

**THE IMPACT OF THE APPLICATION OF IDDIRR MODEL-
BASED APPROACH ON ICT INTEGRATION FOR
TEACHING ENGLISH SPEAKING SKILLS AMONG
VIETNAMESE ENGLISH TEACHERS**



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**FACULTY OF PSYCHOLOGY AND EDUCATION
UNIVERSITY MALAYSIA SABAH
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**PERPUSTAKAAN
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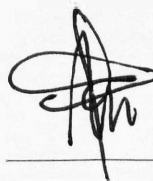
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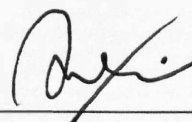


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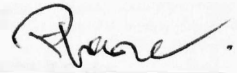


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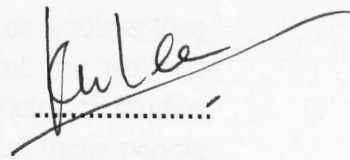
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5 Januari 2020

ABSTRACT

This thesis reports on a case study aimed at (1) investigating current ICT integration in the design and development of technology-based materials in teaching speaking skills in Vietnam; (2) examining whether the use of an IDDIRR model-based approach enhanced the teachers' ICT integration in designing and developing technology-based materials; and (3) identifying the affordances and challenges from the resultant use of an IDDIRR approach in developing technology-based materials to teach speaking skills in Vietnamese primary schools. To do so, the study utilised (1) the SAMR model to find out the level of ICT integration of teachers in teaching speaking skills; and the Activity Theory to (2) examine the ICT integration of teachers in teaching speaking skills before and after the use of an IDDIRR model-based approach and (3) identify the affordances and challenges from the resultant use of an IDDIRR approach. The study employed a case study approach with 20 teachers of English from 4 primary schools in different provinces of Vietnam. To investigate the level of ICT integration in teaching speaking skills, data was elicited via reflection notes and focus group interviews. To look into the impact of the IDDIRR model, data was elicited using field notes from observation, focus group interviews, reflective journal writings, and the materials developed for teaching speaking in the training package. The results showed that before the intervention of the IDDIRR approach, 100% of teachers were at the *Enhancement level* of the SAMR model (with 60% at Substitution and the remaining 40% at Augmentation). With the training in the form of an IDDIRR model-based approach, teachers' ICT integration became better with 100% teachers reaching the *Transformation level* of the SAMR model (with 90% at Modification and the remaining 10% at Redefinition). In addition, there are a variety of challenges that teachers had to handle when using ICT in their teaching of speaking skills. With the help of Activity Theory, affordances and challenges were identified in the context of ICT integration with different components in the Activity System including Subjects, Tools, Rules, Community and Division of Labour. Findings revealed both the intricacies and complexities of the different components in relation to the context of ICT integration. Implications were drawn and suggestions were put forth to ameliorate some of the discrepancies in the hope that the national agenda of enhancing teachers' application of ICT in teaching English can be realised.

Keywords : IDDIRR Model-Based, English, Vietnamese

ABSTRAK

KESAN PENERAPAN PENDEKATAN MODEL IDDIRR MENGGUNAKAN INTEGRASI ICT UNTUK KEMAHIRAN BERBAHASA INGGERIS DI KALANGAN GURU BAHASA INGGERIS DI VIETNAM

Tesis ini ialah sebuah kajian kes yang bertujuan untuk: (1) menyelidik penggunaan ICT semasa dalam pengajaran kemahiran bertutur dalam Bahasa Inggeris di Vietnam, (2) mengkaji jika penggunaan model IDDIRR dapat meningkatkan penggunaan ICT oleh para guru dalam menghasilkan bahan mengajar berasaskan teknologi, dan (3) mengenal pasti kemampuan dan cabaran penggunaan pendekatan IDDIRR dalam menghasilkan bahan mengajar berasaskan teknologi yang akan digunakan untuk mengajar kemahiran bertutur dalam bahasa Inggeris di sekolah-sekolah rendah di Vietnam. Kajian ini menggunakan: (1) model SAMR untuk mengetahui tahap penggunaan ICT oleh para guru semasa mengajar kemahiran bertutur dalam Bahasa Inggeris, dan (2) Teori Aktiviti yang diasaskan oleh Cole dan Engerstrom untuk mengkaji penggunaan ICT oleh para guru semasa mengajar kemahiran bertutur sebelum dan selepas penggunaan model IDDIRR serta mengenal pasti kemampuan dan cabaran penggunaan pendekatan IDDIRR. Kajian ini menggunakan pendekatan kajian kes (*case study*) yang melibatkan 20 orang guru bahasa Inggeris dari 4 buah sekolah rendah di daerah-daerah yang berbeza di Vietnam. Untuk menyelidik tahap penggunaan teknologi dalam pengajaran kemahiran bertutur dalam Bahasa Inggeris, data telah diperolehi daripada nota renungan dan temu bual kumpulan berfokus (*focus group interviews*). Bagi melihat kesan penggunaan model IDDIRR, data telah diperolehi daripada nota lapangan melalui pemerhatian, temu bual kumpulan berfokus dan penulisan jurnal reflektif. Hasil analisis data menunjukkan bahawa sebelum penggunaan model IDDIRR, kesemua (100%) para guru berada pada tahap Pengukuhan berdasarkan model SAMR (60% berada dalam kategori Peralihan dan 40% lagi dalam kategori Augmentasi). Melalui latihan berbentuk pendekatan model IDDIRR, penggunaan ICT guru menjadi lebih baik dengan kesemua (100%) para guru mencapai tahap Transformasi berdasarkan model SAMR (90% daripada mereka berada dalam kategori Penyesuaian dan selebihnya iaitu 10% berada dalam kategori Pentakrifan Semula). Selain itu, terdapat pelbagai isu dan cabaran yang perlu ditangani oleh guru semasa menggunakan ICT dalam pengajaran kemahiran bertutur. Dengan bantuan Teori Aktiviti, kemampuan dan cabaran dalam konteks penggunaan ICT telah dikenal pasti melalui komponen-komponen berlainan yang terdapat dalam Sistem Aktiviti termasuk Subjek, Alatan, Kaedah, Komuniti dan Pembahagian Tugas. Penemuan kajian ini mendedahkan kerumitan komponen-komponen yang berbeza berkaitan konteks penggunaan ICT. Berdasarkan dapatan kajian ini, implikasi telah digariskan dan cadangan telah dibentangkan untuk menambah baik kekurangan yang ada dengan harapan agar agenda nasional untuk mempertingkatkan penggunaan ICT dalam pengajaran bahasa Inggeris dapat direalisasikan.

Kata kunci: IDDIRR Model-Based, English, Vietnam

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LIST OF ABBREVIATIONS

BA	: Bachelor of Arts (Degree)
CEFR	: Common European Framework of References for Languages: Learning, Teaching and Assessment
ICT	: Information and Communications Technology
ID	: Instructional Design
IDDIRR	: Introduction, Demonstration, Development, Implementation, Reflection and Revision
IT	: Information Technology
LMS	: Learning Management System
MOET	: Ministry of Education and Training
NFL 2020	: National Foreign Languages 2020 Project
PI	: Principal Investigator
SAMR	: Substitution, Augmentation, Modification and Redefinition
SEAMEO	: The South East Asian Ministers of Education Organisation
STAR	: Supporting Teachers with Anywhere/Anytime Resources
TEFL	: Teaching English as Foreign Language
TESL	: Teaching English as a Second Language
TESOL	: Teaching English to Speakers of Other Languages
TPCK	: Techonlogy, Pedagogy, and Content Knowledge
TPD	: Teachers' Professional Development
UNESCO	: United Nations Educational Scientific and Cultural Organisation

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CHAPTER 1

INTRODUCTION

1.1 The Research Background

Although the importance of English has been widely and publicly recognised, the practical teaching and learning situation reveals a number of disappointing issues as Vietnamese learners quite naturally have few opportunities to use English outside the classroom unless they are in special jobs or situations where they have opportunities to communicate with English speakers (Canh, 2007; Nhan & Lai, 2012). The national education in general, and the English teaching and learning situation in particular, at the moment presents a dull picture (Nhan, 2012). The quality of English education is still one of the primary concerns of many Vietnamese educators and the public in general (London, 2011). In the twelve years of secondary education and at least four years of tertiary education, students have a minimum of eleven years of learning English (Canh, 2007). But, ample evidence shows that a high proportion of these students are hardly able to communicate in English, even after such a number of years, simply because of shyness, inadequate vocabulary, or a lack of the necessary communicative knowledge (Bui, 2006). Luckily, this picture has become a little brighter thanks to the policy and implementation of the National Foreign Languages 2020 Project (NFL 2020), but its effectiveness is still at a minimal level as this project does not bring much effect as expected as the level of English proficiency of both teachers and students have not been much improved nationwide (Bui, 2012).

With the operation of NFL 2020, many approaches have been launched to increase professional development for teachers of English at all levels (Peeraer, Tran & Tran, 2009), including Information and Communications Technology (ICT) integration in education. Worldwide, integrating ICT in teaching and learning is high on the educational reform agenda (Peeraer & Van Petegem, 2011). Moreover, ICT is considered as one of the indispensable tools in order to fully participate in the knowledge society (Peeraer & Van Petegem, 2011). According to Sarkar (2012), ICT

should be seen as an essential aspect of teaching's cultural toolkit in the twenty-first century, affording new and transformative models of development. Theoretically, ICT in education has developed a lot. In reality, the rapid development of ICT has brought both challenges and opportunities to schools, as one of the important factors that innovates education by providing equal learning opportunities (Winley & Lau, 2012). Developed countries have always attached great importance to the application of ICT in education, with an example of the situation in the United Kingdom where the government spent £2.5 billion on educational ICT in 2008 to 2009 (Diebold & Yilmaz, 2014). Several surveys have been carried out to investigate the factors related to the integration of ICT in teaching and learning by teachers (Baek, Jung & Kim, 2008). This trend has strongly grown in the world in general and in Asia in particular (Peeraer & Van Petegem, 2011).

In fact, policies for education reform are built around the premise and promise of effective ICT integration (Ndibalema, 2014). In Vietnam, a developing country in South East Asia, ICT in education is not an exception but, remarkably, this country has jumped 15 spots on a worldwide list measuring ICT development, putting it amongst the top 10 developing countries (Peeraer, Tran & Tran, 2009). The Vietnamese government, the highest organ of state administration, sees ICT as a driving force for socio-economic development (Posta & Terzi, 2009). In 2000, the Ministry of Education and Training (MOET) announced its Master Plan for ICT in education for the period 2001–2005, mainly targeting infrastructural development and IT training (Peeraer & Van Petegem, 2011). The country report of United Nations Educational Scientific and Cultural Organisation (UNESCO) for Vietnam stated that the country had been eager to be a hub for ICT development in South East Asia, but observed that efforts seemed to be just tinkering with the establishment of infrastructure to secure greater access for the Vietnamese to ICT (Hong, 2014).

Following the trend, all over the world, Ministries of Education have shifted their priorities when it comes to the integration of ICT in education (Toro & Joshi, 2012). Developed countries in Asia strongly endorse and support ICT as an essential component of innovative student-centred pedagogy ((Albion, Tondeur, Forkosh-Baruch, and Peeraer, 2015). As Peeraer and Van Petegem (2011) mentioned, with

Directive 55 (MOET, 2008), i.e. a Master Plan for ICT integration in education, an educational reform rationale puts the emphasis in that direction in Vietnam, too. In the context of the movement for friendly schools and active students (MOET, 2009), the role of ICT is conceptualised as supporting educational renovation towards a creative learning society. In the school year 2008–2009, the MOET launched 'The Year of ICT' in education. Educators in Vietnam were encouraged to reasonably implement ICT applications as part of new and innovative methods of teaching and learning (MOET, 2008). As a consequence, many programmes on ICT training have been carried out by teachers of all levels, but whether the ICT application in teaching in general and in teaching speaking skills at primary schools in particular has much effect or not is really a problem (Chidamber, 2003).

1.2 Statement of the Problem

English has become popular because of the fact that more people use English as a foreign language than English as a second language, but second language speakers do outnumber those using English as their native, or first language (Claudia, Steil & Todesco, 2004). In other words, English is a global language, or a lingua franca (Crystal, 2006), with well over one billion English users in the world today, and this number is increasing at a very fast speed. This fact, together with changing employment patterns and the growth of new technologies, has characterised the new international economic and technological order known as the information society (Transactions, 2014). Besides, since 1992, English has been observed as a language with functional and formal variations which arise from divergent sociolinguistic contexts, ranges, and varieties in creativity and various types of acculturation (Kachru, 1992). Indeed, English is now a globalised phenomenon, with a massive growth in the number of English speakers, resulting in more contact with other languages than any other languages in the world (Galloway & Rose, 2015).

In addition, the integration of ICT in education has developed. In reality, ICT can help to provide a dynamic and proactive teaching-learning environment (Arnseth and Hatlevik, 2010). This is because modern technology offers many tools that can be used in classrooms to improve teaching and learning quality (Bruniges, 2003; Bingimlas, 2009). Furthermore, ICT has the potential to prepare students for life in

the twenty-first century (Ghavifekr & Rosdy., 2015). Rathnesean et al. (2013) even claim that traditional teaching and learning methods, which dismiss the practice of communication and application skills, are considered to be obsolete. Additionally, ICT application to education has lately been introduced to South East Asia (Hong & Songgan, 2011). The South East Asian Ministers of Education Organisation (SEAMEO) member countries recently joined to share and discuss initiatives in integrating ICT into their education systems during the 30th SEAMEO High Officials Meeting in 2007 (L.V. Nguyen, 2010). The discussion, led by Malaysian representatives (2007), focused on ICT capabilities and the challenges of providing the needed infrastructure and in encouraging teachers and students to adopt the culture of ICT in general education and language development. Due to the awareness of ICT efficiency in education, many countries in South East Asia have strongly integrated ICT into their education (SEAMEO, 2010).

Also, ICT has had a remarkable impact on all aspects of our lives, and education is not an exception (Hepp, Ernesto & Rehbein, 2004). With the rapid development in society, computer technology and networks now play a more prominent role in facilitating language learning (Mullamaa, 2010). The traditional teaching and learning methods, which dismiss the practice of communication and application skills, are considered to be outdated (Dodantenna & Author, 2013). Moreover, ICT is a vehicle to enhance the quality of education (McNair and Galanouli, 2002). As the world is moving rapidly into digital media and information, the role of ICT in education is becoming more important in the twenty-first century (Larkshmi, 2016). In terms of ICT use, UNESCO (2011) claims that ICT can improve efficiency and enhance access to knowledge and skills. Also, regarding the current and latest knowledge and expertise, resources on the Internet due to the integration of ICT are a great help (UNESCO, 2011). Oliver (2000) holds the viewpoint that ICT provides an interesting journey between teachers and students with the use of sounds, colours and images. In addition, according to Tinio (2002), with the help of abundant resources, ICT tools could help to enable lessons to be delivered much more easily and in many different ways.

However, studies have consistently shown that ICT integration shows disappointing levels of penetration and success (Cuban, Kirkpatrick & Peck, 2001; Bauer & Kenton, 2005; Dang, 2013). Recently, it has been pointed out that there are crucial teacher attributes including perception, belief and attitude which play an important part in the acceptance or rejection of ICT (Jimoyiannis & Komis, 2006; Vanderlilnde, 2011). Moreover, according to Loveless (2006), teachers are aware of the ubiquitous presence of ICT in their teaching environment, but may not perceive the link to their teaching practices. In reality, teacher perceptions on ICT use is important as it forms a tendency that helps them to be either favourable or unfavourable towards the usage of the most modern technology in the field of education (Qasem & Viswasnanthapa, 2016). In Vietnam, this situation is not different, with a poor penetration of ICT in teaching (Hong, 2014) as shown in the following table.

Table 1.1 : ICT Tools Used by Secondary Teachers of English in Can Tho Province and Dong Thap Province (Vietnam)

ICT Tools	Can Tho Province	Dong Thap Province	Total
a. Audio players	84%	36%	60%
b. Video recorders	16%	36%	26%
c. Computers / laptops	56%	72%	64%
d. CD ROMs	56%	44%	50%
e. Interactive whiteboards	48%	8%	28%
f. Satellite TVs	8%	8%	8%
g. Educational software	36%	20%	28%
h. Websites	24%	56%	40%
i. Internet	56%	72%	64%
j. Emails	36%	16%	26%
k. LMS (e.g. Dokeos, Moodle)	0%	0%	0%

Source: Adapted from 'Factors Affecting Secondary-School English Teachers Adoption of Technologies in Southwest Vietnam' by Hong (2014)