SPECIAL ISSUE OF GLOCALL 2019 CONFERENCE PAPERS
Technology in Learning & Teaching in Diverse Educational Settings

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This special issue is a compilation of selected articles presented at the GLoCALL 2019 conference which was organised by PacCALL, VietCALL and the University of Foreign Language Studies, University of Da Nang from 8th to 10th August 2019. This conference is part of the GLoCALL series of conference organised yearly since 2007 to share knowledge, research and experiences on how to use technology to enhance language learning and to explore how technology can be adapted to meet the needs of language learners in a variety of contexts. This year's special issue comprises a compilation of 12 articles ranging from articles on factors, attitudes and causes for engaging or not engaging with technology, to articles on the effects of technology (such as virtual exchange, skype, video-based discussion) on cultural issues, and articles that explore the effects of specific technologies on enhancement of language skills and affective factors (such as behavioural, cognitive and emotional engagement).

The first article, "Evaluating Vietnam's Pre-service English Teacher Education Program for Technology Integration in Education" by **Thi Kim Anh Vo, Vincent Pang and Lee Kean Wah** explored the causes and factors hindering English teachers in Vietnam from integrating technology in their lessons. The research used a qualitative, case study approach involving the use of in-depth interviews on 11 participants: seven student teachers and four experienced lecturers. The findings revealed that the program was not effective in educating student teachers in the methods of using technology in teaching. The reasons for such inadequacy were lack of knowledge of technology integration in language teaching, poor facilities, and low ICT capacity.

In the second article, **My T. Truong and Jill Murray** investigated teacher trainees' attitudes towards an online teacher professional development (OTPD) course in Vietnam. The study adopted a qualitative approach, collecting data through semi-structured interviews. 19 EFL teachers from 17 primary, secondary and tertiary schools across the North of Vietnam volunteered to take part in the research. All the data were analysed thematically. The results revealed that teachers' attitude was a domain-specific construct. They favoured the convenience of online learning, however they showed the tendency to opt for the traditional alternative. The primary obstacles faced by them included course features, technology availability, teachers' technology efficacy and self-regulation ability.

Article three presents a study by **Tran Le Nghi Tran** on self-directed MALL implementation with the aim of identifying specific perspectives and strategies to facilitate self-directed learning with technologies for groups of learners with different attitudes. The study collected data from 57 tertiary TESOL teachers from 46 Vietnamese universities over a two-year period using a survey, interview, pre- and post-tests as well as records of app uses to shed light on perspectives towards MALL. Data analysis revealed five different attitudes towards MALL: curious, critical, favourable, playful and ambitious. This study has shed light into the fluid, changeable and complex nature of learner attitude towards different technologies at different points of time, which resulted in different learning behaviours and justified the need for specific strategies to suit different learner groups.

Cuong Huy PHAM, in the fourth article investigated the extent to which teachers regulate their ICT application in language teaching by drawing on Rogers and Wetzel's (2013, p. 63) conceptualization of agency which explored the teachers' ability to reflect on their specific teaching context and personal capabilities in order to develop their own strategies for ICT use. Narrative frames which enabled the teachers to provide rich accounts of what actually happened in their real-life teaching were employed (Shelley et al., 2013). Three Vietnamese teachers of English (two females and one male) working at three universities in Vietnam were invited to reflect on the three different stages of ICT adoption including pre-adoption, actual adoption and future projections. Findings showed that all the three participants complimented on the versatility of technology in terms of resources and opportunities for learners' language practice within and beyond the classroom. Their levels of willingness to integrate ICT in their classroom practices and beyond were mitigated by many factors including the available facilities, learners' attitudes towards ICT use, teachers' digital literacy and confidence in incorporating technology in teaching, and curricular requirements. This confirms the fact that teacher agency is substantially mediated by the physical and social environment in which it operates (White, 2018).

The fifth article by **Eric Hagley** explored the effects of the International Virtual Exchange Project (IVEProject) on Japanese students' cultural and intercultural sensitivity. The study was conducted over a period of two years: 2016 (644 Japanese students participated) and 2017 (1098 students participated). The pre- and post-questionnaires incorporated components from the Intercultural Sensitivity Scale (Chen & Starosta, 2000) and a developmental model of intercultural sensitivity (Bennett, 2011). The non-parametric Wilcoxon signed-rank test for hypothesis testing of repeated measurements on a single sample was used to test significant difference. The results revealed that VE increased interactional confidence, intercultural sensitivity, appreciation of other cultures, and motivation to learn the L2.

In article six, **Ngoc D. Nguyen, Vilma B. Liwan and Thao T. P. Mai** evaluated the effectiveness of using Skype to facilitate intercultural understanding and development

of 21st century skills. The study was conducted on 42 first year Vietnamese university students which took part in a 10-week Virtual Exchange (VE) with other teachers and students from other countries. They collected data using online questionnaire adapted from Hixson, Ravitz and Whisman (2012) and semi-structured interviews. Students also did a self-assessment on their ability to perform specific 21st century skills. All students were non-English major and of mixed English proficiency levels. The findings showed that students improved significantly on the 21st century skills through the Skype activities especially in critical thinking and communication skills with areas for improvement in collaboration, self-direction and making local connections.

In article seven, **Wirawati Ngui, Vincent Pang, Wendy Hiew and Lee Kean Wah** explored the impact of implementing e-Portfolio as an assessment tool on ESL students' writing skills through the lenses of Malaysian Undergraduates studying at a public university in Malaysia. The ability to write and speak in English are two of the most sought for employability skills in Malaysia (Hamid et al., 2014), however, studies have shown that Malaysian university students often perceived academic writing as a challenging task. The study was undertaken on 46 first year undergraduate students taking an Advanced English Course over a course of 14 weeks at Universiti Malaysia Sabah. The aim of the course was to equip students with the necessary skills to read and write academically. The study adopted a case study approach by collecting qualitative data through online discourses through records of activities logged in students' e-Portfolios (consisting of comments, artefacts and reflections), open-ended questionnaires and interviews. All qualitative data were analysed using NVivo 12 and thematic analysis. The findings revealed that the use of the e-Portfolio with emphasis on feedback and communication, artefacts and reflections, and peer review contributed positively to the students' writing skills.

Article eight presents **Myung-Jeong Ha**'s study entitled "Implementing mobile-phone-based student response system in a large undergraduate course" which investigated students' perspectives on a student response system (SRS), Socrative in a large university-level course. SRC, a new cloud-based response system, is free and requires general resources such as the Internet and smartphone (Matthew, 2012). Informed by previous research, this study utilised SRS technology to allow Problem Based Learning (PBL) to be implemented as a supplement to regular, didactic coursework to engage students in constructivist learning activities in order to enhance participation and promote collaboration among them. Participants of the study were 82 students enrolled in an American Culture and Society course at a university in Korea. Web-based questionnaires and classroom observations were employed to examine students' perceptions of Socrative use and their engagement of the related PBL activities. The students' evaluation of the effectiveness of Socrative was generally positive. They believed that the use of Socrative increased their interests, engagement and motivation, improved critical thinking skills and conceptual understanding of the course contents, and promoted interactivity and participation.

Article nine was a group effort of four researchers namely **Tien M. Mai, Luan T. Nguyen, Tran L.N. Tran and Thinh V. Le**. This study explored the quality and depth of interactions among EFL teachers while participating in online communities by analyzing two Facebook groups of Vietnamese EFL teachers using Wenger's (1998) analytical framework for communities of practice (CoP). It aimed at examining the perspectives of both experienced and lurker-members in Vietnamese Facebook groups to identify the realities of these participants' contribution through the lens of CoP. A multiple-site case study design was used involving a survey on 84 teachers and the analysis of the content of selected posts and comments in two Facebook groups in a five-month period, focusing on members' engagement, perceived benefits and recommendations regarding their CoP participation. The findings revealed that university lecturers in the VNTEFL group were more focused on reading and following research and professional development opportunities prescribed by influencers, whereas the school teachers in Teachers' Hub tend to be more internally driven in their community, seeking and sharing possible solutions to the pedagogical challenges of their professional lives in supportive manners. However, although their engagement levels differed remarkably, it was evident that the two Facebook groups presented as CoP had helped the Vietnamese EFL teachers and lecturers expand their professional support by embracing social media affordances.

In article ten, **Thao T. P. Mai, Gunther M. Wiest, and Ngoc D. Nguyen** facilitated an online intercultural exchange program among Vietnamese, Azerbaijani, and Chilean non-English major students in order to assess the development of intercultural competence (IC) in recipients of tertiary education using the Flipgrid which is a type of video discussion platform. The data collected from the non-English major Vietnamese university students included questionnaire surveys based on the INCA framework (Byram, 2008) as a quantitative method and in-depth interviews based on those of Fantini and Tirmizi (2006), and Straffon (2003) as a qualitative method. The Flipgrid videos were chosen as the data in their case studies. The findings illustrated that although the number of students who could develop a system of principles and then refer to them in almost any intercultural encounter was low, probably due to the limited scope of the main topic of the intercultural exchange, it was evident that the exchange on Flipgrid platform had facilitated the Vietnamese students' development of intercultural competence (IC) via six different components, with noticeable variance.

Although Foreign Language Enjoyment' (FLE) has been proven to be beneficial in foreign language (FL) learners' acquisition process (Dewaele and MacIntyre, 2014), few research has emphasised the relationship between Mobile-assisted language learning (MALL) applications and FLE. In article eleven, **Van H.H. Le i**nvestigated whether Digital Storytelling (DST) with Puppet Pals app (a short form of digital media production), were able to enhance fluency and reduce the shyness of students practicing English through traditional role-plays in classrooms (Hopkyns & Nicoll, 2014). 69 freshmen at Van Lang University (VLU) participated in this project for seven weeks. A mixed method was used in combination with three data collection instruments: The

Foreign Language Enjoyment Scale (FLES), video recordings observation notes, and a semi-structured interview. The results indicated that DST with Puppet Pals had resulted in FLE. Students enjoyed using the app and felt less anxious, and more confident and willing to carry out the tasks. It also led to pride of achievement and students described it as helping them improve their speaking skill, listening skill, pronunciation, vocabulary and even memory ability or concentration.

In article twelve, **Linh T. Le and Van Lang** explored the influence of gamifications on learners' behavioral, emotional and cognitive engagement. The research involved 50 university students based in a private university in the South of Vietnam. The students' English level of proficiency was basic (A2 in the CEFR scale). As part of the research, students took part in a 3-months gamified blended course using *Classcraft* where learning goals were converted into adventures or quests. Students were divided into groups and each group had to complete various quests to achieve the learning goals of the semester. Data were collected through e-journals submission, and semi-structured interviews with five students, conducted over two time-period (week 7 and week 12) to find out students' learning experience. Data were collated and analysed according to three major themes: behavioural, emotional and cognitive engagement. The study indicated that gamification encouraged deeper engagement, higher level of participation and decreased language anxiety. Students also developed a sense of social connection and investment in their learning which was regarded as the expression of cognitive engagement.

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These papers, drawn from a variety of contexts, clearly showed that development in the use of technology is ongoing and progressing to encompass the latest developments in ICT. We are encouraged that so many presenters submitted their papers for publication which showed their ongoing interest to be a part of our community. We hope for similar responses for our future conferences and publications.

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