EXPLORING TEACHING ENGLISH USING ICT IN VIETNAM: THE LENS OF ACTIVITY THEORY

Pham Thi To Nhu[1]
Tan Choon Keong[2]
Lee Kean Wah[3]

[1,2]Faculty of Psychology and Education, Universiti Malaysia Sabah, Kota Kinabalu, Malaysia
[1](Email: tonhup@gmail.com) [2](Email: cktanums@gmail.com)
[3]Undergraduate Studies, University of Nottingham Malaysia, Selangor, Malaysia
(Email: keanwah@gmail.com)

_____

Abstract: *The purpose of this qualitative study was to understand the activities and behaviours of teachers in teaching English using ICT. A total of 20 teachers of English from 4 different primary schools in different areas in Vietnam took part in this study. Data were collected through observations and focus group interviews. The findings were discussed based on Activity Theory. The lens of Activity Theory provides a versatile tool to inquire into various aspects of using ICT in teaching. The results indicated that teaching English using ICT in Vietnam had become much more popular than before and this fact had a certain effect. (69% of teachers were at Augmentation level and 31% at Modification level) Opportunities of bringing a good language environment to learners, getting instant feedback, giving learners interesting activities to practice language skills, and sharing designed activities with other teachers contributed to the advantages of using ICT in teaching. However, there were still some factors that limited the use of ICT in teaching English in Vietnam. Therefore, this study suggests the recommendations to better the situation.*

Keywords: *Activity Theory, ICT, Teaching English, Primary School, Activities*
_____

Introduction
According to Qasem and Viswasnanthapa (2016), the rapid growth in Information and Communication Technologies (ICT) has brought remarkable changes in recent years in both daily life and educational systems. In fact, the use of ICT provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use (Karmsch& Thorne, 2002). Due to the benefits that ICT brings to English, language teaching and learning including motivation enhancement (Schoepp &Erogul, 2001), learner independence (Frith, 2005), and acquisition of skills (Galavis, 1998), ICT has been adopted popularly (Buabeng-Andoh, 2012).

Indeed, in Vietnamese context, the Ministry of Education and Training (MOET) put great emphasis on the reform of education through the implementation of ICT application at any level of education ((Toro & Joshi, 2012). However, studies have consistently shown that technology integration shows disappointing levels of penetration and success (Cuban, Kirkpatric& Peck, 2001; Bauer & Kenton, 2005; Dang, 2013). In Vietnam, this situation is not different with poor penetration of ICT in teaching (Hong, 2014). In terms of Vietnamese education in general and English language education in particular, at the moment it presents a dull picture (Nguyen, 2010). Factually the quality of English education at all levels in Vietnam is still low and does not meet the country's ambitious socio-economic development demand (Vu & Burns, 2014). As a consequence, countless debates in the press have focused on poor quality in the tertiary education sector, targeting graduates' inability to satisfy both initial work requirements and on-going professional development demands in the multinational employment market, which has been attributed mainly to the lack of collaborative and communicative competence (Nguyen, 2007). The list of causes for this dissatisfaction may be numerous; but most importantly, it is the teachers competency which the National Foreign Languages Project 2020 reports in its review that 83% of primary school teachers, 87% of lower secondary school teachers, and about 92% of upper secondary school teacher are under-qualified to teach English (Nguyen, 2013); the teaching methods in which most classrooms have been teacher-fronted (Sullivan, 1996), and examination-oriented that are at the root of the problem. Indeed, a high percentageof teachers of English in Vietnam do not meet the requirements of English proficiency (Nguyen, 2013) and they generally lack the knowledge to develop the materials themselves, yet the textbooks are still the major source of basic materials (Nguyen and Nguyen, 2007). Besides, it is acknowledged that the current methods and classroom practices are outdated, relying almost entirely on stringent teacher-centred pedagogical techniques and rote learning (Nguyen, 2010).

As a consequence, learners of English as a foreign language in a country like Vietnam often find it hard to communicate in English fluently as it is really a challenge to teach learners to use English effectively in communications with other people in real- world situations (Hong, 2014). As a consequence, gaining a deep understanding of the way ICT is used in teaching English in Vietnam may 'shed light on how best to determine their educational uses' (Fujimoro, 2012). Therefore, this study aimed to fill this gap by conducting a case study into the use of ICT in teaching English in Vietnam.

Literature Review
Definition of ICT
The term 'ICT' is defined as "forms of technology used for creating, displaying, storing, manipulating, and exchanging information" (Donnelly, McGarr, & O'Reilly, 2011). However, in the scope of this paper, ICT is defined as computer, and the internet-based technologies which can be categorised into two types: i) generic software applications, e.g., word processors, presentation software, email packages, and web browsers; and ii) CALL software applications and useful websites with a focus on purposeful language teaching and learning(Sarkar, 2012).

ICT Use in Language Teaching and Learning
According to Dang (2013), there are many different ways of ICT use such as location and retrieval tool (Davies &Hewer, 2012), interaction tool (Newhouse, 2002), teaching tool (Peeraer& Van Petegem, 2012) and material creation tool (Rendall& Davies, 2012). Thanks to *Location and retrieval tool,* teachers should search the internet for available learning materials to support their preparation and teaching (Mbalamula, 2016). With the help of internet, teachers can access different types of digital resources such as e-books, photos, audios and videos, etc

(Kirkwood & Price, 2013). In terms of *Material creation tool,* teachers could use ICT to create customised learning materials from digital resources accessible on the internet (Montrieux et al, 2015). Furthermore, Aydin (2013) reports that word processing and presentation applications are popular tools as word processors can help teachers design different types of activities for language practice and presentation software helps making attractive resources for the whole class to fouce on (Rendall& Davies, 2012). In addition, audio and video editing tools (e.g. MP3 Shine Soft Cutter and Joiner, JetAudio and Cyberlink) help teachers to record to makes changes to audio and video files such as splitting audio and video files into smaller pieces or merging them into a larger file, adjusting voice speed and creating sound/video effects (Dang, 2013).With *Interaction tools,* Zhang et al. (2013) claim that ICT supports human-computer interaction as well as their uses and users' purposes.Thanks to ICT, students can choose their own time and place of study as well as their desired pace of learning (Serdyukov, 2017). Last but not least, with the presence of *Teaching tools* where there is a computer connected to a data projector to show materials that teachers have prepared in advance, classroom teaching can be facilitated (Peeraer& Van Petegem, 2012).

In the scope of this study, the level of ICT use is measured by SAMR model by Puentedura (2013). This model provides a framework that can be used to classify and evaluate ICT integration (Putentedura, 2013) as it consists of "4 classifications of technology use for learning activities:

- *Substitution:* The technology provides a substitute for other learning activities without functional change.
- *Augmentation:* The technology provides a substitute for other learning activities but with functional improvements.
- *Modification:* The technology allows the learning activity to be redesigned.
- *Redefinition:* The technology allows for the creation of tasks that could not have been done without the use of the technology." (Puentedura,2013). Figure 1 describes the 4 stages in details.
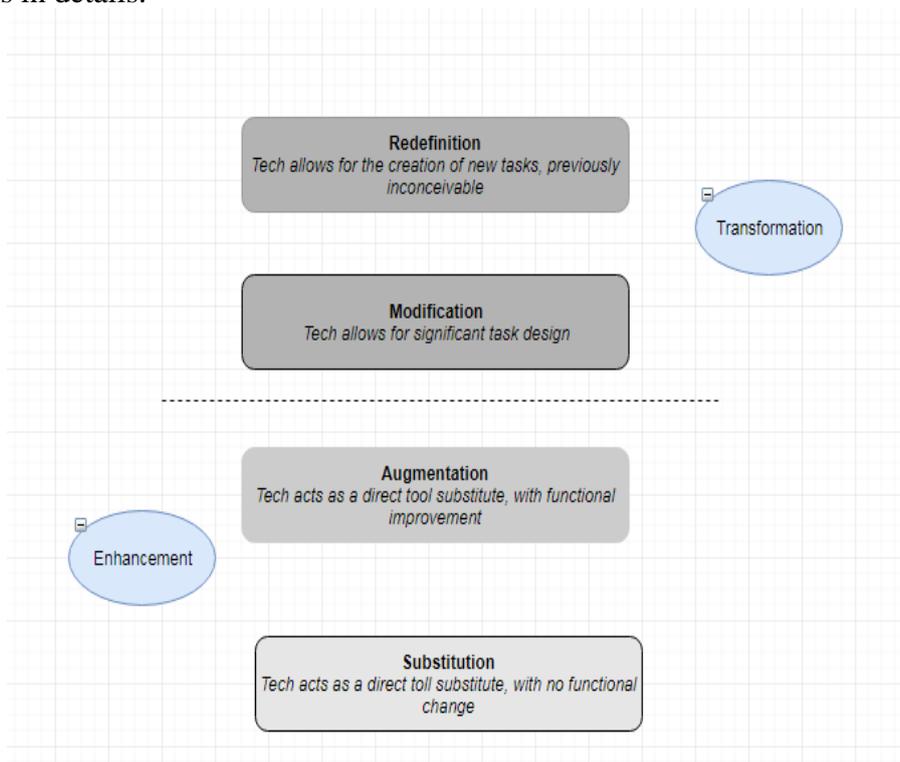

Figure 1: SAMR Model

Activity Theory: An Overview of the Theory

Activity Theory, according to Engestrom (1987), is an activity system with six components (Figure 1): Subjects, Objects, Tools, Community, Division of Labor and Rules. Each of these six components serves a distinct function and work together to set up an activity and relate to other components: *Subjects* refer to the actors, which could be individuals or sub-groups, in the analysis; *Objects* refer to the objective of an activity as well as the product(s) toward which the activity is directed - the objective is then mouldedand transformed into outcomes with the help of meditating artifacts, referring to *Tools*; *Community* as a socioculuttural context consists of multiple individuals who share the common general objectives; *Division of Labor* refers to the organization of tasks and responsibilities within the community; and finally, *Rules* refer to the explicit and implicit regulations, norms, and conventions that constrain the actions and interactions within the activity system (Hen & Lee, 2013).
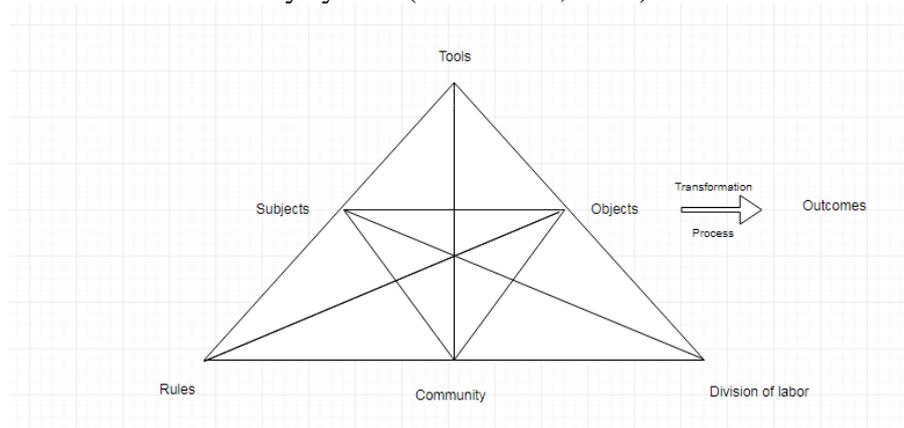

Figure 2: Activity Triangle Model (Engestrom, 1987)

In terms of key principles of Activity Theory, Ekundayo et al (2012) mention as follows:
- Activities as basis units of analysis: Individual actions should be situated in a context, which constitues the activity as a unit of analysis.
- History and development: Activities are not given or static, but instead dynamic unities. The components keep changing and developing unevenly rather than linearly or straightforwardly. Hence, each activity has its own history.
- Artifacts and mediation: An activity consists of various artifacts that mediate between the components of each activity rather than direct it.

In the field of educational technology contexts, the lens of Activity Theory can provide insights into change in teachers' practices or into how their teaching is 'restructures' (Serdyukov, 2017) when a new technological tool becomes part of their teaching activity. According to Lim & Hang (2003) and Murphy et al (2008), Activity Theory has also relied on study contexts of implementation of innovation in education, such as when new technology is introduced and conflicts occur between teachers' beliefs and their actual practices. Furthermore, Activity Theory has been used to study the design and implementation of learning supported by technology (Barab, Schatz &Scheckler, 2004; Blin, 2005; Issroff& Scanlon, 2002; Clemmensen et al, 2016). In addition, Serdyukov (2017) suggest that Activity Theory allows us a focus not only at the level of individual teacher practices but also at the broader organizational level.

Lim & Hang (2003) even suggest an expanded version of the activity system with successive circles represent the activity systems in the broader context.
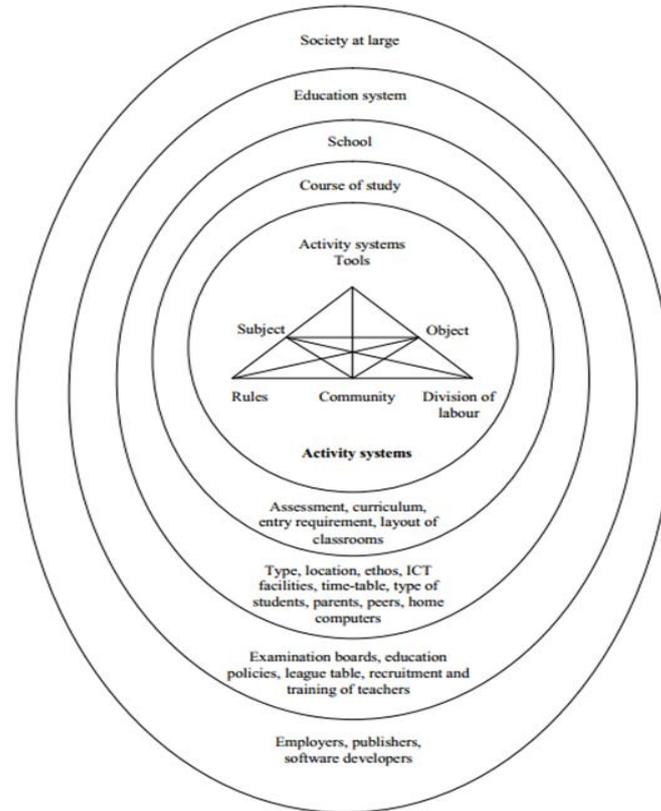
Society at large

Education system

School

Course of study

Activity systems
Tools

Subject   Object

Rules   Community   Division of labour

Activity systems

Assessment, curriculum, entry requirement, layout of classrooms

Type, location, ethos, ICT facilities, time-table, type of students, parents, peers, home computers

Examination boards, education policies, league table, recruitment and training of teachers

Employers, publishers, software developers

Figure 3: Activity system within the broader contex
(Adapted from A Theorectical Framework for the Study of ICT in Schools (Lim, C.P. (2003)

Thanks to the Activity Theory framework, the use of ICT in teaching English could be described teachers' goals, their division of responsibility, the rules involved in doing their teaching. Next, Activity Theory was used in this study as an analytical tool. As a matter of fact, Volet (2001) holds the viewpoint that social interaction and cultural context have an effect on cognition and learning. Correspondingly, Activity Theory claims that learning emerges from human activity in a complex activity with interaction among subjects, objects, and mediating artifacts (Engestrom, 1987; Jonassen &Rhorer-Murphy, 1999; Yamagata-Lynch, 2013). As a consequence, in order to understand and analyzing complex human learning activities in a context, Activity Theory may be an analytical framework for analyzing the system (Yamagata-Lynch, 2013).

In this study, the Activity Theory framework was appliedto investigate teaching English using ICT in Vietnam by characterizing the components of activity. The research questions are as follows:
  i.   To what extent did Vietnamese teachers use ICT in their teaching of English?
  ii. What are the issues and challenges faced by Vietnamese teachers while using ICT in their teaching?

Methodology
The methodology chosen for this study is case study which refers to en empirical inquiry developing an in-depth understanding of a real-life phenomenon (Yin,2009). In case study, the researcher seeks to develop an in-depth understanding of the case by collecting multiple forms of data (Cresswell, 2012). In the scope of the study, the data were collected through observation and focus group interviews. On the one hand, observations provided opportunity to learn about

contradictions between what a teacher said he/she had done and whathe/she actually did in the classroom (Patton,2002). Cohen (2013) holds the viewpoint that observation methods are powerful tools for gaining insight the situations and gather data first hand. On the other hand, according to Denzin and Lincoln (2003), focus group interview is a collective method that is based on theoretical and methodological considerations. Focus groups can be used to collect shared understanding from several individuals as well as to get views from specific people (Creswell, 2012). The target participants were 20 teachers of English from 4 primary schools in Danang City, QuangNgai Province, Gia Lai Province and Phu Yen Province. These provinces are in the middle areas and highland of Vietnam. The 4 schools are chosen as they have demographics that match the demographics of the surrounding regions as well as most of other primary schools in Vietnam. Furthermore, by limiting this study context to only four primary schools in Danang, QuangNgai, Gia Lai and TuyHoa, Vietnam, part of a bigger picture of teaching English with the use of ICT is likely to be undiscovered.

The data collected from observation were in the form of field notes and those from focus group interviews were transcribed and translated (if necessary). While these data were then analyzed to understand how ICT was used in teaching English, this study aimed to extend the analysis of activities in different uses of ICT from individual level to the social level as an activity system by applying the Activity Theory framework. Hence, each element of the activity theory system was investigated according to the definition as follows (Heo& Lee, 2013):

i. Subjects: Who is engaging in the activity of using ICT taking place in the English teaching context?
ii. Tools: What means are the subjects using to engage in this activity?
iii. Object(vie)s: Why are the subjects engaging in the activity??
iv. Outcome: What is the outcome of the activity?
v. Community: What is the environment in which the activity is taking place?
vi. Rules: What the cultural norms, rules, or regulations, if any, that govern the activity?
vii. Division of Labor: Who is responsible for what tasks and how are the different roles organized?

Findings
In this section, each activity system component is articulated according to the Activity Theory framework, and is then presented graphically using the activity triangle model.

Components of activity system
Subjects
The subjects in this activity system are teachers of English taking part in this study, i.e. 20 primary school teachers in different city and provinces in Vietnam. All these teachers used ICT in their teaching of English but at different frequency. Figure 3 showed the frequency of ICT use of the subjects in the activity.
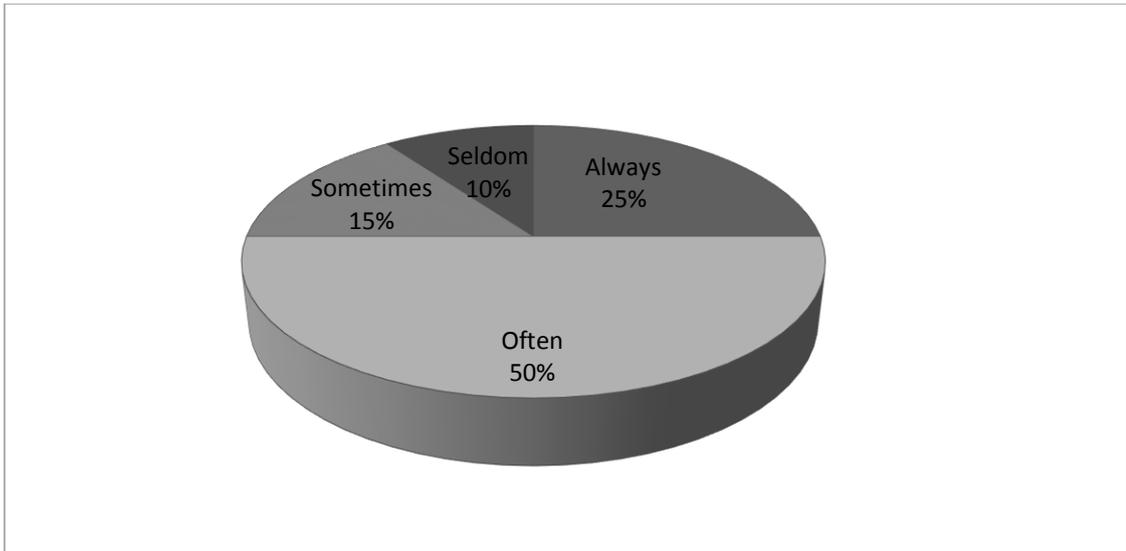
Figure 4: Frequency of ICT use

Tools

The activity is mediated by artifacts, which are features the teachers can use ICT in their teaching of English. In terms of various ICT availability, each school had only a few classrooms equipped with computers, projectors, headphones and speakers. Furthermore, although most of the teachers were aware of the benefits of ICT in their teaching, 80% considered themselves as having low ICT competency. In terms of the tools the teachers participating in this study, they included those used for lesson preparation and classroom teaching. Figure 4 described in details the tools used in the activity.
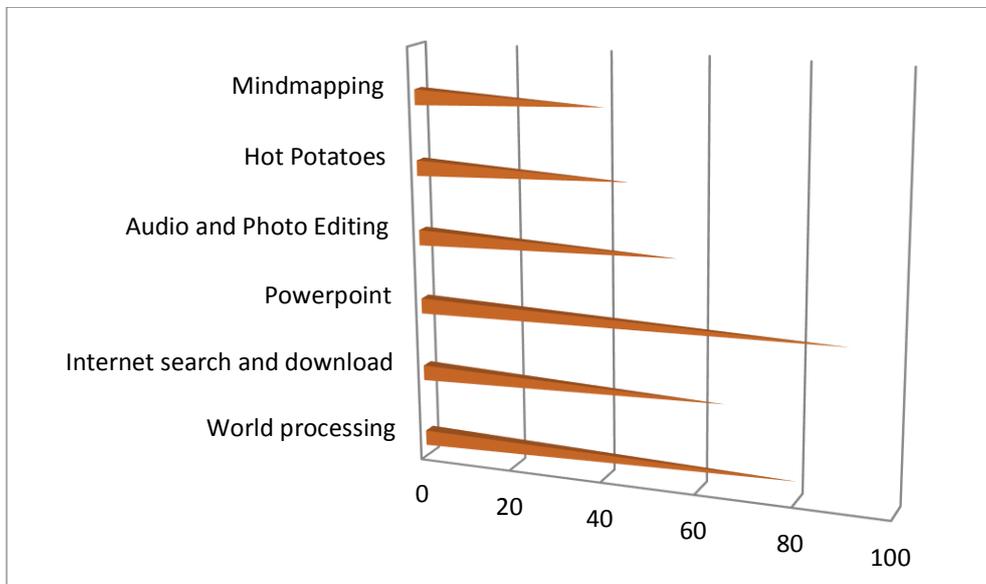

Figure 5: Tools for Using ICT in Teaching English

As could be seen from Figure 3, the main uses of ICT of the teachers were limited to PowerPoint (90%) and Word processing (80%). The next popular uses were audio and photo editing, Hot Potatoes and Mind mapping, which were 55%, 44% and 40% respectively.

Objectives
The activity is directed toward an object, which implied an objective that constitutes motivation for the activity (Hen & Lee, 2013). Figure 5 describes in details the objectives of the subjects in the activity.
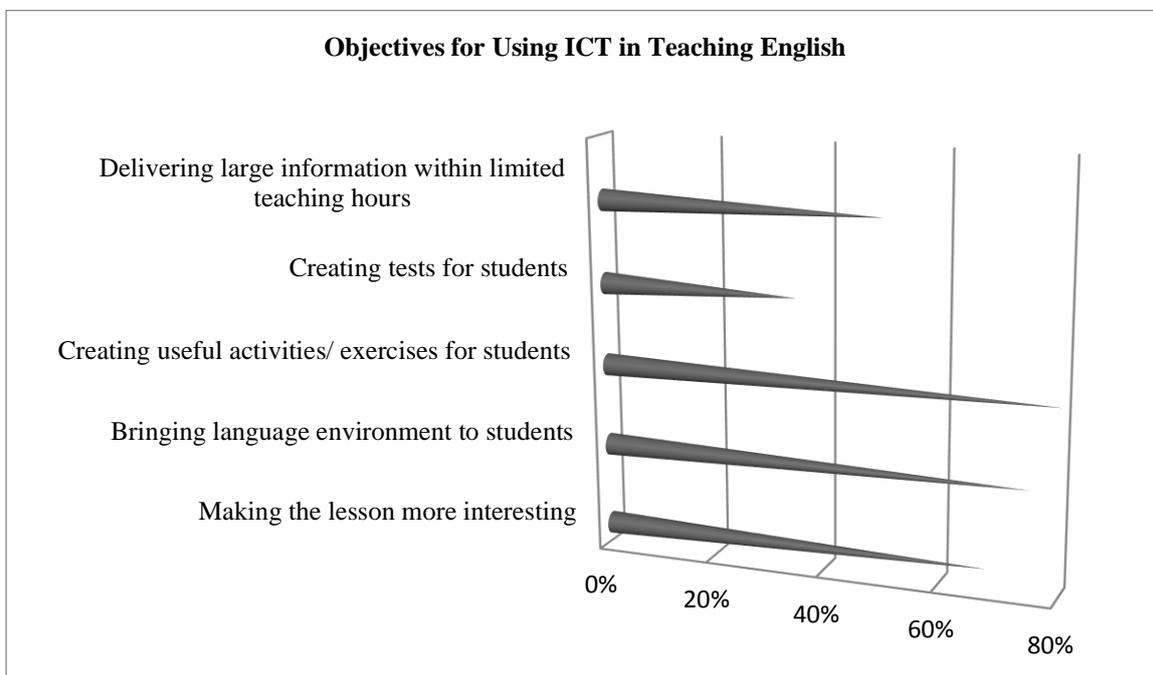

Objectives for Using ICT in Teaching English

- Delivering large information within limited teaching hours
- Creating tests for students
- Creating useful activities/ exercises for students
- Bringing language environment to students
- Making the lesson more interesting

0% 20% 40% 60% 80%

Figure 6: Objectives for Using ICT in Teaching English

It can be seen from Figure 5 that most teachers (over 80%) use ICT for creating useful activities/ exercises for students, 75% use ICT for bringing language environment to students. With the objectives of making the lesson more interesting, creating tests for students and delivering large information within limited teaching hours, the percentages are 68%, 43% and 50% respectively.

Outcome
Outcome represents the final state that teachers achieved through their engagement in activities within their teaching. Most of the teachers (90%) reported that they had ability to create different kinds of useful and interesting activities for students. Besides, the focus group interviews revealed that the teachers also experienced knowledge and skill expansion when using ICT in their teaching process.

Another considerable outcome due to the use of ICT in teaching English is assessment.45% teachers claimed that ICT has brought them a valuable tool to get immediate feedback or even assessments for their students once the activities with ICT were designed to give feedback to students. This, in turn, motivated students a lot and saved a lot of time for teachers (Wong & Yang, 2017).

The last but not least important outcome was that there was a change both in teaching and learning. As a matter of fact, ICT facilitated 70% of the teachers as instructors and students became centre in class.

Community
Referring to the participants who shared the same *Objects,* community in the study was found to include the teachers, the colleagues in the schools who shared ICT facilities at their schools, the school staff, the rectors and the relevant authorities who decide the budget for ICT purchases. In fact, the community is a sociocultural context in which the activities take place. Furthermore, within the community, the subjects are related both explicitly and implicitly to one another and exchange influential contributions through the articulated interplay that takes place among the activity system components (Heo& Lee, 2013).

Though all the Subjects in the activity reported that their Rectors and relevant authorities supported the Use of ICT in their teaching, they all wished to receive more direct and specific support from them as well as the school staff, especially those with high IT skills so that they would feel more confident when using ICT in their teaching.

Rules
The activity in the system was influenced by social current rules and regulations that both supported and constrained the activity. In this study, the current policy shifted from a focus on passive to active students with the ability to communicate in English had a great impact on the types of tools the teachers selected to use in teaching English. These rules in turn had much influence on a teacher's subject position, ultimately informing a teacher's epistemic assumptions regarding teaching and learning (Hardman, 2005). As a matter of fact, 85% teachers complained that the there were too many contents they had to cover according to the curriculum. 75% teachers needed more technical support from school. Last but not least, the worth noticing point is that 100% teachers wished to have a smaller size of classes as the average number of students in each class was 42, which was quite difficult for them to teach English effectively.

Division of labor
Within the activity in this study, division of labor generally saw the teachers as controlling the pace, sequencing and selection of the lesson. The teacher's role was to teach and the students were to learn. Besides, the colleagues shared the ICT facilities and the staff facilitated the classroom facilities so that the teaching activity could take place. The Rector had control on all the activity of the school and the relevant authorities had power on the curriculum as well as the budget for ICT. Due to this division of labour, the Subjects in the activity had limited power on decision making in their teaching. Furthermore, 40% Subjects did not feel satisfied with the poor qualified staff and even 25% Subjects thought that there were privileges in getting ICT facilities at their school.
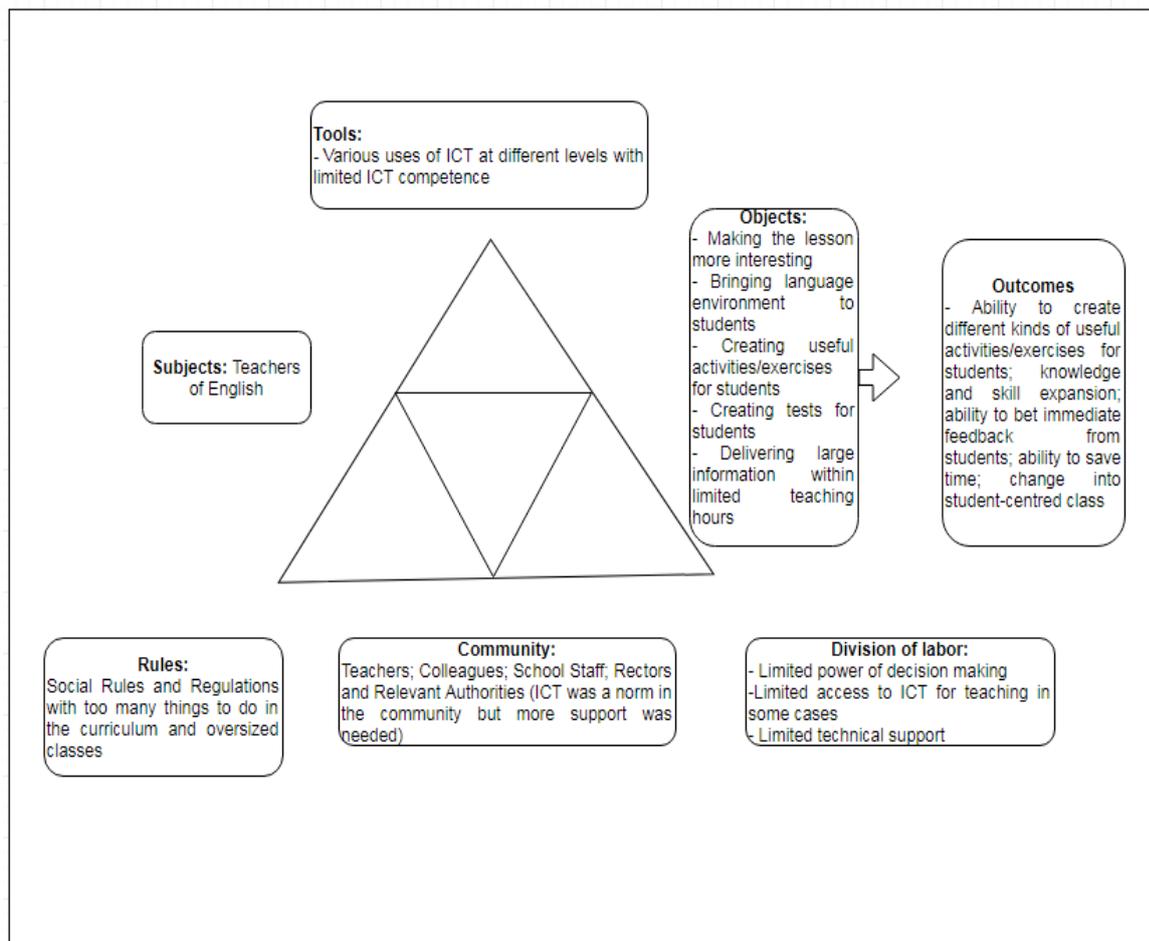
Tools:
- Various uses of ICT at different levels with limited ICT competence

Subjects: Teachers of English

Objects:
- Making the lesson more interesting
- Bringing language environment to students
- Creating useful activities/exercises for students
- Creating tests for students
- Delivering large information within limited teaching hours

Outcomes
- Ability to create different kinds of useful activities/exercises for students; knowledge and skill expansion; ability to bet immediate feedback from students; ability to save time; change into student-centred class

Rules:
Social Rules and Regulations with too many things to do in the curriculum and oversized classes

Community:
Teachers; Colleagues; School Staff; Rectors and Relevant Authorities (ICT was a norm in the community but more support was needed)

Division of labor:
- Limited power of decision making
- Limited access to ICT for teaching in some cases
- Limited technical support

Figure 7: Activity Triangle Model

Figure 7 is the Activity Triangle Model for the activity in this study. All the components were summarized and presented graphically. As a result, it could be seen clearly that in order for increasing the use of ICT in teaching English in Vietnam, many factors in the teaching are involved such as Social Rules and Regulations, the Colleagues, the Leaders, the Ministry of Education and Training, the whole community, etc.

Discussion
The finding of this study indicated that all the teachers used ICT in their teaching but at different frequency. Besides, their use of ICT was still limited in some aspects which mainly included creating useful activities/ exercises for students, and bringing language environment to students. Hence, if using the SARM model which is a method of seeing how ICT might impact teaching and learning and showing progression that adopters of educational technology often follow as they progress through teaching and learning with technology (Puentedura, 2096), Among 90% of the teachers in this study who were at AUGMENTATION stage (Figure 1) in which teachers can use ICT with its functional improvement such as using digital presentation for their teaching, i.e. PowerPoint slides, there were 35% of them reached MODIFICATION stage, i.e. the stage in which tech allows for significant task design. These teachers were those who could use ICT to design tests for their students.

As regards to the issues and challenges the teachers faced while using ICT in their teaching, the lens of Activity Theory revealed a lot. Firstly, the teachers had low ICT competency, which led

to their lack of self confidence in using ICT as well as low effect in their teaching with the use of ICT. Secondly, it was the limited ICT availability at the schools that hindered the use of ICT. Thirdly, the use of ICT would have been better if there had been better ICT support. This problem might have 2 reasons, according to the data analysis. The first one was lack of supporting IT staff and the second was low-qualified IT staff. Other influential factors were the curriculum with too many contents and oversized classes. As a matter of fact, these two factors made the teachers feel stressed in their teaching as they could not operate their activities successfully and effectively in class. This fact was justified to have negative impact on teaching performance in a study made by James Monks and Robert Schdmit in 2010 in the USA (Monks& Schdmit, 2010). The last but not least, 100% teachers revealed that they seemed to have no power of decision making in their teaching. Instead, they had to follow what the rector and relevant authorities required them to do.

Taken all together, it can be seen that all the 6 components of the Activity Theory are correlated with one another. In order for this activity to work well, every factor related to each component of the Activity Theory should be addressed. As shown in Figure 2, numerous factors embody the classroom activities. The higher levels of activity considerations include the School, the Ministry of Education and the whole society. Besides, the activity system in each circle influences the other activity systems in the innermost circle; in turn, this activity system influences the other activity systems (Lim & Hang, 2003). Moreover, Lim & Hang (2003) report that the activity system at different levels may change over time, but they are always interdependent of one another as nothing is unidirectional in such an interactive system. According to Cole (1995), changes that are initiated by any of the components of an activity system have an impact on the components of the other activity systems.

Conclusion and Educational Implications

This paper has explored the use of ICT in teaching English in Vietnam using the lens of Activity Theory. It could be concluded from the study that the levels of ICT use in teaching English in Vietnam are mostly at Augmentation stage according to SARM model and only a few reach Modification stage. Also, the findings indicate that the effective use of ICT depends on the way ICT is situated. As Papert (1993) claims, as ICT enters the sociocultural setting of the school, it will weave itself into the learning in many more ways than its original promoters could possibly have anticipated. Under the lens of the Activity Theory, the activity systems across schools and classrooms together with the integral contextual understanding of how larger entities such as policy makers have on them (Lim & Hang, 2003).

References

Aydin, S. (2013). Teachers' perceptions about the use of computers in EFL teaching and learning: The case of Turkey. [Retrieved from http://www.tandfonline.com/doi/abs/10.1080/09588221.2012.654495]. Computer Assisted Language Learning, 26(3), 214-233.

Barab, S. A., Barnett, M., Yamagata-Lynch, L., S., & K. & Keating, T. (2002). Using activity theory to understand the contradictions characterizing a technology-rich introductory astronomy course. Mind, Culture, and Activity, 9(2), 76-107.

Bauer, J., && Kenton, K. (2005). Toward technology integration in the schools: Why it isn't happening. Journal of Technology and Teacher Education, 13(4), 519-546.

Bingimlas, K. A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. Eurasia Journal of Mathematics,Science and Technology Education, 5(3), 235-245.

Blin, F. (2005). CALL and the Development of Learner Autonomy: An Activity Theoretical Study.

Brine, J., && Franken, M. (2006). Students' perceptions of a selected aspect of a computer-mediated academic writing program: An activity theory analysis. Australian Journal of Educational Technology, 22(1), 21-38.

Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. [Retrieved from http://files.eric.ed.gov/fulltext/EJ1084227.pdf]. International Journal of Education and Development Using of ICT, 8(1), 136-155.

Chidamber, S. R. (2003). An Analysis of Vietnam ' s ICT and Software Services Sector. Information Systems, 1-11.

Claudia, M., Steil, A., & and Todesco, J. (2004). Factors influencing the adoption of the Internet as a teaching tool at foreign language schools. Computers& Education.

Clemmensen, T., Kaptelinin, V., & Nardi, B. (2016). Making HCI theory work: An analysis of the use of activity theory in HCI research. Behaviour & Information Technology, 35(8), 608–627. doi:10.1080/0144929X.2016.1175507

Cohen, L., Manion, L., && Morrison, K. (2011). Research methods in education (7th ed.).

Cohen, L., Manion, L., && Morrison, K. (2013). Research Methods :The Handbook of Psychology - Vol2 Methods 2 Specific methods: Prentice Hall.

Cole, M., && Engestrom, Y. (1993). A Cultural-Historical Approach to Distributed Cognition. In G. Salomon (Ed.) Distributed Cognition: Psychological and Educational Considerations: New York: Cambridge University Press.

Creswell, J. (2012). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research. Pearson.

Cuban, L., Kirkpatrick, H., && Peck, C. (2001). High access and low use of technologies in high school classrooms: Explaining an apparent paradox. American Educational Research Journal, 38, 813-834. doi: 10.3102/00028312038004813

Dang, X. T. (2013). ICT in Foreign Language Teaching in an Innovative University in Vietnam: Current Practices and Factors Affecting ICT Use. La Trobe University: Australia.

Davies, G., & and Sue Hewer. (2012). Introduction to New Technologies and How They Can Contribute to Language Learning and Teaching. Slough: Thames Valley University.

Denzin, N. K., && Lincoln, Y. S. (2011). The Sage Handbook of Qualitative Research. Sage Publications.

Donnelly, D., McGarr, O., && O'Reilly, J. (2011). A framework for teachers' integration of ICT into their classroom practice. Computers and Education, 57(2), 1469–1483. doi: https://doi.org/10.1016/j.compedu.2011.02.014

Ekundayo, S.; Wang, W. & Andrade, A.D., (2012) "The use of activity theory and its principle of contradictions to identify and analyse systemic tensions: the case of a Virtual University and its partners". CONF-IRM 2012 Proceedings. 33. http://aisel.aisnet.org/confirm2012/33

Engestrom, Y. (1987). Learning by Expanding: An Activity-Theoretical Approach to Developmental Research. Helsinki, Finland: Orienta-Konsultit.

Fujimoto, C. (2012). Perceptions of Mobile Language Learning in Australia: How Ready Are Learners to Study on the Move? The JALT CALLL Journal, 8(3), 165-195.

Galavis, B. (1998). Computers and the EFL Class: Their Advantages and a Possible Outocme. The Autonomous Learner. [https://www.academia.edu/2027587/Computers_and_the_EFL_class_Their_advantages_and_a_possible_outcome_the_autonomous_learner?auto=download].

Griffin, D. K., Mitchell, D., && Thompson, S. J. (2009). Podcasting by synchronising PowerPoint and voice: What are the pedagogical benefits?

[http://www.sciencedirect.com/science/article/pii/S0360131509000803]. Computers & Education, 53(2), 532-539.

Hardman, J. (2005). Activity Theory as a Framework for Understanding Teachers' Perceptions of Computer Usage at a Primary School Level in South Africa. South African Journal of Education, 25(4), 258-265.

Heo, G. M., && Lee, R. (2013). Blogs and Social Network Sites as Activity Systems: Exploring Adult Informal Learning Process through Activity Theory Framework. Educational Technology & Society, 16(4), 133-145.

Hong, V. K. (2014). Factors Affecting Secondary-School English Teachers Adoption of Technologies in Southwest Vietnam. CamTESOL Regional ELT Research Grant Paper 5 (2004), 198–215.

http://www.jetaudio.com/.

https://www.cyberlink.com/index_en_US.html?r=1.

Isssroff, K., && Scanlon, E. (2002). Using technology in higher education: An activity theory perspective. Journal of Computer Assisted Learning, 18(1), 77-83.

Jonassen, D. H., && Rohrer-Murphy, L. (1999). Activity theory as a framework for designing constructivist learning environments. Educational Technology & Society, 16(4), 133-145.

Kirkwood, A., && Price, L. (2013). Technology-enhanced learning and teaching in higher education: What is 'enhanced' and how do we know? A critial literature review. [http://www.tandfonline.com/doi/abs/10.1080/17439884.2013.770404]. Learning Media and Technology, 1-31.

Kramsch, C., && Thorne, S. L. (2002). Foreign Language Learning as Global Communicative Practice. In D. Block and D. Cameron (Eds.). Globalization and Language Teaching, 83-100.

Lim, C. P., && Hang, D. (2003). An activity theory approach to research of ICT integration in Singapore schools. [http://journal.teflin.org/index.php/journal/article/download/89/83]. Computers & Education, 41(1), 49-63.

Mbalamula, Yazidu. (2016). Role of ICT in Teaching and Learning: Influence of Lecturers on Undergraduates in Tanzania. Advances in Research. 8. 1-11. 10.9734/AIR/2016/30283.

Monks, J., && Schmidt, R. (2010). The impact of class size and number of students on outcomes in higher education. [http://digitalcommons.ilr.cornell.edu/workingpapers/114/].

Montrieux, H.; Vanderlinde, R.; Schellens, T.; De Marez, L. (2015) Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education. PLoS ONE 10(12): e0144008. https://doi.org/10.1371/journal.pone.0144008

MP3 Shine Soft Cutter and Joiner. (2017). Software Informer. from https://softadvice.informer.com/Down_Shine_Soft_Mp3_Cutter_Joiner.html

Murphy, E. & Rodríguez Manzanares, M. (2008). Using activity theory and its principle of contradictions to guide research in educational technology. Australasian Journal of Educational Technology. 24. 10.14742/ajet.1203.

Newhouse, P. (2002). Literature Review: The impact of ICT on learning and teaching. [https://www.google.com.vn/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjWoael5OrWAhXJT7wKHa16AzEQFggqMAA&url=http%3A%2F%2Fwww.researchpublish.com%2Fdownload.php%3Ffile%3DImpact%2520of%2520ICT%2520on%2520Teaching 3068.pdf%26act%3Dbook&usg=AOvVaw3xTwdzSnDWI2FyMIilvRvB]. Perth: Specialist Educational Services.

Nguyen, H. T., Fehring, H., && Warren, W. (2015). EFL teaching and learning at a Vietnamese university: What do teachers say? . English Language Teaching, 8(1), 31-43. doi: https://doi.org/10.5539/elt.v8n1p31

Nguyen, L. V. (2010). Computer mediated collaborative learning within a communicative language teaching approach: A sociocultural perspective. The Asian EFL Journal Quarterly, 12(1), 202-233.

Nguyen, N. H. (2013). Vietnam's National Foreign Language 2020 Project: Challenges, Opportunities, and Solutions. [http://bruneiusprogramme.org/wp-content/uploads/2013-Forum-Publication-Complete.63-65.pdf]. Forum Publication.

Nguyen, T. M. H., & and Nguyen, Q. T. (2007). Teaching English in Primary Schools in Vietnam: An Overview. [http://www.tandfonline.com/doi/abs/10.2167/cilp106.0]. Current Issues in Language Planning, 8(2).

Papert, S. (1993). The Children's Machine: Rethinking School in the Age of the Computer. New York: BasicBooks.

Patton, M. Q. (2002). Qualitative Research and Evaluation Methods (3 ed.): Thousand Oaks, Sage Publications.

Peeraer, J., && Van Petegem, P. (2012). Measuring integration of information and communication technology in education: An item response modeling approach. Computers & Education, 58(4), 1247–1259.

Puentedura, R. R. (2013). SARM: Moving from Enhancement to Transformation. [http://www.hippasus.com/rrpweblog/archives/2013/05/29/SAMREnhancementToTransformation.pdf].

Qasem.A.A.A., &&Viswasnanthapa, G. (2016). Teacher perception towards ICT integration: Professional development through blended learning. [http://www.jite.org/documents/Vol15/JITEv15ResearchP561-575Qasem2879.pdf]. Journal of Information Technology Education Research, 15, 561-575.

Rendall, H., && Davies, G. (2012). Using word-processing and peresentation software in the modern foreign languages classroom. Module 1.3 Information and Communications Technology for Language Teachers (ICT4LT): Slough: Thames Valley University.

Sarkar, S. (2012). The Role of Information and Communication Technology (ICT) in Higher Education for the 21st Century. The Science Probe, 1(1), 30–41.

Serdyukov,P. (2017) "Innovation in education: what works, what doesn't, and what to do about it?", Journal of Research in Innovative Teaching & Learning, Vol. 10Issue: 1, pp.4-33, https://doi.org/10.1108/JRIT-10-2016-0007

Schoepp, K., & and Erogul, M. (2001). Turkish EFL Students' Utilization of Information Technology outside the Classrooom. [https://www.academia.edu/16973565/Turkish_EFL_students_utilization_of_information_technology_outside_of_the_classroom]. TEFL Web Journal, 1(1).

Toro, U., && Joshi, M. (2012). ICT in Higher Education: Review of Literature from the Period 2004-2011. [http://www.ijimt.org/papers/190-M633.pdf]. International Journal of Innovation, Management and Technology, 3(1), 20-23.

Volet, S. & Järvelä, S. (2001). Motivation in Learning Contexts. Theoretical Advances and Methodological Implications.

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Process. Cambridge, MA: Harvard University Press.

Wong G.KW., & Yang M. (2017). Using ICT to Facilitate Instant and Asynchronous Feedback for Students' Learning Engagement and Improvements (Kong S., Wong T., Yang M., Chow C., Tse K. ed.): Emerging Practices in Scholarship of Learning and Teaching in a Digital Era. Springer, Singapore.

Yamagata-Lynch, L. (2013). Cultural historical activity theory, Encyclopedia of Technology of Educational Communications and Technology, pp. 69-71.

Yin, R. K. (Ed.). (2009). Case Study Research: Design and Methods (4 ed.): Thousand Oaks: Sage.

Zhang, Ping & Benbasat, Izak & Carey, Jane & Davis, Fred. (2013). Human-computer interaction research in the MIS discipline. Communications of the AIS. 9. 334-355.