

Measures Taken by Lecturers in Teaching Language Skills to Large EFL Classes Online at Some Universities in Vietnam

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 <https://doi.org/10.54855/acoj.241516>

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Abstract

In EFL online teaching, large-sized classes are of major concern, and different teachers have taken various measures to facilitate and enable better learning outcomes. This study investigated the measures used by lecturers at some universities in Vietnam to teach language skills to large EFL classes online. The sample size was 60 respondents from different age groups, university settings, and IT competence levels. The research found that most teachers often preferred teaching receptive skills (i.e. reading and listening) as they were more graphic and more easily handled. Accordingly, more audio-visual measures were reported to be effective. Activities that allowed students to prepare and get ready were also more favorable. Presentations, role-plays, interviews and flipped classes were counted among the most frequently used activities. Besides, class short assignments on less academic tasks were more prevailing because they did not apply challenges and pressure on learners. Respondents revealed that they had to perform a lot of technical skills and combine several digital means of teaching, managing, monitoring and assessing their classes. It was recommended from this study that more training on handling blended classes and support efforts should be given to teachers of large classes as well as more innovative language activities and pedagogical measures should be designed to improve teaching and learning quality in such a circumstance.

Keywords: Large-sized class; online teaching; measures; English language skills; digital means.

Introduction

Teaching language skills usually requires various initiatives from teachers of large classes and it even urges them to utilize more measures in online settings. It is necessary to explore how teachers of language skills have been struggling to overcome obstacles from their online oversized classes. Different researchers have found that teachers often encounter multiple problems in class monitoring and feedback (Devi, 2016; communicative skill practice (LoCastro, 1989); maintaining teaching and learning quality (Ijaiya, 1999). In Vietnam's school settings, "large classes prevented the lecturers from varying teaching activities, interacting individually with students, and providing detailed feedback on students' performance". Besides, big sizes of classes were also challenging for lecturers in assessment activities (Le Thi Thuy Nhung, 2019, p.122-123). This study investigated real situations of how teachers cope with their large online

CITATION | Tran, T. T. H., & Ngo, H. T. (2024). Measures Taken by Lecturers in Teaching Language Skills to Large EFL Classes Online at Some Universities in Vietnam. *AsiaCALL Online Journal*, 15(1), 90-103. DOI: <https://doi.org/10.54855/acoj.241516>

EFL classes via opinions from 60 lecturers teaching English language skills in 15 different universities in Vietnam. Accordingly, the research suggested some implications for more effective teaching of English language skills in online teaching circumstances.

Literature review

There are two main ways of referring to “big classes”. The first way tends to be a quantitative reference that based on the number of students in a class to define it as a large one (LoCastro, 2001; Ur, 1996; Shehu et al., 2016). The second way is more qualitative because it refers to big classes as the ones where resources are insufficient for students (LoCastro, 2001; Ur, 1996), or class efficiency is low (Khan & Iqbal, 2012) or the class number of participants exceeds the teacher’s expectation (Küçükler & Kodal, 2019).

Research articles on pedagogical issues often mention various ways of dealing with large classes. In recent years, they include both instructional and technological measures. Carpenter (2006) suggested that “faculty teaching large classes should attempt to include constructive, active teaching methods in their courses whenever possible” (p.19). As Mulryan-Kyne (2010) reported, these include ways to get students more engaged in the teaching-learning process: “brainstorming, short writing activities followed by class discussion, quick surveys, think-pair-share, formative quizzes, debate, role-playing and student presentations” (p.181). Suggestions also cover such initiatives as short demonstrations, sessional class activities, small-group work,...”. Other techniques can be “drama, simulation, and peer teaching” (p.181). For online settings, teaching large classes can be supported by uploading course materials, providing opportunities for discussion and feedback, and providing objective assessments for online learners. (Mulryan-Kyne, 2010, p.182). To foster active learning in a large-sized class, pairing and group work are often highly recommended. Among those instructional measures of active and cooperative learning, “Round Robin”, “Roundtable”, “Writearound”, “Numbered Heads Together”, “Team Jigsaw”, and “Tea Party” are mentioned (Küçükler & Kodal, 2019, p.172). All of them seem to be more suitable for physical classroom settings of large-sized classes. Closely related to our research concern, Abu-ghararah (2021) explored 307 EFL teachers’ measures in teaching four language skills to students of large classes and concluded that they made more use of language techniques in teaching graphic skills than aural ones, in which gender and level of teaching were dominant factors that determined their instructional choices (p.333). Regarding the teaching aids, Ly T. N. L. et al. (2021) explored how online platforms were utilized by instructors in several Vietnamese universities. They observed the adoption of diverse information communication technology tools for disseminating information, conducting classes, engaging with students, and fostering collaboration. Notably, Gmail and Google Classroom emerged as preferred platforms for e-learning (p. 34). Similarly, within higher education contexts, Pham T. T. (2021) investigated the perspectives of both teachers and non-English majors at a university in Vietnam. Her study revealed a wide array of IT tools employed to enhance students’ autonomy in learning English, with Padlet and Quizizz being identified as the most favored choices (p.42).

There is a notable gap in research about teaching large EFL classes online regarding teachers’ measures to meet the challenges that they face in virtual educational circumstances. However, there have recently been certain interests in teaching measures for large-sized online classes in

other fields. In investigating two case studies of large-sized online economic classes, Zhong (2017) found that effective online learning necessitated a cohesive and user-friendly structure as well as the implementation of learner-centered instructional strategies, especially “versatile and prompt communication with the students” (p.152). Besides, through their discussion to present some general guidelines, Elison-Bowers et al. (2011) found it important to manage large to very large online courses within four areas: “effective communication, teaching assistants and multiple sections, implementing teaching techniques successful in large online sections, and professional practice in the online classroom” (p.58). These researchers focused on how to create an online teaching environment characterized by “open communication”, with “a sense of community” and “assurance of civility” (p.64). While such studies offer valuable insights into online teaching measures for large-sized classes, there remains a dearth of literature specifically addressing the unique challenges faced by EFL teachers in similar contexts. Therefore, it is imperative for researchers and practitioners in EFL education to delve deeper into the measures adopted by EFL instructors to navigate the complexities of online teaching effectively, thereby contributing to the advancement of pedagogical practices tailored to the needs of EFL learners in virtual educational settings.

Research methods

Research questions

A survey was designed to find answers to the following research questions:

- a. What instructional measures do lecturers often use to facilitate their teaching in their online large-sized classes?
- b. What technical solutions do lecturers often deploy to facilitate their teaching in their online large-sized classes?

Participants

This is a cross-sectional study. The survey applied a random sampling method. 60 lecturers from 15 different universities and institutions of higher education participated in the survey. Most of them are young, 28.3% are in their 40s, 25% are of 30-35 age range, 21.7% are in 25-30 age range, 20% are of 35-40 age range, and 5% are of 20-25 age range. The great majority of them hold a master's degree (80%), some with a doctorate (13,3%) and a bachelor's degree (6,7%). 56,7% of them have a local teaching certificate, 31,7% have a TESOL certificate. Two of them have the CELTA certificate or TEFL certificate. Their self-report of IT capacity revealed that 36,7% gave themselves a score of 7/10 (fairly good), 31,7% with a score of 8 (excellent), 19,7% gave themselves a score of 6 (average). 8,3% are of outstanding level of 9 a, 3,3% self-reported that their IT competence level should be given a score of 10. Two lecturers gave themselves a score of 4 or 5. Most participants are experienced in using the Zoom app (89,8%) and MS Teams (76,3%). About 46% know how to use Google Meet, 15,3% can use Skype.

Research methods

The data collection tool includes a questionnaire in the form of a Google Form sent to lecturers teaching English language skills at a number of universities in Vietnam (Vietnam National

University in Hanoi, Thai Nguyen University, Hanoi University of Industry, Vinh University, Dai Nam University, Phenikaa University, Thang Long University, University of Business and Technology, ...) during the first term of academic years 2022-2023. The survey questions focused on the lectures' reflections on instructional techniques for teaching language skills online in large classes and technical solutions in teaching such classes.

There were two parts in the questionnaire comprising a total of 15 multiple-choice questions supplemented by some open-ended ones for respondents to express their opinions further. Part one focuses on teachers' perceptions of large-sized classes, including their views on class size, the language skills taught within them, experiences with measures adopted in crowded online classes for each language skill, and assessments of the effectiveness of technical solutions in teaching such classes. Part two collected some data of the respondents' self-reflection on their teaching proficiency alongside the pedagogical certificates, IT capacity, present workplace, workplace environment, usage of teaching apps or learning management systems (LMS), suggestions for effective technical measures and any other opinions regarding measures for teaching online crowded EFL classes. The data was exported from Google Forms and analyzed using Microsoft Excel 2019, with percentages presented in tables and figures.

Results

Which skills are easy to teach in online crowded classes?

Table 1. Lecturers' opinions on skills easy to teach in online crowded classes (%)

Skills easy to teach	Number	Percentage
Listening	35	58.3
Speaking	14	23.3
Reading	41	68.3
Writing	15	25.0
Other opinions	1	1.7

Overall, a majority of respondents revealed that receptive skills (listening and reading) are easier to be taught in crowded online classes. Specifically, 68.3% of the teachers find reading easy to teach. This number is followed by listening, at 58.3%. Conversely, speaking and writing can inherently present greater difficulties for educators. The figures for writing and speaking are similar, at around 25%, and only one teacher (1.7%) believes that these skills are of equal difficulty in teaching.

Measures adopted in teaching Listening in crowded online classes

In the context of teaching listening skills, instructors employ various activities. Predominantly, listening to conversations and monologues emerges as the most commonly adopted method, utilized by up to 60% of teachers. Following closely, video-based activities rank second, with a frequency of 41.7%. Conversely, a notable portion of teachers, approximately 31%, seldom or never incorporate storytelling or dictation exercises into their listening practices within crowded online classes.

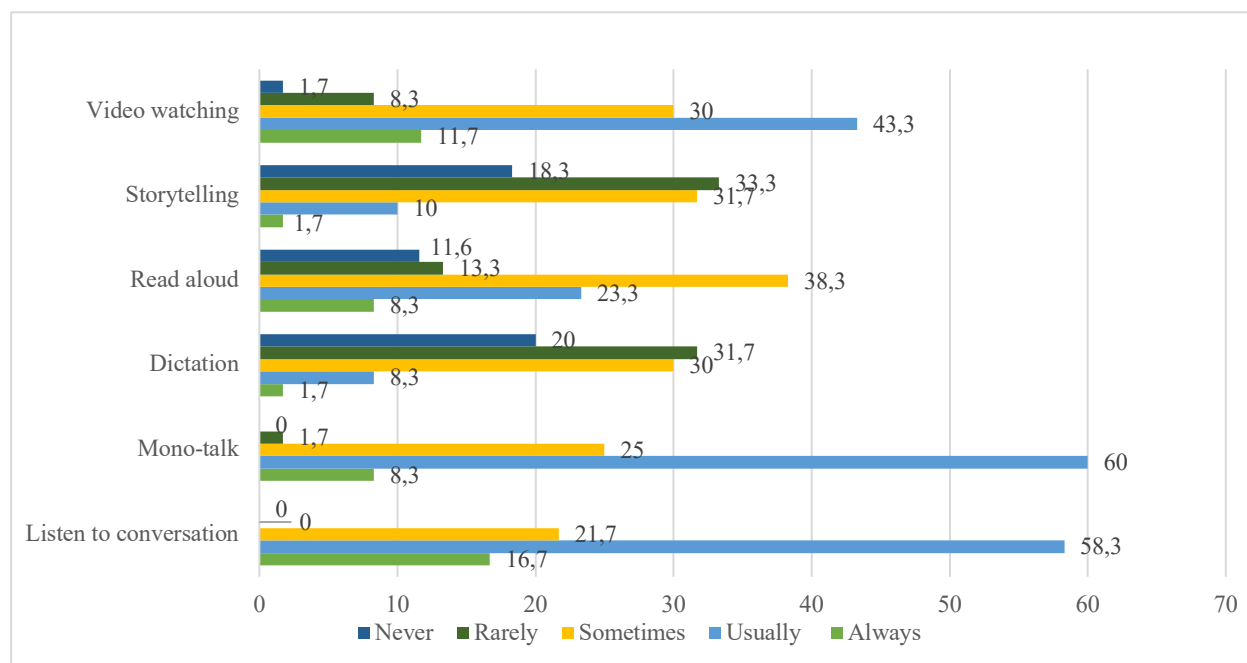


Figure 1. Instructional measures in teaching listening skills in online large-sized classes (%)

Apart from the aforementioned activities, 31.7% of respondents suggest more listening activities in teaching crowded online classes. These activities vary, including showing transcripts, self-study, listening and repeating, filling in the blanks with missing words, MCQ and note taking, working in a group, gamification, summary, podcasts, listening to a song and filling in the gaps.

Measures adopted in teaching Speaking in crowded online classes

In online crowded settings, engaging in conversation emerges as the foremost activity, embraced by an overwhelming majority of instructors. A striking 96.3% of teachers regularly incorporate this method into their classes. Following closely are activities such as presentation-making, role-playing, and interviews, with an impressive 83.3% of teachers integrating presentations into their teaching repertoire.

Conversely, a notable portion of participants (43.3%) abstain from utilizing pantomime as a method in online speaking classes. Moreover, activities with intricate instructions and procedures, such as "chain story" or "flipped classes," are infrequently employed in online settings. The former sees a combined rate of "rarely and never" usage at 40%, while the latter stands at 29.9%.

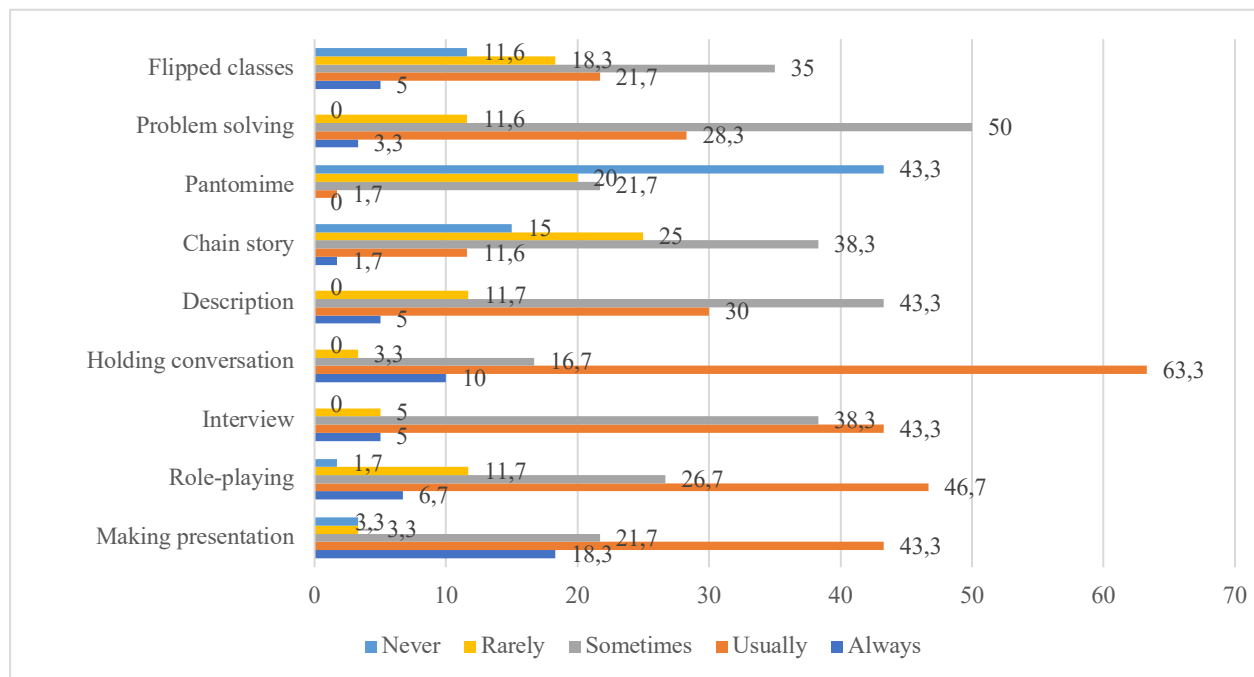


Figure 2. Instructional measures in teaching speaking skills in online large-sized classes (%)

Among 60 participants, 16 teachers (26.7%) also suggest other activities, consisting of learning by heart, discussing in pairs/groups, making a video, and video dubbing.

Measures adopted in teaching Reading in crowded online classes.

An examination of the data underscores the prevalence of skimming, scanning, and in-depth reading as the primary methods employed in educational virtual settings. Impressively, the rates of "always, usually, and sometimes" for these methods reach up to 90% for skimming, 83.3% for scanning, and 76.6% for reading in-depth.

In contrast, summarizing or reviewing a book and extensive reading are less favored measures among educators in virtual environments, with only 5% of teachers consistently utilizing these approaches.

In addition to these activities, 14 teachers (23.3%) propose alternative methods. One suggestion involves students assuming the role of the teacher, guiding their peers' learning under the teacher's supervision. Another participant recommended translating difficult sections of the text after all questions had been addressed. Encouraging reading for pleasure is advocated by one educator, mirroring another's suggestion that students actively seek news articles to share in class. Furthermore, the strategy of employing the jigsaw technique is highlighted as an effective activity in crowded online classes.

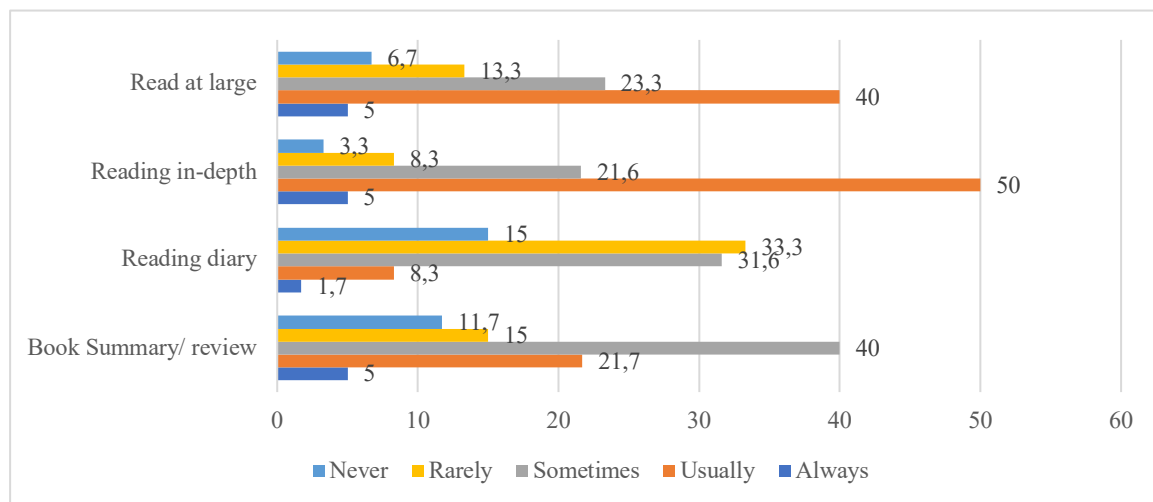


Figure 3. Instructional measures in teaching reading skills in online large-sized classes (%)

Measures adopted in teaching Writing in crowded online classes.

It is evident that conventional measures found in coursebooks, such as letter writing, email writing, essay writing, and description writing, enjoy widespread popularity. Approximately 83% of teachers frequently incorporate these methods into their teaching practices. Conversely, dictation and composition exercises are less favored, with only 38.3% and 48.3% of teachers, respectively, utilizing them regularly.

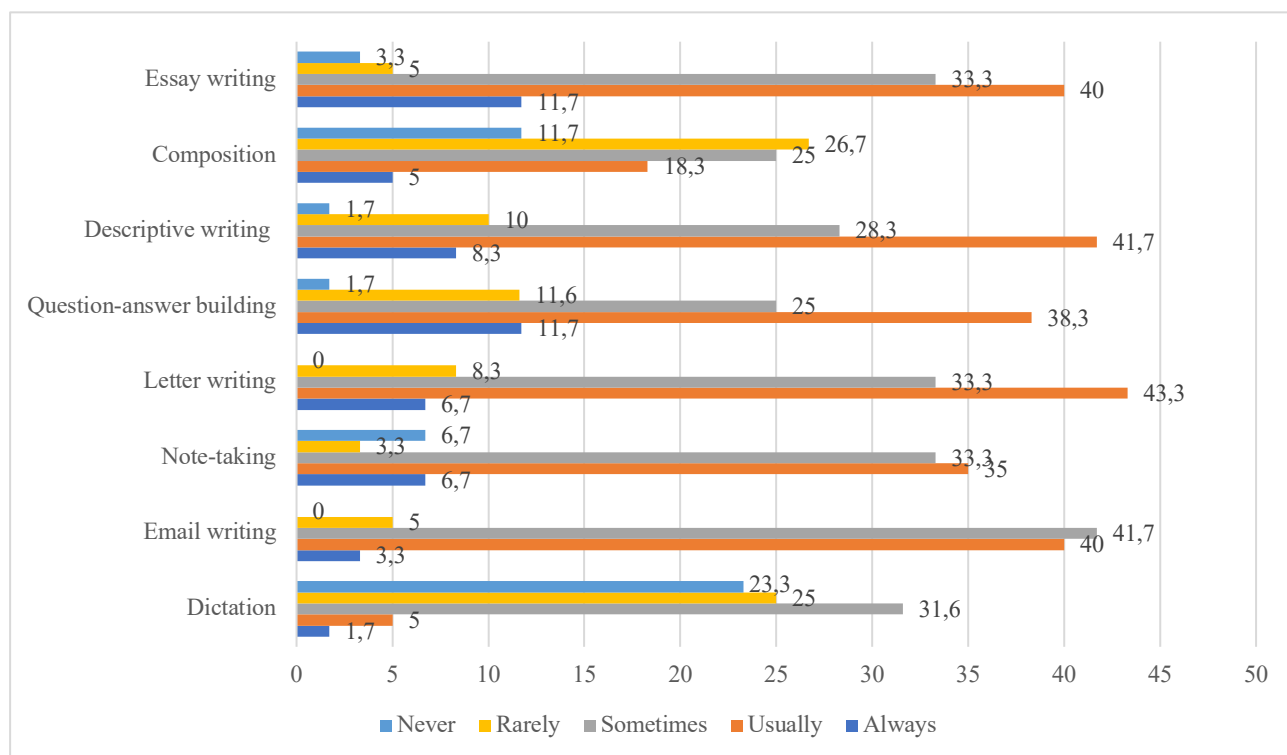


Figure 4. Instructional measures in teaching writing skills in online large-sized classes (%)

The participants also suggest other measures. One recommends “re-order sentences into a logical paragraph.” Another suggests describing a chart. Writing using a template is also recommended. Free writing and peer review are proposed by two other different teachers.

Technical measures suggested by the participants

Table 2. Technical solutions in teaching English language skills in online large-sized classes (%)

On a scale from 1 (lowest) to 5 (highest), please indicate your assessment of the effectiveness of the following technical solutions when teaching online classes.	1.0	2.0	3.0	4.0	5.0
Teachers use good-looking, easy-to-read slides during class	5.0	20.0	13.3	33.3	25.0
students use visual aids (slides) to present, give speeches, and practice production skills (speaking, writing)	3.3	18.3	13.3	41.7	20.0
Set up social networking groups between teachers and classes (zalo, messenger, ...) to exchange ideas between students and lecturers during and outside of class	5.0	11.7	26.7	28.3	25.0
Allow students to use the internet and supporting tools (recorder, automatic translation app, ...) to serve language practice	8.3	10.0	30.0	31.7	16.7
using movies, video songs, authentic audio files	5.0	3.3	18.3	38.3	30.0
using software to design, manage a bank of questions, and diversify forms of assessment	5.0	8.3	13.3	40.0	28.3
Leverage LMS to manage time, organize classes, communicate, manage, and support students during and after school hours	8.3	8.3	25.0	40.0	15.0
Using apps to design and practice language through games (Quizlet, Kahoot, ...)	10.0	8.3	13.3	40.0	25.0
Regularly use the breakout rooms tool on MS Team or Zoom	3.3	13.3	25.0	35.0	20.0
Block student microphones to block out noise, only allow microphones to be used when students raise their hands	13.3	13.3	23.3	35.0	10.0
Require/Restrict/Encourage students to turn off cameras to reduce internet connection load	8.3	15.0	38.3	25.0	6.7

The participants were invited to evaluate the effectiveness of various technical solutions for online teaching, rating them on a scale of 1 (lowest) to 5 (highest). The findings indicate that a

significant majority of teachers awarded scores of 4 and 5 to the suggested technical solutions, indicating their overall effectiveness. Notably, 68.3% of respondents strongly endorsed "the use of movies, video songs, authentic audio files" with high scores of 4 and 5, signifying strong agreement with this approach. Similar levels of endorsement were observed for "using software to design, manage a bank of questions, and diversify forms of assessment", as well as "students using visual aids (slides) to present, give speeches, and practice production skills (speaking, writing)", among other solutions.

However, one measure found to be less preferred was "Requiring/Restricting/Encouraging students to turn off cameras to reduce internet connection load." Only 6.7% of teachers assigned a score of 5 to this measure, while 38.3% offered an average score of 3.

In addition to these measures, teachers provided various suggestions. For instance, in case Microsoft Teams is not supportive, alternative channels such as email or Zalo could be utilized to disseminate materials. Turning off cameras to mitigate internet lagging was also mentioned as a potential technique. Some educators recommended using online assessment software to conduct exams and curb examination fraud. Recording lessons for students who miss information was suggested as a helpful practice unique to online classes. Additionally, utilizing the chat box and breakout rooms to organize students into groups were among the recommended solutions, features already integrated into many online platforms.

Other opinions regarding problems and measures for teaching online crowded classes

Concerning this matter, 17 participants responded. Suggestions are proposed, and teachers' experiences are shared.

Good internet connection and technical device

This is critically important in online teaching and learning. One respondent explains that teachers often waste a great deal of time due to internet connection, which affects the teaching and learning quality. Another participant said that schools and governments should provide financial support so that teachers can be well-equipped with good-enough computers and laptops.

Improving teachers' quality in an online educational environment

It is obvious that the IT ability of teachers must be enhanced. Currently, when rating IT competence, most of the teachers believe that their competence is well beyond average. Particularly, 22 out of 60 respondents (which accounts for 36.7%) claimed that their level is 7 out of 10; 19 teachers rated their IT level at 8/10, and less than 9 teachers scored at 9 and 10.

Improving teaching techniques

It is suggested by the respondents that teachers should divide students into small groups and assign weekly tasks. There should be peer reviews and giving comments among groups. In addition, students are obliged to write a reflective journal regarding the knowledge and skills they have acquired and share them with other members. Also, "formative assessments should be given more, compared to summative assessments" – a teacher suggests.

As far as teaching writing is concerned, with crowded classes, teachers can review and mark some papers as samples; other students can comment on those papers and draw lessons themselves.

Discussion

Skills are easy to teach in online crowded classes.

The findings reveal that it is simpler to teach receptive skills (reading and listening) in packed online courses. The possible explanation is that these days, students are familiar with reading on computer screens, and listening to electronic devices like laptops or computers is also a common practice. Online platforms like MS Teams or Zoom provide an audio-sharing function, which helps students listen to good-quality sounds. Hence, teaching reading and listening is not regarded as real trouble for most teachers.

In comparison, speaking and writing can naturally pose more challenges to teachers in their jobs since they have to check and review students' products. Teachers hardly can be totally proactive because what they do in the class such as reviewing, giving feedback, and providing further guidance depends on what students produce. The larger the class is in size, the more difficult and tiring for them to complete their tasks. Especially in the online environment, the focus and engagement of the students may be reduced significantly.

When it comes to speaking activities, students often have to use the mute and unmute function on online educational platforms whenever they speak. When students are assigned to small rooms for discussing activities, for instance, they also often turn off the camera, which may hinder their interactions. These can cause difficulties for teachers in handling their online classes, especially when the classes are large. Regarding writing, many students do not have any computers or laptops to type on keyboards. Some of them write on a piece of paper, snap a shot of the paper, and submit it online, which of course, is rather inconvenient and poses more challenges to the teachers.

Measures adopted in teaching Listening in crowded online classes.

The results show that the most common listening activities used by the teachers are listening to conversations and mono-talks. This is totally expected since conversations and mono-talks reflect communication situations in real life.

However, in crowded online classes, teachers hardly ever utilize dictation or narration as a listening exercise. Admittedly, storytelling can help to cultivate imagination and meditation among students, furnish the time for creative expression, stimulate interest and learning and provide close contact with the students Dima & Tsiaras (2021). Nevertheless, this practice is rather difficult to conduct online, and the outcomes might be undesirable. Some problems are mentioned by Dima & Tsiaras (2021) such as lack of discipline, difficulty in managing if the room is crowded and sometimes teachers find it hard to use lexical items that all students are able to comprehend. Furthermore, adult learners (university students) seem less interested in storytelling compared to kids.

Regarding dictation, although this method indeed can have significant positive effects on listening comprehension ability (Kiany & Shiramiry, 2002), this method may be exceptionally

time-consuming, especially if the dictation is corrected word by word afterward (Kuo, 2010). In online classes, where teachers often have trouble with technical issues, this practice becomes even more unrealistic.

While the first group of techniques (listening to a conversation, listening to a mono-talk and video types) does not require students to speak, the second group (storytelling, dictation and reading aloud) does. These results indicate that the first group of techniques is preferable, implying that teachers tend to use listening techniques that students seldom have a chance to verbally exchange in crowded online classes of listening skills. Perhaps in a large-in-size class, teachers prefer activities which all students can do at once. Additionally, the activities added by the teachers suggest that different activities should be introduced in the listening class which is large in size.

Measures adopted in teaching Speaking in crowded online classes

The study shows that lecturers prefer activities that require a large number of students to be involved. In crowded online settings, having a discussion is the most popular activity perhaps because this is the most popular activity in the textbooks. The popularity of presentations is similar to that of Abu-Ghararah (2021), which indicates that 88.9% of teachers often use presentations in their large speaking classes. The possible explanation is that these activities are rather easy to be conducted online and students normally have time to prepare beforehand. Presenters can work in a group, even on online platforms, thanks to the “breakroom” function and presentations can excite students’ creativity, bringing more fun to the class.

In contrast, teachers are reluctant to use pantomime as a method in online teaching speaking classes, perhaps because this method does not require students to speak, which deprives students of opportunities to practice this skill. “Chain story” or “flipped classes” are also not preferred because of their difficulties in conduction, even in offline settings. According to Abu-Ghararah (2021), as much as 41.7% of teachers rarely or never use chain stories in offline large classes, while the figure for flipped classes is 32.6%. Apart from being not very feasible to conduct, these activities are normally unfamiliar to Vietnamese teachers and require a large amount of time for preparation and direct interactions between students at a higher level that online conditions hardly can allow.

Other activities suggested by the participants include making a video, and video dubbing. In all fairness, presenting a video in an online class is rather convenient, and perhaps this is the reason why teachers often take this measure. These results indicate that visual-aided tools are efficient in teaching speaking skills in online crowded classes.

Measures adopted in teaching Reading in crowded online classes.

From the collected data, traditional methods like skimming and scanning are still favored in large online settings. These results are in line with the study of Abu-Ghararah (2021), which indicated that 82 to 84% of teachers often employ intensive reading and skimming in their traditional large classes. This is probably because these activities are popular in the coursebooks, and given that they are in the Vietnamese educational context, teachers often rely on books and attempt to complete all the in-class activities within the given time.

Reading at large, writing book reviews, and summarizing texts are less common methods. Considering these activities are not really popular in textbooks, these findings mean that although the condition has shifted from offline to online, teachers still often resort to traditional approaches. Also, many other activities suggested by the teachers show that they often adopt various reading teaching techniques in their crowded online settings.

Measures adopted in teaching Writing in crowded online classes.

Common assignments included in textbooks, like drafting emails, letters, essays, and descriptions, appear to be the most well-liked, indicating that similar to reading, teachers often rely on tasks in coursebooks in their online writing classes.

It is interesting to note that essay writing is exceptionally common in online contexts, compared to their offline counterparts. Up to 85% of teachers often employ this activity in their online classes, compared to a mere 45.6% in traditional classes (Abu-Ghararah, 2021). This huge distinction is perhaps attributed to examination and course output standards in Vietnam where higher education students often have to deal with essay writing tasks in their exams at college.

Composition and dictation are probably less common because the two activities are difficult to apply online. Dictation requires listening to audio, which is often hard to conduct owing to technical issues in an online environment. Plus, dictation is time-consuming and rather boring while composition may excite creativity among students, but it could be difficult for teachers to monitor students' performance on online platforms and check for plagiarism. Note-taking, Question-answer building, and Descriptive writing are often regarded as supportive activities. Hence, they also receive less attention from teachers in comparison with directly related exam tasks. In addition, the results also indicate that teachers often apply a wide range of techniques when it comes to teaching writing online.

Technical measures suggested by the participants

Overall, the results imply that almost all the above measures are highly recommended. It also should be noted that activities that can make lessons more lively and involve a large number of students are favored by teachers.

The solution "Require/Restrict/Encourage students to turn off cameras to reduce internet connection load" is less preferable perhaps because turning off cameras may destroy both students' and teacher's interest in the lessons. Likewise, blocking student microphones to block out noise seems "hostile" to students and therefore, this measure seems less favored among teachers compared to the remaining measures.

Other opinions regarding problems and measures for teaching online crowded classes

In general, since the educational environment is online, it is predicted that having good internet connections and equipment is the prerequisite for learning to occur smoothly. Also, improving teachers' quality in an online educational environment is imperative. Because the situation these days seems much better compared to the initial stage of the Covid era, when almost all the educational institutes suddenly switched to online settings, the quality of lessons significantly depends on the teachers' competence in operating educational tools in the online context. Hence, improving IT capability among teachers remains critical. It is suggested that teachers

should take part in online teaching and learning conferences so as to be trained not only about teaching methodology but also about tools, apps, software, etc. In addition to that, teachers should constantly improve their teaching techniques, especially in online settings.

Conclusion

The paper examines university teachers' techniques to cope with the difficulties of teaching in large online classes. Overall, while teaching reading and listening are easier to be conducted in online classes that are large in size, the opposite is true for instructing speaking and writing.

It is evident that crowded classes may cause a great deal of challenges, especially when a large class is taught online. Nevertheless, teachers from different universities in Vietnam have used a wide range of remedies to combat the issue.

Specifically, in teaching listening, activities like listening to a conversation, mono-talk and video watching have often been used. For speaking, it is suggested that teachers can instruct students to hold a conversation, make a presentation, do role-playing, and interview. When it comes to teaching reading, skimming, scanning and reading in-depth are the most popular activities teachers can use. As far as teaching writing is concerned, letter writing, email writing, essay writing, and description are suggested for use in large online classes.

In addition, building teachers' competence in both technical capacity and methodology is highly recommended in this educational context. Some class management techniques are also efficient in helping teachers overcome online large classes' difficulties.

Although being carefully conducted with thoughtful questions when collecting data, this study might still have some limitations. Firstly, this research explored the most popular techniques for teaching four language skills in crowded online settings, but it did not reveal comparisons with the outcomes of offline classes. Secondly, the study has not investigated the effectiveness of each technique, and why they can be useful in the online context. These issues urge further qualitative investigations.

Some other future studies also can be recommended to conduct. For instance: will the same findings be obtained by repeating this study at other grade levels, such as high schools? To what extent governments and schools can support teachers to improve their capacities in terms of technological abilities and methodologies? What are the orientations of training pre-service teachers in this digital era? These could be topics of interest for scholars to find the answers.

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