

A COMPARISON OF THE IMPLEMENTATION AND EXPLICIT ATTITUDES BETWEEN VIETNAMESE AND NON–VIETNAMESE ENGLISH TEACHERS TOWARDS COMMUNICATIVE LANGUAGE TEACHING IN VIETNAM

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Abstract: This paper compares the opinions about the implementation and attitudes towards CLT of two groups of English teachers, Vietnamese and non-Vietnamese. Four main factors are referred to investigate teachers' opinions, including the roles of grammar, the roles of teachers and learners, pair and group work, and correction techniques. The semi-structured interview was employed to collect data from three Vietnamese teachers and three non-Vietnamese teachers. The results reveal that classifying the participants according to their nationalities is presumed because the division of the participants' groups has to depend on their opinions and the similarities as well as differences exist not only among the two groups but also among each group itself. Besides, the subjects who are generally knowledgeable and adept at using an array of approaches, strategies, and techniques in teaching hold a positive attitude toward the implementation of CLT in Vietnam. On top of that, the surveyed teachers ensure equity in learning opportunities and achievement for all learners. They additionally are abreast of and conversant with the various aspects of teaching methods, strategies, and techniques required by the learners' needs, demands, and the nature of the lesson. Furthermore, the participants of this research demonstrated higher sensitivity to

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students who needed help to keep up with the teaching process. They also manifested perceptiveness to individual differences by seeing flexibility and shifting gears smoothly when their jobs no longer worked. However, various obstacles still exist which lessen the effectiveness of CLT.

Keywords: CLT, teachers' attitudes, EFL, teachers' belief

1. Introduction

The twentieth century is seen to have changes and innovations in language teaching to meet foreign language speakers' requirements (Richards & Rodgers, 2014). These pedagogical changes in teaching have brought two phases in terms of approaches. In the first phase, several teaching methods and approaches appeared and replaced the direct method and audiolingual. The second phase was characterized by the communicative movement in language teaching in the 1960s and 1970s due to the insufficient methods and approaches to aid the demand for English in Europe (Duff, 2014; Richards & Rodgers, 2014). Communicative Language Teaching, which developed from Situation Language Teaching (SLT), is considered the most significant representative of the second phase and the primary British approach in teaching English until now (Richards & Rodgers, 2014). In SLT, students learn the fundamental structures of language in meaningful situation-based activities. However, CLT aims to “make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards & Rodgers, 2014, p.85).

Original from Western, CLT is applied and adapted widely in Asia generally and Vietnam particularly. Numerous research in this area can be listed, such as Sun et al. (2020), Chang (2011) in China; Littlewood (2007) in East Asia; Butler (2011) in Asia-Pacific region; Ellis (1994), Lewis and McCook (2002), Ha (2004), Hiep (2007), Mai

Ngoc and Iwashita (2012) in Vietnam. CLT was recognised and adapted very early in Vietnam following Vietnam's 1986 reform policy (Ellis, 1994; Mai Ngoc & Iwashita, 2012), yet the effectiveness and appropriateness of this approach still need to be improved in teaching English in Vietnam. As Hiep (2005) pointed out, adopting CLT in Vietnam is challenging, and there is a mismatch between what teachers want to do and what they can do. Hiep observes that teachers in Vietnam need an explicit contradiction to implement CLT successfully. Moreover, Nguyen (2016, p.5) listed in her study numerous issues in applying CLT in Vietnam, including the limitation of teachers' capabilities in English and expertise in CLT application, students' reluctance to practise their English communication skills outside the classroom, overcrowded classroom and poor facilities, and the exam system being oriented to testing language knowledge rather than communication skills.

In addition, teachers' attitudes have been considered one of the significant areas of interest within the field of CLT in Vietnam. Rahimi and Naderi (2014) reported that teachers' attitudes play a crucial role in adopting a new approach. The mismatch between the theory of an approach and its actual application can be caused by teachers' attitudes towards this approach (Rahimi & Naderi, 2014). Thus, some researches are conducted to investigate the teachers' attitudes toward CLT in Vietnam. For example, Ha (2004) found that Vietnamese teachers have a positive attitude towards CLT though their practice in the classroom does not entirely follow CLT's principles. Mai Ngoc and Iwashita (2012) indicated that both teachers and learners hold favourable attitudes towards CLT in Vietnam, though there is a gap between these two groups' attitudes regarding the importance of grammar, error correction, and the traditional role of teachers and learners.

In order to examine the accuracy of previous projects' findings mentioned above, this study has been conducted to explore the

implementation and teachers' attitudes towards CLT in Vietnam. The subjects to investigate are Vietnamese and non-Vietnamese English teachers, and compare the results to highlight the similarities and differences between the two groups.

After the introduction, this study's rationales and research questions will be presented. Following this, the literature review begins by laying out some characteristics and activities of CLT, the roles of teachers, disadvantages, and advantages, the implementation of CLT in East Asia and Vietnam, and teachers' attitudes towards CLT. The next part is the methodology which illustrates how and which tools the researcher uses to collect data. The fourth section is the combination of results and analysis, which present the essential findings and analyse them in comparison with the previous studies. Finally, the conclusion will summarise the key findings to answer the research questions, propose some limitations of the study and make recommendations for further work.

2. Literature Review

2.1. Communicative Language Teaching's characteristics and activities

Even though Harmer (2003) revealed that each person has their own opinions about the definition of CLT or Spada (2007, p.272) notes that the meaning of CLT "depend on whom you ask", this approach can be depicted with several characteristics from different linguists. For instance, Nunan (1991, p.279) thought there are five characteristics of CLT. The first feature is an emphasis on learning to communicate through interaction in the target language, which is followed by the introduction of authentic texts into the learning situation. The third characteristic is the provision of opportunities for learners to focus, not only on language but also on the learning management process. The next point is an enhancement of the learner's own personal experiences as important contributing elements to classroom learning. The final component is an attempt to link classroom language learning with language activities outside the

classroom and enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

Apart from this, Richards and Rodgers (2014, p.89) proposed four characteristics of CLT. The first two aspects refer to the role of language as a system for the expression of meaning and The primary function of language to allow interaction and communication. These are followed by the structure of language reflecting its functional and communicative uses. Finally, the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. Teachers, furthermore, have to understand their and students' roles in the communicative classes, which will be discussed in the next part.

2.2. The implementation of Communicative Language Teaching in Vietnam

The history of teaching English as a foreign language in Vietnam is presented briefly in the study of Hoang (2009). Hoang (2009) indicated the dominance of English as a compulsory subject in all three levels and twelve grades in the educational system in Vietnam. As in China, Vietnamese teachers are used to utilising grammar translation and audiolingual to teach English; however, Hiep (2005) stated that Vietnamese teachers who study abroad have an interest in CLT, and these teachers claim that CLT can enhance language acquisition. Hiep (2005, p.336) noted that adopting CLT may "challenge the basic Vietnamese cultural and educational values". He explained the reason why the teachers' role in CLT class is regarded as 'students' friend, a facilitator, a companion, but not a controller' (Hiep, 2005, p.336), while teachers' roles in Vietnam are mentors and masters of knowledge in the class, as well as the responsibilities of teachers to guide students both academic issues and moral behaviours. One of the restrictions that Vietnamese teachers may encounter comes from their students. As Nguyen (2002) perceptively stated, influenced by the traditional learning style in which teachers are the knowledge

provider and students are the receivers, Vietnamese students are passive in learning; they keep quiet and answer only when nominated. They also tend to note down and believe in everything teachers write on the board, as well as fear speaking aloud and giving their views (Nguyen, 2002). The same case has been found in a case study of EFL Ethiopian teachers who taught speaking skills with CLT (Adem & Berkessa, 2022). Thus, Hiep (2007) believed teachers will encounter numerous difficulties in implementing CLT in Vietnam.

In contrast, Ha (2004) showed the possibility of implementing CLT in Vietnam with the case study of two Vietnamese teachers. One of them designs her lesson with the principles of CLT as she considers teachers to be “students’ facilitators” (Ha, 2004, p.55). At the end of the case study, students’ results are excellent, proving CLT’s effectiveness. Additionally, Lewis and McCook (2002) illustrated in their article that all Vietnamese teachers joining their in-service workshops, which focus on CLT, show an interest in CLT principles and they want to apply them in their teaching. Therefore, CLT does not seem to be a strange and inappropriate approach in the context of Vietnam, and teachers can work out to discover the way to adopt new methods in their own cultural context.

The main aim of this study is to investigate teachers’ attitudes towards CLT as they play a pivotal role in implementing CLT successfully, which the following section will consider.

2.3. Teachers’ attitudes towards Communicative Language Teaching (CLT)

Karavas-Doukas (1996, cited in Rahimi and Naderi, 2014, p.237) argued that teachers’ attitudes significantly influence their teaching styles and the decision whether or not to adopt a teaching approach or method. Thus, the importance of teachers’ attitudes to implementing CLT is undeniable.

Recently, researchers have shown an increased interest in investigating teachers’ attitudes towards CLT worldwide. In their study, Lashgari, Jamali and Yousofi (2014) pointed out that teachers

in Iran advocate CLT as they illustrate several principles of CLT in their beliefs. Iranian teachers are in favour of CLT because they believe that this approach assists their students to improve both communicative competence and grammatical knowledge as students acquire knowledge indirectly via communicative activities, have responsibilities in interacting with classmates and discover grammatical mistakes together to correct (Lashgari et al., 2014, p.163). Similarly, Rahimi and Naderi (2014) stated that Iranian teachers have positive attitudes towards CLT. They are aware of the value of group work and pair work as the communicative activities in the classroom as they find pair and group work can maximize their students' communication. Additionally, in a study conducted in the United Arab Emirates, Khan (2016) found that most English teachers consider CLT to be a practical approach for their teaching and show their preference for CLT over traditional methods for two reasons. Firstly, they discover the instructional materials used for CLT are convenient for them in teaching English. Secondly, teachers in the United Arab Emirates also receive positive feedback from their students about the communicative approach with the learner-centred strategy (Khan, 2016).

Similarly, in her study, Chang (2011) acknowledged the vital role of teachers' attitudes in their decision to adopt CLT and explained her participants' favourable attitudes towards CLT with several reasons. Firstly, Chinese teachers note that both linguistic form and communicative function are crucial, therefore, they teach grammar rules for students and hold communicative activities to practice these rules appropriately (Chang, 2011).

In the same vein, this paper attempts to deal with two issues. The first one is to analyse teachers' attitudes towards CLT in Vietnam. The second and more important aim is to compare Vietnamese and foreign teachers' attitudes towards CLT as little research has been done in this area.

2.4. Research question

Although there are various studies on teachers' attitudes towards CLT in Vietnam, most of them concentrate on Vietnamese English teachers' attitudes, and little information is available concerning non-Vietnamese teachers including the ways in which the non-Vietnamese teachers utilise CLT to teach English in Vietnam and their attitudes towards this approach. Other concerns are the implementation of CLT of non-Vietnamese teachers and similarities as well as differences in their attitudes in comparison with Vietnamese English teachers. All of those aspects have not been addressed in previous research.

Concerning personal purposes, the author, as a novice teacher who has a favourable attitude to CLT and is eager to apply this approach to teach English in Vietnam, would like to conduct this study to find out the solutions to the obstacles to the implementation of CLT at present and the improvement in applying this approach in Vietnamese education system. Teachers' attitudes towards this approach of two groups of subjects, Vietnamese and non-Vietnamese teachers, are also one of the areas that the author concerns. This is because she believes she can gain much valuable information from their opinions and experiences in using CLT to teach English in the context of Vietnam.

Therefore, this study will attempt to compare the implementation and attitudes of Vietnamese and non-Vietnamese teachers towards CLT to teach English in Vietnam with two research questions:

- *What are the similarities and differences in the implementation of CLT between Vietnamese and non-Vietnamese English teachers?*
- *What are the similarities and differences in the attitudes towards CLT between Vietnamese and non-Vietnamese English teachers?*

3. Methodology

3.1. Research Design

This study used a qualitative research design in order to collect essential data to analyse. The researcher employed interviews to gather qualitative data to investigate the effectiveness of the Communicative Language Teaching approach. According to Rubin and Rubin (2012, p.3), one of the advantages of interviews is to allow researchers to discover others' experiences, motivations, and opinions about the given topic; therefore, teachers' explicit attitudes towards CLT are revealed through their answers. In addition, a semi-structured interview is appropriate to collect the data to answer the research questions and enable the researcher to ease the interview, as it consists of two types of questions, the main and follow-up questions. As Rubin and Rubin (2012, p.6) notes, the main questions supply the framework of the interview to ensure that the research questions are addressed. The follow-up questions demand participants to go into detail on the key concepts, themes, ideas, or events that they refer to in their answers (Rubin and Rubin, 2012, p.6).

3.2. Research setting

A semi-structured interview was employed by the researcher to gather qualitative data to establish the effectiveness of the Communicative Language Teaching approach. Interviews with individual case teachers were conducted to probe into their professional education. The researcher asked probing questions which were open-ended and follow-up questions. The interviewers' responses were tape-recorded.

3.3. Participants

As the aim of the paper is to clarify the attitudes towards implementing Communicative Language Teaching in Vietnam and to

identify the differences in explicit attitudes between Vietnamese and foreign teachers, there would be a mixture of nationalities among the respondents. Addition of the number of respondents for the study was not realized due to their lack of knowledge about CLT. All the chosen participants have teaching certificates like TESOL and CELTA or at least acknowledge CLT, which is a qualification for valuable answers from them.

Before collecting any data, the ethics forms were sent to the ethics committee for approval, and the protocol number is cHUM/PGT/UH/03684, which was approved and issued by the Ethics Committee with Delegated Authority. The teachers' names have been changed to retain anonymity. The six (6) selected English teachers were invited to participate in this study. Their professional information is noted in the table below.

Table 1:Participants' professional information

Anonymous name	Nationality	Years of experience	Qualification and knowledge about CLT	Type of students	Teaching major
<i>Jo</i>	<i>Filipino</i>	<i>9</i>	<i>She learned about CLT at university and her teachers also used this approach to teach her English.</i>	<i>From primary to high schools and language schools</i>	<i>IELTS, English Grammar in public and language school</i>
<i>Merry</i>	<i>British</i>	<i>4</i>	<i>She had learned a TESOL course in the United Kingdom for a year before coming to Vietnam to teach English.</i>		
<i>Almond</i>	<i>Canadian</i>	<i>5</i>	<i>He had obtained a Certificate in Teaching English to Speakers of Other Languages (CELTA) and had learned about CLT during the CELTA course.</i>		

Anonymous name	Nationality	Years of experience	Qualification and knowledge about CLT	Type of students	Teaching major
Trung	Vietnamese	6	<i>He studied Master of Teaching English to Speakers of Other Languages (MA TESOL) courses in New Zealand.</i>	<i>University students, children and adult learners</i>	<i>English for Specific Purposes concentrating on the four macro skills such as listening, speaking, writing and reading at a university in Vietnam as well as teaching English for Academic Purposes in language schools for children and adults.</i>
Ngoc	Vietnamese	5	<i>He studied Master of Teaching English to Speakers of Other Languages (MA TESOL) courses in Australia</i>		
Thanh	Vietnamese	4	<i>She has not attended any TESOL course, but she had studied and undergone CLT at the university during her undergraduate studies.</i>		

3.4. Data collection procedure

In this paper, the main questions concentrated on teachers' explicit attitudes towards CLT to answer every section of the research questions. In addition, several follow-up questions were prepared before the interview or created while interviewing, depending on participants' responses.

All participants were required to fill in and sign the consent form, which was sent to them via email before the interview was conducted. The semi-structured interview was conducted via Skype in about 20 to 30 minutes with three main questions and some follow-up questions which were freely created by the interviewer based on the answers of the participants. The length of time and the number of follow-up questions entirely depended on the participants' answers. The languages of the interviews were English with the non-Vietnamese

teachers and both English and Vietnamese with Vietnamese teachers so that we could establish a rapport among us, enhance communication and avoid misinterpretation. All the main questions asked in the interviews were presented in Appendix B.

The interview questions have been developed from the studies of Choi and Lee, (2018), and Sato and Kleinsasser (1999) as their studies are about CLT and teachers' practice and their questions relate to these four main factors which are the importance of grammar, the quality and quantity of error correction, the use of group and pair work, and the role of teachers in the classroom.

To ensure the participants' awareness of CLT, questions were posed to gather information regarding their qualifications and teaching experience. Subsequently, the three main research questions (see Appendix B) were presented. All interviews were conducted with the participants' consent and recorded in audio format for subsequent analysis.

3.5. Data analysis procedure

As Rubin and Rubin (2012, p.190) recommended, there are seven steps to analyse the interview's data: transcribing and summarizing, coding, sorting and resorting, integrating, combining the concepts and themes to generate, and generalizing. The two researchers, however, suggest that how to use and follow this sequence depends absolutely on the aim of the user's project. With this paper, in particular, the research believed that only five steps needed to be utilised namely transcribing, coding, sorting, combining the concepts and themes, and generalizing. The recordings were transcribed with the help of *Transcriber*, a free software package for the computer-based transcription of an audio recording. First, *Transcriber* was employed to support transcribing the audio more easily as it enables the users to split the audio into small segments to repeat as many times as the users want.

Next, the transcriptions were coded and sorted with *Nvivo 12*. Coding the data means “mark on a copy of the transcript a word or phrase that represents what you think a given passage means” (Rubin and Rubin, 2012, p.192). For example, after reading one specific passage, the researcher realised the main idea the respondent wanted to emphasize here was “CLT is used for communication”, the code “CLT for communication” was created. If the researcher found any other passage with the same meaning as the previous one, they all were coded as “CLT is used for communication”. After that, all the findings were generalised to find the similarities and differences in the Vietnamese and non-Vietnamese teachers’ attitudes. The similarities answered the first research question and the differences addressed the second.

4. Findings and Discussion

This part presents the findings from the interviews of six participants, the interpretation of the results. The nodes coded with *Nvivo 12* from the interviews were divided into four main groups of nodes. These groups of nodes are presented in Table 2 then were analysed and discussed.

Table 2: Groups of nodes and corresponding owners

Groups of nodes	Nodes	Vietnamese Teachers			Non-Vietnamese Teachers			Total	
		Trung	Thanh	Ngoc	Jo	Merry	Almond		
Methods used to teach English in Vietnam	CLT for communication	✓	✓	✓	✓	✓	✓	6	
	Combination of methods	✓		✓	✓			3	
	Using pair and group work in CLT class	✓	✓	✓	✓	✓	✓	6	
	Correction techniques	Correct in front of the class		✓		✓	✓	✓	4
		Correct with each specific student	✓		✓				2

Groups of nodes	Nodes		Vietnamese Teachers			Non-Vietnamese Teachers			Total
			Trung	Thanh	Ngoc	Jo	Merry	Almond	
Difficulties in implementing CLT in Vietnam	Students	Passive and dependent				✓		✓	2
		In low level so they cannot understand teachers and have to use L1 in class	✓				✓		2
	Teachers	Hard to change their beliefs		✓					1
		Do not have the motivation to apply CLT in teaching			✓				1
Teachers' attitudes towards CLT in Vietnam	CLT is suitable to teach English in Vietnam		✓	✓		✓		✓	4
	CLT is only suitable to teach English to adults not to young learners						✓		1
	CLT is suitable to teach English in Vietnam but the facilities need to be upgraded and teachers have to have enough qualifications and readiness to integrate CLT in the classroom.				✓				1

4.1. Methods used to teach English in Vietnam

All the participants agreed that they used CLT to teach English for communication. This finding suggests that six teachers are aware of CLT's characteristics, as mentioned in the literature review. For example, Jo said, "I use CLT because my purpose is to make them talk, to speak out, to interact with each other" (see lines 5 and 6, Appendix A), or Ngoc reported, "I think CLT is the methods basically focuses on the communication between teachers and learners where the teachers encourage to use more spoken and verbal language in the classroom in order to facilitate motivation as well as the understanding"

(see line 300 to 302, Appendix A). These notions of Jo and Ngoc entirely corroborate the ideas of Nunan (1991), and Richards and Rodgers (2014). Nunan (1991) considered CLT as an approach that emphasizes using the target language (that is, English in this context) to communicate, and Richards and Rodgers (2014) stated that interaction and communication are the initial purposes of language.

In addition, Almond pointed out, “CLT is trying to teach them to communicate, but we should make sure that students have a meaningful context” (see lines 111 and 112, Appendix A). This statement of Almond echoes Savignon’s view (1987) as Savignon emphasized that students need to understand how language is created and exchanged to use them appropriately. Almond also paid attention to the learning management process and tried to enhance learners’ contribution to classroom learning, as referred by Nunan (1991). Almond said, “It would be nice for the learners to bring things to the table and discuss the issues... the idea is for students to be autonomous. They come to the class with an awareness of the roles to be attacking the weaknesses” (see lines 121, 122, 128, and 129, Appendix A). This notion of Almond is referred to in a review written by Teh (2021) in which he claimed that students could create an enjoyable and beneficial learning environment by themselves with the aid of an online teaching tool named Discord. These students, as a result, felt that they had motivation to speak out loud in front of their virtual class.

Three respondents had answers corresponding with the node “Combination of methods”, one non-Vietnamese teacher Jo, and two Vietnamese teachers, Trung and Ngoc. Jo shared that she used various approaches to teach English depending on students’ kinds, levels and ages. Trung affirmed that he combined numerous methods in his teaching. Even though these respondents did not use only CLT, they combined it with other methods to teach English in Vietnam. They admitted the advantages of CLT in improving students’ communicative abilities.

It seems that both Vietnamese and non-Vietnamese teachers show their preferences towards CLT in teaching English for communicative purposes. The differences between Vietnamese and non-Vietnamese teachers' opinions about this area could be more vivid.

4.2. Difficulties in implementing CLT in Vietnam

From participants' answers, there are two main factors causing problems when implementing CLT in Vietnam, the teacher and the student.

Regarding students, Jo reported that some Vietnamese students tended to be quite and did not want to talk for many reasons. She explained:

“The thing is some Vietnamese students tend to be quiet, they don't want to talk for so many reasons, some are shy, others are scared and others don't understand what the speakers talk about.”

Similarly, Merry had the same problem when she taught young learners as they did not understand her and Merry did not have a teaching assistance to help her. Additionally, Vietnamese students, as Almond observed, were familiar with the grammar translation method which was dominant in Vietnam. He said:

“The difficulty I get particularly, all language learners, they come to the class and they think they have an idea how language teaching should be done, however, they would have come from the grammar translation method which is a 500 year - old teaching theory; that's the one dominant here in Vietnam.”

Hence, if Almond's method was very different from students' expectation, they might not be interested in his lectures. These characteristics of Vietnamese students are pointed out by Nguyen (2002) and regarded as one of the main obstacles in the implementation of CLT in the literature review. Furthermore, Trung

reported another problem which was how much the first language (L1) could be used in class. According to Trung, if students were not allowed to use L1 when they were at a low level, they could not study effectively. Therefore, teachers had to analyse students' levels then decide to what extent students could use L1 in class.

In terms of teachers, Thanh claimed that it was very challenging for Vietnamese teachers to change their belief and role from teachers to instructors, and from instructors to facilitators (the conflicts of these roles can be found in section 2.5.2. "Communicative Language Teaching implementation in Vietnamese context"). Ngoc also indicated that some Vietnamese teachers did not have this kind of motivation to apply CLT in teaching English, they just wanted to demonstrate the knowledge directly to students. Thanh and Ngoc's findings are in accord with Kramsch and Sullivan's study (1996, cited in Hiep, 2005, p.336). They observe that the central part of the Vietnamese educational system is the traditional view of the teacher-student relationship, that is teachers are seen as mentors and masters of knowledge in the classroom. However, applying CLT principles in English classroom, as Larsen-Freeman (2000, p.65) affirmed, which is striving for learners' involvement in the classroom, changing teachers' and students' roles, and breaking down hierarchic barriers in the classroom", contrasts to this traditional view.

4.3. Teachers' attitudes towards CLT in Vietnam

After sharing experiences in applying CLT in teaching English in Vietnam, all the participants concluded that CLT was a suitable approach to teach English in Vietnam. As Jo explained, Vietnamese students were good at writing and grammar but not at speaking so CLT was the most appropriate approach to make them talk and use English. Jo added CLT was suitable for both Vietnam and countries using English as foreign or second language. She said:

“...not only teaching English in Vietnam, as an ESL teacher, CLT is the best approach to teach the language because students from the countries which don't use English as the main language, they already know, good at writing and grammar but the problem is they are not good at speaking, so CLT is the best as it makes them talk, use English.”

This positive attitude of all participants can be explained because they recognised the advantages of CLT in order to improve their students' communicative competence. This result is in line with those of previous studies in teachers' attitudes towards CLT in other parts of the world such as in Cambodia (Doeur, n.d., 2022), Iranian (Lashgari, Jamali and Yousofi, 2014) and in China (Chang, 2011). This result also is consistent with Mai Ngoc and Iwashita's research (2012), which shows the favourable attitudes of teachers towards CLT in the Vietnamese context.

However, Merry noted that this approach might only be suitable for adults, not for young learners. This specific attitude may be caused by Merry's teaching experiences in Vietnam as she shared that her biggest problem was that she could not communicate with young learners as they did not understand what she was talking about. Ngoc claimed that CLT had the future in Vietnam but it was necessary to upgrade the technology and other facilities to implement CLT successfully. In addition, students should be aware of the benefits of CLT in order to be ready and willing to learn with this approach. Teachers, as Ngoc mentioned, should have enough qualifications and readiness if they want to integrate CLT in the classroom to make it work and to make it proficient as other teaching methods. Ngoc's points of view match those observed in Mai Ngoc and Iwashita's study (2012) as they found that Vietnamese students need their teachers to guide them to develop learners' autonomy and responsibility.

5. Conclusion

The current study has been one of the first attempts to compare the implication of the implementation and attitudes of Vietnamese and non-Vietnamese teachers towards CLT to teach English in Vietnam. The results indicate that both groups hold a positive attitude towards implementing CLT in Vietnam. This attitude is revealed through analysing participants' opinions on three main factors consisting of the quality and quantity of error correction, the use of group and pair work, and the role of teachers in the classroom.

However, the hypothesis that the researcher can divide the participants into two groups based on their nationalities is not practical. Indeed, it is problematic to divide the participants into two groups, Vietnamese and non-Vietnamese, to find out the similarities and differences in their opinions about each factor. The division of the participants' groups has to depend on their opinions as the similarities and differences exist not only among the two groups but also among each group itself. Therefore, groups of participants normally are a combination of Vietnamese and non-Vietnamese teachers.

As mentioned in the introduction, one of the aims of this study is to examine the accuracy of previous findings of the implementation of CLT in Vietnam through the analysis of participants' answers. Several significant findings which are identified by both Vietnamese and non-Vietnamese participants are:

- All participants use CLT to teach English for communication. Some of them combine many methods in their teaching to match students' needs and aims of the courses
- All participants demand their students to be more engaged in classroom activities and autonomous in their learning process
- Several difficulties in implementing CLT in Vietnam are pointed out such as:

- o Vietnamese students are passive and dependent on their teachers
- o The testing system which concentrates on linguistic competence rather than communicative competence, can be regarded as one of the biggest obstacles in the implementation of CLT in Vietnam
- o Vietnamese teachers hold a belief that teachers are knowledge transmitters, which is difficult to change

These findings contribute to existing knowledge of the research of Boy Jon et al. (2021), Ellis (1994), Nguyen (2002), Hiep (2005), Mai Ngoc and Iwashita (2012), and Nguyen (2016).

Even though all the participants report encountering difficulties in applying CLT in Vietnam, this paper confirms that teachers, both Vietnamese and non-Vietnamese, believe CLT has its own future in the educational system. All the participants affirm to utilise CLT to improve students' communicative ability as they recognise the advantages of this approach. For instance, Jo and Almond, two non-Vietnamese teachers, observe that Vietnamese students are good at grammar and writing skills so CLT, which focuses on communicative competence, supports students to overcome their weaknesses in speaking and listening. An example from the communicative class of Thanh, a Vietnamese teacher, proves for Jo and Almond's opinion. This positive attitude towards the implementation of CLT in Vietnam is in line with other studies both in Vietnam such as Ha (2004), Mai Ngoc and Iwashita (2012) and other regions of the world such as Iranian (Lashgari, Jamali and Yousofi, 2014) and China (Chang, 2011).

In addition, some participants give several suggestions to develop the application of CLT in the Vietnamese context. As Ngoc and Almond mentioned, they were aware that it is hard to change the notion of teacher-centre of class in the short term period. They combined the traditional methods with CLT by starting to be an

instructor, combining the drilling methods and communicative activities in the class. Similarly, Hiep (2005) emphasized that if teachers want to integrate, they should have enough qualifications to acquire an in-depth understanding of CLT, and students to be ready and acknowledge the benefits of CLT.

To conclude, the similarities and differences among Vietnamese and non-Vietnamese teachers in terms of the implementation and attitudes towards CLT cannot be determined based on their nationalities but on their own opinions. This study successfully confirms that teachers have a favourable attitude towards CLT and believe this approach is suitable for teaching English in Vietnam. However, though CLT has been adopted for a long time in Vietnam, numerous obstacles still remain and we need to seek solutions in the long term to deal with them.

5.1. Implications

As numerous research on the implementation and teachers' attitudes do exist, further works need to be carried out in order to determine other facets of CLT in Vietnam. For example, the factors impact on the implementation of CLT, which are referred to in Chang and Goswami's study (2011). Chang and Goswami reveal that such factors as teachers, students, the educational system, and suitability of CLT in the local context have a big influence on the successful implementation of this approach in Taiwan. Solutions for the difficulties found in this study need to be worked out in other studies in the future.

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APPENDIX A: DETAILS OF SIX SEMI-STRUCTURED INTERVIEW

1. What methods do you use to teach English in Vietnam?

Joan: To teach English in Vietnam, I use different kinds of methods. Actually, it depends on the kinds of students, the level of students and the ages of students that I have. But because most of the time I teach teenagers so, yeah, I use CLT because my purpose is to make them talk, to speak out, to interact with each other. Most of my classes are student-centred teaching so I am more a facilitator than an instructor.

2. In your opinion, what role does grammar play when applying CLT in teaching English in particular?

Jo: Yes, grammar is something important and vital in teaching English. However, I am a foreign teacher and most of my students are beginners or intermediate and most of them, they are already good at grammar because Vietnamese focus more on grammar in schools. In my case, I don't really pay much time or give much time to grammar because they already learn that in school. So to answer your question, as a foreign teacher, we don't really give much attention to grammar, I mean, we don't really teach a lot of grammar.

3. *Is there any group work or pair-work activity in your English class? If yes, how do these group work or pair-work activities develop the learners' communicative ability in Vietnam? If no, why not?*

Jo: Yes, that's really important because you know, as a teacher, you have to make sure that your students learn while having fun, right? For my students, I do a lot of activities or fun games same my goal is to let students talk and interact, so I do use a lot of activities like role-playing. For example, we have a story from the book, so I make sure that they understand what they read from the story then make them role play it. I let students ask other students questions, write down the answers and then report it in the class. And group work also, I group them like a group of five students each group so that is called collaborative activities. The first purpose of this activity is to let students communicate to each other. So this is more of a large group setting. So if I got like, say, 15 students in one class and then you divide them into three, 5 students of each group, then you give them work, like they need to research about this, they need to talk about this in front of the class so that's it.

4. *How do you correct any errors the learners make?*

Jo: It depends on the kinds of mistakes, can you be more specific what mistakes we are talking about here?

Interviewer: So maybe in pronunciation?

Jo: I studied phonetics, like IPA, you know that, so teaching pronunciation for Vietnamese students is quite a challenge for me as the Vietnamese have their own accents and alphabet, so what I use is when they mispronounce a word, I teach them using IPA, I let them listen and repeat.

Interviewer: Uhm, if you give them an exercise, like in the course book, and their answers are wrong, how can you correct this kind of mistake?

Jo: Oh, in that case, if there are some activities in the course book, we do it together as a class, we answer it together so basically, I don't let them answer it on their own, we answer it together so that I would know who gives the wrong answer. The person who gives the wrong answer, I ask for help from others. That's collaborative learning, it's not like helping one student but helping other students speak more.

5. Do you face any problems when implementing CLT in teaching English in Vietnam? What are these?

Jo: Yes, absolutely. Since the goal of CLT is to make students interact with each other, that means we need to make students get out of their shells. The thing is some Vietnamese students they tend to be quiet, they don't want to talk for so many reasons, some don't want to talk because they are shy, others don't want to because they are scared and others, they don't talk because they don't understand what you talk. So these are some problems that I encounter.

6. Do you think that CLT is a suitable method to teach English in Vietnam? Why and why not?

Jo: Yes, not only teaching English in Vietnam, as an ESL teacher, CLT is the best approach to teach the language because students from the countries which don't use English as the main language, they already know, good at writing and grammar but the problem is they are not good at speaking, so CLT is the best as it makes them talk, use English. And the Vietnamese teachers, they focus on the grammar competence rather than speaking so I think, you know the grammar but you don't know how to say it. So if a Vietnamese student who is good at grammar goes to another country like Australia, he cannot express himself because he does not study communication. So I think CLT is an essential approach in Vietnam.

Merry

1. What methods do you use to teach English in Vietnam?

Merry: Yes, I use CLT to teach English in Vietnam.

2. In your opinion, what are the teachers' and learners' roles in the classroom?

Merry: I think it's important for the teachers to have some authority in the classroom so that the students respect them. But it's also good if the teachers have fun with the students. I think teachers' role is communicating in an interesting, confident and creative manner.

3. How do you think the "Communicative Language Teaching" works?

Merry: I think it's very important, especially for teaching language. The interaction that you have with your students is very important in helping them to learn. If you didn't interact, make it creative and fun, so I think students would not learn as well.

4. In your opinion, what role does grammar play when applying CLT in teaching English in particular?

Merry: Grammar is very important, obviously when you teach very young students, it's difficult to explain grammar because it's not the easiest subject but it's extremely important. You could easily change the meaning of the sentence by using incorrect grammar. So you have to teach grammar alongside teaching speaking. I don't think that students will use English in the correct way if you don't teach them grammar.

5. Is there any group work or pair-work activity in your English class? If yes, how do these group work or pair-work activities develop the learners' communicative ability in Vietnam? If no, why not?

Merry: Yes, for all the students, certainly, pairing them to have discussions is important as the language is improving, you can listen to your students while they're speaking to each other and check that they use English correctly even when they're not speaking directly to their teacher and they use different kind of language with their friends.

Interviewer: So the students in Vietnam, are they good at group work and pair work?

Merry: Definitely, I think students are happy working in group and talking in pairs and they wouldn't fall back to speaking Vietnamese, they use English to interact for the whole lesson.

6. Do you face any problems when implementing CLT in teaching English in Vietnam? What are these?

Merry: The biggest problem I had is trying to teach the younger students and not having a teaching assistant who will be able to help me control the students when they are younger. It would be useful for me to have someone to tell the students to sit down or listen as they are very young, they cannot understand what I say.

Interviewer: How about the adults?

Merry: No I really enjoyed doing adult classes. It's quite scary for me at first but as I had more classes, it's just more interesting. For me, I was able to learn from my students which is really nice.

7. Do you think that CLT is a suitable method to teach English in Vietnam? Why and why not?

Merry: I think yes, but potentially for the older students, like from high school or adults rather than the younger students. With them showing pictures is much better.

Almond***1. What methods do you use to teach English in Vietnam?***

Almond: Most of my lessons are going to be supported by a course book, currently I am using the national geography with adult students. Most of the lesson will be set up to be a task-based class where there are some descriptive communicative functions, and separate into language parts such as grammar, vocabulary, pronunciation. And CLT is trying to teach them to communicate but we should make sure that students have a meaningful context. For example, if they learn, uhm, it's not abstract grammar exercises which are often used by most Vietnamese schools and classes where they just give a bunch of papers and teach them, you know, forms of present continuous ... But the most important thing is they've got a meaningful context that they communicate in.

2. In your opinion, what are the teachers' and learners' role in the classroom?

Almond: From my perspectives, my role is to do whatever I can to help students become better at the language, so it means that when I am making a lesson, I think about my individual learners, what is going to be more likely engage them, what makes them interested in subject matters, what areas that they have difficulties with. It would be nice for the learners to bring things on the table and discuss the issues. I found it's typical here in Viet Nam, the students are very much used to in a teacher-led class where the teachers are in charge and run the activities strictly and the students without much opportunity to explore. When they come to English classrooms with Westerners, they still expect teachers, driven teachers to lead the class so I will hold that myself because that is what they are used to, but I am also leading them towards later autonomy and try to get them to come up with their own ideas.

The roles of students are, I mean, the idea is for students to be autonomous, they come to the class with an awareness of the roles to be attacking the weaknesses. However, as I said, in general, there isn't a lot of autonomy here because of the educational system, so they become more passive learners, just sit there and listen and they don't even talk. I have to do a lot of urges to get them to speak, not to sit there silently. For me, it's nice for students to actively participate and try to attack their issues, however, because of the educational system it doesn't happen often.

I think I have many roles in the classroom and depends on the class and depends on the needs, I would love to be a facilitator but I also take on the instructor role. It's also important for students, too. Because if the teachers are very different from their expectation, this can turn them off in the class, so the teachers should lecture at them occasionally, it gives them a sense of security and confidence that the teachers know what they are talking about.

3. In your opinion, what role does grammar play when applying CLT in teaching English in particular?

Almond: When I am teaching I don't put a lot of time into the grammar with the students. In my opinion, the students that I am gonna be teaching, as I work for a private language school, have already received a lot of grammar and structures in public schools. I feel that it's more important for me to work on the issue that they have bigger problems such as pronunciation, I spend a lot of time. I try to teach learner autonomy, trying to encourage them to use English beyond my classroom time which is very challenging here in Vietnam. But I will get them to grammar but I will more likely tell them how the grammar is actually used. But the problem is student will have to write a test at some points for example, the end of course test, and test makers love those rules that don't actually work in real life communication so I will

discuss with them about the supposed rules but I will then make sure that they are aware that in real life, things are very different.

4. *Is there any group work or pair-work activity in your English class? If yes, how do these group work or pair-work activities develop the learners' communicative ability in Vietnam? If no, why not?*

Almond: Yes, I use them but how it works depends on what learners' goals and needs are. For example, if it's writing, a lot of time will be individual works. And with each goal you can dress it up, I mean, with the vocabulary review, you can play games or write on the board. In my opinion, a good teacher should know how to use a variety of activities that do the same thing. With the course book, students always have opportunities to share the answers, I also do learners' training to teach them how to work together effectively so if they have different answers, if they are left alone, many students didn't do anything, they just sit there quietly, so I just teach them to discuss with each other why you answer differently, show each other, help each other learn. After that, I will do a feedback section. There is not a lot of critical thinking that is taught in school here. There is not a lot of creativity or idea generalisation here, I hope it will be improving. I try to identify the problems for quite a while. When I come to brainstorming for, for example, IELTS writing, a lot of students, individually, struggle with brainstorming and critical thinking so I put them into groups to work and learn each other's ideas and experiences.

5. *How do you correct any errors the learners make?*

Almond: Again, it depends on what the goals is. Vietnamese students have a lot of languages that Vietnamese English teachers do not have a firm understanding of the language themselves they may be some descriptive grammar rules, don't play around on actual conversation but Vietnamese teachers passed on the role pronunciation

issue. I have adult students who got 10 years with language structures but still be considered as beginners so it's a fossilised problem then I use it as a mean to wake them up to get them more mindful in the present. For example, some Vietnamese always pronounce "is" as /is/ not /iz/, I am hard to correct them at the moment to try to get them to wake up and stop this very persistent fossilised mistake.

6. Do you face any problems when implementing CLT in teaching English in Vietnam? What are these?

Almond: The difficulty I get particularly, all language learners, they come to the class and they think they have an idea how language teaching should be done, however, they would have come from the grammar translation method which is 500 years old teaching theory, that's the one dominant here in Vietnam. But I mean, obviously, people learn with this method and it works, but a part of my job is not just teaching but selling the students that the methods that I'm using are more effective than their experiences in school.

7. Do you think that CLT is a suitable method to teach English in Vietnam? Why and why not?

Almond: I might personally reference the principle, the samples from many different methods. Again it's driven by learners' needs. Yeah, communication is very important for the learners so I think CLT's gonna work.

Thanh

Interviewer: Which kinds of classes do you think CLT is useful for?

Thanh: I think CLT is useful for communicative classes in language school from beginners and advance rather than classes study English for a specific purpose. And the class that CLT has the most

effect on is the business English class. The class has 12 students, all of them are engineers. They are very good at writing and reading but they can't speak very well. They have their own vocabulary and they are eager to learn English so CLT is very useful for this class. In this class, I only need to support them when they have trouble expressing their ideas and they have a very good attitude in learning English.

Interviewer: What methods do you think it's effective to teach English?

Thanh: I think the most important thing is the feedback from teachers. Teachers should know how to give positive feedback to encourage students to study English. About the methods, it depends on each type of student. For communicative class, teachers have to force students to speak, encourage them to talk a lot. But teaching English for specific purpose, students have to speak correctly and meaningfully.

2. In your opinion, what are the teachers' and learners' roles in the classroom?

Thanh: I think in the English classes, the role of teachers is very vague. In the ESP classes, I feel most of the time I am instructor not the facilitator. In my class, everyone has to speak but I have to correct them a lot and I force them to speak correctly so my teacher-talking-time is more than student-talking-time. But for the communicative class in language school, it is the combination of instructor and facilitator, I let them practice and talk more. But I prefer to be an instructor and actually my students are not active very much. With students, I think they should be more active and engaged in learning process.

3. In your opinion, what role does grammar play when applying CLT in teaching English in particular?

Thanh: I think in the English classes, the role of teachers is very vague. In the ESP classes, I feel most of the time I am an instructor

not the facilitator. In my class, everyone has to speak but I have to correct them a lot and I force them to speak correctly so my teacher-talking-time is more than student-talking-time. But for the communicative class in language school, it is the combination of instructor and facilitator, I let them practice and talk more. But I prefer to be an instructor and actually my students are not very active.

4. *Is there any group work or pair-work activity in your English class? If yes, how do these group work or pair-work activities develop the learners' communicative ability in Vietnam? If no, why not?*

Thank: Yes, it's compulsory to work in pairs and groups in communicative class. For Vietnamese students, they can do group work or pair work but it depends, as some people, they really want to talk but they don't have enough lexical resources so they can't communicate with the group. With the Vietnamese students, they may work in pairs quite well but not in groups, there is someone who is better than others, they will be the only ones talking while others keep silent. Group work may support students to communicate but it should be 3 people in one group.

5. *How do you correct any errors the learners make?*

Thank: I will write the mistake on the board and correct it for the whole class. Sometimes I go around and correct mistakes with one group but then I will write these mistakes on the board to correct with the whole class.

6. *Do you face any problems when implementing CLT in teaching English in Vietnam? What are these?*

Thank: At first, in terms of teachers, I think Vietnamese teachers still hold the opinion that they are "teacher", students have to listen and do as they say. From "teacher" to "instructor" is a big step from

“instructor” to “facilitator” is quite hard. I think Vietnamese teachers should try to be “instructor” first. The second difficulty is from the level of students, if students are at a very low level, we have to teach them, give them first before elicit to make them discover by themselves. To conclude, firstly, the belief of Vietnamese teachers is hard to change and secondly, students are still not active in learning English.

7. Do you think that CLT is a suitable method to teach English in Vietnam? Why and why not?

Thanh: Yes, I think this approach is interesting and suitable to teach English in Vietnam as it helps students communicate more though there are a lot of difficulties in implementing this approach.

Trung

1. What methods do you use to teach English in Vietnam?

Trung: It depends on each skill. With four skills, speaking, listening, writing and reading, I will use CLT, which aims at the interaction between students and teachers or students and students. When I teach I use some task-based activities, while doing these activities, students have to work in pairs or in groups. Actually, I also combine many methods in my teaching but the most important thing is that the aims and requirements of the course have to be apparent.

2. In your opinion, what are the teachers' and learners' roles in the classroom?

Trung: Teachers' roles are facilitators. First, you need to give a very clear instruction so that students could follow and do the activity. While students do the activities, if they need help, teachers will

support them. With students, they need to be more active in working in pair or group, and they should tell their teachers when they need help.

3. In your opinion, what role does grammar play when applying CLT in teaching English in particular?

Trung: When teachers use CLT to teach grammar, they can use a context or a conversation to teach a tense or a structure. About the role of grammar, it depends on the goals that teachers want to achieve after a course. If the main goal of the course is both grammar and communication, we can use CLT to teach rather than the grammar translation as it's more interesting when learning grammar in a context or a conversation.

4. Is there any group work or pair-work activity in your English class? If yes, how do these group work or pair-work activities develop the learners' communicative ability in Vietnam? If no, why not?

Trung: Yes, I use them as they can help students improve listening and speaking skills. But the teacher has to have a very clear instruction and aim for one activity so that this activity will be effective.

5. How do you correct any errors the learners make?

Trung: If a student makes a mistake, I will correct it in private, which means I will talk with that student privately as it will not make students feel embarrassed. However, it depends on each activity, if it is speaking time, we should not correct students or just correct a little bit because if we correct them a lot they will be discouraged and don't dare to speak. We also can use many ways to correct mistakes, by oral or written feedback, or whole class feedback if most students make that kind of mistake.

6. Do you face any problems when implementing CLT in teaching English in Vietnam? What are these?

Trung: There are a lot of difficulties. Firstly, in terms of the level to use L1 in the classroom, if students are not allowed to use L1 in the class and they are at a low level, they cannot study effectively. Therefore, teachers have to analysis to see which level of their students, then decide how much the L1 can use in the class. Secondly, the motivation of students, teachers should have an interesting way to teach and make students interested in studying. Then finally, teachers should propose the aims and objectives clearly for each course.

7. Do you think that CLT is a suitable method to teach English in Vietnam? Why and why not?

Trung: It's definitely suitable to teach English in Vietnam.

Ngoc

1. What methods do you use to teach English in Vietnam?

Ngoc: I get the answer should be the combination of methods. I mean, drilling methods like I just put on a lot of grammatical structures and guide students to use them but I combine it with communicative classrooms which I communicate with them and... basically, we do revision and combine with games and exercises at the same time so that student can retain information far easier and quicker.

I think CLT is the method basically focuses on the communication between teachers and learners where the teachers are encouraged to use more spoken and verbal language in the classroom in order to facilitate motivation as well as the understanding. This is kind of arare thing in Vietnam, particularly where the traditional method is still quite popular and most students and teachers, I think it's kind of

changing now. I do think that CLT does have a short in the future especially when the level of teachers and students and the quality of lessons as well as the facility are graded. Personally, I would say that for now if we want to apply CLT into our educational system

2. In your opinion, what are the teachers' and learners' role in the classroom?

Ngoc: There are changes in the roles of teachers and learners. In the past, the teachers' roles were dictating and guiding the students and also pouring the information and knowledge to the learners and the learners just received them, kind of passively. But now, the roles of teachers are kind of changing, you know, the class now focuses more on autonomous classrooms in which the learners choose how or at which stage they could proceed the classroom activities, now it entirely depends on learners to decide whether the class has some kind of uses or qualities or not. The roles of teachers are lessened to become the instructors or just the facilitators only.

3. In your opinion, what role does grammar play when applying CLT in teaching English in particular?

Ngoc: It depends on the goals and students' needs.

4. Is there any group work or pair-work activity in your English class? If yes, how do these group work or pair-work activities develop the learners' communicative ability in Vietnam? If no, why not?

Ngoc: Yes, I do separate my class into different groups and pairs. It brings out a lot of strengths in the students as well. But sometimes students may be afraid within the process because they are not familiar with using the language even though they have a lot of great ideas but they don't have, you know, kind of tendency to speak out their ideas so it's quite challenging for the students and for teachers to force them to speak in the class. I think if we want to integrate CLT

into the classroom we should have several separate sections about how CLT works and promote it for the students.

I do think that CLT now is being processed as an interval part of the classroom in Vietnam . However, the function ability and usability of this in Vietnam this is kind of questionable in Vietnam, you know, on the one hand, it does work, especially in the class which the levels of students are really high however, in lower level class like intermediate or elementary, the students are really delayed to provide the answer, they just copy the book to overcome the challenge, I mean, the observation of teachers, not on focusing on building something cognitive or meaningful.

5. How do you correct any errors the learners make?

Ngoc: If students make mistakes I will correct them right away, especially in pronunciation and sometimes grammar as well. But sometimes I correct it spontaneously right after the students when they make mistakes, sometimes I wait until the end of the sentence to correct the errors, sometimes I do not correct any errors in the class until I get home and write down you know feedback of details about how they perform, how they could develop in the future.

6. Do you face any problems when implementing CLT in teaching English in Vietnam? What are these?

Ngoc: Yes, I think teachers confront a lot of difficulties when applying CLT, I would say that the students' responsibilities are quite low, they do not have the willingness to use CLT and even if they think that CLT is the big part of the lesson and they understand the significance of CLT, they are just reluctant to produce kind of answers to the teachers. Besides, some teachers do not have this kind of motivation to apply CLT, as with them, they just want to give the knowledge directly to the students

7. Do you think that CLT is a suitable method to teach English in Vietnam? Why and why not?

Ngoc: As I mentioned above, CLT does have the future in Vietnam but we do need a lot of other upgrades. First and foremost, it's the willingness and the readiness of the students, they should be given a lot of sections that cover the benefits of CLT in the classroom. Besides, technology and other facilities should be improved as well because the low quality of these can cause the failure of implementing CLT. Last but not least, teachers should be ready as well in terms of qualities and in terms of readiness when they want to integrate CLT in the classroom to make it work and to make it proficient as other teaching methods.

APPENDIX B: THREE QUESTIONS OF THE INTERVIEW

1. What methods do you use to teach English in Vietnam?
2. Do you face any problems when implementing CLT in teaching English in Vietnam? What are these?
3. Do you think CLT is suitable for teaching English in Vietnam? Why and why not?