THE APPLICATION OF CIPP MODEL TO EVALUATE ONLINE TEACHING FOR ENGLISH MAJORED PROGRAMS IN VIETNAM DURING THE COVID-19 PANDEMIC

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Abstract

COVID-19 pandemic has had great negative effects on education worldwide. In Vietnam, the teaching situation has been changed a lot due to such impacts. All universities have switched to online teaching to maintain students' learning. The study was conducted to evaluate online teaching activities for English-majored students in universities in Vietnam during COVID 19 pandemic from lecturers' perspectives. In this research, CIPP (Context, Input, Process, product) evaluation model was applied as a framework with the qualitative approach. An in-depth interview was used to collect data with the support of the online course review. The research revealed that universities that educate English-majored students had prepared themselves to react quickly to a sudden change in the teaching context though some issues like online teaching methods and lecturers' ICT skills were, in fact, great challenges for universities to maintain their teaching quality. Teaching online strategies and universities' policies have been proposed as recommendations for better online teaching.

Keywords: evaluation, online teaching, English-majored programs, CIPP model, English-majored program

Introduction

Technology application in education is one of the most important policies of the Ministry of Education and Training (MOET) in Vietnam. Related to this, the year 2009 was chosen to be the "Year of ICT in Education" in Vietnam (Vo, 2019). Training and workshops have been organized to enhance English teachers' ability to integrate technology into education. However, the level of ICT application in language teaching is yet to be desired. According to Pham, Tan, and Lee (2019) and Vo (2019), the ability to use technology to teach the English language is very low among teachers of English in general and English lecturers in particular.

COVID-19 pandemic which has spread widely in the world recently has had impacts on not only the economy but also education. Schools are closed, causing an interruption in teaching and learning. Vietnam has suffered from the two waves of COVID 19. During the first wave in the first quarter of 2020, all school activities stopped for nearly three months and because of the sudden change and the lack of prediction on how long the epidemic would last, not many responses to maintain the teaching and learning were done at that time. Yet, in the second wave of the COVID 19 which began in late July, with better preparation, teaching online has been done widely in Vietnam. However, since the online teaching was implemented in a rush due to sudden disruption, stakeholders would be keen to know about how online teaching was conducted, the challenges faced by the higher education front liners, and whether the method was as effective as the conventional method.

The study focuses on evaluating the online teaching activities during the pandemic in views of lecturers. The research was done at the tertiary level and only for English-majored programs in Vietnamese universities. The research aims at finding answers to the following research questions.

1. What was the new teaching context of the English-majored programs in Vietnam during the COVID-19 pandemic
2. What teaching strategies were used?
3. What difficulties did lecturers face when implementing online teaching?
4. How effective is the process of moving from face-to-face teaching to online teaching from the perspective of lecturers?

The study was conducted with the hope to provide English-majored programs in Vietnam and English lecturers in the university with insights into the implementation of online teaching and suggestions to prepare the programs and their lecturers for better online teaching. It is hoped that the findings will lead to ideas on policies and practices for more effective online teaching not just for the COVID-19 pandemic but also in future disruptive times. Given the uniformity in academic programs in universities in Vietnam, the findings and implications are generalizable to the whole country to a certain extent.

Literature review

Evaluation of educational programs has been a key part of the development of educational programs. All decisions to make any changes in educational programs are based on findings from the evaluation. Many evaluation models such as Tyler's evaluation model (Tyler, 1949),

Countenance evaluation (Stake, 1967), and Context, Input, Process, and Product (CIPP) model (Stufflebeam, 2003) have been formulated for educational improvements. In this study, the CIPP model is selected as a framework because the model has four different dimensions which aim at evaluating various aspects of the implementation of educational programs.

CIPP model

The CIPP evaluation model is "a comprehensive framework for conducting formative and summative evaluations of programs, projects, and evaluation systems" (Stufflebeam, 2003, p. 31). CIPP stands for Context, Input, Process, Product evaluation. This model originated in the late 1960s to "help improve and achieve accountability for federally funded U.S, public school projects, especially those keyed to improving teaching and learning in inner-city school districts." (Stufflebeam, 2014, p. 318). The model was created by Daniel L. Stufflebeam in 1969. It has been further developed throughout the years with revisions in 1971, 1983, and 1985 with the help of Shrinkfield. A lot of researchers like Stufflebeam (1967; 2000), Madaus and Stufflebeam (2000), Stufflebeam and Webster (2000), and Zhang et al., (2011) applied and adapted the CIPP model for evaluation purposes. To guide evaluators in using CIPP, Stufflebeam (2003) developed a detailed checklist for the application of the model.The model is based on "learning by doing" (Stufflebeam, 2014, p.318). It is an ongoing effort to identify and correct mistakes made in evaluation practice, and also a way to invent and test needed new procedures, and remain and incorporate especially effective practices. The focus of the model is to provide the information that will help to regularly assess the program or services and make effective and efficient use of resources, time, and technology to serve beneficiaries appropriately.

As the CIPP's view is that "the most important purpose of the evaluation is not to prove but to improve" (Stufflebeam, 2003, p.31), it is against the views that evaluations should be "inquisitions, on-shot investigations, activities solely conducted by evaluators, or only instruments of accountability for externally funded projects" (Stufflebeam, 2000, p. 283). Yet, the model does not disregard or discount the tendency that some programs or projects, or other services are unworthy of efforts to improve them. The evaluation could stop unneeded or hopelessly flawed programs, projects, or other services. The evaluation also functions as an improvement tool by helping the organization to have better resource allocation towards more worthy efforts. CIPP model has four dimensions: Context, Input, Process, and Product evaluation. Each dimension has its purposes. Although most CIPP evaluation involves the whole CIPP package, each of the Context, Input, Process, and Product dimensions can be evaluated separately.

Context evaluation assesses needs, problems, and opportunities within a defined environment. *Needs* include useful things to fulfill the defensible purpose. *Problems* are "obstacles" that need to be overcome in meeting and continuing to meet targeted needs. *Assets* consist of accessible expertise and services to fulfill the targeted purpose. *Opportunities* include funding programs to support efforts to meet needs and solve associated problems. *Defensible purposes* denote what is yet to be achieved concerning the institution's mission in consideration of ethical and legal standards (Stufflebeam, 2000).

Input evaluation deals with program planning by identifying and assessing alternative approaches and then assessing procedural plans, staffing provisions, and budgets for feasibility, and potential cost-effectiveness to meet targeted needs, and achieve goals. Input evaluation identifies and rates relevant approaches, and helps decision-makers to prepare the selected approach for implementation. Political barriers, financial or legal constraints, and potential resources are what input evaluation is trying to identify. (Stufflebeam, 2000).

Process evaluation is a continuous check on a plan's implementation and documentation of the process. This evaluation type provides feedback on the extent to which staff is carrying out planned activities to a schedule. Process evaluation is also conducted to contrast activities with plans, describe problems, and judge how well the staff has solved them (Stufflebeam, 2000). The purpose of product evaluations is to measure, interpret, and judge outcomes. The main objective of product evaluation is to measure the extent to which the program, services, or organization is evaluated to meet the needs of beneficiaries. Product evaluations also assess intended, unintended and positive, and negative long-term outcomes (Stufflebeam, 2000).

To ensure that this research is manageable in the work volume in the constricted time frame, this research does not consider all the elements of evaluation for each of the dimensions. Instead, as stated in the research questions in the introduction section, the research focuses on only one pertinent question for each of the context, input, process, and product dimensions. Specifically, the context evaluation focuses on the needs of online teaching during the pandemic, the input evaluation focuses on the teaching strategies used by lecturers to cope with the sudden change, the process evaluation focuses on the difficulties faced by lecturers during the implementation of the online teaching, and the product evaluation focuses on whether the online teaching is effective based on the perspective of the lecturers.

English majored programs in Vietnam

English-majored programs in Vietnam are designed according to the framework provided by the Ministry of Education and Training, so they are similar. There are two components of the program: a general knowledge component which involves computer literacy, Physical Education, foreign languages (Korean, Russian, Japanese, etc.), and a professional component which includes English proficiency development, translation and interpretation skill development, English History, Linguistics and so on. The total load for the entire program is approximately 140 credits (Hoang, Pham, & Nguyen, 2018; Vo, 2019). The English-majored programs have been updated continuously to ensure the teaching and learning quality. Integrating technology and applying new teaching strategies such as blended learning and collaborative learning are encouraged in the implementation of the programs (Vo, 2019). Even though with some enhancement in the quality, the programs are found not to keep up with the requirement of the labor market (Hoang et al., 2018).

In addition, according to Vo (2019), English-majored programs in Vietnam have been conducted in a very similar way in most universities in Vietnam. In the programs, developing English proficiency for students is the main focus, so the amount of credits reserved for developing English

proficiency is the largest with approximately one–third of the whole credits. Technology integration is encouraged to use in the implementation of the programs; yet, the level of integration is not as high as expected (Vo, 2019; 2020).

Furthermore, universities in Vietnam are short of high-quality lecturers of English. To solve this issue, the government has organized some fundings to financially support lecturers to get Ph.D. programs not in Vietnam but also English-speaking countries. The policy has gradually helped universities to get rid of the issue of lacking high-quality lecturers of English (Duyen, 2016).

Teaching context during COVID 19 pandemic

In early 2020, COVID-19 began to spread in Vietnam with 16 positive cases. To stop such a pandemic, all universities in Vietnam were closed because the government was afraid that students returning to universities after the Vietnamese traditional New Year holiday may have brought the risks of virus infection during their travel, especially those who came from the North where 16 positive cases were found. As the outbreak happened suddenly when the date of return of teaching and learning to normality was uncertain, universities were not prepared for online teaching and reacted to the changes somewhat slowly. They made use of all that they had at that time to maintain their teaching, which resulted in some effects on the quality of teaching.

Teaching and learning in universities in Vietnam returned to normality in April 2020. Yet, to deal with the sudden change in the mode of teaching (i.e. from face-to-face teaching to online teaching), universities in Vietnam have made lots of preparation regarding facilities, teaching strategies, and ICT skills for lecturers. Unexpectedly, the pandemic occurred again in late July 2020 when all universities were going to begin their new school year. This time, with preparation, universities immediately implemented changes to switch from face-to-face teaching to online teaching. Zoom, MS Teams, Google Meet, and online courses on MOODLE platform have been used to maintain teaching and learning.

Online teaching was applied when the COVID 19 situation was serious and the university quickly returned to normality when COVID 19 cases were reduced. Even though lecturers were better prepared for online teaching, the "on/off" online mode has caused difficulties to the lecturers. First, it was not easy to select a suitable teaching strategy for fully online teaching, especially when lecturers had to deal with online teaching in the middle or at the end of the semester. In addition, lecturers faced lots of difficulties such as a lack of ICT facilities, insufficient ICT skills, and limited knowledge and experience on teaching strategies. Whether online teaching was effective is still a question to be researched through the findings of some recent studies that have addressed the online teaching and learning issues in Vietnam. According to recent research, thoughtful lesson design, constant support, and proactive coping with challenges are what lecturers need to consider for effective online teaching (Nguyen & Nguyen, 2021).

Online teaching

Online education has been a part of all educational systems in the world. Online teaching has become increasingly popular these days during the COVID-19 pandemic. Online learning and

teaching are often perceived as the use of internet-based tools and websites to provide learners with access to materials, interactions with teachers and other students, lessons, and different kinds of online activities like forum discussion, and online assignments or quizzes (Ally, 2008; Krish, 2008).

Asynchronous and synchronous communication modes are often used in online teaching (Craig et al., 2012; Kearns, 2012). Asynchronous mode allows learners to organize their learning at any time convenient to them. This mode often uses emails, chat lists, discussion, forums, blogs, shared documents, and pre-recorded video. Synchronous communication happens at a fixed time and learners need to log in online at the same time. Such interactions are virtual classes or online meetings using Zoom, Google Meet or MS Teams. For complete on-line teaching, the combination of these two modes is commonly applied (Tartavulea et al., 2020).

According to Chickenring and Gamson (1987), the quality of online teaching is associated with seven principles: (1) facilitating interaction between students and faculty academic and non-academic staff; (2) enhancing collaboration among students; (3) encouraging student engagement and active learning; (4) Providing timely and useful feedbacks (5) emphasizing time on task; (6) communicating high expectations and (7) respecting various talents and modes of learning. Comparing these with the context in the Covid-19 pandemic-stricken era, Kennedy and Highman (2021) suggested that the key components for successful online teaching are the needs for social presence, creation of cycles of communication, adaptive learning and learning analytics, the use of learning design, provision of new professional development needs, shifting from traditional to online costing models, and partnership with private providers. The comparison shows a change of needs in line with the shift as a result of the latest technological and economic complexities.

Hung, Chou, Chen, and Own (2010) identified that the quality of online teaching depends on learners' readiness for online learning. The level of learners' readiness for online learning is decided by learners' computer self-efficacy, self-directed learning, learner control, motivation for learning, online communication self-efficacy (Hung et al., 2010). With the sudden change from normal face-to-face teaching and learning to online teaching and learning, it is hard to have a high level of readiness for online learning, especially in developing countries like Vietnam where the living standard and facilities are of great concern (Ergene & Türk Kurtça, 2020; Nguyen, 2015; Rusmiati et al., 2020).

Although Southeast Asia has not been badly affected by the pandemic in 2020 compared to Europe and North America, the higher education sector had made efforts to cope with the impacts of COVID-19 on education. For example, in Malaysia, Azman and Abdullah (2021) found that although online learning policies and practices are considered appropriate, there exists a digital divide that poses challenges to post-COVID-19 teaching and learning. To prepare for the changed scenario for COVID-19 pandemic as well and post-pandemic teaching and learning, they suggested that higher education leaders should take up a new stance in managing institutions, student welfare especially material and psychological needs should be given attention, conventional and online learning should be blended, and flexible approach to academic program structure, curriculum, and assessment should be designed and implemented.

Another study implemented in Sri Lanka showed that its educational setting has very limited resources when the country's facility for online teaching was quite poor. Teachers in Srilanka utilized any kind of resources to maintain their teaching including Zoom, Facebook, or Zalo, resulting in the low efficiency of online teaching (Chandrasinghe et al., 2020). In China where the facility is much better, teachers used both synchronous and asynchronous modes of online teaching to maintain students' learning (Gao & Zhang, 2020).

In Vietnam, Pham and Ho (2020) found that Vietnamese MOET has initiated more support for online learning, and is driving reviews of policies of curriculum and syllabus. They recommended that conventional and online learning be blended to optimize student learning outcomes, and e-learning infrastructure facilities are boosted to support the higher education institutions. A recently published study using the qualitative approach in Vietnam revealed that universities quickly moved from face-to-face teaching to online teaching. Yet, the study focused on administration, school policies, and not much was explored regarding the teaching practice (Nguyen & Nguyen, 2021). Vo (2021) investigated how Vietnamese secondary teachers of English responded to the emergency online teaching. The research which applied the mixed method found that secondary teachers of English utilized various ways from Zalo, emails to tools like Zoom, MS Team, and Google Meet to maintain their teaching. Yet, due to teachers' lack of skills and knowledge, the level of effectiveness of online teaching is low.

Methodology

This study was conducted in a typical university in central Vietnam. The research applied the CIPP model as the framework. The four research questions were designed based on the four CIPP dimensions. Context evaluation is to identify the context of online teaching. Input evaluation is to evaluate strategies used in online teaching. Process evaluation is to recognize challenges lecturers faced when they implemented online teaching. Finally, product evaluation is to evaluate the effectiveness of the online courses. A qualitative approach was selected for the research.

Setting of the research

The research was conducted in Public University (a pseudonym) which educates English-majored students in the center of Vietnam. The total number of students is approximately 2,500. Every year, from 400 to 600 new students are enrolled in the program. When the COVID-19 pandemic broke out in January, the university quickly changed its mode of teaching to online. Yet, due to the lack of preparation, ways to perform online teaching were not consistent. Lecturers chose whatever tools they know for online meetings such as Zoom, Google Meet, and MS Teams. Besides, online courses were used as part of teaching on the university's Learning Management System (LMS). The university's platform has been used for many years to support teaching and learning.

Instruments

In-depth interviews were used in the research because the in-depth interview is useful for collecting deep information. The questions for the interview were prepared in advance. Besides the prepared

questions, additional spontaneous questions had been added during the interview for further information or clarification. To improve the validity of the instrument, a pilot study was conducted with two participants. After the pilot study, the questions of the interview were revised to better serve the study. For triangulation, document analysis was conducted to examine the course plans and online teaching materials in the university LMS.

Research participants

Ten lecturers among whom seven have more than ten years of experience and three have around five years of experience were invited for the interview. They are either Masters or Doctorates in TESOL. Invitation to take part in the research was sent to 15 lecturers. Ten of them agreed to be the research participants.

Data analysis

All the interviews were recorded and transcribed into Word documents. The data was then coded for analysis. Thematic analysis was performed based on the codes generated from the data. To maintain the reliability and validity of the data collection and analysis, member checking was utilized (Merriam, 2009). Specifically, the transcripts were sent to interviewees for checking whether what they expressed in the interview had been accurately transcribed. The codes and themes of the research were also sent to experts and the selected interviewees for checking. Besides, online course plans and teaching materials in the LMS were examined for triangulation.

Findings

A context evaluation

The first component of the CIPP model was applied to identify the new teaching context and problems arising in this new teaching context.

Research question 1: What was the new teaching context of the English major program in Vietnam during the COVID-19 pandemic?

The COVID-19 pandemic began in Vietnam in early January 2020 when the first few cases were found in the north of Vietnam. At that time, all students were preparing to return to universities after the two-week Lunar New Year holiday. On February 3rd, 2020, Public University decided to close its teaching and learning right before the time students needed to come back to the university. However, because this was the first time that the university had to make such a decision and there were no specific guidelines from the Ministry of Education and Training (MOET), the decision on the status of closure of the university was made every two weeks until May 17th.

At the beginning of March, the university realized the need to change its mode of teaching from face-to-face to online teaching. Online classes were organized. Yet, because there was no preparation, both the university and lecturers faced difficulties in implementing online teaching. Lecturers chose to use whatever tool they knew for online meetings like Zoom, Google Meet, MS

Teams. Only more than half of 208 courses were made online in the first two weeks of March 2020 since some lecturers did not have enough ICT skills for their online teaching.

The university, consequently, organized training courses for lecturers to equip them with the necessary skills and knowledge for the implementation of online teaching. Consequently, all courses were promptly created on the university Learning Management System (LMS), and instead of using different kinds of tools for online meetings, MS Teams was selected for all courses' online meetings in Public University.

An input evaluation

Input evaluation was applied to identify strategies used in the online teaching for English-majored students in Vietnam. The teaching strategies or teaching methods play an important role in the success of teaching in both online and face-to-face teaching.

Research question 2: What teaching strategies were used?

Fully-online teaching was first implemented in the English-majored program without preparation. Therefore, the sudden change led to the fact that teaching strategies were not carefully selected by lecturers. Seven out of ten lecturers interviewed admitted that they tried to conduct their online teaching as quickly as possible and they did not have time to think of teaching strategies. They used online meetings for their lectures and created some assignments for their students.

> *"Q: What teaching strategies did you select for your online teaching?*
> *A: Actually, things changed so fast that I just tried to make use of what I know. In my course, I combined online meetings with the online course on LMS.*
> *Q: What tool did you use for your online meeting?*
> *A: In the first two weeks of March, I used Zoom, but after that, I used MS Teams as suggested by our university.*
> *Q: Were there any differences between face-to-face meetings and online ones?*
> *A: A lot of differences. For example, I could not organize group work or pair work. Interactions among students were quite weak.*
> *Q: How about activities on LMS?*
> *A: I created assignments and got students to do them."*
>
> *(Interview with Lecturer 1)*

> *"Q: What teaching strategies did you select for your online teaching?*
> *A: Ah, that's a difficult question for me. The quick change from face-to-face teaching to online teaching made me not have enough time for preparation. I followed the university rule to organize online classes using MS Team.*
> *Q: Besides online meetings, have you used any other platforms?*
> *A: LMS, but just to upload documents and assignments...*
>
> *(Interview with Lecturer 5)*

Three other lecturers had specific teaching strategies for their online teaching. Two of them used flipped classrooms for their courses while the third selected project-based learning for the course.

> "*Q: What teaching strategies did you select for your online teaching?*

A: I used flipped classroom. You know I uploaded materials for my students to read and they were required to take part in online discussion before online meetings. During online meetings, we had lots of activities to further explore knowledge."

(Interview with Lecturer 7)

"*Q: What teaching strategies did you select for your online teaching?*

A: .....flipped classroom is what I use for my class. With this teaching strategy, I have created an interactive online environment for my students with reading and sharing ideas."

(Interview with Lecturer 2)

For the one who applied project-based learning, she used forums for students to share their ideas during projects and received comments from peers.

"Q: What teaching strategies did you select for your online teaching?

A: Project-based learning to organize online lessons ."

Q: How did you organize activities?

A: oh, lots of things had been done for the project. I created forums for my students to discuss and share ideas for their projects. Videos and slides were also shared here. "

(Interview with Lecturer 4)

Yet, when the researcher explored this lecturer's online course, the activities on forums were found to be just supplementary activities for face-to-face discussions. The activity cannot be considered a strategy for online teaching. A close look at all online courses created for the online teaching for English majored students revealed that activities on such courses limited themselves to such activities to supplement what cannot be organized in online meetings like discussions and to create a place for students to hand in assignments. All in all, lecturers had switched from normal teaching to urgent online teaching in which online meetings were used to replace face-to-face meetings. Online courses had supplementary activities which cannot be used in online meetings.

A process evaluation

Research question 3: What difficulties were found during the implementation of online teaching?

Process evaluation was used to evaluate the process of implementing online teaching. The research focuses on finding challenges lecturers faced when they had to change their mode of teaching suddenly. Three key themes were identified from the analysis of the interview.

(i) Pedagogical issues

It is revealed from the data that due to the sudden change, lecturers switched to online teaching by using online meetings on MS Teams and online courses on LMS. Activities like assignments and discussions were created on the LMS course as supplementary activities for what could not be organized in online meetings. Lecturers interviewed encountered difficulties in selecting appropriate teaching strategies. They did not have any experience with online teaching; therefore, they were not confident with their online teaching strategies.

"*Q: What difficulties did you face when implementing your online teaching?*

A: .....Actually, my most concern is how to maintain the quality of teaching. I found it a little difficult when conducting my lessons online. In some of my first lessons, activities like idea sharing were not suitable for online meetings and I did not know how to use my online

courses to support my online meetings efficiently. If we consider online teaching as online meetings, it is quite easy. But for me, it is more than that"

(Interview with Lecturer 6)

Even the lecturer who has selected a specific teaching method for the online teaching felt that choosing an appropriate technique for online teaching is, in fact, not simple.

"Q: What difficulties did you face when implementing your online teaching?
A: .....I selected project-based learning for my classes and I thought that I would have been successful in conducting my lessons because I have used project-based learning for many years. Yet, differently, it is not easy at all.
Q: Why?
A: Because organizing interactions is very essential in project-based learning, but it is a real challenge in online teaching. Choosing a suitable technique is not easy."

(Interview with Lecturer 4)

As found from the interview, all lecturers shared the concerns of the teaching method for their online teaching. In their view, teaching online requires teachers to have appropriate teaching activities to ensure interaction among students and between students and teachers, student motivation, and to facilitate students' learning.

(ii) ICT skills

Lack of ICT skills for online teaching emerged as the second challenge in conducting teaching and learning during the pandemic. Five lecturers shared the idea that their limited ICT skills prevented them from organizing effective online teaching. They wanted to have some activities for their lessons but did not know how to create them on online courses and it took them a lot of time to conduct online teaching. Managing a language class of approximately 40 students in online teaching requires much time and effort, especially when teachers are not good at ICT.

"Q: What difficulties did you face when implementing your online teaching?
A: My computer skills are not good, so I find it difficult to conduct my online courses and it is very tiring when I have to spend hours using the computer.

(Interview with Lecturer 10)

"Q: What difficulties did you face when implementing your online teaching?
A: To be honest, I have been anxious when required to use MS team and LMS. I haven't used those tools before, but luckily the university organized some training, so I can use them. Yet, I am not confident in using them....."

(Interview with Lecturer 3)

The other five lecturers are more computationally efficient. They shared that they were able to quickly catch up with new changes and implement their online teaching before the university required the switch from normal teaching to online teaching. Therefore, their students' learning was not interrupted.

"Q: How about ICT skills?
A: It's not the matter with me. I believe that I have enough computer skills to organize online lessons (smile)...I am familiar with tools like Zoom, MS Team and also know how to use Quizlet, Jamboard, or Padlet to make my lessons more interesting and interactive...."

(Interview with Lecturer 4)

".....I believe that I have enough ability to implement my online lessons. Before the pandemic, I often spend time equipping myself with ICT skills. I have used LMS courses to support my teaching for years, so I have no difficulties in online teaching"

(Interview with Lecturer 2)

(iii) Facilities

As the COVID-19 pandemic occurred suddenly, the university just made use of what it had at that time. Fortunately, the university has a strong internet connection, well-equipped computer rooms, and a modern studio. The university supported lecturers by providing them with chances to use the university's equipment for their online teaching. Yet, some lecturers had to be isolated at home because they risked being infected by COVID-19, or their areas were shut down. They could not have enough time to update their facilities at home for online teaching.

"Q: What difficulties did you face when implementing your online teaching?
A: .....in addition, my home wifi is weak, so I cannot have well-qualified online meetings. It takes me much time to deal with activities on the LMS course and my online classes are sometimes interrupted due to poor internet connection."

(Interview with Lecturer 10)

"Q: What difficulties did you face when implementing your online teaching?
A; .....My laptop is old, so I cannot use the camera in my teaching. I have to change my class schedule from morning to night, so I have to use my husband's laptop for my teaching for some time before buying a new one."

(Interview with Lecturer 8)

In sum, the most serious challenge that lecturers encountered was pedagogical issues, followed by a lack of ICT skills. These difficulties were compounded by the lack of ICT facilities.

A Product evaluation

Product evaluation was conducted to find out how effective is the online teaching implemented by the English teaching program.

Research question 4: How effective was the online teaching in the English-majored program in the perception of lecturers from the perspective of the lecturers?

Teaching quality is always the key point of any educational program. When switching from normal teaching to online teaching, lecturers were all concerned about how to maintain their teaching quality.

"Q: How effective was your online teaching?
A: I tried to maintain the quality of my course, but to be honest I do not think that I was able to keep it
Q; In comparison with your normal teaching, how much could you keep the quality?
A: Uhm, just around 70-80% of the normal one."

(Interview with Lecturer 9)

Lecturer 10 responded that she did not expect that her course was as effective as usual because she could not get students to be involved in their learning due to constraints of online teaching in

comparison with face-to-face one. She had to omit some of the activities in her lessons, so it was hard for her to stimulate students' learning.

> *"Q: How effective was your online teaching?*
> *A: Due to constraints in online teaching, I cannot have lessons as efficient as I expect. Interactions among students and between students and teachers are limited. I am trying to gradually improve my online teaching by using online tools. But I need time for learning to use new tools."*
>
> *(Interview with Lecturer 10)*

Generally, the level of effectiveness was perceived relatively high by all lecturers interviewed.

Discussion

Teaching context

Due to COVID-19, online teaching was suddenly used to replace face-to-face teaching in English-majored programs in the university. In countries like Saudi Arabia, Indonesia, China, India, Sri Lanka, Romania, and Vietnam which were severely affected by COVID 19, schools and universities reacted quickly to the change, by moving from face-to-face teaching to online teaching (Atmojo & Nugroho, 2020; Chandrasinghe et al., 2020; Gao & Zhang, 2020; Mohamad et al., 2020; Al-Mohair & Alwahaishi, 2020; Tartavulea et al., 2020). In such context, schools and universities did not have sufficient time for preparation, and therefore maintaining the quality of teaching is a great concern.

Teaching strategies

In Vietnamese English-majored programs, teaching methods for online teaching were selected by lecturers based on the available teaching strategies. As revealed from the findings, lecturers did not have sufficient time for their selection of methods for their online teaching practices. LMS was used in Vietnamese English-majored programs as a platform for online courses and MS Teams was a basic tool for virtual classes. Not all lecturers have specific teaching strategies for their classes. A combination between synchronous mode and asynchronous mode of teaching was found in English-majored programs when the COVID-19 outbreak occurred for over two months.

The reality was also seen in other countries where the online teaching environment was fast created. Teachers use different applications and platforms for their online teaching like learning management systems, chat and message, video conference, content maker, video streaming and sharing, online learner provider (Atmojo & Nugroho, 2020; Al-Mohair & Alwahaishi, 2020; Gao & Zhang, 2020 Tartavulea et al., 2020). The teaching mode selected was synchronous. According to Atmojo and Nugroho (2020), activities carried out by teachers are similar to those in face-to-face classes. Teachers simply move from face-to-face class. There is no consideration of the differences between face-to-face teaching and online teaching. In other words, teaching strategies were not suitable for online teaching.

In a recent study in 13 European countries, passive delivery of lessons and reduced interaction were found in online classes. The only method employed is sending class materials, online and video conferencing (Tartavulea et al., 2020). The COVID-19 crisis forced schools and universities to quickly accept some online tools and platforms for an abrupt switch to online teaching. Therefore, teaching strategies are not appropriately considered in the situation. According to Vo (2021), teachers of English in Vietnam lacked pedagogical knowledge for their online teaching, confusing selecting teaching strategies.

Difficulties in implementing online teaching

Pedagogical content decides the success of teaching practice. When conducting online teaching, teachers have challenges in choosing an appropriate teaching method for their lessons. This is especially difficult when the change to online was made very suddenly, and when teachers do not have sufficient time to build up the lesson with suitable pedagogical content (Chandrasinghe et al., 2020; Mohamad et al., 2020).

In addition, the lack of proper training is considered to be a barrier for teachers when conducting online teaching (Pelgrum, 2001). Teachers may find it uncomfortable to teach remotely, especially when they are not trained on time for online teaching. They have to spend more time familiarising themselves with ICT skills not only for their teaching but also for supporting their students to deal with technical issues. The lack of facilities is also identified as an obstacle to remote teaching. Insufficient hardware and software, the low quality of the internet, and the lack of equipment for online teaching are very common factors causing difficulties to teachers when they have online teaching (Atmojo & Nugroho, 2020; Mohamad et al., 2020).

Effectiveness of online teaching

The abrupt switch to online teaching affects the quality of teaching to certain extents. The effectiveness of teaching and learning is based on collaboration and interaction among students, student engagement in the lesson, timely feedback, and diverse learning activities (Chickenring & Gamson, 1987; Gorsky & Blau, 2009). As revealed from recent studies, the overall effectiveness of the online educational experience is lower than in the case of face-to-face teaching because it is difficult to ensure interaction and active learning (Atmojo & Nugroho, 2020; Mohamad et al., 2020; Tartavulea et al., 2020).
According to Tartavulea et al., (2020), the outcome of online teaching is not as good as face-to-face teaching when the readiness of online teaching is insufficient, especially in a developing country like Vietnam where technological availability has low quality. The whole program is not prepared to function towards the intended objectives.

Implications, Recommendations, and Conclusion

It is implied from the research that to ensure the quality of online teaching in English-majored programs in particular, and in education in general, good preparation should be made regarding seven principles to ensure the online teaching quality as stated in Section 2.4 (Chickenring & Gamson, 1987). First of all, program designers should consider making changes to the intended

curriculum so that their activities are appropriate for online teaching. Teaching strategies that are suitable for online teaching should be co-opted in the programs. More specifically, supplementary online courses should be created for all courses so that an effective online learning environment is ready to be used for ensuring collaboration among students, encouraging student engagement, active learning in an online environment (Kenedy & Highman, 2021). Additionally, teaching strategies such as blending conventional and online learning methods should be encouraged to suit various talents and modes of learning (University of Edinburgh, 2020; Pham and Ho, 2014).

Secondly, lecturers need to be equipped with both technological skills and methodological knowledge. Instant training for ICT skills as well as pedagogical content should be provided for lecturers. The level of technology use in teaching among lecturers needs to be enhanced through training courses and workshops. Besides, the university should ensure that sufficient and capable technical staff be made readily available to support lecturers, especially in case they encounter technical issues. In addition, equipment for virtual classes needs to be invested to support lecturers who do not have adequate home conditions and facilities for online teaching. Furthermore, as discussed in Section 2.4, the level of learners' readiness for online learning is not high due to the lack of preparation (Hung et al., 2010). Therefore, lecturers should be provided with training on how to increase learners' motivation and learners' self-directed learning. Lecturers should be ICT literate enough to support learners with technological issues that may arise during lessons.

Additionally, technology integration should be included in the curriculum of future teacher training and education programs so that teachers and lecturers are better prepared for online teaching. One of the professions that the graduates of English–majored students pursue is education. When pre-service teachers have good methodological knowledge and skills for virtual classes, the quality of online teaching can be ensured (Vo, Pang, & Lee, 2020).

Furthermore, with the change in the mode of teaching and learning, assessment policies should be established and practices should be adjusted not only to promote effective assessment as learning and assessment for learning but also to justify the validity of the scores of assessment of learning. To establish this for the university, *Guidelines for Remote Learning Assessment* established by Universiti Utara Malaysia (2020) and *USM Online Assessment Guidelines for Remote Teaching* of Universiti Sains Malaysia (2020) can be used as examples.
To increase the effectiveness of online teaching, better preparations such as program review and evaluation, suitable teaching strategies, ICT skills, and facility issues should be made available for more efficient online teaching. First of all, the evaluation of the implementation of online teaching should be done to find out what should be made for better online teaching and learning. Secondly, lecturers should be given more opportunities for training so that they can acquire better knowledge and skills to use technology in language learning appropriately. Furthermore, English-majored programs need to incorporate more technology integration.

To sum up, **t**he COVID-19 outbreak forced English-majored programs to move their mode of teaching from face-to-face to online. Such an abrupt change brought both universities and lecturers challenges regarding methodological, technical, and facilities issues. As shown from the research, lecturers found it difficult to select appropriate teaching strategies for their online courses. In addition, teaching conditions also impacted the quality of teaching. Due to strict standard operating

procedures caused by COVID-19, the university could not support lecturers as much as it should be.

Limitations of the Research

Due to the time constraints, the study which applied the CIPP model focusing on the evaluation regarding the teaching context for context evaluation, strategies for input evaluation, difficulties during implementation for process evaluation, and effectiveness of the online teaching for product evaluation. Further evaluation studies using the same model can explore elements of context, input, process, and products for a thorough understanding of online teaching in Vietnam.

In addition, the evaluation was conducted at one institution with a limited number of participants using a qualitative method. This may cause an issue with the reliability of the findings. Further multimethod research involving a larger number of participants will provide a comprehensive picture of the context, input, process, and products of online teaching at the tertiary level in Vietnam.

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