaction helps promote creativity, develop new ideas, and exchange experiences.

Support for assessment and feedback: This model allows members of the professional team to evaluate, comment on, and provide feedback to each other on teaching activities and support student learning, helping teachers recognize and receive constructive feedback and have the opportunity to improve their teaching methods.

### *Disadvantages:*

Affected by the manager's capacity: The quality of professional team/group meetings depends on the manager's capacity. If the host cannot be in control, it may cause the professional meeting to go off course and fail to resolve conflicts that may arise during the implementation process. Failing to give clear instructions and inviting opinions, leads to failure to achieve the set goals.

There are no tools for the professional meeting; the number of ideas generated depends on the composition, the level of interest, and the understanding of the members of the team or group of the topic of the meeting. If selected The topic of professional team/group activities is not based on the minimum discussion system of team/group members, or the issue discussed goes into deep expertise that some team members do not know. There is a lack of understanding (in the case of a multidisciplinary complex) that will not attract the attention of all members, and a lack of rationality and learning to achieve the expected goal.

*Application Orientation in General Education Schools:*

Under the charter of the general schools, the professional group meets at least once every two weeks to carry out the tasks of the professional group in the spirit of building a friendly, positive, self-studying environment to improve qualifications and skills. develop professional capacity. This is one of the formal, planned, organized, and systematic educational specialist development jobs that helps teachers develop professional capacity regularly. When participating in professional activities, teachers can share and discuss in-depth subject matter issues in the community of people with education expertise, thereby improving their professional capacity. improving high-quality teaching, educating students, and contributing to improving student learning outcomes;

To promote the advantages and limit the disadvantages of this model, when developing professional group activities, it is necessary to note:

Determine the purpose of professional group/group activities: The main goal of professional group/group activities is to create a professional development environment for teachers and attract teachers to participate in learning and solving problems. The topics work together to guide students in improving their educational outcomes. Student progress and achievement must be the primary goal of subject expert development activities in general and subject expert team/group activities.

Select appropriate content for group/professional group activities based on organizing educational members to discuss and raise new, difficult, and specific issues that teachers in the group are interested in. They might not have discussed these yet, or understand, or need help doing so, or some teachers in the group have done it well but others have not done it well to exchange, share, and learn from each other.

Content of professional team/group activities: includes all professional issues of teachers and is closely related to the professional and professional development needs of teachers linked to their working environment. The content of professional activities may include but is not limited to, the following contents: Content related to understanding students and coordinating with parents; Content about understanding the program, teaching, and educational content; Content related to lesson analysis, teaching strategies, testing, evaluation and feedback on student results; Contents about building the annual consultant development plan and supporting expert development; Content related to the implementation of professional regulations. . .

Choose the appropriate form of group/professional group activities: The forms of group/professional group activities are quite diverse, including:

a) Professional group/group activities based on topics, forums, or exchange of experiences: depending on school practices, professional groups, and teachers' needs, choose appropriate topics to organize professional activities, in which the common format is an opening presentation on the matter by 1-2 representative teachers and a discussion and sharing session by all teachers under the leadership and direction of a chairperson;

b) Professional seminar: The seminar has the appearance of guests who are experts in the field, who play the role of answering questions from participants on related topics. A seminar is also a form of professional activity with a larger scale and scope, including presentations by representative teachers and/or experts and the discussion and sharing of all teachers under the leadership and direction of one or a group of moderators.

c) Professional activities through lesson observation, evaluation, and feedback after observing lessons (traditional professional activities) are a form of established professional activity that is quite popular, whereby teachers observe the lesson of a teacher in the group, then together analyze and discuss that lesson, focusing on analyzing the teacher's teaching activities and providing feedback to help teachers teach effectively (similar to the observation and evaluation model mentioned above);

d) Lesson study: is a form of professional activity in which teachers jointly design illustrative lesson plans; Conduct teaching and observe lessons with a focus on observing student learning (can take photos or record videos of student learning); discuss the lesson after observing it with a focus on analysis, reflection, and feedback on student learning (different from traditional forms of professional activities that often focus on analysis, reflection, and feedback on teacher activities); and finally, after the lesson observation, each



teacher reflects and applies it to daily lessons. Lesson study is an approach to professional learning that emphasizes teachers planning, observing, and reflecting together, focusing on analyzing issues related to students and their education.

### 3. Conclusion

In short, there are many models of professional development for teachers, and each model has both advantages and disadvantages. To effectively implement professional development activities for teachers, administrators of each school also need to choose and combine models that best suit the characteristics and goals of team development among their school's teachers.

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## UTILIZING FLIPGRID TO ENHANCE STUDENTS' ENGAGEMENT AND CONNECTION IN ENGLISH LEARNING LESSONS AT NATIONAL ACADEMY OF EDUCATIONAL MANAGEMENT

Phan Thi Son<sup>1</sup>

**Abstract.** In teaching and learning English, teaching materials are massive and more diverse, prone to the trend of learning materials or exercises being not only printed copies delivered to each learner but also booklets photos, audio files, images, videos. Nevertheless, in fact, a large number of teachers have not focused on using Flipgrid in the teaching and student assessment process yet. This article is deemed to introduce a general concept as well as the practice of Flipgrid for English teachers to use in classes. Merits as well as obstacles in harnessing Flipgrid to teach and learn English.

*Keywords:* Flipgrid, Engagement, Teachers, Students.

### 1. Introduction

Flipgrid ([www.flipgrid.com](http://www.flipgrid.com)), an online video discussion platform, is designed to empower learners and facilitate collaboration and social learning among students. Flipgrid (now called Flip) is a free web and mobile application developed by Microsoft. It allows educators to create secure, online groups where students can share their ideas asynchronously through short videos, text notes, or audio messages. Participants do not engage in real-time or simultaneous exchanges. Instead, there is a time delay between sending and receiving messages, allowing individuals to participate at their convenience.

Information technology has now prevailed in every aspect of life. One of the domains where information technology is applied effectively is in the education sector. In recent years, Microsoft officially perceived the video discussion platform Flipgrid to lure users who are students and teachers. It makes full use of students' favorite of selfies by using Flipgrid software, a simple but extremely useful technology tool that allows students to express themselves creatively. Flipgrid is similar to the process of creating YouTube reaction videos to a specific topic or news. Regarding investigation on Flipgrid's official website, this video platform has been attracted by more than 20 million teachers and students from more than 180 countries around the world to use and send video content to foster English skills with this interface. One of the approaches that teachers can enhance student engagement is through the utilization of interactive applications such as Flipgrid.

Flipgrid allows students to interact and communicate with one another in ways that have not occurred before, which in turn can help increase social presence in online courses. With the desire to improve English teaching, especially by increasing participation and promoting connection in the teaching and learning of English lessons, we hope to put Flipgrid into practice for English major students at the Academy of Educational Management.

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## **2. Content**

### **2.1. Overview of Flipgrid**

#### **2.1.1. What is Flipgrid?**

Flipgrid is the leading video learning platform used by educators, students, and families around the world. Teachers post topics to arouse conversations and learners' feedback with short videos. After that teachers build discussion topic groups and students respond with video presentations, shared on webcams, tablets, or phone apps. Correspondingly, students are required to submit short, authentic videos and can respond to other videos while teachers have 100% control over video moderation and access control. With powerful, easy-to-use recording tools, students can let their creativity run wild. They can record widescreen video, pause while recording, add more after review, and trim to perfection. With a period of 10 minutes, students can have a completed video or a short discussion.

Flipgrid shows the ability to enable each student a voice to express themselves through a video discussion forum (Flipgrid, n.d.). Learners join in discussion prompts from the moderator and then have the opportunity to consider what they are asked to contribute, find effective resources to support their answers and edit the information before sending. (Carr & Krugge, 2020). Additionally, teachers have the direction to put more additional resources such as links to readings or videos to watch before responding. This stage not only helps teaching methodology but also learners beyond a state of rote learning and into a state of understanding. When considering online learning, there is a clear sense that it often leaves students feeling isolated and separate from their peers (Bower et al., 2015).

#### **2.1.2. Purpose of using Flipgrid**

The initial intention of Flipgrid is to make a forum so that participants can share their learning procedures quickly and conveniently. Conversely, due to its many useful features, more and more people choose to use Flipgrid for different work purposes, especially in teaching. Particularly, Flipgrid provides students with opportunities to participate, promote connections as well as practice speaking English regularly. Correspondingly, it creates a community for students to communicate, share, and learn from each other together with facilitating teachers with an electronic portfolio to observe learners' English speaking practice process, based on which teachers can give feedback, comments, and even advice for students to improve themselves. At the same time, it gives teachers the chance to evaluate students' progress in speaking skills.

As an interactive video discussion platform that facilitates asynchronous video chats, it is commonly utilized in educational settings to increase student engagement, collaboration, and communication. The pressure of creating an immediate thoughtful response or exact response is removed, as students can take their time compiling the information without all eyes and attention focused on them.

Participants can contribute to discussions at their own pace. This flexibility is especially valuable for online or blended learning environments, where students are not all on the platform at the same time. Teachers present the course material so as to urge students to join it as soon as they can, then feedback in whatever format is permitted.

#### **2.1.3. Benefits of using Flipgrid**

In recent years, Flipgrid has become a popular assessment tool for teachers in and out of the classroom. Initially, Flipgrid was created for 12 learners, but now Flipgrid has become a useful tool connecting educators with learners across many countries as a magical experience with the voice of the learners themselves. Easy to access and use, just need to go through 1-2 instructions.

Reduce some major educational costs when access to technology is now much easier with just a regular smartphone, tablet or computer that learners can use. Regarding Flipgrid 's efficiency, which creates learning excitement for learners by keeping up with the selfie trend of most young people and enjoying being encouraged after each product is created. Eventually, Flipgrid increases learning opportunities anytime, anywhere for learners, especially in practicing English speaking or presentations.

Flipgrid allows students to respond to prompts using short video clips they record themselves. This allows for a more dynamic and personal form of communication than auditory or text-based responses. Educators can raise questions to the whole group, then set a time limit on student responses to ensure accountability and time management.

Learning online can sometimes be a passive experience, especially if the presentation is only in a lecture format. Flipgrid turns traditional discussions into interactive and multimedia conversations, encouraging increased participation. It has become popular in educational environments because of its user-friendly interface and capabilities.

There are tremendous advantages of using Flipgrid from the educators and researchers' prospects as well as students' learning outcome.

Firstly, it offers a significant advantage over normal discussion forums because it puts faces and voices into the names that appear on the screen, enhancing learner connectedness by incorporating a sense of humanity. More communicative skills in asynchronous conversations, make learners stay more connected to the community (Bartlett, 2018). The addition of audio recordings enhanced Flipgrid's reach, opening the door to reaching a more diverse population (Green & Green, 2018). When learners connect with their peers and teachers on academic topics, it enhances their ability to use advanced technology and they observe appropriate ways to engage with each other (Johnson & Skarphol, 2018).

Secondly, Flipgrid has a tremendous number of features and options for promoting student engagement. A feature that will allow students to view and comment (see count and comment section) on peer work (videos) posted in the interactive tool under teacher-set activities. Pillai (2019) started a study on how one comment can lead to a series of comments. Research studies illustrate that if a piece of content has a comment, it is 54% more likely to be followed by another comment. Therefore, student engagement as Lowenthal and Moore (2020) explored the use of Flipgrid in college and graduate school which is beneficial for both teachers and educators.

Thirdly, students have a sense of community and connection which become more practical using Flipgrid. They reported that it boosts student engagement and communication in tertiary education as well. Particularly, it presented those instructors can use Flipgrid to support the type of collaboration and engagement they seek in their online courses (Gurjar, 2020; Mejia, 2020; Moore, 2010).

Finally, students can use various tools within the platform, such as filters, stickers, and drawing tools, to enhance their video responses. Flipgrid welcomes text messaging and social media interaction features to bring out the best in your students. When they can truly be themselves, they are more likely to engage and participate, contributing in ways that reflect and express their uniqueness.

To sum up, students found Flipgrid to be a valuable tool for promoting social presence through asynchronous video discussions.

### **3. Necessary technologies to use Flipgrid**

Teachers need to use Flipgrid on a Chromebook, Mac, or Windows computer to create Flipgrid Grids and Topics. (Think of Grids as a virtual classroom and Topics as individual suggestions, in which can be served to have as many Topics as teachers want in the Grid).

In addition to the basic aspects of Flipgrid, Teachers can also access advanced features to integrate the app with existing workflows, such as Canvas, Schoology, Microsoft Teams, and Google Classroom. Guiders can access settings or account preferences from within educator account. From there, trainers will navigate to the apps section, and select the system that they are using so as to enable the integration. In some cases, learners may have been given grant permission to share data between the two platforms.

#### **3.1. First steps with Flipgrid**

The first step is to register as an educator on Flipgrid.com. Users can register with a Microsoft account or with a Google account.

Once a user has registered as an educator, he or she can create their first Flipgrid. An easy way to

think about the Grid is to think of it as a virtual classroom, where students will go to see all the topics including reminders from teachers and classmates that they post for their feedback. When educators create their accounts, they can restrict access to the account by one of the following methods:

Initially, educators email attendee's domain names. In this case, only people with emails issued by their educational institutions can see it. After that, access through the student ID which is created. This is the option to choose if their students do not have an active email address issued by the school.

Accessing is available for anyone with a Google or Microsoft account. This is the option to choose if educators are using Flipgrid with college students or in a professional development team. Once they have created first step, they will see that it has been assigned a Flipgrid code / Flipgrid URL. Provide that code or URL to their students so they can see the topics in the account. Once students enter their account, they will be able to select any active topic to record and submit their feedback.

Whenever he/she creates a Flipgrid account, there is a default theme called "Let's Connect! "Let's activate it. This topic is for students to introduce themselves to the class. You can create more themes by simply clicking New New York Theme in your grid. Users can write any prompts that want to give to students in the new Topic description. Users can also add a video or upload a document to use as part of a new topic for students to view and respond to. Each topic in the Grid has its own code or URL that teachers can direct students to in case they wish to have them join from the very first time use to the Grid and then selecting a topic to instigate responses from participants.

### **3.2. How students respond to Flipgrid topics**

Students can respond to Flipgrid Topics about any device with a built-in camera. This includes iPads, Android tablets, phones, Chromebooks, Windows computers, and Mac computers.

If trainers give students a direct code/URL for a Topic, they will be sent directly there instead of to the students' Grid. If students are given just the grid code/URL, they will have to choose the topic they want to respond to. Either way, they will have to log in before they can reply. Nevertheless, if they have mesh password protected, they will need to enter the password as well.

Therefore, as in many research studies, the collaboration among attendees encourages English learners to bring about an active impact on each session.

## **4. Conclusion**

Students will have more autonomy in their learning, especially feeling more interested, positive and confident in participating in in-class and out-of-class activities when using Flipgrid. Teachers can understand the practice situation and progress of students easily and promptly adjust teaching as well as assign requirements or exercises to suit the actual situation. Teachers' grading and evaluation are also done easily and save time and effort. Although some disadvantages cannot be avoided, the Flipgrid tool should be widely applied in foreign language teaching to increase participation and promote connection between English teachers and learners.

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## RESEARCH ON SOLUTIONS TO ENHANCE THE EFFICIENCY OF INTERNAL INSPECTION AT TAN TRAO UNIVERSITY IN THE CONTEXT OF DIGITAL TRANSFORMATION

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**Abstract.** This paper explores solutions to enhance the efficiency of internal inspection at Tan Trao University amidst digital transformation. Despite recent improvements, challenges such as suboptimal inspection quality, slow implementation, and difficulties in digital integration persist. The study highlights the potential of digital technologies to improve inspection processes and proposes strategic interventions for better internal inspection practices. Recommendations focus on training, technology adoption, and process optimization to address existing challenges.

**Keywords:** *Auditing, internal inspector, digital transformation, Tan Trao University.*

### 1. Introduction

The integration of digital technologies has rapidly transformed various sectors, including education. Tan Trao University, like many other institutions, has embarked on a journey of digital transformation to enhance its operations and educational quality. Central to this transformation is the internal inspection function, which plays a crucial role in ensuring accountability and driving continuous improvement within the institution.

Internal inspection involves the systematic evaluation of operations, internal controls, and governance processes to ensure compliance with regulations and the achievement of institutional goals. Despite recent advancements at Tan Trao University, challenges persist. These include suboptimal inspection quality, slow implementation processes, and difficulties in integrating digital technologies effectively.

Digital transformation offers promising solutions to these challenges. Technologies such as data analytics and artificial intelligence can streamline inspection processes, improve risk assessment, and enhance compliance monitoring. However, the successful integration of these technologies requires overcoming various obstacles, including inadequate training, insufficient technology integration, and resistance to change among inspection personnel.

Addressing these challenges is crucial for Tan Trao University to fully leverage the benefits of digital transformation in its internal inspection practices. This study aims to explore solutions for enhancing inspection efficiency within the context of digital transformation. By identifying key challenges and proposing strategic interventions, the study seeks to contribute to the broader understanding of internal inspection in the digital age.

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## **2. Concepts of Inspection and Internal Inspection**

### **2.1. Inspection**

According to the Inspection Law of 2022, "Inspection is an activity that involves reviewing, assessing, and handling in accordance with legal procedures by an agency performing inspection functions regarding the implementation of policies, laws, tasks, and powers of agencies, organizations, and individuals. Inspection activities include administrative inspection and specialized inspection."

Inspection plays a crucial role in ensuring compliance with legal and regulatory requirements, as well as in promoting transparency and accountability within organizations. It involves a systematic process of examining records, activities, and operations to verify adherence to established standards and procedures. Administrative inspection focuses on the general compliance and functioning of public administration, while specialized inspection targets specific sectors or areas of activity, requiring in-depth expertise.

The inspection process typically includes several stages: planning, execution, reporting, and follow-up. During the planning stage, objectives and criteria are established based on relevant laws and policies. The execution stage involves collecting and analyzing evidence through various methods such as document reviews, interviews, and site visits. In the reporting stage, findings are documented, and recommendations are made to address identified issues. The follow-up stage ensures that corrective actions are implemented and that compliance is achieved.

By systematically identifying and addressing discrepancies and areas for improvement, inspections contribute to the effective governance and management of organizations. They help prevent misconduct, enhance operational efficiency, and ensure that public resources are used effectively and responsibly.

### **2.2. Internal Inspection**

Internal inspection, often referred to as internal audit, is a critical component of organizational governance and accountability. It involves the independent and objective evaluation of an organization's internal controls, risk management, and governance processes to ensure they are functioning effectively and efficiently.

Internal inspections are typically conducted by a dedicated internal audit department within the organization. These inspections are designed to provide management with insights and recommendations on how to improve operations, enhance control measures, and mitigate risks. The main objectives of internal inspection include:

**Compliance Verification:** Ensuring that the organization adheres to relevant laws, regulations, policies, and procedures.

**Risk Management:** Identifying and assessing potential risks that could affect the organization's ability to achieve its objectives.

**Operational Efficiency:** Evaluating the efficiency and effectiveness of the organization's operations and identifying opportunities for improvement.

**Financial Integrity:** Reviewing financial records and transactions to ensure accuracy, reliability, and integrity in financial reporting.

Internal inspections involve a systematic and disciplined approach, typically encompassing the following steps:

**Planning:** Developing an audit plan that outlines the scope, objectives, and methodology of the inspection based on a risk assessment.

**Execution:** Conducting fieldwork to gather evidence through document reviews, interviews, observations, and testing of controls.

**Reporting:** Documenting the findings, conclusions, and recommendations in a formal audit report,

which is communicated to management and relevant stakeholders.

**Follow-up:** Monitoring the implementation of corrective actions and improvements suggested in the audit report to ensure that issues are addressed.

The effectiveness of internal inspection relies on the independence and objectivity of the auditors, as well as their competence and professionalism. By providing an independent assessment of the organization's operations and controls, internal inspections help management to make informed decisions, improve organizational performance, and enhance overall governance.

In the context of digital transformation, internal inspection processes can be significantly enhanced through the adoption of advanced technologies such as data analytics, artificial intelligence, and automated auditing tools. These technologies enable more efficient data analysis, real-time monitoring, and comprehensive risk assessments, thereby improving the overall effectiveness and responsiveness of internal inspections.

### **3. Digital Transformation in Inspection Activities**

Digital transformation has revolutionized the landscape of inspection activities, offering new opportunities to enhance efficiency, effectiveness, and transparency in the auditing process. The integration of digital technologies into inspection practices has led to significant improvements in data analysis, risk assessment, decision-making, and reporting. This section explores the key aspects of digital transformation in inspection activities:

**Data Analytics:** Digital transformation has facilitated the collection, storage, and analysis of vast amounts of data, enabling auditors to gain deeper insights into organizational operations and identify patterns, trends, and anomalies more effectively. Advanced data analytics techniques, such as predictive analytics and machine learning, allow auditors to extract actionable insights from large datasets and make data-driven decisions.

**Automation:** The automation of manual processes has streamlined inspection activities, reducing the time and effort required to perform routine tasks such as data collection, validation, and reporting. Automated auditing tools can perform repetitive tasks with greater accuracy and efficiency, freeing up auditors to focus on more strategic activities such as risk assessment and analysis.

**Real-time Monitoring:** Digital technologies enable real-time monitoring of organizational activities, allowing auditors to identify and respond to emerging risks and issues promptly. Real-time dashboards and alerts provide auditors with up-to-date information on key performance indicators, compliance status, and potential anomalies, enabling them to take proactive measures to mitigate risks and ensure compliance.

**Remote Auditing:** The digitization of inspection processes has facilitated remote auditing, allowing auditors to conduct inspections and assessments without the need for physical presence on-site. Remote auditing tools, such as video conferencing, electronic document sharing, and virtual collaboration platforms, enable auditors to interact with stakeholders, gather evidence, and conduct interviews remotely, reducing travel costs and increasing audit efficiency.

**Enhanced Reporting:** Digital transformation has revolutionized the way audit findings are reported and communicated to stakeholders. Interactive dashboards, data visualization tools, and multimedia presentations enable auditors to present complex information in a clear, concise, and engaging manner, enhancing stakeholders' understanding of audit findings and recommendations.

Overall, digital transformation has the potential to revolutionize inspection activities, enabling auditors to perform their roles more effectively, efficiently, and transparently. However, the successful implementation of digital technologies requires careful planning, investment in technology infrastructure, and ongoing training and development of audit professionals to ensure they have the necessary skills and capabilities to leverage digital tools effectively.



#### **4. Current situation of internal inspection at tan trao university in the context of digital transformation**

To assess this situation, we employed a survey method (questionnaire), conducted online, to gather opinions from 112 individuals, including 27-unit leaders, 54 lecturers, and 31 specialists or technical staff.

##### **Survey Results on the Adequacy of Internal Inspection Practices at Tan Trao University**

The survey revealed that out of 112 respondents, all 112 individuals responded (achieving 100% response rate) regarding the adequacy of internal inspection practices at Tan Trao University. The average assessment of compliance with standards, responsibilities, legal regulations, cooperation in performing duties of internal inspection officials; ensuring accuracy, objectivity, honesty, transparency, democracy, and timeliness; data storage, implementation of post-inspection conclusions, and infrastructure readiness for digital transformation in internal inspection at the University was evaluated as follows: "excellent" was rated low, accounting for 19.6% of respondents; "good" was relatively high, accounting for 67.4% of respondents; "average" was low, accounting for 12.2% of respondents; and 0.8% of respondents rated it as "poor."

##### **Survey Results on the Necessity of Digital Transformation in Internal Inspection at Tan Trao University**

The survey indicated that out of 112 respondents, all 112 individuals responded (achieving 100% response rate) regarding the necessity of digital transformation in internal inspection at Tan Trao University. Among them, the assessment of the necessity of internal inspection at the University was as follows: "very necessary" received a high percentage, accounting for 71.4% of respondents, and 53.6% of respondents rated it as "necessary" to carry out digital transformation in internal inspection at the University; there were no respondents who rated it as "unnecessary."

##### **Survey Results on the Suitability of the Current Organizational Structure of the Inspection and Legal Affairs Office at Tan Trao University**

The survey showed that out of 112 respondents, all 112 individuals responded (achieving 100% response rate). Regarding the current organizational structure of the Inspection and Legal Affairs Office at Tan Trao University, the basic assessment was as follows: "suitable" accounted for 81.3% of respondents; "unsuitable" accounted for 7.1% of respondents, and 1.8% of respondents indicated "unknown" regarding the suitability of the current organizational structure of the Inspection and Legal Affairs Office.

#### **5. Solutions to enhance the effectiveness of internal inspection at Tan Trao University in the context of digital transformation**

In response to the identified challenges, the following solutions are proposed to enhance the effectiveness of internal inspection at Tan Trao University amidst digital transformation:

**Organizational Structure Enhancement:** To improve the efficiency of internal inspection, it is essential to revamp the organizational structure. This involves restructuring departments, creating specialized units dedicated to digital transformation, and establishing clear reporting lines to ensure effective communication and coordination.

**Quality Improvement of Personnel:** Enhancing the quality of the inspection team is paramount. This can be achieved through continuous training and professional development programs tailored to the specific needs of digital transformation. Additionally, recruiting skilled personnel with expertise in digital technologies and legal compliance will strengthen the team's capabilities.

**Legal Education and Awareness Campaigns on Inspection:** Conducting legal education and awareness campaigns on inspection procedures and regulations is vital. This initiative aims to ensure that all staff members are well-informed about their responsibilities and obligations regarding internal inspection. Regular workshops, seminars, and training sessions can help disseminate relevant information effectively.

**Digitization and Data Management; Utilization of Electronic Signatures:** Digitizing inspection processes and implementing robust data management systems are crucial steps. This involves transitioning

from paper-based to electronic documentation, streamlining data collection, storage, and retrieval processes. Furthermore, adopting electronic signatures enhances document security, authenticity, and efficiency in inspection procedures.

**Enhanced Coordination Effectiveness:** Improving coordination among different departments and units involved in internal inspection is essential. This can be achieved through the establishment of clear communication channels, regular meetings, and the use of collaborative digital platforms. Effective coordination ensures seamless information sharing and workflow integration.

**Development of Internal Inspection Procedures:** Establishing standardized internal inspection procedures is necessary to ensure consistency and transparency. This involves developing comprehensive guidelines, checklists, and protocols for conducting inspections, documenting findings, and issuing reports. Clear procedures facilitate the smooth execution of inspection tasks and enable better monitoring and evaluation.

**Implementation of Inspection Conclusions:** Efficient implementation of inspection conclusions is vital to drive continuous improvement. This requires prompt action on identified issues, effective follow-up mechanisms, and accountability mechanisms to ensure that corrective measures are implemented in a timely manner. Regular monitoring and evaluation of implementation progress are essential to assess the effectiveness of inspection outcomes.

## 6. Conclusion

In the context of digital transformation, the internal inspection work at Tan Trao University faces various challenges. However, through analyzing and evaluating the current situation and proposing solutions, we believe that the effectiveness of this work can be enhanced.

The thorough restructuring of organizational structure, improvement of staff quality, implementation of legal education and dissemination, digitization and data management, along with the enhancement of coordination effectiveness and establishment of internal inspection procedures will play a crucial role in improving the internal inspection work at Tan Trao University.

However, to achieve the desired results, commitment and support from all relevant parties are essential. Proactiveness and close collaboration from leadership, staff, and the community are necessary to drive the digital transformation process and enhance the effectiveness of internal inspection work at Tan Trao University.

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## DEVELOPING PROBLEM-SOLVING SKILLS IN FOURTH-GRADE STUDENTS THROUGH TEACHING THE TOPIC OF NUMBERS AND ARITHMETIC

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**Abstract.** The paper focuses on developing problem-solving skills in fourth-grade students through teaching the topic of numbers and arithmetic. The introduction emphasizes the importance of this skill in education and outlines the research objectives. The theoretical section provides related frameworks and fundamental concepts to guide teaching about numbers and arithmetic. It highlights the students' learning process and proposes suitable teaching methods. Specific examples and assessment techniques are discussed to illustrate the application and evaluation of students' problem-solving skills. Finally, the paper provides an overview of effective approaches and assessment techniques, emphasizing the crucial role of developing problem-solving skills in fourth-grade education.

**Keywords:** *Problem-solving skills, fourth-grade students, mathematics education, numbers and arithmetic, teaching methods.*

### 1. Introduction

Problem-solving skills are integral to the development of mathematical proficiency and critical thinking abilities in students across all grade levels. Particularly in the context of fourth-grade education, where foundational mathematical concepts are established, fostering effective problem-solving abilities holds paramount importance. As highlighted by Smith and Stein (2011), problem-solving is not merely a computational task but rather a cognitive process that involves understanding, planning, executing, and evaluating strategies to reach a solution. Hence, equipping fourth-grade students with robust problem-solving skills lays the groundwork for their future success in mathematics and beyond.

In recent years, there has been a growing recognition of the need to prioritize the development of problem-solving skills within mathematics education frameworks worldwide. Research by Leong and Cheng (2019) underscores the significance of integrating problem-solving tasks into instructional practices to promote active engagement and conceptual understanding among students. Furthermore, studies by Martin and Harel (2019) have emphasized the correlation between proficient problem-solving skills and academic achievement in mathematics, indicating the pivotal role of problem-solving competence in students' overall mathematical performance.

Against this backdrop, this paper endeavors to explore the efficacy of teaching the topic of numbers and arithmetic as a means to develop problem-solving skills in fourth-grade students. By focusing on fundamental mathematical concepts such as numeracy, operations, and mathematical reasoning, educators can create rich learning experiences that scaffold students' problem-solving abilities. This approach aligns with the recommendations of the National Council of Teachers of Mathematics (NCTM), which

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advocates for the integration of problem-solving tasks into the mathematics curriculum to deepen students' mathematical understanding and proficiency (NCTM, 2020).

The significance of this study lies in its potential to inform instructional practices and curriculum design strategies aimed at enhancing problem-solving skills in fourth-grade mathematics education. By elucidating the connections between teaching numbers and arithmetic and the development of problem-solving abilities, this research seeks to provide educators with evidence-based insights into effective pedagogical approaches. Moreover, the findings of this study may contribute to the ongoing discourse on mathematics education reform, particularly in terms of promoting a problem-centered approach to teaching and learning.

In the subsequent sections of this paper, we will delve into theoretical frameworks concerning problem-solving in mathematics education, examine the learning process of fourth-grade students, explore specific teaching methods for fostering problem-solving skills, discuss assessment techniques, and draw conclusions based on the findings of this investigation.

## **2. Theoretical Foundations**

### **2.1. Related theoretical frameworks concerning the development of problem-solving skills in mathematics education**

In the realm of mathematics education, various theoretical frameworks have been proposed to elucidate the development of problem-solving skills among students. One prominent framework is the Problem-Solving Cycle model, which posits problem-solving as a cyclical process comprising stages such as understanding the problem, devising a plan, implementing the plan, and reflecting on the solution (Polya, 1957). According to this model, effective problem-solving entails not only computational proficiency but also strategic thinking, metacognitive awareness, and perseverance in the face of challenges.

Additionally, the Socio-Constructivist Perspective offers valuable insights into the role of social interactions and collaborative learning environments in fostering problem-solving abilities (Vygotsky, 1978). According to Vygotsky, learning is a social process mediated by language and cultural tools, whereby students construct knowledge through interactions with peers and more knowledgeable others. In the context of problem-solving, collaborative problem-solving tasks and peer discussions provide opportunities for students to negotiate meaning, share strategies, and co-construct solutions, thereby enhancing their problem-solving skills (Doabler et al., 2019).

Furthermore, the Cognitive Load Theory (CLT) sheds light on the cognitive processes involved in problem-solving and the importance of managing cognitive load to optimize learning outcomes (Sweller et al., 2011). According to CLT, working memory limitations can hinder problem-solving performance, especially when tasks exceed learners' cognitive capacities. Hence, instructional strategies that scaffold problem-solving tasks, provide explicit guidance, and reduce extraneous cognitive load can facilitate students' acquisition of problem-solving skills (Kirschner et al., 2006).

By synthesizing insights from these theoretical frameworks, educators can design instructional interventions and learning environments conducive to the development of problem-solving skills in mathematics education. By addressing cognitive, social, and metacognitive aspects of problem-solving, educators can empower students to tackle mathematical challenges with confidence and competence.

### **2.2. Key concepts and theories guiding the teaching of numbers and arithmetic to enhance problem-solving abilities**

Effective teaching of numbers and arithmetic entails leveraging key concepts and theories that foster the development of problem-solving abilities among students. One foundational concept is the notion of number sense, which refers to the intuitive understanding and flexible manipulation of numbers (NCTM, 2000). According to the National Council of Teachers of Mathematics (NCTM), cultivating number sense involves developing students' ability to mentally manipulate numbers, recognize numerical relationships, and apply

efficient strategies to solve mathematical problems. By nurturing number sense through contextualized and meaningful learning experiences, educators lay the groundwork for students to become proficient problem solvers in mathematics.

Moreover, the Concrete-Pictorial-Abstract (CPA) approach offers a systematic framework for teaching numbers and arithmetic in a manner that facilitates problem-solving (Bruner, 1966). This approach advocates for gradually transitioning students from concrete manipulatives to pictorial representations and ultimately to abstract mathematical symbols. By providing concrete materials such as counters, blocks, or fraction bars, teachers enable students to develop a tangible understanding of numerical concepts before progressing to more abstract representations. Through this process, students not only gain conceptual clarity but also acquire problem-solving strategies grounded in concrete experiences.

Furthermore, the Problem-Based Learning (PBL) pedagogy advocates for presenting mathematical concepts and skills in the context of authentic, real-world problems (Hmelo-Silver, 2004). By engaging students in solving meaningful problems that require the application of numerical operations, PBL promotes the development of critical thinking, analytical reasoning, and problem-solving skills. Additionally, PBL fosters a deeper understanding of mathematical concepts by situating them within relevant and meaningful contexts, thereby enhancing students' motivation and mathematical proficiency.

Incorporating these key concepts and theories into mathematics instruction can empower teachers to effectively enhance students' problem-solving abilities. By prioritizing the development of number sense, adopting a CPA approach, and implementing problem-based learning strategies, educators can create dynamic learning experiences that equip students with the mathematical fluency and problem-solving skills necessary for success in mathematics and beyond.

### **3. Students' learning process**

#### **3.1. Examination of fourth-grade students' learning process when encountering mathematical problems and their problem-solving approaches**

Understanding the learning process and problem-solving approaches of fourth-grade students is essential for devising effective teaching methods and strategies in mathematics education. Research suggests that students' problem-solving abilities evolve as they engage with mathematical tasks and encounter various types of problems (Polya, 1945). When presented with mathematical problems, fourth-grade students typically undergo a series of cognitive processes, including comprehension, strategy selection, execution, and evaluation (Verschaffel et al., 2000). Through observational studies and qualitative analyses of students' problem-solving behaviors, educators gain insights into the cognitive mechanisms underlying students' approaches to mathematical problems.

Polya's problem-solving framework provides a valuable lens for examining students' problem-solving strategies and decision-making processes (Polya, 1945). According to Polya, effective problem solvers employ a systematic approach that involves understanding the problem, devising a plan, executing the plan, and reflecting on the solution. By observing fourth-grade students' problem-solving behaviors within this framework, educators can identify common patterns, misconceptions, and areas for intervention. Additionally, analyzing students' metacognitive awareness and self-regulation during problem-solving tasks offers valuable insights into their mathematical thinking processes (Schoenfeld, 1985). By eliciting students' verbalizations, reflections, and reasoning strategies, educators can uncover their underlying beliefs, attitudes, and approaches to mathematical problem solving.

Furthermore, socio-cultural theories of learning emphasize the importance of social interaction and collaborative problem solving in students' mathematical development (Vygotsky, 1978). Peer collaboration, classroom discourse, and collaborative problem-solving tasks provide opportunities for students to construct mathematical knowledge, negotiate meaning, and develop problem-solving strategies collectively. By fostering a collaborative learning environment where students engage in dialogue, share

perspectives, and collectively tackle mathematical challenges, educators promote the development of students' problem-solving abilities and mathematical proficiency.

In summary, examining fourth-grade students' learning process and problem-solving approaches offers valuable insights into their cognitive development and mathematical reasoning. Drawing upon Polya's problem-solving framework, socio-cultural theories of learning, and qualitative research methodologies, educators can gain a deeper understanding of students' mathematical thinking and devise targeted interventions to support their problem-solving skills development.

### **3.2. Proposal of suitable teaching methods and strategies to optimize students' learning process**

Effective teaching methods and strategies play a crucial role in optimizing fourth-grade students' learning process and enhancing their problem-solving abilities in mathematics. Drawing upon research findings and theoretical frameworks, educators can implement targeted approaches to support students' mathematical development.

One effective strategy is the use of problem-based learning (PBL) approaches, which engage students in authentic, real-world problem-solving tasks (Hmelo-Silver, 2004). PBL fosters students' critical thinking, collaboration, and problem-solving skills by presenting them with complex, open-ended problems that require deep analysis and creative solutions. By immersing students in problem-solving scenarios relevant to their lives and interests, educators promote active engagement and intrinsic motivation, leading to deeper conceptual understanding and transferable problem-solving abilities (Savery, 2006).

Additionally, incorporating manipulatives and visual representations into mathematics instruction can enhance students' conceptual understanding and problem-solving proficiency (Clements & Sarama, 2007). Manipulatives, such as base-ten blocks, fraction tiles, and geometric solids, provide concrete representations of abstract mathematical concepts, facilitating students' exploration, experimentation, and sense-making. Visual representations, such as diagrams, graphs, and models, scaffold students' problem-solving processes by providing spatial and pictorial cues that aid comprehension and reasoning (van Garderen, 2006).

Furthermore, differentiated instruction strategies cater to the diverse learning needs and preferences of fourth-grade students, promoting equitable access and participation in mathematics learning (Tomlinson, 2017). By offering multiple entry points, flexible grouping arrangements, and varied instructional modalities, educators accommodate students' individual strengths, interests, and learning styles. Personalized learning experiences empower students to take ownership of their learning, set goals, and pursue challenges at their own pace, fostering a growth mindset and resilience in problem solving (Hattie & Timperley, 2007).

Moreover, metacognitive strategies, such as think-aloud protocols, self-questioning techniques, and reflective journals, empower students to monitor and regulate their problem-solving processes (Schoenfeld, 1985). By explicitly teaching metacognitive strategies and promoting self-awareness, educators equip students with the tools to identify problem-solving barriers, evaluate solution strategies, and adjust their approaches accordingly. Metacognitive awareness enhances students' problem-solving efficacy and transferability, enabling them to apply problem-solving skills across diverse mathematical contexts (Artzt & Armour-Thomas, 1992).

In summary, a combination of problem-based learning, manipulative-based instruction, differentiated instruction, and metacognitive strategies offers a comprehensive approach to optimizing fourth-grade students' learning process and problem-solving abilities in mathematics. By integrating these evidence-based practices into mathematics instruction, educators create a supportive learning environment that fosters curiosity, perseverance, and mathematical proficiency in students.

#### **4. Specific examples of teaching methods to foster problem-solving skills in fourth-grade students through teaching numbers and arithmetic**

In enhancing problem-solving skills among fourth-grade students through teaching numbers and arithmetic, employing effective teaching methods is paramount. Here are specific examples showcasing the application of various teaching methods:

**Word Problem Challenges:** Introducing word problems tailored to fourth-grade students' experiences and interests is an effective strategy. For instance, presenting a scenario where students need to calculate the total cost of items in a shopping list encourages them to apply addition and subtraction skills. By engaging in solving real-life problems, students develop critical thinking and apply mathematical concepts in practical situations.

**Interactive Math Games:** Utilizing interactive math games related to numbers and arithmetic makes learning enjoyable and fosters problem-solving abilities. For example, incorporating online math games or board games that involve counting, addition, and subtraction can engage students while reinforcing mathematical concepts. Through friendly competition and interactive gameplay, students practice mental math and strategic thinking skills in a fun and motivating environment.

**Mathematical Manipulatives:** Integrating hands-on manipulatives, such as number lines, base-ten blocks, or counters, facilitates concrete understanding of numerical concepts. For instance, using base-ten blocks to represent and manipulate numbers helps students grasp place value and addition/subtraction algorithms. By physically manipulating objects, students develop spatial reasoning and deepen their conceptual understanding, laying a solid foundation for problem-solving proficiency.

**Collaborative Problem-Solving Tasks:** Assigning collaborative problem-solving tasks encourages teamwork and peer learning among fourth-grade students. For example, dividing students into small groups to solve multi-step word problems fosters communication and collaboration skills. Each group member contributes ideas, discusses solution strategies, and verifies answers, promoting a collaborative problem-solving approach.

**Real-World Application Projects:** Engaging students in real-world application projects that involve numbers and arithmetic cultivates problem-solving skills in authentic contexts. For instance, assigning a project where students plan a budget for a class party allows them to apply addition, subtraction, and budgeting skills. Through project-based learning, students explore mathematical concepts in meaningful ways and develop problem-solving competencies applicable beyond the classroom.

By incorporating these teaching methods into instruction, educators can effectively nurture problem-solving skills among fourth-grade students. Through engaging activities, interactive experiences, and collaborative tasks, students develop confidence, critical thinking, and perseverance in solving mathematical problems, laying a strong foundation for future academic success.

#### **5. Assessment methods and techniques for evaluating fourth-grade students' problem-solving skills**

Assessing fourth-grade students' problem-solving skills requires a multifaceted approach that encompasses various methods and techniques. Here are some effective assessment strategies:

**Performance-Based Tasks:** Designing performance-based tasks that require students to apply problem-solving strategies in real-life scenarios. For example, presenting students with complex word problems or mathematical challenges and evaluating their ability to analyze, strategize, and arrive at solutions. Performance tasks can include open-ended questions, project-based assessments, or problem-solving portfolios, allowing students to demonstrate their problem-solving process and reasoning skills.

**Rubric-Based Assessment:** Developing rubrics that outline specific criteria for evaluating

problem-solving skills. Rubrics can assess students' ability to identify relevant information, apply appropriate problem-solving strategies, communicate their reasoning, and justify their solutions. By providing clear criteria and benchmarks, rubrics facilitate consistent and objective assessment of students' problem-solving proficiency across different tasks and contexts.

**Observational Assessment:** Conducting observational assessments during classroom activities, discussions, and collaborative problem-solving tasks. Teachers can observe students' problem-solving approaches, strategies, and interactions, noting their strengths, challenges, and areas for improvement. Observational assessments provide valuable insights into students' problem-solving processes, misconceptions, and metacognitive skills, informing instructional decisions and intervention strategies.

**Authentic Assessments:** Implementing authentic assessments that mirror real-world problem-solving situations. This may involve presenting students with authentic tasks or challenges that require mathematical reasoning and problem-solving skills. For example, assessing students' ability to solve problems encountered in everyday situations, such as measuring ingredients for a recipe, calculating distances on a map, or budgeting for a shopping trip. Authentic assessments provide contextually relevant opportunities for students to apply mathematical concepts and skills in meaningful ways.

**Formative Assessment Strategies:** Integrating formative assessment strategies throughout instruction to monitor students' problem-solving progress and provide timely feedback. Formative assessments, such as quizzes, exit tickets, or think-aloud protocols, enable teachers to gauge students' understanding, identify misconceptions, and adjust instruction accordingly. By regularly assessing students' problem-solving skills during the learning process, teachers can scaffold learning experiences, address individual needs, and promote continuous improvement.

**Peer and Self-Assessment:** Incorporating peer and self-assessment opportunities where students evaluate their own problem-solving work and provide feedback to peers. Peer and self-assessment activities encourage metacognitive awareness, reflection, and self-regulation in problem-solving. Students can assess criteria such as the clarity of their problem-solving strategies, the accuracy of their solutions, and the effectiveness of their communication. Peer and self-assessment foster collaborative learning environments and empower students to take ownership of their learning journey.

By employing these assessment methods and techniques, educators can comprehensively evaluate fourth-grade students' problem-solving skills, providing valuable insights into their mathematical reasoning, strategic thinking, and proficiency in applying problem-solving strategies. Effective assessment practices support student learning, inform instructional decision-making, and promote continuous growth and development in problem-solving abilities.

## 6. Conclusion

While teaching numbers and arithmetic is integral to fourth-grade mathematics education, developing problem-solving skills remains a primary objective. By employing appropriate teaching methods and effective assessment techniques, educators can create a positive and engaging learning environment, encouraging students to develop logical thinking, creativity, and perseverance in problem-solving. This not only helps students master mathematical concepts but also prepares them for success in learning and life beyond.

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## DIFFICULTIES FACED BY VIETNAMESE LEARNERS OF ENGLISH WHEN PRONOUNCING ENGLISH WORD-FINAL CONSONANTS

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**Abstract.** The present research was carried out in order to identify the difficulties experienced by Vietnamese learners of English when pronouncing English word-final consonants. These consonants are divided into two groups: Group A contains nine English word-final consonants that only exist in word-initial position in Vietnamese (/b/, /d/, /g/, /f/, /v/, /s/, /z/, /l/, /r/). Group B includes six English word-final consonants that do not occur at all in Vietnamese (/ð/, /θ/, /ʃ/, /ʒ/, /tʃ/, /dʒ/). The present study aims at providing answers to three research questions: 1. Which of the English word-final consonants do Vietnamese English as a Foreign Language learners make the most pronunciation errors in? 2. What are some of the most frequent phonological modification strategies Vietnamese learners employ when producing English word-final consonants? 3. Do different types of tasks affect the output of Vietnamese English as a Foreign Language learners' pronunciation of English word-final consonants? The informants were six Vietnamese English as a Foreign Language learners who spoke the Northern Vietnamese dialect. The participants were asked to complete the Task Protocol, which included reading a word list (task 1) and reading sentences (task 2). The results revealed that 1. The dental fricative /ð/ (Group B) and the palato-alveolar fricative /ʒ/ (Group B) were the most difficult English word-final consonants for Vietnamese EFL learners to pronounce, 2. Deletion, devoicing, and substitution were the most favored simplification strategies employed by the participants across the two tasks, 3. There existed a considerable difference between the informants' pronunciations of English word-final consonants in task 1 (Wordlist), which required fewer cognitive demands, and task 2 (Reading Sentences), which required more cognitive demands.

**Keywords:** Vietnamese EFL learners, English word-final consonants, Pronunciation errors, Phonological modification strategies, Task effects on pronunciation output

### 1. Introduction

English Pronunciation (EP) is commonly overlooked in English as a Foreign Language (EFL) and English as a Second Language (ESL) settings, especially in Vietnam, where traditional teaching approaches focused on reading, writing, and grammar [1]. Despite modern methodologies now emphasizing EP, Vietnamese students still find it challenging to achieve clear pronunciation, leading to difficulties in communication with foreigners. The problem stems from struggling with English word-final consonants, likely due to the phonological differences between English and Vietnamese. This research aims to study these difficulties, focusing on issues Vietnamese EFL learners face with English word-final consonants.

#### 1.1. English word-final consonants

There are various types of syllable structures in English, such as CV, CVC, CCVC, CCCVC, CCCVCC [2]. It is also noted that most English consonants can appear at the end of a word, except for /w/, /h/, and /j/ and English has an unusual number of complex consonant clusters in the onset and coda positions of syllables [3].

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English consonant clusters are considered complex and unusual. Non-native speakers, especially those from Asian backgrounds with predominantly monosyllabic languages, may face challenges in accessing and adopting English pronunciation, particularly in dealing with phonetic variations between formal and informal speech [3].

### ***1.2. Vietnamese word-final consonants***

Vietnamese is a monosyllabic language, each syllable corresponding to a unique word. The structure of these syllables, composed of consonants, vowels, stresses, and tones, plays a vital role in distinguishing words [4]. Vietnamese incorporates three stress levels and six different tones, with the tonal variation being particularly significant. For instance, "là" (to be) and "lá" (leaf) are distinguished only by their tones. The language predominantly uses an open CV (consonant-vowel) syllable structure due to its limited range of final consonants and semivowels. Vietnamese has several dialects prominent in the northern, central, and southern regions, with significant urban centers like Hanoi, Hue, and Saigon fostering unique dialects. Despite identical written form, pronunciation of tones, vowels, and consonants varies across dialects [5]. However, native speakers can understand and converse in different dialects. There's been research into pronunciation issues Northern Vietnamese speakers have with English final consonants, but information is scarce regarding the phonological attributes of the other major dialects, necessitating further study with participants from diverse geographical regions.

### ***1.3. Vietnamese learners' difficulties in pronouncing English word-final consonants***

It is suggested that Vietnamese phonology is considered more complex than English, but it tends to be more acquirable in the long run [6]. Vietnamese learners find it easier to acquire the phonetics of their native language, particularly the tones, which can be a challenging aspect when learning English.

Furthermore, the fact that Vietnamese has only six syllable-final consonants, compared to the 54 final consonants in English, presents a significant obstacle for Vietnamese learners of English. A study conducted by Sato in 1984 examining how Vietnamese pronunciation influences the production of English consonant sounds in word-final positions [7]. He found that the limited availability of certain final consonants in Vietnamese hinders the ability of his subjects to produce those sounds in English.

Vietnamese learners of English tend to shorten or omit consonants in word-final positions, often replacing them with sounds from their native language [8]. Considering the impact of Vietnamese as the first language (L1) on English production, it is of great importance to note that Vietnamese speakers encounter difficulties with certain English endings. To illustrate, the alveolar fricatives /z/ and /s/ are not shared between Vietnamese and English. While /s/ exists as a syllable-initial consonant in Vietnamese, there is no occurrence of /z/ and /s/ at the end of words [8]. Vietnamese English language learners commonly omit /s/ and /z/, sometimes pronouncing /z/ as /s/. The alveolar lateral /l/ also requires attention, as Vietnamese learners may produce the final consonant /l/ as /n/ [9]. Additionally, the dental fricative /ð/ may be substituted with the dental aspirated /t/.

Osborne's 1996 case study of a Vietnamese immigrant in the US revealed that, aside from cluster reductions, optional consonant deletions often occurred at word endings, especially with fricatives [10]. This is attributed to the non-rhotic nature of the Vietnamese language, causing the /r/ sound to be rarely used at syllable ends when Vietnamese speakers converse in English. The study also predicts that Vietnamese speakers would struggle with pronouncing final consonant sounds in English. This is because learners of a second language tend to be influenced by the phonetic inventory, rules, stress, and intonation patterns of their native language.

In conclusion, it is predicted that due to the mother tongue's interference in language acquisition, the informants would likely to firstly replace the strange English ending sounds with sounds existing in the Vietnamese language, secondly omit the sounds that they find challenging and thirdly reduce the final consonant clusters. This would exert several effects on the intelligibility of communication.

#### ***1.4. The gap***

From the review of literature discussed above, there exist two significant findings. First, Vietnamese EFL learners find it troublesome to pronounce English word-final consonants, especially the ones that are not permitted in Vietnamese. Second, there exist several studies regarding the problems with English word-final consonant pronunciation by Vietnamese EFL students in the South of Vietnam [11]; Vietnamese people working in the US [4]; Vietnamese EFL speakers studying at one American university [4]; adult Vietnamese learners of English living across Vietnam [12]. However, there are not many public studies addressing problems faced by L1 speakers from the Northern part of Vietnam when pronouncing English word-final consonants. Current research, therefore, is carried out in order to fill this gap.

### **2. Methodology**

#### ***2.1. Methodological approach***

In order to answer the research questions, this current study utilized the quantitative method as the most reasonable research strategy. First, participants' recordings of the wordlist and sentences containing target word-final consonants were transcribed. Then the quantitative method was adopted when the data were written in numeral codes, rated, analyzed and classified into distinct groups. After that, the tendency of errors in participants' pronunciations was pointed out.

#### ***2.2. Participants***

In order to address the three research questions, six Vietnamese ESL students studying in Vietnam (three males and three females) were involved in this research. These students were all university students with varied majors (i.e. Business Management, Information Technology, English for Tourism Workers, Law, Architecture, and Hotel Management), aged between 18 and 23. They were students with the same level of English proficiency (i.e. upper-intermediate) with either an IELTS score from 5.5 to 6.5, a TOEIC score from 785 to 940, or a TOEFL iBT score from 72 to 94.

All the participants have been learning English for ten years on average (ranging from six to eleven years). They started learning English after the age of twelve, which means after the Critical Period [13]. The informants have never been to any English speaking countries, therefore, they do not receive any kind of exposure to a native English environment other than English spoken on TV and videos from the Internet. In other words, these participants all have the same background of English learning. All six participants are from Hanoi and they speak Northern Vietnamese, which is also known as the standard Vietnamese.

Besides six Vietnamese participants, there was a native speaker of the English language invited to participate in the current research to provide baseline data. The speaker has a standard British accent and had formal training in phonetics and linguistics. The native speaker was also requested to complete the Task Protocol so that the participants' pronunciations would be judged based on her recordings.

#### ***2.3. Instruments***

In order to gather the information required to carry out this research, a Task Protocol, which contained two tasks, was developed. In the first task of the Task Protocol, participants heard the recording by a native speaker first and then repeated the words. In the second task, they were required to read 15 sentences containing the words in task 1.

2.3.1. Wordlist (Task 1 of the Task Protocol)

The wordlist contains 15 English words with final consonants either occurring word-initially in Vietnamese (Group A: /b/, /d/, /g/, /f/, /v/, /s/, /z/, /l/, /r/) or not occurring at all in Vietnamese (Group B: /ð/, /θ/, /ʃ/, /ʒ/, /tʃ/, /dʒ/). These words are presented below in Table 1.

Table 1. 15 words in the wordlist task

Group A	Group B
(Existing word-initially in Vietnamese)	(Non-existing sounds in Vietnamese)
/b/ crab [kræb]; /d/ could [kud]; /g/ beg [beg]; /f/ life [laɪf]; /v/ stove [stəʊv]; /s/ loss [lɒs]; /z/ ease [i:z]; /l/ skill [skɪl]; /r/ bar [bɑ:r]	/ð/ clothe [kləʊð]; /θ/ truth [tru:θ]; /ʃ/ cash [kæʃ]; /ʒ/ beige [beɪʒ]; /tʃ/ itch [ɪtʃ]; /dʒ/ edge [edʒ]

2.3.2. Reading sentences (Task 2 of the Task Protocol)

The reading-sentences task was created by the researcher, and it contained all the target words from the wordlist. There were 15 sentences with each sentence containing one word from the wordlist. The task was 148 words long with the reading level being at B1 (analyzed by EDIA Papyrus utilizing CEFR scale). Therefore, the difficulty level of words chosen was in accordance with the informants’ knowledge of the English language. As explained previously, more mistakes are supposed to occur in the second task.

2.4. Data collection

The study involved two tasks conducted via Zoom. In task 1, participants listened to a native speaker's wordlist recording, prepared briefly, then read aloud the wordlist while being recorded. Task 2 involved reading 15 simple sentences each containing a target word from task 1. Participants were not permitted to preview the materials beforehand and were instructed to read at a normal pace in an environment with least background noise. They were also informed that they could reread any word if they assumed it had been mispronounced. After that, they emailed their recordings to the researcher, who saved and anonymized them using labels P1-P6. The readings were captured using the Hi-Q MP3 Voice Recorder, a high-fidelity audio recording app.

2.5. Data Analysis

Step 1 involved transcribing the 180 tokens of participant recordings using the International Phonetic Alphabet (IPA) and confirming their accuracy with a native speaker. An acoustic analysis of the data was also conducted using *Praat*, a phonetics software package, to highlight prevalent final consonant errors.

In Step 2, each participant's pronunciation was compared with the native speaker's. Results were scored from 0-2 based on pronunciation accuracy: a score of 2 for well-performed pronunciations, 1 for poor performance with modification strategies and 0 for missing tokens.

The average score of each English word-final consonant was then calculated to identify the most difficult ones for Vietnamese speakers. This rating scale and process helped answer the first research question.

In Step 3, the researcher calculated the total number of well-performed, poor-performed, and missing pronunciations, based on the rating scale from Step 2, and converted these into percentages.

Step 4 involved analyzing poor-performed pronunciations and categorizing them under modification strategies: *Deletion*, *Unreleasing*, *Reduction*, *Substitution*, and *Devoicing*, with missing pronunciations

viewed as omitted tokens. Each strategy was counted and converted into percentages to identify the most commonly used phonological modification strategies, addressing the second research question.

Step 5 involved analyzing the sentence reading task. The data from both tasks was compared to determine if the task type affected participant pronunciation, providing an answer to the final research question.

### 3. Results

#### 3.1. Task 1 (Reading Wordlist)

Regarding the comparison of word-final consonant pronunciations between the native speaker and six Vietnamese EFL students, of all 90 tokens in task 1 (15 word-final consonants x 6 participants), there were no *Missing* pronunciations, 28 *Poor-performed pronunciations*, and 62 *Well-performed pronunciations*. The percentages of *Well-performed* and *Poor-performed* pronunciations were 68.9% and 31.1%, respectively.

The average scores illustrate that words containing the final consonants /ð/ and /ʒ/ (Group B: English word-final consonants that are not permitted in Vietnamese) had the lowest scores. Particularly, /ð/, and /ʒ/ achieved scores of 1.3 and 1.1, respectively, in which /ʒ/ got the lower score of 1.1.

In terms of the proportion of modification strategies implemented by the participants when pronouncing English word-final consonants in task 1, the total of 28 *Poor-performed pronunciations* in the first task were categorized into different phonological modification strategies, namely *Deletion*, *Unreleasing*, *Reduction*, *Substitution*, and *Devoicing*.

*Deletion* was the most frequently utilized modification strategy which accounted for 32.2% (used in 9 out of 28 *Poor-performed pronunciations*). The figure for *Unreleasing*, *Substitution*, and *Devoicing* all stood at 21.4% with each simplifying strategy used in 6 out of 28 *Poor-performed pronunciations*. The rarest simplification strategy was *Reduction*, which accounted for 3.6% (utilized in 1 out of 28 *Poor-performed pronunciations*).

#### 3.2. Task 2 (Reading Sentences)

The same analysis applied to the first task was used for the second task. After transcribing the target word-final consonants produced by the informants into IPA, the researcher then drew a comparison between the pronunciations of the participants and the native speaker.

As the same in task 1, there were no *Missing* pronunciations in a total of 90 tokens in the second task. The percentage of *Poor-performed pronunciations* used by the participants was 36.6% (33 out of 90 pronunciations), compared to 63.4% of *Well-performed pronunciations*.

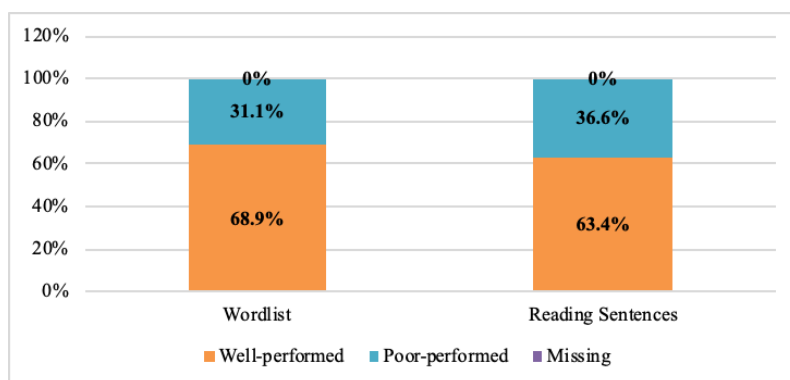
The rating scale of total 90 pronunciations of English word-final consonants produced by six Vietnamese EFL students showed that the four English word-final consonant /ʒ/ achieved the lowest average score of 1.1 with only one *Well-performed* pronunciation.

When it comes to the phonological modification strategies implemented by the participants when producing English word-final consonants in the second task, it was shown that all six Vietnamese learners of English did not utilize *Reduction* in the second task. Among the other five modification strategies, *Devoicing* (utilized in 11 out of 33 *Poor-performed pronunciations*) was most commonly employed with the highest percentage of 33.3%. *Deletion*, which was the second frequently used simplifying strategy, accounted for 30.3% (used in 10 out of 33 *Poor-performed pronunciations*), while the percentage for *Substitution* was 21.2% (used in 7 out of 33 *Poor-performed pronunciations*). The last modification strategy was *Unreleasing* (15.1%), which was the rarest phonological simplifying strategy used by the participants (utilized in 5 out of 33 *Poor-performed pronunciations*).

### 3.3. The production of English word-final consonants across tasks

In Figure 1 below, the overall performance of *Well-performed*, *Poor-performed*, and *Missing* pronunciations pronounced by the participants in two tasks was presented. As illustrated in the chart, there existed no *Missing* pronunciations in the total of 90 pronunciations for each task. Besides, the proportion of *Poor-performed* pronunciations of the second task (Reading Sentences) (36.6%) was significantly higher than those in the first task (Wordlist) (31.1%). An important point is that there was a striking difference between *Well-performed* and *Poor-performed* pronunciations according to tasks. To illustrate, in task 1 of the Task Protocol, the proportion of *Poor-performed* pronunciations was more than a third lower than the *Well-performed* pronunciations. In the second task, the percentage of *Well-performed* pronunciations was less than a third higher than the *Poor-performed* ones.

**Figure 1.** The proportion of *Well-performed*, *Poor-performed*, and *Missing* pronunciations of task 1 and task 2



In terms of phonological modification strategies, all six participants only implemented *Reduction* in the second task, however, it only accounted for 3.6% (used in 1 out of 28 *Poor-performed* pronunciations). In the total of five modification strategies, *Deletion* was the most common type of simplifying strategy used in task 1 (32.2%), while in task 2 it accounted for the second highest proportion with 30.3%. Another significant area to be discussed is *Devoicing* which was most frequently used by the participants in task 2 (33.3%), while in task 1 it accounted for the third highest percentage (21.4%). In addition, the figure for *Unreleasing* and *Substitution* in the first task was the same as of *Devoicing* (21.4%), in task 2, however, the percentage slightly decreased to 15.2% and 21.2%, respectively.

### 4. Conclusion

Of all 15 English word-final consonants examined in the present research, the voiced dental fricative /ð/ and the voiced palato-alveolar fricative /ʒ/ are the most difficult English word-final consonants for Vietnamese EFL learners to pronounce. There exist two possible reasons for this difficulty. First, /ð/ and /ʒ/ are two English word-final consonants that are not allowed in the Vietnamese language. Second, as in Vietnamese, word-final consonants are never released, /ð/ and /ʒ/, however, are two voiced consonants. The third reason lies in the differences between the way Vietnamese and English word-final consonants are articulated. Due to this difference, it is likely that Vietnamese learners of English tend to mispronounce the word-final consonants that are new to them. In this case, the troublesome consonants are the fricatives /ð/ and /ʒ/.

When it comes to the phonological modification strategies, *Deletion* is proved to be the most favored strategy utilized by the informants. In addition, *Devoicing* and *Substitution* are also commonly employed

across tasks. The explanation for Vietnamese learners' tendency to use these simplification strategies seems to point towards the radical differences between the two language systems.

It can be seen that various types of tasks are likely to significantly affect Vietnamese EFL learners' production of English word-final consonants. To illustrate, more mistakes are made in the second task (Reading Sentences) than in the first task (Reading the Wordlist). This is because task 1 requires less cognitive demands since the participants only focus on words in isolation. In task 2, however, there exists a wide range of segmental as well as suprasegmental features that seem to hinder the participants' focus on the word-final consonants.

Besides different types of tasks, there are other factors that have an influence on the participants' pronunciations of English word-final consonants, namely language learning background, age, and native language transfer. In terms of the informants' language learning background, it is noticeable that EFL students who take the TOEIC Listening and Reading test tend to make more mistakes when pronouncing English word-final consonants. On the other hand, other participants who take the IELTS and TOEFL iBT tests that access all four skills seem to perform better across tasks. When it comes to learners' age, it should be noted that all six participants started learning English after the Critical Period. This is likely to affect the informants' pronunciations of several English word-final consonants since language learners are less likely to attain native-like pronunciation after going through puberty [14]. However, because of positive language transfer, not all English word-final consonants are affected by learners' age [15]. Another factor that contributes to the learners' output of the pronunciation of English word-final consonants is negative language transfer. It is asserted that language learners tend to carry the features of their first language into the second language [16]. With the differences between Vietnamese and English, Vietnamese EFL students are likely to make more mistakes when pronouncing English word-final consonants due to negative transfer.

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