

VIETNAMESE TEACHERS AND LEARNERS' ATTITUDES TOWARD TEACHING ENGLISH THROUGH E-LESSON PLANS

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ABSTRACT

The study examined the attitudes of teachers and students towards teaching English through e-lesson plans for the tenth graders at Le Thanh Hien High School in Tien Giang province, Viet Nam. It also aimed at exploring the usage of e-lesson plans in teaching English at this school. The participants consisted of 245 tenth graders chosen from 6 classes and 10 teachers of English. Two sets of questionnaires for teachers and students followed by interviews with teachers were instruments for data collection. The findings indicated that e-lesson plans were a common practice at this school. In general, the teachers and students were eager to accept this new tool of teaching and were fully aware of the benefits that e-lesson plans bring about. The results of the study also revealed that the participants possessed positive attitudes towards the advantages of using e-lesson plans in teaching English. In contrast, they expressed unfavorable views about e-lesson plans' disadvantages and reported some obstacles to the implementation of this teaching tool.

Keywords: Attitudes, e-lesson plans, ICT, advantages, disadvantages.

INTRODUCTION

In recent years, a large number of teachers have been using e-lesson plans in a variety of subjects. It is an advancement in teaching process that contributes to the innovation of teaching methodology in accordance to the general trend of the era (Hoang Duc Huy, 2003). For many educators and teachers, an e-lesson plan is a useful teaching tool that is far superior to the traditional teaching method with chalk and board (Nguyen Dinh Lan, 2006). E-lesson plans increase the teaching effectiveness in many ways, especially with English, a subject that requires teaching aids such as real things, pictures, posters and charts (Nguyen Thi Xuan Lam, 2009). E-lesson plans have been in use at Le Thanh Hien High School since 2006. Apparently, most of the teachers recognize the importance and potential of e-lesson plans. However, many of them find it difficult and time-consuming to use e-lesson plans. Some of them only use e-lesson plans simply as a replacement of chalk, board, and even use others' lesson plans without adapting to their students' levels and needs. Therefore, how to implement e-lesson plans efficiently is always the concern of the teachers and administrators at this school.

Research questions

What are the teachers' perceptions of using e-lesson plans?
How do the tenth graders at Le Thanh Hien High School respond to teaching English through e-lesson plans?

LITERATURE REVIEW

Definition of terms

Lesson plans

Thornbury (2006) defines the concept as a document that maps out teacher's intentions for the lesson. It reflects the teachers' planning decisions as well as their understandings of the principles of lesson design. Gower et al (2005) suggest that information in a lesson plan includes aims; procedure; approaches and activities; materials; aids and equipment; information about the students and anticipated problems.

E-lectures

In the context of teaching in Vietnam, an e-lecture defined by Le Cong Triem, (2006) is a form of organization in which all the teaching activities are conducted through multimedia environment created by computer. Multimedia refers to the presentation of material using both words and pictures (Mayer, 2001) or the combination of a variety of media – texts, graphics, sounds and video, into a single medium i.e. the computer (Ravet and Layte, 1997).

E-lesson plans

Le Cong Triem (2006, p49) defines the concept as “detailed designs of teachers' activities during the lesson. All these activities have been made multimedia with close and logical structure based on the structure of the lesson.”

For Nguyen Dinh Lan (2006) e-lesson plans are lesson plans compiled on computer using specialized software, and then the content of the lesson is transmitted to a big screen via projection equipment (projector) connected to the computer.

An e-lesson plan has all the steps of a traditional lesson plan and must comprise two separate parts. The first part is a normal lesson plan in which teacher explains clearly the aims; approach (es) and activities; materials; aids and equipment; information about the students; anticipated problems; and teaching procedure. The second part is an e-lecture composed using the specialized software.

Tools for composing an e -lesson plan

The specialized softwares for composing e-lesson plans include MS Access, Macromedia Flash, LectureMaker, Microsoft Word, FrontPage, Microsoft PowerPoint, Violet, etc. Besides, there are many design and image processing softwares such as Adobe Photoshop 7.1, Flash 5.0 and Moviemaker (Le Cong Triem, 2006, p49). Among them Microsoft PowerPoint is the most frequent used software for it is simple and easy to use (Nguyễn Thị Thanh, Nguyễn Thị Ánh Dương, 2008).

Advantages of using e-lesson plans to teachers

Time

One of the benefits of e-lesson plans mentioned by many researchers is time. The e-lesson plans are in the form of slides so teachers do not have to write the main points on the board (Danh Van, 2005). In addition, they can save a lot of time hanging the pictures, maps and graphs for

everything needs only by a “click” (Nguyen Dinh Lan, 2006). Furthermore, teachers can save time explaining complicated points and difficult concepts or illustrating things that need explaining graphically by a combination of pictures, sounds, graphics and animations.

Teaching efficiency

E-lesson plans offer multimedia possibilities like sounds, images, actions, videos, mapping, tables, charts and a combination of effects, colors, font sizes and animation effects which help teachers transfer the content of the lesson vividly and interestingly (Nguyen Dinh Lan, 2006). Consequently, they can draw students’ attention and create interest among them (Danh Van, 2005). Additionally, teachers can give students exposure to natural and real-language environment by inserting videos, images or hyperlinks to many learning websites on the internet. (Nguyen Thi Xuan Lam, 2009).

E- lesson plan organization

Mason and Hlynka (1998) state that PowerPoint helps structure the content and processing of a lesson or lecture. They help teachers organize their thoughts and present their information in an orderly and attractive manner.

Ease of use

Another advantage of e-lesson plans is that they are easy to create and modify (Danh Van, 2005). Additionally, there are many e-lesson plans of all subjects available on many websites, which teachers can obtain and store easily on CDs. One more advantage is that “Teachers can quickly format a slide show using one of the professional presentation design templates” (Cashman and Shelly, 2000).

Advantages of using e-lesson plans to students

Learning efficiency

E-lesson plans with a large amount of knowledge and vivid and visual images help students understand the lessons in an excellent manner. Peek (1987) states that when presenting pictures and text together, information retention is improved. For Hanna and Remington (1996) color, as a stimulus, is a part of memory representation. Coulthard and Hutchinson (1996) also assert that graphics convey information more efficiently than texts alone. Wong and Cheung (2003) as cited in Lin (2006) “We learn 83% through the sense of sight, 10% through the sense of hearing and the remainder through the senses of smell, touch and taste.” According to Cashman and Shelly (2000), students learn most effectively when their five senses are involved.

Motivation

Recent studies prove that e-lesson plans increase students’ motivation by making the teaching more enjoyable. Harrison (1999) and Catherina (2006) indicate that students think PowerPoint based lectures enhances instruction, motivates them to learn and are more interesting than traditional lectures. Wong and Cheung (2003) also stress that “Visuals that are well designed can also help motivate students to learn by attracting and maintaining their attention and meet the needs of those students who learn better through visual means.”

Disadvantages of using e-lesson plans to teachers

Technical problems

Technical problems happen when the computer does not work as usual or when there is a power-cut (Dudeney & Hockly, 2007). The teachers become passive because of not anticipating a substitute way of teaching. There are also errors of presentation such as fonts, effects and sounds (Luu Lâm, 2002).

Time problems

There is the fact that an effective and impressive lesson plan on Power Point often takes teachers much time to prepare (Vu Van Khanh, 2009). What the teacher has to do are searching and collecting the pictures and videos, redesigning the slides, typing the words on the slides, choosing font, inserting pictures/ images, sounds related to the lessons and choosing custom animations (Hoang Duc Huy, 2003). If the teachers are good at computers, they can design the e-lesson plans without difficulty. Otherwise, composing e-lesson plans is a hard and time-consuming task.

Class management problems

Bad class-management is another disadvantage of e-lesson plans. Klemm (2007) proves that a majority of teachers just sit in front of the computers instead of interacting with students during the lectures. As a result, they cannot control and supervise the class. Nguyen Duc Hiep (2005) with some other teachers carried out a small investigation with twenty questions found out that some lazy students take advantage of the time their teachers paying attention to the screen to do other things.

Disadvantages of using e-lesson plans to students

Note-taking problems

Nguyen Duc Hiep (2005) in his study reports that students almost fail to take notes with e-lesson plans. Many students who are being used to copying teachers' notes on the board will find it hard to take notes from the presentation slides presented too fast. Consequently, there are many situations in which students fail to listen to what teachers say since they are busy copying the information on the slides.

Distraction

Miltenoff (2003) points out teachers usually give too much information in one class because it takes them less time to click on the mouse than to write on the board. Thus, students find it hard to follow what teachers present. Besides, students are easily overwhelmed with a large amount of information given in the PowerPoint presentations.

Barriers to the use of e-lesson plans

Many studies aimed to find out the factors that are barriers to the adoption of new technology. Jone (2004) and Daugherty and Funke (1998) and Le Cong Triem (2004) report that the barriers to the use of e-lesson plans consist of: teachers' lack of confidence, lack of time to use, lack of effective trainings, technical problems while in use, teachers' age and the running cost.

METHODOLOGY

Participants

The research was carried out with the participation of 10 teachers of English and 245 tenth graders who were studying at Le Thanh Hien High School in Tien Giang province, Viet Nam.

Research Instruments

In order to find answers to the two research questions mentioned above, the study used two types of data collection instruments: questionnaires for both teachers and students followed by interviews with teachers.

Data Collection Procedure

The study was conducted in April 2014 when the students were at the end of their second semester of the school year 2013-2014. To collect data both quantitative and qualitative techniques were used.

Data Analysis

The data for this study was analyzed both quantitatively and qualitatively using the statistical package SPSS (16.0) for Window. Mean scores and standard deviations of the respondents on each item of Likert scale were then calculated. The scoring was Strongly Disagree = 1 point, Disagree = 2 point, Neutral = 3 point, Agree = 4 point and Strongly Agree = 5 point. Negative items had their score reversed. A mean score of above 3 was interpreted as a positive attitude, a mean score of 3 as a neutral attitude and a mean score of below 3 as a negative attitude. The answers of the interviews were transcribed by the researcher.

RESULTS

Teachers' attitudes towards teaching English through e-lesson plans

Table 1. Advantages of e-lesson plans to teachers in terms of teaching efficiency

Statement	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
1. E-lesson plans are useful for teaching English.	0%	10%	10%	70%	10%	3.80	.789
2. E-lesson plans are useful for teaching speaking skill.	0%	10%	10%	70%	10%	3.80	.789
3. E-lesson plans are useful for teaching reading skill.	0%	0%	0%	60%	40%	4.40	.516
4. E-lesson plans are useful for teaching listening skill.	0%	0%	0%	40%	60%	4.60	.516
5. E-lesson plans are useful for teaching writing skill.	0%	0%	30%	70%	0%	3.70	.483
6. E-lesson plans are useful for teaching grammar.	0%	10%	20%	40%	30%	3.90	.994
7. E-lesson plans are useful for teaching vocabulary.	0%	10%	0%	20%	70%	4.50	.972
8. E-lesson plans are useful for teaching pronunciation.	0%	10%	10%	30%	50%	4.20	1.033

Overall, all the teachers expressed positive attitudes towards the advantages of teaching English through e-lesson plans in terms of teaching efficiency as shown by the mean score for each item being 3.70 and above (on a 5-point scale). The average score for all the eight items was really high (4.11). 80% of the respondents perceived e-lesson plan as useful for teaching English in general. The same 80% of the respondents agreed that e-lesson plans were useful for teaching speaking skill. All the teachers strongly agreed or agreed that "E-lesson plans are useful for teaching reading skill". The highest mean score (4.60) was found in item 4 which stated, "E-

lesson plans are useful for teaching listening skill”. 70% of the teachers strongly agreed that e-lesson plan was useful for teaching writing skill. For the statement “E-lesson plans are useful for teaching grammar”. 90% of the teachers agreed or strongly agreed that e-lesson plans were useful for teaching vocabulary. 80% of them agreed or strongly agreed that e-lesson plans were useful for teaching pronunciation.

Table 2. Advantages of e-lesson plans in terms of time

Statements	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
9. E-lesson plans save my time writing on the board.	0%	10%	0%	50%	40%	4.20	.919
10.E-lesson plans save my time hanging the pictures, maps and graphs.	0%	0%	0%	60%	40%	4.40	.516
11.Using e-lesson plans save more time for explaining the lessons in detail.	0%	0%	0%	40%	60%	4.60	.516

In general, the teachers expressed highly positive attitudes for the average mean scores for all the three statements was really high (4.40). The respondents broadly agreed that e-lesson plans saved their time writing on the board (90%). (100%) of the teachers agreed or strongly agreed that e-lesson plans saved their time hanging the pictures, maps and graph that e-lesson plans saved them more time for explaining the lessons in detail.

Table 3. Advantages of e-lesson plans in terms of lesson organization

Statements	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
12. E-lesson plans help the teachers present their information in an orderly manner.	0%	10%	0%	70%	20%	4.00	.816
13. Using e-lesson plans, the teachers can easily go to a particular slide whenever they want to.	0%	10%	0%	50%	40%	4.20	.919
14.E-lesson plans help the teachers manage their time in lesson delivery.	0%	0%	0%	90%	10%	4.10	.316

Nearly all the teachers expressed their agreement. The average mean score obtained for all the three items was 4.10. With respect to the statement 12, the percentages revealed that the subjects tended to agree that e-lesson plans helped teachers present their information in an orderly manner (90%) rather than disagree (10%). The same result was found in statement 13, that teachers can easily go to a particular slide whenever they want to. Ten teachers chose the agree options (100%) “e-lesson plans help the teachers manage their time in lesson delivery.

Table 4. Advantages of e-lesson plans in terms of ease of use

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
15. E-lesson plans are easy to create.	0%	50%	30%	10%	10%	2.80	1.033
16. E-lesson plans are easy to obtain	0%	50%	20%	30%	0%	2.80	.919
17. E-lesson plans are easy to modify.	0%	20%	30%	40%	10%	3.40	.966
18. It is possible to include pictures, charts, and graphics in the e-lesson plans.	0%	0%	0%	50%	50%	4.50	.527
19. It is possible to insert videos in the e-lesson plans.	0%	10%	0%	40%	50%	4.30	.949
20. It is possible to create animations of the e-lesson plans.	0%	0%	0%	30%	30%	4.30	.483
21. It is possible to insert sounds in the e-lesson plans.	0%	0%	0%	80%	20%	4.20	.422
22. E-lesson plans can easily be stored on CDs.	0%	0%	10%	60%	30%	4.20	.632

As indicated in the table the teachers expressed positive attitudes with the average mean of 3.81. However, the findings showed that a majority of the teachers participated in the study expressed dissatisfaction and negative attitudes with the ease of creating and obtaining of e-lesson plans. The mean scores for these two items were 2.80. Only 20% of the teachers agreed that e-lesson plans were easy to create. 30% percent of them agreed that e-lesson plans were easy to obtain. Five out of ten teachers agreed or strongly agreed that e-lesson plans were easy to modify (50%). On the contrary, all the teachers agreed or strongly agreed that it is possible to include pictures, charts, and graphics in the e-lesson plans (100%). Nearly all the teachers strongly agreed or agreed that it was possible to insert videos, sounds and create animation in the e-lesson plans (90%). The same 90% of the teachers strongly agreed or agreed that e-lesson plans could easily be stored on CDs.

Table 5. Advantages of e-lesson plans to students in terms of learning efficiency

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
23. E-lesson plans are useful for students' learning.	0%	20%	20%	30%	30%	3.70	1.160
24. E-lesson plans improve students' reading skill.	0%	20%	20%	30%	30%	3.70	1.160
25. E-lesson plans improve students' speaking skill.	0%	0%	20%	80%	0%	3.80	.422
26. E-lesson plans improve students' listening skill.	0%	0%	0%	50%	50%	4.50	.527
27. E-lesson plans improve students' writing skill.	0%	0%	0%	100%	0%	4.00	.000
28. E-lesson plans help students learn grammar better.	0%	20%	30%	50%	0%	3.30	.823
29. E-lesson plans help students learn vocabulary better.	0%	0%	10%	50%	40%	4.30	.675
30. E-lesson plans help students learn pronunciation better.	0%	20%	20%	40%	20%	3.60	1.075
31. E-lesson plans help students understand the lesson better.	0%	10%	10%	70%	10%	3.80	.789
32. E-lesson plans help students remember the lesson better.	0%	10%	10%	60%	20%	3.90	.876

For learning efficiency, teachers' attitudes were found to be high with the average mean score of 3.86. A high proportion of the teachers agreed or strongly agreed that e-lesson plans were useful for their students learning in general (60%). Nearly all the teachers expressed their agreement on the usefulness of e-lesson plans in improving students' language skills. The highest proportion 100% was found in "E-lesson plans help students improve their listening skill and writing skill". 80% of them agreed or strongly agreed that e-lesson plans improved students' speaking skills. 60% of them chose the agree options on the statement which stated that e-lesson plans improve students' reading skills and grammar. 90% of the teachers chose the agree options on the statement which stated that e-lesson plans help students learn vocabulary better. 80% of them agreed or strongly agreed that e-lesson plans helped their students understand and remember the lesson better.

Table 6. Advantages of e-lesson plans to students in terms of motivation

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
33. E-lesson plan can draw students' attention.	0%	20%	0%	60%	20%	3.80	1.033
34. E-lesson plans motivate students to learn English.	0%	20%	0%	60%	20%	3.80	1.033
35. E-lesson plans make the class more enjoyable.	0%	0%	10%	60%	30%	4.20	.632

As can be seen in the table, the average mean score for all the three items was high (3.83) which expressed positive attitudes. In detail, 80% of the teachers agreed or strongly agreed that e-lesson

plans could draw students' attention and motivate students to learn English. 90% of them agreed or strongly agreed that e-lesson plans made the class more enjoyable.

Table 7. Advantages of e-lesson plans to students in terms of time

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
36. Students have more time to practice when teachers used e-lesson plans.	0%	0%	0%	40%	60%	4.60	.516
37. E-lesson plans save more time for pair work and group work.	0%	0%	0%	40%	60%	4.60	.516
38. E-lesson plans increase class discussion.	0%	0%	0%	40%	60%	4.60	.516

The table shows teachers' perceptions of the advantages of using e-lesson plans to students in terms of time. The table shows that 100% of the teachers expressed their agreement with these three statements. In detail, students have more time to practice and more time for class discussion and pair work and group work when teachers use e-lesson plans.

Table 8. Disadvantages of e-lesson plans to teachers

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
39. Using e-lesson plans depends much on technical equipment.	0%	0%	10%	50%	40%	1.70	.675
40. Preparing an e-lesson plan on Power Point is time-consuming.	0%	10%	0%	40%	50%	1.70	.949
41. Using e-lesson plans costs much more money than traditional teaching with chalk and board.	0%	10%	0%	40%	50%	1.70	.949

Generally, the teachers expressed negative attitudes with the average mean score for all the three items was 1.70. The table demonstrates that nearly all the teachers strongly agreed or agreed on the disadvantages of using e-lesson plans. In detail, 90% of the teachers agreed or strongly agreed that e-lesson plans were dependent much on technical equipment. The same 90% of them agreed or strongly agreed that using e-lesson plans was time-consuming and cost much more money than traditional teaching with chalk and board.

Table 9. Disadvantages of e-lesson plans to students

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
42. Taking notes is difficult when using e-lesson plans.	0%	40%	0%	60%	0%	2.80	1.033
43. Students tend to pay too much attention to the strange animation or the funny pictures instead of the content of the lessons.	0%	30%	0%	40%	30%	2.30	1.252
44. The overuse of pictures and illustrations makes it hard for students to concentrate on the lessons.	0%	10%	0%	60%	30%	2.30	1.252
45. Students tend to copy the information on the slides without listening to what the teachers say.	0%	20%	0%	50%	30%	1.90	.738

Overall, the teachers expressed negative attitudes with the average mean score 2.33. As indicated in the table, 60% of the teachers agreed that taking notes was difficult when using e-lesson plans. A total of 7 respondents (70%) strongly agreed or agreed that students tended to pay too much attention to the strange animation or the funny pictures instead of the content of the lesson. 90%

of them strongly agreed or agreed that the overuse of pictures and illustrations made it hard for students to concentrate on the lesson. 80% of the teachers strongly agreed or agreed that students tended to copy the information on the slides without listening to what the teachers said.

Students' attitudes towards teaching English through e-lesson plans

Table 10. Advantages of e-lesson plans to students in terms of learning efficiency

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
1. E-lesson plans are useful for students' learning.	3.3%	2.4%	22.0%	58.8%	13.5%	3.77	.834
2. E-lesson plans improve students' reading skill.	3.7%	24.1%	37.1%	29.8%	1	3.09	.945
3. E-lesson plans improve students' speaking skill.	7.8%	29.4%	40.0%	19.6%	3.3%	2.81	.948
4. E-lesson plans improve students' listening skill.	8.6%	22.4%	32.7%	28.6%	7.8%	3.04	1.080
5. E-lesson plans improve students' writing skill.	3.7%	23.3%	31.0%	33.9%	8.2%	3.20	1.005
6. E-lesson plans help students learn grammar better.	2.0%	14.3%	31.0%	44.5%	8.2%	3.42	.905
7. E-lesson plans help students learn vocabulary better.	4.1%	14.3%	31.4%	37.6%	12.7%	3.40	1.014
8. E-lesson plans help students learn pronunciation better.	6.1%	20.4%	34.7%	29.0%	9.0%	3.18	1.128
9. E-lesson plans help students understand the lesson better.	5.3%	11.0%	28.2%	42.0%	13.1%	3.49	1.085
10. E-lesson plans help students remember the lesson better.	6.5%	14.7%	26.5%	34.3%	18.0%	3.42	1.138

In general, the students expressed positive attitudes with the average mean score 3.28. As can be seen in the table, nearly 73 % of the students participating in the survey strongly agreed or agreed that e-lesson plans were useful for their learning. However, not many students agreed on the usefulness of e-lesson plans to learning English' skills. For example, only 22.9% of the students agreed or strongly agreed that e-lesson plans improved their speaking skill. 30.1% was the proportion of students expressing their agreement on the benefits of e-lesson plans in improving reading skill. 36.4% was for listening skill and 42.1 % was for writing skill. With vocabulary and grammar, the proportions were much higher. 52.7% of the participants confirmed that e-lesson plans were useful for learning grammar. 50.3% of them agreed or strongly agreed that e-lesson plans helped them learn vocabulary better. 55.1% of the students agreed or strongly agreed that e-lesson plans helped them understand the lesson better. In response to the statement "E-lesson plans help students remember the lesson better", 52.3% of the respondents expressed their agreement.

Table 11. Advantages of e-lesson plans to students in terms of motivation

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
11.E-lesson plan can draw students' attention	6.5%	8.2%	15.9%	39.6%	29.8%	3.78	1.153
12.E-lesson plans motivate students to learn English.	5.3%	7.3%	13.9%	42.4%	31.0%	3.87	1.099
13.E-lesson plans make the class more enjoyable.	8.6%	17.6%	36.3%	30.6%	6.9%	3.10	1.047

This part of the questionnaire requires the students to indicate their agreement or disagreement on the advantages of using e-lesson plans to them in terms of motivation. The results indicated positive attitudes with the average mean score of 3.58. 69.4 % of the students agreed or strongly agreed that e-lesson plans drew their attention. A high percentage of the respondents (74.4%) agreed or strongly agreed that e-lesson plans motivated them to learn English. In response to the statement "E-lesson plans make the class more enjoyable.", 37.5% of the students agreed or strongly agreed.

Table 12. Advantages of e-lesson plans to students in terms of time

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
14. Students have more time to practice when teachers used e-lesson plans.	5.7%	8.6%	30.6%	39.2%	15.9%	3.51	1.043
15. E-lesson plans save more time for pair work and group work.	6.1%	9.4%	32.7%	38.4%	13.5%	3.44	1.037
16. E-lesson plans increase class discussion.	6.1%	10.6%	32.7%	40.0%	10.6%	3.38	1.016

The table indicates the students' agreement or disagreement on the advantages of using e-lesson plans to them in terms of time. The average score was high (3.44) which indicated positive attitude. In detail, in response to the statement "Students have more time to practice when teachers used e-lesson plans." 55.1 % students agreed or strongly agreed. 51.9% of the respondents expressed their agreement on the statement "E-lesson plans save more time for pair work and group work." whereas 50.6 % of the students agreed that e-lesson plans increased class discussion.

Table 13. Disadvantages of e-lesson plans to students

Items	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
17. Taking notes is difficult when using e-lesson plans.	10.2%	19.2%	29.0%	29.8%	11.8%	2.85	1.158
18. Students tend to pay too much attention to the strange animation or the funny pictures instead of the content of the lesson.	14.3%	16.3%	25.7%	31.8%	11.8%	2.89	1.239
19. The overuse of pictures and illustrations makes it hard for students to concentrate on the lessons.	15.1%	22.0%	22.9%	29.8%	10.2%	3.04	1.244
20. Students tend to copy the information on the slides without listening to what the teachers say.	18.0%	21.2%	24.1%	29.4%	7.3%	3.11	1.230

Overall, the students showed their unfavorable attitudes towards the disadvantages of using e-lesson plans to themselves with the average mean score of 2.97. As indicated in the table, 29.8 % of all students surveyed agreed that taking notes was difficult when using e-lesson plans. In response to the statement "Students tend to pay much attention to the strange animation or the funny pictures instead of the content of the lesson." 32.8 % of the students agreed or strongly agreed. Almost 29.8 % of all students surveyed considered that the overuse of pictures and illustrations made it hard for them to concentrate on the lesson. Further 29.8 % of all students surveyed agreed that they tended to copy the information on the slides without listening to what the teachers said.

Interview results

Question 1: How often do you use e-lesson plans in the classroom?

Most of the participants said that they usually used e-lesson plans in teaching English. Some of them stated they sometimes used e-lesson plans. This indicated that the use of e-lesson plans among the teachers of English at this high school was a common practice.

Question 2: If you use e-lesson plans, what types of trainings have you received?

All the participants said that they had trainings in Word processing, spreadsheets, PowerPoint presentation, etc. However, only three of the teachers said that they had received trainings in e-lesson plans composing.

Question 3: Where did you receive your training?

The places that the teachers reported receiving computer training were in college or universities, ICT centers and at Le Thanh Hien High School. They also reported that they learnt about computer at home by themselves.

Question 4: Which tools do you use to compose an e-lesson plan?

The computer software that teachers at this school used to compose e-lesson plans were Microsoft PowerPoint, Microsoft Word, Macromedia Flash and Violet.

Question 5: What do you think are the barriers to the use of e-lesson plans?

Technical problems was the main barrier to the implementation of e-lesson plans in the teaching process. The participants also said that running cost, lack of time for use and lack of effective training prevented them from using e-lesson plans. The least frequent barrier acknowledged by teachers was teachers' age.

DISCUSSION**Teachers' attitudes towards teaching English through e-lesson plans**

The data revealed that a majority of teachers had favorable attitudes towards teaching English through e-lesson plans. In fact, the teachers perceived e-lesson plans as useful to their teaching. Firstly, it saved them a lot of time so they had more time to explain complicated points or difficult concepts, explain more deeply and thoroughly the core issues of the lessons and increase discussion with the class. Furthermore, the teachers could manage their time better due to the available timing device. They also agreed that e-lesson plans were easy to create, obtain and modify. Moreover, they helped the teachers present their information in an orderly, attractive manner.

Apart from the advantages of using e-lesson plans to teachers, the teachers agreed that e-lesson plans benefited their students in many ways. Generally, a majority of the teachers agreed that e-lesson plans could draw students' attention and create interest among them. Furthermore, they believed that e-lesson plans not only motivated their students to learn English but also helped them understand and remember the lesson better. More than that, with e-lesson plans, the students had more time to practice and to work in pairs and groups.

It cannot be denied that e-lesson plans bring much more advantages than traditional teaching. However, there remained some disadvantages of e using this teaching tool reported by the teachers. The disadvantages to teachers consisted of technical problems, time preparing problems and class management problems. The disadvantages of using e-lesson plans to students mainly concerned taking notes and distraction.

Students' attitudes towards teaching English through e-lesson plans

The findings indicated that the students participated in this study found e-lesson plans useful for their English learning. A majority of the tenth graders at Le Thanh Hien High School found e-lesson plans useful for reading skills, grammar and vocabulary. Furthermore, they agreed that e-lesson plans made the class more enjoyable and fun thus increased their motivation. The students also reported that the pictures, video, sound, and animations, graphics, drawings and photos included in the e-lesson plans captured their attention. Moreover, a majority of students realized that e-lesson plans helped them remember the content of the lesson better. However, many students agreed that they had difficulties in taking notes and concentrating on the content of the lesson.

The usage of e-lesson plans in teaching English at Le Thanh Hien High School

The interviews with teachers also revealed that e-lesson plans were being used regularly and quite effectively at this high school. Most of the teachers exploited the multimedia features of e-lesson plans in enhancing the effectiveness of the lessons. This was a positive sign for the implementation of this teaching tool. Fortunately, all the teachers reported having trainings in computer applications at university. However, there was a fact that only some teachers had training in composing e-lesson plans although all of them reported learning about computer at university. This reflected a need for teachers to take part in training course in order for a successfully implementation of e-lesson plans in teaching.

As regard to tools for composing an e -lesson plan, the result showed that Microsoft PowerPoint was a frequent used tool to compose e-lesson plans by all the teachers participating in the study. Additionally, some teachers used Microsoft Word and Macromedia Flash and only one of the teachers used Violet. Furthermore, many barriers that prevented the teachers from using e-lesson plans were reported such as technical problems while in use, running cost, lack of time to use, lack of effective trainings and teachers' age

CONCLUSIONS

The study has enabled us to gain an insight into teachers and students' attitudes of using e-lesson plans in teaching English. The results showed that the majority of participants had favorable attitudes towards teaching English through e-lesson plans. However, some teachers did not feel comfortable and confident in implementing e-lesson plans into their teaching practices although all the teachers reported learning about computer at university. In addition, there were many barriers preventing teachers from using e-lesson plans. It is hoped that in the near future e-lesson plans' potential in enhancing teaching and learning efficiency will be recognized widely and the disadvantages of using e-lesson plans will be solved to help the teachers feel more secure and confident when using this teaching tool.

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APPENDIX A TEACHERS' QUESTIONNAIRE

The purpose of the questionnaire is to collect opinions and feedback on teaching English through e-lesson plans, while improving the quality of teaching and learning English through e-lesson plans at Le Thanh Hien High School. Please respond to the following statements and mark them on the questionnaire. Your assistance in answering the following questions is greatly appreciated.

Part I Demographic information

Age:

Gender: Male Female

Teaching experience:Years

Computer experience:Years

Part II Attitudes towards teaching English through e-lesson plans

Please read each statement and then mark the column which best shows how you feel.

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

Statements	SD	D	N	A	SA
1. E-lesson plans are useful tool for teaching English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. E-lesson plans are useful for teaching speaking skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. E-lesson plans are useful for teaching reading skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. E-lesson plans are useful for teaching listening skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. E-lesson plans are useful for teaching writing skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. E-lesson plans are useful for teaching grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. E-lesson plans are useful for teaching vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. E-lesson plans are useful for teaching pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. E-lesson plans save my time writing on the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. E-lesson plans save my time hanging the pictures, maps, graphs...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Using e-lesson plans save more time for explaining the lessons in detail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. E-lesson plans help the teachers present their information in an orderly manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Using e-lesson plans, the teachers can easily go to a particular slide whenever they want to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. E-lesson plans help the teachers manage their time in lesson delivery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. E-lesson plans are easy to create.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. E-lesson plans are easy to obtain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. E-lesson plans are easy to modify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. It is possible to include pictures, charts, and graphics in the e-lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. It is possible to insert videos in the e-lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. It is possible to create animations of the e-lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. It is possible to insert sounds in the e-lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. E-lesson plans can easily be stored on CDs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. E-lesson plans are useful for students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. E-lesson plans improve students' reading skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. E-lesson plans improve students' speaking skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. E-lesson plans improve students' listening skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. E-lesson plans improve students' writing skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. E-lesson plans help students learn grammar better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. E-lesson plans help students learn vocabulary better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. E-lesson plans help students learn pronunciation better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. E-lesson plans help students understand the lesson better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. E-lesson plans help students remember the lesson better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. E-lesson plan can draw students' attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. E-lesson plans motivate students' to learn English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. E-lesson plans make the class more enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Students have more time to practice when teachers used e-lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. E-lesson plans save more time for pair work and group work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. E-lesson plans increase class discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Using e-lesson plans depends much on technical equipments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Preparing an e-lesson plan on Power Point is time-consuming.					
41. Using e-lesson plans costs much more money than traditional teaching with chalk and board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Taking notes is difficult when using e-lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Students tend to pay too much attention to the strange animation or the funny pictures instead of the content of the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. The overuse of pictures and illustrations makes it hard for students to concentrate on the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Students tend to copy the information on the slides without listening to what the teachers say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thanks for your time and cooperation!

APPENDIX B STUDENTS' QUESTIONNAIRE

The purpose of the questionnaire is to collect opinions and feedback on teaching English through e-lesson plans, while improving the quality of teaching and learning English through e-lesson plans at Le Thanh Hien High School. Please respond to the following statements and mark them on the questionnaire. Your assistance in answering the following questions is greatly appreciated.

Part I Demographic information

Class: _____

Age: _____ years old

Gender: Male Female

Part II Attitudes towards teaching English through e-lesson plans

Read each statement and then mark the column which best shows how you feel.

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

Statement	SD	D	N	A	SA
1. E-lesson plans are useful for students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. E-lesson plans improve students' reading skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. E-lesson plans improve students' speaking skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. E-lesson plans improve students' listening skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. E-lesson plans improve students' writing skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. E-lesson plans help students learn grammar better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. E-lesson plans help students learn vocabulary better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. E-lesson plans help students learn pronunciation better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. E-lesson plans help students understand the lesson better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. E-lesson plans help students remember the lesson better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. E-lesson plan can draw students' attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. E-lesson plans motivate students' to learn English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. E-lesson plans make the class more enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students have more time to practice when teachers used e-lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. E-lesson plans save more time for pair work and group work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. E-lesson plans increase class discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Taking notes is difficult when using e-lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Students tend to pay too much attention to the strange animation or the funny pictures instead of the content of the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The overuse of pictures and illustrations makes it hard for students to concentrate on the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Students tend to copy the information on the slides without listening to what the teachers say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thanks for your time and cooperation!