



TESOL Conference



**IMPLEMENTING ENGLISH AS A MEDIUM OF INSTRUCTION IN EFL
PRIMARY SCHOOL CLASSROOMS IN VIETNAM: VIEWS FROM
TRAINERS OF ENGLISH-FOR-TEACHING MODULE**

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Background



English: dominant and international language
(Coleman 2011; Crystal 2012; Nunan 2003)



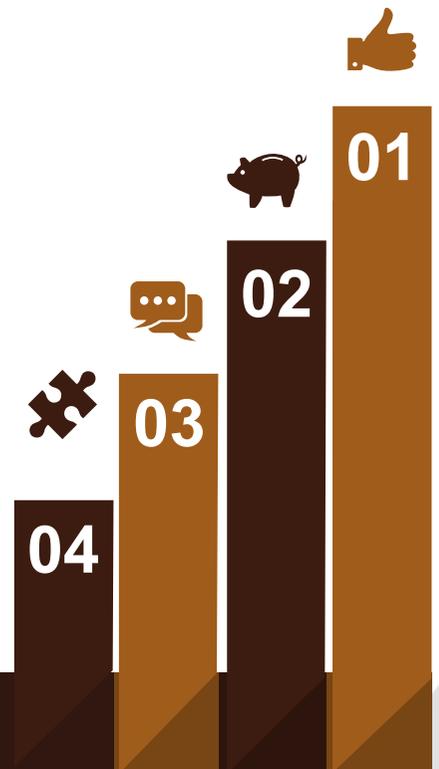
English language: a compulsory subject in most non-native English speaking countries and schools
(Dearden 2014)



Increasing number of students learning English at young age
(Kirkpatrick 2011; Nguyen 2011)



Introduction of *Vietnam's National Foreign Languages 2020 (NFL2020) Project* in 2008



Aim & Methodology

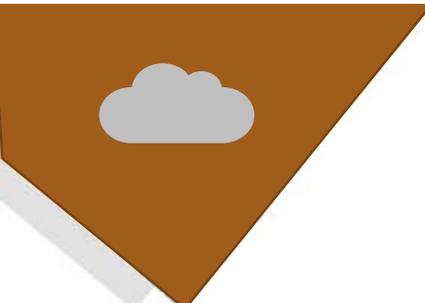


To explore views from trainers of English-for-Teaching (EfT) module towards English language primary school teachers' implementation of EMI in their classrooms

Qualitative research was used
(6 face-to-face semi-structured interviews)

NViVo was utilised for data analysis





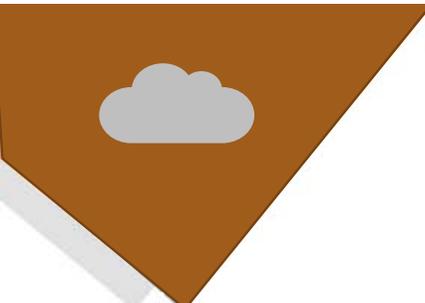
Findings

1. Trainers' perceptions of English language primary school teachers' implementation of EMI in their EFL classrooms

All of the trainers supported English language primary school teachers' implementation of EMI in their EFL classrooms.

The implementation of EMI advanced the primary school students' English skills a great deal.





Findings (cont'd)

2. Factors which limit English language primary school teachers' implementation of EMI

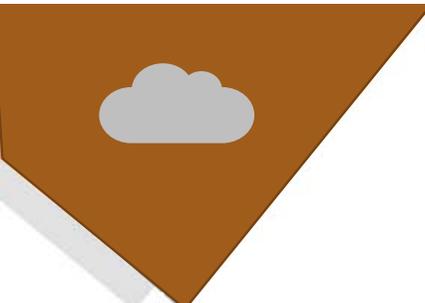
a) Teachers' limited English language proficiency level

Trainer 5 commented 'Teachers' limitations in English communication make them unwilling to implement EMI in classrooms.'

b) Teachers' long-lasting habit

Trainer 6 commented 'It is difficult to correct that bad habit because I think it takes time and energy and they also need to think of what they have to do, which may cause them headache.'





Findings (cont'd)

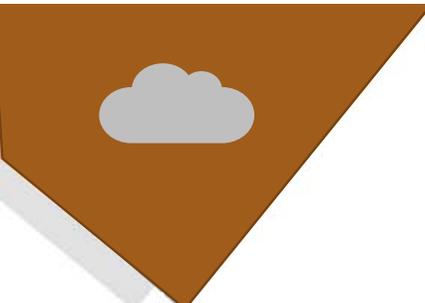
c) Influence of related parties

d) Other factors (large class size, shortage of teacher PD and heavy English curriculum, etc.)

Trainer 3 commented 'They [Teachers] are only afraid that they are going to run out of time, so they cover all the content in a hurry. Besides, primary school students do not have many English periods. They only have a few per week. They do not have much time in one period.'

Trainer 4 responded 'in one period, teachers have to cover several required parts of the materials; therefore, they are afraid that they do not have enough time. It explains why they are not willing to implement EMI.'





Findings (cont'd)

3. Recommendations to improve the implementation of EMI in primary schools

a) To promulgate clear-cut policies

Trainer 1 commented 'Authorities and leaders must take actions rather than just encourage teachers to implement EMI. Teachers can have sharing sessions with colleagues within their provinces. It is not necessary to have those kinds of sessions outside their provinces. Once experience is shared, they will learn more from one another.'

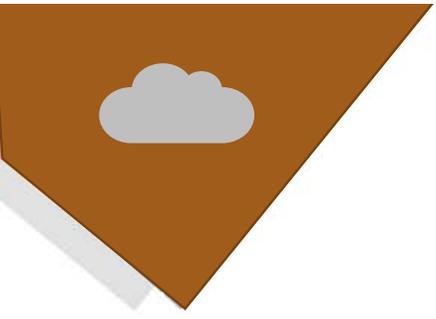
b) To change teachers' awareness

c) To conduct regular teacher PD training

d) To upgrade teaching facility

e) To address the need for small class sizes





Conclusions

All the trainers supported English language primary school teachers' implementation of EMI. Although factors like class size, teachers' workload, their in-class time, region, etc. might affect the amount of EMI adopted, the implementation of EMI was feasible provided teachers were unwavering in manipulating it in their EFL classrooms. It was stated that teachers felt the need of continued support from DOETs, MOET and other related parties.



Reference

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*Thank
you*

