TEACHER'S AND STUDENTS' PERSPECTIVES TOWARDS DIGITAL TRANSFORMATION IN ENGLISH LANGUAGE TEACHING AND LEARNING DURING COVID-19 PANDEMIC

Vu Van Tuan & Tran Minh Thu

Hanoi Law University

Email address: tuanvv@hlu.edu.vn

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Article info	Abstract:
	Teaching and learning languages, especially English, online through digital transformation is an extremely correct, convenient and beneficial strategy for the education of the country in general and Hanoi Law University in particular. Digital transformation in training is currently a matter of great concern and promotion, especially in the midst of complicated changes in the Covid-19 epidemic, it is impossible to determine with certainty when it will be completely stable so that education can return to the normal teaching state as before. Therefore, this study used a descriptive quantitative approach to find out the attitudes of teachers and students towards Digital Transformation in English language teaching and learning at Hanoi Law University during the Covid-19 pandemic. The study concludes that the most obvious challenges are those related to accessing and adapting to new teaching and learning technologies. Based on the findings, teachers and learners would consult to adapt themselves to renovative pedagogical practices and learning styles, respectively.
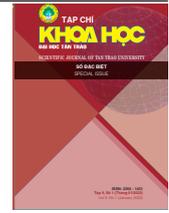
QUAN ĐIỂM CỦA GIẢNG VIÊN VÀ SINH VIÊN ĐỐI VỚI CHUYỂN ĐỔI KỸ THUẬT SỐ TRONG DẠY VÀ HỌC TIẾNG ANH TRONG ĐẠI DỊCH COVID-19

Vũ Văn Tuấn* & Trần Minh Thu

Đại học Luật Hà Nội

Email: tuanvv@hlu.edu.vn

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Thông tin bài viết	Tóm tắt
	Dạy và học ngôn ngữ trực tuyến, đặc biệt là tiếng Anh, thông qua chuyển đổi số là một chiến lược vô cùng đúng đắn, thuận tiện và có lợi cho nền giáo dục nước nhà nói chung và trường Đại học Luật Hà Nội nói riêng. Chuyển đổi số trong đào tạo hiện đang là vấn đề rất được quan tâm và thúc đẩy, nhất là trong bối cảnh đại dịch Covid-19 đang diễn biến phức tạp, không thể xác định chắc chắn khi nào sẽ hoàn toàn ổn định để giáo dục trở lại giảng dạy bình thường. trạng thái như trước đây. Do đó, nghiên cứu này đã sử dụng phương pháp định lượng mô tả để tìm hiểu thái độ của giáo viên và sinh viên đối với Chuyển đổi kỹ thuật số trong việc dạy và học tiếng Anh tại Đại học Luật Hà Nội trong đại dịch Covid-19. Nghiên cứu kết luận rằng những thách thức rõ ràng nhất đó là việc tiếp cận và thích ứng với các công nghệ dạy và học mới. Dựa trên những phát hiện, người dạy và người học sẽ tham khảo để điều chỉnh bản thân theo phương pháp giảng dạy tích cực và phương pháp học tập chủ động.

Introduction

The normal process of digital transformation may take many years to be ready, but emergency online learning forces teachers to take only several weeks to prepare for the learning [1; 2]. The quick transformation is intended to provide the opportunity for students to keep learning during the health crisis. Online learning that is conducted remotely offers safe teaching and learning for students and teachers. In this crisis, online learning is not an option, it is a must. Liguori and Winkler [3] explain that online learning is the best solution for education in the current situation. Educational institutions must find innovative solutions to deal with the pandemic. Educational institutions must find innovative solutions to deal with the pandemic.

Adedoyin and Soykan [4] emphasize that teachers have to see online learning as a moment to transform opportunity not as an emergency to make a sustainable process in online learning.

It is widely considered in Vietnam that learning English is not easy because students have to learn vocabulary, pronunciation and other rules that contradict their mother tongue [5; 6]. Besides the difficulty, several factors such as students' problems, lecturer, facility, and syllabus also determine the success and failure of English teaching and learning [7]. The school environment, teachers, and parents are founded as the factors that affect students' English learning achievement. Although teachers and students are familiar with English classes in face-to-face form,

problems inevitably occur with the abrupt change to online learning format [8; 9; 10]. Moreover, in a fully online class, the problem may occur because it is a new experience for them. Reading, writing, listening and speaking, i.e., the four cornerstones of English language skills in Vietnam's formal syllabus, have to be delivered in a distance by technology and the teacher has to make sure that all students engage with the material. This study is motivated by the fact that universities had to improvise their learning materials and activities to accommodate the changes caused by the Covid-19 pandemic [11; 12]. This study's purpose is to improve the course by evaluating the teachers' and students' perspectives of the materials and activities that the lecturers of this course have created with less-than-ideal preparation time. Training students' four micro-major English skills in a full online format is a new experience for the lecturers and students of Hanoi Law University (HLU). What makes the difference between both teaching English online and face-to-face in the classroom is that in teaching the online teacher is challenged to choose the most suitable tool that supports learning and teaching activities. Many types of research on teaching and learning during the pandemic have been conducted, but they do not focus on students' perspectives related to teaching and learning English toward digital transformation. That is why this research could contribute to the recent trend of highlighting digital transformation importance in English Language teaching and learning at HLU during the Covid-19 pandemic [13]. This paper serves its purpose by addressing three following questions:

1. How are teachers and students of Hanoi Law University aware of digital transformation in teaching and learning?

2. What are the views of teachers and students of Hanoi Law University about digital transformation in the university environment?

3. How effective is it to teach and learn English during the digital transformation?

From the findings of this study, it is possible to give an overview of the school's digital transformation situation and propose appropriate directions and solutions.

Method

Design of the study

This study aimed to investigate the views of Teachers' and students' perspectives towards digital transformation in English language teaching and learning at HLU during the Covid-19 pandemic. For these purposes, a questionnaire was used to collect data in this study. Specifically, quantitative data were collected from questionnaires that provide statistical insight into the objectives of the study. Due to the Covid-19 pandemic, the questionnaires were answered by the participants through the online platform. The researcher went through the data after the participants gave their input and chose a sample for data analysis.

Data collection instrument

68 students and 7 faculty members participated in a survey questionnaire conducted by the researcher. As a result, quantitative data is collected. The survey questionnaire included a list of open-ended questions plus rating scales to clarify participants' views on the change in digital transformation in teaching and learning. In the first part, students and teachers were asked to provide information regarding the student's current course of study and the instructor's teaching. In the second part, the views of lecturers and students were presented in 3 parts: The use of Information Technology in the process of Digital Technology Transformation in teaching and learning English (4 statements), a survey on the effectiveness of digital technology transformation (4 statements) and Subjective perception of attitudes and emotions (3 statements). Towards surveying the frequency of using information technology in teaching and learning English, each statement was evaluated based on 4 rating scales ranging from (1) rarely, (2) sometimes, (3) often, and (4) always. The final question regarding students' and teachers' attitudes towards the transition from face-to-face to online learning was given an end to which the views of students and faculty were assessed.

Participants

The research inquired responses from third- and fourth-year students at HLU. They were both male and female ranging in age from 19 to 21 years old. The first language of all participants is Vietnamese and English is their foreign. The third and fourth-year students were chosen because they had completed the English modules at HLU and they were going through the transition period between face-to-face learning and online learning due to the Covid-19 pandemic

taking place. Their answers on digital transformation in English teaching and learning at HLU would be a more reliable source of information for conducting this research than freshmen and first-year students who were only learning online but had not seen the digital transformation. Along with that, the second object selected was 12 lecturers from the Foreign Language Department of HLU. They were lecturers who directly taught English courses at HLU through the periods before and after the Covid-19 pandemic. Therefore, they had the most specific overview of this issue and gave the most accurate information.

Procedures of data collection

The survey was conducted in March 2022. The questionnaire was sent to students of the majors and all 12 lecturers in the Foreign Language Department of HLU. The respondents were asked to state their views on digital transformation in English language teaching and learning and to propose some recommendations. Because the participants included students who were not majoring in English, the survey was conducted in Vietnamese. All primary data was collected through a questionnaire survey using Google Forms, then exported to Microsoft Excels 2013 format and used SPSS 25.0 application to analyze the results.

Data analysis

The research inquired responses from all K42 and K43 students of HLU and lecturers of Foreign Languages subject. Specifically, the number of K43 students taking part in the questionnaire was higher than that of K42 with a ratio of 76,5% to 17,6%. The survey was informed and gained approval and support from HLU English Department. Therefore, the data received had enough basis to be reliable and to draw conclusions. The analytical method included the statistical approach used in the questionnaire and was frequency and percentage dependent. The high frequency and percentage entries reflected the most important, required responses to the research questions. After a sufficient number of completed questionnaires had been collected, each questionnaire would be tested to collect the answers provided by each participant. All primary data was collected through a questionnaire survey using Google Forms. Then, frequency analysis in SPSS was used to explore information in Part 1. Equivalently, the same procedure was applied to questions in Parts 2, 3, and 4. The analysis inspected

the answers about teachers' and students' perspectives toward digital transformation in English language teaching and learning at HLU during the Covid-19 pandemic.

Results and Discussion

Facing the difficulties brought by the pandemic, the educational methods in the system of the Foreign Language Department of HLU have made adjustments and changes to suit and adapt to the general situation of the university. Especially, there have been digital transformation changes in teaching and examination to match the epidemic prevention and control policies of the Party and State in this sensitive time. The most obvious change that teachers and students can see as soon as there are directives from the Party and State on not gathering in large numbers in the current stressful Covid-19 situation, the school has quickly implemented learning and teaching plans on the online platform MS-Teams or adjustments to centralized exam forms. Instead of a centralized exam, Hanoi Law University has decided to switch to an online exam on a self-developed school platform recently or to change to the form of essays and large assignments and then submit them online. The above changes and adjustments have been bringing about certain effects in the learning and teaching work of the School of Foreign Languages Department during the current stressful situation of the Covid-19 epidemic. Through the above research and investigations, it can be seen that an overview of the digital transformation situation of Hanoi Law University in general and the Department of Foreign Languages , in particular, is in the early stages of being formed and established. Paying attention to the experiences of both students and teachers in the process of learning English is often overlooked in the digital transformation process. Paying more attention to this issue not only makes it easier for students to access information but also can bring positive aspects to the image of the school and department to reduce redundant intermediaries or complex that hinders the fast and timely provision of information. After surveying the level of interest of students and lecturers of HLU on the issue of digital transformation in teaching and learning English, to learn more about the assessment of lecturers and students on the benefits related to the issue, I asked the question: "Can you tell us the benefits of using information technology in learning English in a university environment?"

Table 1. Perspectives on the benefits of using information technology

in teaching and learning English at HLU

Students	Responses	
	N	Percent
Access to new and more attractive teaching methods	47	26,6%
Easily collect, synthesize, and store a rich and diverse amount of knowledge that is regularly updated	53	29,9%
Bringing convenience by flexible study space and time	46	26,0%
Increase interaction between teachers and students	31	17,5%
Total	177	100,0%

Teachers	Responses	
	N	Percent
Convenient	6	28,6%
Design unique and creative lessons	5	23,8%
Resources are provided richly by many channels	6	28,6%
Increase interaction between teachers and learners	4	19,0%
Total	21	100,0%

The survey showed that the answers to the students were to have access to new teaching methods more attractive (70.1%) and easier to collect, synthesize and store a diverse and regularly updated knowledge salary (79.1%), the benefit for students is also to bring convenience by space and time of study flexible training (46,3%). At the same time, the benefits for lecturers accounting for 85,7% are quick convenience and resources provided richly by many channels, in addition to the use of information technology in Teaching English also helps lecturers design unique and creative lectures (71,4%). A small number of faculty members saw increased interaction between teachers and learners (57,1%). In addition to the benefits, the survey also raised the assessment question about the inadequacies of using digital transformation "please tell us about the inadequacies of the use of information technology in teaching English in the University environment?"

Table 2. Perspectives on the inadequacies of using information technology

in teaching and learning English at HLU

Students	Responses	
	N	Percent
Facility condition	40	23,8%
Computer literacy is still limited	38	22,6%
The new method is not convincing enough	34	20,2%
Easy to distract when studying	56	33,3%
Total	168	100,0%

Teachers	Responses	
	N	Percent
Facility condition	40	23,8%
Computer literacy is limited	38	22,6%
Teaching traditionally is still ingrained in the teachers	34	20,2%
The new method is not convincing enough	56	33,3%
Easy to disperse students' concentration	40	23,8%
Total	169	100,0%

The survey with students showed that the biggest inadequacies were the ease of dispersion of concentration when studying (83,6%) and the limited material conditions (59,7%), in addition to the small number of 56,7% of students found that their computer skills were limited and the new method was not convincing enough. For lecturers, the biggest inadequacies accounting for 85,7% are in terms of material conditions, the smaller number is limited computer skills and the new method is not convincing enough (42,9%). Besides, there are still 28,6% inadequacies in traditional teaching that are still ingrained with lecturers and easily disperse the concentration of students.

Table 3. Perspectives on improving the use of information technology in teaching and learning English at HLU

Students	Responses	
	N	Percent
Completing and modernizing teaching equipment and technology	49	34,5%
Not afraid to learn and use new technology software in teaching and learning	44	31,0%
Do not abuse technology if it does not positively affect the learning process and student development	49	34,5%
Total	142	100,0%

Teachers	Responses	
	N	Percent
Completing and modernizing teaching equipment and technology	6	40,0%
Not afraid to learn and use new technology software in teaching and learning	5	33,3%
Do not abuse technology if it does not positively affect the learning process and student development	3	20,0%
Other	1	6,7%
Total	15	100,0%

To find out about the view that should improve the use of information technology, I asked the question "How do you think the use of information technology should be improved in teaching and learning English at HLU?". The results received from lecturers (72,1%) and students (85,7%) are needed to perfect and modernize teaching equipment and technology. This is also easy to understand because the recent digital transformation is still quite urgent, not enough time to perfect teaching and learning equipment. Thence, it is necessary to perfect and modernize teaching and learning equipment and technology to promote the role of English teaching and learning at universities in the context of the very complicated Covid-19 pandemic complexity today, and also a premise for future development in the 4.0 technology era.

Table 4. Experience switching from Face-to-face to online learning during the Covid-19 pandemic

		Frequency	Percent	Valid Percent	Cumulative Percent	
Students	Good	64	94,1	94,1	94,1	
	Bad	4	5,9	5,9	100,0	
	Total	68	100,0	100,0		
		Frequency	Percent	Valid Percent	Cumulative Percent	
Teachers	Good	6	85,7	85,7	85,7	
Bad		1	14,3	14,3	100,0	
Total		7	100,0	100,0		

According to the results obtained, the majority of students (94.1%) and lecturers (85,7%) agreed that the transition from in-person to online learning during the Covid-19 epidemic was a good experience. It can be seen that, through the survey data, students and lecturers in Foreign Languages have had a relatively

good experience in the period of digital technology transformation applied to teaching and learning. From this, it can be seen that perhaps teachers and students have been gradually adapting to the circumstances to see that we never falter in education despite the complicated epidemic.

Table 5. The effective rate of digital transformation in imparting knowledge and acquiring knowledge by students

		Frequency	Percent	Valid Percent	Cumulative Percent
Students	30%	5	7,4	7,4	7,4
	50%	6	8,8	8,8	16,2
	70%	16	23,5	23,5	39,7
	80%	21	30,9	30,9	70,6
	100%	20	29,4	29,4	100,0
	Total	68	100,0	100,0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Teachers	30%		1	14,3	14,3
	50%	3	42,9	42,9	57,1
	70%	1	14,3	14,3	71,4
	80%	2	28,6	28,6	100,0
	Total	7	100,0	100,0	

To learn about the effectiveness of acquiring knowledge in transforming digital technology, the results are summed up by the question "How effective is digital technology transformation in communicating knowledge and acquiring students' knowledge?" The efficiency of over 70% of digital technology transformation in English learning is the highest choice of students (accounting for 83.8%). In particular, there are still a few (7.4%) students who rate efficiency by about 30%. For faculty, effectiveness is rated primarily at an average of 50%-80%. From the results received, the effectiveness of digital technology transformation is quite clear. This is also a good sign because when lecturers and students appreciate this digital transformation will be an important factor to help maintain the education industry in the context of the widespread Covid-19 epidemic.

Table 6. English skills are the most difficult to teach and learn when converting to digital transformation

		Frequency	Percent	Valid Percent	Cumulative Percent
Students	Listening	28	41,2	41,2	41,2
	Speaking	11	16,2	16,2	57,4
	Reading	16	23,5	23,5	80,9
	Writing	13	19,1	19,1	100,0
	Total	68	100,0	100,0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Teachers	Speaking		1	14,3	14,3
	Listening	2	28,6	28,6	42,9
	Reading	3	42,9	42,9	85,7
	Writing	1	14,3	14,3	100,0
	Total	7	100,0	100,0	

Teaching English is a specific teaching activity because it not only provides knowledge but also helps learners perceive and feel a whole culture through language learning. With the change from in-person to online learning, of the four skills of English, which of the four skills of English, which skills will be the most difficult to impart to lecturers as well as the most difficult to acquire for students? The survey results showed that for lecturers the most difficult skills to communicate were Reading (42,9%), Speaking

(28,6%), Writing (14,3%), and Listening (14,3%). In addition, for students, there are all 4 skills with the number of survey votes Listening (41.2%), Reading (23.5%), Writing (19,1%), and Speaking (16.2%). From here, it can be noticed that communication and the acquisition of knowledge in the English section also cause many obstacles when learning online. The reason can be in many objective and subjective aspects such as the network connection that disturbs the sound that makes it difficult to listen, or the difficulty of reading on the device instead of traditional books writing. As such, changes are needed for these activities to be improved to be more effective.

Table 6. Perspectives on teaching and learning English at university in digital transformation

		Frequency	Percent	Valid Percent	Cumulative Percent
Students	Normal	22	32,4	32,4	32,4
	Like	26	38,2	38,2	70,6
	Very liked	20	29,4	29,4	100,0
	Total	68	100,0	100,0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Teachers	Normal	3		42,9	42,9
	Like	4	57,1	57,1	100,0
	Total	7	100,0	100,0	

The number of students who answered the question "Do you enjoy learning English at university when transforming digital technology?" accounted for 38.2% with the answer "Like", 32.4% were Like and 29,4% were very liked. As such, the percentage quite high in enjoying learning English online. For lecturers, too, up to 57,1% of options prefer teaching English online. In this section, the first question "There is a view that students prefer to study online because they are afraid of having to interact with lecturers. Do you agree with the above view?" shows the contrasting results between the survey from students and lecturers. 75% of students say they prefer to study online because they are afraid or afraid of direct contact with faculty. But for the survey of lecturers, in contrast, 57,1% of lecturers disagreed with the above view. Is this a disagreement between teachers and students? Because it is necessary to analyze the contrast between the views of lecturers and students to come up with the most optimal solution.

Table 7. Evaluation of views: Students prefer to study online because they are afraid of having to interact with lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Students	Yes	51	75,0	75,0	75,0
	No	17	25,0	25,0	100,0
	Total	68	100,0	100,0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Teachers	Yes	1	14,3	14,3	14,3
	No	6	85,7	85,7	100,0
	Total	7	100,0	100,0	

The contrast of views between faculty and students continues to occur when surveying the question: "Do you agree that learning English online helps students achieve higher results?" In this question, on the student side, the answer is higher with 66,2%, whereas on the faculty side, up to 85,7% disapprove of learning English online to help students achieve higher results. Perhaps these are new methods, teaching and learning technologies, so disagreements are inevitable.

Table 8. Perspectives on learning English online help students get better results

		Frequency	Percent	Valid Percent	Cumulative Percent
Students	Yes	45	66,2	66,2	66,2
	No	23	33,8	33,8	100,0
	Total	68	100,0	100,0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Teachers	Yes	1		14,3	14,3
	No	6	85,7	85,7	100,0
	Total	7	100,0	100,0	

To recognize the assessment of lecturers and students, the question "How do you evaluate the transformation of digital technology in teaching and learning English at the University?" has obtained the results that students and lecturers have chosen the necessary and much-needed views. In particular, there are still a small number of students who think that the digital transformation in teaching and learning English is not necessary (1.5%)

Table 9. Evaluation of digital transformation in English teaching and learning at the University

		Frequency	Percent	Valid Percent	Cumulative Percent
Students	Very necessary	33	48,5	48,5	48,5
	Necessary	28	41,2	41,2	89,7
	Normal	6	8,8	8,8	98,5
	Unnecessary	1	1,5	1,5	100,0
	Total	68	100,0	100,0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Teachers	Very necessary	2	28,6	28,6	28,6
	Necessary	4	57,1	57,1	85,7
	Normal	1	14,3	14,3	100,0
	Total	7	100,0	100,0	

These are all new methods and technologies, so it is inevitable that the shortcomings. Since, in the time of the prolonged epidemic, the University and the Foreign Language department continue to improve the digital technologies that have been and will be used to learn and teach English of lecturers and students of the school more perfectly in accordance combined with the disease prevention policies of the Party and the State.

Discussion

Major challenges today mainly come from: a shortage of resources (including financial, technological, and human resources); data shortage; leader vision;… The number of students in the online classroom is too large, along with the limited skills of teachers and students to use online teaching software, leading to quite frequent interruptions in the teaching process. Many students are still slow or technical errors when turning on microphones and cameras when the lecturer asks; some students had to miss classes because they could not log back in; some students unintentionally share inappropriate images and words. Conditions for technology, teaching, and learning equipment in some places that do not meet the requirements of online teaching: Weak mobile data networks; some families do not have computers or smartphones for their children to study; teachers use the free online teaching application, so the time to log in once is not long, disrupting teaching activities. The English-specific digitized database (learner data, lecturer data, learning materials...) requires a large investment in human resources (including management and deployment manpower) as well as finance to ensure digitization. The construction of digital learning repositories (such as e-books, e-libraries, multiple choice question banks, electronic lectures, electronic learning software, and simulation application software) needs to have a specific and synchronous plan, avoiding spontaneous development leading to waste, It takes time, effort and finances.

Collecting, sharing, and exploiting educational management data and digital learning requires a common legal corridor by regulations on copyright, intellectual property, information security, electronic transactions and information-sharing laws. When conducting digital transformation, you will have to apply new technology, leading to a huge investment cost problem. That cost includes the cost of technology machinery, changing the way it operates, changing management systems, people, and training systems. That is not to mention that with digital transformation, the requirements for human capacity are great, besides there are maintenance costs and regular updates and upgrades. It is impossible to exclude the case of internal conflicts with former operators who do not want to move from manual keeping to applying technology for many typical reasons such as not using familiar or a great risk when the research and setup process is not tight, the consulting team does not know the professional process of the school leading to errors in the setup stage. Information security can also be mentioned as a challenge when it comes to digital transformation in today's lifetime. So far, after nearly 2 years of digital technology transformation in training, it has partially overcome unnecessary problems. Gradually people have adopted the new method and adapted effectively to it. Now, there is a combination of Information Technology that has made it easier for faculty and students to learn the English Language in looking up documents using Google search, and other interesting English learning apps such as Kahoot, Quizlet,... and English materials for lecturers and students are also more diverse, more eye-catching. This is intended to somewhat evoke the student's apocalypticism. Most students are very active, enthusiastic and active in every activity that the lecturer offers. Most students are also satisfied with the activities on the online English class. From the above survey results, the author said that the transformation of digital technology really plays a huge role in the process of teaching and learning in general and teaching and learning English in particular in the context of the epidemic of difficulties in direct contact between people, this is a very effective method to not stop in the process of teaching and learning English in particular in the context of the epidemic difficulty in direct contact between people, this is a very effective method to not stop in the process of teaching and learning English in particular training process.

Conclusion

Teaching and learning English online through digital transformation is a very right strategy, convenient and brings many benefits to the education of the country in general and HLU in particular. An online English learning program is not limited by geographical barriers, students and teaching instructors can come from many different national regions, and different time zones which also contribute to increasing cultural interactions and rich content in the teaching and teaching process. For the foreign language department of HLU, it is clear that the change in teaching and learning English in many angles, from lecturers, students can access many platforms without necessarily meeting face-to-face or parallel dialogue to still be able to bring good results. Lecturers and students can easily exchange with each other or show lessons, research lessons just need to have stable internet and access to the software in the best way without being hindered by geographical distance, minimizing travel costs, and especially avoiding traffic jams for large provinces such as Hanoi. However, there is no denying the limitations of teaching English online or some errors in the school's education management system. With a large number of students and teachers in charge of system management who have not been properly trained to keep up with the continuous innovation of digital transformation today, the issues related to teaching English online still have quite a lot of limitations such as the control of students in the learning process is really dedicated, or the cheating in some tests currently does not have any online method to ensure 100% thoroughness, thereby affecting the quality of knowledge acquisition and exchange has not really optimized and achieved the highest efficiency possible. In addition, the first time to invest in the application of digital technology transformation in education will definitely need a decent investment and pay for investment to develop a new education management system but in the long term, this will definitely be a very good method for education management throughout Vietnam. From there, it can be seen that although some schools across the country, not only HLU, have gradually shifted and applied technology to management and operation, the above tools are still stopping at a fairly basic level of software to inform and manage timetables. However, the prospect of a digital future of special education with a second language, English, opens up many questions whose scope is already outside the framework and purpose of this article such as the need for strict measures to manage users' personal data (students and lecturers), use and invest in technology, it is necessary to have a long-term and well-organized strategy to have the best English training results. It's a long way from

being able to move forward with the future educational experience that I've shared above but it won't be too early for us to plan and take the first steps together in the process of digitizing the educational experience for future generations. It can be said that digitalization in training is the right step and the only way for society to continue to develop, so is the education sector. Although the initial investment is not cheap, not simple, and still has to cultivate and foster quite a lot for teachers and students of schools, but in the end, investing in the learning experience can not stop at each lesson framework, a smart school will be equipped with technology to keep the smart experience throughout the whole sky. Study and workspace instead of just being encapsulated in each classroom. Consequently, digital technology transformation in training in general and English language training, in particular, is the right step and worth investing not only money but also a hard time for HLU and all schools in Vietnam.

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