
DISCUSSION

ENGLISH TEACHERS' READINESS FOR EMERGENCY ONLINE TEACHING DURING COVID-19 PANDEMIC IN VIETNAM

Vo Thi Kim Anh*

*University of Foreign Language Studies, The University of Danang
131 Luong Nhu Hoc Street, Da Nang City, Vietnam*

Received 2 November 2021

Revised 14 February 2022; Accepted 15 May 2022

Abstract: COVID-19 pandemic has been widely spread to most countries in the world and its sudden appearance has seriously impacted the global education. The paper presents findings of a case study which investigated how English teachers responded to the new teaching context in the centre of Vietnam. How ready they were to deal with the abrupt switch from normal teaching to online teaching was presented in the article. The research employed the mixed method with a survey and in-depth interviews as the main instruments. Teachers of English from primary schools to high schools in the centre of Vietnam were invited for the survey. As revealed from the survey, these teachers of English were not well-prepared for sudden online teaching and the level of readiness varied according to the school levels. It is, therefore, recommended that teachers of English should update themselves with strategies used in online teaching, IT skills through training and self-study.

Keywords: teacher training, teaching context, online teaching, pedagogical knowledge

Introduction

Coronavirus first appeared in Vietnam in February 2020 with 16 cases. Most schools and universities were closed for safety and the new teaching context began. At that time, there was no prediction of how long the closure of schools would last. Yet, in early April, 2020 when the pandemic became serious in many countries in the world, schools throughout Vietnam quickly implemented some actions to maintain teaching and learning. Some schools which are located in major cities like Hochiminh city, Hanoi city and Danang city organised online teaching through MS Team, Zoom or Google Meet. In rural areas where Internet connection is limited, teachers tried to maintain their teaching by using emails or Zalo to send

documents or assign tasks to pupils.

The sudden changes in the teaching context have led to many changes in education in general and in English teaching in particular. In order to have an insight into how teachers of English in Vietnam coped with the new teaching context, this study on English teachers' readiness for online teaching was conducted in the centre of Vietnam with the aim to find out how ready the targeted teachers of English were for online teaching and what challenges they encountered in the new teaching context.

Literature Review

English Teaching and Learning in Vietnam

In Vietnam, English is taught as a foreign language in most schools. Pupils start

* Corresponding author.

Email address: vtkanh@ufl.udn.vn

learning English at primary schools either in the first grade or the third grade and continue learning English until they finish high school (Nguyen & Hudson, 2012). Finishing high school, pupils are expected to achieve B1 in the Common European Framework of Reference for Languages (CEFR). English is a compulsory subject for all important examinations like high school entrance examinations and high school graduation examinations.

Teaching Context in COVID-19 Pandemic in the World and in Vietnam

Possibly, the whole world has been witnessing great changes in life and in education due to COVID-19 pandemic. Quickly, the education systems in most countries in the world where COVID-19 is serious have implemented a swift from normal teaching to distance education. Specifically, in the United States, massive open online courses have been created to maintain students' learning at all levels (Schleicher, 2020). China quickly created the online learning system with simultaneous online learning exercises to maintain students' learning (Gao & Zhang, 2020). According to Rusmiati et al. (2020), the School from Home system has been implemented to cope with the sudden change in the teaching mode in Indonesia.

Early February is the time when the Covid-19 first appeared in Vietnam and quickly all schools were shut down. Most of teaching and learning activities stopped. In this case, English teaching and learning context in Vietnam experienced changes in the teaching mode (Nguyen & Nguyen, 2021). Teachers tried to maintain their teaching to a certain extent by many ways from using online meetings to sending documents or assigning tasks to students through email or Zalo to ensure that their students' learning was not interrupted by the pandemic.

Online Teaching

Online teaching or distance education has been increasingly popular since the appearance of COVID-19 (Nguyen & Nguyen, 2021). Online teaching is defined as the kind of teaching implemented by the Internet synchronously and asynchronously. With synchronous teaching, teachers apply various

tools like Zoom, MS team or Google Meet to provide students with online meetings. In other words, students have a fixed learning schedule. Differently, asynchronous teaching provides students with a flexible timetable. The two kinds of teaching can be combined for effective learning outcomes (Richardson et al., 2020).

English Teachers' Professional Development in Vietnam

Teachers' professional development has been of great interest and has been continuously invested in Vietnam. With the thought that on-going training is the essential part of teachers' professional development, the government launched The National Language Project 2020 as a key solution to develop the quality of language teaching in Vietnam. The major aim of the project is to train teachers of foreign languages in general and teachers of English in particular in terms of language proficiency and methodological knowledge. A wide array of training programmes such as "Technology in Education", "Testing and Assessment", "English for Teaching", and "Action Research" has been designed to serve that aim (Phan, 2015; Vo et al., 2018).

The course "Technology in Education" has three main objectives "obtaining fundamental and general ICT knowledge and skills appropriate for career development; combining pedagogical and ICT and knowledge skills to improve language teaching and learning quality; employing ICT to enhance communicative and collaborative effectiveness in teaching" (Huynh & Nguyen, 2021, p. 35). Therefore, participating teachers are expected to be equipped with certain knowledge and skills for their adoption of ICT in language learning. In addition, workshops and training for teachers' professional development are organized by Department of Education and Training (DOET) every summer. In Vietnam, DOET is responsible for updating teachers' information and knowledge to catch up with changes in the educational system and the teaching context. In the urgent online teaching situation, teachers' professional development including the "Technology in education" training has, to some extent, contributed to the level of readiness for urgent online teaching among teachers of

English in Vietnam. Without preparation, teachers of English are only able to rely on the knowledge gained during their professional development for their online teaching. It is found that only 31.1% of teachers really benefit from such training workshops while 89.2% learn how to apply ICT in language teaching themselves (Dang, Nicholas & Lewis, 2012). In addition, teachers of English in Vietnam have a very low level of ICT integration in language teaching, resulting from their lack of knowledge (Pham, Tan & Lee, 2019; Vo, Pang & Lee, 2020). In other words, despite continuous training, teachers of English in Vietnam still face difficulties in using ICT in their English language teaching.

Previous Studies

Teachers' readiness for online teaching is defined as their available ability to implement online teaching (Hung, 2015). The readiness for online teaching relates to teacher's knowledge to use ICT in teaching, their confidence, facility, and their pedagogical knowledge and skills in online teaching (Hung, 2015; Vo, 2021).

Numerous studies on teachers' readiness for online teaching have been published worldwide. According to Copriady (2014), teachers' readiness for online teaching is decided by their self-motivation. Whether teachers get ready for their online teaching or not depends on their motivation to use technology in education. In a study conducted in Palestine, teachers' readiness for online teaching and learning is perceived as the ability and preparedness to implement online teaching. The level of teachers' readiness is measured by "their e-learning knowledge, computer skills, and positive belief about the benefits of e-learning" (Trayek et al., 2016, p. 2). Trayek et al. (2016) also concluded that technical, content and infrastructure readiness is the key element of teachers' readiness for online teaching.

Research in Indonesia has similar findings of what factors influence the level of teachers' readiness for online learning. Teachers' readiness for online teaching also depends on such elements as infrastructure, teachers' IT skills and ability to deliver online lessons (Ergene & Türk Kurtça, 2020; Mirçe et al., 2019; Rassmitadila et al., 2020). In Vietnam, it is found that English school teachers'

methodological knowledge, facility, school policies contribute to the level of English school teachers' adoption of technology in language teaching (Huong & Marie, 2016; Le & Vo, 2014; Pham et al., 2018; Pham et al. 2019; Vo et al., 2020). Teachers of English have gradually applied technology in their English language teaching. Such activities like synchronous online discussion have been used to improve productive skills effectively in Vietnamese classrooms (Nguyen & Pham, 2021). Yet, the level of technology integration among teachers of English in Vietnam is still not high, resulting in challenges for them to conduct online teaching (Vo, 2021).

Recently, a study conducted in a university in Vietnam has shown the quick reaction of moving to online teaching with suitable policies and practical support of the university (Nguyen & Nguyen, 2021). Yet, the qualitative research which was conducted in a university in Vietnam with the in-depth interview and document review did not investigate the readiness level of lecturers for online teaching and at the tertiary level, the ability of integrating technology in language teaching may be different from that of school teachers. In another study, Vo (2021) in a mixed method research found that secondary school teachers of English in Vietnam used a mass variety of ways to maintain their teaching from sending exercises through Zalo and emails to online meetings for maintaining their students' learning. Yet, their lack of ICT knowledge and pedagogical knowledge results in the low level of effectiveness.

All things considered, there is a need to have a better understanding of how ready English teachers are to cope with the sudden change to online teaching without time for preparation in Vietnam. Therefore, this study was conducted to provide researchers, administrators and teachers with a picture on how ready English teachers are and what needs to be carried out for effective online teaching.

In this study, the concept of teachers' readiness for online teaching is understood as their ICT skills and knowledge, their confidence in online teaching and their pedagogical knowledge and skills, and facility as proposed by Hung (2015) and Vo (2021).

Methodology

Research Question

The study aims at answering the two research questions: *How ready are teachers of English to implement online teaching during COVID-19 pandemic? What factors decide teachers' level of readiness for online teaching?*

Research Approach

“A mixed method case study design is a type of mixed methods study in which the quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case” (Creswell & Clark, 2011). In order to have effective research, the study adopted the mixed method to investigate how ready teachers of English were to deal with the sudden change from the normal teaching to online teaching during the Covid-19 pandemic. The sequential explanatory strategy in which the quantitative phase was conducted first, followed by the qualitative phase was selected for the mixed method.

Research Instrument

The first instrument, the survey, has four main parts. The first part is about demographic features like genders, qualifications and teaching levels. The second part seeks for information on how ready English teachers are to implement online teaching.

The second part of the survey has 9 items to identify how ready teachers were to conduct online learning regarding their confidence for online teaching, their IT skills, pedagogical knowledge and teaching condition. The 5-point scale which was used for all items of the questionnaire is from “Totally disagree” to “Totally agree”.

The second research instrument is the in-depth interview which was designed to support and explain the quantitative data obtained from the questionnaire. The aim of the interview is to explain information obtained from the protocol; therefore, the interview questions were developed from findings of the survey, and besides prepared questions, the researcher would spontaneously add questions to the interview for further information. The main questions are “ How confident are you in

teaching online?”, “What ICT trainings have you taken? Are these trainings beneficial for your online teaching?”, “How ready are you for your online teaching? Why?” “What factors affect your readiness for online teaching?”. Yet, based on the specific situations of the interview, the questions can be edited to suit the context, and spontaneous questions were added for deeper information.

Research Sample

300 teachers of English from primary schools to high schools in the centre of Vietnam were invited to take part in the survey via emails, Zalo messages, or Facebook. However, among them only 225 teachers actually responded to the survey. Therefore, the total population was 225 teachers with 56 primary school teachers, 76 secondary school teachers, and 93 high school teachers. Three teachers were invited for an in-depth interview. These interviewed teachers have the typical responses found from the questionnaire and they volunteered for the interview. One is a primary teacher while the other two ones are secondary and high school teachers.

Data Analysis

The quantitative data were processed using Excel. Meanwhile, the qualitative data was analysed using codes and themes.

Research Validity and Reliability

In order to have more evidence for the validity and reliability of the research, a pilot study was conducted with 15 teachers. After the pilot, the items of the survey were refined for better comprehensibility and also serving the study more effectively. In addition, member checking was utilized for the validation of the qualitative data analysis. All the interviews were recorded, and the transcripts and themes were sent to interviewees for checking.

Findings

English teachers' readiness for online teaching is recognised through their confidence to conduct online lessons, their IT skills, their pedagogical knowledge and the teaching condition for delivering online teaching as proposed as by Hung (2015) and Vo (2021).

Teachers' confidence for online teaching

In order to figure out the level of confidence teachers had for their online teaching, three items were designed. Regarding the first item on how confident teachers are to

conduct online teaching, the level of confidence among students was a little below the average. Specifically, 46% of teachers agreed that they had confidence for online teaching while no teachers totally agreed.

Table 1

Level of Confidence

Levels of schools	Totally disagree	Disagree	Neutral	Agree	Totally agree
All 3 levels (225 teachers)	2.2%	10%	40%	46%	0%
High school teachers (93 teachers)	0%	5.3%	43%	51%	0%
Secondary teachers (76 teachers)	2.6%	13.1%	39.4%	44%	0%
Primary school teachers (56)	5.3%	17.8%	35.7%	41%	0%

As shown from the table, the higher the level of schools, the more confident the teachers are. While 51% of high school teachers agreed that they felt confident for online teaching, 44% of secondary school teachers and 41% of primary school teachers felt the same. By contrast, 17.8% of primary school teachers did not think that they were confident for online teaching whereas only 5.3% of high school teachers shared the idea.

The explanations for the level of confidence were found during the interviews. Teachers taking part in the interview replied that they were confident with their online teaching because they had been trained how to apply technology in language teaching. Vietnamese Ministry of Education and Training (MOET) has been implementing the National Language Project 2020 to enhance English teachers' language proficiency and pedagogical knowledge through training programs (National Foreign Language 2020 project, 2008; Nguyen & Baldauf, 2010; Vo, 2017). The training includes not only how to use technology for language teaching in class but also how to design and implement online courses.

In addition, the reason why the level of confidence increases with the higher level of schools (i.e. high school and secondary teachers were found to be more confident than primary school counterparts) is that after the training, primary school teachers did not actually apply what they learnt in their teaching, so they found it less confident for their online teaching.

“Q: How confident are you to conduct the online teaching?”

A: I think I am confident that I can use technology for my online teaching because I took part in a training course organised by MOET and I have enough IT skills for organising meetings with Zalo. My school also organised peer support so that we can help each other to teach online.”

(Interview with a high school teacher)

“Q: How confident are you to conduct the online teaching?”

A: Actually, I am unconfident with my online teaching.

Q: Why? Did you have any training on how to use technology in teaching?”

A: I did get some trainings when I took part in series of training by MOET, but in my school, I did not have condition to apply what I learn and my pupils are very small (6-10 years old), so I forgot almost all what I learnt.”

(Interview with a primary school teacher)

The level of teachers' confidence was also realised through teachers' belief of how satisfied their students were with their online lessons. 19.1% of all teachers found their students were not satisfied with their online lessons while 33.3% agreed that their students felt satisfied with lessons. Similar to the level of confidence, more high school teachers and secondary teachers believed their students were satisfied with their online lessons, with 56.9%, 21% and 10.7% respectively.

Table 2

Teachers' Belief of How Satisfied Their Students Were With Online Lessons

Levels of schools	Totally disagree	Disagree	Neutral	Agree	Totally agree
All 3 levels (225 teachers)	0%	19.1%	47.5%	33.3%	0%
High school teachers (93 teachers)	0%	3.2%	39.7%	56.9%	0%
Secondary teachers (76 teachers)	0%	26.3%	52.6%	21%	0%
Primary school teachers (56)	0%	35.7%	53.5%	10.7%	0%

The reasons for the differences in the belief of how satisfied students with online lessons come from two factors. Firstly, it is harder to teach primary students online because at the age from 6 to 11 years old, students are naughty and need more attention from teachers. Teaching young learners requires much interaction which brings them more interests in learning. Sitting in front of the computer for online learning is not an easy task for young children at all. Secondly, primary school teachers are less confident to conduct online teaching.

“...Q: Why do you think that your students are not very satisfied with their teaching?”

English teachers' IT skills for online teaching

A: Primary students are young and naughty. They soon find it boring when having to sit in front of the computers for 2 periods. Teaching young children requires various activities to motivate them. I cannot organise games or fun activities with Zoom meetings. “

(Interview with a primary school teacher)

All in all, various levels of confidence for online teaching were found among English teachers. The level of confidence increases with the level of schools. In addition, more high school and secondary school teachers had belief that their students were satisfied with online lessons than primary teachers.

Table 3

Teachers' IT Skills

Items	Levels of schools	Totally disagree	Disagree	Neutral	Agree	Totally agree
I have sufficient IT skills to conduct online teaching.	All 3 levels (225 teachers)	0%	28,8%	20%	51%	0%
	High school teachers (93 teachers)	0%	30%	10.7%	59%	0%
	Secondary teachers (76 teachers)	0%	27%	32%	39%	0%
	Primary school teachers (56)	0%	28%	17.8%	53%	0%
I know how to use tools (MS Team, Zoom, Google Meet, etc.) for my online meetings.	All 3 levels (225 teachers)	0%	22%	11%	66%	0%
	High school teachers (93 teachers)	0%	21%	5.3%	73%	0%
	Secondary teachers	0%	32.8%	15.7%	51.3%	0%

(76 teachers)						
Primary school teachers (56)	0%	8.9%	14.2%	76.7%	0%	

As shown in table 3, English teachers in Vietnam generally have certain IT skills to deliver online lessons with 51% of all respondents agreeing and 28,8% of them disagreeing that they have sufficient IT skills for online teaching. Among three levels of school teachers, the percentage of high school teachers who have sufficient skills for online lessons is the highest with 59% agreeing and 30% totally agreeing. It is not surprising when 0% of teachers selected “totally disagree” for these two items of the questionnaire because they were given more or less chances to take part in training for online teaching organized by their schools. The reason why they did not choose “Totally agree” may come from the fact that they were not very confident with their ability.

English teachers’ pedagogical knowledge for online teaching

The most important element for successful online teaching is teachers’ pedagogical knowledge and skills. As revealed from the survey, approximately a third of the Vietnamese school teachers generally have adequate knowledge and skills for their online teaching. 33.3% of teachers agreed that they had sufficient knowledge for online teaching; 45.3% were of agreement that they had sufficient pedagogical skills for online lessons; 33.7% believed they knew how to use tools for online teaching. Differences were identified among the three levels of school teachers. High school teachers and secondary school teachers were a little bit better at pedagogical knowledge and skills for online teaching as seen in table 4.

Table 4
Teachers’ Pedagogical Knowledge for Online Teaching

Items	Levels of schools	Totally disagree	Disagree	Neutral	Agree	Totally agree
I have sufficient pedagogical knowledge for online teaching.	All 3 levels (225 teachers)	2.2%	20%	44.4%	33.3%	0%
	High school teachers (93 teachers)	1%	16.1%	53.7%	29.7%	0%
	Secondary teachers (76 teachers)	2.6%	19.7%	39.4%	38.1%	0%
	Primary school teachers (56)	3,5%	26.7%	35.7%	33.9%	0%
I have sufficient pedagogical skills for online teaching	All 3 levels (225 teachers)	0%	19.1%	35.5%	45.3%	0%
	High school teachers (93 teachers)	0%	19.1%	26.8%	59.1%	0%
	Secondary teachers (76 teachers)	0%	22.3%	32.8%	44.7%	0%
	Primary school teachers (56)	0%	17.8%	53.5%	28.5%	0%
I know how to design an online teaching lesson.	All 3 levels (225 teachers)	2.6%	22.2%	41.3%	33.7%	0%
	High school teachers (93 teachers)	2.1%	21.5%	35.4%	40.8%	0%
	Secondary teachers (76 teachers)	2.6%	19.7%	46%	31%	0%

Primary school teachers (56)	3.5%	26.7%	44.6%	25%	0%
------------------------------	------	-------	-------	-----	----

Thanks to the “Technology in Education” training program organised by the National Language 2020 project, teachers of English in Vietnam have been equipped with knowledge and skills to integrate technology in their language teaching. All interviewed teachers replied that they took part in the training course, so they had certain knowledge and skills for their online teaching. Yet, they admitted that such knowledge and skills were not sufficient and teaching online was different from using some tools for their face-to-face classes.

“Q: Have you ever taken part in any courses/ training programmes for Teachers’ condition for online teaching

technology knowledge and skills for online teaching?

A: Last year, I participated in a training course for technology in language teaching, so I know how to create online courses and use some tools in my lessons. But the course is to train us how to integrate technology in our teaching, not for complete online teaching. We also did not learn how to use Zoom for online meetings.”

(Interview with a primary school teacher)

All in all, approximately under 50% of English teachers have sufficient knowledge and skills to deliver online teaching.

Table 5

Teachers’ Condition for Online Teaching

Items	Levels of schools	Totally disagree	Disagree	Neutral	Agree	Totally agree
I have good internet connection for my online teaching.	All 3 levels (225 teachers)	0%	8.8%	2.2%	88.8%	0%
	High school teachers (93 teachers)	0%	12.9%	0.1%	86%	0%
	Secondary teachers (76 teachers)	0%	6.6%	1.3%	92.1%	0%
	Primary school teachers (56)	0%	5.4%	5.3%	89.2%	0%
I have a laptop/ a desktop for my online teaching.	All 3 levels (225 teachers)	0%	0.8%	13.3%	84.4%	0%
	High school teachers (93 teachers)	0%	2.1%	5.3%	92.4%	0%
	Secondary teachers (76 teachers)	0%	2.6%	19.7%	77.6%	0%
	Primary school teachers (56)	0%	1.7%	17.8%	80.3%	0%

As found from the survey, English teachers in Vietnam have basically good conditions for their online teaching when a very high percentage (88.8%) of all participants have good internet connection and surprisingly, 84.4% of school teachers have laptops or desktops for online lesson delivery. The three interviewed teachers explained that not all

teachers have their own laptop/ desktops and internet connection, but they are supported by schools. Those who do not have enough facilities to teach online from home can be at school and use the school facility. In Vietnam, almost all schools have computer rooms with internet connection and schools make use of such facilities to support their teachers.

“Q: It is surprising that the survey shows that all teachers have laptops/ desktops for their online teaching. What do you think about it?”

A: Ah, because we can use our school desktops. My school has two computer rooms with high-speed internet connection supported by Viettel (i.e. a famous company in Vietnam). If we do not have our own ones, we can use school facility. My school encouraged us to deliver online lessons at school with the help of technicians rather than at home. The school set up the classroom with a desktop and a camera. We just come to school and use...”

(Interview with a primary school teacher)

“Q: It is surprising that the survey shows that all teachers have laptops/ desktops for their online teaching. What do you think about it?”

A: I use my own laptop, but if anyone does not have enough condition for online teaching, they can come to school and use computer room there. We just need to inform our school in advance for preparation. Some of my colleagues prefer to teach online at school because they can get support from others.”

(Interview with a high school teacher)

“Q: It is surprising that the survey shows that all teachers have laptops/ desktops for their online teaching. What do you think about it?”

A: I do not know. I have a laptop so I did online lessons at home. My school encouraged us to maintain students’ learning and supported us with technology help and we also helped each other by sharing our experiences and facilities.

Q: How did you share the facility?

A: By many ways, we lent each other our laptops or we came to colleagues’ houses for internet connection. In addition, we could use school computers if we wanted.”

(Interview with a secondary teacher)

In other words, for those who conducted online teaching, teaching conditions like

laptops/desktops and internet connection are not constraints. However, the participants of this study have just finished a series of training courses in which they had to study both online and offline. Therefore, they may have a better preparation for online learning and teaching than other teachers of English in Vietnam in general.

Discussion

Teachers’ readiness for online teaching is affected by many factors such as teachers’ confidence for online teaching, teachers’ methodological knowledge and skills for online teaching, IT skills, and teaching facility (Gao & Zhang, 2020; Koo, 2008; Mohama et al., 2020; Popova & Pikulenko, 2020). Nevertheless, the research participants just conducted online meetings and assigned tasks like homework to students by email or Zalo. They did not really design an online course on such platforms like Blackboard or Learning Management System (LMS). In fact, what they used for their online teaching does not require much knowledge and skills.

According to Pham et al. (2019), generally, English teachers’ ability to integrate technology in education is quite low, just at the beginning level of SAMR model. Teachers simply use some of the very basic tools like audio players, computers or emails for their teaching (Le & Vo, 2014); therefore, they find it challenging when they have to deal with online teaching. The situation is similar in some Asian countries. In Malaysia, teachers hardly use internet for their teaching, so they have difficulties in organising online lessons (Koo, 2008). A study conducted in Palestine shows that capabilities of IT skills decides the readiness of teachers for their e-learning lessons (Trayek et al., 2016). In Palestine, teachers’ own belief that they can conduct e-learning in their classroom is one factor deciding the level of teachers’ readiness of their e-learning activities. According to Trayek et al. (2016), in Palestine, teachers do not have strong belief for their ability to implement online teaching.

Facility readiness decides teachers’ readiness for online teaching. In Vietnam, facility is one constraint of technology integration in language learning (Le & Vo, 2014;

Pham et al., 2018; Pham et al., 2019; Vo et al., 2020). Though this study shows that English teachers basically have enough conditions to conduct online teaching, facility is still a matter because to join online courses, students need to have their laptops or smartphones connected to the internet. In such a developing country like Vietnam, the requirement that every student in a class can access the internet for online learning cannot be achieved, especially in rural areas. In other words, teachers' facility readiness cannot assure the quality and the implementation of online teaching. In fact, facility is always an element preventing teachers from adopting technology in their lessons to certain extent (Ergene & Türk Kurtça, 2020; Mirke, Cakula & Tzivian, 2019; Koo, 2008; Rusmiati et al., 2020; Trayek et al., 2016).

Implication

The level of English teachers' readiness for online teaching can be increased through active and spontaneous support from MOET, schools' administrators as well as teachers' proactive solutions to challenges that may arise (Atmojo & Nugroho, 2020; Nguyen & Nguyen, 2021). First, training programmes should be provided to enhance English teachers' ability to implement online lessons. Those programmes should not only focus on IT skills but also methodological knowledge and skills for online teaching (Vo et al., 2020). Lesson design, online activity selection and teaching approach should be introduced in the course. In addition, teachers need to be continuously trained to update knowledge and skills for online teaching.

Online teaching is not simply conducting online meetings, but it should be a combination of both asynchronous and synchronous activities for effective learning outcomes (Nguyen & Nguyen, 2021). Actually, in Vietnam, before COVID-19 pandemic, schools were not familiar with online courses, so when the outbreak happened, they just encouraged teachers to implement any kind of activities to maintain students' learning. The nation should reserve a certain portion of educational budget for schools' facilities and platforms for online courses.

Spontaneous support is also a solution to help teachers to deal with problems that may arise during their teaching. From training to actual teaching practice is a distance that can be shortened by several ways. First, besides training programmes provided by MOET, schools need to have their own workshops or activities to train teachers on time. Secondly, peer mentoring can be applied to enhance teachers' ability to cope with difficulties in online teaching and enhance their ability to deliver online teaching (Vo et al., 2018). In peer mentoring, teachers will be organised in small groups in which skilled and experienced ones will be responsible for helping others to design online courses and organise activities for online teaching. With peer mentoring, teachers can get instant help from colleagues, resulting in quick responses to challenges that may arise during their online teaching.

Finally, teachers of English need to be self-aware that they themselves must try to self-study to update with the new teaching context. In fact, if teachers wish to make changes to their teaching, they definitely get their own ways to overcome current challenges and head for improvements in teaching.

Conclusion

In conclusion, teachers' confidence, methodological knowledge and skills, and teaching facility decide their level of readiness to deal with the abrupt change of the teaching mode from face-to-face to online teaching. The study shows that under 50% of English teachers in the centre of Vietnam were methodologically available to conduct certain kinds of online teaching. Yet, they did not face difficulties in teaching conditions much. Measures like support from the government and schools, peer mentoring and self-study should be conducted for better online teaching in the future.

Yet, the study focused on exploiting teachers' readiness for online teaching based on their own perceptions; therefore, the results cannot truly reflect their actual readiness. Further studies can be conducted to cover such gap.

References

- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>
- Copriady, J. (2014). Self-motivation as a mediator for teachers' readiness in applying ICT in teaching and learning. *Turkish Online Journal of Educational Technology*, 13(4), 115–123. <https://doi.org/10.1016/j.sbspro.2015.01.529>
- Creswell, J. W., & Clark, P. (2011). *Designing and conducting mixed methods research*. Sage Publication Ltd.
- Dang, X. T., Nicholas, H., & Lewis, R. (2012, October 12-13). *ICT training and ICT use among Vietnamese foreign language teachers*. [Paper presentation]. The Firth International Conference on Ubiquitous Learning, Illinois, USA. <https://www.youtube.com/watch?v=duNwsgMgmXQ>
- Ergene, Ö., & Türk Kurtça, T. (2020). Pre-service mathematics teachers' levels of academic procrastination and online learning readiness. *Malaysian Online Journal of Educational Technology*, 8(4), 52–66. <https://doi.org/10.17220/mojet.2020.04.006>
- Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Frontiers in Psychology*, 11, 1–14. <https://doi.org/10.3389/fpsyg.2020.549653>
- Hung, M. L. (2015). Teacher readiness for online learning: Scale development and teacher perceptions. *Computer and Education*, 94, 120–133.
- Huong, L. P. H., & Marie, Y. (2016). Evaluating in-service training of primary English teachers: A case study in central Vietnam. *The Asian EFL Journal Quarterly*, 18(1), 163–191.
- Huynh, T. N., & Nguyen, T. U. N. (2021). In-service language teachers' attitudes towards technology use and the development of their perceived CALL competences. *Taiwan Journal of TESOL*, 18(2), 29–62. <https://doi.org/10.30397/TJTESOL.202110>
- Koo, A. C. (2008). Factors affecting teachers' perceived readiness for online collaborative learning: A case study in Malaysia. *Educational Technology and Society*, 11(1), 266–278.
- Le, X. M., & Vo, K. H. (2014). Factors affecting secondary-school English teachers' adoption of technologies in Southwest Vietnam. *Language Education in Asia*, 9(2), 198–215.
- Mirçe, E., Cakula, S., & Tzivian, L. (2019). Measuring teachers-as-learners' digital skills and readiness to study online for successful e-learning experience. *Journal of Teacher Education for Sustainability*, 21(2), 5–16. <https://doi.org/10.2478/jtes-2019-0013>
- Mohamad, S. N. M., Salleh, M. A. M., & Salam, S. (2020). Factors affecting lecturers motivation in using online teaching tools. *Procedia - Social and Behavioral Sciences*, 195, 1778–1784. <https://doi.org/10.1016/j.sbspro.2015.06.378>
- National Foreign Language 2020 Project. (2008). *Nhiệm vụ của đề án "Dạy và học ngoại ngữ trong hệ thống giáo dục quốc dân, giai đoạn 2008-2020* (The National Foreign Language 2020 project's responsibilities in the national education system in the period 2008-2020). Hanoi.
- Nguyen, H. T. M., & Baldauf, R., B. (2010). Effective peer mentoring for EFL pre-service teachers' instructional practicum practice. *The Asian EFL Journal Quarterly*, 12(3), 40-61.
- Nguyen, H. T. M., & Hudson, P. (2012). Pre-service EFL teachers' reflections on mentoring during their teaching practicum practice. In C. Gitsaki & B. B. J. Richards (Eds.), *Future directions in applied linguistics: Local and global perspective* (pp. 158-178). Cambridge Scholar Publishing.
- Nguyen, U. N. T., & Nguyen, L. V. (2021). Resilience to withstand covid-19 crisis: Lessons from a foreign language institution in Vietnam. *Call-Ej*, 22(2), 40–55.
- Nguyen, V. L., & Pham, A. T. D. (2021). Using synchronous online discussion to develop EFL learners' productive skills: A case study. *The Journal of Asian TEFL*, 18, 179–207.
- Pham, T. T. N., Tan, C. K., & Lee, K. W. (2018). Exploring teaching English using ICT in Vietnam: The lens of activity theory. *International Journal of Modern Trends in Social Sciences*, 1(3), 15–29.
- Pham, T. T. N., Tan, C. K., & Lee, K. W. (2019, August 9-10). *ICT integration in teaching*

- English in Vietnam through the lens of SAMR model* [Conference presentation]. GLOCAL 2019, Danang, Vietnam.
- Phan, V. H. (2015). *Khảo sát đánh giá tác động của Đề án ngoại ngữ quốc gia 2020 đến công tác phát triển chuyên môn, nghiệp vụ giáo viên tiếng Anh phổ thông tại miền Trung-Tây Nguyên* (Investigating the impacts of National Foreign Language 2020 project on the professional deve). Danang.
- Popova, L. V., & Pikulenko, M. M. (2020). Teacher's readiness to create own online courses. In I. Gafurov & R. Valeeva (Eds.), *ARPHA Proceedings 3: VI International Forum on Teacher Education* (pp. 2017–2031). Kazan Federal University. <https://doi.org/10.3897/ap.2.e2017>
- Rasmitadila, R., Rusmiati, A. R., Reza, R., Achmad, S., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period : A Case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109.
- Richardson, J. W., Hollis, E., Pritchard, M., & Novosed-Lingat, J. E. (2020). Shifting teaching and learning in online learning spaces: An investigation of a faculty online teaching and learning initiative. *Online Learning*, 24(1), 67-91.
- Schleicher, A. (2020). *The impact of COVID-19 on education: Insights from education at a glance 2020*. OECD. <https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>
- Trayek, F. A. A., Tunku Ahmad, T. B., Nordin, M. S., Dwikat, M. A., Abulibdeh, E. S. A., Asmar, M., & Sawari, S. S. M. (2016). Underlying structure of e-Learning readiness among Palestinian secondary school teachers. *MATEC Web of Conferences*, 56, 1–5. <https://doi.org/10.1051/mateconf/20165601011>
- Vo, T. K. A. (2017). Evaluating the implementation of action research course in an in-service teacher training program in Vietnam. *Journal of Nusantara Studies*, 2(2), 88–97.
- Vo, T. K. A. (2021). Vietnamese secondary teachers' responses to emergency online teaching. *International Journal on E-Learning Practices*, 4, 33–40.
- Vo, T. K. A., Pang, V., & Lee, K. W. (2018). Teaching practicum of an English teacher education programme in Vietnam: From expectations to reality. *Journal of Nusantara Studies*, 3(2), 32–40.
- Vo, T. K. A., Pang, V., & Lee, K. W. (2020). Evaluating Vietnam's pre-service English teacher education program for technology integration in education. *Call-Ej*, 21(3), 8–22.

MỨC ĐỘ SẴN SÀNG CỦA GIÁO VIÊN TIẾNG ANH VỚI VIỆC GIẢNG DẠY TRỰC TUYẾN KHẨN CẤP TRONG ĐẠI DỊCH COVID-19 Ở VIỆT NAM

Võ Thị Kim Anh

*Trường Đại học Ngoại ngữ, Đại học Đà Nẵng
131 Lương Nhữ Hộc, Phường Khuê Trung, Quận Cẩm Lệ, Thành phố Đà Nẵng*

Tóm tắt: Đại dịch COVID-19 đã lây lan rộng rãi đến hầu hết các quốc gia trên thế giới và sự xuất hiện đột ngột của đại dịch đã ảnh hưởng nghiêm trọng đến nền giáo dục toàn cầu. Bài báo trình bày kết quả của một nghiên cứu điển hình thông qua khảo sát cách giáo viên tiếng Anh phản ứng với bối cảnh giảng dạy mới ở miền Trung Việt Nam. Bài báo phân tích mức độ sẵn sàng của giáo viên tiếng Anh để đối phó với việc chuyển đổi đột ngột từ dạy học bình thường sang dạy học trực tuyến. Nghiên cứu sử dụng phương pháp hỗn hợp sử dụng bảng khảo sát và phỏng vấn sâu như là công cụ nghiên cứu chính. Các giáo viên dạy tiếng Anh từ các trường tiểu học đến trung học phổ thông ở miền Trung Việt Nam đã được mời tham gia làm bảng khảo sát. Kết quả của nghiên cứu cho thấy giáo viên dạy tiếng Anh không được chuẩn bị tốt cho việc giảng dạy trực tuyến đột ngột và mức độ sẵn sàng thay đổi tùy theo cấp học. Do đó, các giáo viên dạy tiếng Anh nên tự cập nhật các chiến lược được sử dụng trong giảng dạy trực tuyến, các kỹ năng công nghệ thông tin thông qua các khóa đào tạo và tự học.

Từ khóa: đào tạo giáo viên, bối cảnh giảng dạy, giảng dạy trực tuyến, kiến thức sư phạm