

**The Teaching of Communication Strategies
to Non-English Major Students in Vietnam**

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DECLARATION

I hereby declare that this thesis is my own work, and that, to the best of my knowledge, it does not contain any unattributed materials previously published or written by any other person. I also declare that the work in this thesis has not been previously submitted to any other institutions for, or as part of, a degree.

This study was granted approval by Macquarie University Ethics Review Committee (Human Research) (reference: 5201600480) and conducted in accordance with the guidelines stipulated.

A handwritten signature in black ink, appearing to read 'Thi Thu Nguyen', with a long horizontal stroke extending to the right.

Thi Thu Nguyen

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ABSTRACT

This thesis reports on an investigation into the teaching of communication strategies (CSs) to non-English major students in Vietnam, with special attention to teachers' perspectives, and university curricula and teaching materials used at this level. A mixed-method approach was used. A survey was used to collect data from Vietnamese teachers of English to non-English major students, on the extent to which they were aware of the nature of CSs, and their views on the integration of CSs into the teaching of English to their students. This was combined with an analysis of the English teaching curricula used in all the universities surveyed, and a close analysis of the teaching texts used in one of these universities, in order to further clarify teachers' views on CSs and to see whether the content of the curricula and teaching texts at this level encourages the teaching of CSs.

The findings show that, although the vast majority of the respondents supported integrating CSs into their teaching of spoken English to non-major students, many of them had an incomplete grasp of what CSs actually are, and few had been trained in how to teach them. Importantly, the teaching curricula of the universities surveyed did not cover CSs, nor did the teachers use supplementary teaching materials to teach them. Analysis of the teaching texts used by the majority of the respondents also indicated that these texts do not explicitly introduce the topic of CSs *per se*, although they do illustrate some CSs in several dialogues. In this way, they do illustrate how they work to some extent and provide some relevant vocabulary and practice. They therefore provide a source from which the teachers can draw in order to teach CSs. However, the teachers were not fully aware of exactly how CSs are treated in the texts, and thus did not fully exploit their potential in their teaching of spoken English to their students. The respondents did, however, offer some suggestions for how CS instruction could be incorporated into the teaching of English. On the basis of these analyses, specific recommendations for the development of appropriate CS practice materials and activities to teach spoken English to Vietnamese non-majors of English are proposed.

Key words: communication strategies, Vietnam, non-majors of English, teachers, teaching curricula, teaching materials

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

MoET: Ministry of Education and Training

CS: Communication Strategy

CSs: Communication Strategies

ESL: English as a Second Language

NFLP 2020: National Foreign Language Project 2020

KET: Key English Test

CEFR: Common European Framework of Reference for Languages

L1: Native language

L2: Target language

Chapter 1: Introduction

1.1 Rationale

Second or foreign language speakers sometimes struggle to find the right way to express themselves or to understand what someone is saying to them, and they can therefore find it useful to use various communication strategies (CSs) to help them overcome their oral communication difficulties. These strategies help to compensate for the gap between what speakers want to communicate and their available linguistic input. CSs have therefore been proposed as a useful way of helping them to develop their communicative competence. With a history of almost four decades, research on CSs has made a significant contribution to our understanding of how learners use and learn a language. Studies have explored the nature of CSs, how they may be classified, what factors may affect their use, whether they are teachable, and how they may be taught. Among these issues, the teaching and teachability of CSs, that is, whether and how they can be taught, had been controversial for many years. However, recent empirical research on the teaching of CSs has provided encouraging results on the impact of teaching CSs on language learners' motivation to speak and on oral communication skills (Dörnyei, 1995; Rossiter, 2003; Nakatani, 2005; Lam, 2006; Maleki, 2007; Majd, 2014; Hmaid, 2014; and Konchiab, 2015). Maid (2014), for example, found that teaching CSs helps learners to improve their communication skills, and that this can reduce their anxiety and increase their motivation. A study by Hmaid (2014) suggests that language learners themselves find the teaching of CSs useful for improving their communication in English. Such studies offer support for the integration of CSs into the teaching of English to help students to use them adequately, appropriately, and effectively (Konchiabe, 2015).

Nevertheless, factors, such as the specific needs of particular students, the nature of the teaching context, the resources available, and the knowledge and expertise of the teachers vary, and effective teaching materials are not always available (Faucette, 2001). Moreover, EFL (English as a Foreign Language) teachers do not always have a complete grasp of the significance of CS instruction for their students or model how they are used to their students (Rodriguez and Roux, 2012). Meanwhile, pedagogical studies on the possibility and impact of CS teaching, especially teachers' perspectives, and how they are treated in teaching curricula and teaching materials in different contexts, are sorely lacking.

Given the increasing status of English as the international language, English teaching and learning in Vietnam has been singled out as vital for the academic and economic development of the country. However, it is widely accepted that the oral communicative competence of Vietnamese students, especially non-major students, is far from where it should be at the completion of their university education. Thus, the need to have qualified people who can communicate effectively in English has becoming pressing for Vietnam (Hoang, 2015) and the ability and effectiveness of communication in the target language of university students remains a crucial concern for Vietnamese policy makers, educators, and teachers. Several education reforms by the government in general, and the Ministry of Education and Training (MoET) in particular, have been designed to improve the effectiveness of English teaching and learning in Vietnam over the last few decades. However, the limited communicative competence of university students, especially non-major students, is still widely considered a huge challenge. As these students will be the future engineers, doctors, businesspeople, scientists, etc., who will play an active role into the country's integration into the rest of the world, there is an urgent need to investigate the teaching of CSs for developing the oral communication skills among these non-major students.

Since CSs are so crucial to the development of communicative competence among foreign language learners, it is vital to understand more about what teachers currently know about them, and how to teach them, and how far they are incorporated into current English teaching curricula and materials at universities in Vietnam. However, to date, there has been very little research on CSs in in Vietnam, and none has tackled the important issue of whether and how CSs can be taught in the Vietnamese context. We lack an understanding of both teachers' perspectives and how CSs are covered in current teaching curricula and materials. The aim of the present study is to contribute to addressing this gap.

1.2 Purpose and significance of the study

The purpose of the research is to investigate the level of awareness of CSs among English teachers of non-major students in Vietnam, their views on the integration of CSs into the teaching of spoken English classes, and how far the teaching curricula and texts encourage the teaching of CSs to non-English major students at tertiary level in Vietnam, in order to inform the development of appropriate CS practice.

This study is significant at both practical and theoretical levels. Theoretically, it contributes to the knowledge base of strategy training research in the teaching of speaking skills. This knowledge base can then inform teacher training and the development of teaching curricula and materials. Thus, on a practical level, it will contribute to the improvement of the teaching of CSs and spoken skills. Insights from what teachers already know about CSs and their views on the integration of CSs into the teaching of spoken English to non-English majors will allow the development of recommendations on how CS training in EFL classrooms may best be implemented in order to improve Vietnamese foreign language learners' communicative competence.

1.3 Scope of the study and thesis outline

The study focuses on the teaching of CSs, in particular, on teachers' perspectives on CSs, the teaching of CSs, and the treatment of CSs for English in the teaching curricula and teaching materials to non-majors of English at tertiary level in Vietnam.

Thus, the study focuses only on what Vietnamese teachers of English know about CSs, to what extent the content of the teaching curricula and texts encourage the teaching of CSs, and whether and/ or how they think CSs should be incorporated into their teaching. It cannot, therefore, make any overall evaluation on the teaching curricula or materials themselves, nor of the teaching of CSs in Vietnam.

In addition, due to its small-scale nature, this study can only focus on the teachers and teaching curricula of English programs for non-majors at pre-intermediate level (A2/B1) of 10 universities in Vietnam, and only the teaching materials from one particular university where the majority of the respondents taught.

The thesis consists of five chapters. The present chapter provides a rationale for the study, discusses its purposes, significance, and scope, and provides an outline of the study. Chapter 2 reviews previous research related to CSs and the context of the study. Chapter 3 provides details of the methodology including how the data were collected, presented, and analyzed. Chapter 4 reports and discusses the findings in order to address the research questions. These are further

discussed in the final chapter where conclusions and pedagogical implications for the teaching of spoken English are provided along with some recommendations for future research.

Chapter 2: Communication Strategies and Context

In this chapter, I will first briefly review studies on oral communication and communicative competence as background to the discussion of the role and importance of CSs in general and CS instruction in particular. The different definitions and classification of CSs which does not extend beyond EFL contexts will then be discussed and followed by a review of the arguments in relation to CS instruction and view in favour of teaching them. It will briefly introduce the academic context in which the study was conducted: the teaching and learning of English at tertiary level in Vietnam. Key issues identified in this section include the teaching of English in the Vietnamese education system, a description of English programs for university students, and the problems facing the teaching and learning of spoken English in Vietnam.

2.1 Oral communication

Oral communication is considered both a means for and a goal of language teaching, and therefore plays a very important role in the teaching and learning of English. It has been defined as “an act of communication through speaking commonly performed in ‘face-to-face’ interaction and occur as part of a dialogue or other form of verbal exchange” (Widdowson, 1978, p. 58), or as “people talking to each other” (Allwright, 1984, p. 156). As “an interactive process of constructing meaning that involves producing and receiving and processing information” (Florez, 1999, p. 1), oral communication can be particularly challenging for students. It entails not only the exchange of information but also the negotiation of information between the interlocutors who are involved in the course of the conversation. This process can be very challenging for learners who are struggling to communicate effectively, and yet, the ability to successfully communicate orally is an important goal in the teaching of oral language.

2.2 Communicative competence and CSs

Communicative competence is a major goal for most contemporary learners of another language. Challenging Chomsky’s (1965) focus on knowledge of language rules, Hymes (1971), argued that communicative competence needs to draw heavily on the social and functional

aspects of language, that is on “the knowledge the speaker-hearer has of what constitutes appropriate as well as language behaviour and also of what constitutes effective language behaviour in relation to a particular communicative goal” (Hymes, 1997, cited in Ellis, 1994, p. 13). Thus, communicative competence includes not only grammatical competence but also as the ability to use that competence in a variety of communicative situations (Hymes, 1972). Exploring communicative competence in second language learning, Canale and Swain (1980) and Canale (1983) conceptualized it as a synthesis of an underlying system of knowledge and the skills needed for communication. It, therefore, includes knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions, and knowledge of how to combine utterances and communicative functions with respect to discourse principles.

Canale and Swain’s (1980) publication was the first to propose a framework of communicative competence, therefore including grammatical competence, sociolinguistic competence, and strategic competence. This framework was then revised by Canale (1983), who added discourse competence to it.

Grammatical competence is the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.); *sociolinguistic competence* is the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation); *discourse competence* is the ability to combine language structures into different types of cohesive texts (e.g. political speech, poetry); *strategic competence* is the knowledge of verbal and non-verbal communication strategies that enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur. (Dörnyei and Thurrell, 1991, p. 7).

Canale and Swain (1980) conceptualized strategic competence as the mastery of CSs that may be called into action either to strengthen the effectiveness of communication or in compensation for a breakdown in communication. Thus, in a language learner, strategic competence involves both the ability to tackle communication problems and the ability to promote the effectiveness of communication. As strategic competence is the ability to use

CSs (Canale and Swain, 1980), commonly understood as the attempts made by speakers to compensate for the gap between what they want to communicate and their available linguistic input, CSs are important means by which communication can be maintained; and this can help with other aspects of communicative competence.

2.3 Perspectives on CSs

For the past four decades, research in the field of CSs has offered various definitions and classifications of CSs, investigating how their use varies, the relation to factors such as *target language proficiency level, task types, gender, and learners' first language*, and most recently whether CSs can or should be taught. Of primary concern here is the way in which CSs have been conceptualized from different perspectives and, arguments concerning whether and if so how CSs may be taught and learned.

The two main perspectives shaping the way CSs are conceptualized and classified are traditional and integrated perspectives (Dörnyei and Scott, 1997). While traditional approaches to early CS frameworks focused on problem solving, integrated approaches led to the development of CS frameworks concerned with both problem solving and communication enhancement.

2.3.1 Traditional perspectives

Traditional perspectives include Inter-individual or interactional perspectives proposed by Tarone (1977, 1980), and intra-individual or psychological perspectives proposed by Færch and Kasper (1980, 1983) and Bialystok (1983, 1990).

Interactional perspective

Tarone (1977, 1980), the most influential researcher taking an interactional perspective on CSs, proposed two definitions for CSs. The first focused only on the role of speakers and their conscious efforts to overcome problems caused by insufficient knowledge of language structure (Tarone, 1977). Subsequently, she saw them as “a mutual attempt of two interlocutors to agree on meaning in situations where requisite meaning structures do not seem to be shared” (Tarone, 1980, p. 420). As indicated in the second definition, “meaning structures include both linguistics and sociolinguistic rule structures, and CSs are seen as the tools both interlocutors use in a joint negotiation of such structures in attempts to reach a

communicative goal” (Bui, 2012, p. 29-30). Hence, the two definitions of CSs have different focuses, the first on the attempts of the speakers, and the second on those of the interlocutors.

In an effort to bridge the gap between the linguistic and non-linguistic knowledge of the speaker and the interlocutor, Tarone (1981) categorized CSs into the three main types. The first type, avoidance strategies, includes strategies used by speakers to avoid difficult topics and even abandon the message. The second includes alternative means of transferring meaning such as paraphrasing, and the third is borrowing strategies which include literal translation, language switch, appeal for assistance and mime. As can be seen, these strategies do not include interactional strategies such as asking for clarification or checking confirmation, and so are not in line with her second definition in which CSs are considered as a means for negotiating meaning between interlocutors.

Psychological perspective

Færch and Kasper (1980, 1983) and Bialystok (1983, 1990) are regarded as the earliest and the most influential researchers working within a more psychological perspective. From this perspective, CSs are considered to involve speech production of an individual (Færch and Kasper, 1983) or within cognitive organization and processing models (Bialystok, 1990).

From a psychological perspective, Færch and Kasper (1983) defined CSs as “potentially conscious plans for solving what an individual presents itself as a problem in reaching a particular communicative goal” (p. 63). Thus, CSs are seen as plans made by foreign language learners themselves in order to solve communication problems, rather than as a means to seek assistance from the interlocutor. They identified CSs as “problem-oriented” and “conscious”, and this led them to a twofold classification of CSs as either reduction strategies or achievement strategies (see Appendix 1).

The former strategy is used when speakers reduce aspects of the language system, such as phonology, and morphology in order to avoid making mistakes and/ -or produce non-fluent speech, or to downscale communication goals in order to avoid problematic messages. The latter strategies are chosen in order to expand a speaker’ communicative resources, and can either be compensatory or focused on retrieval strategies. Compensatory strategies are used to solve the problem of insufficient language input and consist of cooperative strategies, code

switching, and interlanguage-based strategies. Retrieval strategies are used to handle problems with retrieving the utterance of the target language. These consist of CSs such as waiting for the term to appear, appealing for formal similarity, retrieving via semantic fields, searching via other languages, retrieving from learning situations, and sensory procedures.

Unlike Færch and Kasper (1983) who focused solely on CSs that help solve linguistic insufficiency, Bialystok (1983) defined CSs as “all attempts to manipulate a limited linguistics system in order to promote communication” (p. 102), and proposed two taxonomies, in Bialystok (1983) and Bialystok (1990). The first of these, Bialystok (1983), was based on Tarone (1977), but differed from Tarone (1977) and Færch and Kasper (1983) in that it did not include reduction strategies and appeals for help. (see Appendix 1). CSs are classified according to the source of information from which they arise, such as L1, L2, or non-linguistic sources. First language strategies include language switch, foreignizing, and transliteration; while target language strategies involve semantic contiguity, description, and word coinage. Miming and gestures are examples of non-linguistic strategies.

In the later taxonomy, CSs were viewed as “part of the process of ordinary language use. They reflect the way in which the processing system extends and adapts itself to the demands of communication” (Bialystok, 1990, p. 131). This taxonomy included two categories, analysis-based strategies and control-based strategies. The former involves the use of the linguistic system as learners attempt to “examine and manipulate the intended concept” (p. 131), for example in circumlocution, paraphrasing, and word coinage. The latter refers to the use of symbolic reference systems as learners attempt to “examine and manipulate the chosen form or means of expression” (p. 132). These categories reflect Bialystok’s (1990) focus on CSs as largely compensatory in nature.

2.3.2 Integrated perspective

The integrated perspective seeks to overcome the limitations of a purely psycholinguistic view by including interactional perspectives. By combining different communication functions of CSs, more recent work views CSs as a means not only for solving communication problems but also for enhancing communication. Influential work from this extended perspective includes Dörnyei (1995), Dörnyei and Scott (1995), and Nakatani (2006), from which comprehensive taxonomies were developed.

Dörnyei (1995) developed his framework from previous taxonomies by Váradi (1980), Tarone (1977), Færch and Kasper (1983), Poulish (1993), and Bialystok (1990). He identified three categories of CSs: avoidance strategies, achievement strategies, and stalling-time gaining strategies (see Appendix 1). Avoidance strategies involve message abandonment and topic avoidance, while achievement strategies include strategies that help the speaker to achieve the communication goal. Fillers/ hesitation devices are considered a means of stalling or gaining time, enabling speakers to maintain the conversation when they are having communication problems.

CSs are conceptualized by Dörnyei and Scott (1995) as means for both solving communication problems and establishing mutual understanding. Drawing on prior work of Tarone (1977), Færch and Kasper (1983), Poulish (1987, 1993), Bialystok (1983, 1990), Paribakht (1985), Willems (1987), and Dörnyei (1995), they proposed a framework consisting of direct strategies, interactional strategies, and indirect strategies. These categories are then divided into four subcategories: such are *resource deficits*, *own-performance problems*, *other-performance problems*, and *processing time pressures* (see Appendix 1).

Direct strategies refer to attempts by speakers to get the messages across. Most are used to deal with resource deficits, and consist of improved message replacement, message reduction, circumlocution, approximation, the use of all-purpose words, word coinage, restructuring, literal translation, foreignizing, code switching, using similar-sounding words, mumbling, omission, retrieval, and mime. Others such as self-rephrasing and self-repair are used by speakers to handle performance problems or performance problems caused by the performance of others' (e.g. other-repair). Meanwhile, interactional strategies are concerned with cooperative efforts by interlocutors to establish mutual understanding. Many interactional CSs are used to solve problems caused by others. They include asking for repetition, asking for clarification, asking for confirmation, guessing, expressing non-understanding, and interpretive summary. Some, however, are used in the face of resource deficits and the speakers' own-performance problems. These include appeals for help, comprehension check, and own-accuracy check. Lastly, indirect strategies involve techniques for transferring meaning. These include the use of filters and repetition, and are mainly employed to deal with time pressure.

Dörnyei and Scott's (1995) taxonomy is a more comprehensive taxonomy in this perspective. Involving a range of strategies related to the management of various kinds of communication problems. While the category of direct strategies covers strategies that are manageable, and constitute a self-contained means of transferring meaning, interactional strategies address the cooperation between the speaker and the interlocutor in handling communication problems. Indirect strategies strengthen the transfer of meaning.

More recently, Nakatani (2006) developed his own Oral Communication Strategy Inventory (OCSI) as a result of research among EFL learners in Japan in which he examined how valid information about learners' perceptions of their strategy use in communication activities can be systematically gathered. He used an open-ended questionnaire to identify learners' perceptions of oral interaction strategies, a pilot factor analysis for selecting test items, and a final factor analysis to gain a stable self-reported instrument. The resulting OCSI includes *1 – strategies for coping with speaking problems*, and *2 – strategies for coping with listening problems*.

This taxonomy involves cognitive, metacognitive, social, and affective strategies, which involve strategies for dealing with both listening and speaking problems. Fluency-oriented strategies are used to cope with speaking problems when speakers decide to attempt to communicate or to leave the message unfinished. Negotiation for meaning strategies are used for dealing with listening problems and include techniques such as scanning, getting the gist, and word-oriented strategies.

Differences between scholars notwithstanding, according to Bialystock (1990), CS definitions share three common characteristics: (1) *problematicity* (that CSs are only utilized when communication problems occur); (2) *consciousness* (that learners are aware of the fact that a CS is being adopted for a particular purpose); and (3) *intentionality* (learners' control over a repertoire and deliberately apply this in order to achieve certain effects). Given these commonalities, CSs are here understood as *the ways the students attempt to deal with communication problems caused by their available linguistic sources in order to understand the interlocutor and get their message across*. Dörnyei and Scott's (1995) taxonomy is the most comprehensive and focusses on how CSs help speakers to solve their communication problems to reach mutual understanding. It was therefore selected for use in the present study. The 33 CSs they identify and their explanations are presented in Table 2.1 below.

Table 2.1: Dörnyei and Scott's classification of CSs (1995)

1. Direct strategies

Resource deficit-related strategies

- Message abandonment: leaving a message unfinished because of some language difficulty.
- Message reduction (topic avoidance): reducing the message by avoiding certain language structures or topics considered problematic languagewise or by leaving out some intended elements for a lack of linguistic resources.
- Message replacement: substituting the original message with a new one because of not feeling capable of executing it.
- Circumlocution (paraphrase): exemplifying, illustrating or describing the properties of the target object or action.
- Approximation: using a single alternative lexical tem, such as a superordinate or a related term, which shares semantic features with the target word or structure.
- Use of all-purpose words: extending a general, "empty" lexical item to contexts where specific words are lacking.
- Word coinage: creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word.
- Restructuring: abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating the intended message according to an alternative plan.
- Literal translation (transfer): translating literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2.
- Foreignizing: using a L1/L3 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/ or a morphology.

- Code switching (language switch): including L1/L3 words with L1/L3 pronunciation in L2 speech; this may involve stretches of discourse ranging from single words to whole chunks and even complete turns.
- Using similar-sounding words: compensating for a lexical item whose form the speaker is unsure of with a word (either existing or non-existing) which sounds more or less like the target item.
- Mumbling: swallowing or muttering inaudibly a word (or part of a word) whose correct form the speaker is uncertain about.
- Omission: leaving a gap when not knowing a word and carrying on as if it had been said.
- Retrieval: in an attempt to retrieve a lexical item saying a series of incomplete or wrong forms or structures before reaching the optimal form.
- Mime (non-linguistic/ paralinguistic strategies): describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration.

Own-performance problem-related strategies

- Self-rephrasing: repeating a term, but not quite sure as it is, but adding something or using paraphrase.
- Self-repair: making self-initiated corrections in one's own speech.

Other-performance problem-related strategies

- Other repair: correcting something in the interlocutor's speech.

2. Interactional strategies

Resource deficit-related strategies

- Appeal for help:
 - + Direct appeal for help: trying to the interlocutor for assistance by asking an explicit question concerning a gap in one's L2 knowledge.
 - + Indirect appeal for help: trying to elicit help from the interlocutor indirectly by expressing lack of a needed L2 item either verbally or nonverbally.

Own-performance problem-related strategies

- Comprehension check: asking questions to check that the interlocutor's message to the speaker has been understood correctly.
- Own-accuracy check: checking that what you said was correct by asking a concrete question or repeating a word with a question intonation.

Other-performance problem-related strategies

- Asking for repetition: requesting repetition when not hearing or understanding something properly.
- Asking for clarification: requesting explanation of an unfamiliar meaning structure.
- Asking for confirmation: requesting confirmation that one heard or understood something correctly.
- Guessing: guessing is similar to a confirmation request but the latter implies a greater degree of certainty regarding the key word, whereas guessing involves real indecision.
- Expressing nonunderstanding: expressing that one did not understand something properly either verbally or nonverbally.
- Interpretive summary: extended paraphrase of the interlocutor's message to check that the speaker has understood correctly.

3. Indirect strategies

Processing time pressure-related strategies

- Use of fillers: using gambits to fill pauses, to stall, and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty.
- Repetitions:
 - + self-repetition: repeating a word or a string of words immediately after what they said.
 - + other-repetition: repeating something the interlocutor said to gain time.

Own-performance problem-related strategies

- Verbal strategy markers: using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code.

Other-performance problem-related strategies

- Foreignizing understanding: making an attempt to carry on the conversation in spite of not understanding something by pretending to understand.

(Dörnyei and Scott, 1997, p 187-192)

2.4 Arguments on CS instruction

As noted above, while early studies attached importance to defining and classifying CSs into taxonomies, more recent empirical studies have turned their focus to whether CSs can be taught and, if so, how and how far.

2.4.1 Controversies

The teaching of CSs to foreign language learners and how this may best be done had been a controversial issue among researchers, especially during the late of the 20th century and the beginning of the 21th century. Yule and Tarone (1997) summarized ‘the Pros’ and ‘the Cons’ in terms of authors who had different arguments for and against CS instructions, respectively.

Two influential authors of ‘the Cons’, Bialystok (1990) and Kellerman (1991), do not favour CS instruction, as they considered CSs to be part of the implicit knowledge and ability that learners already have in their L1 so that most adult language learners already have a repertoire of CSs that they use in their L1 regardless of their level of L2 proficiency. According to Bialystok (1990), as CSs reflect the underlying processes, focusing on surface structure will not improve strategy use or communication ability, so that “what one must teach students of a language is not strategy, but language” (p. 147). Similarly, Kellerman (1991) argues that “there is no justification for providing training in compensatory strategies in the classroom” (p. 158). In addition, according to Canale and Swain (1980), CSs can be achieved by experiencing real communication activities, not through a learning environment. Swan (2001) expresses concern that, if CSs are taught, then learners might over use them and this might interfere with the development of their language.

Meanwhile, ‘the Pros’, such as Færch and Kasper (1983), Dörnyei and Thurrell (1991), and Faucette (2001) support the teaching of CSs, as they used an interlocutor and compared learners’ actual performance in their target language (L2) to that in their native language (L1), finding many differences between the two. According to Færch and Kasper (1983), the ability to use the language, not the language itself, is a main component of language learning and “by learning how to use CSs appropriately, learners will be able to bridge the gap between pedagogic and non-pedagogic communication situations” (p. 56). Similarly, Dörnyei and Thurrell (1991) argue that “strategic competence is a crucial component of communicative competence, largely determining the learner’s fluency and conversational skills” (p. 22).

According to Faucette (2001), ‘the Pros’ thought that CS instruction is desirable in order to develop strategic competence”.

Dörnyei (1995) argued that one of the reasons for such a controversy is that the evidence given by both ‘the Pros’ and ‘the Cons’ was indirect, rather than based on any empirical studies. However, empirical studies conducted more recently have provided direct evidence strongly suggesting that CS instruction in ESL and EFL teaching can be beneficial to foreign language learners by Dörnyei (1995), Nakatani (2005), Lam (2006), Maleki (2007), Majd (2014), Hmaid (2014), and Konchiab (2015). These studies will be further discussed in the following section.

2.4.2 Empirical research on the teaching of CSs

Empirical research into whether CSs should be taught in foreign language classes, has been conducted in different settings and focused on different CSs. The majority of such studies examine the effectiveness of CS instruction for improving communicative competence among learners, and how this improvement might relate to the awareness of CSs and attitude towards the teaching of CSs. Table 2.2 summarizes research on the teaching of CSs in international contexts.

Table 2.2 Previous research on the teaching of CCs in international context

Research	Aims	Participants	Data collection method	CSs taught
Dörnyei (1995)	-To discuss arguments for or against CS instruction -To implement and examine the effects of CS training	53 Hungarian EFL learners 1.One treatment group 2.One control group	Pre- and Post-test +Topic description +Cartoon description +Definition formulation	1. Topic avoidance and replacement 2. Circumlocution 3. Fillers and hesitation device

Rossiter (2003)	To examine the effects of 12-hour CS training on L2 performance and use of CSs	30 ESL adult students in Canada 1.Treatment group 2.Comparison group	1. Pre- and Post-tests - picture story narrative - real-world object description 2. A self-report	Paraphrases 1.Approximation 2.Superordination 3.Analogy 4.All-purpose words 5.Circulocation
Nakatani (2005)	To study the effect of 12-week CS training on: - speaking proficiency - speech rates and CS use - awareness of CS use	62 Japanese learners studying EFL course -Strategy training group -Control group	1. Pre- and Post-tests - role plays 2. Retrospective verbal protocol	1.Help seeking 2.Modified interaction 3.Modified output 4.Time-gaining 5.Maintainance 6.Self-solving strategies
Lam (2006)	To access the effectiveness of CS training on ESL learners': -task performance -use of taught CSs	40 EFL students in a secondary level in Hong Kong -Experimental group -Control group	1.Pre- and Post-tests -discussion tasks 2.Self-report Questionnaire 3.Stimulated recall interview 4. Observaton of CS use	1.Resourcing 2.Paraphrasing 3.Self-repetition 4.Fillers 5.Self-correction 6.Asking for clarification 7.Asking for repetition

				8. Asking for confirmation
Maleki (2007)	To examine the effects of a 4-month CS instruction on: - language learning - CS use	60 Iranian tertiary students in humanities, social, and basic science - CS training class - CS use	1. Cambridge ESOL speaking test 2. Achievement tests	1. Approximation 2. Circumlocution 3. Word coinage 4. Appeal for assistance 5. Foreignizing 6. Time-stalling devices
Majd (2014)	To prove that teaching CSs to EFL learners could: - enhance learners' communication skills - enhance motivation in learning English - lessen anxiety level during communication	40 Iranian EFL learners aged from 12 to 14	1. Cambridge Proficiency Test 2. Questionnaire	1. Circumlocution 2. Approximation 3. Word coinage 4. Appeal for help
Hmaid (2014)	To ascertain how strategy training affects	40 Libyan EFL university students	1. Pre/post speaking tasks	1. Reduction strategies

	some aspects of CS use and how the effective use of CSs reflects on the learners' learning process	majoring in English	2. Interview 3. Observation 4. Questionnaire	2. Achievement strategies 3. Modified-interaction strategies 4. Social-interaction strategies
Konchiab (2015)	To develop CS instruction for Thai students to enhance their English communication performance	24 Thai EFL learners majoring in tourism	1. Self-report questionnaire 2. Pre- and post-tests	1. Circumlocution 2. Approximation 3. Literal translation 4. Self-repair 5. Self-rephrasing 6. Lexicalized fillers 7. Direct appeal for help 8. Modified interaction strategies

The first empirical study on CS instruction, Dörnyei (1995), who investigated the effectiveness of the teaching of such CSs as topic avoidance and replacement, circumlocution, and filters and hesitation devices. He found that students' frequency in using filters and speech rates increased. However, there was a decline in the frequency of circumlocution use. This was hypothesised as possibly due to their limited linguistic knowledge, since this strategy is quite

linguistically demanding. Moreover, he argued that it is easier to teach other kinds of paraphrasing, and that there may be more appropriate to low-level language proficiency students. He, therefore, suggested that CSs needed to be taught, and proposed six training procedures for CSs in classrooms. These are: (1) raising learners' awareness of the communicative potential of CSs; (2) encouraging students to use CSs; (3) providing L2 modes of CS use; (4) highlighting cross-cultural differences in CS use; (5) explicit teaching of CSs; and (6) providing opportunities for practice in CS use (Dörnyei, 1995). Nearly two decades later, these are still the most influential guidelines for the teaching of CSs in EFL classrooms.

Rossiter (2003) examined the influence of CS instruction on students' use of CSs, their speaking performance and communication success, speech rate, and the reduction in how often they used message abundance. Students in the treatment group received instruction in CSs such as circumlocution, approximation, superordination, and analogy. She found that the students used the CSs that had been taught more often. This finding indicates that CS instruction can help to raise ESL and EFL learners' awareness of how CSs can be used in communication, and this can lead them to use them more frequently.

Studies by Nakatani (2005) and Maleki (2007) offered EFL university students intensive instruction in CSs, and provide evidence supporting the effectiveness of CS teaching for the improvement of communicative competence. Nakatani (2005) shows the effectiveness of a specially designed twelve-week teaching module on developing metacognitive strategies focusing on achievement strategies among 62 Japanese EFL students. CSs such as help-seeking, modified interaction, modified output, time-gaining, maintenance, and self-solving strategies were taught. The learners who had instructional input developed their oral communication skills, their speech production rates increased, as did their use of achievement CSs. Moreover, there was also an increase in their awareness of the significance of using these strategies. In a study by Maleki (2007) conducted among Iranian EFL students, textbooks were introduced and practised in order to use specific CSs including approximation, circumlocution, word coinage, appeal for help, foreignizing and time-stalling devices. The teaching of CSs, especially interactional strategies, was shown to be pedagogically effective, as it helped in raising students' awareness of CS use. He concluded that CSs were helpful to language learning and that teaching materials should include CSs.

Focusing on more CSs than previous research on CS instruction, Lam (2006) investigated the effectiveness of a 16-hour course on CSs among 20 ESL (English as a Second Language) students in a treatment class in a secondary school in Hong Kong. The results showed that the students who received CS instruction performed better in oral tasks than those in the control class. Although there was no significant improvement in CS use among students in both classes, the treatment students used the resourcing strategy which involves adopting linguistic form more often. This finding is in line with that reported by Dörnyei (1995), in that particular CSs may be particularly useful for second language learners with limited linguistic knowledge.

Majd (2014) conducted a study on CS instruction among Iranian EFL learners aged from 12 to 14 at intermediate level. After a 3-month course with CS instruction, post-test results and the post-questionnaire led him to conclude that “teaching CSs is an effective approach to improve learners’ communication skills which in turn can decrease learners’ anxiety and increase their motivation because they feel more secure and comfortable during communication” (p. 8).

Recent action research by Konchiab (2015) on the teaching of CSs to enhance communication skills was conducted among Thai students majoring in tourism. An action research approach was selected to examine students’ needs, and which CSs should be taught, and the study also explored the effects of CS instruction. The study highlighted the CSs that students of tourism majors found useful (circumlocution, approximation, literal translation, self-repair, self-rephrasing, lexicalised fillers, direct appeal for help, and modified interaction strategies) and also issues related to the practical teaching of CSs such as teaching many CSs in combination with language and he found that using several speaking tasks. Moreover, it was found, that, as students became more aware of CS use, they had positive attitudes toward English learning and communication. This study therefore offers further support for the explicit instruction of CSs to EFL learners.

Although the question of whether such CS training is beneficial remains somewhat controversial, empirical research has yielded encouraging results suggesting that the teaching of CSs can be beneficial, particularly to the development of oral communication skills.

2.5. Studies on CSs and the teaching of CSs in the Vietnamese context

There has been little research on CSs in the context of Vietnam. A case study carried out by Le (2006) was the first and so far the only study on CS instruction in Vietnam. The study examined CS instruction to eight university students in three settings: a strategy class, a speaking class, and a tour guide section. It also investigated the perceptions of students and teachers about the teaching of CSs. An oral test, a video, audio recordings, and an interview were used for data collection. The study found positive outcomes for strategy training, as students displayed an ability to use the CSs taught in all the settings. Moreover, the teachers and students support CS instruction. It was suggested that enhancing the use of CSs among language learners may help them improve their ability to use strategic competence and thus increase their fluency in language use (Le, 2006). Nevertheless, as this was a case study, the findings cannot be generalized to other settings.

A large-scale study of participants in English majors at different universities in the South of Vietnam, conducted by Bui (2012), show that the frequency and use of CSs was greatly influenced by students' gender, attitudes towards speaking English, high school background, exposure to oral communication in English, and types of English major concentration. However, the study focused on learners' characteristics and concentrated on English majors.

Nguyen and Nguyen (2016) investigated the use of CSs among 20 Vietnamese non-major students of English at an intermediate level of English proficiency. In this study, data were collected through recordings of students' performance in a group discussion task and informal interviews with students. Findings from the recordings show that not all the strategies were employed by the students, no students used CSs such as *foreignizing*, *approximation*, *circumlocution*, *other repetition*, or *expressing nonunderstanding* in their speaking task; the most frequently used CSs were the *use of filters* and *hesitation devices*, and these were followed by *self-repair*, *self-repetition*, and *code switching* respectively. It was concluded that students used such CSs unconsciously due to the occurrence of such strategies in their mother tongue. Data from informal interviews also brought some insight into students' perceptions of CSs. When asked whether they had any ideas about what CSs were or why they used certain types of CSs more often than others, most of the students said that they did not know anything about CSs, except for some filters which were sometimes mentioned by their

teacher in the lesson. Although limited in size and scope, this study gave insight into students' use of and awareness CSs, and suggested the necessity of teaching CSs.

2.6. Limitations of previous studies on CSs and the teaching of CSs

In summary, although research has been conducted in different contexts and has focused on different issues revolving around CSs, many of the previous studies have focused on the CSs used in educational settings rather than on communicative competence in authentic communication. Moreover, most are cross-sectional, and there have been only a very few longitudinal studies. This is unfortunate, since learners are likely to use different CSs at different levels of language proficiency and stages of learning. In addition, as the teaching of CSs remains a controversial issue, there is great need to conduct more empirical studies to examine the effect of CS teaching in different contexts. Moreover, studies have tended to leave out of account the teaching of CSs from teachers' perspectives, and how they are treated in teaching curricula and materials – essential components of language teaching and learning. However, such perspectives are crucial if we are to understand the impact of teaching CSs on the development of communicative competence among students.

It is therefore unclear what Vietnamese teachers of English know about CSs, how they view the teaching of CSs, and how far teaching curricula and materials currently used at universities in Vietnam offer scope for the development of CS competence among Vietnamese EFL learners. The present study aims to address this gap by contributing to the knowledge base of CS training research in the language teaching field – with a particular focus on teachers' perspectives, teaching curricula and materials, and will provide some practical ideas on how CS training can be improved.

2.7. An overview of English teaching in Vietnam

2.7.1 English and communicative competence in higher education in Vietnam

Given its increasing status as the major international language in Vietnam, English has been elevated to be the most important foreign language at all levels of education, particularly higher education (MoET, 2003, 2004, 2007) and has become a compulsory subject in high

school graduation and university entrance examinations. Communication in English is seen as crucial for Vietnam's international integration. There have, therefore, been several educational action reforms by MoET focusing on the teaching and learning of English, the most recent foreign language reform being the National Foreign Language Project 2020 (the NFLP 2020 for short).

Despite the importance of English, English language teaching in Vietnam has not been able to meet the demand for competent English speakers (Hoang, 2008a); and exactly how to improve the communicative competence of learners remains a critical for Vietnamese universities. This fact is widely accepted in Vietnam, where most students graduate without being able to communicate or use English effectively, even after years studying at tertiary level. According to Hoang's (2008b) study on factors influencing the quality of the teaching and learning in a non-English major program, 80 % of first year non-major students of English (N = 60) in their second semester showed poor results in all four language skills when tested using the Key English Test (KET) of Common European Framework of Reference for Languages (CEFR) (see Appendix 6), and 50 % could not communicate effectively even in a simple situation in English. In another study conducted by Do (2012) among students of five universities in the South of Vietnam, up to 90% of third year non-majors of students of English (N = 990) performed poorly in their Test of English for International Communication (TOEIC), with scores of 360-370, although the minimum scores required for employment candidates in Vietnam was 550.

Obstacles to the development of appropriate levels of communicative competence arise from various sources including the nature and quality of the English curriculum, teacher quality, a lack of environment for students, and a mismatch between what is taught in class and what is tested, and between the objectives and conduct of English instruction and the skills and levels of competence demanded by employers.

2.7.2 English programs for university students in Vietnam

At tertiary level in Vietnam, there are two principle types of English programs, depending on whether English has been treated as a discipline or just a compulsory subject: one for English majors, and the other for non-English majors. In English major programs, students usually study all four English language skills, the culture and literature of an English-speaking country,

and linguistics and interpreting/translation skills (To, 2010). English-major graduates may work as interpreters/translators or teachers of English. Meanwhile, non-English majors study English as a minor component in the curriculum as they study for a major in another discipline. These two types of programs differ on criteria such as pre-requisites and the level of English proficiency required before starting the programs, curriculum, class hours, class size, English language environment, assessment, and the requirements for university graduation (Ngo, 2015). As noted earlier, recent research has highlighted an alarming shortfall in the English communicative competence of graduate students majoring in other disciplines, to the extent that they are unable to meet labour market demands, a factor that seriously hampers Vietnam's integration into the world. Thus, the study therefore focuses on non-major students of English, who account for approximately 94% of Vietnamese education enrolments (Hoang, 2008b). Thus, the term 'students' in this study refer to undergraduate students in Vietnam who study English as a compulsory additional subject in the curriculum rather than as the major focus of their study.

2.7.3 Central guidelines governing the teaching curricula for non-English major students

In order to understand the teaching of English in Vietnam in general and the teaching of spoken English to non-majors at universities in particular, it is necessary to know how the English teaching curriculum is governed at tertiary level. This entails understanding of the NFLP 2020, which lay the foundation for the current design and implementation of the teaching programs to non-English major students.

The implementation of English teaching curriculum at tertiary level

Due to the recognition of English as key for integration into the world, English has been at the centre of major educational reforms and language policies for some time.

Three important decisions made for curriculum reform and foreign language education, particularly at the higher education level, in order to perform the law are: the NFLP 2020 (Vietnam Government, 2008); Regulation No 25 on Undergraduate Education (MoET, 2006); and Regulation No 43 on Undergraduate Education in a credit-based system, (MoET, 2007). The focus of Regulation No 25 and 43 is the transformation of the previous year-based system to a credit-based system, which offers learners greater flexibility and increased choices in the undergraduate curriculum. This move puts learners at the centre of instruction so that they

are required to be more active and creative in exploring new knowledge rather than receiving knowledge from teachers only Ngo (2015).

The most recent foreign language reform, the NFLP 2020, is the most influential action plan governing the current teaching and learning of English in Vietnam.

The project focuses on how to increase the English language proficiency of Vietnamese students at all public educational institutions nationwide (Vietnam Government, 2008). The aim was to “renovate thoroughly the tasks of teaching and learning foreign languages within the national educational system so that by the year 2020, the majority of Vietnamese vocational school, college and university graduates are competent in communicating, working, and studying an integrating, multi-cultural, and multi-language environment in one foreign language in order to serve the industrialization and modernization process of the country” (Vietnam Government, 2008). The project comprises three phases: 2008-2010, 2011-2015, and 2016-2020. Top priority in the first phase is given to the design and piloting of new language programs, and preparation for the mass implementation of the program at general school level. In the second phase, a ten-year language program for the general education level and intensive language training program for different training degrees was implemented; and in the third phase, the implementation of the ten-year national language program nationwide and of intensive language programs in all training centres, professional vocation training schools, colleges and universities has started. The 6 language proficiency levels of the CEFR have been adopted as standards for curriculum design and teaching methodology development. The aim is to develop learners’ communicative competence in English in order to reach these levels. The project addresses issues such as pedagogical change, the standardization of language proficiency and teaching methodology for English teachers, the application of up-to-date technology and materials in the curriculum, and how to attract international investment and sponsorship for English language teaching.

To implement the NFLP 2020, MoET issued a document, “Implementation plan of The National Foreign Languages 2020 Project at tertiary level during 2008-2020 period”, and a guiding document from the academic year of 2011-2012 requiring institutions to ensure that institutions are required to design English intensive curricula that are able to guarantee that the English proficiency of non-English majors reaches level 3 (B1) of the CEFR (MoET, 2012).

Currently, it is widely recognized that the implementation of the first two phases of the NFLP 2020 has met with some success in improving the English proficiency of Vietnamese learners and teachers of English, and the quality of the teaching and learning of English at all educational levels nationwide, especially in raising the awareness of the whole country of the significance of foreign languages in general and English in particular. However, the outcomes have fallen short of expectations. This is partly due to the fact that the goals of the NFLP 2020 are too ambitious and fail to adequately take into account the reality of the current situation of the teaching and learning of English at tertiary level in Vietnam. For example, with the current limited quality of English teachers from primary to tertiary levels, upgrading the standards for English teachers will be a time-consuming process requiring considerable effort. In addition, priorities have not been given to research projects on educational in linguistics areas, which may help determine the root causes of the limited communicative competence among Vietnamese learners of English and thus allow the development of targeted plans for long-term solutions to this challenge.

2.8 Summary

This chapter has briefly described and discussed studies related to CSs and CS instruction to EFL learners and the settings where the research project was conducted. The following chapter will present the methodology used in the study.

Chapter 3: Methodology

This chapter presents and discusses the research design of the study as well as the rationale for the methodologies selected. In the first section, the research questions and overall study design are presented. In the following sections, the rationale for choosing a mixed method approach for the study is discussed, and this is followed by a description of data collection, the procedure for participant recruitment, and data analysis.

3.1 Research questions and design

The purpose of the research is to investigate the teaching of CSs in spoken classes to non-major students of English at tertiary level in Vietnam with a focus on teachers' perspectives, teaching curricula, and teaching materials. To do this, the study addresses the three research questions:

1. How aware are Vietnamese teachers of non-English major students of CSs and how CSs can be taught?
2. How far does the content of the curricula and teaching texts at this level encourage the teaching of CSs?
3. What are the teachers' views on the integration of CSs into the teaching of English to students at this level?

A concurrent mixed method combining both qualitative and quantitative methods was selected as offering the most flexible approach to exploring these questions. The opinions and insights from Vietnamese teachers of English to non-majors were collected using an online survey eliciting both qualitative and quantitative data, and teaching curricula and teaching materials were analysed for content relating to CSs. Table 3.1 gives an overview of the study design.

Table 3.1: The research design

Research design	Mixed methods approach		
Data collection methods	Qualitative data collection		Quantitative data collection
	Content analysis	Questionnaire	Questionnaire
Data analysis methods	Thematic analysis	Descriptive statistics (Excel)	Descriptive statistics (Excel)

In order to address Research Question 1 and 3, an online survey was administered to teachers of spoken English at 10 universities in Vietnam in order to investigate their awareness of CSs and the teaching of these to their non-major students of English. Research Question 2 was addressed through a content analysis of the teaching curricula of all 10 universities and the teaching materials of one of the universities in order to assess how far the content of the curricula and teaching texts at this level encourages the teaching of CSs.

3.2 Discussion of methodological approach

A mixed-method approach was selected as appropriate to the kind of data required to address these research questions given practical considerations of time, resources and access (Denscombe, 2003; and Robson, 1993). The decision of which method to use must relate to research purpose (Cohen, Manion, and Morrison, 2007). Although quantitative and qualitative research methods differ ontologically (in the underlying conceptualism of reality) and epistemologically (in how knowledge of this reality can be produced), their role is not mutually exclusive. While qualitative researchers concentrate on an in-depth understanding of the meaning in particular, quantitative researchers follow a 'meaning in the general' strategy (Dörnyei, 2007). According to Rossman and Wilson (1985), some sort of an integration of the two research methodologies can be beneficial to provide convergence in findings, provide richness and detail, or offer new interpretations from the other method. Mixed methods research offers considerable scope and value (Doyle, Brady & Byrne, 2009) and is widely used in all strands of applied linguistics (Riazi and Candlin, 2014). In this study,

quantitative data were collected by using a questionnaire to probe awareness of CSs and how they might be taught among Vietnamese teachers of non-English major students in a manner that could produce findings that could be analysed quickly and easily using basic statistical software such as Excel or SPSS (Dörnyei, 2007). However, in order to address the objectives of the study it was also important to collect qualitative data to provide a deeper understanding of teachers' views of CSs and the treatment of CSs in this setting. Qualitative data allows for a greater exploration of a context and allows greater flexibility to discover new ideas and insight, or to formulate new theory (Croker, 2009). Open-ended questions, observations, and interviews, in particular semi-structured interviews, are core methods in qualitative research (Richard, 2009). Thus, both quantitative and qualitative methods are utilized in a mixed methods research in this study.

3.3 Data collection methods

As noted above, two types of data: 1) responses to an online questionnaire; 2) teaching curricula and materials were collected. This section outlines the reasons why these two types of data collection were used.

The questionnaire has been a useful tool and increasingly used to gather data for educational purposes (Cashion and Palmieri, 2002). Questionnaires are generally considered as the most practical and cost-effective way of reaching a large and wide-ranging sample (Cohen, Manion, and Morrison (2007), easy for the respondents to complete and easy for the researcher to tabulate (Lodico, Spaulding, and Voegtle, 2010). In addition, with structured and uniform questions in the questionnaires, data can be collected with less bias and interference from the researcher than by those collected than those collected using some other research instruments (Robson, 2002).

In the present study, an online questionnaire was administered to teachers of English to non-majors to find out what they know about CS, whether and how they were incorporated into everyday teaching, and into the supplementary materials they use. Online data collection was chosen because it is user-friendly, and interactive, which encourages higher response rates and frank responses from respondents. Moreover, qualitative and quantitative data can be quickly and automatically transferred into various software applications for analysis. Qualtrics

<https://mgedu.qualtrics.com>) was chosen as it is the website provided by the researcher's university for online surveys and has proven reliable and easy to use in similar research projects over a number of years.

The research data collected in the questionnaire comprised:

- (1) general background information;
- (2) information on their awareness of CSs and the teaching of CSs;
- (3) their views on the treatment of CSs in ESL textbooks, teacher books or any other supplementary materials used in teaching speaking skills;
- (4) their feedbacks on whether and how they incorporate CSs in their teaching.

The questionnaire therefore consisted of four sections. Part 1 comprised one question of open-ended type regarding respondents' background information such as gender, name of university, and years of teaching spoken English. Part 2 asked teachers to respond to 14 questions on a Likert scale about their awareness of CSs (Questions 1 & 2), awareness of CS teaching (Questions 3-8), experience in using CS, training and teaching (Questions 9 -11), and the methods they used to teach CSs (Questions 12 -14). In this part, Likert scale questions were chosen because they allowed teachers to rate their agreement or disagreement with items measuring their perceptions of or attitude towards CSs and the teaching of CSs in their spoken classes. Part 3 included three questions of both Yes/ No type and open-ended about respondents' opinion on the treatment of CSs in teaching materials, including textbooks, teachers' books and supplementary materials. Part 4 has one Yes/ No question and is then followed by an open-ended question designed to elicit from respondents whether and how CSs should be incorporated into their teaching. While Yes/ No questions were used to ask the participants whether or not CSs are treated in the teaching materials and whether they were in favour of CS instruction, open-ended questions designed to elicit their feedback on how CSs should be integrated in the teaching of spoken English classes. Thus, a mixture of Yes/ No questions, Likert rating scales questions and open-ended questions in the questionnaire was appropriate as it helped gain in-depth information about teachers' perspectives on the teaching of CSs.

As noted, this questionnaire was combined with an analysis of the English teaching curricula used in all the universities surveyed, and a close analysis of the teaching texts used in one of these universities, in order to see whether the content of the curricula and teaching texts at this level encourages the teaching of CSs. Firstly, English teaching curricula were examined to find out whether and how CSs are presented in them. Teaching materials, which include textbooks, teacher books, or any supplementary materials used by the teachers, were then analysed to investigate whether and how CSs are presented.

3.4 Participants

The population targeted in this study is Vietnamese university teachers of English who had been teaching English speaking skills to non-major students of English. In total, 52 English teachers from 10 universities in Vietnam participated in the study. Their participation in the study was completely voluntary. They came from 10 universities selected because they were offering general English programs to non-major students of English selected as representative of universities across the country. They included both public and non-public universities. The respondents ranged in age from 23 to 53 and all volunteered to respond to the survey.

3.5 Data collection procedures

Following the procedures approved by the Human Research Ethics Committee of Macquarie University, Australia (see Appendix 2), participants were recruited by approaching the Deans of Foreign Language Departments in the 10 selected universities in Vietnam. The Deans were contacted for approval to circulate a recruitment advertisement for the study and in order to gain access to the curriculum documents. An information sheet with information about the background, aims, and procedure was included. Upon the approval from the Deans, an advertisement (see Appendix 3) was sent to English teachers of the Departments via group email. Those who were interested in participating replied to indicate their willingness (see Participants' Information and Consent Form in Appendix 4) to be involved in the study. After that, the link for the online survey was then sent to them by email. Over a period of one and a half months, 52 English teachers responded.

The survey was administered in Vietnamese, and an English version was also sent via email so that respondents could have an appropriate understanding of the research in general and the survey questions in particular. A full version of the questionnaire in both languages can be found in Appendix 5.

While teachers were responding to the online survey, the Deans of Foreign Language Departments of the 10 selected universities were also asked to make their teaching curricula and teaching materials available to the study. With the documents provided by the Deans and the feedback on teaching materials, a content analysis of teaching curricula and teaching materials was then conducted to address Research Question 2.

3.6 Data analysis

The quantitative data from the questionnaire were entered in Excel. Raw figures were then calculated as percentages of the responses given by the teachers. Coding was used in order to organize classify data in to relevant and meaningful categories. A coding frame containing consistent and comprehensive coding formats established. All values of scale are coded, for example: male = A, female = B; strongly disagree = 1, disagree = 2, somewhat agree = 3, agree = 4, strongly disagree = 5. Second, names of the ten universities investigated and the teachers involved in the study were coded, for example: U1 for University 1; T1 for Teacher 1.

Coding was also used in analysing qualitative data. In this study, the qualitative data from the questionnaire were grouped into different categories in the questionnaire and different themes as they emerged.

Regarding content analysis, according to Faucette (2001), although there are many general guidelines available for the evaluation of language materials, these often involve elaborate systems of checklists for the practical purpose of selecting a particular textbook for a particular teaching context, and often either have an implied theoretical component throughout (e.g., Skierso, 1991), where 'theory' is one of many criteria to consider (e.g. Rea-Dickinson & Germaine, 1992). Since the present study is descriptive, in that the aim is to find out how CSs are treated in the documents analysed, it was considered more appropriate to focus simply on the presence or otherwise of the CSs themselves.

Following Faucette (2001), CSs were, firstly, considered to be present if the authors explicitly introduce the idea of CSs; secondly, they were considered CSs where lexical items found could be used to implement CSs (e.g., procedural vocabulary, expressions for appeals for assistance, etc.). Thus, for example, the question “*How do you say ... in English?*” can be considered a CS as the lexical items are used in the CS *appeal for help*. More details, definitions and examples of how they were identified in the data are given in Appendix 6.

To identify how CSs are treated in the teaching materials, they were evaluated for the presence of 33 CSs from Dörnyei and Scott’s (1995) taxonomy. This was selected as the evaluative yardstick because it is comprehensive and focused on how CSs help the speakers to solve their problems during oral communication tasks and how they accomplish mutual understanding.

The analysis is descriptive in that judgements are not made about the general pedagogical effectiveness of these materials. However, activities will be commented in terms of their treatment of CSs.

3.7 Summary

Chapter 3 has introduced and justified the research methods used in the study. Three research questions, the rationale for using a mixed method approach, data collection, and data analysis are presented and discussed. The next chapter will critically present and discuss the findings of the research.

Chapter 4: Findings and Discussions

In this chapter, the analysis of findings from the qualitative and quantitative data from the online survey, the university curricula and teaching texts from one university are discussed. In Section 4.1, Research Question 1 is addressed through discussion of the findings on how teachers view CSs and the teaching of CSs, and how they are treated in the teaching curricula and materials they use. Section 4.2 addresses Research Question 2 through a content analysis of the teaching curricula of the 10 universities and the teaching materials of one university with the highest number of participants (25%), to see how far the content of the curricula and teaching texts at this level encourages the teaching of CSs. Finally, Section 4.3 reports the participants' view on whether and/ or how CSs should be incorporated into the teaching of spoken English to non-English major students in order to address Research Question 3. Section 4.4 presents a brief summary and discussion of findings in relation to the three research questions.

4.1. What do Vietnamese teachers of non-English major students know about CSs and the teaching of CSs?

As outlined in Chapter 3, a link to the online survey was sent to potential participants by email. Over a period of one and a half months after that email, 52 English teachers voluntarily responded to the questionnaire. Quantitative responses are therefore calculated from a total of 52, except where responses were incomplete for an item number, where totals were calculated from 52 minus the number of unanswered questions.

Thirty-seven of the participants (71%) were female. This reflects the profile of language teachers in Vietnam, who are predominantly female. Respondents ranged in age from 23 to 53, and had between 1 and 24 years of experience in teaching English spoken skills to non-English majors. Their experience in teaching these skills is given in Table 4.1 below.

Table 4.1: Teachers' experience in teaching spoken English

Years of teaching speaking skills to non-majors	Number of teachers	Percentage
1 to 5 years	21	40%

6 to 10 years	13	25%
11 to 15 years	7	13%
16 to 20 years	5	10%
Over 20 years	3	6%

As can be seen, most, 40% (21), had 5 years or less experience of teaching spoken English to non-major students, 25% (13) had between 6 years to 10 years, and 23% (12) had from 10 years to 20 years, while only 6% (3) of the respondents had been teaching spoken English for over 20 years.

4.1.1 Teachers' awareness of CSs and the teaching of CSs

Part two of the survey aimed to investigate the teachers' awareness of CSs and their opinions on the teaching of CSs to non-major students of English in general.

4.1.1.1 Teachers' awareness of CSs

Table 4.2 shows teacher's responses to two questions regarding their evaluation on their awareness of CSs.

Table 4.2: Teachers' awareness of CSs

Statement	1		2		3		4		5		Total
1. I am confident that I understand what CSs are.	0%	0	12%	6	21%	11	44%	23	23%	12	52
2. I do not know enough about CSs to teach them.	14%	7	47%	24	29%	15	8%	4	2%	1	51

While the majority, 67% (35), felt confident with their understanding of CSs, some did not. 10% (6) felt equipped to teach CSs, and 29% (15), agreed with this to some extent.

4.1.1.2 Teachers' awareness of the importance of CSs

Table 4.3 summarizes responses to the 6 questions regarding teachers' awareness of the importance of CS teaching.

Table 4.3: Teachers' awareness of the importance of CS teaching

Statement	1		2		3		4		5		Total
3. I think my students are already aware of CSs.	10%	5	33%	17	43%	22	14%	7	0%	0	51
4. I think it is useful for my students to be able to use CSs in English.	0%	0	2%	1	6%	3	44%	22	48%	24	50
5. I think teaching CSs is a useful way to increase students' motivation to speak English.	2%	1	2%	1	8%	4	38%	20	50%	26	52
6. I think teaching CSs is a useful way to increase students' communicative competence in English.	0%	0	0%	0	8%	4	39%	20	53%	27	51
7. I think it is important that my students develop CS use by themselves.	2%	1	2%	1	27%	14	38%	20	31%	16	52
8. I think that it is more important to teach the actual language than to teach CSs.	8%	4	33%	17	41%	21	14%	7	4%	2	51

Evaluating learners' awareness of CSs is of great importance to the teaching of CSs. In response to Question 3, only 14% (7) of the teachers thought that their students were aware of CSs. Thus, it is necessary to raise learners' awareness of CSs, and the responsibility goes to English teachers. Not surprisingly, therefore, responses to Questions 4, 5, and 6 showed that there was a high degree of agreement on the necessity of teaching CSs to their students in

order to increase students' motivation to speak English and their communicative competence. In addition, a high percentage of the teachers were aware of the importance of teaching as opposed to only concentrating on language, and a similar percentage of the teachers partially agreed with the statement. Meanwhile, in reply to Question 7, the majority, 69% (36) either strongly agreed and/ or agreed and some, 27% (14), partially agreed that that it is important for their students to develop CS use by themselves. Thus, according to these respondents, students also need to play a role in gaining CS skills in English. A small percentage, 18% (9), of teachers strongly agreed and/or agreed that it is more important to teach the actual language than to teach CSs. However, 21 (41%) strongly disagreed and/or disagreed, and the same percentage of participants somewhat agreed with this idea. These differences of opinion suggest that some teachers considered that teaching actual language is as important as or even more important than teaching CSs.

4.1.1.3 Teachers' experience in CS use, training and teaching

Teachers' experience in CS use, training and teaching plays an important part in their attitudes and teaching practice. Table 4.4 presents teachers' responses to three related questions on their experience.

Table 4.4: Teachers' experience in using CSs

Statement	1		2		3		4		5		Total
9. I often use CSs when I speak English.	0%	0	2%	1	27%	14	59%	30	12%	6	51
10. I have been trained in how to use CSs in English.	17%	9	31%	16	23%	12	23%	12	6%	3	52
11. I have been trained in how to teach CSs in English classes.	29%	14	29%	14	16%	8	20%	10	6%	3	49

As indicated, the majority, 71% (36), revealed that they used CSs when speaking English, less than one-third, 29% (15), reported that they had been trained in how to use CSs in English, and approximately one quarter, 26% (15) had been trained in how to teach CSs. These responses appear to reflect the reality of their preparation for their role in schools and

universities in Vietnam, where little attention was evidently paid to the development of oral skills.

4.1.1.4 Teachers' methods for teaching CSs

Respondents' reports on how they teach CSs are shown in Table 4.5

Table 4.5: Teachers' methods for teaching CSs

Statement	1		2		3		4		5		Total
12. I explicitly teach CSs in my English speaking classes.	0%	0	12%	6	33%	17	46%	24	10%	5	52
13. I use CSs myself to serve as a model to my students in my English speaking classes.	2%	1	14%	7	26%	13	42%	21	16%	8	50
14. I do not have time for CS training during my regular English speaking classes.	8%	4	37%	18	39%	19	12%	6	4%	2	49

As illustrated, a great number, 56% (29), of the teachers supported the idea that CSs should be taught explicitly in their spoken English classes. More than half, 58% (29), reported that they often use CSs themselves as a model for their students, and the majority of the respondents were experienced in using CSs in their interaction with their students. However, some, 16% (8), said that they did not have enough time for CS instruction.

4.1.2. Opinions on the treatment of CSs in ESL textbooks any other materials used in the teaching of speaking skills

Through responses to the questions in part 3 of the survey, the teachers expressed their views on the treatment of CSs in ESL text-books, teacher books and any other supplementary materials they were using in teaching speaking skills to non-English majors at their

universities. Various teaching materials were reported as being used in the 10 universities. However, teachers from the same universities reported using the same text-books and teachers' books (if teachers' books were used) but different supplementary materials (if supplementary materials were used). This is not surprising, as text-books are mandated in the teaching curriculum and teaching syllabus. However, the teachers' opinions on the treatment of CSs in ESL text-books and other materials used to focus on speaking differed, even among the teaching in the same universities. This suggests a lack of awareness of CSs among, at least, some teachers.

4.1.2.1 Teachers' opinions on the treatment of CSs in text books

Table 4.6: Teachers' opinions on the treatment of CSs in textbooks

The treatment of CSs	Yes		No	
1. Does/ Do the textbook(s) explain CSs?	Percentage	Number	Percentage	Number
	37%	19	63%	33
2. Does/ Do the textbook(s) illustrate or give examples of CSs?	Percentage	Number	Percentage	Number
	42%	22	58%	30
3. Does/ Do the textbook(s) provide activities for practicing CSs?	Percentage	Number	Percentage	Number
	52%	27	48%	25

Asked whether CSs are dealt with in course-books, Table 4.6 shows that when responses varied, about more than one-third (19) of the respondents agreed that the concepts of CSs were explained in the textbooks they used. Nearly half (22) revealed that the text books illustrate or give examples of CSs, but 58% (30) felt that they did not. Meanwhile, roughly half the teachers felt that their text-books do not provide activities for practising CSs, and half did not. These responses suggest that some course-books, at least, may either not provide activities or explain CSs inadequately or could not do more to guide teachers.

4.1.2.2 Teachers' opinions on the treatment of CSs in teachers' books

Unlike course-books, which were used by all teachers, only 40% (21) of the teachers reported using the corresponding teacher books. Teachers from the same universities reported the same teachers' books. Among these 21 respondents, three responses were excluded from the data analysis since respondents clearly not understood the question. Two indicated that they used the student book "Let's talk 1&2" as their teacher books, and one chose "Ship or Sheep" by Ann Baker Press, which is a book for teaching pronunciation. This response suggests that they did not clearly understand what is meant by CSs and confused them with pronunciation. The remaining 18 teachers reported that that they did not use any teachers' books.

Table 4.7 below summarises the replies of the 18 respondents who did use teachers' books in their teaching to the three questions regarding how CSs are treated in them.

Table 4.7: Teachers' opinions on the treatment of CSs in teachers' books

The treatment of CSs	Yes		No	
	Percentage	Number	Percentage	Number
1. Does/ Do the teachers' books (s) explain CSs?				
	43%	8	57%	10
2. Does/ Do the teachers' books (s) guide you how to teach CSs?				
	33%	6	67%	12
3. Does/ Do the teachers' books (s) provide activities for practicing CSs?				
	48%	8	57%	10

As indicated, 43% (8) of teachers who agreed that CSs are explained in teachers' books was considerably smaller than 57% (10) who disagreed. About one-third (6) of the 18 respondents agreed that teachers' books guide them in how to teach CSs, while roughly two-thirds (12) disagreed. There is a major difference in teachers' percentages for the question whether the teachers' books provide activities for practicing CSs (48% (8) said yes, and 52% (10) said no).

4.1.2.3 Teachers' views on the treatment of CSs in supplementary materials

Only approximately one-third reported using supplementary materials in their teaching. These were Fluent Speech, North American-English, American English File, American Express, Talk Time, Vocabulary & Grammar Games in Classroom, New English File, IELTS preparation books, Vocabulary and Speaking Games, KET & PET practice, Resource Books, IELTS Maximizer Education Book Speaking, Let's Talk 1 and 2, A book for IELTS Speaking, TOEIC, and New Headway Elementary. Different teachers used different supplementary materials, and these were not the one presented in the teaching curricula. This may be because supplementary materials provided in the curricula are considered optional, and teachers have freedom to choose extra-materials that they think are useful for their students. Teachers' views on the treatment of CSs in supplementary materials are presented in Table 4.8.

Table 4.8: Teachers' views on the treatment of CSs in supplementary materials

The treatment of CSs	Yes		No	
1. Does/ Do the supplementary material(s) explain CSs?	Percentage	Number	Percentage	Number
	54%	13	46%	11
2. Does/ Do the supplementary material(s) guide you how to teach CSs?	Percentage	Number	Percentage	Number
	43%	10	57%	13
3. Does/ Do the supplementary material(s) provide activities for practicing CSs?	Percentage	Number	Percentage	Number
	58%	14	42%	10

As shown in Table 4.8, there are major differences in the percentages of teachers' responses to whether the supplementary materials explain CSs, guide teachers in how to teach them or, activities for practicing them. Often, teachers using the same text often had very different opinions on the treatment of CSs in the same books. While it was not possible in the scope of this study to investigate the texts used at every single university included, this issue will be

further discussed in Section 4.3 in relation to the teaching materials of one particular university (University No.3 in the study (U3) where the highest percentage of participants of 25% was teaching.

4.2 How far do the curricula and teaching texts at this level encourage the teaching of CSs?

4.2.1 CSs in the teaching curricula

As noted in Chapter 2, based on centralized documents issued by MoET, it is the responsibility of the 10 universities surveyed to specify the curriculum for their students. The current English programs for non-major students of English are based on Plan No. 808/KH-BGDDT dated on August 16th, 2012 (MoET, 2012) *on the implementation of The National Project 2020 at tertiary level period of 2012-2020*. Following this plan, it is the responsibility of each individual university to design and implement its foreign language program for non-majors of English in such a way as to ensure that, at the time of completion, these students meet the requirements of level 3 of the 6-level language skills framework for Vietnam (equivalent to CEFR). The job of designing the English programs is done at department level and approved by Board of Directors of each university before it is rolled out. As non-major students are required to achieve CEFR B1 level of English proficiency by the time they finish their program, pre-intermediate courses have been being designed and taught in General English programs at all the 10 universities for between one year to four years among these universities, depending on the time each university started the teaching program. The pre-intermediate general English teaching curriculum and materials of programs were therefore examined.

The 10 universities have produced curricula in different formats. All, however, provide information about the duration of the program, its aims and objectives, the content to be covered, the learning materials that will be used, including obligatory materials and supplementary materials, testing and evaluation criteria, and they also provide a detailed syllabus. The contents of what to teach in each unit are specified in detailed syllabus. Crucially, no mention is made anywhere of CS or how they may be taught, even in the syllabi, where they may be expected to be treated. The description of a typical curriculum and syllabus of A2 General English Program is presented in Appendix 7.

Table 4.9 presents the list of 10 course-books and teachers' books provided in teachers, from the curricula for the 10 selected universities.

Table 4.9: A summary of text books used in teaching spoken English

University	Course books & Teachers' books	Publication
U1	English for Life <i>Elementary & Pre-Intermediate</i> , 2009	Oxford University Press
U2	Life <i>Elementary & Pre-Intermediate</i> , 2013	National Geographic Learning
U3	English Unlimited <i>Elementary & Pre-Intermediate</i> , 2011	Cambridge University Press
U4	American Headway <i>Elementary & Pre-Intermediate</i> , 2009	Oxford University Press
U5	English Elements <i>Elementary & Pre-Intermediate</i> , 2008	Oxford University Press
U6	New English File <i>Elementary & Pre-Intermediate</i> , 2009	Oxford University Press
U7	Straightforward <i>Elementary & Pre-Intermediate</i> 2012	Macmillan
U8	Face2Face <i>Elementary & Pre-Intermediate</i> , 2012	Cambridge University Press
U9	International Express <i>Elementary & Pre-Intermediate</i> , 2007	Oxford University Press
U10	Solution <i>Elementary & Pre-Intermediate</i> 2012	Oxford University Press

As can be seen, the majority of these texts are new General English course-books published by well-known, large foreign language publishers such as Cambridge University Press, Oxford University Press or Macmillan. They deal with the four language skills of listening, speaking, reading, and writing at the same time, and are designed to work with the six CEFR levels.

4.2.2 CSs in the teaching materials

As outlined above, a close analysis of teaching materials used in U3 was conducted in order to address the research questions and ascertain the extent to which they might encourage the teaching of CSs. This also enabled insight into the responses from the teachers in this university, on how CSs are treated and how they are tackled in the teaching materials they used (see Section 4.3).

The only course books and teachers' books which were reported as being used at U3 were *English Unlimited A2 Elementary Course-book*, *English Unlimited B1 Pre-Intermediate Course-book*, and the corresponding teachers' books *English Unlimited A2 Elementary* and *English Unlimited B1 Pre-Intermediate*. No respondents from this university reported using any

supplementary materials. This, itself, is indicative of an approach to the speaking of English in which course-book and teachers' book are vital as the sole source of input.

Before further discussing which CSs are treated and how they are tackled in these student and teacher books, I will first give a brief account of the goals, structure, and focus of the texts and how they deal with speaking skills in general. *English Unlimited* is a practical, goal-based course for adult learners of English, designed to help adult learners to communicate effectively in English in real situations. The goals have been taken from CEFR, adapted and supplemented according to the authors' research into the needs of different-level learners. The four language skills and knowledge are included in the first four pages of each unit. These are followed by a Target activity which helps learners put together what they have learned. The *Explore section* on the last two pages includes 3 subsections, *Keyword*, *Across Cultures* or *Independent Learning*, alternatively on the first page, and *Explore Speaking* or *Explore Writing* alternatively on the second page which have the general aims of extending and broadening the topics, language and skills taught in the core part in the first four pages of each unit. *English Unlimited* is a flexible course that can be adapted not only for lessons of different lengths, but also for shorter courses. Thus, the *Explore section* and *Look Again* can be used separately and flexibly depending on the lengths of the course. In *A2 Elementary Course-book*, the *Explore Speaking* pages dedicated to developing learners' speaking skills and strategies occur separately in odd-numbered units (alternating with *Explore Writing* in even-numbered units). In *B1 Pre-Intermediate Course-book*, this content occurs in even-numbered units (alternating with *Explore Writing* in odd-numbered units). Thus, as can be seen in the two course-books, speaking skills are treated in an integrated way with other language skills such as listening and reading in the core part of every unit, and treated separately in the *Explore Speaking* section of odd-numbered units of *A2 Elementary Course-book* and even-numbered units of *B1 Pre-Intermediate Course-book*.

Explore Speaking is a complete, free-standing page which aims to equip learners with skills and strategies for improving their spoken interaction in a wide range of situations. It addresses real-life, immediate needs of elementary learners, such as asking people to repeat, checking information, taking a phone message, starting and finishing conversations, developing a conversation, and changing topics; and those of pre-intermediate learners, such as asking people to repeat or slow down, developing a conversation, using indirect language

for politeness, and describing unknown vocabulary items. Some of these can be considered to be CSs, although their names are not explicitly mentioned.

As noted in Chapter 3, for this analysis, CSs are considered to be treated in the teaching materials if (1) the idea of CSs is explicitly introduced, or (2) the lexical items (procedural vocabulary or expressions) provided could be used in CSs based on the taxonomy of Dörnyei and Scott (1995). Analysis of the texts showed that, while the Explore speaking section of the two course books do indirectly mention some CSs and provide some practice activities, at no point in any of the teaching materials examined was the idea of CSs explicitly introduced; nor were communication breakdowns or the role of CSs in overcoming them explicitly explained. A detailed analysis follows in the next section.

4.2.2.1 CSs in the Course-books

In total, 8 CSs are identified in the Explore Speaking sections of each of the four odd-numbered units (except for Unit 5) of *A2 Elementary*, and three even-numbered units such as Unit 2, Unit 8, and Unit 12 of *B1 Pre-Intermediate*. Thus, CSs are treated in the *Explore Speaking* section of the course-books, although they are not treated explicitly and play only small part in the two course books. Procedural vocabulary or expressions are provided through conversations and practice activities. In order to help students to achieve the goals of the unit, each Explore speaking page includes: *a listening text, the listening script, controlled practice exercises, a freer practice task*, such as a role play.

These CSs identified are *asking for repetition, asking for clarification, asking for confirmation, self-repair, expressing non-understanding, self-rephrasing, indirect appeal for help, direct appeal for help, and guessing*. However, neither these nor any other CSs are ever explicitly named, nor are their concept, use, or purposes explained. Rather, they are presented in terms of their function in the goal list of the *Explore Speaking* section. The functions such as *ask people to repeat, say you are not sure about facts and numbers, correct yourself and other people, explain words you don't know, and guessing what words mean*, are listed. However, the descriptions of goals are sometimes quite close to the name of CSs.

Table 4.10 below summarizes the CSs identified and where they are treated in the two course books.

Table 4.10: CSs in course-books

	Name of CSs	Unit/ Course-book
1	Asking for repetition	Unit 1 & Unit 3/ A2 <i>Elementary</i> Course-book Unit 2/ B1 <i>Pre-Intermediate</i> Course-book
2	Asking for clarification	Unit 2/ A2 <i>Pre-intermediate</i> Course-book
3	Asking for confirmation	Unit 9/ A2 <i>Elementary</i> Course-book
4	Self-repair	Unit 9/ A2 <i>Elementary</i> Course-book
5	Expressing non-understanding	Unit 7/ A2 <i>Elementary</i> Course-book
6	Self-rephrasing	Unit 8/ B1 <i>Pre-Intermediate</i> Course-book
7	Appeals for help	Unit 8/ B1 <i>Pre-Intermediate</i> Course-book
8	Guessing	Unit 8 & Unit 12/ B1 <i>Pre-Intermediate</i> Course-book.

The 8 CSs are tackled in the same way on each occasion as the following illustration of *asking for repetition* shows.

Asking for repetition is defined as requesting repetition when not hearing or understanding something properly (Dörnyei and Scott, 1995). This CS was found in two Explore Speaking conversations of Unit 1 and Unit 3 of the book A2 *Elementary Course-book*. The name of this strategy is clearly suggested in one of the goals of the section, “ask people to repeat”, although its concept, use, and purposes are not explained. A listening text containing the target language used to ask for repetition provides a clear context for the target language. It is first presented in a listening conversation, through which procedural vocabulary is highlighted. The listening script is also presented on the same page. This enables learners to see and study the target language immediately without having to flick to the back of the book.

Maite: Hello, I’m Maria Teresa.

Krishman: Hi, nice to meet you. I’m Krishman.

Maite: ***Sorry, can you say that again?***

Krishman: Krishman.

Maite: **Krishman?**

Krishman: Yes, that's right. And **what's your name again?** Maria ...?

Maite: Maria Teresa, but you can call me Maite. It's short for Maria Teresa.

Krishman: Maite. Ok. So, what do you do?

Maite: I'm a Spanish teacher here in the summer...but in Spain, I'm a historical linguist.

Krishman: **Sorry, what's that again?**

Maite: A historical linguist.

Krishman: Oh, right. **Is that** about the history of language?

Maite: Yes, that's right. And what do you do?

(Tilbury, Clementson, Hendra, and Rea, 2011a, p. 16)

As can be seen from the above conversation, the highlighted vocabulary and expressions: **Sorry, can I say that again? What's your name again? Sorry, what's that again? Is that ...** provide clear examples of how this CS can work in context. The listening activity is followed by activities designed to encourage learners to notice the target language. These includes categorizing expressions according to their function; controlled practice exercises that build familiarity and confidence with the target language; and a freer practice task, such as a role play, which gives learners the chance to use the target language in a real-life situation. This way of presenting CSs is in line with the recommendations for the teaching of CSs, in that learning procedural vocabulary will help learners to use them (Faucette, 2001). This CS is once again recycled in Unit 3 of the same text and Unit 2 of the next level, as shown in the excerpt from that unit below:

Paul: Hello?

Rocio: Hello. It's Rocio. Can I talk to Blake, please?

Paul: Sorry, he isn't here at the moment.

Rocio: Oh, I see.

Paul: Can I take a message?

Rocio: Oh, yes please. It's Rocio Gilberto, and ...

Paul: ***Sorry, can you say that again?***

Rocio: Rocio Gilberto. G-I-L-B-E-R-T-O.

Paul: G-I-L-B-E-R-T-O. And what's the message?

Rocio: Just to say I'm sorry but I'm really busy at work and I can't do dinner tonight.

Paul: Right.

Rocio: And can I come on Friday.

Paul: OK, er, does Blake have your phone number?

Rocio: Sorry, can you slow down a bit, please?

Rocio: Sorry, it's 07789446532.

Paul: Three, two. OK.

Rocio: Well, thanks a lot. Bye.

Paul: Bye.

(Tilbury, Clementson, Hendra, and Rea, 2011b, p. 32)

Generally, then, the two text books surveyed tackle CSs. In total, 8 CSs, 2 of which are of direct strategies (*self-rephrasing* and *self-repair*), and 6 of which are of interactional strategies (*appeals for help*, *asking for repetition*, *asking for clarification*, *asking for confirmation*, *expressing non-understanding*, and *guessing*), were introduced implicitly in the separate section on speaking skills. They are presented under the goals of the Explore Speaking section, and then procedural vocabulary and several activities for practicing such CSs are provided. The speaking activities in the two course books both follow common procedures of language presentation, that is through context (often listening practice, a written conversation), followed by useful language, controlled and free practice of L2 through written or spoken exercises. Thus, it is possible for the teachers at U3 to draw on these course- books a source for teaching CSs to their students, although they are not adequate for a thorough treatment of CSs. In addition, the topic of CSs is not directly tackled, so that students and teachers do not have their attention drawn to their function or use, to practice them as deliberate

strategies to assist with communication. An analysis of the teacher's books below will illuminate further how CSs are treated in the teaching materials of the university investigated.

4.2.2.2 CSs in the Teachers' Books

Respondents from U3 reported that the two teachers' books they used for teaching spoken English to non-major students of A2 level were *English Unlimited A2 Elementary Teacher's Book* and *English Unlimited B1 Pre-Intermediate Teacher's Book*. The Teacher's Pack also includes the Teachers' Book and the Teachers' DVD-ROM, although, the respondents did not report using it. The Teacher's Books offer a step-by-step guide to teaching from the course books themselves and therefore offer insight into what teachers may focus on, and why and how they may do this. They are a comprehensive and easy-to-follow guide to using the course books, providing answers to exercises, and suggestions for pair and group interaction. In general, they do guide teachers on how to teach speaking activities and so they entail CS practicing activities in particular. However, the course-books do not provide a section dedicated to the teaching of CSs. The U3 teachers, however, did not report using it.

The U3 teachers' responses to questions on the treatment of CSs in their teaching materials, however, indicate that they are different from these findings. These responses are summarized in Table 4.11 below.

Table 4.11: Responses from Teachers at U3 to the treatment of CSs in their teaching materials

	The treatment of CSs	Yes		No	
Textbook(s)	1. Does/ Do the textbook(s) explain CSs?	Percentage	Number	Percentage	Number
		15%	2	85%	11
	2. Does/ Do the textbook(s) illustrate or give examples of CSs?	Percentage	Number	Percentage	Number
		15%	2	85%	11
	3. Does/ Do the textbook(s) provide	Percentage	Number	Percentage	Number
		23%	3	77%	10

	activities for practicing CSs?				
Teacher's book(s)	4. Does/ Do the teacher's book(s) explain CSs?	Percentage	Number	Percentage	Number
		27%	4	73%	9
	5. Does/ Do the teacher's book(s) guide you how to teach CSs?	Percentage	Number	Percentage	Number
		22%	3	78%	10
	6. Does/ Do the teacher's book(s) provide activities for practicing CSs?	Percentage	Number	Percentage	Number
		33%	4	67%	7

As illustrated, the majority of the respondents from U3 felt that the textbooks do not illustrate, give examples of CSs or provide activities for practicing CSs. Some teachers (15%) thought that the teachers' books do explain CSs, although, as discussed above, they are nowhere explicitly treated in the books; and 27% thought the teachers' books explain CSs, and one-third agreed that they provide activities. Although, as noted above, teachers' books guide teachers on how to teach speaking activities including CS practicing activities given in the text books, but they do provide activities for further practicing CSs. These figures suggest that many teachers are still not fully aware of what CSs are.

4. 3 Teachers' views on whether/ how CSs be incorporated into the teaching of spoken English to students at this level

The results from Part 4 of the survey show that the vast majority of the respondents, 94% (49), supported integrating CSs into their teaching of spoken English to non-major students. This finding is in line with that from responses of most teachers to the survey on the importance of CSs and the teaching of CSs in their speaking classes.

Those who agreed that it is useful to integrate CSs into the teaching of spoken English to non-major students of English offered a number of suggestions for incorporating them. Those who felt that they should not be taught also gave the reasons for their opinion. These responses were translated in to English and coded into different categories. In addition to the researcher, two other experts took part to corroborate the categories established in this way. The teaching suggestions will be discussed below under the three general headings, (1) *teaching methods*, (2) *English teaching materials*, and (3) *English teacher training*, for the analysis.

4.3.1 Teaching methods

Respondents suggested several methods for bringing CSs into classrooms. Two respondents (T1, T31) agreed that teachers should themselves design activities to integrate CSs in their lessons based on speaking activities provided in the text-books. Some who thought that the treatment of CSs in their teaching materials was insufficient suggested an active role for teachers in adapting available speaking activities in the text-books, adapting speaking activities from other sources and using them in a flexible way for the purpose of teaching CSs to their students. For example, they felt that “teachers should be encouraged to integrate CS instruction and practice in the speaking practice time in the class (T16)”, and should be “active and flexible in designing the speaking lessons in order to both meet the requirement of the teaching syllabus but also enable CS instruction” (T31).

Others like Faucette (2001), Murphy (2008, in Hurd and Lewis, 2008), and Maleki (2010), supported the explicit teaching of CSs and effectiveness of explicit CS instruction, such as by Nakatani (2005), Maleki (2007), Kongsom (2009) and, the more recently, Hmaid (2014), Majd (2014), and Konchiab (2015). One respondent thought that teachers should explain each CS before providing CS practice activities (T44). One reported that teachers should model CSs so that the students can imitate and practice using them (T2, T30), as proposed by Dörnyei (1995) and Hmaid (2014). Others suggestions included teaching CSs explicitly in specific speaking situations, using videos, pair work or group work activities (T18). Other approaches were proposed. They included: asking students to record their speaking assignments for assessment of their participation (T35); providing students with situations in which those with

insufficient language may prevent speakers from expressing themselves, then introducing some verbal or non-verbal solutions for such situations (T41); providing students with some common CSs and have them practice gradually and regularly during their speaking time (T42, T43). Role-plays, discussion, drama, and improvisation were also recommended by T12, T27, T32. Thus, respondents had many ideas for introducing and practicing CSs in meaningful contexts.

Like Konchiab (2015), one respondent felt that raising awareness of CSs among students was important, while others suggested that there be specific times.

Some teachers felt that there should be time allocated for integrating CSs into speaking activities (T33, 36) in each speaking lesson (T14) or at the beginning of a lesson (T10). During the speaking lessons, students should be also asked to give comments on other students' speaking performance, taking into account the use of CSs in their speaking (T29), "teachers should guide students to apply CSs in the speaking sections of the course-books" (T33), one respondent suggested that there should be a separate class meeting (or half a class meeting) for CS instruction (T21). These responses once again show the support of the majority of the teachers surveyed for the explicit introduction of CSs to their students. Some respondents suggested that some extra activities, through which CSs could be introduced or students participate to facilitate CS use, should be held, such as English speaking clubs, topic-based seminars, and English-speaking contests (T5, T12, T22, T23, T32). Workshops on CSs were also considered as places for raising awareness of students and teachers of CSs (T19).

4.3.2 English teaching materials

Teaching materials were also considered an issue by some respondents. Most agreed that text books do not explain CSs sufficiently, or give examples, or practice activities. Some teachers suggested the selection of CSs-based course-books, the use of supplementary materials providing activities for practicing CSs, and the development of teaching materials (T17, T52, and T18).

4.3.3 English teacher training

One teacher proposed a training course on CSs for teachers of English (T52). This is not surprising, as it was reported by many teachers surveyed that they were not fully aware of CSs and had not been trained to teach CSs. In line with Rodriguez and Roux (2012), they

suggested that training programs including CS use in the classroom should be provided by departments of languages.

Only 3 among the 52 respondents disagreed that CSs should be integrated into the teaching of spoken English to non-majors of English: one because of time constraints (T48); another felt that they are already available in the text books (T34); and a third believed that students should be taught the language rather than strategies.

In summary, while most of the teachers reported feeling confident in their understanding of CSs, the opinions of some teachers on how CSs are treated in the teaching materials were somewhat different from the results of content analysis. This suggests that many teachers do not really understand what CSs are. Some teachers admitted that they lacked the awareness of CSs that they needed to be able to teach their students. In addition, most reported limited awareness of CSs among their students, and felt that CS instruction is as important as a way of increasing motivation and communicative competence among non-major students of English. Although a high percentage of the teachers reported using CSs in their English communication, most did not have previous training in CSs or in how to teach them. This possibly prevents teachers from making use of CSs in their teaching. This may be due to the fact that training programs for English teachers in Vietnam do not attach importance to CS instruction in teaching spoken English to university students.

However, a great number of the teachers supported the idea of explicit instruction of CSs in their spoken English classes. Although most of the teachers had experience modelling CS use in the class room, one thought that time constraints could be prohibitive in their regular speaking classes. In addition, the teachers surveyed did not appear to be making full use of the available sources for teaching CSs, in the text-books or guides in the teachers' books, in their teaching; nor did they make much use of extra-materials to do this, with only a very small percentage of the teachers surveyed using teachers' books and supplementary materials in teaching CSs.

4. 4. A brief summary of discussion on the three research questions

In this section, I bring together all the results of the analyses reported above to address the three research questions directly.

4.4.1 Research question 1: How aware are Vietnamese teachers of non-English major students of CSs and how CSs can be taught?

Not surprisingly, many of the teachers surveyed had an incomplete grasp of what CSs actually are and how they are treated in the texts, and thus the teachers did not fully exploit their potential in their teaching of spoken English to their students. The majority revealed that they used them when speaking English, but only some reported that they had been trained in how to use them in English or how to teach them. Almost all of the teachers felt it was necessary to teach CSs to their students in order to increase their speaking motivation and communicative competence, and thus they supported the integration of CSs into their teaching of spoken English to non-major students. Most supported the idea of explicit instruction of CSs in spoken English to students at this level. Nearly half of the respondents reported that they often used CSs themselves as a model to their students, and the majority were experienced in using CSs in their interactions with their students. These findings are in line with Rodriguez and Roux's (2012) argument that CS knowledge is not included in many teacher education or training programs so that teachers are often not aware of the importance of CSs in language learning. Other programs do include CS contents; however, teachers do not make use of this knowledge in their day practice and the ways in which they actually communicate with their students in their sources.

4.4.2 Research question 2: How far does the content of the curricula and teaching texts at this level encourage the teaching of CSs?

The content analysis of the teaching curricula of English programs for non-major students in the 10 universities and their teaching materials in U3 throws light up on the current treatment of CSs in teaching programs. Since the teaching curricula do not specify anything about CSs or how to teach them, universities have considerable freedom to choose the teaching materials they will use, and thus in how far they include attention to CSs and how teachers use them. The examination of the teaching materials used in U3, where most of the respondents were teaching, showed that they do not explicitly introduce the topic of CSs *per se*, although they do illustrate some of CSs in several dialogues, illustrate how they work to some extent, and provide some relevant vocabulary and practice. They therefore provide a source from which the teachers can draw in order to teach CSs.

As noted above, however, how and whether CSs are taught depends very much not only on the teaching curricula and teaching texts, but also on the teachers themselves, as they play an active role in how they use the text-books, and in selecting and adapting other teaching sources that can enable them to bring CSs into their classes. Thus, teachers' awareness of CSs and perspectives on their instruction and treatment in the teaching curricula and materials constitute an important factor in the teaching of CSs. However, many of the teachers surveyed had an incomplete grasp of what CSs actually are and how CSs are treated in the texts, and thus do not fully exploit their potential in their teaching of spoken English to their students.

4.4.3 Research question 3: What are the teachers' views on the integration of CSs into the teaching of English to students at this level?

Almost all the teachers surveyed felt that CSs should be incorporated into their teaching curricula. In general, there appears to be strong support for introducing CSs at the beginning of the lesson when new language is taught. Respondents also suggested integrating CSs flexibly into conversations and/ or interviews in specific situations, and practicing them individually, in pairs or in groups, in spoken English classes by teachers. In addition, some teachers agreed that CSs should be considered in selecting, developing, and designing teaching materials, so that a thorough treatment of CSs can facilitate the teaching of spoken English for communicative competence. Moreover, many teachers supported the introduction, discussion, and practice of CSs through English speaking clubs, seminars, speaking contests, or in extra lessons or separate courses apart from the main English course. All the suggestion proposed by respondents revolve around the four among six teaching procedures of CSs proposed by Dörnyei (1995) such as raising awareness of CSs, providing CS models of CS use, explicit teaching of CSs

4.5 Summary

The results and discussion in this chapter have helped answer the three research questions of the study. Based on these findings, some conclusions, pedagogical implications, limitations, and will be drawn and presented in the following chapter.

Chapter 5: Conclusion

This study has investigated the teaching of CSs among Vietnamese non-major students of English, with a focus on teachers' perspectives, teaching curricula and teaching materials in order to contribute to our understanding of CSs and whether and how they may be taught in this context.

5. 1 Summary of the findings

Although limited in size and scope, this study yielded some important insights into how teachers view CSs and how they are incorporated into teaching curricula and materials. In summary, the study found that many of the teachers surveyed had an incomplete grasp of what CSs actually are, and few have been trained in how to teach them. Almost all of the respondents supported the integration of CSs into their teaching to non-major students. However, the teaching curricula examined do not explicitly cover CSs, nor do the teachers use supplementary teaching materials to teach them. While an analysis of the teaching texts used by the majority of the respondents do illustrate how CSs work to some extent and provide some relevant vocabulary and practice, this is not done explicitly. Nevertheless, the teachers do not seem to be fully aware of exactly how CSs are treated in the texts, and thus do not fully exploit their potential in their teaching of spoken English to their students. The respondents did, however, offer some suggestions for how CS instruction could be incorporated into the teaching of English.

5.2 Pedagogical implications

Given the importance of the ability to communicate effectively in English for all graduates it would be useful, on a practical level, to raise awareness of CSs among both teachers and non-major students and to ensure that they have greater salience in curricula and teaching materials used at this level. I discuss each of these below.

Raising teachers' awareness on CSs and the teaching of them

It is clear from the results that although teachers are largely in favour of teaching CSs, many appeared to lack awareness of their nature and the teaching of CSs. Thus, raising awareness of CSs, including what they are and, techniques for teaching CSs among English teachers currently teaching spoken English and English teachers-to-be in Vietnam, should be taken into consideration in English teacher training, as teachers' limited understanding of CSs clearly influences the likelihood that they will teach them. One way of addressing this problem at department level is to encourage discussion among teachers of their students' problems with English communication breakdown, the role of CSs in helping with these, and thus their potential for enhancing students' communicative competence. Such discussion can also provide a useful forum for sharing and practicing appropriate teaching methodologies and techniques for teaching and practicing CSs.

Clearly, from the lack of training reported by the respondents, the topic of CS instruction should be integrated into the training programs for undergraduate or postgraduate students majoring in TESOL or current English teachers, so that English teachers-to-be and current English teachers can have a more complete grasp of this. As Rodriguez and Roux (2012) suggest, language departments or centres should provide new teachers with teacher training programs that include CS use in the classroom so that they can help students solve their communication problems even from low level of English without resorting to use their first language.

Raising students' awareness of CSs

Students, too, should be aware of what CSs are and how important they are in their oral communication. The topic of CSs and their potentials in developing students' oral communication in English should be introduced in seminars and English speaking-club meetings so that students can recognize, discuss, and practice them in real communicative situations in English. In addition, students should be encouraged to take risks and use CSs, and should not be afraid of making speaking errors (Dornyei, 1995).

Teachers can play an important role in raising students' awareness and in encouraging their students to make use of strategies to cope with communication difficulties. Informal

discussions about CSs among teachers and students should be encouraged. In these, teachers can give students opportunities be exposed to and become more aware of particular CSs suitable to their level of English proficiency, allow them to apply these CSs in meaningful contexts and also receive feedback on their performance. Providing knowledge of cross-cultural differences is also useful, which should be considered by teachers when teaching CSs, as in some languages particular CSs may indicate poor styles (Dornyei, 1995).

Curriculum development

While CSs are conspicuous by their absence in the current curricula of all the universities investigated, and universities are responsible for designing their own English teaching programs, precise syllabuses for English general programs for non-majors need to be drawn up by each department of foreign languages to make sure that CSs are incorporated. This could motivate a more focused and explicit program of CS teaching and training, in which the learner is provided with the opportunity to understand the rationale for the use of different strategies and how they can be used (Dornyei, 1995; Rubin et al. 2007). This could be designed specifically for the Vietnamese context and should cover a range of activities over time in step with students. In this way, an explicit focus on CSs can help students to develop their strategic competence to improve their oral communication.

As far as textbooks are concerned, the responsibility for deciding on the English teaching materials that can facilitate CS use among their students is left to individual departments. Thus, it is important that the textbooks chosen by each department of foreign languages include CSs, or that there are at least supplementary teaching materials tackling CSs available for use by teachers. Thus, the crucial area of the development of speaking skills is to select or design teaching materials that best help teachers bring CS practice into their classroom in order to develop their students' communicative competence. According to Faucette (2001), less than ideal textbooks do not necessarily result in bad instruction, but, the best materials possible would be targeted in order to assist learners, and teachers' creativity and flexibility in their teaching are of great importance to achieve this goal. In addition, in order to teach CSs, teachers should resort to materials relevant to them, and should be sufficiently aware, trained and motivated to use materials additional to those readily available to them so that they can use their text-books in a creative and flexible way.

Both teaching materials and teaching methodology should be integrated into CS instruction in order to promote systematic strategy instruction and examine student exposure and practice results in the improvement of CS use and communicative effectiveness for EFL learners. This can be done by explicit strategy instruction.

5.3 Recommendations for future research

The study is modest and limited in scope and limited in its sample size. Thus, further studies should involve a bigger population to allow a closer examination of a greater number of English teaching materials and more universities in Vietnam.

Moreover, time constraints did not allow the triangulation of data collection and the data came from only two sources. The findings would be strengthened in future studies collecting data from sources. A useful addition would be the observation of teachers' classroom in teaching CSs and spoken skills.

Finally, as the focus of current study was teachers' perspectives, curricula and teaching materials, but it would be also useful for future research to take a closer look at the problems Vietnamese students actually face in their real communication, which CSs they use, and their CS needs, and how CSs should be taught. In addition, how students develop their CS use in their second or foreign language use drawing on their skills they already master in the Vietnamese language and/ or how cultural differences in oral communication can influence their use of CSs should be further explored in future research on CSs. These would help build a richer understanding of issues regarding the teaching of CSs in order to inform and design of English syllabuses, teaching materials and programs for maximum effectiveness. Action research projects among non-major students in Vietnam could also help teachers to better understand their own teaching situations and how they can make their CS instruction more effectively.

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APPENDIX 1: TAXONOMIES OF COMMUNICATION STRATEGIES

Table 2.3: Færch and Kasper's classification of CSs (1983)

1. Reduction strategies

2.1 Formal reduction strategies: reduce parts of linguistics system

2.1.1. Phonological level

2.1.2 Morphological level

2.1.3 Syntactic level

2.1.4 Lexical level

2.2 Functional deduction: abandon or reduce communication intentions

2.2.1 Actional reduction

2.2.2 Modal reduction

2.2.3 Reduction of prepositional content

- Topic avoidance:

- Message abandonment

- Message replacement: operate within the intended propositional content and remain the topic but by using a more general express when having a planning or retrieval problems

2. Achievement strategies

2.1 Compensatory strategies or 'non-cooperative strategies'

2.1.1 Code switching

2.1.2 Foreignizing

2.1.3 Literal transfer

2.1.4 Interlanguage-based strategies or 'interlanguage strategies'

- Paraphrase

- Generalization

- Word coinage

- Restructuring

2.1.5 Cooperate strategies

- Direct

- Indirect

- Word coinage

- Restructuring

2.1.6 Non-linguistics strategies

- Mine

- Gesture

- Initiation

2.2 Retrieval strategies

- Waiting for the term to appear

- Appealing for formal similarity

- Retrieve via semantic fields

- Searching via other languages

- Retrieve from learning situations

- Sensory procedures

(Færch and Kasper, 1983)

Table 2.4: Bialystok's classification of CSs (1983)

1. L1-based strategies

1.1 Language switch

1.2 Foreignizing

1.3 Transliteration

2. L2-based strategies

2.1 Semantic contiguity

2.2 Description

2.3 Word coinage

3. Non-linguistic strategies

Bialystok (1983)

Table 2.5: Dörnyei's classification of CSs (1995)

1. Avoidance or reduction strategies
Message abandonment
Topic avoidance
2. Achievement or compensatory strategies
Circumlocution
Approximation
Use of all-purpose words
Word-coinage
Use of non-linguistic means
Literal translation
Foreignizing
Code-switching
Appeal for help
3. Stalling or time-gaining strategies
Use of fillers/ hesitation devices

(Dörnyei, 1995)

Table 2.6: Nakatani's classification of CSs (2006)

Strategies for coping with speaking problems
1. Thinking first of what one wants to say in one's native language and then constructing the English sentence
2. Thinking first of a sentence one already knows in English and then trying to change it to fit the situation
3. Using familiar words
4. Reducing the message and using simple expressions
5. Replacing the original message with another message because of feeling incapable of executing one's original intent
6. Abandoning the execution of a verbal plan and just saying some words when one doesn't know what to say

7. Paying attention to grammar and word order during conversation
8. Trying to emphasize the subject and verb of the sentence
9. Changing the way of saying things according to the context
10. Taking time to express what one wants to say
11. Paying attention to one's pronunciation
12. Trying to speak clearly and loudly to make oneself heard
13. Paying attention to one's rhythm and intonation
14. Paying attention to the conversation flow
15. Trying to make eye-contact when talking
16. Using gestures and facial expressions if one can't communicate how to express oneself
17. Correcting oneself when noticing that one has made a mistake
18. Noticing oneself using an expression which fits a rule that has been learned
19. While speaking, paying attention to the listener's reaction to one speech
20. Giving examples if the listener doesn't understand what one is saying
21. Repeating what one wants to say until the listener understands
22. Making comprehension checks to ensure the listener understands what one wants to say
23. Trying to use fillers when one cannot think of what to say
24. Leaving a message unfinished because of some language difficulty
25. Trying to give a good impression to the listener
26. Not minding taking risks even though one might make mistakes
27. Trying to enjoy the conversation
28. Trying to relax when one feels anxious
29. Actively encouraging oneself to express what one wants to say
30. Trying to talk like a native speaker
32. Giving up when one can't make oneself understood

Strategies for coping with listening problems

1. I pay attention to the first word to judge whether it is an interrogative sentence or not.
2. I try to catch every word that the speaker uses.
3. I guess the speaker's intention by picking up familiar words.

4. I pay attention to the words which the speaker slows down or emphasizes.
5. I pay attention to the first part of a sentence and guess the speaker's intention.
6. I try to respond to the speaker even when I don't understand him/ her perfectly.
7. I guess the speaker's intention based on what he/ she has said so far.
8. I don't mind if I can't understand every single detail.
9. I anticipate what the speaker is going to say based on the context.
10. I ask the speaker to give an example when I am not sure what he/ she said.
11. I try to translate into native language little by little to understand what the speaker has said.
12. I try to catch the speaker's main point.
13. I pay attention to the speaker's rhythm and intonation.
14. I send continuation signals to show my understanding in order to avoid communication gaps.
15. I use circumlocution to react the speaker's utterance when I don't understand his/ her intention well.
16. I pay attention to the speaker's pronunciation.
17. I use gestures when I have difficulties in understanding.
18. I pay attention to the speaker's eye contact, facial expression and gestures.
19. I ask the speaker to slow down when I can't understand what the speaker has said.
20. I ask the speaker to use easy words when I have difficulties in comprehension.
21. I make a clarification request when I am not sure what the speaker has said.
22. I ask for repetition when I can't understand what the speaker has said.
23. I made clear to the speaker what I haven't been able to understand.
24. I only focus on familiar expressions.
25. I especially pay attention to the interrogative when I listen to WH-questions.
26. I pay attention to the subject and verb of the sentence when I listen.

(Nakatani, 2006)



21 July 2016

Professor Lynda Yates

Department of Linguistics
Faculty of Human Sciences
Macquarie University NSW 2109

Reference: 5201600480(M)

Dear Professor Yates,

FINAL APPROVAL

Title of project: The teaching of oral communication strategies to non-major students of English in Vietnam

Thank you for your recent correspondence. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee. Approval of the above application is granted, **effective 20th July 2016** and you may now commence your research.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

<http://www.nhmrc.gov.au/book/national-statement-ethical-conduct-human-research>

The following personnel are authorised to conduct this research:

Chief Investigator: Professor Lynda Yates
Co-Investigator: Ms Thi Thu NGUYEN

Please note the following standard requirements of approval:

1. The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).
2. Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 20th July 2017
Progress Report 2 Due: 20th July 2018
Progress Report 3 Due: 20th July 2019
Progress Report 4 Due: 20th July 2020
Final Report Due: 20th July 2021

NB. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/application_resources



3. If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report and submit a new application for the project. (The five year limit on renewal of approvals allows the Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).

4. All amendments to the project must be reviewed and approved by the Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/application_resources

5. Please notify the Committee immediately in the event of any adverse effects on participants or of any unforeseen events that affect the continued ethical acceptability of the project.

6. At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University. This information is available at the following websites:

<http://www.mq.edu.au/policy>

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/managing_approved_research_projects

If you will be applying for or have applied for internal or external funding for the above project it is your responsibility to provide Macquarie University's Research Grants Officer with a copy of this letter as soon as possible. The Research Grants Officer will not inform external funding agencies that you have final approval for your project and funds will not be released until the Research Grants Officer has received a copy of this final approval letter.

Yours sincerely,

Dr Anthony Miller
Chair
Faculty of Human Sciences Ethics Review Sub-Committee
Human Research Ethics Committee

APPENDIX 3

Department of Linguistics
Faculty of Human Science
MACQUARIE UNIVERSITY NSW 2109



Phone: +61 (0)2 9850 8740

Fax: +61 (0) 2 9850 9199

Email: linadmin@mq.edu.au

Chief investigator's/ Supervisor's Name & Title: Prof. Lynda Yates

Advertisement of Participant Recruitment

Dear English teachers,

If you are a teacher of English at your university with at least one-year experience in teaching English speaking, you are warmly invited to participate in my study entitled *The teaching of oral communication strategies to non-major students of English in Vietnam*. The purpose of the study is to investigate how communication strategies (CSs) are currently incorporated in to curriculum and English Language Teaching (ELT) materials used by English non-major students in Vietnam in order to inform the development of appropriate CS practice materials and activities. The study is being conducted by Thi Thu Nguyen (email: thu-thi.nguyen@students.mq.edu.au) to meet the requirement of the MRes Thesis under the supervision of Prof. Lynda Yates, Faculty of Human Sciences, Macquarie University (email: Lynda.yates@mq.edu.au).

Your participation will make a significant contribution to research in this field and contribute to the ongoing improvement of the teaching of English speaking skills to this group.

If you agree to participate in the study, you will be ask to complete an online questionnaire which collects data about: 1-your background information, 2- your awareness of CSs and the teaching of CSs, 3-your opinion on the treatment of CSs in ESL textbooks or any other materials you are using in teaching speaking skills, and 4-your feedback on whether/ how they incorporate CS in their teaching. The questionnaire will take about 20 minutes to finish.

We will not be asking you anything sensitive, and the information gathered from you is absolutely anonymous. You will be free to withdraw from any parts of the study or questionnaire without any explanation and consequences.

If you are willing to participate in this study or have any further question, please contact Thi Thu Nguyen (email: thu-thi.nguyen@students.mq.edu.au).

Sincere thanks.

Vietnamese version

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Người hướng dẫn – Họ tên và chức danh: Giáo sư Lynda Yates

Thông tin tuyển dụng người tham gia nghiên cứu

Kính gửi các giảng viên tiếng Anh!

Nếu quý thầy/ cô là giảng viên tiếng Anh ở trường đại học ở Việt Nam với ít nhất một năm kinh nghiệm dạy kỹ năng nói tiếng Anh, tôi rất vui mừng được mời thầy/ cô tham gia nghiên cứu của tôi có tên “Giảng dạy thủ thuật giao tiếp tiếng Anh cho sinh viên không chuyên ngữ tại các trường đại học ở Việt Nam”. Mục đích của nghiên cứu này là tìm hiểu cách thức thủ thuật giao tiếp (TTGT) đang được đưa vào chương trình và tài liệu giảng dạy tiếng Anh cho sinh viên không chuyên ngữ ở Việt Nam nhằm tìm ra phương pháp cải thiện tài liệu và nâng cao hoạt động giảng dạy TTGT cho sinh viên. Đề tài này do bà Nguyễn Thị Thu (email: thu-thi.nguyen@students.mq.edu.au) thực hiện theo yêu cầu luận văn của chương trình thạc sỹ nghiên cứu, dưới sự hướng dẫn của Giáo sư Lynda Yates (email: Lynda.yates@mq.edu.au), Khoa Khoa học nhân văn – Đại học Macquarie.

Sự tham gia của các thầy/ cô sẽ đóng góp có ý nghĩa cho những nghiên cứu trong lĩnh vực này cũng như góp phần cải thiện việc giảng dạy kỹ năng nói tiếng Anh cho sinh viên không chuyên ngữ trong thời gian tới.

Nếu đồng ý tham gia vào nghiên cứu, quý thầy/ cô sẽ trả lời một bảng hỏi được thiết kế trên mang. Bảng hỏi được thiết kế nhằm thu thập thông tin về: 1 – một số thông tin về quý thầy/ cô; 2 - nhận thức của quý thầy/ cô về việc TTGT được đưa vào tài liệu giảng dạy kỹ năng nói ở trường mà thầy cô đang giảng dạy; 3 - đánh giá của quý thầy/cô về TTGT được đề cập trong các tài liệu giảng dạy kỹ năng nói; 4 - quan điểm của quý thầy/cô về việc có nên hay không và cách thức đưa TTGT vào trong chương trình giảng dạy kỹ năng nói cho sinh viên không chuyên ngữ. Quý thầy/ cô có thể dành khoảng 20 phút để trả lời bảng hỏi này.

Chúng tôi đảm bảo không có thông tin nào trong bảng hỏi mang tính nhạy cảm, tất cả các thông tin thu thập từ phía quý thầy/ cô đều đảm bảo tuyệt đối bí mật và khuyết danh. Quý thầy/ cô có thể rút khỏi nghiên cứu bất cứ khi nào mà không cần phải giải thích nguyên nhân hay phải chịu hậu quả nào.

Nếu quý thầy/ cô đồng ý tham gia nghiên cứu này hoặc có bất kỳ thắc mắc nào xin vui lòng liên hệ bà Nguyễn Thị Thu (email: thu-thi.nguyen@students.mq.edu.au).

Trân trọng cảm ơn!

APPENDIX 4

Department of Linguistics
Faculty of Human Sciences
MACQUARIE UNIVERSITY NSW 2109
Phone: +61 (0)2 9850 8740
Fax: +61 (0) 2 9850 9199



Email: lynda.yates@mq.edu.au

Chief Investigator's / Supervisor's Name & Title: Lynda Yates

Participant Information and Consent Form

Name of Project: **The teaching of oral communication strategies to non-major students of English in Vietnam**

You are invited to participate in a study of teaching oral communication strategies at universities in Vietnam. The purpose of the study is investigate how communication strategies (CSs) are currently incorporated into curriculum and English Language Teaching (ELT) materials used by English non-major students in Vietnam in order to inform the development of appropriate CS practice materials and activities.

The study is being conducted by Ms. Thi Thu Nguyen (email: thu-thi.nguyen@students.mq.edu.au) to meet the requirements of MRes degree under the supervision of Prof. Lynda Yates (email: lynda.yates@mq.edu.au) of the Faculty of Human Sciences.

If you decide to participate, you will be asked to complete a questionnaire whose purpose is to collect data about your awareness of oral communication strategies, your opinion on how they are treated in ESL textbooks, teacher books and any other materials they are using in teaching speaking skills as well as your feedback on whether/ how you incorporate CSs into your teaching. The questionnaire will about 20 minutes to complete.

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results. Quotes from your responses to the questionnaire will be used in the thesis or resulting publications but they will always be de-identified. Only the researcher and her supervisor (Ms. Thi Thu Nguyen and Prof. Lynda Yates) will have access to the data. A summary of the results of the study can be made available to you on request if you contact Thi Thu Nguyen at the email given above.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

I, (*participant's name*) have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name: _____

(Block letters)

Participant's Signature: _____ Date: _____

Investigator's Name: _____

(Block letters)

Investigator's Signature: _____ Date: _____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au) or contact Dr. Hoa Huong Le, Deputy Dean, Department of Foreign Languages, People's Police University of Vietnam (telephone (+84) 8909193103; email: hoalehuong@yahoo.com). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Vietnamese version

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Người hướng dẫn – Họ tên và chức danh: Giáo sư Lynda Yates

Bản thông tin và xác nhận đồng thuận của người tham gia nghiên cứu

Tên đề tài: “*Giảng dạy thủ thuật giao tiếp tiếng Anh cho sinh viên không chuyên ngữ tại các trường đại học ở Việt Nam*”

Quý thầy/ cô được mời tham gia nghiên cứu về việc giảng dạy thủ thuật giao tiếp (TTGT) tiếng Anh cho sinh viên không chuyên ở Việt Nam. Mục đích của nghiên cứu này là tìm hiểu cách thức TTGT đang được đưa vào chương trình và tài liệu giảng dạy tiếng Anh cho sinh viên không chuyên ngữ ở Việt Nam nhằm tìm ra phương pháp cải thiện tài liệu và nâng cao hoạt động giảng dạy TTGT cho sinh viên.

Người thực hiện đề tài này là bà Nguyễn Thị Thu (email: thu-thi.nguyen@students.mq.edu.au) dưới sự hướng dẫn của Giáo sư Lynda Yates (email: lynda.yates@mq.edu.au), Khoa Khoa học nhân văn – Đại học Macquarie.

Nếu đồng ý tham gia vào nghiên cứu này, quý thầy/ cô sẽ được yêu cầu trả lời một bảng hỏi. Mục đích của bảng hỏi này là để thu thập thông tin về nhận thức của quý thầy/ cô về việc TTGT; đánh giá của thầy/ cô về việc TTGT được đưa vào tài liệu giảng dạy kỹ năng nói ở trường mà thầy cô đang giảng dạy; cũng như quan điểm của quý thầy cô về việc có nên hay không và cách thức đưa TTGT vào việc giảng dạy kỹ năng nói cho sinh viên không chuyên ngữ. Thời gian để thầy/ cô trả lời bảng hỏi này là khoảng 20 phút.

Bất kỳ thông tin cá nhân thu thập được sẽ được đảm bảo riêng tư tuyệt đối trừ khi pháp luật yêu cầu. Trong các ấn phẩm có liên quan tới nghiên cứu này, các cá nhân đều không được nhận diện. Các trích dẫn trong các câu trả lời trong bảng hỏi có thể được sử dụng trong luận văn hoặc các ấn phẩm có liên quan nhưng sẽ được để khuyết danh. Chỉ có tác giả và giáo sư hướng dẫn được quyền sử dụng số liệu. Nếu quý thầy/ cô muốn có thông tin tóm tắt về kết quả nghiên cứu, xin vui lòng liên hệ bà Nguyễn Thị Thu theo địa chỉ email đã cung cấp ở trên.

Sự tham gia của quý thầy/ cô là hoàn toàn tự nguyện: quý thầy/ cô không bắt buộc phải tham gia và nếu có tham gia, quý thầy/ cô có thể rút khỏi nghiên cứu bất cứ khi nào mà không cần phải giải thích nguyên nhân hay phải chịu hậu quả nào.

Tôi, (tên người tham gia) _____ đã đọc và hiểu những thông tin ở trên và tất cả những câu hỏi của tôi đều được trả lời thỏa đáng. Tôi đồng ý tham gia vào nghiên cứu này và hiểu rằng tôi có thể rút khỏi nghiên cứu này bất cứ khi nào tôi muốn. Tôi đã giữ một bản của tài liệu này.

Tên người tham gia: _____
(Chữ viết hoa)

Chữ ký người tham gia: _____ Ngày: _____
(Chữ viết hoa)

Chữ ký người thực hiện nghiên cứu: _____ Ngày: _____

Tiêu chuẩn đạo đức của nghiên cứu này đã được Hội đồng thẩm định các nghiên cứu về con người Trường Đại học Macquarie chấp thuận. Nếu quý thầy/ cô có bất kỳ thắc mắc hay lưu tâm gì về mặt đạo đức khi tham gia nghiên cứu này xin vui lòng liên lạc với Hội đồng (theo số điện thoại: +61298507854 hoặc địa chỉ email: ethics@mq.edu.au) hoặc Tiến sỹ Lê Hương Hoa, Phó trưởng Bộ môn Ngoại ngữ, Đại học Cảnh sát nhân dân, Việt Nam (số điện thoại: (+84) 8909193103 hoặc địa chỉ email: hoalehuong@yahoo.com). Mọi băn khoăn của quý thầy/ cô sẽ được lưu ý riêng tư và quý thầy cô sẽ nhận được phúc đáp về những băn khoăn của mình.

(BẢN LƯU CỦA NGƯỜI THỰC HIỆN/ HOẶC NGƯỜI THAM GIA NGHIÊN CỨU)

APPENDIX 5

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THE TEACHING OF ORAL COMMUNICATION STRATEGIES TO NON-MAJOR STUDENTS IN VIETNAM

Thank you very much for taking the time to answer the questions below. You will be helping us to understand more about how to teach speaking skills in English to non-majors. We are interested particularly in the learning and teaching of communication strategies (CSs). These are the things that you do quite naturally when you are speaking in your native language. You use them at those times when you are struggling to find the right way of expressing yourself or to understand what someone is saying to you. At times like these, you may use some verbal or non-verbal strategies to help you communicate better. For example, you may ask someone to repeat what you are saying; you may correct yourself, or show that you are having difficulty, etc. These are called communication strategies and generally help people understand each other better when there is some communication difficulty.

Please answer the questions as honestly as you can. There are no right or wrong answers to these questions.

QUESTIONNAIRE FOR TEACHERS

Part 1: General background information

Age:

Gender: Male: ☐ Female: ☐

Name of your university:

Years of teaching English speaking:

Part 2: Awareness of oral Communication Strategies (CSs) and the teaching of CSs

Read each statement and choose the response (1, 2, 3, 4, or 5) that most closely reflects your own opinion.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

1. I am confident that I understand what CSs are.	1	2	3	4	5
2. I do not know enough about CSs to teach them.	1	2	3	4	5
3. I think my students are already aware of CSs.	1	2	3	4	5
4. I think it is useful for my students to be able to use CSs in English.	1	2	3	4	5
5. I think teaching CSs is a useful way to increase students' motivation to speak English.	1	2	3	4	5
6. I think teaching CSs is a useful way to increase students' communicative competence in English.	1	2	3	4	5
7. I think it is important that my students develop CS use by themselves.	1	2	3	4	5
8. I think that it is more important to teach the actual language than to teach CSs.	1	2	3	4	5
9. I often use CSs when I speak English.	1	2	3	4	5
10. I have been trained in how to use CSs in English.	1	2	3	4	5
11. I have been trained in how to teach CSs in English classes.	1	2	3	4	5
12. I explicitly teach CSs in my English speaking classes.	1	2	3	4	5
13. I use CSs myself to serve as a model to my students in my English speaking classes.	1	2	3	4	5
14. I do not have time for CS training during my regular English speaking classes.	1	2	3	4	5

Part 3: Opinion on the treatment of CSs in ESL text books or any other materials used in teaching speaking skills

1. Name the teaching materials you use in teaching English speaking to non-majors of English at pre-intermediate level at your university. Leave the answer blank if it is not applicable.

Textbook(s):

Teachers' book(s):

Supplementary materials:

2.

2a. Does/ Do the textbook(s) mention CSs?

Yes: ☐

No: ☐

2b. Does/ Do the textbook(s) explain CSs?

Yes: ☐

No: ☐

2c. Does/ Do the textbook(s) illustrate or give examples of CSs?

Yes: ☐

No: ☐

3.

3a. Does/ Do the teachers' book (s) mention CSs?

Yes: ☐

No: ☐

3b. Does/ Do the teachers' book (s) explain CSs?

Yes: ☐

No: ☐

3c. Does/ Do the teachers' book (s) guide you how to teach CSs?

Yes: ☐

No: ☐

4.

4a. Does/ Do the supplementary material(s) you use mention CSs?

Yes: ☐

No: ☐

4b. Does/ Do the supplementary material(s) you use explain CSs?

Yes: ☐

No: ☐

4c. Does/ Do the supplementary material(s) you use guide you how to teach CSs?

Yes: ☐

No: ☐

Part 4: Feedback on whether/ how you incorporate CSs in your teaching

Do you think that CSs should be incorporated in to the teaching curriculum of English speaking at your university?

Yes: ☐

No: ☐

If the answer is YES, please clarify how CSs should be incorporated in the curriculum for teaching spoken English speaking at your university?

If the answer is NO, please give your reasons.

--

THANK YOU FOR YOUR PARTICIPATION!

Vietnamese version

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GIẢNG DẠY THỦ THUẬT GIAO TIẾP TIẾNG ANH CHO SINH VIÊN KHÔNG CHUYÊN NGỮ TẠI CÁC TRƯỜNG ĐẠI HỌC Ở VIỆT NAM

Xin cảm ơn quý thầy/ cô đã dành thời gian trả lời những câu hỏi trong bảng hỏi sau đây. Sự tham gia của quý thầy/ cô sẽ giúp chúng tôi hiểu thêm về việc giảng dạy kỹ năng nói cho sinh viên không chuyên ngữ. Thủ thuật giao tiếp (TTGT) là lĩnh vực mà chúng tôi đặc biệt quan tâm nghiên cứu. TTGT là những cách thức mà thầy/ cô vẫn thường sử dụng một cách tự nhiên khi nói tiếng mẹ đẻ của mình. Đó là khi thầy/ cô cảm thấy khó có thể diễn đạt được chính xác điều mình muốn nói hoặc khó có thể hiểu được người khác. Trong những trường hợp như vậy, thầy/ cô thường dùng những chiến lược ngôn ngữ hoặc phi ngôn ngữ để nhằm đạt được hiệu quả giao tiếp tốt hơn. Chẳng hạn như, thầy/ cô có thể yêu cầu ai đó nhắc lại điều họ đang nói, có thể đính chính lại lời nói của mình hoặc thể hiện cho người khác biết mình đang gặp khó khăn trong việc diễn đạt hay lĩnh hội khi giao tiếp, ..vv.. Những phương pháp này được gọi là TTGT. Nhìn chung, TTGT giúp những người tham gia vào quá trình giao tiếp hiểu nhau hơn khi họ gặp khó khăn về mặt ngôn ngữ khi giao tiếp.

Quý thầy/ cô vui lòng trả lời các câu hỏi sau một cách trung thực nhất. Xin lưu ý ở đây không có câu trả lời nào là *đúng* hoặc *sai*.

BẢNG HỎI CHO GIÁO VIÊN

Phần 1: Thông tin chung

Tuổi:

Giới tính:

Nam: ☐

Nữ: ☐

Tên trường đại học mà thầy/ cô đang giảng dạy:

Kinh nghiệm giảng dạy kỹ năng nói tiếng Anh: _____ năm

Phần 2: Nhận thức của thầy/ cô về TTGT và việc giảng dạy TTGT

Vui lòng đọc kỹ các nhận định dưới đây và chọn câu trả lời miêu tả chính xác nhất quan điểm của mình bằng cách chọn các con số 1, 2, 3, 4, hoặc 5; trong đó:

1. Không bao giờ hoặc gần như không bao giờ đúng với tôi
2. Thường là không đúng với tôi
3. Có phần nào đó đúng với tôi
4. Thường là đúng với tôi
5. Luôn luôn đúng hoặc gần như luôn luôn đúng với tôi

1. Tôi tin là tôi hiểu rõ TTGT là gì.	1	2	3	4	5
2. Tôi không biết nhiều về TTGT để dạy cho sinh viên của mình.	1	2	3	4	5
3. Tôi cho rằng sinh viên của tôi hiểu được TTGT là gì.	1	2	3	4	5
4. Tôi cho rằng việc sinh viên có thể sử dụng TTGT khi nói tiếng Anh là rất cần thiết.	1	2	3	4	5
5. Tôi cho rằng việc dạy TTGT là rất cần thiết để nâng cao động cơ nói tiếng cho sinh viên.	1	2	3	4	5
6. Tôi cho rằng việc dạy TTGT là rất cần thiết để nâng cao năng lực giao tiếp tiếng Anh cho sinh viên.	1	2	3	4	5
7. Tôi cho rằng điều quan trọng là sinh viên cần phải tự cải thiện khả năng sử dụng TTGT cho bản thân.	1	2	3	4	5
8. Tôi cho rằng việc dạy ngôn ngữ quan trọng hơn việc dạy TTGT.	1	2	3	4	5
9. Tôi thường dùng TTGT khi nói tiếng Anh.					
10. Tôi được dạy/ tập huấn về cách thức sử dụng TTGT trong tiếng Anh.	1	2	3	4	5
11. Tôi được dạy/ tập huấn về phương pháp giảng dạy TTGT tiếng Anh.	1	2	3	4	5
12. Tôi dạy sinh viên TTGT trong giờ nói dạy kỹ năng nói tiếng Anh.	1	2	3	4	5
13. Tôi sử dụng TTGT trong giờ dạy kỹ năng nói tiếng Anh để làm mẫu cho sinh viên của mình.	1	2	3	4	5
14. Tôi không có thời gian để dạy TTGT trong giờ dạy kỹ năng nói tiếng Anh của mình.	1	2	3	4	5

Phần 3: Quan điểm của thầy/ cô về việc TTGT được đưa vào sách giao khoa tiếng Anh hay các tài liệu giảng dạy khác khi dạy kỹ năng nói

1. Quý thầy/ cô hãy cho biết tên các tài liệu giảng dạy mà thầy/ cô đang sử dụng để dạy kỹ năng nói tiếng Anh cho sinh viên không chuyên ngữ trình độ sơ trung cấp tại trường mình. Nếu tài liệu nào dưới đây thầy/ cô không sử dụng hoặc thông tin nào không phù hợp, xin vui lòng bỏ trống.

Sách giáo khoa:

Sách giáo viên:

Tài liệu tham khảo

2.

2a. Giáo trình thầy/ cô đang sử dụng có đề cập tới TTGT hay không?

Có: ☐

Không: ☐

2b. Giáo trình thầy/ cô đang sử dụng có giải thích về TTGT hay không?

Có: ☐

Không: ☐

2c. Giáo trình thầy/ cô đang sử dụng có minh họa TTGT hay không?

Có: ☐

Không: ☐

3.

3a. Sách giáo viên thầy/ cô đang sử dụng có đề cập tới TTGT hay không?

Có: ☐

Không: ☐

3b. Sách giáo viên thầy/ cô đang sử dụng có đề cập tới TTGT hay không?

Có: ☐

Không: ☐

3c. Sách giáo viên thầy/ cô đang sử dụng có hướng dẫn cách dạy TTGT hay không?

Có: ☐

Không: ☐

4.

4a. Tài liệu tham khảo thầy/ cô đang sử dụng có đề cập tới TTGT hay không?

Có: ☐

Không: ☐

4b. Tài liệu tham khảo thầy/ cô đang sử dụng có giải thích TTGT hay không?

Có: ☐

Không: ☐

4c. Tài liệu tham khảo thầy/ cô đang sử dụng có cách dạy TTGT hay không?

Có: ☐

Không: ☐

Phần 4: Phản hồi của thầy/ cô về việc có hay không và cách thức đưa TTGT vào trong giảng dạy kỹ năng nói tiếng Anh

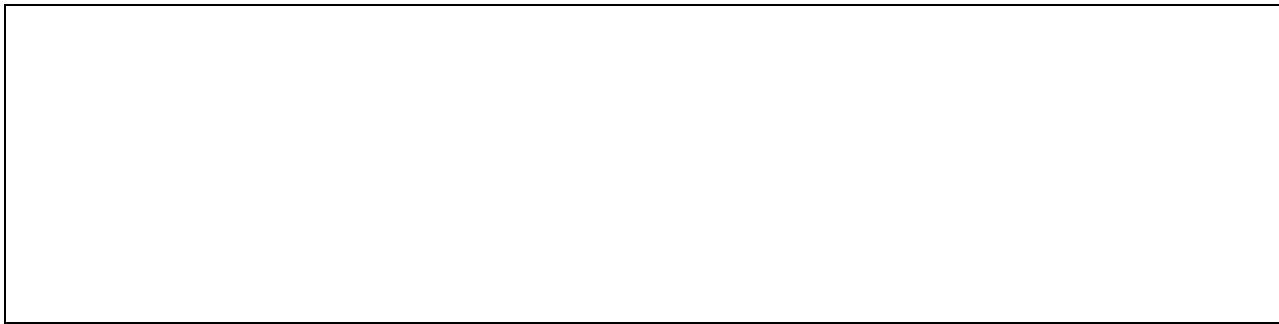
Theo thầy/ cô có nên đưa TTGT vào trong chương trình giảng dạy kỹ năng nói tiếng Anh tại trường mình không?

Có: ☐

Không: ☐

Nếu câu trả lời là CÓ, xin thầy/ cô vui lòng nêu rõ cách thức đưa TTGT vào trong chương trình giảng dạy kỹ năng nói tiếng Anh tại trường mình?

Nếu câu trả lời là CÓ, xin thầy/ cô vui lòng cho biết lý do.



TRÂN TRỌNG CẢM ƠN SỰ HỢP TÁC CỦA QUÝ THẦY/ CÔ!

APPENDIX 6: COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

Proficient user	
C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, restricting arguments and accounts in a coherent presentation. Can express him/ herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/ herself effectively and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent user	
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/ her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/ her background, immediate environment and matters of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/ herself and others and can ask and answer questions about personal details such as where he/ she lives, people he/ she knows and things he/ she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: @ Council of Europe (2001)

(http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.2007.00627_2.x/full)

APPENDIX 7: A SAMPLE CURRICULUM AND SYLLABUS

UNIVERSITY 5 Departments of Foreign Languages

TEACHING CURRICULUM AND SYLLABUS OF GENERAL ENGLISH (A2) For Full-time Undergraduate Programs

1. General introduction

1.1 General information

Name of Unit: General English A

Unit Code: TIENG ANH A2

Length: 120 periods (02 credits)

Teaching time: 30 periods

Course prerequisite: Having finished General English A1

2. Aims and objectives:

2.1 Aims:

After finishing this course, students are expected to reach level 2/6 of Foreign Language Framework by Ministry of Education and Training of Vietnam which is equivalent to A2 level of Common European Framework for References (CEFR)

2.2 Objectives:

Speaking:

After finishing the course, students are able to:

- ask and answer questions in different situations in daily communication.
- describe hobbies.
- talk about the place where they are living.
- talk about plans for weekends or holidays.

Listening:

After finishing the course, students are able to:

- understand short information at airports, stations, or simple communication expressions, etc.
- understand main idea in short notices.

Writing:

After finishing the course, students are able to:

- write a short message to friends to give and ask for information about themselves or their friends.
- write about their work, hobbies, and skills.

Speaking:

After finishing the course, students are able to:

- understand main ideas in short pieces of information and descriptions.

- Understand short notices.

Self-study skills:

After finishing the course, students are able to:

- make plans and manage time for their self-study in order to achieve their objectives.
- set a target for themselves, identify their strength and weaknesses in their English learning.
- try different learning strategies.
- self-access their self-study.

3. A brief summary of language knowledge and skills to be taught:

Grammar:

+ prepositions of place; there was / there were; comparatives and superlatives of adjectives

- + simple present as future tenses; 'going to' as future tense; question tags
- + adverbs of frequency and simple present; possessive forms
- + could/couldn't for asking favours; past passive
- + present perfect with since and for
- + will –future; if – sentence/type I and II; modal verbs
- + relative clauses; have/has to; tense review; past progressive

Vocabulary

- + office equipment; workplaces; hotel facilities;
- + forms of transport; trips and journeys; travel arrangements
- + means of communication; types of books; emotions
- + parts of the body;
- + places and countries; holidays and services
- + idiomatic expressions; adventure sports

Skills

Speaking:

- + Saying hello
- + Giving advice
- + Asking for and giving information about yourself
- + Giving opinion
- + Talking about sports;
- + Making suggestions and replying

Listening:

- + Listening for details
- + Listening for gist

- + Listening for main ideas
- + Identifying intonation
- + Listening for stressed parts in sentences

Writing:

- + Writing a short email
- + Re-writing sentences

Reading:

- + Scanning for specific details
- + Skimming for main ideas

4. Specific language knowledge and skills to be taught:

Unit 1 - Book 2: You and Me

- I. **Vocabulary and functional language:** getting to know each other; describing people; climate; places to visit; adjectives (opposites); learning English
- II. **Grammar:** simple present; questions and answers in simple present; present progressive (continuous); “can” to express ability; possessive determiners
- III. **Skills:** introducing people and writing short sentences; listening for key words in a radio quiz; listening for details and completing sentences; reading an extract from a brochure about Malta; working with words; giving tips to other learners
- IV. **Job Talk:** filling in a registration form for a language course
- V. **L/P (Learning tip in main unit / Pinboard in homestudy section):** listening for key words; reading for key words; grouping words

Unit 2 - Book 2: Colours

- I. **Vocabulary and functional language:** colours; idiomatic expressions; describing people; adjectives; time phrases
- II. **Grammar:** simple present; present progressive (continuous); prepositions of time / time phrases; simple past; questions in simple past; used to
- III. **Skills:** reading and writing a poem; listening to a poem; reading about the meaning of colours; listening for details and describing people; reading for details in a text; listening for sounds; asking and talking about important dates in your life; talking about changes

- IV. **Job Talk:** describing a business partner; listening for specific information; writing a short message
- V. **L/P:** word wheels; associations

Unit 3 - Book 2: Food and Drink

- I. **Vocabulary and functional language:** food and drink; celebrating a wedding; cooking
- II. **Grammar:** questions and answers in simple present; some and any; how much and how many; plurals; imperatives
- III. **Skills:** talking about food; talking about things people like/ don't like; listening for gist; listening for detail and writing a shopping list; playing a role (buying and selling) reading for details in a quiz; reading a magazine article for key words; writing an informal letter; listening for word stress and individual sounds; listening to and completing a recipe
- IV. **Job Talk:** explaining the menu to a business partner
- V. **L/P:** dictionaries; mind maps; word partners; guessing the meaning of words; rephrasing words

Unit 4 - Book 2: At the Workplace

- I. **Vocabulary and functional language:** office equipment; describing workplaces; hotel facilities; expressions on the phone
- II. **Grammar:** prepositions of place; there was / there were; comparatives and superlatives of adjectives
- III. **Skills:** matching words and pictures; describing places; listening for gist; reading for details in a newspaper article; describing changes in towns; matching symbols and descriptions; comparing people and things; listening for details in a phone conversation; completing a fax message; listening for word stress
- IV. **Job talk:** checking for information on the phone
- V. **Learning tips:** matching words and pictures; word stress; speaking on the phone

Unit 5 – Book 2: Travel

- I. **Vocabulary and functional language:** forms of transport; trips and journeys; travel arrangements
- II. **Grammar:** simple present as future tenses; 'going to' as future tense; question tags
- III. **Skills:** listening for gist in announcements; listening for detail; grouping words; reading for information in brochure; checking a timetable; describing pictures and writing a story; listening for gist and putting sentences in the correct order; reading parts of a newspaper article; predicting; starting a conversation; listening for stressed parts in sentences
- IV. **Job talk:** checking dates for a business trip
- V. **Learning tips:** choosing words to learn; scanning

Unit 6 – Book 2: Communication

- I. **Vocabulary and functional language:** means of communication; types of books; emotions
- II. **Grammar:** adverbs of frequency and simple present; possessive forms

- III. Skills:** finding word partners; asking and answering questions; using adverbs of frequency; listening for detail; reading excerpts from books and matching titles and texts; reading parts of an email and correcting the order; writing a short email; listening for intonation patterns and ending a conversation
- IV. Job talk:** correcting a diary entry; listening to and leaving a message on an answer phone
- V. Learning tips:** reading in chunks; sounding interested

Unit 7 - Book 2: Fit and Healthy

- I. Vocabulary and functional language:** ways of keeping fit; exercising; parts of the body; giving advice
- II. Grammar:** recycling: adverbs of frequency and simple present; imperatives; used to; mini-reactions; should/shouldn't; present perfect (have you ever had...?)
- III. Skills:** listening for details and matching info with pictures; listening for detail and categorizing words; sounding interested or surprised; listening for detail and taking notes; reading short extracts and matching excuses; matching words from a text with parts of the body in the picture; playing a circle game; listening and checking the order of sentences in a dialogue; making a doctor's appointment
- IV. Job talk:** completing a fax
- V. Learning tips:** explaining and categorizing words; describing things; taking short notes; collocations; vowel sounds

Unit 8 - Book2: Visiting Other Places

- I. Vocabulary and functional language:** describing places and countries; holidays
- II. Grammar:** recycling: comparatives and superlatives; present perfect (have you ever been to...?); contrastive use of present perfect and simple past; time signals
- III. Skills:** answering questions in a quiz about Wales; matching English and Welsh words; comparing things; listening for details and filling in a table; playing a circle game; talking about places; listening for details and making notes; reading parts of a newspaper article and putting them in the correct order; finding a title finding word partners
- IV. Job talk:** putting in a holidays request
- V. Learning tips:** dictionaries; using car signs for practicing English

Unit 9 - Book 2: The World Around You

- I. Vocabulary and functional language:** describing neighbours; agreeing and disagreeing; services; means of communication
- II. Grammar:** could/couldn't for asking favours; past passive
- III. Skills:** talking about neighbours; asking for favours; talking about and comparing services; matching British and American expressions; checking information; listening for clues in a telephone conversation and guessing the questions; reading a text and finding information; re-writing sentences; listening for details in a radio reports and comparing with info in a leaflet
- IV. Job talk:** polite/impolite responses in office situations
- V. Learning tips:** guessing strategies with new vocabulary; practicing vocabulary

Unit 10 - Book2: The Cosmopolitans of the Third Millennium

- I. Vocabulary and functional language:** describing ages; schools; learning and teaching languages
- II. Grammar:** present perfect with since and for
- III. Skills:** guessing words; reading a newspaper article and checking numbers and information; listening for details in a phone conversation, checking questions and finding answers; listening to

a radio programme and taking notes about people; reading a letter and finding answers to questions; scanning a job advert and completing information; listen to a video extract and checking information

IV. Job talk: checking flight bookings

V. Learning tips: guessing words; signals words; word stress; writing personal letters

Unit 11 - Book 2: Retirement

I. Vocabulary and functional language: future plans; retirement; personal biography

II. Grammar: will –future; if – sentence/type I; modal verbs

III. Skills: talking about future plans; reading a text and filling in missing information; listening to a song and matching colours with nouns; matching sentence – beginnings and endings; reading a dialogue in verse and completing it; reading people’s profiles and checking information; writing a short profile; listening for appropriate responses in everyday situations

IV. Job talk: integration of everyday language into office talk

V. Learning tips: practicing questions; personal/business letters; different varieties of English

Unit 12 - Book 2: Adventures

I. Vocabulary and functional language: adventurers and adventures; idiomatic expressions; adventure sports

II. Grammar: relative clauses; have/has to; tense review; past progressive

III. Skills: listening for details and finding the names of famous people; listening for idiomatic expressions and matching them with appropriate meanings; reading an adventure story and talking about personal experiences; defining people and jobs; matching requests and responses; discussing party arrangements; reading an extract from a magazine and discussing pros and cons of different lifestyles

IV. Job talk: checking arrangements for a business meeting

V. Learning tips: short forms in spoken English; writing a story; grouping words

5. Syllabus

Content	Class-time			Self-study
	Theory	Exercises	Practice	
Unit 1: You and Me	2 periods			
Unit 2: Colours	2 periods			
Unit : Food and Drink	2 periods			
Unit 4: At the Workplace	2 periods			6 periods
Unit 5: Travel	2 periods			6 periods
Unit 6: Communication	2 periods			6 periods
Unit 7: Fit and Healthy	2 periods			6 periods

Mid-terms	2 periods			6 periods
Unit 8: Visiting Other Places	2 periods			6 periods
Unit 9: The World Around You	2 periods			6 periods
Unit 10: The Cosmopolitans of the Third Millennium	2 periods			6 periods
Unit 11: Retirement	2 periods			6 periods
Unit 12: Adventures	2 periods			6 periods
Revision	2 periods			6 periods
Revision	2 periods			6 periods
Total length:	30 periods			60 periods

3. Requirements, evaluation and testing:

3.1 Requirements:

Students have to:

- attend 100% of class meetings and actively participate in class-time activities,
- self-study under the supervision of teachers,
- take in project work in pairs or groups,
- do mid-term test,
- do end-of-term test in 4 language skills: listening, speaking, reading and writing in forms of international English tests or equivalent.

3.2 Evaluation and testing:

3.2.1 Methods of evaluation and testing:

Progress evaluation:

Students' progress is evaluated through:

- in-class (class participation and working attitude): 100 scores (*1)
- self-study (finishing teachers' assignments): 100 scores (*2)
- mid-term: 100 scores (*2)

Students' progress score is one of the requirements for them to take part in A2 test when finishing the course. Those whose scores are under 50% will not be allowed to take part in end-of-term test. This score will not be considered for final grade.

End-of-term test:

At the end of the course, students have to take A2 English test organized by the University. Specific time of the test will be informed by Department of Education and Training.

3.2.2. Criteria for assignment evaluation:

- Class attendance and participation:

- + 100 bonus scores for those who attend 100% class meetings; 01 minus score for those who are absent from each one class meeting,
- + bonus score added to their attendance scores of those with active participation in class activities.
- Home assignments: 100 score (*2) will be added to those who finish all home assignments on time;
- Mid-term test: The mid-term test designed by teachers in charge will be graded according to 100 score scale (*2)

3.2.3. Testing time:

- Mid-term test: Mid-term test will be conducted when students are at 15th and 16th period of the whole course.
- A2 test: Final A2 test will be conducted according to the schedule of the university.

4. Materials:

4.1 Obligatory materials:

- Myriam Fisher Callus & Jackie Sykes (2002), *English Elements* (Book 2), Hueber.

4.2 Supplementary materials:

- Department of Foreign Languages. *Self-study Guide*. University 5.
- Tim Faulla & Paul A Davie (2011), *Solutions (Pre-Intermediate)*, Oxford University Press.
- *Key English Test*, Cambridge University Press.

Chancellor

Dean

Examiner

Designer

(Signed)

(Signed)

(Signed)

(Signed)