



## Online-Merge-Offline Model for Distance Learning in English Language Education: A Case Study

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### ABSTRACT

Technology integration in education has gained significant attention, offering numerous benefits for learning. However, challenges still exist in effectively incorporating technology in education due to cost, accessibility, and limited understanding of its practical applications. This study aims to explore the implementation of the Online-Merge-Offline (OMO) model within an English center, utilizing the Technological Pedagogical Content Knowledge (TPACK) framework. Employing mixed-methods in an exploratory case study, the research examines the demand for the OMO model, content focus, and teaching methods in distance learning for English language education. By equipping teachers with self-instructional materials, multimedia tools, and online resources, the OMO model provides valuable insights into overcoming challenges associated with integrating educational technology (Ed-Tech) and enhancing students' learning experiences. Feedback from a diverse range of participants, including students, parents, school leaders, and local English teachers, was positive, emphasizing the effectiveness of the OMO model in reducing costs, increasing student motivation, and highlighting the importance of qualified teachers, well-designed content, and personalized instruction. Drawing data from a sample of 900 students across 41 primary and secondary schools in 20 districts of Nghe An province, the study's findings and insights gathered through semi-structured interviews with 20 school leaders, 20 local teachers, 20 students, and their parents hold implications for distance learning in similar educational contexts.

## I. INTRODUCTION

English plays a significant role in Vietnam's education system, being a compulsory subject at lower and upper secondary levels and elective at the primary level (Hoang, 2010; Le, 2011; Phuong, 2017). The increasing importance of English as a global language has captured the government's and society's attention (Le, 2008). To meet the demands of globalization, Vietnamese government allocated around 5 billion USD in 2008 for the "Teaching and Learning Foreign Languages in the National Formal Educational System from 2008 to 2020" plan, aiming to enhance English teaching and learning (Phuong, 2017).

However, the prevailing teacher-centered approach in language learning, where students passively listen, repeat, and imitate teachers' linguistic models, has hindered the development of students' English skills and communication abilities (Canh, 2011). Despite the allocated learning time for students across different education levels, ranging from 210 periods per academic year at the primary level to 385 periods at the lower secondary level, and 315 periods at the upper secondary level (Hoang, 2010), the desired improvement in students' English proficiency has not been well

achieved. This is evidenced by the concerning statistic that 52% of upper-secondary students obtained below-average scores in English in their graduation exam in the school year of 2022 (Nguyen, 2023).

One noteworthy factor is the need for higher proficiency among Vietnamese English teachers, particularly those in isolated and mountainous regions (Kataoka et al., 2020). Thus, there is a pressing demand for a practical model that addresses the requirements of English education in general and enhances teachers' English proficiency in particular. In this exploratory case study, the author adopts the Technological Pedagogical Content Knowledge (TPACK) framework and specifically focuses on implementing the Online-Merge-Offline (OMO) model.

### ***Research Objectives and Research Questions***

This study aims to identify the demand for the OMO model in Nghe An province, assess its effectiveness in the English classrooms at Tan Ky secondary school, and draw valuable lessons applicable to distance learning in similar contexts. To achieve these objectives, the study addresses the following research questions: (1) What is the level of demand for using the OMO model in English classrooms in Nghe An province? In what ways are content and teaching methods vital in OMO English classrooms?; (2) How beneficial is the OMO model for distance learning in similar contexts? (3) How helpful is OMO model in the context of distance learning?

By exploring these questions through an exploratory case study approach, this research aims to provide insights into the demand, content focus, and teaching methods associated with the OMO model. The findings of this study have implications for general education and distance learning in similar contexts, contributing to the enhancement of English education and the pedagogical practices of teachers in Vietnam.

## **2. LITERATURE REVIEW**

In Vietnam, English language education holds immense significance as a compulsory school subject at lower and upper secondary level and an elective at the Primary Level. Recognition of English's importance by the government and society has led to substantial investment in the "Teaching and Learning Foreign Languages in the National Educational System from 2008 to 2020" scheme (Hoang, 2020). The primary objective of this scheme was to promote English teaching and learning to meet global demands. This literature review examines existing research to identify challenges and potential solutions to effective English language education in Vietnam, serving as the foundation for our study on implementing the Online-Merge-Offline (OMO) model.

### ***Demand for a Practical Model in English Education***

The general approach to language learning in Vietnam is teacher-centred, where passive learning prevails, with students primarily listening, repeating, and imitating linguistic patterns provided by teachers (Le, 2011). From his viewpoint, that approach hampers the development of student's English skills and communication abilities. Students are often encouraged to memorize rules instead of actively communicating with peers. Consequently, there has been an increasing recognition of the necessity for a more communicative and engaging approach to English language education (Le, 2011). This literature review delves into the shortcomings of the prevailing teacher-centred approach; thereby emphasizing adopting a student-centred and communicative pedagogy to enhance English language learning outcomes.

Despite the allocated learning time at school, there is still a need for significant improvement in students' English proficiency. The learning time allowance at various education levels, such as primary (210 periods per academic year), lower secondary (385 periods), and upper secondary (315 periods), has yet to yield the desired results (Van Van, 2010). Alarming statistics reveal that a considerable proportion of upper-secondary students (52%) achieved below-average grades in English during their graduation exams in the school year of 2022 (Nguyen, 2023). Such statistics underscore the urgent need to address the existing issues in English language education.

One contributing factor to the challenges in improving English proficiency is the inadequate English proficiency of local English teachers, particularly those in isolated areas. This factor hinders the effective delivery of English language instruction and impedes students' language development (Kataoka et al., 2020). By addressing these challenges, it would be possible to promote English language education in Vietnam and improve the proficiency of both teachers and students.

There is a growing demand for a practical model that effectively addresses the requirements of English education in general. This demand encompasses developing students' language skills, fostering their communicative abilities,

and equipping them with the necessary tools to thrive in an increasingly globalized world. Another crucial issue is enhancing teachers' English proficiency. Improving teachers' language skills is essential for delivering high-quality instruction and creating an immersive English learning environment for students. Moreover, there is an urgent need for a model that promotes active learning and communication in the English classroom. The prevailing teacher-centred approach, characterized by passive learning and rote memorization, limits students' engagement and hampers their language development (Le, 2011). A practical model should prioritize interactive and communicative activities, allowing students to actively participate and apply their English language skills in meaningful contexts. Addressing these demands is crucial to elevate the quality of English education in Vietnam and ensure that students develop required linguistic competencies to succeed in an increasingly interconnected world.

### ***Theoretical Framework: Technological Pedagogical Content Knowledge (TPACK)***

The Technological Pedagogical Content Knowledge (TPACK) framework, developed by Mishra and Koehler (2006), offers a practical approach to integrating technology in educational settings. The TPACK framework emphasizes the interconnectedness of content, technological, and pedagogical knowledge, highlighting the significance of integrating these three domains to support effective teaching and learning.

Several studies have contributed to our understanding of the TPACK framework and its application in diverse educational contexts. Swallow and Olofson (2017) research contextual understandings within the TPACK framework, examining how teachers make technological and pedagogical decisions within their unique instructional contexts.

In the field of language learning, Tafazoli et al. (2019) conducted a comprehensive review focusing on computer-assisted language learning (CALL). Their study provides insights into the chronological development of CALL and underscores the relevance of the TPACK framework in guiding teachers to incorporate technology into language classrooms effectively.

Taopan et al. (2020) explored the challenges and opportunities associated with the TPACK framework in English as a Foreign Language (EFL) classrooms. Their research sheds light on the potential benefits and obstacles teachers face when integrating technology into EFL instruction using the TPACK framework.

Collectively, these studies enhance our understanding of the TPACK framework and its implications for educational practices. They highlight the importance of considering contextual factors, the integration of technology in language learning, and the specific challenges and opportunities that arise when implementing the TPACK framework in different instructional settings. Drawing upon these studies, we can further investigate the applicability of the TPACK framework within the OMO model and its implications for English language teaching and learning in Nghe An province.

### ***The Online-Merge-Offline (OMO) model***

It is essential to highlight the Online-Merge-Offline (OMO) model as a practical approach that leverages technology to create interactive and engaging learning experiences in English classrooms (Yang, 2022). This model is crucial in bridging the educational gap between rural and urban areas, offering equal opportunities for students in disadvantaged regions (Yang, 2022). Additionally, the OMO model effectively addresses the challenges associated with distance learning by utilizing online resources and multimedia tools.

This research aims to generate valuable insights into its demand, content focus, and teaching methods by adopting an exploratory case study approach to implement the OMO model in Nghe An province. These insights hold the potential to enhance English education, improve teachers' pedagogical practices, and address the unique challenges faced in distance learning within similar contexts.

This study aligns with previous research conducted in the field. For instance, Asrifan et al. (2020) investigated the effects of Computer-Assisted Language Learning (CALL) on students' English achievement and attitude, underscoring the significance of integrating technology into language learning. Chen et al. (2021) conducted a comprehensive analysis of twenty-five years of computer-assisted language learning, shedding light on the importance of technology integration in language education.

By incorporating the findings from these studies and integrating the OMO model, this research contributes to the existing body of knowledge by offering specific insights into implementing the OMO model in Nghe An province.

The research findings are expected to have practical implications for English education, teacher pedagogical practices, and addressing the challenges associated with distance learning.

### 3. MATERIALS AND METHODS

This study adopts a mixed-methods, exploratory case study approach to examine implementing the Online-Merge-Offline (OMO) model in an English centre, employing the Technological Pedagogical Content Knowledge (TPACK) framework. The selection of this research design is driven by the need to gain a comprehensive and in-depth understanding of the complex phenomenon within its contextual framework (Yin, 2003). Moreover, the case study approach is renowned for its potential to influence policy, practice, and future research, aligning perfectly with the objectives of this study (Merriam, 1998). Additionally, the case study design offers flexibility in data collection, including various forms of evidence such as documents, artefacts, interviews, and observations (Yin, 2003).

An exploratory research design is employed to ensure a thorough exploration of the research objectives. This design, also called grounded theory or interpretive research, facilitates the identification of research goals, data collection, and the focused examination of specific areas that require attention (Russell, 2019). Exploratory research is crucial in providing valuable and insightful information, thereby contributing to a deeper understanding of the research topic (Stebbins, 2001).

In this study, a mixed-method design is utilized to leverage the strengths of both quantitative and qualitative research methods. Quantitative methods collect numerical data and analyze the relationships between variables, while qualitative methods focus on interpreting meanings, concepts, and observations of the phenomena under investigation (Creswell, 2014). Combining these two approaches can achieve a more comprehensive understanding of the research problem compared to using either method in isolation. This mixed-method design is particularly advantageous in enhancing the scope and depth of the inquiry, facilitating comparisons and the identification of causal factors (Hanson & Morton-Bourgon, 2005).

Regarding sampling, a simple convenience sampling strategy is adopted to select participants for both interviews and questionnaires. This strategy is chosen because it can include readily available participants representative of the target population (Creswell, 2011). For this study, a survey link was provided to 900 students from 41 primary and secondary schools across 20 districts in Nghe An province, inviting their participation. Sufficient responses were obtained from the student participants. Additionally, 20 school leaders, 20 local teachers, 20 students, and their parents were conveniently selected to participate in semi-structured interviews.

Ethical considerations play a critical role in this study. All invited interviewees were informed about the study's purpose and the focus group interviews. Informed consent was obtained from all participants, ensuring their voluntary participation. Measures were taken to maintain confidentiality, privacy, and anonymity throughout the research process, with all data stored securely. The rights of the participants were respected, and any potential risks or discomfort associated with participation were minimized.

Data collection for this study involves survey completion by student participants and semi-structured interviews with school leaders, local teachers, students, and their parents. Focus group interviews were conducted to gather insights from educators and stakeholders. Whereas, one-on-one interviews were conducted with three English teachers and six students to obtain in-depth data. These data collection methods were selected to understand the research objectives and capture diverse perspectives comprehensively.

The collected data will undergo qualitative and quantitative analysis. Qualitative analysis entails coding and categorizing interview transcripts, identifying themes and patterns, and generating in-depth interpretations. Quantitative analysis involves statistical analysis of survey data, including descriptive and inferential statistics. The qualitative and quantitative findings will be integrated through triangulation, enabling a comprehensive analysis by comparing and synthesizing the data.

The study's findings and discussion will address the demand for the OMO model, content focus, teaching methods in distance learning, and feedback from students, parents, school leaders, and local teachers. The effectiveness of the OMO model in reducing costs, increasing student motivation, and the significance of qualified teachers, well-designed content, and customization based on student needs will be examined. The study's implications will inform distance learning practices in similar contexts, and recommendations will be provided for policy and practice. Lastly, the study's limitations will be acknowledged, and suggestions for future research directions will be discussed.

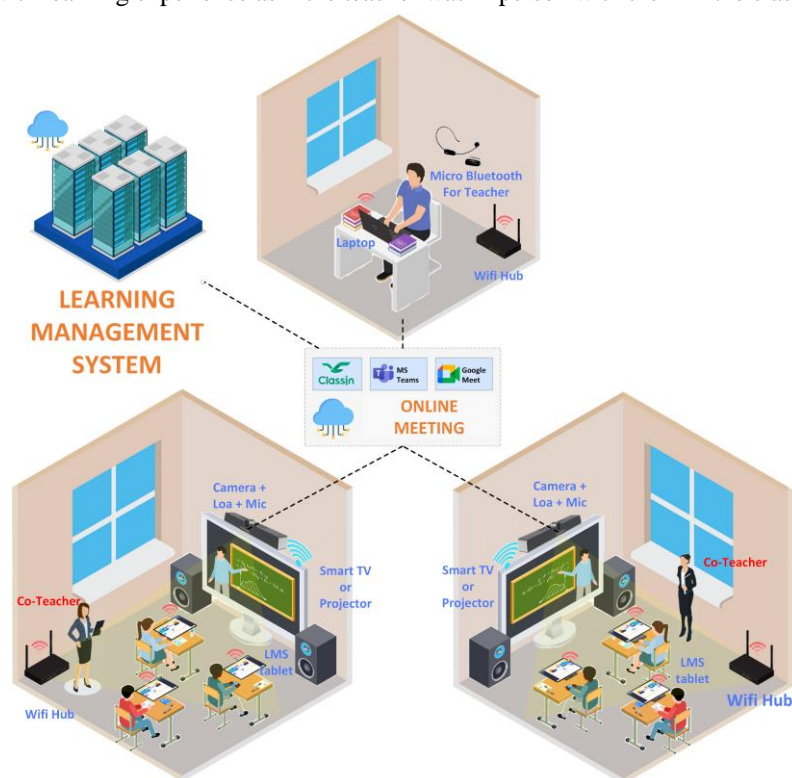
In conclusion, the research methodology combines case study approach, experimental research design, and a mixed-method design to investigate the implementation of the OMO model in an English centre using the TPACK framework. The research design incorporates various data collection methods and ensures ethical considerations. The data will be analyzed qualitatively and quantitatively, providing comprehensive findings and an extensive discussion concerning the research objectives. The study's implications will contribute to the field of distance learning, particularly in the context of English education.

The research procedures were divided into four phases: Phase 1: Applying the OMO model to the English lessons of a class of 20 students in Tan Ky secondary school; Phase 2: Conducting an online survey on the demand for the use of such a model in 41 schools in 20 districts in Nghe An, and then conducting data analysis; Phase 3: Creating the focus group and conducting one-to-one interviews with target subjects and then conducting data analyses; Phase 4: Merging the data, and then draw out implications for higher education in Vietnam.

### ***Phase 1: OMO Model Implementation***

#### ***Classroom Facility***

**Learning Management System:** The Learning Management System was designed for students' practice activities. The integrated OMO system with streaming teacher & real time recording of learning activities in class (OMO) provides students with learning experience as if the teacher was in person with them in the classroom.



*Figure 1. Learning management system*

#### ***Research participants***

The research participants in this study include various stakeholders involved in implementing the OMO model in an English class at Tan Ky secondary school in Nghe An's mountainous district in Vietnam. The participants can be categorized as follows:

**Students:** A class of 20 students from Grade 7, Tan Ky secondary school, was selected with the aim of improving their English performance and teaching quality. These students were at the same level of English proficiency. The teachers at Tan Ky secondary school were able to address fundamental knowledge issues. However, they struggled to help students develop adequate language skills, resulting in uneven and incomplete development in English proficiency among the students.

*Teaching staff:* Two well-qualified project teachers of English were carefully recruited to conduct online teaching using the Learning Management System (LMS) and the Classin learning platform. One of the project teachers was a native speaker of English while the other was a Vietnamese teacher of English. These teachers were offered a high salary during the project implementation. Additionally, a local English teacher of the class acted as a co-teacher, supporting the project teachers.

*Academic consultant:* A qualified academic consultant was recruited to design teaching, learning, and assessment materials for the English class. This expert was crucial in developing the necessary materials to support the teaching and learning process.

*Technician:* A technician was recruited to handle technical issues of the project, including uploading learning materials to the LMS, assisting students with system logins, and resolving any technical issues that arose during the course.

*Customer service officer:* A customer service officer was hired to facilitate communication and information transfer between the teachers and students. This individual played a crucial role in maintaining smooth communication channels between stakeholders.

*Admin:* An admin was responsible for managing the system used for the OMO model implementation. This individual ensured the smooth operation of the system throughout the class duration.

*Students' parents:* The parents of the 20 participating students were provided with Classin accounts, enabling them to observe and monitor the class activities.

*Project manager:* A project manager oversaw the entire implementation process, ensuring that all aspects of the project ran smoothly and that the objectives were met.

These research participants collectively contributed to the successful implementation of the OMO model in the English class, each playing a distinct role in the teaching and learning process. Their involvement and collaboration were crucial in achieving the goals of the study.

*System Architecture*

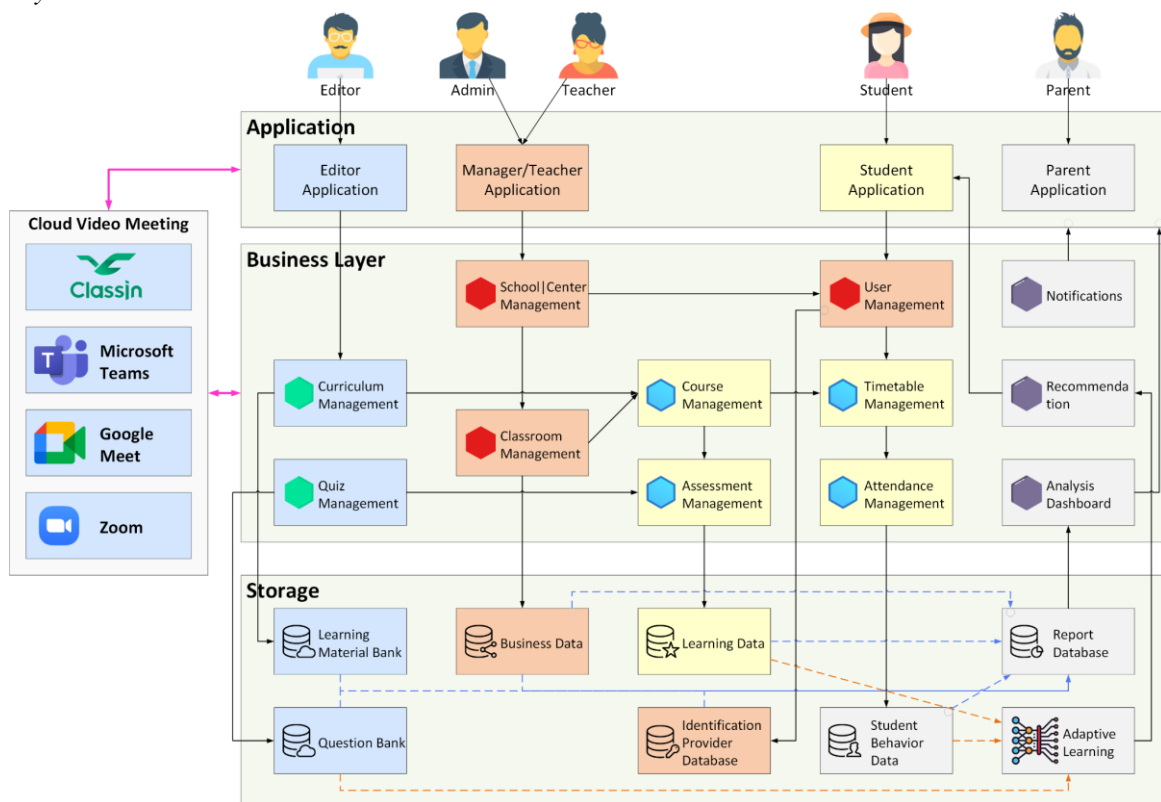


Figure 2. System architecture

*Classroom Equipment*

Equipment	Description
Conference equipment OMIT-10	Connecting teachers and students in the classroom
Projector	Showing the slides and teacher's lessons
Wifi hub	Providing Wireless Internet connection
20+ Tablets	Students' learning devices
Speaker and microphone	Ensuring sound quality and interaction between teacher-students



Figure 3. Classroom equipment

**Conducting teaching and learning activities**

The project started in three summer months, 20<sup>th</sup> of May to 20<sup>th</sup> of July, 2022 when the students were on their summer holiday.

When the class started, all the students and co-teacher entered the real classroom. The co-teacher turned on the Wi-Fi hub, projector, speaker and microphone, connected the tablets with Wi-Fi, and helped the students enter their username and password to log in Classin. Meanwhile, the project teacher logged in the Classin platform with his/her username and password; and started teaching. There were two windows on the project screen in the real class and on the project teacher's monitor, one showed the whole class, and the other showed the project teacher.

During the class time, the technician, customer service officer and academic officer played the roles of class observers to be ready to support the teachers and students when necessary. When the project teacher wanted to ask any student to provide answers, he or she asked the co-teacher in the real class to transfer the microphone to the student. The microphone was connected to the speaker, so both the project teacher and the class could hear the answers clearly. The project teacher listened, interacted, and gave feedback to students. The co-teacher could play the role of a teaching assistant, explaining or conducting the activities as the project teacher required. After teaching a new lesson on Classin, the teachers instructed the students to practice on LMS. The automatic marking functions on LMS displayed results of all completed activities right after the students' submissions.

**Phase 2: Conducting online survey**

As the actual implementation of the survey was a critical phase of the research process, the necessary measures were taken to guarantee that a simple random sampling procedure was established and strictly observed schedules adhered to. Before the commencement of the survey delivery, the researcher contacted potential respondents and encouraged them to participate in the survey. Conscious efforts were also made to ensure the respondents' privacy and confidentiality and minimize their inconvenience during the survey. The link to the online questionnaire was sent to each respondent. The research participants completed the web-based questionnaire within two weeks, from 26<sup>th</sup> of July to 8<sup>th</sup> of August, 2022. All the attempted questionnaires were auto-collected immediately upon the completion by respondents. By the 8<sup>th</sup> of August, all the responses were collected, ready for survey data screening and data analysis on the software IBM SPSS 25.

**Phase 3: Creating focus group and one-to-one interviews**

To gain a better insight into the possibilities for the improvement of the product range, semi-structured interviews were conducted with 20 English teachers and 20 students from 20 schools in Nghe An, the survey was used to select participants who belonged to the target group. Interviews were conducted face-to-face and lasted approximately 20 minutes. All the responses were recorded and noted down.

The interviews were transcribed and analyzed thematically, which entailed coding all of the information before selecting and analyzing important themes. Each theme was investigated to acquire a better understanding of the participants' motivations and perceptions.

#### *Phase 4: Merging the data*

With the aim of understanding the problem better than using the dataset alone (Creswell, 2014), the merging of mixed data is needed, especially for such a mixed-method study. In his study, Creswell (2014) suggests the timing of merging the two types of data. From his view, the data can be merged during the data collection, the data analysis, interpretation or during every phase. In this study, the mixing of data occurred during the step of data interpretation to avoid the data analysis of one type being affected by the analytical result of the other one.

Creswell (2011) also explains the procedures to merge data types for mixed research methods starting from quantifying qualitative data, qualifying quantitative data, and comparing results to consolidating or integrating data. In the present study, as indicated earlier, the researcher chose to analyze quantitative data first, then quantify the qualitative data, and finally compare the results. Regarding reporting the research results, the researcher relied on Creswell's recommendation to present the quantitative and qualitative data collection separately and then combine the two forms of data in the analysis and interpretation to seek convergence or similarities among the results.

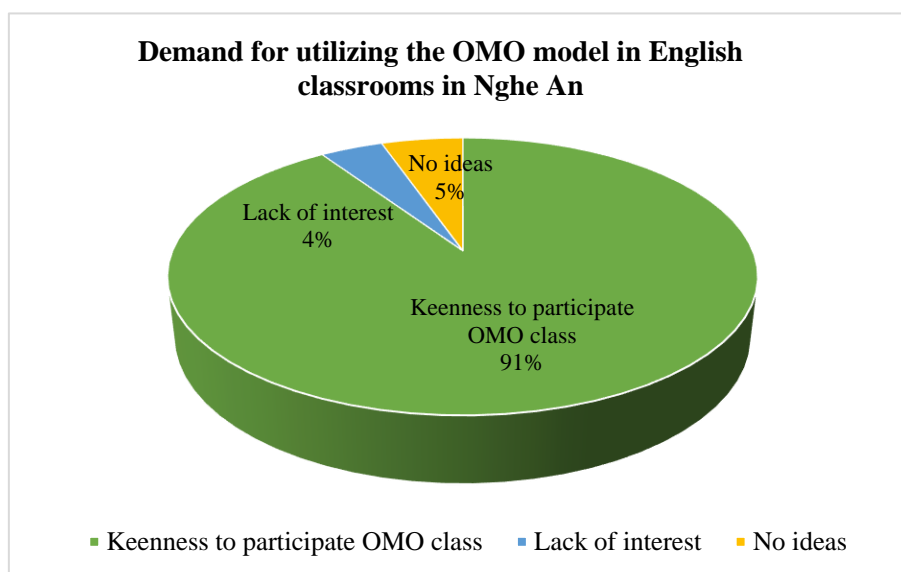
## 4. RESULTS AND DISCUSSION

### *4.1. Results*

In this section, the study's results are presented and engaged in discussion based on three research questions. The organization and discussion revolve around the information gathered from various sources, including literature review, interviews, and feedback from research participants, including students, parents, school leaders, and local English teachers.

#### *The level of demand for utilizing the OMO model in English classrooms in Nghe An and the significance of content and teaching methods in OMO English classrooms*

The findings from the voices of students and their parents, as well as the school leaders and local teachers of English, shed light on the level of demand for the OMO model in English classrooms and the significance of content and teaching methods in OMO English classrooms.



*Chart 1. Demand for utilizing the OMO model in English classrooms in Nghe An*

The results indicate a substantial demand for the OMO model in English classrooms. Over 90% of the students (approximately 800) expressed interest to participate in the project when introduced. The students and their parents from the pilot class reported experiencing significant progress in their English proficiency after three months of studying in the project. This positive response indicates a strong demand for the OMO model in Nghe An.



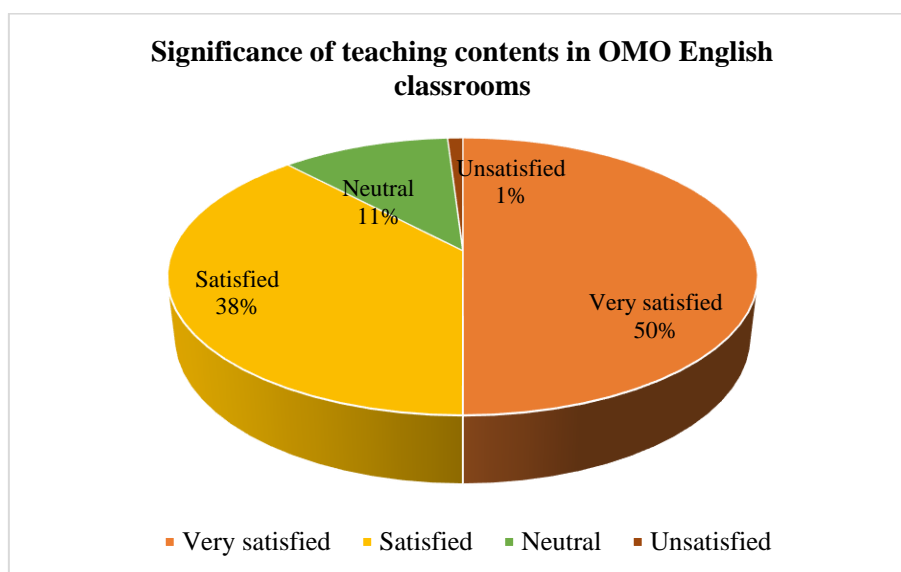


Chart 2. Significance of teaching contents in OMO English classrooms

Regarding the significance of content and teaching methods in OMO English classrooms, the feedback from students and parents reveals their satisfaction with the course contents and teaching methods. Around 50% of the parents expressed satisfaction with the course content, indicating that it was well-received and met their expectations. Additionally, approximately 40% of the parents were ‘very satisfied’ with the teaching methods employed by the teachers.

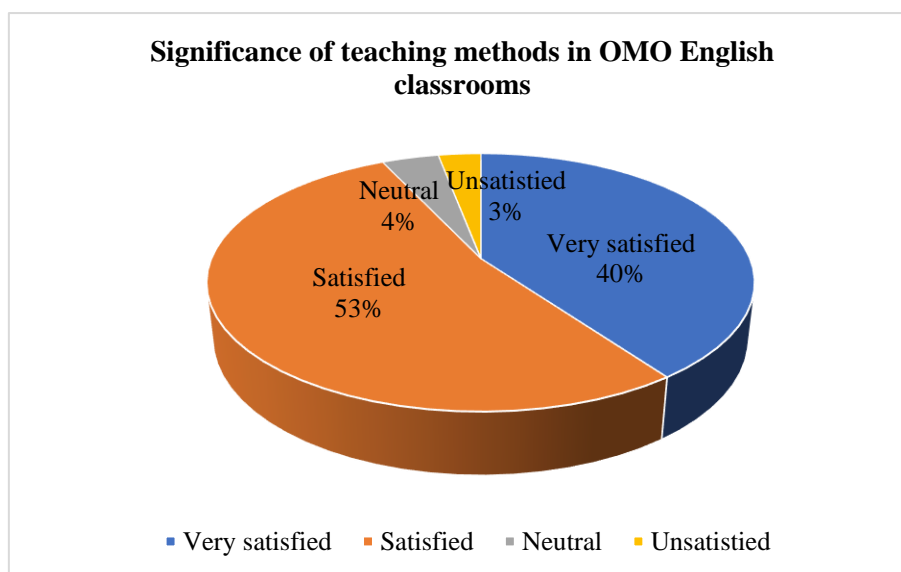
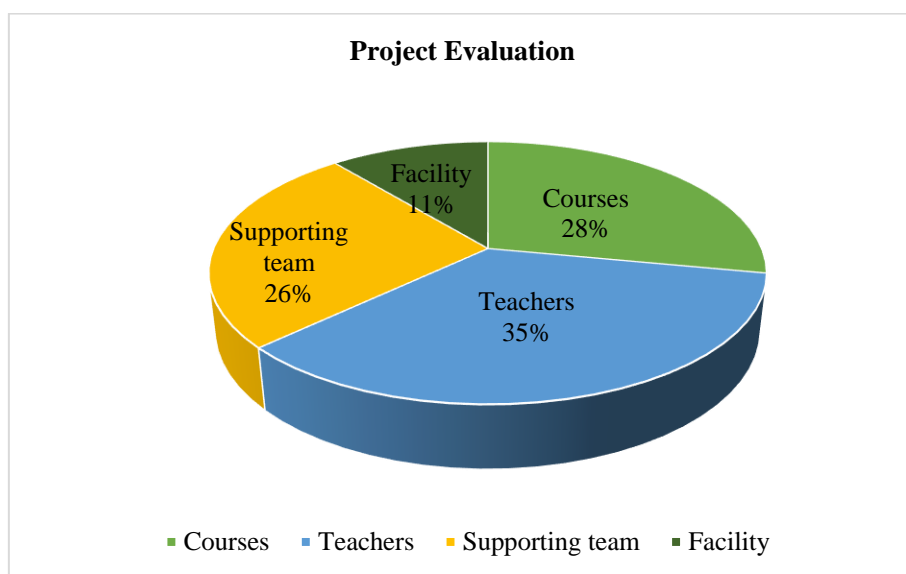


Chart 3. Significance of teaching methods in OMO English classrooms

These figures suggest that content and teaching methods are vital in OMO English classrooms, as they contribute to students’ progress and overall satisfaction.

***Demand, content focus, and teaching methods associated with the OMO model.***

The research provides successfully insights into the demand, content focus, and teaching methods associated with the OMO model.



*Chart 4. Significance of project components*

The positive responses from students, parents, school leaders, and local teachers of English highlighted the high demand for the OMO model and its potential to improve English teaching and learning quality. The feedback also emphasized the importance of well-designed course contents and qualified teachers in motivating students and ensuring successful distance learning experiences. The research findings support understanding students' needs and designing course objectives accordingly, along with flexible teaching approaches, which can enhance student motivation and engagement.

#### ***The benefits of the OMO model for distance learning in similar contexts***

The study results confirmed the benefits of the OMO model for distance learning in similar contexts. The OMO model was found to provide qualified English teachers and educational services while simultaneously improving teaching and learning qualities. Additionally, the model helps reduce costs for both schools and students by eliminating travel and accommodation fees. It also alleviates the pressure of recruiting qualified teachers to cover all classes. Furthermore, the OMO model increased students' motivation compared to online learning, contributing to a positive learning experience.

#### **4.2. Discussion**

The findings from the voices of students, parents, school leaders, and local teachers of English not only provide valuable insights in response to the study's research questions but also align with the existing literature on the Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra and Koehler (2006), which emphasizes integrating content, technological, and pedagogical knowledge to enhance teaching and learning outcomes.

Regarding the level of demand for the OMO model in English classrooms in Nghe An and the significance of content and teaching methods in OMO English classrooms, the study's results are consistent with the findings from literature review. The great enthusiasm expressed by over 90% of the students to participate in the project corresponds with the demand for technology integration in education, as highlighted in the TPACK framework. Additionally, the satisfaction expressed by parents with the course content and teaching methods further supports the importance of content and pedagogical approaches in OMO English classrooms, as emphasized in previous studies (Swallow & Olofson, 2017; Tafazoli et al., 2019; Taopan et al., 2020).

Similarly, the benefits of the OMO model for distance learning in similar contexts align with the findings from the literature review. The OMO model's ability to provide qualified teachers and educational services, improve teaching and learning qualities, and reduce costs resonates with previous research (Swallow & Olofson, 2017; Tafazoli et al., 2019; Taopan et al., 2020). The reported increase in student motivation within the OMO model also supports the literature's emphasis on technology's potential to enhance student engagement (Swallow & Olofson, 2017).

Overall, the study's findings and the literature review contribute to a comprehensive understanding of the demand, content focus, and teaching methods associated with the OMO model. The alignment between the research results and the literature review validates and reinforces the applicability of the TPACK framework in the OMO model and its effectiveness in distance learning contexts. These insights provide valuable lessons for implementing and optimizing distance learning programs, supporting the ongoing exploration and development of technology-enhanced educational approaches.

In summary, the research findings highlight the strong demand for the OMO model in English classrooms in Nghe An. The results underscore the significance of content and teaching methods in OMO English classrooms and emphasize the benefits of the OMO model for distance learning in similar contexts. These insights contribute to a comprehensive understanding of the OMO model's effectiveness and offer valuable lessons for implementing distance learning programs.

## 5. CONCLUSION

In conclusion, the findings of this study provide valuable insights into the demand, content focus, and teaching methods associated with the OMO (Online-Merge-Offline) model in English classrooms. The results indicate a substantial demand for the OMO model, as over 90% of students expressed eagerness to participate in the project. The students and their parents reported significant progress in students' English proficiency, indicating the positive impact of the OMO model on language learning.

The study highlights the significance of well-designed course contents and qualified teachers in OMO English classrooms. Parents expressed high satisfaction with the course content while teaching methods employed by teachers were also well-received. These factors contribute to student progress and overall satisfaction.

Furthermore, the research confirms the benefits of the OMO model for distance learning in similar contexts. The OMO model provides qualified teachers and educational services, improves teaching and learning qualities, reduces costs, and increases student motivation compared to online learning.

The findings of this study align with the existing literature on the TPACK framework, emphasizing the integration of content, technological, and pedagogical knowledge to enhance teaching and learning outcomes. The study's results validate and reinforce the applicability of the TPACK framework in the OMO model and its effectiveness in distance learning contexts.

Overall, the study's findings contribute to a comprehensive understanding of the demand, content focus, and teaching methods associated with the OMO model. The alignment between the research results and the literature review provides valuable lessons for implementing and optimizing distance learning programs, supporting the ongoing exploration and development of technology-enhanced educational approaches.

In summary, the research highlights the strong demand for the OMO model in English classrooms and emphasizes the significance of content and teaching methods in OMO English classrooms. The study also demonstrates the benefits of the OMO model for distance learning in similar contexts. These insights offer valuable lessons for implementing effective distance learning programs and contribute to advancing technology-enhanced education.

**Conflict of Interest:** No potential conflict of interest relevant to this article was reported.

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