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A CASE STUDY ON THE COLLABORATION BETWEEN NATIVE AND VIETNAMESE TEACHERS IN TEACHING SPEAKING SKILL TO 11TH GRADE STUDENTS IN THANG LONG PRIVATE HIGH SCHOOL IN HAI PHONG

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ABSTRACT

With the shift of English teaching method to the Communicative Language Teaching (CLT) approach in high schools in Vietnam, more and more ideas have been introduced to ameliorate the learning conditions. This study conducted to investigate into the reality of the collaboration between native English speaking teachers (NEST) and Vietnamese teacher of English (VTE) in the secondary context in Hai Phong, Vietnam aims at identifying the nature of collaboration – the extent of cooperating between the two teachers in different stages of a speaking lesson and the impacts of this teaching practice on the students' performance and on the teachers themselves. To achieve these objectives, three instruments including interviews, observations and reflective journals were employed to obtain data from the two participant teachers and students. Observations were made in five collaborative lessons, after each of which were the interviews with the VTE and weekly reflective journals written by the NEST for each cooperative time were assembled. After five observations, a wrap-up interview was hold separately with the teachers. Results reveal that the collaboration is only potential since the two teachers did not negotiate among themselves how to co-teach effectively to bring the best result for the students. Nonetheless, having NEST and VTE in the classroom are positive to students' speaking ability since the oral skills are improved and so is their confidence when speaking to foreigners. The teachers also feel the need the have the other in class since they have trust in each other's ability and believe that the other can be a great help when something bad happens. From these findings, some practical implications were proposed with a view to better encourage teachers' flexibility and initiative in working with each other.

CONTENTS

LIST OF TABLES, FIGURES AND ABBREVIATIONS

MOET: Ministry of Educational and Training

NEST: Native English Speaking Teacher

VTE: Vietnamese Teacher of English

CLT: Communicative Language Teaching

Non-NEST: non-native English speaking teacher

TTE: Taiwan teachers of English

LET: Local English teachers

L1: First language

L2: Second Language

FL: Foreign language

EFL: English as a foreign language

ESL: English as a second language

TESOL: Teaching English to speakers of other languages

TEFL: Teaching English as a Foreign Language

CHAPTER 1: INTRODUCTION

This chapter identifies the problem and rationale of the study, leading to the aims, objectives and the scope of the whole paper. Above all, it is in this chapter that the research questions are defined to guide the whole research.

1.1. Statement of the problem and rationale for the study

As reported by the Ministry of Education and Training (MOET) in the report for school year 2010-2011, the fact that as much as 98% of junior and junior high students in Vietnam choose English as their foreign language at school determines why sheer attempts to improve the quality of teaching and learning this language have been made in the recent years. One of the significant efforts of the MOET is the replacement of the old course book that over-emphasizes on grammar and structures with the new one that adopts the Communicative Language Teaching (CLT) method in the teaching and learning of English sparingly at secondary level is. Besides the attempts of the national administration, the provincial departments as well as the upper-secondary schools themselves have contributed ideas that go in accordance with contemporary pedagogic methodologies to enhance the learning conditions for Vietnamese students, among which is the introduction of team teaching between native and non-native teachers in speaking and listening skills piloted in several high schools in Hai Phong, Vietnam.

Although including native English speaking teachers (NEST) in the educational systems is prevalent in some Asian countries like the Japan Exchange and Teaching (JET) Program or English Program in Korea (EPIK), this kind of practice is novel in the Vietnamese secondary context. There is hardly any record of official collaborative teaching between a native and a non-native teacher in any secondary or upper-secondary public school in the past. In June 2010, a cooperative program between an English center and Hong Bang public high school in Hai Phong was introduced, which laid the foundation for team teaching to be presented in secondary context and other high schools in Hai Phong later. The aim of this program is to provide opportunities for Vietnamese teachers to co-teach with native teachers in some piloted classes to enhance

the speaking and listening skills of Vietnamese students as these are the two poorest of their four language skills (National Conference of English Training in secondary context 2011). Of all the four skills featured in CLT method, speaking stands out because of its perceived critical role in L2 acquisition and the difficulties involved in teaching it. Indeed, Burkart (1998, cited in To et al., 2010) highlighted learners' belief in speaking command as "the product of language learning," while Folse (2006) pointed to speaking class as one that was difficult to teach well because students tend to not actively participate in the in-class activities designed to make them practice the knowledge which has just been introduced. However, as the researcher herself had the chance to observe some speaking lessons of this collaborative teaching method, the level of engagement of the students in in-class activities was unexpectedly high and the class atmosphere was full of excitement which could possibly be a premise for student's improvement in speaking skills in the future. That was the initial stimulant to encourage the researcher to investigate into how two teachers, coming from different cultures, owning different characteristics and educational philosophies managed to work together to provide students with a better learning environment.

Another motive for the researcher to carry out this study is the aspiration to pioneer in this brand-new phenomenon in Vietnam which requires a lot more efforts to study in the future. The two fore-going reasons together inspire the researcher to carry out "**A Case study on the collaboration between native and Vietnamese teachers in teaching speaking for 11th grade Students in Thang Long Private High School in Hai Phong**.", by which the researcher first and foremost hopes to explore the nature of collaboration between the teachers in Vietnamese context, and then to cast light on the impacts of it on teachers. The findings of this study expectantly contribute to the existing literature on collaborative teaching and give suggestions for further studies.

1.2. Aims of the study and research questions

First of all, this paper aims at gaining insights into collaborative teaching by identifying the nature of collaboration between native and non-native teachers in

teaching speaking as a foreign language to Vietnamese high schoolers and examining the impacts of this teaching practice on teaching speaking and the teachers themselves. Afterwards, it targets at contributing to the existing literature of this novel practice which does not seem to receive enough attention as it deserves. Last but not least, the study would give suggestions for further studies to enrich the literature of this field in the future. Implications will also be withdrawn for further explanation.

These afore-mentioned aims are specified into the three following research questions:

1. From the perspective of the teachers, to what extent can a native teacher collaborate with a non-native teacher in different stages of a speaking lesson namely pre-, while- and post-activities?

2. From the students and teachers' perspectives, how does the collaboration affect student's performance?

3. What are the impacts of collaborative teaching on the teachers?

1.3. Significance of the study

On the whole, the research could be considerably helpful for teachers, students, course administrators and researchers working in related fields.

First and foremost, through discovering the nature of collaboration and its impacts on the teachers in teaching speaking to general 11th grade students, the strengths and weaknesses of this cooperation form will be disclosed which set the condition for determining how the teachers should work together and in which aspects they can complement each other to result in the best outcomes in the next academic years.

Secondly, through the findings of the study, administrators can apprehend the extent this practice is beneficial for Vietnamese teachers and students so that they can decide on their guidelines and policies to popularize or restrict this practice.

Finally, this study is hopefully helpful for those who are interested in this topic and want to use it as reference for further improvements to the related issue.

1.4. Scope of the study

The participants of this study include one South African teacher, one Vietnamese teacher currently co-teaching speaking skill to a class of 38 students from 11th grade in Thang Long private high school in Hai Phong. The students in the class where collaboration happened will also be a source of information.

The researcher has no intention of doing an investigation into the cooperation in teaching the whole four skills, but just focus on speaking skill where the reality takes place. This study seeks to find out how the collaboration between the native and the Vietnamese teachers affect the speaking ability and performance of the students and whether there is a mutual assistance between the teachers to provide a better learning environment for the students.   The teaching behaviors of the teachers, the responses of the students and their oral participation in the in-class activities will be carefully examined to determine in what way could the collaboration influence their attitudes and accomplishments towards teaching and acquiring speaking skill.

1.5. Methods of the study

Case study method is employed for the study. Qualitative method is used to gather necessary data for the study. The superiority of the case study as a research design has been widely proved. Gillham (2000) stated that a case study can be used to search for various kinds of evidence in the case setting to get the best possible answers to the research questions. Additionally, a case study proceeds from the assumption that people and events cannot be fully understood if they are removed from the environmental circumstances in which they naturally occur. In other words, the researcher will not attempt to produce a standardized set of results that will work across a range of settings, but rather study issues in relation to circumstances of which they are part. Therefore, in this study, the researcher utilizes the single-case study method for its compatibility with the aim of the research as to study the perception of the teachers on how they collaborate with each other to enhance the 10th graders speaking abilities. From the case analysis, readers can have generalizations of the issue raised and make possible

applications. Furthermore, this would be a rich contextualization for such a new issue as the one being discussed.

1.6. Overview of the study

This paper has five chapters:

Chapter I: Introduction describes Rationale, Aims of the Study and Research Questions, Methods of the Study, Scope of the Study, Significance of the Study and Overview of the Study

Chapter II: Literature Review lays the theoretical foundation for the study by discussing Definition of Key Terms and Frameworks, and Some Related Studies

Chapter III: Methodology details the methods which have been adopted and the procedures which have been followed when researchers conducted the study.

Chapter IV: Results and Discussions presents answers to the three research questions based on the analysis of the collected data. Implications suggesting possible solutions for teachers to adopt and make better use of the collaborative teaching style will also be discussed in this chapter.

Chapter V: Conclusion ends the study by summarizing the main points with the limitations and suggesting further studies.

CHAPTER 2: LITERATURE REVIEW

This second chapter aims to shed light on the literature of the study, specifically the theoretical background and a number of studies related to the research topic. To begin with, an overview of the theoretical background will be presented starting from definition of speaking, speaking activities, definition of native and non-native teachers, theories on employing native and non-native English speaking teachers in EFL context and different types of co-teaching. The framework for the analysis of this study will also be discussed. After that, a brief review of the related studies will disclose the research gap and rationalize the aims and objectives of this paper.

2.1. Definitions of Key Concepts

2.1.1. Speaking and the Teaching of Speaking

2.1.1.1. Definition of speaking

In common sense, speaking is understood as the act or the ability to produce verbal discourses to convey information or show feelings in a particular language. Adding to the common sense, Hymes (1971) pointed out that for L2 learners, besides linguistic competence, cultural knowledge of socially acceptable ways of inter-personal interaction was also needed. Evolving from Hymes' theory, Canale and Swain (1980) developed a theory of communicative competence that included grammatical competence, socio-cultural competence, and discourse competence. However, this definition will not be used as the theoretical base in this study.

In an attempt to clearly define speaking, Brown (1994) also came up with one that comprised four main points. First, speaking did not always entail grammatically correct sentences. Second, depending on the interaction purpose, speakers developed various communicative strategies. Third, speaking actively entailed the negotiation of meaning and social knowledge use. Last, transactional and interactional spoken texts were different and asked for different skills. Speakers, while communicating with each other, built spoken and unrehearsed texts spontaneously within social and linguistic

parameters. Brown and Yule (1989) also defined speaking in their book as "the act to express the needs–request, information, service, etc." The speakers say words to the listener not only to express what in her mind but also to express what she needs.

There are various definitions available in thousands of works but not many of them are capable of providing a structural and detailed insight as the one of Brown. Within the scope of this study, the researcher relies on Brown's well-rounded definition as the theoretical base for further investigation.

2.1.1.2. Teaching Speaking in light of Communicative Language Teaching

In light of the CLT approach, the teaching of speaking skill is targeted at communicative efficiency. Learners should be able to develop communicative efficiency in speaking, which entails making themselves comprehensible, avoiding "confusion in the message due to faulty pronunciation, grammar, or vocabulary," and complying by social and cultural rules in particular communication situations (To et al., 2010). As a result, the centre of the class has shifted to learners: the syllabus has been changed to provide more opportunities for learners to join in communicative activities; the teacher now has more roles as a facilitator or an instructor rather than an input provider. Learners work more independently under the observation and supervision of the teacher, who sometimes plays the role of facilitating the communication process only. The teacher sets up real communication for learners to practice speaking themselves. Therefore, it's the fact that developing communicative competency is not only restricted within the classroom but also built up through everyday contact as well as social interaction which acts as a good environment for learning to communicate

2.1.1.3. Principles of teaching speaking

The act of teaching speaking beyond false assumptions is actually more complicated than expected. Burns, A. and Joyce, H. (1997, p.105) when examining speaking and principles of teaching speaking in a broad and systematic way, concluded

that as speaking involves a wide range of skills, teachers should consider some vital guidelines as follows:

- Learners need to understand the cultural and social purposes of spoken interactions, which may be broadly classified as transaction or interaction.
- Speaking involves an understanding of the way in which context influences the voice of language made.
- Learning and practicing vocabulary, grammatical structure and pronunciation should be related to the use of the whole contexts.
- Spoken discourse types or text can be analyzed with learners for their typical structures and grammatical patterns. (p.105)

Burns and Joyce highlight the role of context on teaching speaking besides learners' communicative purposes as the act of speaking doesn't only require vocabulary or structure recalling but it also needs the appropriateness to suit each real situation. In detail, how the teacher conducts a good speaking lesson that foster students to acquire those skills? Nunan (2003) suggests the answer to that question by providing five simple principles in teaching speaking:

- Be aware of the differences between L2 and foreign language learning contexts
- Give students practice with both fluency and accuracy
- Provide opportunities for students to talk by using group work or pair work and limiting teacher talk
- Plan speaking tasks that involve negotiate for meaning
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking

(p. 49)

2.1.1.4. Speaking Activities

In order to achieve the communicative goals, a variety of activities conducted inside the classroom play an essential role in providing the chance for students to practice speaking. Klippel (1984) defined activity as it is used to refer to any operation which is used to consolidate language already taught or acquired and which occurs during the free stage of a lesson or students can produce meaningful and authentic utterances without the controlling influence of the teacher or the course. In the light of Communicative Language Teaching, communication is the ultimate product of the

teaching process. Therefore, instructors need to combine structured output activities regarding as communicative drill – "one in which the type of response is controlled but the student provides his or her own content or information" (Richard, Platt, and Platt 1992, p.223) which allow for error correction and increased accuracy, with communicative activities output activities that give students opportunities to speak the language more frequently. .

2.1.2. Collaborative teaching

2.1.2.1. Definition of native English speaking teacher (NEST)

Traditionally, native speaker of English is defined as someone who has English as their mother tongue or first language (L1). Davies (1991) and Cook (2003) highlight the birthplace as a crucial criterion to determine whether one is a native speaker of a particular language or not. That is to say, a native speaker of English is an individual who was born in an English-speaking country. On another line of thought, Kachru presents 3 Circles of English (1985, cited in Graddol, 1997), the inner circle consists of the USA, Canada, South Africa, Australia and New Zealand, while the outer and expanding circles contain other countries where English is used as a second or foreign language.

Expanding circle

Outer circle

Inner circle
e.g. USA,
UK
320–380 million

e.g. India,
Singapore
150–300 million
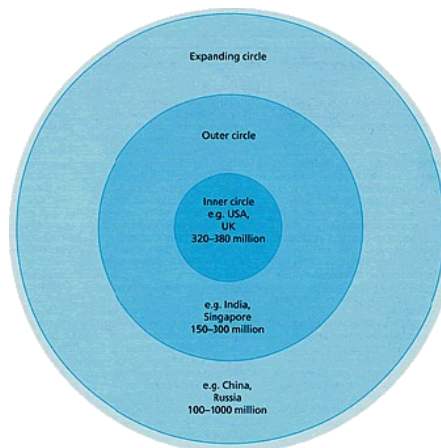
e.g. China,
Russia
100–1000 million

Figure 1: Kachru's 3 circles of English

Bloomfield asserted 'the first language a human being learns to speak is his native language' (1933, p. 43, cited in Liaw, 2004). However, the owner of "birthplace

theory" – Davies (1991) and Cook (2003) dispel this definition through an analysis of children who grow up in a multilingual home or move from one community to another, forgetting their first language and speaking English at the same level as other people in the community. Those perceptions were born long ago; it is a new world today. The birthplace is not the only green card to ensure someone is considered a native speaker. They need to acquire more linguistic and cultural skills than that. Davies (2003) discusses in his article 'The Native Speaker: Myth and Reality,' that a native speaker is the one who can write 'literature at all level from jokes to epics, metaphor to novels' (Liaw 2004). Even Kachru has changed his mind to re-claim that native speakers are only those in the 'inner circle' who are highly proficient speakers of English, regardless of how they learned to use the language (Graddol 2006). Davies (2003) supplements this argument by supporting the idea that English as a second language learners can, in fact, become native speakers of the language by adopting the linguistic qualities of 'born' native speakers.

This definition of native speaker sets the ground for who can be called native teacher. According to Davies (1991, 2003), Braine & Ling (2007), Madrid & Perez (2004), Árva and Medgyes (2000) and Liaw (2003), native teacher is at a higher level than native speaker in terms of awareness of the ways to pass on their English language competence and its use in real-life context to their students after years of training for teaching certificates and qualifications.

2.1.2.2. Theories on employing NEST in EFL context

There has been a stereotype on employing native teachers to teach English as a foreign language to students due to their ownership of the language. They were born with the ability to speak English as it is their mother tongue; as a result, they are the best person to teach English. A lot of research has been done to explore the theoretical background on the urge of employing NEST in the EFL context. Decades ago, two of the most influential books in TESOL (Harmer, 1991; Stern, 1983) assume that native speakers provide the target model for language learning, and Phillipson (1992) argues

that the tenet of the ideal teacher being a native speaker has been widely accepted and has had a wide-ranging impact on language education policies. They were even considered the "only reliable source of linguistic data" (Chomsky, 1965) due to their superior language competencies over non-native teachers. In fact, thousands of language teaching jobs, specifying that only NESTs will be considered, are advertised in many different countries and educational institutions and contexts, addressing a hypothetical preference by L2 learners for NESTs rather than non-NEST teachers.

All of the hypotheses above are purely preferences and beliefs; arguments against the favor for "native teacher" are raised as the norm "native" itself is vague and controversial. Even though native teachers are first and foremost native speakers who hold the ownership to English, "it does not mean that you automatically speak its language well" (Rampton, 1990, p. 98) regarding this aspect, the idealization of the native speaker as fully competent users of their language is problematic. Native speakers of a language may not possess all the knowledge about the language they speak. In fact, the construct of "native speakers" is complex and cannot be precisely defined (Davies 2003). Despite this, native speakers are believed to be ideal English teachers and models for language learners (Cook, 2005; Llurda, 2004), and this belief was labelled as the "native speaker fallacy" (Phillipson, 1992). Yet, it is undeniable that NESTs native speakers of a language have a feel for its nuances, are comfortable using its idiomatic expressions, and speak it fluently. Therefore, the appearance of NESTs in the EFL context is still constructive as Medgyes (1992) found out that 52 percent of respondents would prefer an equal number of NESTs and non-NESTs which set the base for collaboration between them afterwards.

2.1.2.3. Definition of non-native English speaking teacher (non-NEST)

Medgyes (1992)'s work is the pioneer in doing research on non-native English Speaking Teacher (non-NEST). In his work, he discusses the elements that make up a non-NEST. Unlike the common definition which describe non-NEST as a teacher:

- *from whom English is a second or foreign language,*

- *who works in an EFL environment,*
- *whose students are monolingual groups of learner who speak the same native language with his/her students*.

Medgyes sees non-NEST in a bigger context as opposed to NEST – a teacher who speaks English as the native language. However, due to the small scale of the research, the common definition will serve as the theoretical base to differentiate between native English speaking teacher and Vietnamese English teacher.

2.1.2.4. Theories on employing non-NEST in EFL context

With English now as the international language, it is estimated that approximately three quarters of the ESL (English as a second language) or EFL (English as a foreign language) teaching workforce worldwide are non-native English speaking teachers (non-NESTs) (Canagarajah, 1999, 2005; Kachru, 1996). They constitute the majority of teachers in the field of TESOL (teaching English to speakers of other languages) and contribute to the spread of teaching and learning English worldwide. In the EFL context, non-NESTs are usually less favorable than NESTs since they are considered handicapped in terms of linguistic competence. Back to the question: "whether a second langue (L2) learner can become a native speaker of the target language", Davies (1991, 2003) believes that it is possible. They can master the intuition, grammar, spontaneity, creativity, pragmatic control, and interpreting quality of "born" native speakers, hence, non-NESTs can definitely be a good teacher of English. Medgyes (1994) when fighting for the rights of non-NEST even lists out the advantages of non-NESTs as they can:

(a) provide a good learner model for imitation;

(b) teach language learning strategies more effectively;

(c) supply learners with more information about the English language;

(d) anticipate and prevent language difficulties better;

(e) be more empathetic to the needs and problems of learners;

(f) make use of the learners' mother tongue (p. 51)

Cook (2005) adds that NNESTs have deeper knowledge of the educational system than the expatriate native speaking teachers from another country. In a nutshell,

including non-NESTs in the EFL context can possibly bring more benefits to the L2 students. Even though they are disadvantaged at some points, they can better themselves if they have the chance to work with NESTs.

2.1.2.5. Rationale for co-teaching

There is a general assumption that 1 + 1 > 2, all the participants will make a greater contribution than the participants' individual work (Davis, 1996). There have been debates for the last decade to decide on whether native or non-native teacher will make a good language teacher since both of them have strengths and weaknesses. Peter Medgyes (1994) in his article "Native or non-native: Who's worth more?" argues that non-NEST can provide a imitable model of the successful learner of English who can teach learning strategies more effectively as they are more empathetic to the needs and problems of their students, more able to anticipate language difficulties and more able to provide learners with how English language works. On the other hand, NEST can help with the fluency and linguistic aspect. He also stated that a balance between NESTs and non-NESTs would create an ideal EFL environment for students as "*Given a favorable mix, various forms of collaboration are possible both in and outside the classroom – using each other as language consultants, for example, or teaching in tandem*" (Medgyes, 1992, p.349)

Classes in a co-teaching environment can provide students more effective monitoring and input than what a single teacher can accomplish, and therefore can better facilitate the learning process (Dieker & Murawski, 2003). On the same line of thought, Gately & Gately (2001) also note that the arrangement of two teachers to teach one class is one good way of providing efficient instruction to increasingly diverse groups of students in general education classrooms. With co-teaching gaining popularity, more recent studies have shown that co-teaching has resulted in better quality of teaching and learning, and has helped promote the career development of both experienced and novice teachers (Benjamin, 2000; J.R. Davis, 1995; Jang, 2006;

Johnson, Johnson, & Smith, 2000; Letterman & Dugan, 2004; Speer & Ryan, 1998; Stanovich, 1996).

Since the benefits of co-teaching has been proved through a wide range of fields including intensive foreign language programs (Greany, 2004), mathematics and science subjects (Jang, 2006; Roth, Tobin, Carambo, & Dalland, 2004), interdisciplinary courses (J.R. Davis, 1995; Ivan A. Shibley, 2006; Letterman & Dugan, 2004), and bilingual teaching (Bahamonde & Friend, 1999). Therefore, the adoption of co-teaching is not confined to the school level alone, but also extends to tertiary education (J.R. Davis, 1995; Greany, 2004; Ivan A. Shibley, 2006; Wilson & Martin, 1998), not only in western countries, but also in Asian regions and countries as well (Carless, 2006; Davison, 2006; Han, 2005; Jang, 2006; Macedo, 2002; Tajino, 2002; Tajino & Tajino, 2000).

2.1.2.6. History of Collaborative Teaching

Initially, the practice of co-teaching emerged from the field of secondary education in USA (Dieker &Murawski, 2003); according to Cook & Friend (1995), the original co-teaching model consists of four components: *who, what, whom and where.* Specifically, *who* are involved (two or more professionals), *what action* is expected (deliver substantive instruction), *to whom* instruction is delivered (a diverse group of students), and *where* co-teaching occurs (in a single classroom). There are many ways to address co-teaching such as team teaching, collaborative teaching or cooperative teaching which are all to describe an instructional delivery system. In essence, all the terms refer to two or more teachers contributing to the same group of assigned students through collaboration. Yet, they have different connotations in terms of teaching methodology. Team teaching emphasizes the equal status of the teachers; each should contribute evenly to the act of planning and teaching. Collaborative and cooperative teaching calls the attention to the collaboration, to which degree each participant's function may be different. Co-teaching, with a broader implication refers to different approaches to improve teaching through collaboration.

2.1.2.7. Co-teaching models

Five models of co-teaching have been identified by Friend, Resing, & Cook (1993) are: *one teaching–one assisting, station teaching, parallel teaching, alternative teaching,* and *team teaching.*

- *One teaching–One assisting* is characterized by one teacher taking the major responsibilities of the class and delivering instructional presentation while the other teacher monitors or assists students individually.

- *Station Teaching* means each of the co-teachers repeats only a part of the instructional content to small groups of students who move among stations.

- In the third model, *Parallel Teaching*, students are divided into two groups and instructed separately with different teaching content by two teachers.

- With the fourth model, *Alternative Teaching*, one teacher instructs the larger group while the other teacher works with a smaller group of students to re-teach, pre-teach, or supplement the instructional content received by the larger group.

- Finally, the fifth model of *Team Teaching* is achieved by both teachers sharing the responsibility and instruction of all students at the same time (Cook & Friend 1995; Vaughn, Schumm, & Arguelles 1997).

In the Vietnamese context where this research takes place, the NEST and non-NEST work together as *One teaching – One assisting*; hence, only this model is fully explained. Cook & Friend (1995) believe that this model is simple and does not require much teacher planning as one teacher takes the leading role while the other works as a supportive teacher.

Originally, in classroom practice, non-NESTs are in-charge of lesson plan preparation, instructional presentation, and classroom management, while pronunciation demonstration, learning activity participation and individual student assistance will be performed by NESTs. In this model of co-teaching, the non-NEST acts as a head teacher, director, interpreter, and behavioural manager, while the NEST functions as a co-teacher, model, authentic English linguistic knowledge provider, and activity

participant. Both take different responsibilities but perform collaboratively to achieve the same goal.

Indeed, the model examined in the research is an inversed version with some changes in the role of NEST and non-NEST. With the focus of the lesson placed on the speaking skill with activities are course book-based , the NEST takes the leading role in class, prepares the lesson plan, instructs students to join in in-class activities, manages the class then demonstrates pronunciation himself. Meanwhile, the non-NEST's functions remain as a co-teacher, interpreter when necessary and activity participant. This difference is largely due to the course design and the unequal teaching experiences of the two teachers.

2.2. Medgyes's framework of perceived differences in teaching16behavior between NESTs and non-NESTs

In the article *"When the teacher is a non-native teacher"* Medgeys (1992) examines the differences in teaching behaviours between native and non-native teachers of English. This is the result of a survey carried out to 325 native and non-native speaking teachers

NEST		Non-NESTs
Speak better English	*Own use of English*	Speak poorer English
Use real language		Use "bookish" language
Use English more confidently		Use English less confidently
Adopt a more flexible approach		Adopt a more guided approach
Are more innovative		Are more cautious
Are less empathetic		Are more empathetic
Attend to perceived needs	*General attitude*	Attend to real needs
Have far-fetched expectations		Have realistic expectations
Are more casual		Are stricter
Are less committed		Are more committed
Are less insightful	*Attitude to teaching the language*	Are more insightful

Focus on:		Focus on:
• Fluency • Meaning • Language in use • Oral skills • Colloquial registers		• Accuracy • Form • Grammar rules • Printed word • Formal registers
Teach items in context		Teach items in isolation
Prefer free activities		Prefer controlled activities
Favor group work/pair work		Favor frontal work
Use a variety of materials		Use a single textbook
Tolerate errors		Correct/punish for errors
Set fewer tests		Set more tests
Use no/less L1		Use more L1
Resort to no/less translation		Resort to more translation
Assign less homework		Assign more homework
Supply more cultural information	*Attitude to teaching culture*	Supply less cultural information

Table 2.1 Medgyes's framework of perceived differences in teaching17behavior between NESTs and non-NESTs

Their discrepancies are categorized into four groups: own use of English or English proficiency, general teaching attitude, attitude to teaching the language and attitude to teaching culture. It examines various aspects of teaching from how the teachers own the language basing on their knowledge and applicability of the knowledge to authentic contexts, their awareness of teaching stems: grammar, practice, content approach, focus, the ability to associate the isolated language to its culture and society etc. In order to gain insights of the distinctive characteristics of each teacher, the researcher uses Medgyes's framework integrated with Nunan (2003)'s principles of teaching speaking structured in the observation note to find out the features of their lessons in terms of aims at communicative competences and teaching behaviors.

2.3. Review of related Studies

Concerning effective team teaching, a number of studies have been undertaken. The first empirical study to mention is "Collaboration between native and non-native

English-speaking teachers" by Mohammad Nurul Islam in 2011. The research aimed at (1) exploring the nature of collaborative teaching by NESTs and TTEs (Taiwan teachers of English), (2) looking into the support structures that the researchers might have been developed during the collaboration between the NESTs and TTEs and (3) gaining insights into the experiences of the NESTs and TTEs in connection with collaborative teaching in elementary school classrooms. The researchers invited 3 pairs of teacher including three NESTs and 3 TTEs who are co-teaching in 2 elementary schools. The data for this study were obtained via documentary analysis of previous research and two kinds of instrument to solicit empirical data: interviews and non-participant observations in classrooms. The findings of this study were arranged in the three questions of the study. For the nature of collaborative teaching, NESTs took the sole responsibility for lesson planning as well as lesson delivering while TTEs works as a supportive teacher to keep the discipline and translate the activities instructions when needed. This workload division is the result of difficulties in time arrangement between NESTs and TTEs because TTEs were assigned by the headmaster while planning a lesson and working with a strange person take up a lot of time. Regarding the supports between the two teachers, Islam's study found out that besides acting as a supporter, translator and discipline manager, TTEs also help NESTs to gain insights of the students learning, suggest a cultural aspect regarding support structures. However, the collaboration only happened inside the classroom which wouldn't help the two teachers complement each other much. Although this findings proposed useful and practical view of teachers' perception in this kind of practice, it was only carried out in a very small scale and focused on broad aspects of collaboration which failed to answer how these problems can be solved.

Another study in attempt to investigate into the reality of collaborative teaching is conducted by Carless and Walker (2006) that focuses on collaboration between native-speaking English teachers (NETs) and local English teachers (LETs) in Hong Kong secondary schools. The researchers examine some of the strengths and weaknesses of NETs and LETs documented in the international literature then review, in

various contexts, schemes where team teaching has been carried out. Their final target is to discuss how native and non-native teachers worked together and how their collaboration impacted on themselves and their students as they analyze some inter- and intra-personal factors facilitating the team teaching, balanced by some of the dilemmas particularly with respect to educational philosophies.

The fact that not much of the existing research focuses on the act of teaching speaking skill which employs collaborative teaching models and report the obstacles faced by both teachers when co-teach this kind of skill have created the major gap that the researcher hope to fill in.

CHAPTER 3: METHODOLOGY

The following chapter depicts in detail the methodology of this research paper. It includes the description of the sample, justification for and narration of the three data collection instruments. Furthermore, an elaborate report on the procedures of data collection and data analysis is also incorporated.

3.1. Participants and settings

3.1.1. Participants
3.1.1.1. The NEST
The native teacher is 23 years old from South Africa who had a certificate to teach English as a Foreign Language (TEFL). He has been teaching in Viet Nam for 17 months for a language centre in Hai Phong. At first, his students were mostly the students from grade 5 to grade 12 who attended extra English classes of the centre after school. Eight months ago, when the centre successfully gained permission to provide foreign teachers for public schools in Hai Phong, the participant native teacher got the chance to teach the national standard curriculum in Thang Long Private High School. Before the TEFL certificate, the NEST had a Bachelor Degree of Politic Economics. His visit to Vietnam was part of his plan to use what he has learnt to aid people in developing countries while enjoying a break-time from his study. The NEST is described by his current students and colleague as *"a smart, knowledgeable, hilarious and enthusiastic teacher"*. His good reputation accompanied with the recommendation of the principal of Thang Long High School and the director of his working centre is the main reason for the researcher to choose him.

3.1.1.2. The VTE
The Vietnamese teacher is 63 years old with 30 years of experience teaching English to Vietnamese students. He has a Bachelor Degree on English teaching and has been teaching English to students ranging from grade 6 to grade 12. Besides teaching, he used to be the translator for some educational projects for Hai Phong city as well. A the time of this research, he is in charge of teaching English to 38 students of this 11th grade class for 2 years and receives sincere admirations from them. As witnessed by the researcher, teachers often have close consultation with him on test design. The VTE is a

not only friendly and willing teacher who is always open to discussion with his colleagues no matter how different their gap might be, but he is also a teacher with great English competence. This is the researcher's conclusion after the time working with him and feedbacks from his colleagues in some informal talks. Perhaps because of his age or his characteristics, he described himself as *"a teacher who has power and great influence on the students... I am not stiff at all, I can create relaxing atmosphere whenever I want but I have to show my seriousness if I want the students to stay focused"*.

3.1.1.3. The students

38 students of the class where the NEST and the VTE collaborate are subjects of the observations and some of the interview. There are 18 boys and 20 girls, many of whom have the highest English scores in the school. They all have been learning English for at least 5 years and plan to have English as one of the subjects for the university entrance exam. Last semester English result of the students varied from 6.5 to 9.8 on the scale of 10. Some of the students are excellent at both English grammar and oral skills.

3.1.1.4. Representative students

The three representative students of the three groups of English capacity: weak, average and strong determined by their previous end-of-term result were chosen for an informal interview. The purpose of the interview is to gather information about the changes that having two teachers in class give to their learning records as well as their motivations to speak out in class.

3.1.2. Settings

3.1.2.1. English Division of Thang Long High School

As a private high school, the managing board has a flexible policy for employing teachers. Both new graduates and retired teachers with good working attitudes and good knowledge of the subjects are invited to work for the school. The English Division has a total of 12 teachers aged from 23 to 63. The VTE is the oldest teacher in the division.

3.1.2.2 Physical settings

The classroom is standard with two rows of tables for students with four students in each table. The desk for the teacher is on the dais, next to the board. Besides lights and fans, the students are also equipped with a 40in' TV used as the screen, speakers and connection to go on the internet. All of the students in the class, in an informal

discussion with the researcher agreed that they feel comfortable learning in their classroom.

3.1.2.3. Materials - Speaking Curriculum for 11th grade students

11th graders in Thang Long Private high school have two speaking lessons of 90 minutes per week with the team teachers. The main content of the speaking lesson is mostly text-book based as the teachers must ensure the input knowledge provided to the students is in pace with the schedule by the MOET according to the national curriculum. Besides, upon the time available, teachers can decide the warm-up/lead-in and the follow-up activities for each lesson to give students further chance to practice speaking. The NEST and VTE are present in every speaking session and support each other to provide more assistance to the students

The textbook promotes integrated language skills practice as reading skill provides the vocabulary base and background knowledge for speaking and writing while listening and speaking are interactively taught.   First published as a piloted material in some high school in 2004, the textbook English 11 for general students was officially put in use in 2006.

The speaking section has task-based design which comprises of three to four tasks each unit. They are reasoning gap activities, prepared talk, discussions or opinion sharing when students can work individually, in pairs or in groups. In terms of speaking skills, the general objectives of the course are to train students to:

- Ask – answer, present the general or specific information on familiar topics included in the textbook.

- Perform some basic communicative functions like: instruct, present ideas, ask for directions, ask for information and provide information, etc.

(Hoang et al, 2006a, p.819)

In terms of teaching and learning methodology, the course objectives are put forward:

- Teachers facilitate and encourage students to actively and creatively get involved into such activities as individual, pairs or group work with high cooperativeness with one another.

- Learner is the centered of the learning process. Students need to practice communicative activities both in class and at home.

(Hoang et al, 2006a, p.838)

In terms of learning assessment, the course objectives are:

- Tests must base on the textbook.

- Language assessment must be taken with the combination of 4 language skills: reading, speaking, listening, writing and language knowledge (grammar, pronunciation) and each account for 20% of test components.

(Hoang et al, 2006a, p.838)

3.2. Research Instruments

3.2.2. Observations

The second type of data collection in the study was classroom non-participated observation. Observation is the most basic research technique we can employ in our classrooms (Miller, 2004). As Hopkins (cited in Mr Donough, J and Mr Donough, S. 1997: l01) describes, "Observation is a pivotal activity with a crucial role to play in classroom research". According to Dörnyei (2007, p.178), classroom observation "provides direct information rather than self- reported accounts". Due to the suitability of the instrument, the researcher adopts observation as a tool to examine whether the NEST as a leading teacher performs as he plans in the lesson plan and VTE, as an assistant, involves in the lesson to aid the NEST and help his students out whenever they have difficulties understanding the NEST or not. Moreover, as witnessing the two teachers collaborate in class, the researcher can compare their perception and their actual behavior towards this teaching practice to make further analysis. In this research, five classroom observations were conducted in order to obtain qualitative data, which is, together with the semi-structure interviews and reflective journals answer to the first two questions on the extent that a native teacher can collaborate with a non-native teacher in teaching speaking pre, while and post lessons as well as review the stage when collaboration is most effective. In each lesson, the researcher will sit quietly at the

back of the class and use the prepared observation note (see appendix 2) to note down what is happening in the class.

3.2.2. Reflective Journal

The next type of data collection in the study was reflective journals. The problem of bias in qualitative research particularly is still debated in methodology texts and there is a lack of agreement on how much researcher influence is acceptable, whether or not it needs to be "controlled," and how it might be accounted for. Denzin (1994) refers to this as "the interpretive crisis" (p. 501). Therefore, reflective journal was introduced as an instrument for participants to preserve their own ideas by giving more input for the research. The collective message emerging from this work is that reflective writing can provide much insight into the personal and often implicit processes which teachers experience in their work and development, as a result, gain awareness of their perceptions, shaping it and make some changes if possible to adapt better to different teaching contexts.

Reflective journals are defined as "annotated chronological record or a 'log' of experiences and events" (Wellington 2000, pg.118). Since the process of self-reflecting happens inside the participants' mind with or without themselves knowing, it might be difficult to trace via other instruments. As Marefat (2002, pg. 105) stated, researchers are interested in journals because they are "records of opinions and perceptions important for the learner – ideas which cannot easily be tapped in other ways." This characteristics of reflective journals turn it into an especially beneficial instrument for studies about perception like this one. The importance of reflective journals in a study like this one is further supported by Goodson and Sikes (2001):

> *Not only is a document of this kind useful for providing factual information, it can also help with analysis and interpretation, in that it can jog memory and indicate patterns and trends which might have been lost if confined to the mind. (2001: 32)*

The reflective journals' production is not confined to any specific formula or rules (Wellington, 2000, pg.119). There is only one "rule of thumb" for the conduct of

reflective journals that is to ensure the participants write "a chronological account of events with the diarist's (participant's) own interpretation or version of them, and reflection on them". Wellington (2000) recommended a particular approach, that is, to ask the participants to "look out for, and record critical events in their experiences". It is believed that "by recording critical or significant incidents, the participants can often convey far more than could be achieved by a daily, blow-by-blow account". In this study, the reflective journals are used to collect inner expectations, assumptions and suggestions of the NEST since he is the leading teacher who prepares everything for the class. Each journal will be written by the NEST himself within the day of observation and send to the researcher the next day. Since this is an unusual data collection instrument, the researcher only requires the NEST to present in his journal: aims of the lesson, the procedure of the lesson and review of the collaboration of the VTE.

3.2.3. Interview

Besides observations and reflective journals, the qualitative data of this study were collected via semi-structured interview as well. According to Best and Kahn (1986), the use of interview yields the advantage in which by building rapport with the interviewees, the interviewer will be able to get some confidential information which they might be reluctant to express through writing. Plus, as the interview is carried out face-to-face, interviewees' difficulties in understanding the questions can be clarified by the interviewer. The interview served as a medium for them to share their personal points of view regarding their classroom participation, which they might not be able to show in the classroom. In sum, the semi-structured interviews ensured comparability of responses across participants as the topic areas to be covered are pre-defined (Dörnyei, 2007). In addition, the interviews, which were carried out after the analysis of lesson plans and classroom observations also enriched the final findings as the interviewees were required to provide more in-depth explanation on the discovered patterns (Dörnyei, 2007). In other words, the interviews done played an important role in triangulating the observation and self-reflection of the NEST findings of this study.

The interview was carried out with the VTE every week after the observed lesson. The time allowed for each interview is from 5 to 10 minutes depending on the VTE. During interviews, detailed notes were carefully taken. Audio recording devices may also be employed at the participants' permission to aid the data collection process. The main questions for each interview were determined, stemming the questions is limited, only referencing was provided to gain more input data for the participants' responses. (see appendix 3 for the list of interview questions). One week after the last observation, a wrap-up interview with the VTE was conducted for general comments of the practice and clarification of any unclear point.

The interview with the representative students and NEST was held whenever convenient after the last observation. Since the researcher knew about the inner thoughts of the NEST through the weekly reflective journals, the time for interviewing was unlimited so as the interview with students. (see appendix 3)

3.3. Data collection procedures

The data collection procedure consists of five main phases, each of which was taken at different time.

As the two participants were chosen, contacts will be made for their acceptance to participate in the research. Observations with comprehensive field notes will be made during their speaking lessons and all the observed lessons will be video-recorded for careful analysis later. Semi-structured interview with the VTE will be carried out after each observed lesson, then reflective journals written by NEST after each lesson will be collected and examined for further explanation. Informal discussions with the representative students of the three groups: weak, average and strong determined by their previous end of term result to gather information about the changes that having two teachers in class give to their learning result as well as their motivation to speak out in class. Finally, a wrap-up interview will be made with the two teachers individually for their overall evaluation of the benefits, together with their beliefs and perceptions on co-teaching methods in improving students' ability to speak English.
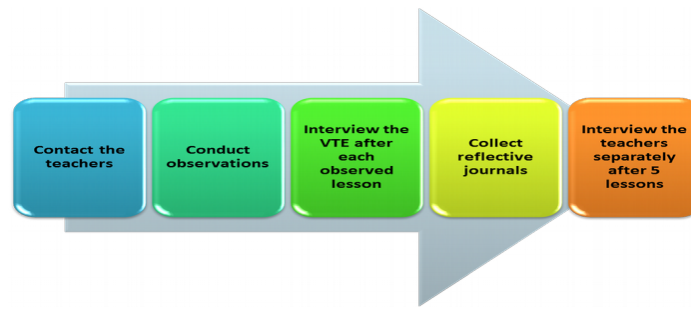
Figure 2: Data collection procedure

The data collection instruments including field notes for observation, reflective journal and interview questions will be structured based on the theory of native/non-native teacher of Medgyes (1992) integrated with the theory of teaching speaking in light of CLT method (Nunan, 2003).This procedure is to triangulate the data and mitigate the bias of the data obtained from either the interview or the observation alone while improve the validity of the findings. Next, gathered data will be analyzed, implication will be made based on the findings, and conclusion will be arrived at.

3.4. Data analysis procedures

With the framework of Medgyes (1991) and principles of Nunan (2003) as theoretical background, the data were analyzed. Firstly, the collected data was classified into three categories: *nature of collaboration, impact on students and impact on teachers* to answer the research questions. The data gathered through the classroom observations and reflective journals were expected to fundamentally answer all the three research questions. The interviews provided more thorough answers, adding more values to those given through the observations and journals. The three methods of self-reflect through reflective journals, independent observation of the researchers and interview complement each other for the most objective result. Qualitative data like participants' answers to the open ended questions during the interviews was summarized to be referred to when illustrating the data analysis. Notes from observations are used to, first, make any necessary changes to the intended questionnaires, and second, prepare relevant questions for the later interviews. Responses collected from teachers and

students will then be compared to find out the differences and similarities, from which implications to enhance students' speaking ability are drawn.

CHAPTER 4: FINDINGS AND DISCUSSION

The following chapter presents major findings from the collected data which will be arranged into three main categories: "nature of collaboration", "impact on students" and "impact on teachers". Afterwards, analysis and discussion will be made to unveil the answers to three research questions. Finally, pedagogical implications will be drawn from the findings of the study.

4.1. Nature of collaboration

RQ1: From the perspective of the teachers, to what extent can a native teacher collaborate with a non-native teacher in different stages of teaching speaking skill including pre-lesson, while-lesson and post-lesson?

- **There was almost no direct discussion before class**

VTE and NEST had been teaching English to the same 11th grade class for more than eight months; the workload distribution was that NEST would be in charge of speaking and listening sessions of 90 minutes per week while VTE helped the students with reading and writing. The total amount of time for learning English is 180 minutes per week and each unit will be covered in two weeks.

From the beginning of the semester, the VTE decided the teaching schedule with the focused knowledge of oral skills for each week which were largely based on the official textbook and sent to the NEST. On the other hand, the detailed plan for each lesson was to be designed by NEST. None of them had to ask for each other's opinion before finalizing the workload given. VTE would have his written skills lessons before the time of NEST's oral skills lessons. NEST always followed up the VTE's input. This procedure is explained by VTE as *"students need to be equipped with vocabulary and grammar structures from reading section in order to produce long sentences while speaking"* which can possibly be the reason for the layout of each unit beginning with the reading section. VTE would always be present at NEST's sessions, yet NEST was not required to show up at VTE's periods and in fact, he had never seen the VTE teach.

None of the teachers minded about the other's work before the class started. When being asked about the importance of pre-discussion for improving the lesson plan, the VTE replied that *"it's unnecessary and a waste of time for both teachers, we have more outside works to care about. How the NEST approaches the content of the lessons is not the question, the question is whether he can cover the required knowledge as stated in the teaching schedule"*. Answering with a more neutral attitude, the NEST agreed that maybe pre-discussion would be helpful as the VTE could help to justify the activities'

level of difficulty to the students' ability level but doubted how the two teachers could manage to see each other before class.

In the five lessons, the researcher witnessed two times, the NEST met the VTE at the parking lot five minutes before the class started. They greeted each other, asked about health and the other's timetable then walked to the classroom. No direct discussion about the teaching plan or content was recorded.

- **Little interference to no collaboration during the lesson**

To start off the class, unlike his Vietnamese colleague, for each unit, the NEST prepared an illustrative slide which would be shown on the big screen installed in the classroom to *"make the lesson more appealing to the students so that they can feel more interested in joining it"*. NEST usually initiated the lesson with warm-up activities that can be in any kinds or forms lasting for five to ten minutes to:

- Excite the atmosphere

- Enrich the students' background knowledge and vocabulary base of the theme/topic

- Introduce to units

Although the NEST only regarded warm-up as a good start for the lesson, it actually could bring more benefits than that as Allright (1984) claimed that warm-up activities can attract students, help them put aside distracting thoughts and get them ready to focus on individually or be the motivating starting point to encourage students to work efficiently in the language class. This part of the lesson is the solo work of the NEST; however, the VTE may interact with the NEST by adding humor and responding to the NEST's story when the students were too out of the picture and did not want to reply to the NEST. Among the five observed lessons, there was one time the VTE stepped in and helped the NEST out in the warm-up part which can be seen in Extract 1 (see Appendix 2)

Only a small interaction between the NEST and the VTE can arouse the students' interest in the lesson to the climax provided that they are already warmed up by the discussion with the NEST. The unexpected result of a minor contribution from the VTE

made a suggestion for further efficient cooperation such as the teachers model the role-play or act out some attention-grabbing conversation to stimulate the atmosphere. The communication between the teachers can recommend a possible goal for the students to achieve which can possibly become a motivation for them to study harder.

The activities for speaking skills are of discussion, opinion sharing and reasoning gap type. With the focus of the lesson placed on the speaking skill with main activities are course book-based – the NEST took the leading role in class, prepared the lesson plan, instructed students to join in in-class activities, managed the class then demonstrated pronunciation himself whereas the non-NEST's functions remained as a co-teacher, an interpreter when necessary and an activity participant at his usual seat at the back of the class. The altered model of collaboration: "One teaching – One assisting" resulted in the fact that VTE only spoke out in the class when students could not understand the requests of NEST and they turned to VTE for help. The leading job was left for NEST to guide the lesson and deal with the problems arising when he explained the tasks to the students. VTE always sat in his corner as a guarantee that there was a lifebuoy at the back of the class just in case everything messed up. This kind of collaboration seemed to be unsatisfying to the NEST as he wrote in his first reflective journal: *"…Mr. T was quiet in the back of the class, contributing insignificantly to the lesson. This was not a problem as this particular lesson was very straightforward and required little in-depth explanation and the students were able to understand and complete what they needed to without help from their Vietnamese teacher. While this wasn't a problem with this lesson, I feel that for some lessons help will be needed from Mr. T…"*

In contrast, the VTE felt that he should only step in when the NEST tried every possible way but could not clarify what he wanted the students to do. In another way, the VTE thought that it was a good idea to give room for NEST to challenge himself. The striking issue now is how much room is enough? And when is the appropriate time to interfere? In one of the after-class interview, the VTE responded to those questions claiming that: *"it depends on the ability of the students that the assistant Vietnamese*

teacher will decide when to interfere. For students of lower level, VTE has to support right after confusion happens but for students of this specific class, many of them are good at English, they can understand what the NEST said, they just don't bother to do so I chose to not be involved in encouraging them to become dependent students." From the VTE's response, the weak link in the collaboration between the two teachers was obvious to see. Although NEST wanted help from VTE, he only kept that wish as a thought; he did not directly express to the VTE his need for the sake of students' better understanding and engagement in the lesson. On the other hand, VTE's wish to experiment his theory on challenging the ability of both his colleague and his students was more important than what he was sitting in the class for. This reality questioned the researcher for the first time of the effectiveness of this teaching practice.

Four out of five observed lessons, VTE sat at the back of the class to do his job and only spoke out when one of his students ask for his translation of a new word. The NEST did almost all the work in class as if he had been solo-teaching: from preparing the lesson, leading in the lesson, to asking the students to do the tasks, practice speaking in groups, checking the results of discussion of the students and correcting mistakes including pronunciation, word choice and grammar faults. Even though the NEST could manage the lessons quite well, he constantly expressed his hope for more help from the co-teacher through his reflective journal as *"it would have been nice if he had intervened and perhaps explained the task or even just asked the students (in Vietnamese) what the problem was i.e. if they truly understood the requirements of the task or if they were just being lazy…"*

There is one fact that needs to be restated – the two teachers have been in the same class for nearly nine months and it would be such a waste if they couldn't find out the way co-work efficiently. In an attempt to explore the reason for the VTE's action, the researcher asked him directly about the best way to enhance the speaking ability of students having one NEST and one VTE in the same class, the answer is quoted below:

"… The requirements of each lesson were approved by both teachers from the beginning of each lesson. Since the VTE understands well the level of his students, he would give the students' demand to NEST so that he knew what he should prepare before class. With the procedure of VTE taught reading section first, he will have the chance to instruct all the important structure stems that are helpful for students when they speak or discuss. When it comes to the real speaking session, VTE should sit at the back while NEST stands and monitor up front; they should exchange eyes frequently so that they can help each other without having to ask. The appearance of VTE in class itself is a way to maintain discipline so that students will keep silent and stay focused. The VTE should stand up and move around to help when practice time comes…"

As can be seen from the VTE's answer, he was fully aware of how to collaborate and his appearance's worthiness in aiding for the NEST and the students through his own interpretation of collaboration. Moreover, by emphasizing his job – "assistant", he felt that he should not be involved too much and leave the NEST to do his job. If the cause did not come from the VTE's awareness, there must be something wrong in their way of communication that led to the distant feelings they gave to the researcher.

- **There are promising signs of successful collaboration**

In the final observed lesson, three data collection instruments brought the same positive result (See Appendix 1, lesson 5; Appendix 2, extract 3; and Appendix 3, interview 5). The class, as the researcher observed, was full of inexhaustible energy as the students stood up or turned around to talk to their friends. The word "imagination" from the NEST was like a magic key that released all the eagerness in each student; they wanted to speak out and express themselves not just because of their teachers' supervision but also due to the pleasure they could create through out-of-the-ordinary ideas. The workload division was proposed by VTE as each teacher would supervise one side so that more students had the chance to practice speaking.

As can be witnessed from this successful lesson, VTE's explanation in Vietnamese made a great contribution to harnessing the smooth flow of the lesson; this exploitation

of the mother tongue is something that the NEST could not adequately do without the support of the VTE although the NEST equipped himself with some Vietnamese as well. Furthermore, VTE's initiative in allocating workload forecasted a better chance of effective collaborative teaching if each teacher were more open and willing to talk to each other. Should they discuss and contact each other a few days before class or should they discuss before the activities only? The question is still open to debate; however, as the NEST said *"For once in a blue moon the students actually participated in class"*, the proportionate for success is low. The smooth flow of the lesson can possibly be the outcome of good text-book activities, the mood of the students or the topic of the talk; therefore, the need for plan B's preparation of the two teachers is still vital.

According to both teachers, they did not keep in touch outside the school. The teachers share the same habit of smoking and acquiring knowledge, what if they spent time smoking and discussing about teaching philosophies and their concerns about the current education situation of their class? Would two-way conversations about what they own together – the duty of teaching speaking to their students implement the efficiency of their performance?

On the whole, the two teachers cannot arrange the time to work together before class yet, due to the trust NEST and VTE has in each other, they can exchange ideas whenever they meet each other outside the classroom but still bring greater benefits to the students while they collaborate in class. Thus, the judgment should belong to the students as it will be explored in the next part.

4.2. Impact on students

RQ2: From the students and teachers' perspectives, how does the collaboration affect student's performance?

- **The ability to speak out, express and communicate with others about what they think**

No matter how the result of the study turns out to be at the end, having a NEST in the class teaching to speak his native language is the desire of many Vietnamese

students as it will create an environment where the students are forced to speak in English if they are asked. Nevertheless, the co-teaching of one NEST and one VTE can possibly create more chances to improve speaking abilities of lower level students since they can receive proper help from the VTE while adopting the lexical and phonological knowledge from the NEST. In such a large class with about 40 students, having two teachers undeniably gives more chance for students to be supported by their teachers. According to the VTE, he had been teaching English for more than 30 years and he could see that the listening and speaking ability of almost all these 11th graders were so much better than the students he taught in the past. His own interpretation for this phenomenon was due to constant speaking and listening to a native teacher and more time allowed for speaking activities. Some of the students were exceptionally good at speaking. M was one of the typical cases that any teacher would be proud to have. This is part of the conversation take from an informal talk between M and the NEST:

NEST: why do you always look sad?

M: I have some problems of my own; maybe my mind has a lot of sad and negative things. I can't smile without reviewing back on those things and it prevented me from being happy. I don't know, don't ask me!

NEST: You should be happy

M: I rarely can!

NEST: I'm sure you know this word "Grateful" (write down on the board), maybe my favorite English word. I think we are all very lucky to have two arms, two legs, two ears, two eyes, a nose and a mind that can think. You are not crazy or unhealthy and we all should be grateful as we are luckier than other people in the world who have no arms, no legs. And Be happy!

M: (think for himself) I'll try, thank you!

All the language from the conversation sound natural and correctly used. M used complicated sentences to convey what he felt. Moreover, he had a variety of good word choice and transitional devices to link the sentences whereas maintaining perfect

grammar. As NEST was talking to M, every member of the class stayed silent and listened to him with rapt attention; all of them got the message that NEST was trying to deliver and it was a great way to teach new words while getting closer to the students. Surprisingly, NEST in the wrap-up interview considered himself useless to the students as he felt desperate from trying to bridge the gap between good and weak students. He questioned himself in one of the reflective journals: "*Why have really good students been placed in the same class as poor students? Who benefit?*"

Teaching a big sized and mixed able class is truly irritating to professional EFL teachers particularly in teaching speaking. Large classes and teachers' heavy workload was one major difficulty that was vastly mentioned by many authors. Burnaby and Sun (1984), Holliday (1994), Hui (1997), Li (1998), Li (2004), and Rao (2002) demonstrated in their studies that this issue was a significant institutional constraint that hindered the effective implementation of CLT in EFL classrooms. Since it is the consequence of the education system of Vietnam, it is not easy to improve right away but the presence of NESTs co-teaching with VTEs in the secondary context can better the situation and bring more foreseeable profits to the students.

First of all, the VTE knows about students' learning capacity, their strengths and also weaknesses, he would provide NEST with an overview of the class as well as suggest the level of complexity for the activities. Secondly, according to the principals of teaching speaking suggested by Nunan (2003): "*Provide opportunities for students to talk by using group work or pair work and limiting teacher talk*" (p.49), the employment of two teachers in a classroom offers double the chances for students to speak out while doing the activities as there are two people to monitor and check their results of negotiation. Thirdly, the presence of a VTE in the classroom avoids confusion in delivering the task instructions to the students as he can interfere when the NEST has difficulty in explaining what the students have to do which can also save time for other works as can be clearly seen in the fifth observation.

Having said that, the appearance of a VTE does not only bring help to the co-teacher as well as the students, he is there also to impulse the NEST to invest more effort in

each lesson so that the students can gain the most from his speaking lesson. The VTE once mentioned about this in the second interview: *"I know he was having a difficult time with the students but I did not interfere since I want him to try every way he could to deal with the situation. It is also my intention to push the listening skill of the students as they are more major in English than other regular classes, they must be able to understand the NEST without translation to their mother tongue."* The NEST could catch a glimpse of the VTE's intention by reflecting in his journal of the same lesson: *"…Anyway, he remained silent and perhaps I should have asked him for help or perhaps he was testing me to see whether I could explain fully in English and then get the students to actually complete the requirements. Him, being a vastly experience teacher, maybe he's trying to develop my teaching skills by using the throw into the deep end technique whereby I either sink or swim: meaning that I either explain carefully and effectively and get the students to work or I don't and they remain silent, not doing any of the work either because they don't understand or they are not inspired/motivated to work. This is something I must discover myself in the future. .."* This way of thinking is either brilliant or useless, the foreseeable result is the lesson got boring, the leading teacher was frustrated questioning himself and time wasted. There are numerous other ways to "train" the inexperienced teacher but this trial test might not give a good result. Speaking is not entirely about input and practice; this skill can be improved in many other ways. Such an example is the attempt of the NEST to interact with the students from when he stepped in the class till class dismissed. Small chats and informal talks which is one of the motivational strategies proposed by Dornyei (2001) to disclose the gap between teachers and students so that the students would feel the urge and closeness to talk to the teacher were applied. The frequent topics for gossiping are asking what the students did the previous night, what they were planning to do at weekends or discussed about football teams and matches etc. I hardly saw him stayed silent for more than 2 minutes, always questioning and always asking is the key to an improvement in oral skills of students.

- **Positive attitudes towards English**

In some formal talks with 38 students of the class, 100% students of the class loved and respected NEST, saying that he had been a great help to their thirst of English who is very humorous but nice all the time. Thanks to him, they could approach English at great ease when being able to laugh and learn at the same time and they can use real English, not just bookish language as usual. The VTE commented that his students, after eight months of learning with two teachers in the classroom can now confidently hold a conversation with a native speaker which was almost impossible before this practice. The interview with representative students of weak, average and good level which are determined by their results of the last semester revealed some interesting foods for thought. (See appendix 3)

An implication can be drawn from the interview with students, they were hardly aware of such a collaboration between the two teachers. By the way they responded to the questions, they have no image of the two teachers are from one team as they separated them and talked about them individually. On the whole, all the three students agreed that they can benefit from both teachers for the following reasons: firstly, the lessons were easier for them to take in. They feel more motivated as they can achieve something after each lesson. Secondly, there was more varied input when there were two voices in the class since NEST can access internet and show pictures, songs or knowledge he gained himself whereas VTE had his whole life story to share and experiences accumulated throughout 30 years of teaching which are also precious to a young NEST. Thirdly, the level of authenticity was increased since the grammar structures were elaborated and exemplified by the NEST himself, in this way bookish language – one of the disadvantages of the VTE as observed by Medgyes (1992) can be avoided.

4.3. Impact on teachers

RQ3: What are the impacts of collaborative teaching on the teachers?

- **Knowledge of the teachers**
  - o **Personal-practical knowledge**

Since the beginning of the study, when being asked to comment about the advantages of having a colleague that comes from other background, another culture, both teachers stated that it was a precious chance for them.

NEST and VTE are male teacher yet NEST was only 23 years old while VTE was 63 years old. The NEST respected the VTE and was usually confined to the few requests from the VTE. Through the VTE, the NEST gained a lot of knowledge on both Vietnamese history and culture and on other countries as well. In the in-depth interview, he said: *"He did provide me much knowledge about the Vietnamese history, people and custom. On Monday morning, the students and teachers of the school have to attend a ceremony when they sing along to the national anthem. I didn't know who the composer of that song was till Mr. T explained to me, told me how the song was created and the meaning of it. That night, I came back home and googled an English version of that song. It was really thrilling but I only learned it six months after I came to Vietnam thanks to him."*

After each lesson, the two teachers occasionally smoked and talked to each other and the NEST would ask VTE about aspects of Vietnam culture that he wondered about otherwise they would go out of the class and do their own work or prepare for the next lesson of another class.

o **Professional Knowledge**

After a few times struggling and getting rescued by the VTE while trying to explain the words, he realized that he needed the VTE to be present in class for he can learn so many teaching tactics from him. NEST's teaching philosophies are very simple: teach students the usable English and respond to the perceived needs; create fun lessons and vary the activities or warm-up so as not to bore the students. These criteria agreed with the findings of Medgyes (1992) on behavior differences between NESTs and non-NESTs.

In the interview, in response to the question:

"What do you prefer, with VTE or without him in the class?"

The NEST unhesitantly confirmed that he preferred the VTE in class because of discipline and comfort. VTE is the person he can rely on *"if something really bad happens or if he needs information about history"*

Besides impacts from co-teacher, NEST can also gain insight into the students' ability and learning orientations. By the request of teaching an extra pronunciation class as a supplement for speaking skill, NEST found out *"…I must note that from my experience teaching in Viet Nam I have found then that word ending in either a –d or –s are usually hard for students to pronounce E.G. land, old, books, experience etc. Students often fail pronounce the –d and –s at the end of a word so old os usually pronounced ol, land - lan, books – book etc. This is not a major problem but it sure is an irritating one for native speakers to hear. With that in mind I tried to correct any students who failed to pronounce these often difficult ending sounds. I don't know if it's down to laziness, lack of interest or something else that prevents the students from saying these ending sounds…"*

- **The adaptation ability to suit students' needs**

Due to the fragile relationship with almost no negotiation about teaching methods between the two teachers since the NEST assumed: *"It's his class, not mine, he knows the best"*, VTE knew nothing about the idea of a good learning environment in the NEST perception. Alternatively, NEST did not directly discussed with VTE about ways to approach the predetermined aims but generated novel ideas himself *"I really like this method of letting the students: pick another student, ask that student to stand up and then ask them to talk about/discuss another fact/opinion. I feel this approach adds fluidity to the exercise where the teacher says very little(and in effect is old observing and really participating) and it's up to the students to talk to each other without the help of the teacher."* By complying to this method, the NEST is essentially teaching speaking in light of CLT approach as he gives more chance for students to speak and limits teacher talk time.

Because of little discussion with his co-teacher, it was unsurprising to know that NEST's vocabulary base of Vietnamese was improved thanks to the students he taught.

Perhaps the biggest achievement NEST gained from this collaboration is the encouragement to work individually and the room to push his teaching ability to the limit? Realizing the huge effect of unique ideas and humor in gaining students' interest in the lesson, the NEST thought of many tactics in both presenting and checking the knowledge i.e. let the students pretend to be a teacher and imitate what the teacher do, find more information about the link between Vietnamese and English or supply more cultural information before teaching any functional English.

The impact on VTE is less to be explored since he was already a good teacher with rich experiences. Apart from a development in English proficiency e.g. use of slangs, quick repartee and wider vocabulary, VTE admitted that using slides to teach can be more appealing to students than old textbooks. Moreover, as the school was equipped with Wi-Fi, knowing how to use the technology or having a laptop can be really convenient. Having said that, VTE never mentioned about asking NEST for help, perhaps the age disparity discouraged him from learning from his colleague. On the bright side, the VTE did gain spiritually from this joint cooperation as after learning from the NEST, the students' enthusiasm for learning grew bigger and bigger every day and he was happy to see the progress they made in listening and speaking skills compared to the students from graduated courses.

Despite the fact that two teachers hardly exchanged discussion, they were willing to be open with each other as long as one of them spoke first.

4.4. Pedagogical Implications

From the findings discussed above, pedagogical implications are drawn for educators:

- **Adopting a flexible collaborative model**

In the first place, having two teachers in the same speaking class does not ensure they are collaboratively teaching as the nature of collaboration does not match any of the models identified by Friend, Resing, & Cook (1993). In spite of presuming as *One teaching – One assisting*, when NEST takes the leading role and VTE works as a

supportive teacher, there was barely any two-way conversation to find out the best methodologies among the teachers. The presence of the assistant teacher in the classroom does not give much benefit for NEST to accumulate his teaching experience as he always struggles himself. Perhaps this situation can be improved if each of the teachers is more active in learning from each other by constant contacting.

At this ability level of students, employing the model of *One teaching – One assisting* correctly is most suitable. When the progresses they have made are much more, other models can be flexibly applied as suggested by Liu L. (2004). With the four model raging from easily implemented to advanced: *One teaching–One assisting* should be used at the starting step then "Alternative Teaching" second, "Station Teaching" third, and "Team Teaching" fourth. Such a sequence is based on the belief that any move from an easily implemented model to a more advanced one involves an increase in professional experience, mutual trust and commitment (Thousand, Villa, & Nevin, 2006).

- **Enhance the use of CLT approach in teaching speaking**

As stated in the curriculum, the speaking skill is taught in light of Communicative Language Teaching approach which demands the teachers to comply with some rules proposed by Nunan (2003, pg.49) when designing the lesson plan:

- Be aware of the differences between L2 and foreign language (FL) learning context
- Give students practice with both fluency and accuracy
- Provide opportunities for students to talk by using group work or pair work and limiting teacher talk
- Plan speaking tasks that involve negotiate for meaning
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Although English was taught in order for students to first and foremost to be able to communicate with a person of L2 context – their NEST, no emphasis was placed on differentiating L2 or FL context as the teachers themselves were not aware of this

requirement. This would result in a presumption that the students can speak their own accent of English and anyone who knows English in this world can understand them as well as their NEST – which would be a shock for them if they were to find out the truth. A suggestion could be made from this gap: trying to correct the mistakes in the speeches may not help the students more than informing them about what reactions they should expect from people of L2 context – where the target language is the language of communication in the society and FL context – where the language is not the language of communication. Giving the chance for students to speak to more foreign teachers from different speaking countries can possibly be a solution to this problem.

For the second principle, students were encouraged to speak out and exchange thoughts without being constantly interrupted immediately rather than at the end of the talk by the teachers. In this way, they were not discouraged by their faults but remembered not to repeat the same mistake again. The other three principles were ensured since the activities are ready made in the textbook; however, it was the duty of the teachers to raise awareness of the students in the function of the knowledge acquired which in fact, they did not successfully perform.

Overall, the idea of teaching speaking in light of CLT approach was not thoroughly understood and executed by the collaborative teachers; they only touched the surface without digging deep into the matter. This can be enhanced if the teachers sat down and discussed with each other about their approach and what they can contribute to better pass on the theories and apply them into their teaching practice. One of the reasons for the failure in applying CLT method and inefficiently teaching speaking is reported by the NEST:

"the current class set up" "…In many classes the students' English levels are total and undeniably mixed. In Class 11B2, you have maybe 8-10 students of the same level, that level being an excellent one whereby these students are more than capable of have a conversation using expressive English. Essentially, their level is above and beyond that of the other students as well as the subscribed Tieng Anh Book 11 that they use. En

contraire, the remainder of the students have a low level of English speaking and understanding (25-30 students) and this really irritates me in particular, not because they have a low level of English but because the classes are mixed and are structured in a ridiculous way…"

Big size classes prevent the individual student to have the chance to practice whereas adding more challenges for the teachers to complete the lesson plan. Furthermore, big size class with mixed level is even worse as how can the teachers in 45 minutes, deliver the language focus and content, organize activities and check the results of student's conversations? Even though the NEST is accompanied with an assistant VTE, he can't fulfill the teaching practice satisfactorily. Suggestion was offered by the NEST:

"Some kind of formal testing should be conducted at the beginning of the year to place students in a class with students of the same level. If this was to happen, I believe we would see a marked improvement in the speaking ability of students across the boards, in all level of proficiency and understanding."

From the students' perspective, they benefited from having two teachers in the class, not necessarily they have to teach together, they only want one more person who is able to help when they need. Each teacher has his own strengths which can be easily spotted by the students, it is the best if they can complement for each other more. Implication from the last successful lesson is that greater achievements are possible to be made provided that the assistant teacher is active enough in trying to work together.

Summary

In short, this chapter has elaborated on the answer to each of the research questions based on the analysis and discussion of the data collected. The nature of collaboration and the extent that two teacher can work together pre, while and post lesson have been identified, in line with the impact on students' performance and teachers. The

effectiveness in the model of co-teaching is also disclosed, followed by solution and pedagogical implications to be considered.

CHAPTER 5: CONCLUSION

This final chapter will summarize and evaluate the outcomes of the whole paper by summing up the major findings as regards the extent of collaboration and impacts on students and teachers. Finally, the limitations of the research will be pointed out, paving way to several recommendations for further researches.

5.1. Summary of findings

This research paper has been carried out in order to identify the reality of collaborative teaching English speaking skill for 11th graders in Thang Long Private High school, Hai Phong in secondary context in Vietnam. The issue has been investigated in three aspects: the nature of collaboration – the extent of cooperating between the two teachers pre, while and post lesson, the impact of this collaboration on students and the impacts on teachers themselves.

To begin with, the collaboration only happened within the class, while the lesson is being delivered. Pre-lesson discussion was not recorded, only the information of semester's schedule from Thang Long school – where the VTE works is passed on to the English centre – where the NEST works. There was post-lesson conversation between NEST and VTE recorded, however the main topic of every talk is culture exchange without any mention of teaching issues.

To be more specific about the while-lesson collaboration, although most of the time they hardly cooperate, there are promising evidences that two teachers can collaborate better with more initiative in allocating jobs for themselves.

The impacts of having NEST and VTE in the classroom are positive to students' speaking ability since the oral skills are improved also are their confidence in speaking to foreigners. With higher achievements in English, the students feel motivated to learn and get excited whenever the English lesson comes.

Based on the collected data, it is still unknown whether the NEST or the VTE is more benefited in this relationship but each of them did gain something: NEST has learned a lot from VTE's teaching and explaining tactics whereas VTE has the chance to improve his English and has a friend to share his life story with.

Pedagogical implications have been drawn from the results of the study, specifically the suggestion on how to keep on and improve this teaching practice so that it can fit more to the context and create more added values for both teachers and students

5.2. Limitations of the study and suggestions for further research

5.2.1. Limitations of the study

The researcher has tried her best in completing the research; however, due to time constraint and the lack of experience, there still remain some limitations in the research.

Firstly, the research investigates the collaboration in teaching speaking between NEST and VTE with only one case. Due to the scarcity of the phenomenon, the results would be more thorough if more cases are available to study.

Secondly, due to the rather limited time within which the research was conducted, the researchers were not able to have much observation of the teachers' lessons. Five observations may not reflect all the cooperation; therefore the level of generalization of the results may be affected.

Thirdly, when investing about the impacts on students, the data mostly based on interviews with answers are the perceptions of teachers and students since there is no other way to test how the speaking ability is improved in a short amount of time. If the researcher were one of the VTE, she would have more power to do experimental study to analyze how much they have improved.

5.2.2. Recommendations for further research

Implications for further research can be drawn from the limitation of the study as follow: First, interested researchers can have find more cases to conduct a multiple case study to have a better generalization of the reality.. Second, more observations can be conducted for a longer amount of time, preferably from the beginning of one academic year to the end. Third, if the researchers are authoritative enough, they can examine the effectiveness of the whole teaching practice from various dimensions for a longer amount of time.

Likewise, researchers can dig into other related aspects such as the collaboration in teaching the four skills or teaching in other contexts like elementary or lower-secondary or university.

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APPENDICES

APPENDIX 1: REFLECTIVE JOURNAL OF NEST

LESSION 1

Truong Thang Long, Hai Phong

Review – Class 11B (Mr. T's class)

Monday, March 5th 2012

Book 11, Unit 15, Speaking, Task 1, Pg. 170

Aim: To introduce students to the subject of space, space conquest and any relevant vocabulary as well as beginning Speaking, Task 1 in Book 11.

For this lesson I have prepared some warm-up activities to introduce the students to the subject at hand I.E. Space Conquest (Unit 15). My first warm-up consists of 10 sentences with missing words in them. The students will be given 10 words which go accordingly with a particular sentence. The sentences include information about the Sun, the Earth and the Moon as well as useful words such as Solar System, planets, space, and spacecraft. This activity will take roughly 10-15 minutes to complete.

Secondly, I prepared 2 pictures of our Solar System; one picture showing the 8 planets in our Solar System with their names and the other; the same picture but with no names. This exercise is simply for the teacher to gain further insight into the students' knowledge of our planets and our solar system. 5 minutes for this exercise

Lastly, after these warm-up exercises, the class can proceed with the lesson. This will take +- 20 minutes to complete. Task 1 is a relatively simple paragraph about the 'Chinese Space Project' and in particular a momentous milestone in its space history. First, Students read together, I listen and pick up any pronunciation mistakes they may make. I have identified some words before the lesson which will need explaining I.E. to launch (v), spacecraft (n), and milestone (n). Secondly, I will call some students to stand and read for the class again picking up on any pronunciation errors. If time allows I will ask students to work in pairs and create some questions and answers about the text (if not then this last activity will be carried out in the next period.

Conclusion: by the end of the lesson students will have a better understanding of space vocabulary as well as some insight into China's space history.

Review: I felt the lesson was successful. Warm-up activity 1 was answered well by the students and I believe it caught their attention rather well. The questions, for these particular students, we're not of great difficulty, however it was still a good warm up for them. My Vietnamese Teacher Mr. T was unusually quiet today, sitting in the back leaving the lesson largely up to me.

Warm-up 2 was less successful. The students seemed less interested in the planets of our solar system. However, this warm-up was never supposed to be of extreme importance but rather an extra activity just to test the students. Son, my student, was a standout performer when it came to naming planets.

Task 1 played out with few hitches. The students read aloud well, making very few pronunciation mistakes. I explained the new words (mentioned above) and the students, I believe, understood the explanation well. No problems. The individual reading was also carried out with minimal problems. There pronunciation was excellent, bar some students who continue to disregard the –s at the end of sentences. Out time ran out before we could complete the question and answers, but the ok because we can pick up where we left off in our next lesson. All in all, I felt the lesson went well, the students participated well, few problems and Mr. T had no need to contribute significantly to the lesson.

Final comments: Mr. T was quiet in the back of the class, contributing insignificantly to the lesson. This was not a problem as this particular lesson was very straightforward and required little in-depth explanation and the students were able to understand and complete what they needed to without help from their Vietnamese teacher. While this wasn't a problem with this lesson, I feel that for some lessons help will be needed from Mr. T We'll wait and see what happens in the following lessons!!

LESSION 2

Truong Thang Long, Hai Phong

Review – Class 11B (Mr. T's class)

Wednesday, March 7th 2012

Book 11, Unit 15, Speaking, Task 2, Pg. 171.

Aim: To continue the speaking section of Unit 15. We still need to complete asking and answering questions from task 1 (-+15minutes) and then continue task 2. By the end of the lesson students with be able to use the given information and be able to share ideas about each milestone in space history.

Review: Task 1 went smoothly, no major problems. I started by asking the class in general what questions we could ask about the text from task 1. The students managed to come up with a series of questions together and then I let them work in pairs to continue asking and answering questions. I felt the students we're relatively proficient in answering and asking these questions. Understandably, being the first period of the day (7 am), neither I nor the students were fully awake and 100% focused. However, the level, I thought was still quite high.

Then task 2 began, and it proved to be very difficult for reasons still unknown to me. The task, for me anyway, seemed very straightforward. Provided with little boxes of information about different milestone in the space conquest, students were required to work in pairs/groups and use the provided information to talk about these milestones. Having taught this class for about 9 months, I felt that they would fully understand and complete the task at hand. However, after my explanation, I gave the students some time to practice. But most of them looked at me blankly like they had no idea what was going on. I don't know if they misunderstood me or if they were really tired or just not up to work on Wednesday morning. Whatever it was, they failed to grasp the main ideas of this task which thus lead to the terrible execution of task 2. Their speaking ability for the most part was not up to scratch (bar some top students of course). Perhaps, I could have explained the task better by throwing in some examples or calling some proficient students to give example for the less able students.

Mr. T was of little help and it would have been nice if he had intervened and perhaps explained the task or even just asked the students (in Vietnamese) what the problem was I.E if they truly understood the requirements of the task or if they were just being lazy. Anyway, he remained silent and perhaps I should

have asked him for help or perhaps he was testing me to see whether I could explain fully in English and then get the students to actually complete the requirements. Him, being a vastly experience teacher, maybe he's trying to develop my teaching skills by using the throw into the deep end technique whereby I either sink or swim: meaning that I either explain carefully and effectively and get the students to work or I don't and they remain silent, not doing any of the work either because they don't understand or they are not inspired/motivated to work. This is something I must discover myself in the future. .Maybe I need to motivate them more in class, make the classes more fun and interesting. A difficult task I think especially at 7 in the morning but not an impossible one. We'll see.

LESSION 3

Truong Thang Long, Hai Phong

Review – Class 11B (Mr. T's class)

Wednesday, March 14th 2012

Book 11, Unit 15, Pronunciation, Pg. 172/173

Aim: To practice pronunciation by focusing on certain sounds found in the English lexicon by focusing on specific sounds every other week.

Review: Well, to speak frankly I find this pronunciation lesson to be a total waste of time. When it comes to language learn nothing should be taught in isolation and unfortunately this lesson does exactly that. Focusing on words and sounds in isolation and not in context, I believe, has little benefit to the students. Regardless, I have to do it as it's in the school curriculum.

So, anyway the lesson played out in much the same way as always. This week we focused ending sound: -nt, -nd, nth, -ns and -nz. While these sounds are important dedicating an entire 45 minute lesson on it can often be tiresome and boring. I try to beef up the lesson with some interesting words or even substituting myself for a student and let that student assume the role of teacher i.e. the 'new' teacher comes to the front asks the class to repeat after him and then the teacher can choose some students to stand and read out loud for the class. I find this technique is popular with the students but cannot be over-used to much as this would take novelty of it away. This is just one technique I have implemented and I'm sure there are many more ideas which can spice up the lesson. Otherwise, I felt the students dealt with the sounds well. I must note that from my experience teaching in Viet Nam I have found then that word ending in either a –d or –s are usually hard for students to pronounce E.G. land, old, books, experience etc. Students often fail pronounce the –d and –s at the end of a word so old os usually pronounced ol, land - lan, books – book etc. This is not a major problem but it sure is an irritating one for native speakers to hear. With that in mind I tried to correct any students who failed to pronounce these often difficult ending sounds. I don't know if it's down to laziness, lack of interest or something else that prevents the students from saying these ending sounds. Anyway, this class is quite good with pronunciation so only some students battled with them. Other than that, the students behaved well and

did what was expected (not much to be honest). It wasn't the most exciting lesson in the world but it went by with little problem despite being rather boring at times.

Lastly, Mr T was not needed here as the lesson was down to the native English teacher listening to the student's pronunciation and correcting it if necessary. Little to no explanation was need and thus Mr T did very little besides sit in his usual seat and carry on with his work.

LESSION 4

Truong Thang Long, Hai Phong
Review – Class 11B (Mr. T's class)
Monday, March 19nd 2012

Book 11, Unit 16, Speaking, pg. 181

Aim: To introduce the students to the wonders of the world and in particular the7 natural and man-made wonders of the world. Furthermore, to explain the difference between a fact and an opinion and let students become familiar with the two concepts through practice and examples

Review: I began the lesson with some basic introductions of some of the wonders of the world, showing the students some pictures from around the world. They generally knew some of the most famous wonders of the world and so this little warm-up played out without problems.

Next I introduced the students to the concepts of fact and opinion. I explained, I thought adequately, the difference between these concepts, e.g. my mobile phone is Blue. Fact or opinion? Its blue and I love it. Fact or opinion? Before the lesson, I prepared some sentences that would test the students and also get them thinking about different opinions. I really enjoyed this as its shows the teacher the different opinions of the students. For example the statement that I enjoyed the most was: Money is the same as happiness. By writing this sentence, I could ask various students what they thought of it. Using some language functions like: I think, I believe, I suppose, I guess the students could explain their sentiments towards this and other concepts. I was relatively pleased with the outcomes of this activity; some students gave some valuable insight into their thoughts and beliefs. But as per usual many if not most students spoke very little if at all and this really slowed down the class.

With that in mind I would like to add a side note expressing my irritation with the current class set-up. In many classes the students' English levels are total and undeniably mixed. In Class 11B2, you have maybe 8-10 students of the same level, that level being an excellent one whereby these students are more than capable of have a conversation using expressive English. Essentially, their level is above and beyond that of the other students as well as the subscribed Tieng Anh Book 11 that they use. En contraire, the remainder of the students have a low level of English speaking and understanding (25-30 students) and this really irritates me in particular, not because they have a low level of English but because the classes are mixed and are structured in a ridiculous way. Why have really good students been placed in the the

same class as poor students? Who benefit? I would suggest a class division policy where the top English students from the form are assembled in the same class where they can be challenged and pushed to improve their English. This, I believe, would be really beneficial to these students who, I believe, are generally bored in the English class especially when a student's takes 5 minutes to express their liking of Big Bang or Hamburgers (i.e. I like burgers, I don't like Big Bang). The same should be don't with the weaker students whereby they are assembled in classes of the same level so the teacher can focus on their level all at once at work on it without boring stronger students. Some kind of formal testing should be conducted at the beginning of the year to place students in a class with students of the same level.

If this was to happen, I believe we would see a marked improvement in the speaking ability of students across the boards, in all level of proficiency and understanding. Until that happens we will continue to produce students with poor English speaking and understanding ability.

Moving on, the remainder of the lesson played out straightforwardly with task 1 being completed sans problem. Students identified which sentences were fact and which were fiction. For some students way to easy and for some there was no comprehension at all of what was expected. In the next lesson the students will be required to speak more about the Pyramids and their beliefs about.

LESSION 5

Truong Thang Long, Hai Phong
Review – Class 11B2 (Mr. Tra's class)

Wednesday, March 21ˢᵗ 2012

Book 11, Unit 16, Speaking, pg. 181/182

Aim: To let students speak about the great Pyramids in Egypt. Firstly about the facts and opinions concerning the Pyramids found in task 1 and then letting the students use their imaginations to talk about some unknown elements of the Pyramids' construction.

Review: This lesson played out really nicely and I was really happy. For once in a blue moon the students actually participated in class. Miracles do happen!!!!! We started off by reviewing the last lesson and from there students took turns speaking about the facts/opinions found in Task 1. One student would stand up and talk about a fact/opinion. Following that, the same student was able to choose another student to stand up and talk about another fact/opinion. I really like this method of letting the students: pick another student, ask that student to stand up and then asking them to talk about/discuss another fact/opinion. I feel this approach adds fluidity to the exercise where the teacher says very little(and in effect is old observing and really participating) and it's up to the students to talk to each other without the help of the teacher. Furthermore, the students enjoy picking their friends/girlfriends or their 'enemies' and it brings more excitement to the lesson.

Following this, we proceeded to Task 3. I wrote the word Su Tuong Tuong and asked the students what the meaning was in English. Some knew that in was indeed the word 'imagination'. With that in mind I asked the students to use their imagination to answer the questions in task 3, questions concerning the origins and construction of the Pyramids. After the explanation I gave students some time to work in groups to discuss possible answer and to share their thoughts on the questions at hand. For this exercise it wasn't so much about what they said as how they said It (did they use their imaginations, etc.). Mr. Tra got involved in the class as he took the one side of the class and I; the other. We then proceeded to ask some groups to stand up and share their answers, using their imaginations, to the class. I felt the students answered the question well and had some impressive and funny answers about the Pyramids.

Furthermore, because Mr. Tra and I split the class between ourselves we were able to listen to double the amount of students, thus allowing more students to talk and to hear English. Very good I think. This is definitely something they should be implemented in future classes and I appreciate Mr. Tra's initiative in aiding me.

All in all I thought that was a very good class and I was very impressed but the imaginations of the students. There is still a lot of room for improvement with the class but as they say: *all good things come with time.*

APPENDICES

APPENDIX 2: OBSERVATION SCHEME

Topic: **Lesson number:**   **Date:**

General evaluation of the class as perceived by researcher:

………..

Teaching behaviours of the teachers	Y/N	
Teachers' emphasis on CLT approach		
1. Be aware of the differences between L2 and foreign language learning contexts		
2. Give students practice with both fluency and accuracy		
3. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk		
4. Plan speaking tasks that involve negotiate for meaning		
5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking		
Teaching behaviours		
6. Focus on: Fluency, Meaning, Language in use, Oral skills, Colloquial registers		
7. Supply more cultural information		
8. Resort to no/less translation		
9. Use a variety of materials		
10. Teach items in context		

APPENDIX 2: OBSERVATION NOTE

Extract 1

- NEST walked in the class, none of the students would bother to ask him anything, everyone remained silence for about 90 seconds

- NEST asked students about the date, it was March 7th – only one day before the International women's Day. NEST warmed the class up by an informal talk about the students' plan for the day.

- When one of the students represented the class to answer NEST's question, he informed his teacher about the cooking camp which would be held in the school yard the next day and teacher could come and join them from 2-4pm.

- NEST showed interests in the event and asked what he could eat: Vietnamese food, KFC, Lotteria food or dog meat?

- The students were excited to tell him about the event

- The class busted out into laugh when the VTE joined in the conversation and concluded that: "But you'll have to pay"

- NEST replied with some Vietnamese that he knew as he could just blink his eyes, said "Chào em xinh gái!", smiled and walked away without having to pay simply because of his good looking.

- Once the class's atmosphere got more excitement, NEST introduced what they were going to do for the next 45 minutes while reviewing what they learnt in the previous lesson.

Extract 2

NEST: why do you always look sad?

M: I have some problems of my own; maybe my mind has a lot of sad and negative things. I can't smile without reviewing back on those things and it prevented me from being happy. I don't know, don't ask me!

NEST: You should be happy

M: I rarely can!

NEST: I'm sure you know this word —Grateful‖ (write down on the board), maybe my favorite English word. I think we are all very lucky to have two arms, two legs, two ears, two eyes, a nose and a mind that can think. You are not crazy or unhealthy and we all should be grateful as we are luckier than other people in the world who have no arms, no legs. And Be happy!

M: (think for himself) I'll try, thank you!

Extract 3

• NEST explained the requirements of the task to the students which are ask and answer question using their imagination, he modeled some questions and give possible answers with new words to equip for the students

NEST: In this task, you must use your imagination - "Su tuong tuong" to ask and answer with your group about this list of question about Wonders of the World:

1. Who built the Great Pyramid of Giza?
2. How long did it take to build it?
3. Where did the builders find the stones?
4. How did they transport them?
5. How could they build the Pyramid so high?

Please turn around and discuss in groups. Mr. T! How do you tell the students to turn around and discuss in groups?

VTE: Do you want them to be in groups? Ok. (speak to his students in Vietnamese and tell them to do exactly what the NEST said)

- NEST went around the class and check if students found their groups or not, while he was speaking to one of the best students in the class, the VTE stood up and walked around the class. He answered some queries from the students about how to do the task.

- NEST and VTE did not speak to each other even when NEST came back to the board area and VTE came back to his seat. They let the students discuss among themselves for 5-7 minutes

- Suddenly, VTE walked towards NEST and NEST asked him some questions about his private life. Afterwards, VTE proposed that each teacher will take one side and check the outcome of the discussions, NEST agreed with his idea.

- The rest time each teacher was busy listening to his students' idea.

APPENDICES

APPENDIX 3: INTERVIEW TRANSCRIPT

Interview with Students

Q: What do you think about being taught speaking skill purely by a VTE?

S1 (student of good level): It's ok, a bit boring if I don't have the chance to speak with a native person anymore

S2 (student of average level): I will have more time to study grammar and vocabulary for the university entrance exam

S3 (student of weak level): It is not different from now

Q: What do you think about being taught speaking skill purely by a NEST?

S1: I like it! I had that opportunity last semester but there were only 2 or 3 students who can speak out

S2: then I'll have to ask for my friend's translation when I'm asked to speak

S3: I won't be able to talk! I can hardly understand what he said

Q: Do you know that having two teachers that will help students out to do the tasks is called "collaborative teaching"?

S1: As far as I understand, collaboration happens when the two sides are closely related or complemented for each other. I don't see any collaboration here, they are just doing their own job!

S2: I saw them talking to each other sometimes, maybe they were collaborating

S3: What is collaboration?

Q: What do you think the appearance of the two teachers can help you improve your speaking ability?

S1: To be able to speak, I must be able to understand. Although I hardly had difficulties in apprehending the requests, the appearance of a VTE can be helpful if I want to ask for

more information. And speaking to NEST gives me confidence that my English is good enough

S2: Every time I had trouble understanding NEST, I turned to the VTE and he was willing to help. NEST is funny, he makes all of us relaxed after stressful lessons

S3: I won't pay attention if there is no VTE. Sometimes I have to ask why people laugh but when NEST uses his body language to dance or sing, it was so funny!

Note: students were interviewed in Vietnamese.

Interview with VTE after each observation
Lesson 1

- What did you prepare for the lesson? In terms of equipping yourself knowledge on the themes, contacting the NEST to discuss how to cooperate in-class?

- *I equipped myself with background knowledge of the topic this week. It's about space conquest so it's a strange topic for the students, maybe to my co-teacher too. The first lesson is for input; it's so important that I'm well-prepared. Moreover, students need to be equipped with vocabulary and grammar structures from reading section in order to produce long sentences while speaking so I taught them about that in the previous session.*

- While the speaking lesson was happening, what did you do to contribute to the lesson?

- *Usually I sit at the back and let D does his job because he's in charge.*

- Do you satisfy with the lesson? If yes, please state what is the best outcome of the lesson. If no, please identify the problems with the lesson.

- *It was ok since this is the first speaking lesson, D did his job well in scaffolding the students to prepare for the practice session next time.*

- What parts of the lesson that you think you could have done more in attempt to better scaffold your students and assist your co-teacher?

- *"it depends on the ability of the students that the assistant Vietnamese teacher will decide when to interfere. For students of lower level, VTE has to support right after confusion happens but for students of this specific class, many of them are good at English, they can understand what the NEST said, they just don't bother to do so I chose to not be involved in encouraging them to become dependent students."*

Lesson 2

- What did you prepare for the lesson?

- *Since this is the second speaking class of the week, I don't prepare much because I did all the preparation before the first lesson already. I only need to provide students with more vocabulary and give them exercises to remember the vocabulary and structures.*

- While the speaking lesson was happening, what did you do to contribute to the lesson?

- *I sit at the back of the class in case students got confused and turned round for my translation.*

- But do you think it would be better if you stand up and run the class with the NEST for more scaffolding?

- *Sometimes I do, sometimes I don't.*

- Can you be more specific? When do you think is the best time to interfere and help the NEST out?

- *The requirements of each lesson were approved by both teachers from the beginning of each lesson. Since the VTE understands well the level of his students, he would give the students' demand to NEST so that he knew what he should prepare before class. With the procedure of VTE taught reading section first, he will have the chance to instruct all the important structure stems that are helpful for students when they speak or discuss. When it comes to the real speaking session, VTE should sit at the back while NEST stands and monitor up front; they should exchange eyes frequently so that they can help each other without having to ask. The appearance of VTE in class itself is a way to*

maintain discipline so that students will keep silent and stay focused. The VTE should stand up and move around to help when practice time comes.

- Do you satisfy with the lesson? If yes, please state what is the best outcome of the lesson. If no, please identify the problems with the lesson.

- *The first activity was done quite well but the second one is not good. Giving a timeline for students to produce sentences based on so little information is challenging. You can see that only some of the students can understand the requirement of the activity but they didn't feel interested in it even though the NEST explained a few times.*

- You can realize the situation is getting worse but why didn't you step in?

- *I know he was having a difficult time with the students but I did not interfere since I want him to try every way he could to deal with the situation. It is also my intention to push the listening skill of the students as they are more major in English than other regular classes, they must be able to understand the NEST without translation to their mother tongue.*

- What parts of the lesson that you think you could have done more in attempt to better scaffold your students and assist your co-teacher?

- *I planned not to step in at the first place, but maybe I should when confusion took place.*

Lesson 3

- What did you prepare for the lesson?

- *Because this is a pronunciation lesson, the NEST can do this excellently so I didn't prepare anything*

- In your opinion, how important it is to learn pronunciation?

- *It is crucial that people must pronounce the words correctly in order for others to understand what you are saying. That's the main reason why the school includes the NEST in our teaching program. No matter how good your grammar is, if you can't pass on your message to others, you are failed as a language learner.*

- While the speaking lesson was happening, what did you do to contribute to the lesson?

- *I sit at the back and observe the class. You know, if I'm there, the discipline will be maintained; at least the students won't chit chat in class and not pay attention to the lesson.*

- Do you satisfy with the lesson? If yes, please state what is the best outcome of the lesson. If no, please identify the problems with the lesson.

- *It was fine, the students got enough practice and had fun playing with their tongues struggling to pronounce the correct way*

Lesson 3

- What did you prepare for the lesson?

- *Because this is a pronunciation lesson, the NEST can do this excellently so I didn't prepare anything*

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- *It is crucial that people must pronounce the words correctly in order for others to understand what you are saying. That's the main reason why the school includes the NEST in our teaching program. No matter how good your grammar is, if you can't pass on your message to others, you are failed as a language learner.*

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- *I sit at the back and observe the class. You know, if I'm there, the discipline will be maintained; at least the students won't chit chat in class and not pay attention to the lesson.*

- Do you satisfy with the lesson? If yes, please state what is the best outcome of the lesson. If no, please identify the problems with the lesson.

- *It was fine, the students got enough practice and had fun playing with their tongues struggling to pronounce the correct way*

Lesson 4

- What did you prepare for the lesson?

- *The topic is about wonders of the world so I aid the NEST by requiring the students to gain information about this topic before going to class. If I hadn't done it, they wouldn't have known that much to answer the questions of the NEST*

- While the speaking lesson was happening, what did you do to contribute to the lesson?

- *Since the first speaking lesson is about obtaining information, the students should be taught by the NEST only to have more chances of acquiring lexis. I didn't interfere much due to this reason*

- Do you satisfy with the lesson? If yes, please state what is the best outcome of the lesson. If no, please identify the problems with the lesson.

- *It was good but time for practice is a little short but they will have the whole next session to speak*

Lesson 5

- What did you prepare for the lesson?

- *I came to class early, just in case D wants to ask for my help with allocating work for students*

- While the speaking lesson was happening, what did you do to contribute to the lesson?

- *I stood up and was in charge of supervising half the class in task 2.*

- Do you satisfy with the lesson? If yes, please state what is the best outcome of the lesson. If no, please identify the problems with the lesson.

- *This is how a speaking lesson should be! It was really good! The students were deeply engaged in the activities, even though the time was out, they wanted to keep on talking. I was in charge of one row of students and they had great imaginations, only some at the back failed to do as requested because they didn't pay attention so I had to explain again in Vietnamese*

- What parts of the lesson that you think you could have done more in attempt to better scaffold your students and assist your co-teacher?

- *I think this is the sufficient aiding time. I didn't regret anything and it was a successful class!*

Wrap-up Interview with VTE

- On the whole, what is your evaluation of this collaboration?

- *It's useful and a great idea which brings so much profit for the students and both teachers*

- How do the students benefit from it?

- *They have 90 minutes of authentic communication. Because of the heavy grammar workload required, the VTE can't have time to teach out of the book but now we have the NEST to take care of that part. Moreover, the students' listening and speaking skills are improved considerably. These 11th graders are so much better at listening and speaking than the previous student generations*

- And the teachers?

- *The NEST can know about students' ability through the VTE and also both of us can help each other with knowledge, how can one person knows everything in the world? He teaches the skills and I teach the complex grammar, structures for exams that require more Vietnamese explanation.*

- What about teaching methodologies?

- *I don't think we can gain much from each other about this due to the fact that I'm content-based but he's skill-based. The most important thing is the NEST can give the students excitement to learn English and provide the environment to practice the skills, his teaching style is natural but mine is theoretical and tiring at times*

- The VTE must show up in NEST's lesson but NEST doesn't, is it fair?

- *I think it's unnecessary; as I said before, we teach two distinct aspects of the knowledge, I should be in his class because the students are not good enough to understand all what NEST said but in my periods, it's their mother tongue, they got it all.*

- Do you think this practice should go on?

- *Of course, it should go on and expand so that more students can have the good chance like my students.*

- Thank you!

Wrap-up Interview with VTE

- How long have you been teaching this class?

- *More than eight months, I taught them last semester, had some breaks and holidays then kept on till now*

- What do you think of your co-teacher?

- *He is a knowledgeable man and a good teacher I think. He is much older than me so he has more experiences in teaching than me.*

- Was he a great help in the class?

- *Yes, sometimes I struggled explaining something to the students and I felt so stupid for complicating the words, he helped me out and I was so impressed: How can he simplify things so well?*

- Did he assist you with knowledge as well?

- *He did provide me much knowledge about the Vietnamese history, people and custom. On Monday morning, the students and teachers of the school have to attend a ceremony when they sing along to the national anthem. I didn't know who the composer of that song was till Mr. T explained to me, told me how the song was created and the meaning of it. That night, I came back home and googled an English version of that song. It was really thrilling but I only learned it six months after I came to Vietnam thanks to him*

- How do you feel of having his presence in class?

- *I like him in class because if something really bad happens or if I needs information about history, he would be a great lifebuoy.*

- After all these time of teaching these students, do you think their English are improved thanks to you?

- *Hell no! I'm useless. They can't learn anything. Why is there such a ridiculous arrangement of students? I can name some students are really excellent but the rest is so poor! They can't even copy the structure without looking at the book, all they do is reading from the book!*

- But did they understand what you told them?

- *Sometimes yes, sometimes no but my point here is I can't teach a class with so many mixed abilities, it's a waste of time for everyone. The good will not learn anything and the weak can't either. And teaching this textbook is a joke! It sh*ts! How can they design the tasks with so many level of difficulty? Many of them are useless and boring. I have to think of warm-up activities so that they won't get bored so soon. And those little things make the lesson more appealing to the students so that they can feel more interested in joining it.*

- If then you can ask for help from the VTE?

- *You can see, I occasionally got help from Mr. T, we never discussed anything about teaching, I do my job, he does his, maybe we should have discussed more but it's very hard to arrange the time. If he wants me to do anything, I'll do as he says. It's his class, not mine, he knows the best*

- Overall, do you think this collaboration should go on?

- *I don't know, I don't think it has significant help for me but I like him in my class.*

- Thank you!