ONLINE PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE: VIETNAMESE FACULTY'S MOTIVATIONS AND LEARNING EXPERIENCES

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STATEMENT OF CANDIDATE

This thesis has not been submitted for a higher degree at any other university or institution.

To the best of my knowledge and belief, the thesis contains no material previously published or written by another author except where due reference is made.

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ABSTRACT

The increasing prevalence of English as an international language has necessitated the opportunities for Teacher Professional Development (TPD) in the countries where English is spoken as a foreign language; and online training programmes have recently emerged as a promising option because of their considerably less cost, more flexibility, high quality and easy access compared to the face-to-face counterpart. According to existing literature, the success of TPD in general and online TPD (oTPD) in particular depends largely on participants' motivation to attend and remain in the whole course of learning. Scant research, however, has been done on teachers' motivations for TPD, and even more scarce studies can be found in oTPD settings.

This research project centered on the English Discovery Online (EDO), an oTPD programme offered for Vietnamese teachers of English in the current National Foreign Languages Project 2020. Employing a qualitative research approach with semi-structured interviews to collect data, this research aims to investigate teachers' motivations to start and remain in the EDO course. From a dynamic and process-oriented view of motivation, the research examines teachers' initial and sustaining motivations for EDOand their attitudes towards oTPD.

The results show a positive attitude towards oTPD in general but a wide variation in the reasons why they started EDO and maintained their participation thereafter. There are even contrasting views teachers gave on the factors that affect their motivation, i.e. some factors are found motivating by some teachers, but reported to be demotivating by others. Technology appears to play a significant role in both motivating and demotivating participants in and there seems to be a correlation between their attitudes towards oTPD and their motivation for EDO.

This research project is hoped to be useful at both alocal and a wider level. Locally, it is the first attempt to investigate teachers' motivations towards online mode of TPD in Vietnamese context. On a wider level, the study's findings may contribute to understanding the interrelationship between teachers' motivations and different aspects of oTPD, filling in the gap of the overall TPD picture in the literature.

Future research is invited to examine the concept on a larger scale that allows for "triangulation" of data and construction of a possible model of teachers' motivations for oTPD that can be widely applied across settings. Another direction is to investigate teachers' motivations for oTPD in relation to another individual-difference factor such as age, self-efficacy, or to the effectiveness of an oTPD intervention.

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LIST OF ABBREVIATIONS

EDO: English Discovery Online

EFL: English as a Foreign Language

HANU: Hanoi University

L2: Second Language

MoET: Ministry of Education and Training

oTPD: Online Teacher Professional Development

PD: Professional Development

TPD: Teacher Professional Development

1 Chapter 1: Introduction

Given the increasing trend of globalization and the diversity in official languages all over the world, what has made communication across countries possible is the use of English. It is estimated by the British Council that there are over 1 billion people currently learning English worldwide (England, 2012). As of the year 2005, the language had been spoken in up to 75 countries and territories, and the number of learners of English as a foreign language (EFL) had already reached half a billion (Ling & Brown, 2005, as cited in Hoang, 2013). Both figures, however, might soon be a gross under-estimate in the near future (Kam, 2002).

In Vietnam where the researcher comes from, although English is not the language of instruction in the educational system, it has been at the centre of major educational reforms and language policies of the whole country for a long time. Since 1990s, English has been taught as a main subject from primary schools to universities, and is now widely emphasized as an international means of communication. It has, also since then, become a compulsory part of the entrance and graduation examinations at high schools and tertiary level (Nguyen, 2005). The most recent foreign language reform, the National Foreign Language Project 2020, places its major focus on how to increase English language proficiency of Vietnamese students at all public educational institutions nationwide (Vietnam Government, 2008).

Just as the interest in learning the language continues to grow and the general requirements for English language learners' academic achievements have continuously risen, so too do educational reforms need to not only enhance the quality of English language teacher education but also upgrade the professionalism of the existing staff (Kibler& Roman, 2013; Yurtsever, 2013). Among various efforts to make opportunities of professional learning available, online training programmes have recently emerged as a promising option for EFL teachers because of theirconsiderably less cost, more flexibility, high quality, and easy access (England, 2012;Keown, 2009; Kibler& Roman, 2013; Wing-Lai et. al., 2006).Compared to their face-to-face counterpart, online distant courses enable teachers to keep to their normal working schedule, save time and money travelling to a physical studying venue while still being able to improve their knowledge at times that suit them best (England, 2012).

As useful as it may seem, one cannot easily accept that online training courses, in and of themselves, are automatically beneficial for EFL teacher's professional development (TPD) immediate and long-term alike. Besides course-related factors such as content and design (Egbert & Thomas, 2001), technical support (Sabatini, et. al., 2000), or timing (Johnson & Summerville, 2004), participants' own motivations and attitudes have been emphasized as a critical component in making the success of a teacher professional development intervention in general (Cimer, Cakir&Cimer, 2010) and an online training programme in specific (Schieb&Karabenick, 2011). Research has highlighted that however well-intentioned a TPD project is, it is actually the teachers who determine whether or not to receive the full benefits of the intervention offered to them, and who thus finally negate the value of the whole project if it cannot motivate them enough (Cimer, Cakir&Cimer, 2010; Schieb&Karabenick, 2011; Boyd et. al., 2003; Kao & Tsai, 2009). Despite its significance as such, this individual-difference factor has not been devoted due attention from research in the field. Scant research has been done on teachers' attitudes and motivations in their PD process (Schieb&Karabenick, 2011); and at the time of writing of this thesis, there appear to be no studies targeted at EFL instructors inoTPD settings.

This study is an attempt to fill this gap by analyzing one case of oTPD: the English Discovery Online (EDO) course, which is an integral part of the National Project 2020 run by the Vietnam Ministry of Education and Training (MoET) to enhance English language ability for in-service Vietnamese EFL teachers nationwide. In the big project, the MoET offer free face-to-face language training courses for current EFL staff nationwide to help them meet the new standards. The teachers, however, have to maintain their normal working schedule while participating in the training program, which makes time constraints a significant issue to the whole project. This oTPD option, EDO, emerged as a response to such a difficult situation, being intended to significantly increase learning opportunities for participants without affecting their duties at work.

The author of this study, who used to work as an instructor of Project 2020, became interested in predicting the potential usefulness of oTPD for English teachers in Vietnam and similar contexts by exploring the motivations and attitudes of those participating in EDO and how they have actually experienced the course. With a process-oriented and dynamic view of motivation (Ushioda, 2009), the author sought to

gain insights into EDO participants' initial motivations as well as the factors that sustained their engagement in the course. In addition, their attitudes as one potential related factor were also examined. Data were collected when teachers had made certain progress on the course; and the instrument was semi-structured interviews via phone or Skype.

The current research project aims to make the following contributions to theory and practice. First, it could enrich the existing literature on professional development for teachers of English as a foreign language. Specifically, it might help to "fill in the blank" in terms of EFL teachers' motivations for oTPD – an increasingly common yet under-researched TPD option worldwide, and accordingly draft the potential issues embedded in this new medium. Practically, the project would offer an in-depth and personalized description of one set of participants in a particular online TPD programmein terms of their motivations, attitudes and learning experiences. From such information, the difficulties facing them in the course can be inferred; and areas where EDO, as part of a 450 million-USD-worth national project needs to be more responsive to participants' needs could be suggested and potentially applicable to other similar contexts.

This research report is divided into 7 chapters. The current chapter, introduction, briefly presents the rationale of the study, the research methods and aims as well as the structure of the whole report. Chapter 2 defines significant concepts and reviews relevant literature, then comes chapter 3 that describes the context of the research. After chapter 4, in which methodology in use for the current study is situated, chapter 5 details the results of data analysis while chapter 6 discusses such results, reflects upon the limitations and suggests directions for future research. The report ends with chapter 7 – conclusion- which summarizes the main points of all the previous chapters.

2 Chapter 2: Definitions of Key Terms and Literature review

The aim of this chapter is twofold. Firstly, it will explain the key concepts related to the purpose of this study, namely Teacher Professional Development(TPD) and online Teacher Professional Development (oTPD). Second, the chapter will review the literature on the motivational factor ineducational psychology, second language learning, TPD and oTPD, the fields deemedessentialin situating the aim of the current research.

Generally, existing literature reviewed in this chapter shows that although teachers' motivations should form one essential component of a successful TPD intervention, exploratory research into this individual-difference factor in TPD in general and oTPD for English Language teachers in particular is still lacking.

2.1. Definition of key terms

2.1.1. Teacher Professional Development

Before trying to gain insightsinto teachers' motivations and attitudes towards an TPD program, it is necessary to first consider the meaning of what they participate in, in other words, what teacher professional development is.

In the literature, TPD can also be referred to by different terms, several of which include, for instance, *in-service education and training (INSET),teacher development, life-long learning*, or *continuing education*.To define it, there have been several major attempts that differed widely in terms of related activities and nature of teachers' participation.

Traditionally, teacher professional development is regarded, under a fairly narrow view,as special and short-term events, including one-shot workshops, presentations, or graduate courses that teachers follow during their career to update their knowledge or simply to retain their teaching position (Monahan, 1996). By this definition, TPD appears to be restricted to purely the activities that are designed and offered by educational institutions for teachers,and which engage them on an obligatory basis for mainly instrumental purposes.

Criticizing such a definition as mentioningonly one among many possible approaches to TPD and as a result, having severely restricted educators' opportunities to learn,Guskey(2000) suggests a broader perspective in understanding the term as follows:

> Professional development is defined as those processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students.

> (Guskey, 2000, p.16)

Professional development according to Guskey (2000) is an on-going "process"thatshould also be embedded in the day-to-day responsibilities of a teacher such as lesson planning, reflecting upon in-class practice, and thus goes far beyond the scope of separate and unrelated events enforced by schools for their current staff. In other words, his definition of professional development differs in that it has included individually-led activities.

The broadest meaning attached to the term might be in the definition proposed by Day (1999):

> Teacher Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and […] through this, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues […].

> Day (1999, p.4)

By mentioning "natural learning experiences" as opposed to "designed" activities and processes as in Guskey's (2000), Day's (1999) definition has extended the meaning of TPD to also the events that happen outside the intention of teachers and institutions but lead to an improvement in teachers' knowledge, skills and practice, or what Ur (1997) terms teachers' learning. The nature of teachers' participation in TPD process thus now ranges from compulsoryto absolutely voluntary.

Day's (1999) definition also succeeds in demonstrating the full complexity of the whole process: TPD is apparently a constant and long-term learning endeavor which aims at

both intellectual ("knowledge" and "skill") and emotional ("attitude") change to maintain or raise the standard of learning, teaching ("quality of education") and achievement of a wide range of students whose individual characteristics obviously vary. It also requires teachers to possess a capacity for self-study ("alone"), and critical reflection skills ("review", "renew", and "extent"). That is also the reason why Day (1999) claims that actively engaging in TPD throughout the course of a career would be an ambitious undertaking for any teachers.

Although the goal of improving the quality of education is presumably desirable for those working in the teaching profession, what else motivates in-service teachers to engage in this thorny and challenging process proves to be an interesting question worth addressing in detail.For this reason, the current study will take as its starting point the last definition of TPD as proposed by Day (1999). The scope of the study is, nonetheless, confined to the formal courses that are designed and provided to teachers by others because of the author's interest in the matter of teachers' motivation in this particular model as opposed to the individually initiated ones.

2.1.2. Online Teacher Professional Development

TPD can occur in various modes ranging from face-to-face to fully online. Face-to-face professional development (PD) involves human contact and is usually held after school hours or at times when teachersare likely to be free to attend like weekends or holidays (Lowery, 1998). Fully online mode, on the other hand, provides teachers with a variety of information communication media by which they conduct their own learning in accordance with the goals of the whole PD programme without the need to meet their instructors or peers in person (Rogers 2001).

In comparison with the conventional face-to-face counterpart, the modern model of oTPD promises two unique advantages. First, by allowing teachers to work flexibly from a distance, online PD courses help to solve the time and cost problems inherent in the traditional programs (England, 2012; Keowen, 2009; Kibler& Roman, 2013; Wing-Lai et al, 2006). As England (2012) remarks, online courses do not only save teachers from sacrificing their normal working schedule and their usual income, but also considerably reduce the time and money spent travelling to a physical venue. Second, with the assistance of the Internet and new technologies, theonline environment also opens endless innovative possibilities and approaches for teachers to develop professionally (Lock, 2006). In terms of content, the vast source of knowledge available

online offers teachers the chance to choose for themselves the contents that suit the best to their personal needs. Additionally, various interactive web tools and functions can enable participants to tailor their own way of acquiring the course content without being fixed to one delivery method, which is normally chosen by the instructors as in face-to-face PD opportunities. With such a flexible and dynamic nature, oTPD is potentially bridging the gaps in the traditional mode and bringing teachers nearer to continuous professional development (Lock, 2006).

Seemingly attractive and able to solve some key obstacles on teachers' PD pathway as such, whether oTPD is automatically motivating to all of its participants is yet to be determined. The following section will give a critical review of literature the motivation in related fields before the current study presents its answer to this question.

2.2. Review of Literature on Motivation

Human motivation, being generally defined as simply as the reasons why people think and behave in a particular way (Kazdin, 2000), has yet been a vast subject encompassing numerous research studies in almost all disciplines. Since a thorough review of the literature into motivation in general is beyond the scope of this study,whose targeted population is English language teachers participating in an oTPD course, this section will be selective in the content to be reported. It will start with a brief description ofhow the concept has been theoretically explained in educational psychology, from which as a theoretical foundation,the literature into second language (L2) motivation and teachers' motivation in TPD and oTPDwill be critically analyzed in the last two parts of this section.

2.2.1. Motivation in educational psychology

For a long time, the vital role of an individual's motivation in his/her learning has been emphasized by many educational psychologists (e.g. Alexander & Murphy, 1998; Kauffman, 2004; Rau, Gao, & Wu, 2008). As Cave &Mulloy (2010) wrote, information about not only how but also why people, both children and adults, learn is essential in assisting educators to design instructional practice that optimizes their learning. In the field of teacher learning, Day (1999) also posits that "motivation is the most critical factor" contributing to teachers' gain in knowledge, skills and attitudes (p. ix).

Concerning categorization, most educational psychologists have framed motivation in extrinsic/intrinsic dualism. For learning to be best conditioned psychologically, both intrinsic motivation – the drive to follow one's interest to enhance knowledge and skills

and become more capable – and extrinsic motivation – the belief that the goal of learning is instrumentally beneficial and achievable – should be present (Day, 1999). However, educators normally consider intrinsic motivations to be more desirable and leading to better learning outcomes than extrinsic drives (Gardner & Lambert, 1972).

In terms of characteristics, it is generally agreed that motivation is domain specific (Gottfried, 1990), dynamic and temporal (Gardner, 1985; Gottfried, 1990; Dörnyei, 2001, 2005). This means that it varies over time, across subject areas, groups of learners and learning situations.

The next two sections will further explore the concept in second language (L2) acquisition and teacher profession development to situate the argument of the current study. These are both important to include because the professional development program on which this study is focusedinvolves language development as part of professional content knowledge.

2.2.2. Motivation in second language acquisition

Ever since being recognized as a significant internal predictor of L2 achievement, the reasons why people choose to learn a new language and how they sustain their effort in language learning have been a central preoccupation of research in L2 acquisition. Equivalent to its importance, L2 motivation research has a long history over the past five decades. This section will give a critical overview of the major approaches to understanding L2 motivations to date, as well as their corresponding featured motivational models.

The first milestone in L2 motivation research was laidwith the **social-psychological approach** and the resulting twofold formulation of motivation proposed by Gardner and Lambert (1972). They theorized that the L2 learning process had important psychological and social aspects that makes the motivation to learn an L2 differ from the motivation to learn all other types of subjects because language learners are expected to acquire not only the linguistic knowledge, but also to adopt the L2 native community's distinct linguistic styles and behaviors. It is, according to Gardner and Lambert (1972), the learners' attitudes towards the L2 native speakers and their culture that directly affect their learning motivation and performance. This led these two social psychologists to propose two kinds of motivation in L2 learning: the "integrative" motivation referring to "a willingness to become a member of another ethnolinguistic

group" (Gardner & Lambert, 1972, p.12). and the "instrumental" type denoting "a desire to gain social recognition or economic advantages through knowledge of a foreign language" (ibid., p.14). That is, those who are integratively motivated choose to learn an L2 because they are genuinely interested in the language itself and its culture, or want to be identified with the target people, whereas those who are instrumentally motivated aim at practicality and utility of the L2 proficiency, for example, to get a better job, or to gain course credits. Of the two motivational orientations, integrativenessis claimed to be more desirable and lead to better outcome in L2 learning than the other (Gardner & Lambert, 1972, Gardner, 1985).

Gardner's and his associate's social-psychological perspective was notedas being radically ahead of its time (Dörnyei, 2005) since it had, for the first time, distinguished L2 motivation research from the mainstream motivational psychology, which was then still dominated by purely individual-cognitive perspectives on motivation. Under the light of this differentiation, L2 motivation is rigorously articulated in terms of both motivation per se (effort, desire to learn) and its social-psychological contributors (attitudes, learning orientations). In fact, Gardner's and Lambert's (1972) theory and the subsequent model of Attitude/Motivation Test Battery, since its inception, hasunderpinneda wealth of empirical research that aims to measure motivation as an individual-difference variable in L2 acquisition and predicts its causal link with other aspects of L2 learning and with L2 achievement throughout two decades thereafter (Gardner & Lambert,1972; Gardner, 1985; Gardner &MacIntyre, 1993; Masgoret& Gardner, 2003).

Although empirical studies largely confirm the validity of socio-psychological model as well as the role of motivation as a causal variable in predicting L2 success, the model nevertheless did not go unchallenged. First, some studies (Kruidenier& Clement, 1986; Belmechri& Hummel, 1998) failed to detect the presence of integrative motivation in particular groups of second language learners. Instead, their findings revealed a different set of motivators: instrumental, friendship, travel, self-understanding, knowledge, whose dominant orientations vary across learning situations. Second, other studies questioned the definition of integrative motivation in contexts where learners demonstrate very little or no genuine interest in the target culture due to few or no chances to interact with the native speakers. Its presumably superior influence on L2 achievement is also challenged when instrumental motivation was actually found to be

much more powerful among this group of learners in many cases (Gardner & Lambert, 1972; Lukmani, 1972). Last but not least, Gardner's socio-psychological model is critiqued as being too deterministic and static (Ellis, 2008). On the one hand, it considers motivation as an individual-difference factor that obviously determines a learner's L2 success. It also seems to ignore, on the other hand, the dynamic character of motivation, which causes it to constantly change as a result of different learning experiences and a multiplicity of other purely personal factors.

Such limitations led to the emergence of what Dörnyei (2005) named the**cognitive-situated approach** in motivation research during the 1990s. The approach is characterized by two interrelated trends: (i) the desire to incorporate cognitive theories in general educational psychology in the analysis of L2 motivation and (ii) the need to shift from a macro socio-psychological perspective to a more situated view of L2 motivation in specific learning contexts, for example, classrooms. The resulting models of motivation under this approach are those considering motivation in a particular learning situation (e.g. classroom environment, course material, instructional methods) through the lens of one cognitive notion in mainstream psychology. Some of the most influential notions considered include "self-determination" - which posits that higher motivation and subsequently increased learning outcome is engendered when learners are more involved in the decision-making process and self-determine their learning goals and styles (Crookes &Schmidt, 1991); "self-efficacy" – the belief in one's ability to succeed in L2 learning; the stronger to belief, the more motivated the learner is supposed to be (Clement, Dörnyei, & Noels, 1994); and "attributions", which asserts that the types of reasonsto which learners attribute their performance L2, being either effort-related or ability-related, will shape their motivation in the L2 learning process (Dörnyei, 2005).

This shift in L2 motivational research approach and models is said to acknowledge one major development in L2 motivation study: recognizing the temporal and dynamic nature of the motivational construct. In fact, much research under the approach has shown that learners' motivation can vary across different individual cognitions (e.g. self-confidence, explanation of progress) (Ellis, 2008). This discovery, however, is still not sufficient in addressing the instability of motivation during a learning event, being either a task, a lesson, or the whole course of learning (Ushioda&Dörnyei, 2012; Ellis,

2008). To address this, the process-oriented approach was developed at the turn of the century.

Process-oriented approach features the attempt to capture the temporal construct of motivation (Dörnyei, 2002; Shoaib&Dörnyei, 2005; Williams& Burden, 1997). An outstanding outcome of such an attempt is Dörnyei's&Ottos's (1998) process model which describes L2 learning motivation as experiencing three distinct stages: "pre-actional" featuring choice motivation, "actional" concerning executive motivation, and "post-actional" involving learners' evaluation of the learning experiences. Such a "flexible" model is superior to its "static" antecedents in its ability to distinguish conceptually the motivations to engage in learning an L2 (reasons, decisions, goals) from motivations that sustain the engagement during the L2 learning process (feelings, behaviors, reactions to learning environment) (Ushioda&Dörnyei, 2012). The model is also able to incorporate other motivational concepts, for example integrative motivation and instrumental motivation in the pre-actional and actional stage, or attribution in the post-actional stage (Ellis, 2008). The process model of L2 motivation, however, exhibits two shortcomings: (i) it assumes a clear definition of the starting and ending point of a learning process and (ii) "it assumes that the actional process occurs in relative isolation, without interference from other actional processes in which the learner may be simultaneously engaged" (Ushioda&Dörnyei, 2012, p. 398). These short-comings actually reveals the limitations of most studies in L2 motivation to date, which mainly attempt to draw an explanatory linear relationship between motivation and learning outcomes without adequately considering the full situated and dynamic complexity of the whole learning process with various factors shaping learners' behaviors. Thereby came the most recent movement in L2 motivation research: a shift to a more dynamic contextual perspective in analyzing motivation – the socio-dynamic approach.

Under the **socio-dynamic approach**, motivation is no longer treated as an individual-difference variable, but rather, as an integral part of organic dynamic systems which evolve and develop in a non-linear manner in the interaction of multiple personal, social and contextual factors (Dörnyei, 2009; Ushioda, 2009). The approach is thus characterized by a need to theorize L2 motivation "in ways that take account of broader complexities of language learning and language use in the modern globalized world – that is, by reframing L2 motivation in the context of contemporary theories of self and identity" (Dörnyei&Ushioda, 2012, p. 398; Dörnyei, 2005; Dörnyei, &Ushioda, 2009).

Dörnyei's (2005, 2009) conceptualization of the "L2 Motivational Self System", based on the "possible selves" theory in psychology (Markus &Nurius, 1986), is one noteworthy response to this need. Central in the model is the concept of "ideal self", representing all the attributes that a person ideally wishes to possess (as revealed in his personal hopes, wishes, desires), and the complementary concept of "ought-to self", signifying the attributes that a person feels necessary to possess as a result of his sense of responsibilities, obligations and duties. A principle is that one's psychological desire to bridge the gap between the current actual selves and future selves will serve as a great source of motivation for one to learn. Investigation into the selves must also take into account their interaction with the third component of the L2 Motivational Self System – L2 learning experiences, which contain "the situation-specific motives related to the immediate learning environment" (Dörnyei, 2005, p. 106). According to Dörnyei (1994), those motives can be instructor-specific (e.g. teachers' professional profile and nature of feedback), course-specific (e.g. the teaching materials, the mode of delivery), or group-specific (e.g. the dynamics of the group of learners learning together).

Dörnyei's(2005, 2009) model of L2 Motivational Self System has a number of advantages. First, by considering the individual self system with its full complexity and relationship with other social and contextual facets (learning experiences, sense of obligation, responsibilities), the model offers a comprehensive framework for research under the socio-dynamic approach. Second, the notion of "ideal language self" has reinterpreted Gardner's concept of "integrativeness" in an interesting way, being for example, a personal desire to be proficient in English as an international language (Ellis, 2008). This has addressed the conceptual issue of integrative motivation as discussed earlier in this part, extending its application to even contexts where chances to interact with the target language community are not present. Third, the focus on how learners conceive themselves has laid an important foundation for research into practical strategies to initiate, sustain, and enhance learners' motivation throughout the learning process (e.g. Dörnyei, 2001; Cheng &Dörnyei, 2007; Hadfield &Dörnyei, 2013). Ushioda and Dörnyei (2012) point out, however, that a challenging question remains about how to operationalize the complex and dynamic relationships between learner, language and environment in measurable terms. The advanced L2 Motivational Self System is also not far from problematic. As "humans […] are inherently social beings" (Dörnyei&Ushioda, 2009, p.353), one's perceptions about "selves" are supposed to be

grounded in the social environment he is in and the constant interaction he has with that environment. Given such a social influence, it is thorny to decide with absolute confidence the desired self a learner perceives at a certain time is "ideal", i.e. the possible self "that is fully owned by the leaner" and "not imposed by others" (ibid., p. 353).

In short, the history of L2 motivation to date has been preoccupied with developing a theoretical framework for analyzing motivation and its relation to L2 learning. Although each approach and model has its own pros and cons as shown in the studies that adopt them, the concept of motivation and with its full complexity has been gradually uncovered with the increasing sophistication of the analytical framework over time. It can also be noticed that most L2 motivation research has focused on the motivation of learners engaging in conventional L2 learning contexts. Will the above approaches and models then be applicable to such a less conventional context as the one in the current study: language teachers engaging in professional development, which involves their acquiring a higher level of an L2 proficiency? The following section will answer this question by reviewing literature on teacher motivation in TPD and online teacher education as one field related to oTPD and hence deemed relevant to the current research.

2.2.3. Teacher motivation in TPD

While literature on language learners' motivation is rich, studies on teachers' motivation in language teacher professional developmentare still needed. Although the significance of teacher's motivation in TPD has been widely mentioned, there has been scant research aiming to examine the concept in TPD contexts.

Since TPD can be considered as a learning process where teachers are considered as learners, it is not surprising the significant role of teachers' motivation in the success of a TPD program has been emphasized in many studies. Day (1999) consistently argues for motivation to be the most critical factor in teacher's learning. Boyd et. al. (2003) highlighted the critical role of "attracting teachers to participate" as one primary challenge for large-scale PD projects. Cimer, Cakir, and Cimer (2010) even found that a TPD program perfectly prepared on paper might fail only due to the motivation of the implementers or teachers.There is empirical evidence that those who can successfully complete a TPD program and achieve advanced certification are all highly motivated

teachers (Scribner, 1999). Guskey (2002) cautioned that those TPD programs that do not take teachers' motivations to engage in PD into account, will fail.

Despite the acknowledged importance of motivational factor in teachers' learning process, a very limited number of relevant studies are foundfocusing on the specific reasons why teachers participate in a TPD program. Some authors mentioned them briefly without an empirical investigation. For example, in Fullan and Hargreaves (1996), teachers are claimed to engage in TPD to enhance students learning; Huberman (1985) suggest the reasons of gaining job satisfaction and enhancing professional competence; while Fullan (1993) posits "advancing professionally". The studies with empirical justificationare reviewed as follow.

In a qualitative research study carried out by means of in-depth interview and observations with 15 high school Colombian teachers, Scribner (1999) find two groups of motivational factors that make them eager to engage or not to engage in professional development. The first group consists ofintrinsic factors, ranging from a sense of moral obligation to both students and the teaching profession, to the felt need to enhance subject matter knowledge and pedagogical skills to promote students' learning. The second includes extrinsic factors, namely top-down requirements, financial remuneration, district policy reforms, and a felt need to solve "external problems" such as classroom management or student discipline. Looking at these findings through the lens of teachers' personal teaching efficacy (PTE), Scribner (1999) notes that how teachers are motivated to develop their professionalism depends largely on their level of PTE, i.e. their belief in how much they can influence students' learning. High PTE teachers tend to be more intrinsically motivated, while low PTE teachers are more inclined to extrinsic motivators. One more good point Scribner (1999) makes is that when intrinsically motivated, teachers will consider professional development as an opportunity to learn for themselves; otherwise, PD is more likely to be just a strategy to deal with external problems. Though Scribner (1999) has separated motivations into two groups, it is, however, difficult to draw a clear-cut conclusion on which group some individual motivators should belong to. For example, "a sense of moral obligation to both students and the teaching profession" is categorized as "intrinsic", but its ultimate source is from the benefits of students and the requirements of the teaching job, which is actually external to teachers themselves. No other factors listed in the "intrinsic"

group clearly demonstrate a relation to the inherent joy, interest or other constructs that reside "internally" in teachers.

In a more extensive survey conducted by Hildebrandt and Eom (2011) with 814 certified teachers of foreign language about their motivations for completing a professionalization course, attention was drawn to how the teachers ranked the importance of 8 categories of motivations generated from previous studies (Hirschhorn, 1993; Ozcan, 1996; Dzubay, 2001; Rice, 2009). The quantitative results indicate five motivational factors that are significant for teachers' engagement in the PD process, namely improved teaching, external validation, financial gain, collaboration, and internal validation. *Better teaching* represents teachers' desire for enhancing both pedagogical skills and knowledge of the subject matter. *Financial motivation*is found to be an independent variable, acting as an initial impetus for teachers but diminishing in attractiveness as other motivational factors strengthen. *Collaborations* refer to the opportunities to interact with other colleagues when teachers work towards professionalization. This point has previously been advocated by Grant and Murray (1999) who emphasized teacher collaboration as a necessary part of TPD. It is also similar to what Dzubay (2001) called teachers' psychological needs for relatedness. *Internal validation* and *external validation* are two independent factors and cannot be unified into one. They are equivalent to what Fernetet. al. (2008) termed "identified regulation", which is when an individual chooses one activity as it agrees with their personal goals and values; and "external regulation" which occurs when he does it to avoid bad consequences or to gain a reward. Out of the five factors, two are reported to be influenced by teachers' age. Financial gains motivate teachers of younger age more significantly than those in their 40s or above. Similarly, teachers in their 30s are more motivated to professionalize by "external validation" than their colleagues in their 50s or older. The other three factors are found consistently significant across different age groups. Such findings suggest an interesting characteristic of teachers' motivation for professional development. That is, while external motivations tend to change over time, internal ones are likely to be more persistent throughout teachers' careers.

Compared to Scribner' (1999) findings, Hildebrandt and Eom (2011) seem to shed more light on the field by adding "collaboration" into the list of teachers' motivations for PD. Since the subjects of the later research is foreign language teachers, compared to teachers in general in the former research, this finding may confirm the domain-specific

character of motivation in mainstream psychology, i.e. motivation varies according to the subject matter of the participating teachers. Based merely on quantitative data, Hildebrandt's and Eom's study is nevertheless limited in its lack of individual teachers' insights and concern in the whole process. Since the survey items generated from previous studies in the field of teacher professionalization, the researchers might also have overlooked other motivational factors of foreign language teachers in reality. Last but not least, the subjects of the research, being those who have voluntarily completed a national professionalization standard, may also make the findings more applicable to the "already highly-motivated" group of teachers, and thus unable to fully reflect the whole picture of teachers' motivations for professional development.

In another quantitative study carried out recently with 484 elementary school teachers about their motivations toward web-based professional development, Kao, Wu and Tsai (2011) use an intrinsic/extrinsic framework and suggest a six-factor structure of participants' motivation. The structure is named the Motivation toward Web-based Professional Development Survey (MWPD) and proved sufficiently reliable to evaluate the motivations of elementary school teachers in an online PD context. The six factors included in the MWPD are:

- **Personal interest**: refers to the inherent joy of participating in online PD as the main reason for participation
- **Occupational promotion**: indicates the purpose of advancing professionally, for example, getting a better job or salary advancement.
- **External expectations:** are the desires to meet the expectations from others at work. These can range from colleagues' encouragement to school or district requirements.
- **Practical enhancement:** denotes the aim of "doing good" or "teaching well" in the profession. Teachers motivated by practical enhancement participate in online TPD to seek better teaching methods or acquire new knowledge that helps them do better work in education.
- **Social contact:** represents the joy of contacting and collaborating with others.
- **Social stimulation:** refers to the desire to escape from a lonely or boring regular life.

This motivational model appears to be more comprehensive than the two previous ones by mentioning "personal interest"-a truly intrinsic factor, and somehow relevant to the context of the current study, being an oTPD program. Limitations can still be noticed. First, since teachers' motivation can be domain-specific as previously discussed, the type of personal interest it denotes, being only the inherent joy of web-based learning environment is potentially insufficient in describing the whole picture of language teachers' motivation in oTPD.

In general, TPD literature has explained some important aspects of teachers' motivation for professional learning, for example, types of motivation, its domain-specific and temporal characters. However, the number of studies indicates a need for far more research into the motivational factors to confirm, review, and expand the existing findings, and to unfold the truly complex and dynamic nature of the concept.

Research into teacher motivation in TPD is scant as such, some insights deemed relevant to the context of the current study, being an online TPD program for English language teachers, can nevertheless be generated in the field of online teacher education. The following section will critically present major findings in this field before the chapter concludes with a summary of the gap in the literature as the rationale for the current research.

2.2.4. Motivation in Online Teacher Education

The main contributions of motivation research in the field of online teacher education include naming the types of motivations and the contextual factors that sustain or degrade overall motivation during an online teacher training course.

In the literature whose object of contribution is the comparison between face to face and online teacher education (Eshet, Grinautski, &Peled, 2012; Harnett et al., 2011; Kirtman, 2009; Stockwell, 2013), the authors contended that collaboration opportunities and interaction are the main motivators in both learning modes. Drawing on a quantitative research approach, they also indicate the co-existence of both intrinsic and extrinsic motivations in online and face-to-face learning. However, while face-to-face learning is more beneficial in terms of immediate support and feedback, online courses are more motivating in terms of teachers' autonomy, self-management of learning strategies and online interaction.

In the pool of studies in online teacher education only, it is suggested that teachers' participation in technology-mediated learning is driven by four major inter-related motivational factors, namely interaction with online tutors and peers via different web tools, autonomy and accessibility. The first motivational force, interaction, is mainly investigated through the qualitative approach (Xiao, 2012), and mixed method (Murphy et al., 2011). The most frequently mentioned aspect in these contributions is the motivating *role of tutor's* "hats" as facilitators, empowerers, and motivators; and tutor's positive characteristics such as being fair, enthusiastic, approachable, committed. Personalized feedback from tutors is also reported to be motivating, even in cases when it is not instant (Nunan, 2012). As regards to the use of *online tools* in interaction with peers, Bonadeo (2013), Castro and Leceta (2012) suggest the use of blogs, virtual classrooms, or facebook groups as a means to motivate teacher trainees, but it is also warned that their effect on teachers' motivation depends two other factors that are directly linked together: teachers' tool using skills and technology availability (Stockwell, 2013)."*Interaction*" is also mentioned as one motivation for teachers to join online TPD (Bowman et al., 2000; Ellis & Phelps, 2000). It has been observed that features of oTPD enable teachers to seek support, advice at any time online with anyone from colleagues, peers, to even strangers. In terms of *accessibility and autonomy*, authors agree that online courses are attractive mainly because of accessibility in time and space, which allows trainees to autonomously decide their learning styles while remaining employed or even keeping to their normal teaching schedule (England, 2012; Young & Lewis, 2008). According to Simpson (2012), accessibility is not only beneficial physically but also psychologically and socially. According to him, online learning creates a certain level of "isolation" that can have the positive aspect of reducing theanxiety of speaking in front of others (Simpson, 2012) and fear of losing face when asking a question - the negative psychological states that are visible in less confident learners when participating in face-to-face mode (Gakonga, 2012). This point, however, is challenged by Nunan (2012), O'Bannon, Lubke, and Brit (2013), who actually find isolation a threat to learning. Most of 78 pre-service teachers enrolled in a course using wiki technology appreciated the collaborative value of the program, and attributed their poor participation to a lack of face-to-face element in the course (O'Bannon, Lubke, & Britt, 2013).

Other motivators in online teacher education may originate from mastery of online tools (Hung, 2012); cost-effectiveness (Jung, 2005), easy access to rich course materials (Nunan, 2012).

The most recent study that reviews, enriches, confirms these findings, and even challenged some ofthem is the one of Banegas and Busleiman (2014) on the motivating factors in an online language teacher training in Southern Argentina. Their mixed method study was undertaken in an online teacher training course offered for 72 unqualified practicing language teachers with no other face-to-face options. By means of survey questionnaires and follow-up interviews centeredon the trainees' learning experiences, the authors found "obtaining formal teaching degree"," accessibility" in time and space (p.139) to be the initial drive for the teachers to enroll in the course. When the course goes on, what later sustains the teachers' engagement is "autonomy", "course status", and "personal feelings of accomplishment and progress in their identities as practicing teachers"; and "collaboration" is surprisingly reported as a demotivating factor for the trainees during the course of study.Such findings are in agreement with previous studies, which have already confirmed the observed motivational role of learners' freedom to manage their own learning styles and pace as well as the course quality of online language teacher education (England, 2012; Xiao, 2012; Hansson &Wenno, 2005) or the self-evident importance of positive affect in teachers' motivation, but challenge the value of collaborative learning proposed by many previous authors. The critical contribution of Banegas and Busleiman (2014) with these findings is twofold. First, they have for the first time provided a more dynamic view on the motivational construct. To this effect, teachers' motivation in the course of training is not static, but changes over time and is affected by a number of factors related to the learning context such as course materials and interaction with tutors. It might be because of this view that Banegas and Busleiman (2014) have then raised a concern that although the concept of collaborative learning anchored in a socio-cultural view of education, it should not be automatically considered as a motivating factor in online teacher education. The study, however, has not yet taken into account the teachers' motivations for the language they are about to teach, which must be part of the course content and might be one source of encouragement for them to maintain their participation in the course.

In brief, the existing literature provides some basic insights into the teacher's motivation and can somehow lay an initial foundation to understanding EFL teacher's motivations to participate in oTPD. Although very scant in number, the research findings and approaches in this field demonstrate some striking resemblances to those in second language acquisition. Firstly, teacher motivation is also found to be a dynamic and temporal construct, which varies over time, across groups of teachers and evolves in interaction with many other personal (e.g. beliefs), social (e.g. external validation), and contextual (course materials, tutor's quality) factors. Researchers also follow what is called the cognitive-situated approach (as revealed in the consideration of self-efficacy theory), process-oriented approach (as revealed in the consideration of initial motivations and sustaining motivations), and socio-dynamic approach (as revealed in the consideration of the learning experiences) in use in L2 motivation studies.

There are, however, a number of limitations that indicate the need for the current research. Firstly, there have been no motivation studies targeting particularly English language teachers participating in oTPD. Most studies have been carried out instead on teachers in general, or those on language teachers have been done in the settings other than truly online TPD. While this model of TPD has become more and common for English language teachers with its unique advantages and teachers' motivation has long been emphasized as a condition for success of any TPD program, the current study may be meaningful in enriching existing motivation literature, whilst providing useful information for school leaders to design valuable oTPD experience for their teaching staff. Second, although there has been a certain degree of agreement among the authors about teacher's motivational construct, there are still some remarkable mismatches in their findings, for instance, one in the motivational role of collaboration in online teacher education, or the potential effects of distant learning on participating teachers' emotions. This may be the result of the quantitative nature of a large body of existing research, which usually gives precise results in terms of indicator measurement (Patton & Cochran, 2002), but potentially overlooks some factors in reality and neglects teachers' insights and concern in the whole process (Scribner, 1999). The current study, with a qualitative approach, attempts to fill this gap. Third, the reviewed studies in the field of TPD appear to have some inadequacies in the way they depict the dynamic, temporal and domain-specific characteristics of motivation. The construct has been framed in the simple dichotomy of intrinsic and extrinsic motivation and described

through teachers' self-report at a particular point of time throughout the literature. In only one study that employed a process-oriented view of motivation, L2 language interestwas not taken into account as one potential source of incentive for language teachers' participation in teacher education, justasin the rest of the studies reviewed. Since L2 motivation is a complicated construct distinct from all other types of learning motivation as presented above, this indicates a need for a more holistic approach to analyzing teachers' motivation in the TPD process, an approach that views them as both teachers and language learners, rather than merely professionals.

Taking literature in both fields of second language and TPD into account, what seems to bemissing is, as Ushioda and Dörnyei (2012) stated, "valid stories of motivations which are backed by sufficient empirical evidence, which are comprehensive rather than reductionist so that the complexity of motivation is not treated in a simplistic manner by focusing on one or two selected aspects only, and which offer concrete suggestions for application" (p.406).This study, which aims to explore how teachers' motivations for oTPD change over time and the factors that drive the changes, based on 19 teachers' in-depth sharing about their reasons to start and sustain their participation in an oTPD intervention, their lively experiences with all aspects of the course, their attitudes towards online learning as a means for them to develop, is expectedly a good response to this gap.

3 Chapter 3: Purpose of the Study

This chapter aims to present in detail the purpose of the current study. To achieve this aim, it will first describe the context where the data of the study was collected, being the Vietnam's National Foreign Languages 2020 Project, and the oTPD intervention named EDO. On this basis, the purposes of the current research project will be introduced in the form of research questions.

3.1. Context

3.1.1. Vietnam's National Foreign Languages 2020 Project

In 2008, Vietnam's Government issued Decision 1400aiming "to renovate thoroughly the tasks of teaching and learning foreign languages within the national educational system" so that by the year 2020, most Vietnamese vocational school, college and university graduates are competent in one foreign language (Vietnam Government, 2008). The National Foreign Languages 2020 Project or Project 2020 for short was launched by the Ministry of Education and Training (MoET) in 2010 to implement this mega renovation.

Among Project 2020's main tasks is to facilitate language teachers' professional development by improving their language proficiency (primarily English) and methodology (Vietnam Government, 2008). Performing this task has included several steps. Firstly, teachers are required to sit for a countrywide screening test which follows the Common European Framework of Reference (CEFR) (see Appendix 1) to measure their English language competency. The MoET demands that elementary school English teachers reach the framework's fourth highest skill level (B1) at the very least, while those in secondary schools achieve the third highest (B2); and tertiary and high-school English instructors the second-highest (C1). The teachers who fail the screening test subsequently attend an English language training course run by one of the Regional Teacher Development Centers established as one major strategy for Project 2020's teacher development task. After the first training course, teachers are reassessed and certified if they achieve the required level. Those who fail again must repeat the process of attending an English language course and then sitting for a proficiency test until they meet the demand of the MoET. All costs incurred in the first testing-training cycle are fully funded by Project 2020, but teachers are responsible for the rest in case they have to redo the cycle.

A typical English language training course consists of around 250 hours of class meetings held intensively in 30 weekdays during summer vacation (from June to August) or 30 weekends during an academic year (from September to May). Teachers have to keep to their normal working schedule while attending Project 2020's language course.

3.1.2. The English Discovery Online program

English Discovery Online (EDO) is one integral part of theEnglish language trainingprogramme designed by Hanoi University, a partner of Project 2020, for teachers whose English language levels have not yet met the MoET's requirements.

Originally, EDO is a computer-assisted English language learning program designed to develop users' competence in speaking, listening, reading, writing, vocabulary, grammar, and the complementary web literacy skills. In terms of structure, EDO offers up to 10 topic-based English courses encompassing three different levels: basic, intermediate and advanced. Each course's content, which is divided into 15 units covering a full range of English language skills and knowledge, is delivered in the combination of both communicative face-to-face classroom instruction and online self-directed learning with the assistance of rich learning and teaching resources such as radio broadcasts, articles, community, discussion forum and self-assessment tools (Edusoft, 2012). While online learning is the central component of each course, the classroom instruction is intended to prepare students with necessary vocabulary, grammar and background knowledge before they access computer course content as well as consolidate what they have learned after the online sessions (Edusoft, 2007).

The key advantages of EDO for EFL learners lie in its asynchronous e-learning design, and the high quality of English language in the course content. Although the face-to-face component of the course isrecommended, learners' major learning activities and progress can all be managed at their own time and space. Both the main units and the "extra-curricular" activities such as the discussion forum, allow individual learners complete flexibility to participate. In terms of language, the course content in both written and spoken form is delivered by native speakers of English and carefully selected from prestigious sources such as British Broadcasting Corporation, or the British Council.

Being in use by Hanoi University (HANU) as a part of its language training course for Project 2020, EDO is, however,a purely online TPD intervention. First, participating teachers are required, in their own time and mostly online, to complete 80% of all the EDO course content that is equivalent to their current English level. This would add approximately 150 e-learning hours to the 250 hours of face-to-face meeting of a typical English training course. With such a considerable extra amount of practice with flexible learning access, EDO secondly aims to enhance participating teachers' English language proficiency at the end of each training course, which is ultimately essential to improving their overall professional practice (Pham, 2012).

Given that limited class time and huge interruptions of the normal working schedule between class meetings have been commonly blamed for the ineffectiveness of Project 2020's language training courses (Parks, 2011; Viet Toan, 2013), EDO is apparently a comprehensive response in such a situation forincreasing the total number of English learning hours and enabling teachers' ongoing practice of the language. With dynamic learning resources available for future use, EDO also promises an option for teachers to sustain their professional development even after the end of a language course. This well-intended oTPD intervention, however, has not made much difference for teachers participating in language courses offered by HANU. Lack of engagement, late completion of the required tasks and instances of demotivation became common concerns during the time the author worked as an instructor in courses integrating EDO.

3.2. Purpose of the study

In view of the context and the literature review, the purpose of this study is to investigate the motivations of English teachers participating in EDO. Adhering to a dynamic and process-oriented view of motivation (Dörnyei, 2005; Ushioda, 2009), the current study does not only explore teachers' initial motivations to start the programme, but also the motivational factors that sustain their engagement during the learning process. In light of Gardner's and Lambert's (1972) findings about the impact of learners' attitudes on their L2 motivations, it furthermore examines teachers' attitudes towards oTPDto ascertain whether there are any fundamental assumptions in their minds that may subsequently shape their motivated engagement in a particular oTPDprogramme. It should, however, be noted at this point that although there is a substantial literature on the notion of attitude, no attempts are made in this study to break the construct into all its possible components as it is not the main focus of the

study.Although being clearly articulated in one research question, attitude will be explored as merely a complementary concept to the main one of motivation; an attempt to theoretically scrutinize it is thus beyond the scope of the study.

To summarize, the study aims to seek answers to the following research questions:

(i) What motivates Vietnamese teachers of English to participate in an online TPD programme?

(ii) What are the factors that sustain/reduce their motivation?

(iii) What are teachers' attitudes towardsoTPD?

4 Chapter 4: Methodology

4.1. Methodological approach

To answer the above research questions, this study employs a qualitative research approach, collecting data by means of semi-structured interviews.

Qualitative research is defined as a research methodology that "focuses on understanding the process of what's going on in a setting" as opposed to an emphasis on "measuring outcome" of its quantitative counterpart (Crocker, 2009, p.7). Its purpose is usually "exploratory", i.e. to discover new ideas, insights or even to formulate new theories (Crocker, 2009). Qualitative researchers favor textual over numerical data, and analyse it in an interpretive manner (Crocker, 2009). Data collection tools in qualitative research include for example open-ended questionnaires, observations, interviews, of which semi-structured interviews have often been seen as a core method (Richards, 2009).

In motivation research, although there is a "robust tradition of quantitative psychometric measurement", the qualitative research method with particularly interview techniques has been strongly advocated within the last decade or so because of some advantages it offers over the quantitative option (Ushioda&Dörnyei, 2012, p.401). Firstly, although usually promising precision in terms of indicator measurement (Patton and Cochran, 2002),results obtained from quantitative surveys have been critiqued for alack of individual respondents' insights and concerns in each motivational factor as well as the whole motivational process. Since the items in motivation measurement instruments are usually designed based on previous studies, the findings may also overlook the evolving motivational experiences in reality that are not yet covered in the literature. Most importantly, the "linear" models of motivation drawn by quantitative research as a result of its "typically relying on superficial snapshot measures at an arbitrary point of time" (Ushioda&Dörnyei, 2012, p. 401) are obviously unable to fully depict the temporal, dynamic, and complex nature of the motivational construct. Interview studies, in contrast, can offset all these limitations by yielding very rich insights into the experiences and process of motivation (Ushioda&Dörnyei, 2012; Kim, 2009). By giving participants a chance to freely express their emotions, feelings, and attitudes, in-depth conversations can not only help uncover different types of motivations, but also probe the underlying reasons and meanings in the responses. On so doing, well-prepared

interviews followed by quality transcript analysis and interpretation can capture the lively multifaceted and temporal characteristic of motivation and perfectly suit the purpose of the current study.

In the following sub-sections, I will further describe the participants, the interview questions, data collection, method of data analysis and finally the trustworthiness of the data and ethical considerations of this methodological approach.

4.2. Participants

Respondents of the study include 19 English teachers from participants of four English language training courses offered by HANU and held in the capital city and other three provinces across the North of Vietnam. The recruitment of those participants consisted of three main steps. First, after obtaining ethics approval (see Appendix 2), the researcher contacted heads of the schools (normally the Centre for Continuous Education and Training in each province) to ask for their permission to publish an advertisement of participants recruitment (see Appendix 3). After the permissionwasgranted, the advertisement, which clearly stated the purpose of the study, the information required from participants, the length and procedure of the interview, was published on those venues. Those interested voluntarily contacted the author via email to schedule an interview. Among the voluntary contacts, only teachers who had completed at least 50% of the required EDO course content were finally chosen for interviews because this amount of experience was expected to lead to more clear perspectives on oTPD, and thus more in-depth data for the research.

In general, there was a mix of gender, teaching experience, types and location of school, own English language level, English level of their students among 19 final participants in this study. Demographic profiles of each teacher and a summary of the whole sample can be found in table 1 and table 2. In order for their identities to remain anonymous, participating teachers will be referred to with pseudonyms for the rest of this thesis.

	Participants	Gender Male (M) Female (F)	Experience (in years)	Type of school	Own level of English proficiency (on CEFR)	Students' level of English proficiency	Location of school
1	HANH	F	19	Public/secondary	B1	A1-A2	Rural
2	PHUONG	F	24	Private/ highschool	B1	A2	urban
3	THAO	F	11	Private/Highschool	B2	A1-A2	Sub-urban
4	THOA	F	11	Private/ highschool	B2	A1-B1	Urban
5	TINH	F	15	Public/Highschool	B2	A2	Urban
6	HIEN	F	6	Public/Primary	B1	A1-A2	Rural
7	NHUNG	F	17	Private/high school	B2	A1-C1	Urban
8	THUY	F	13	Private/secondary	B1	A1	Sub-urban
9	LONG	M	10	Public/highschool	B1	A1-A2	rural
10	DUNG	M	14	Public/secondary	B1	A1-A2	rural
11	LUA	F	17	Public/secondary	B1	A1	rural
12	THANG	F	17	Public/secondary	B1	A1	rural
13	DAT	M	14	Public/high school	B2	B1-B2	urban
14	TAM	F	14	Public/secondary	B2	A1-B2	rural
15	HUONG	F	19	Public/College	C1	A1-A2	rural
16	DO	F	9	Public/highschool	B1	A1-A2	Sub-urban
17	HAI	F	8	Private highschool	B2	A1-B1	urban
18	THUONG	M	6	Public/highschool	C1	A1	rural
19	BICH	F	5	Private/ highschool	B2	A1-B1	urban

Table 1. Demographic Profile of Each Participant

		Frequency	Percentage
Gender	Male	4	21
	Female	15	79
School type	Public	12	63
	Private	7	37
	Primary	1	5.2
	Secondary	6	31.7
	High school	11	57.9
	Higher education	1	5.2
Experience	1-5 years	1	5.2
	6-10 years	5	26.3
	11-15 years	7	37
	16-20 years	5	26.3
	More than 20 years	1	5.2
School location	Urban	7	36.9
	Rural	9	47.3
	Sub-urban	3	15.8
Own English level	A1-A2	0	0
	B1-B2	18	94.8
	C1-C2	1	5.2
TOTAL		19	100

Table 2. Summary of Demographic Information of the Participants

4.3. Data collection

As explained in 3.2.1, this study employs interviews to gather data. The interview questions were semi-structured to "probe some aspects in depth" but at the same time to allow the conversation "to develop in unexpected directions where these open up important new areas" (Richards, 2009, p. 186).

For semi-structured interviews, it is suggested that an interview guide (Richards, 2009) or a flexible reporting framework (Merriam, 1998) be constructed as a base for the whole data collection process. This guide or framework outlines key topics to be discussed, structure the investigation, and improve the reliability of qualitative interview research by providing an evidentiary base for data analysis (Richards, 2009; Merriam, 1998). The development of such an instrument is based on the literature reviewed but should also be "flexible" to allow for the new issues not yet covered in the literature to emerge (Richards, 2009, Merriam, 1998). Taking this into consideration, the researcher has created the following interview guide, in which she identifies the key topics deemed important in inferring teachers' motivations for online teacher professional development:

- Perception of "teacher professional development"
- Attitudes towards the importance of continuing professional development for teachers of English as a second/foreign language.
- Perceptions of the kinds of knowledge and skills to be developed through TPD
- Perceptions of available models of TPD for EFL teachers in Vietnam.
- Opinion about the most effective model of TPD
- Perceptions of factors that affect their own PD process.
- Professional goal in five years' time.
- Experience of online professional development
- Attitudes towards online learning and online TPD
- The reasons for starting EDO programme
- Experience with EDO as a means of TPD
- Comparison between EDO and face-to-face TPD
- Perceptions of the reasons why Hanoi University (HANU) incorporate EDO into their teacher training course.
- Initial personal expectations with EDO
- The extent to which EDO has met personal expectations

- ➢ Personal goal upon completing EDO
- ➢ Attitudes towards the potential of EDO as a means of TPD for EFL teachers in Vietnam context
- ➢ Personal rating of the effectiveness of EDO for language improvement and the usefulness of EDO for professional development
- ➢ Intention to sustain on-going pursuit of EDO and similar programmes in the future and to introduce them to other colleagues.

As far as the sorts of questions to elicit information about those issues are concerned, Richards (2009) distinguishes between "event" questions, which aims at respondents' experiences, reactions, relationships, and "perspective" ones, which invite further interpretation and explanation. Patton (2002) gives a more detailed set of question types, including demographic, background, sensory, feeling, knowledge, values and opinion, behavior and experience. The most interesting categorization might be Merriam's (1998), which suggests four types of question with implications for their sequencing in an interview. The first sort of question, namely "hypothetical" questions, opens the chances for descriptive information about interviewees' actual experiences to be given. Second, "ideal position" questions seek attitudinal and judgmental information about an event or object. The third type, "devil's advocate" questions help participants divulge their personal opinions about sensitive issues. Finally, "interpretive" questions are to confirm the meanings of responses where necessary and invite more details, feelings and opinions.

Based on the interview guide and Merriam's (1998) suggestions on types of questions to ask, the researcher planned a list of questions sequenced by the kind of data they collect and the question types (see appendix 4 for details). The first main group of questions focuses on teachers' perceptions of and attitudes towards the professional development process. The second part of the interview gathers data on teachers' attitudes towards online learning and their motivations for and actual experiences with EDO. The final one elicits respondents' attitudes towards online teacher professional development. In each part, hypothetical questions, for instance, "If you had to choose between online learning and face-to-face learning for professional development, which mode would you choose?" were usually given first. Then came "ideal positions" questions, such as "How would you describe the best model of teacher professional development in your opinion?". Interpretive questions were not included in the list, but used throughout the

interview to confirm the interviewer's understanding of the responses. Examples of this type include "If I understand it correctly, do you mean…..?"; "Did you say…….?"; "Could you please tell me more about the…………..you mentioned in your last answer?". Devil's advocate questions like "Some teachers claimed that EDO was too advanced to be useful for their teaching practice, what would you say to them?/What do you think?" were asked in cases when the interviewer felt the anxiety and hesitation in the respondents' answer.

When the tentative list of questionswas finalized together with consent forms being signed by eligible participants, the data collection phase began. The interviewer was the researcher herself, who does not have any relationship with any of the participants outside the context of the project. Because she was based in Australia during the course of this research project, all interviews were conducted via Skype or mobile phone, depending on the preference of the respondents. Each interview lasted for about one hour, starting with greetings followed by some demographic questions, and ended when all the topics outlined in the interview guide had been covered. The conversations were all in Vietnamese because the English language level of the participants (as can be seen section 3.2.2. above)might prevent them from fully communicating their intentions and feelings in a foreign language. All conversations were recorded, then transcribed verbatim and finally translated into English for data analysis. It should also be noted that participants were free to terminate the interview whenever they wanted without having to explain the reasons and without any consequences.

4.4. Method of data analysis

The data in the form of interview transcripts(see Appendix 6) were analysed qualitatively "by hand", following the thematic analysis procedure suggested in Murray (2009) and Miles and Huberman (1994). The procedure generally involves the constant comparison, contrast and classification of data and proceeds over three main steps. Firstly, codes are determined and given to segments of data, which can be words, phrases or sentences and which carry a unit of meaning relevant to what the research seeks to answer. Different segments of data referring to the same phenomenon and convey the same meaning are given the same code. New code is created and "tagged" to a new segment of data whenever it refers to an idea or event that does not fit in the previously created codes. The second step after the coding is done with the whole data set is "categorization". This is when the researcher compares and contrasts across pieces

of coded data and pulls the similar or related codes together to form categories. Similar codes make a category under the same name while related codes go under a new category whose name represents the idea those codes imply. Finally, emerging themes noticed within the categories were then noted and examined to provide answers to the research questions.

4.5. Limitations and ethical considerations

The qualitative interview research method as described above demonstrates four potential reliability issues.

The most commonly mentioned issue associated with this kind of research is concerned with the number of participants involved. Because interviews are generally labor-intensive and time-consuming, it is usually far too difficult to have an extensive number of participants. Since a limited sample might not be representative of the whole population targeted, the results of interview studies cannot be generalized, or in other words, do not provide "truth" or "abstract universals". The usefulness of qualitative research, however, lies on the "concrete universals" or the working understandings it provides (Erickson 1986, p.130). The notions are based on the assumption that our knowledge about an event or concept is largely context-bound and elusive. This then implies that what is drawn in one qualitative research can still be meaningful in other settings as long as rich details are presented (Murray, 2009) and an adequate number of stories are collected and compared (Rallis and Rossman, 2009). Considering this issue, the current study has conducted in-depth interviews with up to 19 teachers, following a carefully-designed interview guide based on extensive related literature review.

The scope of the study and time constraint, unfortunately, did not allow for data "triangulation", which means generating data from multiple sources, in different points of time, using various data collection tools like observation, written materials, and which is advised by Rallis and Rossman (2009) as a common strategy to enhance the "concrete universals" that qualitative research aims to offer. Although observation might not be suitable for the current study which aims to investigate teachers' attitudes and motivations, it is true that information from other stake-holders in an oTPDprogramme, for example, the technical support team or the instructors, might help to confirm or give more depth to the motivational factors reported by solely the teachers. This issue will be addressed in a follow-up study.

The third issue is associated with the role the researcher plays in the interviews to collect data. As Tierney (2000) says, "researchers are participants in the creation of data" (p.543), the questions they designed, the context they choose for each interview and the way they lead the conversation all decide what kind of data is obtained. There is, for example, always a danger that the researcher might center the questions on what he/she feels important rather than what counts in the participants' perspective, which may then lead to the bias in the data gathered. To minimize this limitation, I have created the interview guide based on thorough literature review as presented in 3.2.3., and conducted a pilot interview to enhance my interviewing skills before officially commence the data collection phase. The interview questions werealso kept as open-ended as possible in order to maximize the opportunities for participants to contribute spontaneously.

The reliability of interview studies' findings might also be hindered by the trustworthiness of the information the interviewees provide (Murray, 2009). In many cases, people might not feel free to reveal the whole truth due to various social constraints including for example the relationship between them and the interviewer, or the negative consequences they feelas a result of telling a truth. To address this limitation, the current study has made the participation of the respondents purely voluntary during the whole data collection process (see appendix 5 for the consent form). The interviewer also has no relationship with any of the participants and the anonymity of all of them is guaranteed throughout the research report.

Last but not least, because qualitative research is interpretive in nature, the researcher must be careful in the role of data analyst so as not to move beyond the concepts implied in the data to the extent of incredible and invalid inferences (Meriam, 1998). Hujala and Puroila (1998) advise against "ethnocentrism", a negative tendency where researchers impose preconceived beliefs about a particular group of people when viewing their personal experiences, resulting in biased and uncritical findings about the group's situations. Concerning this matter, I, as the main investigator, have been well aware of avoiding any possible preconceived attitudes I might hold towards the participants so that the inferences I made from the data stay impartial and will not taint the tentative usefulness of the study.

As regards to ethical considerations, this study does not deal with any topics that would normally or potentially viewed as sensitive or offensive to the participants. In spite of this, ethics approval has been obtained to assure that the objectives of the research were made completely clear and transparent to the targeted population and their participation were kept entirely voluntary in nature (see appendix 5 for the consent form).

5 Chapter 5: Results

This chapter presents the qualitative data obtained from the interviews along with the author's corresponding analytical insights.

The results generally demonstrated the confidence and freedom of all 19 respondents in their answers to what motivated them to participate in and stay on the EDO course as well as their attitudes towards online professional development. There was a balance of motivating and demotivating factors, negative and positive attitudes, and participants' feelings were usually illustrated with instances from their learning experiences and explanations as teachers pursuing professional development. Their responses to the interview questions showed their personal attitudes towards oTPD and an overall evaluation of EDO as a means of PD together with a reflection on the challenges facing them outside the course, such as working conditions or having a family to support. There was no hesitation felt in their offering critical comments on all aspects of the course, including even the board of managers or the technical support team, which suggests that the evaluation they provided is overall trustworthy.

From the thematic analysis of the data (see 4.4.), the main categories emerging around motivation were organized into teachers' initial motivations to participate in EDO, and the factors that I shall borrow Banegas and Busleiman' words (2014) to term "motivating factors" and "demotivating factors" (see 2.2.3.) during the course of learning. Those related to teachers' attitudes towards oTPDwere grouped into "perceived benefits", "perceived obstacles", "feelings", and "response tendency".

5.1. Initial motivations to participate in the online English course

This section details the major findings obtained from the interview questions about participants' initial motivations to start and stay on EDO. Overall, the interviewed teachers indicated an extrinsic motivation at the beginning of the course, but their motivations and the nature of their participation tend to shift once they progressed on.

In relation to the reasons why they started their participation in EDO, 16 out of 19 teachers interviewed frankly stated that they were obliged to, i.e. participating in EDO and completing the course was the only choice for them to meet the requirement of the teacher training programme they were then in. One teacher explained:

> Thuong: I was **required to** (attend the course). I did it because I was **forced to**. I had very limited time while the course required a long time to complete. […] I

have to attend the course and teach in my school at the same time, and the school also requires me to teach extra classes, so I have very little time left for EDO.

In the other three teachers' responses, a perceived responsibility, and an intrinsic love for English and the teaching profession were found as the initial motivation for them to initiate their learning with EDO:

Phuong: I am **passionate** about teaching, so I'm**never fed up** with professional development. […]. I am never fed up with learning however busy I am.

It (EDO) is **not compulsory** for me at all. I was brought to this course as a privilege to be exact. My name is actually listed in the next 2020 training course, not in the current course I am following. […] . So basically, I volunteered to join this course without any obligation. Why not following a wonderful program as EDO?

Hien: There must be a good reason for HANU to bring EDO for us, so I felt lucky, not really obliged to join it. […] I joined it because I felt **the responsibility** to do it.

Hai: I myself **love English a lot**. […] I joined the course not only because it is required but also because I find lots of interesting stuff there to learn.

With such an overwhelming number of teachers who felt obliged to the course at first, it is thus not surprising that some participants' initial expectations from EDO were no more than to help them pass the national English exam for teachers (n=3)…

Thuy: To be honest, I joined it just **to overcome the exam**.

…or even none (n=4):

Thao: I was afraid it would be too difficult for me then. I was afraid I could not complete it. […] I **did not think and expect anything** from it.

Tam: I **did not know what to expect.** I did not know what it is and I did not understand anything when the instructors explained EDO to us. Even when I started the first lesson, I was still confused about the content and how to use the programme.

Twelve participants expressed their wish to improve their professional knowledge in terms of the subject matter (n= 12) and the teaching methodology (n= 1) when they were about to start learning with EDO. This motivation is evident in the following comments:

> Dung: I expected a lot. I expected to improve all **my language skills**, the pronunciation, the communication skills in English, the intonations, etc., and also my **teaching methodology**.

> Long: I expected to gain all things I lack. I believe so. For example, **listening**, I am looking for something to improve my listening and EDO offers exactly what I need. One more thing, the **pronunciation**. I believed that EDO could help improve my speaking and listening skills very well.

> Dat: I joined it because it is beneficial for me. It improves my **English language** and offers me a lot of useful **teaching materials** in the "resources".

Two teachers (Tam, Tinh) added their non-professional need for learning English as a driving force to join EDO. One of them said:

> Tam: I felt an urgent need of improving my speaking skill […] I think I did not join EDO for my students' sakes only but **also for me myself**. For example, when meeting with foreigners, **speaking** in a way that they can understand me is very important.

The other one admitted that the course was not useful for her teaching practice, but she was still motivated to participate in EDO because she needed English for her communication outside the workplace:

> Tinh: My students'English is very bad, and the content of the course is too advanced. So basically, I don't use much of what I learn from EDO for my teaching. But professionalism is not for teaching inside my school. I also **need Englishin the society**, for example, going **somewhere** that I **have to speak English**.

At this point, it is interesting to also consider the participating teachers' responses to the questions about their attitudes towards professional development. When asked how they perceived the significance of continuing PD for EFL teachers, each and every

interviewee shared an agreement on the vital role it plays in their career with a stress on the need to focus on developing both English language proficiency and teaching methodology. To represent this opinion, one teacher commented:

> Hanh: That (continuing TPD) is a wonderful quality. I think I **need to** keep on learning even when I grow old. I would rank it **first in significance** (compared to other qualities of an EFL teacher) because students now are getting smarter and better. […] I have to pay attention to both language and methodology.

In response to the question about why they felt the need for professional development, mainly external motives were found. They ranged from work demand (n=4), financial gains (n=2), self-confidence and other's respect (n=10), to career development (n=3). Few teachers were truly driven by the intrinsic love for the teaching profession itself (n=1), or an inner felt responsibility to "doing good" in teaching (n=2). Notably, two teachers mentioned a practical use of English as a result of professional development. Some of the excerpts from the interviews that indicate these findings are listed below:

> Phuong: Teachers here (in her school) can **keep the job only when** they teach well and have positive feedback from students. That's why I have to constantly learn and improve myself.

> Bich: When I keep improving my professionalism, I have more chances to **develop my career**, have more chances to find **better jobs** and **earn more money.**

> Thuy: If I have good professional knowledge, I **will not fear anything** when I am **in class**, **other teachers** also have nothing to say about my professionalism. After all, it is a firm foundation for me in my career, helping me to **gain rewards** that will make me **proud of myself.**

> Long: I think if I can develop my professionalism, I will feel **more confident**, in front of my students and the foreigners. One more benefit is the **increase in my prestige** among students and of course **chances for promotion in my career** will be **more open.**

Huong: I **feel very pleased, love my job more**, **forget my tiredness** when feeling that I am doing something meaningful to my students and bringing them something new and interesting in each lesson.

Thoa: As a teacher, I will soon be out-of-date if I do not keep on learning. I **must** always learn and be creative to bring something new and quality to students.

Tam: Improving English as another language provides me **more information and knowledge about the whole world.**

The interviews later revealed a wider range of motivations for EDO once the participants discovered that they could not only improve their professional knowledge in terms of the subject matter and teaching methodology, and get prepared for the exam. Three teachers stated they stayed on EDO also to relax, broaden their general knowledge and even enhance information and technology (IT) skills; their nature of participation could be seen to shift to more voluntary as a result.

Thuy: I **was required** to join it **first**, **but** beside that reason [….] EDO is **one way of relaxation** for me after doing many other things. I can choose many parts there, like "community" **to relax and enjoy myself**. There are interesting games there. […] it is beyond my expectations. It **has made meso excited** with learning so far.

Hai: I find the community part very interesting. When I am tired of studying, I can join this part to read the news or listen to some recording to play some games **to relax** and to **enhance my IT skills** at the same time.

Do: It was **first obligatory**. **But then I like** learning with EDO a lot, […] because apart from helping me to develop all language skills, it also **broadens my knowledge about many topics in the world**, food, for example. When I join the "community", I can see different recipes, and places, and enhance my social knowledge about many countries.

5.2. Motivating factors

Although most participants initially felt obliged to attend EDO, there were a variety of other factors during the learning process that kept them engaged; some factors were

even crucial in changing the nature of some respondents' participation from being obligatory to more voluntary. This section will elaborate on what the interviewed teachers reported to have motivated them throughout EDO.

First of all, the **course status** emerged as a significant motivating factor. Almost all participants (n=18) highlighted their increasing interest in one or more of the three mentioned aspects of the course status: the materials (n=14), the presentation of content (n=13), and the nature of what was being taught to them (n=15).

In terms of the materials, EDO's were reported to cover a full range of English language skills and knowledge. Thang, for example, gave 8 to her level of satisfaction with EDO because "it offers all four skills, listening, speaking, reading, writing" and she had a chance to practice them all in each lesson; Hai, Do, Thoa and Nhung also included grammar and vocabulary into what they could practice with EDO and considered such a variety in learning content as an encouraging factor throughout the course.

Apart from language development, some participants (n=4) were also excited about other useful social knowledge present in the course units. One teacher described the part of EDO she liked the most this way:

> Do: I **did not think** it would have that much knowledge, about society, other countries. […] With EDO, I feel that my **knowledge about the world**, and **all fields** have been **broadened**.

To summarize what EDO can offer, one teacher attributed their appreciation of the course to its being "a huge portable source of knowledge" that she could refer to anytime she wants (Hien).

In addition to the diversity of the course content, the interviewees appeared to be also motivated by its nature. In their responses to the questions that asked for their evaluation of EDO, the course was described as useful, effective, enjoyable and suitable to their level. 15 teachers appreciated the relevance of EDO course content to their teaching practice. As one teacher commented:

> Nhung: I find it **really useful**. For example, in the conversation part, I can learn a lot of useful structures and idioms to teach my students. There are also many useful grammatical lessons that I **can apply** to my lessons. I sometimes copy the

reading exercises there for my students to do. The content is interesting, and the reading text is not too long. […] I think **all parts** of the course are **useful for my teaching**.

Ten teachers highlighted their increasing interest in EDO because of the enjoyable and suitable content of EDO. Tinh, for example, described a positive change in her feelings:

Tinh: The whole course is useful. I used to fear long reading, but with EDO, I am **no longer afraid** of it because the content is **interesting** and it is easy for me to read it again and again to understand.

In giving their evaluation on the overall quality of the course, more than half of the respondents (n=11) indicated EDO was effective in improving their English language proficiency. Dung, for example, reported improvement in all four language skills as well as grammar and vocabulary, gave 9.5/10 for EDO in terms of effectiveness, and considered this as a reason for his felt need to proceed in EDO.

Besides, some participants (n=7) expressed their satisfaction with the level of difficulty of the content, being "suitable" to their own but still "challenging enough" to motivate them to engage in the course.

Long: I find it quite **suitable** for me; I mean the level of difficulty, **not so difficult** that can make me discouraged like the group work with my colleagues before.

Thao: It is compulsory. But I became **more and more interested** when I engaged in the course over time. The main reason is that I find myself **able** to complete the exercises there. I can read, can understand, and can do the exercises. I mean it **suits my level.**

Tam: There are many **difficult** tasks as well, apart from the easy ones. […] I am especially interested in the listening part in which I listen to and imitate the standard accent. It is **not an easy** task to do, **but** it is **quite interesting** to practice.

Much as the rich and relevant course materials were a driving force for participating teachers, so too was the presentation of such materials. The interviews revealed that the reasonable course structure (n=2), the high-quality sounds and images (n=5), the

attractive and user-friendly lay-out (n=4), the variety in task types (n=3), and the useful technical functions like self-recording, self-checking of pronunciation (n=11) all played a role in raising and sustaining the participants' interest in learning with EDO. The following excerpts are instances of this finding:

> Nhung: I find EDO interesting and useful. Listening part offers me a chance to read aloud after the recording, record myself and listen to my own voice. Grammar exercise is **plentiful in types**. Each lesson is structured in three parts – Explore, Practice, then some parts in between before it goes to tests. I mean the **content arrangement** is **reasonable.** It makes me understand and remember better before I can do a test.

> Thuy: I really **enjoy** learning with it (EDO) so far. **The images and sounds are both good.** […] The content **lay-out** is so **easy to follow**. **Some functions** like allowing learners to record themselves repeating the sample sentences are **wonderful**. I **like** it a lot.

> Thoa: It is true that I was required to do it. But after a while learning with it, I have been **really interested** in it. This is **the first time** I **can hear my voice** […] I **like** the function of showing the definition of a word by **just a right click on it.**

> Bich: I was first forced first because it is part of MoET's project. But then I find it **wonderful**, and **now I am entirely voluntary**, and do not feel any obligation. The ways they **organize** the content into different levels are **very good**, the images there are **very lively**, the language is standard and the **sound quality** when I record my voice is **very high**. The way the **lesson is organized** is also very good, starting from warm-up, **very reasonable**. Both content and **appearance.**

Some teachers (n=6) were particularly motivated by the fact that the content was written by English native speakers, meaning they were benefiting from a source of standardized English language knowledge, especially English pronunciation in their opinion. This motivation is evident in these two comments:

> Thoa: The pronunciation, the language, is **standard** because the course is made by the **native speakers of English**. […] I thought this course was just as normal

as the one provided by APOLLO that I joined before but once I started, I felt much more **interested and motivated.**

Tam: I find speaking and listening very **useful** for my English. In listening, I can listen to a **native speaker** and imitate him/her in terms of **intonation and sounds**.

The second prominent motivating factor emerged from the interviews is the **flexible accessibility** in time and spaces. 8 out of 19 respondents acknowledged the convenience of learning whenever and wherever they wanted as a driving force for them to remain in EDO. For instance:

Do: It was first obligatory, but then I **like** learning with EDO a lot because I can log into my account **whenever I have time.**

Dung: With EDO, I am **not required** to gather with other **teachers at one time in one place.** I can learn whenever I want. […] I can learn when I stay at home. It means I have more time to develop. That's**what I wanted**.

Thoa: With EDO, I can learn in the morning, afternoon, evening, **whenever** I feel like learning and have free time and mood for it. That's**really good** in that I can arrange **my learning** and **other things** at the same time, which I cannot do when going to class, where I cannot do anything else but studying.

Another motivating factor highlighted by seven participants was the freedom to manage their own learning pace and strategies, or in other words, the **autonomy** that EDO offered to them as learners. Five teachers acknowledged the opportunity to opt for the level that suits them best. For example:

Long: I **can definitely quit one unit** if I think it is too difficult for me and look for something easier, and I feel **really comfortable** with that. After all, I was forced to this program at first, but my **interest with it has grown over time** because I am **free** to choose what is **suitable for my level** to study. It is good for me.

Tam: I think it (EDO) is quite perfect. First, I see that it has **all levels** from easy to difficult for learners to **choose from**. […] there are results right after I finish

one level so that I know how hard I should try. If I am not satisfied with my grade, I **can choose** to do it again. That's also one chance for practice.

Some others (n=4) positively mentioned their freedom to manage their own learning pace, and strategies:

Hang: It (EDO) is very flexible. When I am tired of learning speaking, I **can easily switch to** listening.

Thuy: I am already aged now, and my memory is no longer good. With online learning (EDO), I **can always listen again** to the lesson I have forgotten.

One participant associated autonomy with his favor of individual work and the benefit of "saving face" it brought to him.

Long: I **want to be free to choose** the time I feel the most comfortable to work. When I feel like doing something and am let free to do it myself in the way I like, I will move on and do it very well, but if I am told or required to do it this way or that way, I will cease to do it. The **flexibility and freedom** that I can **enjoy** is exactly an advantage that EDO has over its face-to-face counterpart. It is so **comfortable.** I can be **proactive in all the ways**. In class, I am **really afraid of being asked** something I don't know by the teacher. Whenever this happens, I feel extremely demotivated and the effectiveness of the lesson afterwards is none. But with EDO, there is **no such fear and such problems.**

I **don't feel ashamed** with myself or **with anyone else**, and I can even assess myself.

I feel **free** to work on questions **without the fear of making mistakes.** When I have a wrong answer, it is pointed out for me and I am given another chance to do it. And gradually, I make progress.

Finally, personal feelings of progress and attainment over time as both learners and teachers of English contributed to keeping seven participants' engagement in the course of learning with EDO. Three teachers captured those sentiments:

Do: I think it has **improvedmy professionalism** a lot. I listen to the native speakers and this can improve my pronunciation. And my students are benefiting from that. This makes me **happy.**

Hai: It has helped me a lot. When I did the first reading exercise, I found my vocabulary **improve** and **have more knowledge** that I can apply into my speaking in classes. I felt **more confident** over time because I have more and more vocabulary to use.

Hien: In terms of my teaching, EDO **has improved** my level of knowledge skills and I **can also apply** what I learn to my teaching. […] It (EDO) makes me feel **more excited** because my level has been **upgraded.**

5.3. Demotivating factors

Besides the positive comments as such, a number of negative factors during the interviewees' participation in EDO have also emerged from their description of their immediate learning experiences, their personal comparisons between EDO as a means of professional development and face-to-face mode, and their expressions of the difficulties facing them outside the course. Overall, the demotivators came from two main sources, either inherent in the course or the participants themselves.

To begin with, nearly half of the participants (n= 8) indicated that they were discouraged by the technical complexity of EDO. Describing the part of EDO that she was not satisfied with, Thoa stressed the really hard time she had when trying to install EDO into her laptop:

Thoa: You cannot imagine how **hard** it was for me to set everything up. The software is **difficult** to install and the course is so difficult to log in. And one more short-coming is that the course can only run on Internet Explorer. That's a **big limitation**. My Macbook Air is a modern laptop but cannot run the course just because it does not have Internet Explorer. [….] Starting it is **so complicated and difficult.**

Tinh explained the reason why she gave 6 to her level of satisfaction with EDO:

Tinh: […] because it was **so difficult**for me to activate the course. I had to call the technical support team uncountable times for support. They even had to ask

me to bring my PC to the University, but you know, I don't have a laptop, bringing my PC there is impossible. Right at the beginning you see, the **technical problem** was **so huge**.

In addition, one respondent attributed his delay in starting EDO to his "subconscious fear of technology" (Long). In this respect, teachers' **low technology efficacy** might also play a role in demotivating them in online professional development:

> Long: I am usually **overwhelmed** with anything called "technology" so sometimes I think that the program might be very complicated and difficult, and this **procrastinated**my first contact with the program somehow. […] I think I was **hindered** by my **subconscious fear for technology** and the **assumption** that EDO **must be difficult** to use. When I was instructed step by step by my instructor in the introduction class, I found EDO much more simple to use, not as difficult as I thought it would be. […] So the **difficulty** is **not in the program itself** but lies in the assumption that it is difficult.

Also related to the technical aspect of EDO, one factor found to negatively affect participant's motivation was its **heavy reliance on technology availability** (n=5), and **poor technical support** (n=1). Hien and Huong explained the aspects of EDO they disliked this way:

> Hien: **Internet connection** is a **big issue**. The internet here is so slow that sometimes the course cannot run smoothly, it stands still for hours before I can move on. I usually **get bored** and **quit** in such situations. That's so **demotivating.**
>
> Huong: I had completed only Inter-course when I lost my access to EDO. I asked the technical support team, called many times to those in charge, but they all said that they did not know anything about that. I felt quite **disappointed**. **No support** in terms of technical problems. I really wanted to do the advanced level.

Another prevailing factor that appeared to demotivate the participants in EDO is the lack of a face-to-face component. Many participants (n=5) signaled anxiety in the absence of a live instructor who could give immediate and individualized answers. In the meantime, the automated and rigid "feedback" in EDO was assessed negatively.

Bich: EDO **cannot identify and correct** my pronunciation mistakes. I **have to do it myself**. Speaking is my worst skill. My sounds are not good, or missing, but EDO **cannot detect** them. There is **not direct** comment. […] With the same content, I would choose face-to-face classroom to interact with my peers and receive **immediate** feedback from the instructors.

Hai: The results are **just** the overall number; EDO **cannot** give **detailed feedback** on each part of my performance and **cannot give advice** on what I have to do to improve the part I am not good at. They just say "very good" or so. […] I need more in-depth analysis and feedback on my outcome like what a teacher can give me.

While working individually from a distance was noted as a "face-saving" factor that motivated one participant in EDO as mentioned in the previous part, 6 other interviewees blamed the lack of face-to-face meetings for some negative feelings and a dearth of chances to develop communicative skills. Tinh and Thuong's description of the difficulties they faced when attending EDO were two examples:

Tinh: EDO saves time of travelling, but face-to-face classes make me **more active** than studying online. Learning online means learning **alone,** and this makes me **lazy** sometimes. For example, when I encounter some difficult tasks, I can switch off the computer.

Thuong: If I had had a chance to study with a physical teacher, I prefer that because I have a chance to ask my questions directly and **communicate** with them to improve my **speaking and listening skills**. Now I think about **one disadvantage** of EDO, that is its **lack of chances to communicate** with a teacher so that I can develop my listening and speaking skills.

Finally, learner autonomy was noted as unfavorable by one participant:

Dung: I **don't like** it when I **am free** to choose any part of the course to do at anytime. I think it would be **better** if the content followed **a certain organization or sequence**, and learners are **required to follow** it.

Although being reported to be demotivating as such, none of the above factors appear tocause potential drop-outs. Beside the reason that completing EDO is "obligatory" for

most participants at times of interviews, it seemed that those "demotivators" were not strong enough to potentially discontinue their engagement compared to the benefits they gained from the course.

> Thang: It was **a requirement**. I was told that if I did not complete the course, I wouldn't be allowed to sit the exam. I **had to** do at least 80%.

> Tinh: I was **required at first**. **But then** I find many things interesting there, for example, reading skills. I can apply many techniques to improve my reading skills and to do reading exercises. It is alittle bit **difficult** to run the program because Interner Explorer is not very popular now […] **Buteverything else** is **very good**.

5.4. Attitudes towards oTPD

The third important part of the interviews yielded useful information on how the participating teachers viewed EDO in particular and online professional development in general. Overall, the responses revealed a wide range of opinions. At one end were the teachers who strongly favored online professional development to its face-to-face counterpart, at the other was those who conceived online courses to be useful, but only secondary and complementary to learning from live interactions with colleagues and instructors. On the basis of the patterns emerging from the data, relevant segments of information obtained from the interviews were grouped into four major categories: the "perceived benefits", "perceived obstacles", "personal feelings" and "response tendency and suggestions", which are presented as follows.

5.4.1. Perceived benefits

In response to the question why, in their opinion, people choose oTPD, all 19 participants valued the practical convenience of learning online. They highlighted the flexible and easy accessibility, which some further conceived to entail financial gains (n=6), and encourage their participation in continuing professional development (n=1).

> Lua: I don't have much time, I **like** the advantage of being able to learn **whenever** I open my computer.

> Hanh: The first reason is that face-to-face classes are usually fixed in schedule while online learning is **so flexible**. Learners can choose **anytime** they want to study, morning or midnight. Online learning also **saves** them many things, like

fuel cost, because they don't have to travel to class, or **regular income**, because they can learn and **still keep their job** at the same time.

Dung: **Time arrangement for face-to-face** courses is very **difficult.** […] we have many other things to consider, financial conditions, travelling, family. It is difficult for face-to-face classes to make us voluntary, but **onlinecan** do it in some way. For example, a school may buy it for its teachers.[…] They then can learn **whenever** there is internet connection. This will **encourage** their **active participation**.

The second benefit of online professional development was determined to be learner autonomy according to six of the participants. One of them viewedthe independence she had in problem solving in online learning as a way of saving her face:

Thuy: If there are things I cannot ask anyone, I **can always** open the computer and log onto my online course to **look up.**That's another advantage. Online learning **really helps** when I **feel shy** asking others do not know how to ask.

According to five other teachers, autonomy in oTPDis related to their freedom to choose what to learn and how to learn it:

Hai: I think we **don't have to** go to class and follow the **arrangement** of the teachers. With online learning, I **can choose** when to learn and **what to learn**.

Thang: When learning online, I can listen to a sentence for **as many times as I want to.**

The interviews also revealed positive attitudes of the participants towards the quality and relevance of oTPD courses. The common highlights centered around the learning materials (n=6), the nature of content (n=4), and the learning aid (n=4). Notably, some teachers (n=3) stressed their belief in the "standard" of oTPD course content as it involves English native speakers.

Thuy: It is a **huge** source of knowledge that's**always available** for me to refer to.

Thang: I think face-to-face class is **not as effective as online**. […] I will **not develop all four skills**, yes, because face-to-face classes are not systematic. For

example, I may have up to five lessons per week but each of them focus on only one skill and cannot cover all the skills at the same time. Face-to-face class has many students while there is only one CD player,**the facility** is not good enough. The quality, for example, **sound quality** of online courses is better. Plus, teachers' **pronunciation** in face-to-face class is usually not standard.

Thoa: The content is good, and is **prepared by the native speakers**, so is **usually accurate**. Face-to-face classes are normally taught by Vietnamese instructors and this cannot be as **standard** as online courses.

Bich: The information and language is very**updated**. I can **apply** what I learn **immediately** to my daily life.

5.4.2. Perceived obstacles

Beside the above advantages, the interviewed teachers also shared their opinions about the downsides of pursuing professional development via online courses; however, it should be noted that the obstacles were mentioned less frequently in the data than the benefits.

The most frequently mentioned disadvantage is related to the negative side of learner autonomy. According to one participant, being allowed to work at their own time and pace could generate negative feelings and habits such as boredom and passiveness:

Phuong: Learning English online is **quite passive**. […] Online learning requires learners to be really **proactive** in their learning, **otherwise** they will not learn much from it. It is also sometimes **quite boring** to study alone with online courses.

Some participants (n=3) perceived the lack of instant feedback and live interaction as a factor that could limit their learning outcome in an online learning environment. Phuong considered not having chances to interact with other learners a "disadvantage" of online learning while two other participants said:

Tam: I **like** going to classes **to communicate** with the instructors, and if I have any questions, I can ask them to explain **right away** […] and I can understand **on the spot**. Learning online allows me to ask but I **have to wait** before receiving an answer from the instructor.

Thang: I still **prefer** learning with a **physical instructor** because I **can ask** my instructor why and how questions **whenever** I have one. The **live instructors** can teach me many interesting things **outside the course content**.

Another perceived hindrance for teachers pursuing oTPD emerging from the interviews was its dependence on users' information and technological (IT) skills as well as technology availability. As one participant put it:

Thang: Many people choose to study online; but this **requires internet connection** and **quality of computers**. If the computer have low hardware configuration, they may have difficulties. One more thing is that we **need to have skills to use softwares**. I remember the first time I participated in an online course, I did not know very well the way to run the programs, so I did not know how to perform certain activities, how to send assignments, and had to ask the technical staff for support. I think this also **affects** people's participation.

5.4.3. Personal feelings

The above perceptions and weighing of benefits and costs of oTPD generated generally positive feelings about both online professional development in general and EDO in particular among the interviewed teachers. Lua found oTPD "interesting and useful" while Tam felt more relaxed and less stressed when studying online. With EDO, the common feelings recorded were even more positive. 14 participants rated EDO 8 and higher in the scale of 10 with 0 being the lowest level of satisfaction and 10 being the highest; no participants gave less than 6 to their level of satisfaction with EDO. To represent such a positive evaluation, one teacher described how satisfied she was with EDO:

Phuong: I love it a lot. I would give it **9** I think, **definitely**. […] I remember when I could not do it on my PC, I even brought my laptop to Hanoi University and got it fixed there. You can imagine how **keen**I am on it.

It is, however, quite interesting to note the participants' felt preference when they compared oTPD with its face-to-face counterpart. Although the perceived benefits of oTPD outnumbered the perceived drawbacks as previously presented, there were 8teachers explicitly indicating a favor of face-to-face opportunities for their professional development. Explaining their choices, those teachers seemed to stress the importance of live interaction as the main reason:

Thuong: If I have a chance to study with a **physical teacher**, I **prefer** that, because I have a chance to **ask** my questions **directly**, **communicate** with them to improve my speaking and listening skills.

Tinh: I **prefer face-to-face**. […] When I encounter some difficult tasks, I can switch off my computer, but I can definitely **ask** my **friends** and **teachers** in face-to-face classes for help with the difficult task.

Only six interviewees preferred the online model, and the most frequently mentioned reason was the convenience of flexible accessibility as can be seen in the two sample explanations below:

Thoa: If there is only one choice, I opt for online because the learning schedule is **not fixed** like the face-to-face classes.

Dung: I think online is better because I can learn **anytime** while face-to-face class needs syllabus and fixed schedule, and requires learners to travel.

5.4.4. Response tendency and suggestions

At the end of the interviews, all the participating teachers were asked to rate their willingness to suggest EDO to other colleagues and the willingness to utilize oTDP in the future.

In their response to the first question, all 19 participants said yes to the possibility they would share the information about EDO. One of them emphasized:

Thoa: I **even advertised** it to my colleagues in ThanhHoa when I came back to my hometown last months. I talked about it whenever I have a chance. I am **trying** to find a way to purchase an account to study with it on a long-term basis.

As for their personal response tendency, four interviewees expressed a complete willingness, i.e. they would volunteer to join even if they had to pay. Thoa, for instance, insisted that she definitely wanted to join similar courses to EDO for professional development and that money should not be a matter to her. 15 other interviewed teachers shared an agreement on a future use of oTPD, but under certain conditions, which included reasonable cost (n=11), more challenging content than EDO (n=2), more reasonable timing (n=3) and an absence of excessive assessment pressure (n=1).

The last condition for instance, is evident in this teacher' description of her oTPD usage tendency after EDO:

> Tam: **Yes, definitely**. I am usually willing to learn, **as long as** there is **not muchpressure f**rom the exam and **assessment,** which can "shake" my psychology.

6 Chapter 6: Discussion

This chapter will firstly discuss the results presented in the previous chapter under the title of three research questions. Based on the discussion, it will then draw out the implications of the study, reflect upon its limitations and finally suggest future research directions.

6.1. Research question 1

The first question in this study involves investigating 19 participants' initial drives to EDO as an oTPD intervention. It transpired from the data that the reasons for participating were:

(i) meeting an immediate requirement,
(ii) a felt need to improve English language proficiency drove them to start EDO.

The first motivation is clearly extrinsic and instrumental, and can be explained by the fact that all participants' level of English language proficiency was below the new standards set by the MoET at the time of the interview, and they were required to participate in the course as one way to upgrade their level, which could then secure their job as English teachers.

The second motivation, (ii) a felt need to improve English language proficiency,is expressed through two distinct orientations, which are either profession-related or personal. That is, participants felt the need to learn to improve their teaching practice or to enhance their knowledge for other purposes. The first orientation is indicated in participants' intrinsic love for the profession and the extrinsic benefits that they perceived quality teaching could entail. When combined with the first extrinsic and instrumental motivation of satisfying an immediate requirement, this orientation demonstrates participants' interest in learning even when the most obvious product of the process is an external validation. In this sense, it is quite reasonable to believe that teachers' initial motivation to an oTPD intervention, even when it is obligatory, could be influenced by their perceived "future selves", whichincorporate their personal wishes and desires as practicing professionals and the visible attributes they think they ought to possess (Dörnyei, 2005). In other words, their ideal selves as teachers of English and their ought-to selves as ones who meet the standard of English language teachers as set by the MoET bear an inter-relationship which then motivated them to start an oTPD course. The personal orientation, on the other hand, reveals an interesting facet of

language teachers' motivation while pursuing professional development. As the data indicated, participants were also motivated by their genuine interest in English language and a wish to master it as a means of communication even when the course's aim of improving their English language level does not match their work demand; and the course became even more motivating to them when they found it prepared by the English native speakers.When motivation is viewed in a relational and dynamic sense as Dörnyei (2009) and Ushioda (2009) suggested, this finding makes it highly likely that L2 motivation with its possible integral components, say for example, integrativeness, instrumental orientation, and attitudes towards the target language (Gardner's and Lambert's 1972) is present and influential when teachers decide to pursue a professional development activity that involves the improvement of the subject matter.

In light of the process-oriented approach (Dörnyei& Otto, 1998), it is also visible from such a finding that the participants' motivation for a professional learning process, while experiencing its pre-actional stage, could possibly be strengthened by their motivation for another learning process, in this case, learning English as a second language, in its actional stage. Put it differently, two motivational processes at different stages can diverge in a dialogical relationship in which executive motivation of one process (e.g. L2 learning) might affect choice motivation of the other (e.g. professional development).

6.2. Research question 2
The second question of the current research examines the factors that contributed to sustaining participants' motivation during the oTPD course-EDO. The results show a multiplicity of complex relationships that warrant discussion.

First of all, participants interestingly disclosed a wider variety of motivations and a more voluntary nature of participation when they had progressed on the course. Such results, on the one hand, confirm the temporal characteristics of motivation as suggested in the literature review. They are in light with the process model proposed by Dörnyei and Otto (1998) which highlights the change of motivation over different stages of an action or Ushioda's (2001) "temporal frame of reference" in which he emphasizes the idea that motivation evolves over time (p.117). Additionally, the results also reveal an internalization of extrinsic motives inherent in the ought-to-selves perceived by the participants when participants expressed an increasing interest in the course once they

realized it helped them to really advance their knowledge. To put it differently, the initial major motive of meeting an external requirement was somehow internalized into a need to enhance professional competence – an instance of one's idealized self, according to Dörnyei (2005). As internalized extrinsic motives can contribute to higher level of endeavor and effort expenditure (Dörnyei, 2005), another possible inference from the results is that participants were getting more and more motivated during the course of learning with EDO.

In terms of motivating factors, the items found from the data could be grouped under:
(1) course status in terms of course materials, nature of content, and presentation of content
(2) accessibility
(3) learner autonomy and
(4) personal feelings of progress and attainment over time.

Such findings echo most existing studies' conclusions about motivators of online learning for teachers. For example, number (1) could also be found in Banegas and Busleiman (2014) and leave England's (2012) guarantee of online course quality unchallenged. (2), (3) were previously uncovered in England (2012), Young & Lewis (2008), Simpson (2012), Gakonga, 2012 (see chapter 2 for more details); and (4) agrees with a finding about English language teachers' motivation in an online teacher training course in Argentina by Banegas and Busleiman (2014). There is even an interesting coincidence between how (2) "accessibility" could be motivating to teachers in an online course in the current study and that found by Simpson (2012). Exactly similar to what Simpson (2012) described in his research, accessibility as shown in the data also means a certain level of positive "isolation" that could reduce embarrassment and fear of losing face in the direct communication with instructors – a demotivating and very possible psychological state in face-to-face learning mode. In this respect, accessibility does not merely mean a benefit in terms of time and space, or physically, but can also help psychologically, and socially. Chances to master internet literacy skills, and easy access to rich course material as found in the literature (Hung, 2012; Nunan, 2012) were also present under (1) in the current study's data.

There is, however, one aspect of the course status that was not found in any of the literature reviewed, that is, teachers' positive attitudes towards the native English language speakers as a motivating factor for them in oTPD. As the data demonstrated,

not only did participants attribute the quality of EDO in terms of "useful", "standard" and "accurate" content to the involvement of "native speakers" but there is also an explicit assumption that non-native English speaker instructors in face-to-face mode are usually "not standard". This continues to strengthen the influence of L2 motivation on language teachers' general motivation for professional learning as raised earlier in 6.1. Under the relational and dynamic approach, such an influence represents one possible socio-cultural facet of the complex motivational construct in the field of teacher professional development.

One more remarkable feature of the results is the total absence of interaction with the tutors and peers and the use of web tools to communicate, which have been widely acknowledged in the literature as two significant driving forces for teachers in professional development in general (e.g. Hildebrandt &Eom, 2011) and online learning environments in particular (e.g. Kao, Wu, & Tsai, 2011; Murphy et al., 2011). No instances of interactions or communication with peers or instructors were given to illustrate the course's motivating features; some web tools appeared in the interviews, but they are all useful and motivating for personal and individual use such as self-recording, self-checking of pronunciation mistakes, or relaxing. The four motivating features listed above, in addition, can be all framed as individual learning experiences as they actually can engage participants without necessarily requiring them to interact with course-mates and instructors. The literature reviewed suggests two possible explanations to this. The first scenario is the absence of the course features that facilitate collaborative work such as a discussion forum (Stockwell, 2013). In case there is, the corresponding reason behind the current results could lie in the participants themselves, being either their low assessment or under-use of such course features and tools, their poor web literacy skills or their perception that tends to associate online learning with self-management and distance rather than one venue for collaborative learning (Stockwell, 2013, Banegas&Busleiman, 2014). Of these two directions of inference, the later seems to be more applicable to the current study because EDO does incorporate online functions that allow learners' exchange of ideas (see 3.1.2.); one of them, "community", was actually mentioned by the participants.

In terms of demotivating factors,

    (a) technical complexity of EDO

    (b) participants' low technical efficacy

(c) poor technical support

(d) limited technology availability and

(e) the lack of interaction with peers and tutors emerged. It can be noticed that an overwhelming high proportion of the factors (four out of five) are directly related to technology. While (a) and (c) are inherent in the course, (b) and (d) originate from the participants themselves. Such results, at one side, reiterate Stockwell's (2013) warning about the conditions for online course to be motivating and appealing to teacher users. On the other side, they imply a need for researching of technical conditions and adequate support and training of course operatingskills for users where an oTPD intervention is to be introduced. The last factor, (e) "lack of interaction with peers and tutor", deserves special attention. While reflecting participants' value of collaborative learning, it does also reveal another technical weakness of EDO in their opinion: the lack of web tools that allows communication between course-mates. Given the fact that EDO does offer information-exchange functions for users, this factor indicates the respondents' total unawareness of such course features. When combined with the other four − (a), (b), (c), and (d) - , this can further clarify the explanation made in the previous paragraph about why collaboration did not appear in the list of course motivators. The most likely scenario would be: an inclination to associate online courses with individual work on the part of learners plus a poor technical support on the part of course administration has negated the interaction opportunities incorporated in the course features and thus demotivated learners. Finally, the negative feelings expressed under the category (e) has also confirmed Nunan's (2012) and O'Bannon's, Lubke's, and Brit's (2013) previous findings that even though learning from a distance is beneficial in terms of easy accessibility, the isolation it creates to users can be a threat to learning.

6.3. Research question 3
The last question aims to address thequestion ofparticipants' overall attitudes towards online professional development.

The first part of the results bears a striking resemblance to the findings of research question 2. Similar to the factors reported to have sustained participants' motivation for EDO, the perceived benefits of oTPD also centered around accessibility, learner autonomy and course quality in terms of course materials, nature of content, and learning aids; and just as lack of interaction and the dependence of oTPD on technology

availability and users' IT skills were reported as demotivating in EDO, so too were they consistently perceived as potential obstacles in oTPD in general.Some examples given to illustrate these main points focused on a similar range of factors to those found in the answers to research question 2. For instance, participants attributed the "quality" of oTPD to the "standard pronunciation" of the English native speakers or perceive autonomy as a potential drawback of oTPD because its means they have to work alone without instructor's feedback and interaction with peers. At a wider level, such results might indicate a positive correlation between teachers' attitude towards online learning and how they experience a specific course for their professional development. That is, they tend to be motivated by exactly what are perceived to be the advantages of oTPD and discouraged by what are potentially disadvantages of oTPD in their opinion when engaging in a specific online professional development experience. This relationship could maximize the intended benefits of an oTPD intervention if the teachers are fully aware of them, but at the same time, may also undermine the available positive course features if teachers do not perceive them as such. The fact that the discussion forum of EDO was not in use and the opinion that oTPD generally lack chances of interact with peers and instructors among participants might be the most obvious example of this inference.

The last part of results, which discloses participants' response tendency and suggestions regardingoTPD in the future, has helped to strengthen the findings in all the previous parts. On the one hand, participants are particularly positive about the instrumental value of oTPD (accessibility) and tend to perceive online learning in terms of self-managed and individual work (preference of face-to-face for interaction and feedback).On the other hand, the unconditional willingness to utilize online courses for their professional development demonstrated by some participants might predict a promising trend that this model would not be merely a peripheral option for teachers' learning, but rather an integral feature of their career development path.

6.4. Integration of three research questions and implications

The above discussion has depicted motivations of participants in oTPD as a temporal, dynamic and multi-faceted construct, which changes over time under the influence of various factors, ranging from personal (e.g. attitude and ideal self) social (e.g. ought-to selves), and contextual (course features) factors. Three final comments are worth making at this point.

First of all, technology plays a significant role in oTPD for Vietnamese teachers as it was cited in examples of both motivating and demotivating factors of EDO, both perceived benefit and perceived obstacle categories of oTPD, and finally as the main reason for their willingness to engage in this model of PD in the future. This calls for an assurance of adequate technical conditions and thorough preparation of the learners with necessary web skills before an oTPD intervention comes into practice. Technical support should also be made available during the course of learning to maximize participants' utilization of the course features.

Second, although Vietnamese teachers of English tend to associate oTPD with individual work and value the autonomy it offers to them, the concepts such as collative learning or community are still valued and expected as a driving force in an online training course. The fact that the information-exchange course feature in EDO was unused despite this attitude signals two important points: (1) oTPD is not automatically beneficial to all users, (2) all course features, especially those that facilitate interaction with peers and instructors, should be made clear to teacher trainees from the very beginning.

Last but not least, some theories and models of L2 motivation have proven to be applicable in the less conventional context of oTPD. Under the light of the process-oriented and socio-dynamic approaches with the core process model and Self System commonly employed in L2 motivational research, this study has uncovered a new facet of language teachers' motivations: occasions when they choose to engage in professional development also because of their personal love for the language and their need for mastering the language beyond the practical requirements of classroom use. This concern might suggest other researchers extend their theoretical framework to including theories and models in other disciplines when investigating teachers' motivation.

6.5. Limitations and suggestion for future research

Although this research is basedon one specific population (Vietnamese EFL teachers) in one oTPD program (EDO), it is believed that the findings can also be relevant in thesimilar contexts where teachers do not speak English as their mother tongue, and the web literacy skills as well as technology availability are similar to those in the North of

Vietnam. However, limitations are still present and open up different possibilities for future research.

First and foremost, the time constraints have not allowed for the triangulation of data; and findings are thus purely based on information obtained from one set of stakeholders – the teachers, and at one particular point of time – when they have already progressed on EDO. Future research is highly recommended in the same topic but to collect data from a variety sources and longitudinally to confirm, extend, or even amend the results of the current research. Such research can also employ current motivational theories in other disciplines into its framework to build up a comprehensive model of teachers' motivation that could be applied across oTPD settings.

The second limitation is concerned with the correlation between teachers' attitudes towards oTPD and their motivations for a specific situation. As the interviews were conducted when participants had had some certain experience with EDO, the extent to which the formations of their attitudinal patterns were affected by the immediate learning context is not clear. In other words, the current study is unable to show the tendency of correlation, being that the attitudes changes could result from motivations and experience in an immediate context, or that one's motivations for a particular oTPDprogramme are an outcome of his/her fixed attitudes towards oTPD. Further research is thus invited to explore this and other possible correlations.

Last but not least, while motivation is a hugely complex construct, which evolves in the interaction between a myriad of personal, social, and contextual facets, incorporating teachers' attitudes in the analysis of their motivations for oTPD is only one approach among many possibilities. Studies could also investigate the notion in relation to another individual-difference factor such as age, self-efficacy, or to the proficiency gain in an oTPD intervention.

7 Chapter 7: Conclusion

The increasing prevalence of online professional development for teachers worldwide and the dearth of research into teachers' motivations as a crucial determinant of success of this model has triggered the start of the current study. Framed itself in the modern process-oriented and socio-dynamic approach to motivation, the author did manage to gain some useful insights into what drove and sustained Vietnamese EFL faculty's participation in an oTPD course. It is not surprising teachers' motivation constantly changes and technology plays a huge part in both encouraging and hindering their engagement in an online learning environment. It is, however, interesting to note that their motivation for another distinct learning process, for example, second language acquisition, could also be influential in their participation in online professional development.

The current research is the first of its type to the best of the author's knowledge. Therefore, it is believed to have theoretically offered an initial understanding of language teachers' motivations for online professional development in the overall picture of professional learning for in-service educators. The issues inherent in this modern mode of TPD such as collaborative learning opportunities have also been sketched out for future references. Practically, although the current study is based on one specific case, its implications could possibly extend their applications to contexts akin to the North of Vietnam. For instance, in order for an oTPD intervention takes its full effect, it is important that technical conditions, training and support be assured, and participants' motivations should always deserve due attention before and during the time the programme is in progress.

For future research, the limitations in terms of data collection method open possibilities for further studies on a larger scale to develop or adjust the findings of the current research. It is also worth exploring the concept of teachers' motivation from different angles, which may include relating it to one or more other individual different variables, or incorporating motivation theories and models from other disciplines in the theoretical framework.

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APPENDICES

APPENDIX 1: Common European Framework of Reference for Languages

	FORMAL DISCUSSION AND MEETINGS
C2	*Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.*
C1	*Can easily keep up with the debate, even on abstract, complex unfamiliar topics.* *Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.*
B2	*Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.* *Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.* *Can participate actively in routine and non-routine formal discussion.* *Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.* *Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.*
B1	*Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.* *Can put over a point of view clearly, but has difficulty engaging in debate.* *Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.*
A2	*Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.* *Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.* *Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.*
A1	*No descriptor available*

Note: The descriptors on this sub-scale have not been empirically calibrated with the measurement model.

Source: Council of Europe
(http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

APPENDIX 2: Ethics Approval

MACQUARIE UNIVERSITY

THI MY TRUONG <thi-my.truong@students.mq.edu.au>

RE: HS Ethics Application - Approved (5201400521)(Con/Met)

1 message

Fhs Ethics <fhs.ethics@mq.edu.au>   Thu, May 22, 2014 at 6:18 AM
To: Dr Jill Murray <jill.murray@mq.edu.au>
Cc: Ms Thi My Truong <thi-my.truong@students.mq.edu.au>

Dear Dr Murray,

Re: "Learning English online as a means of professional development for ESL teachers: Vietnamese Faculty's motivation and attitudes"(5201400521)

Thank you for your recent correspondence. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and approval has been granted, effective 22nd May 2014. This email constitutes ethical approval only.

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/_files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

Dr Jill Murray
Ms Thi My Truong

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: 22nd May 2015
Progress Report 2 Due: 22nd May 2016
Progress Report 3 Due: 22nd May 2017
Progress Report 4 Due: 22nd May 2018
Final Report Due: 22nd May 2019

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/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/forms

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 Sub-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 Sub-Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/forms

5.   Please notify the Sub-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/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/policy

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

If you need to provide a hard copy letter of approval to an external organisation as evidence that you have approval, please do not hesitate to contact the Ethics Secretariat at the address below.

Please retain a copy of this email as this is your official notification of ethics approval.

Yours sincerely,

Dr Simon Boag
Acting Chair
Faculty of Human Sciences
Human Research Ethics Sub-Committee

Faculty of Human Sciences - Ethics
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Ph: +61 2 9850 4197
Fax: +61 2 9850 4465

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APPENDIX 3: Participants Recruitment Advertisement

Dear Teachers of English,

You are invited to participate in a study of the motivation and attitudes of Vietnamese teachers of English as a foreign language (EFL) towards the online course provided as a part of the National Project 2020. The purpose of the study is to gain deeper insights into important factors that influence the effectiveness of teachers learning English online as part of their professional development. Your contribution is vital in achieving the aim of the project and thus greatly appreciated.

The study is being conducted by Ms My Truong, (thi-my.truong@students.mq.edu.au) to meet the requirements of the Master by research in Linguistics under the supervision of Dr. Jill Murray, a lecturer in the Department of Linguistics, Macquarie University (Jill.murray@mq.edu.au, tel: +61 2 9850 9605)

You are eligible to be invited to an interview if you are attending Discovery Online (EDO) course provided in the teacher training program of 2020 Project.

If you decide to participate, you will be asked some brief questions to confirm your attendance in the EDO course, and thenproceed to the main interview of about 45 minutes on your motivations and attitudes towards the EDO course as a means of professional development for you as an ESL teacher. The entire conversation will be recorded for the purpose of keeping the accuracy of your communication in future analysis.

No questions asked in the interview are sensitive or offensive, but your participation is absolutely voluntary, i.e. you are free to withdraw from the study at any stage without having to explain the reasons and without any consequences. If you complete the interview, you will receive 300,000 VND as a compensation for the time you spend.

Please contact Ms. My atthi-my.truong@students.mq.edu.au if you are interested.

Thank you!

APPENDIX 4: Semi-structured Interview: List of Questions

Categories of information	Guided questions
0. Greeting and participant information confirmation	0.1. Are you a teacher of English as a foreign language (EFL)? 0.2. Which school are you teaching in? 0.3. Which grade are you teaching? 0.4. How many years have you been teaching English? 0.5. Are you attending EDO course, an integral part of the teacher training program—project 2020? 0.6. Have you started to do the tasks in the course yet? 0.7. How many percent of the tasks in the course have you completed?
1. Professional development (PD) for teachers of English as a second language (ESL)	1.1. What do you think are the qualities of a good EFL teacher? 1.2. What do you think is "professional development" (PD)? 1.3. How important do you think it is for an EFL teacher? 1.4. What activities do think are considered PD for a teacher? 1.5. What are the benefits of PD to a teacher, to the school? and to larger community? 1.6. What aspects of teachers' knowledge should an EFL teacher develop? Why? 1.7. What are the ways you know for EFL teachers to develop professionally? 1.8. How would you rank the effectiveness of each way in the context of teaching English in Vietnam in general and your case in particular? 1.9. Why do you give such ranking? 1.10. How would you describe the best experience of TPD in your opinion? 1.11. What ways have you been following to develop your professionalism? Why/why not? 1.12. If given two modes of professional development, online and face-to-face, which one would you choose? 1.13. What do you think are the factors that might influence teacher's practice of professional development? 1.14. What is your professional goal in the next five years?
2. Online English language learning	2.1. Have you ever learned English online before? Tell me about your experiences. 2.2. Why do you think people learn English language online?

		2.3.	Why did you join English Discovery course?
		2.4.	Do you enjoy English Discovery course so far?Tell me what you like about it?
		2.5.	How would you compare your experience with EDO and your experience with a physical classroom?
		2.6.	What if you had to choose between the face-to-face mode and online mode for the same content as n EDO, what would be your decision?
		2.7.	What is the best aspects of EDO in your experience? Why?
		2.8.	What is the worst aspects of EDO in your experience? Why?
		2.9.	Are there difficulties you have when attending EDO? Tell me about them.
3.	Online language learning as a means of PD	3.1.	Why do you think the Ministry of Education and Training (MOET) integrate EDO in the teacher training program--Project 2020?
		3.2.	What were your expectations before you started the course?
		3.3.	Has the course meet your expectations so far?
		3.4.	What are your goals on finishing EDO course?
		3.5.	What do you think are the advantages of EDO compared with face-to-face classes in terms of enhancing PD for EFL teachers in Vietnam?
		3.6.	Are you able to improve English language skills when attending EDO?
		3.7.	How effective do you rate EDO in improving your English language skills?
		3.8.	How useful is EDO for your professional development?
		3.9.	Some teachers said that EDO is too advanced for them to apply into classroom teaching. What do you think?
		3.10.	Will you continue to join similar online course in the future?Why/Why not?
		3.11.	Would you suggest EDO and similar course to other teachers of English?Why/Why not?

APPENDIX 5: Participants' Consent Form

MACQUARIE UNIVERSITY

Department of Linguistics
Faculty of Human Sciences
MACQUARIE UNIVERSITY   NSW   2109
Email: thi-my.truong@ students.mq.edu.au

Chief Investigator's / Supervisor's Name:

Dr. Jill Murray

Chief Investigator's / Supervisor's Title

Lecturer in Linguistics

Participant Information and Consent Form

Name of Project: Online Professional Development for Teachers of English as a foreign language: Vietnamese Faculty's motivations and learning experiences

You are invited to participate in a study of the motivation and attitudes of Vietnamese teachers of English as a foreign language (EFL) towards the online course provided as a part of the National Project 2020. The purpose of the study is to gain deeper insights into important factors that influence the effectiveness of teacher's learning English online as part of their professional development. Your contribution is vital in achieving the aim of the project and thus greatly appreciated.

You are eligible to be invited to an interview if you are attending Discovery Online (EDO) course provided in the teacher training program of 2020 Project.

The study is being conducted by Ms My Truong, (thi-my.truong@students.mq.edu.au) to meet the requirements of the Master of Research in Linguistics under the supervision of Dr. Jill Murray, a lecturer in Linguistics, in the Department of Linguistics, Macquarie University (Jill.murray@mq.edu.au, tel: +61 2 9850 9605)

If you decide to participate, you will be asked some brief questions to confirm your attendance in the EDO course, then proceed to the main interview of about 45 minutes on your motivations and attitudes towards the EDO course as a means of professional development for you as an EFL teacher. The entire conversation will be recorded for the purpose of keeping the accuracy of your communication in future analysis.

No questions asked in the interview are sensitive or offensive, but your participation is absolutely voluntary, i.e. you are free to withdraw from the study at any stage without having to explain the reasons and without any consequences. If you complete the

interview, you will receive 15 AUD (300,000 VND equivalent) as a compensation for the time you spend. If you have any ethical concerns during your participation in the study, please contact the Macquarie University Human Research Ethics Committee at: telephone: +61-2 9850 7854; email: ethics@mq.edu.au.

Any personal details gathered in the course of the study are strictly confidential, except as required by law. No individual will be identified in any publication of the results. Quotes from your interview may be used in the dissertation or resulting publications but they will be deidentified. Only the researcher and her supervisor (My Truong and Dr. Jill Murray) can have access to the data. If you wish to have a summary of the findings, please contact My Truong using the email address given above.

I,_____ 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 (telephone (+61-29850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

<p align="center">(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)</p>

APPENDIX 6: Transcripts of Interviews

Participant 1: HANH

Me	What is your full name please?
HANH	I am **** HANH
Me	How many years have you been teaching?
HANH	I have been teaching 19 years now.
Me	Which school are you teaching for?
HANH	I teach in a secondary school.
Me	What is the average level of your students?
HANH	It is from A1 to A2. Students in grade 7 and 8 cannot reach B1.
Me	Did you complete the Edo course before?
HANH	Yes, I did.
Me	What are the qualities of a good teacher of English?
HANH	Teachers must have sufficient knowledge of the subject they teach, say, English language. Apart from knowledge, teachers should also have a good teaching methodology. Some teachers may have very good knowledge, but cannot make it understandable to students. The content of the textbook is not really advanced to teachers, but what is important is how we can make it transferable to students, I mean make it clear to them so that they can understand and remember it. So teaching methodology is also very important.
Me	Anything else can you think of?
HANH	Well, it is hard to list everything right way. Uhm...yes, the ability to reflect upon each lesson to gain experience is another quality. If a teacher can do so, she will avoid the mistakes she made in the first lesson and make the following one better. Reflection and experiences make teachers do better. We need to pay attention to students' attitude to see what works and what doesn't, and beware of them in the next lessons. The key here is analysing our practice and gain experience from that. There are groups of students who can understand what I say right away, but there are those who struggle with even a simple structure. So I also need to be flexible in even the way to begin a lesson.
Me	Do you mean we have to understand our students?
HANH	Yes, exactly. I need to understand their level, and adapt my way of teaching to their level.
Me	What about the capacity for life-long learning?
HANH	That is a wonderful quality. I think I need to keep on learning, even when I grow old.
Me	How important is it compared to other qualities?
HANH	I would rank it first in significance because students now are getting smarter and better. If we, the teacher do not improve ourselves, we will soon lose their respect. It is also difficult for us to teach them.
Me	What do you think is PD?
HANH	In my opinion, it means learning by, for example, observing colleagues' lessons, in the same school or in other schools. It can also be done by reading books or materials on the internet, or joining the professional meetings.
Me	What are the professional meetings about?

HANH	At the beginning of a school year, the DoET usually hold a meeting that focus specifically on how to teach one skill such as listening, speaking,.... We join the meeting, observe on sample lesson, then discuss the best way to teach.
Me	What are the content of the books or materials you read online?
HANH	I used to go online more often but now I do not have much time, so I buy books that compiled the practice tests. I do the practice tests their and use them as teaching materials for students in class. Some teachers still keep going online, but I no longer have enough time to learn English online, because of my job and because of my family.
Me	What you have mentioned are the activities for PD. But what exactly is development?
HANH	Development means learning new things and applying them in practice to solve current problems. Learning without changing anything in practice does not mean "development". When observing a class, I must see the good things there and what may apply to my own students. That's PD.
Me	What other ways for teacher PD?
HANH	In our area, TPD is limited to class observation, professional meeting among teachers of the same school or different schools of the same area. There are also some extra curricular activities for students, for example, the quiz show in English. I can also improve my professional knowledge when preparing for such events.
Me	What about the training course like 2020? Do you think it is an option for TPD?
HANH	That's a very good option, but it was held when we were so busy that we could not fully concentrate on learning.
Me	Which way do you think is the most effective for Vietnamese teachers of English?
HANH	Each way has its own benefits, it is difficult to tell.
Me	What are the benefits of pursuing TPD?
HANH	The first benefit is the professional knowledge for me myself. Then I can gain love and respect from students. When I have knowledge, I am also more confident to participate in teaching competitions and win more titles and award for myself. That's very practical and personal benefit.
Me	What are the benefits for the school?
HANH	When school has a good teachers, it is very likely that it also has good students, who will join competitions and bring prizes for the school. The school and teacher then gain more reputation and better "trademark".
Me	What are the benefits for the society?
HANH	It is obviously good for the society. Good teachers and students help the society to develop in terms of knowledge, awareness, disciplines, etc. People and society, they are in interrelated relationship.
Me	What are the aspects of teacher's knowledge?
HANH	For us as teachers of English, knowledge includes language proficiency, all four skills. It is also good to have broader social knowledge, which will then make our lessons to be more vivid.
Me	What about methodology?
HANH	Ah yes, I think it is also included in teachers' knowledge.
Me	Which part should we pay attention to?
HANH	I think both language and methodology. Knowledge alone is not effective; it

	needs methodology to be transferred to students. Without knowledge, teachers definitely do know what to teach, it is a must for a teacher to know what to teach.
Me	What ways have you follow for PD?
HANH	I joined professional meetings; observe colleague's classes, read reference books, mostly to improve my knowledge about English. Concerning methodology, each teacher has his own style, so it is quite difficult to learn from one another. We usually say to each other that there are many ways to reach the destination, one can go by bike, one can go by train, ...as long as it is safe.
Me	What do you think are the factors that may affect teachers' pursuing PD?
HANH	Age is one factor. Young people definitely have more energy and thus are more likely to actively participate in PD activities. Sometimes, it depends on teachers' characteristics. Some may be very sociable and very willing to communicate and learn from others, some are too preserved and shy, thus collaboration may not work for them. So PD also depends on teachers' characteristics.
Me	Are there any factors related to policies like salary.
HANH	Salary is actually not really an issue, because salary for a teacher depends on their age and experience, and not all teachers with good salary are those who are enthusiastic with PD. In contrast, those with low salary may be very eager to learn to upgrade their level. Salary is not a problem in that some teachers do not have to be worried for money because their husbands earn a lot for them. Of course teachers will find it easier to learn with more money because learning does cost money. School support may have slight effect. For example, when I participate in 2020, I still have to teach the same number of classes at school, and this did make me tired.
Me	Do you have any goal for the next five year?
HANH	All teachers want to have students winning prizes in good students competition, and I hope for the same thing, too.
Me	Have you ever attended a similar course to EDO before
HANH	No, I haven't. Edo is the first.
Me	Why do you think people choose to study online?
HANH	The first reason I think is that f2f classes are usually fixed in schedule while online learning is so flexible. Learners can choose any time they want to study, morning or midnight. Online learning also saves them many things, like fuel cost because they do not have to travel to class, or regular income, because they can learn and still keep their job at the same time.
Me	Why did you join EDO? Of course you were required at first, but are there any motivations for you to sustain your participation.
HANH	Yes, you are right, on the one hand, the course is obligatory. If I did not complete it, I was not allowed to sit for the exam. On the other hand, EDO helps improve my knowledge.
Me	Which kind of knowledge?
HANH	Grammar, reading skills, writing, listening. I was a bit lazy with writing. I spent most of the time practising my listening, reading and grammar.
Me	So that's mostly the knowledge about English language?
HANH	Yes, it is. There were not any chances for us to learn about methodology.
Me	Did you enjoy it?

HANH	Yes, I did. The time was too limited however. I think I would have enjoyed it more if I had had more time.
Me	Which grade would you give it from 1 to 10 in terms of your level of satisfaction?
HANH	It is difficult. It course is actually wonderful, but I did not have enough time to discover all the benefits. Alright, I would give 9. I find it really good, but I did not spend enough time on it.
Me	With the same content as in EDO, which mode of learning would you prefer, f2 f or online?
HANH	I think f2f is still better although i have to spend more time travelling and the schedule is fixed. In f2f class, I can get answers to all my questions right away from my instructor, which is better. Learning online saves learner much time, and save them from quitting their job. But in general, I still prefer f2f learning.
Me	Which part of Edo are you most satisfied with?
HANH	Using it is quite simple and it also provided me with a plenty of knowledge.
Me	Which part of EDO are you not satisfied with?
HANH	I don't know what to tell. Everything is OK. The internet is good, the course ran smoothly and I like the content.
Me	What are your difficulties when attending EDO?
HANH	The only difficulty is time. I did not have enough time to exploit its benefits.
Me	Can you think of any other difficulties?
HANH	I think, vocabulary may be a problem for me. I do not have sufficient vocab to fully understand all the reading texts there and that caused me troubles. That's because of my own knowledge.
Me	But I think you can choose your own level?
HANH	But new words cannot be avoided in long texts. Sometimes I have to guess their meanings.
Me	Why do you think the HANU and MOET incorporate EDO in 2020 training course?
HANH	I think they want to improve our knowledge.
Me	But why online learning? Why don't they require you to learn all in class?
HANH	Maybe because they want us to learn more skills like computer using skills. And with online learning, we can do more practising exercises. They want us to enjoy the benefits of both learning mode, self-study online and f2f classes.
Me	What did you expect from Edo when first introduced to EDO?
HANH	I was overwhelmed when first introduced about it because I had never done anything like that before. But when I started the course, chose the right level to learn, I find it quite useful in improving my professional knowledge.
Me	Has the course met your expectations?
HANH	Yes, it has. Actually, the time I spent on the course was not much. But it is obvious that my English language proficiency went higher. And I did feel more confident. I did broaden my knowledge after finishing EDO.
Me	If you had had enough time, would it have been effective in improving your English?
HANH	Yes, very effective if I had enough time. It would be wonderful.
Me	Is it useful for PD for teachers of English?
HANH	Yes, it is. I think yes, it improves the English language knowledge and thus must entail PD.
Me	Will it be still useful if your students' level is too low to learn from anything

	you get from EDO?
HANH	I think it is still very useful. I can use only 20% of what I learn when I teach student, but a better knowledge definitely made me teach differently and be more confident. The broader my knowledge is, the more ways I can find to explain the lesson content to students. It is usually good to broaden my knowledge.
Me	How effective is EDO in improving teachers' professional knowledge?
HANH	It is difficult to tell, but EDO can improve teachers' English language, it means that is effective in enhancing teachers' professionalism in general.
Me	Does Edo have any distinct advantages compare to other model of PD?
HANH	Each way has its own distinct advantages. EDO helps me to enhance all four skills, and is very flexible in time.
Me	Are you willing to join EDO and similar course in the future?
HANH	Yes, unless I retire, I am usually willing to attend Edo if time is available.
Me	What do you mean is "available"?
HANH	I mean when I have plenty of free time, for example during summer vacation. A School year, you know, is too busy for me; I have to teach, to be in charge, to do the paper work, and many others.
Me	Does this mean that EDO is not a good model of PD that teacher can engage frequently in?
HANH	Yes, I think so.
Me	Are you still willing if you have to pay?
HANH	It depends on how much I have to pay. If it is affordable, I am.
Me	Are you willing to introduce EDO to other teachers?
HANH	Yes, definitely. I can share or learn EDO with them. Because I think it quite useful and effective. It is worth for teachers of English to know.

Participant 2: PHUONG

Me	What is your full name please?
PHUONG	*** Phuong.
Me	Which school are you teaching in?
PHUONG	I teach in high school.
Me	Which grades are you teaching?
PHUONG	Grade 11 and 12
Me	What is the average level of your students
PHUONG	A2 I guess. I teach two private schools. And the MOET has just allowed students to choose their subjects to be tested at the national graduation exam. So students will not elect such difficult subject as English, but the easier one like chemistry to learn for the exam. It is not easy to write an essay as required in the exam, so they will not select English. And when English is not in their exam, they will not study it seriously. I guess most of them are at the A2 level.
Me	What is your goal when participating in 2020?
PHUONG	I am aiming at B2.
Me	Have you started EDO?
PHUONG	Yes, I have. That's an interesting program, even more interesting than an American program, I don't remember its name, being used for primary

	school pupils at the moment. When that program was about to be used, I was one of the two teachers in my schools who were chosen to be sent to the DoET to try that program. It was good, but I think EDO is better. I even wish the cost would be lower so that it can reach the majority of the students. I teach in Long Bien district, where families are not very wealthy. I am the leader of the English teacher group in the school and I think that it would be perfect if I could bring EDO into classes for my students.
Me	How many years have you been teaching English?
PHUONG	I have been teaching for 24 years.
Me	What do you think are the qualities of a good English teacher?
PHUONG	The first quality is the good English proficiency. Then, enthusiasm, patience. Others include good-looking appearance because young children love good-looking teachers; and also a good sense of humour, which can make a lesson less boring and more attractive to students. The more I teach, the more I find the learning environment change day after day. In the past, students were expected to follow what teachers told them to, but now, teaches cannot impose students to do what teachers want. Teachers have to be flexible. I no longer begin the lesson by checking students' homework as I used to but by a warm-up activity, which attracts their attention and leads them to the new lessons. The activity can involve a song, some pictures, or an interesting situation. All these require enthusiasm. I myself never go to bed before 11pm, because each lesson consists of one grammatical structure, and I feel the need to prepare my lesson in a way that is particularly suitable for that kind of structure. I also have to prepare a lot of tests for them to watch their progress. I have also compiled for myself a document which lists in details all the problems I encountered during my lesson planning and teaching and my proposed solutions to it. I referred to many other sources and also consult my colleague to make a final product to share with others in my schools. That has contributed to my school's campaign of innovation in teaching and learning in my school. We actually have many disadvantages. Being a language teacher, I have never had a chance to visit an English speaking country. All the stories related to the English cultures come from my readings, and from one of my teacher, Quoc Hung, M.A. I have a passionate love for teaching and English, so I asked some other teachers to join me in a class with Quoc Hung. In his class, we learn pronunciation and learn from rich experience he had from a long time he studied in the U.K. I always try to remember all the stories he tells me so that I can inspire my students in class because I have never had a chance to touch the U.K. Knowing our passion, he even contacted an agency, who usually helped people to go the U.K for short courses, but the price they proposed, 90 millions VND at that time, 2 years ago, was too huge for us as teachers. My salary is only 10 million a month, so a trip to the UK is still a dream for me. If only teachers of English could have a chance to the UK for example, it would be wonderful.
Me	So teachers of English should also have a good knowledge of the English culture?
PHUONG	Yes, exactly, the knowledge about English culture. When I teach a lesson about the New Year Eve traditions in the U.K, I should also know about the tradition of choosing somebody to set the first foot into one's home and compare it to Vietnam's traditions. That way of teaching would be much

	more inspiring to students. I used to live in Russia, so sometimes I tell them stories about what to do in the restaurant, like queuing, sending jackets and coats to the waiters, etc. I told students all those stories, and many of them when getting married and visiting me later on still told me that the stories had always been following them and inspiring them to study a foreign language. There was once a professor coming from the US who wanted to observe a class, and Quoc Hung ask me to allow her in. After observing my class, she was so impressed that she offered to sponsor a computer lab for my school. It was such a pity that my school was currently hiring the place and thus could not accept the offer. The students also rarely have a chance to meet a foreigner. Sometimes, volunteers come to visit my school and my students are usually very excited. That's one disadvantage of students in the suburb.
Me	Any other quality can you think of?
PHUONG	I've just mentioned English proficiency, enthusiasm, passion, the knowledge about target culture. I also have to be flexible in different teaching situations, and know how to make students love me. When students love the teachers, they are more likely to love the subject as well, and teachers will find it easy to tell students to do this and do that. I myself can teach many kinds of students; even those other teachers had to surrender.
Me	How important is the capacity for life-long learning?
PHUONG	It is extremely important. I myself have never ceased to learn. If I stop learning, I would soon be left behind even by my students. Whatever the test requires, I have to prepare students with the same content. For example, the current tests focus on grammar knowledge in multiple choice questions; I then have to teach students grammar and how do MCQ. All teachers have to do so. But I have to learn more than that to prepare students for the university entrance exam as well. The graduation test students' knowledge about the passive voice, the uni entrance exam will test the special passive voice. So I usually have to learn more than the textbook requires. I usually buy reference books to read and to do exercises. Whenever there is one answer that I am not clear, I try to figure out by all means, by referring to other books for example, otherwise, I cannot sleep well that night. Teachers' learning should be continued until they leave the profession I think, and I am doing the same thing. But I have to encounter one disadvantage as a teacher in a private high school. Most students need very basic level of English just to pass the graduation exam, only some of them need advanced knowledge for the Uni entrance exam, but I still have to learn, because if I am not able to teach them, no one will be there to help them. 2020 is a good chance for me to improve my knowledge; that's why I rarely skip classes.
Me	What do you think is PD?
PHUONG	PD means self-study to enhance knowledge and skills. I usually group with other passionate teachers on a regular basis, say weekly, to share our ways of teaching the lesson in the week, I do this and she does that, then we learn from one another. We also work together to compile practice tests for students to do. Each does five tests with particular types of questions, and then we bring them together to make a resource. We learn a lot from that and find self-study really important. The DoET offer the training courses

	for me, but they are just one option for us to develop our PD. The best way still is self-study. I spend a lot of time in book stores to find books to read and share with others. I am currently having a learning group in which we can share writing tips in different types of essay.
Me	You mentioned reading books. Then what is the content of the books you always read?
PHUONG	Mainly about English proficiency. Concerning methodology, I used to attend classes about how to teach four skills by Quoc Hung, but I found them not really useful for my real situation. I buy books about grammars, reading, etc to read and do exercises there. I can also listen to a VOA news with my daughter. I have a sister working in the US; I sometimes talk to her in English. But I pay most attention to grammar because this is what I need most for my teaching.
Me	What are the ways for teachers to develop their professionalism?
PHUONG	Apart from self-study, I wish there were a budget from the MoET allocated for English courses where we can attend for free or partly-free to improve our English proficiency. I think not many teachers are very enthusiastic about self-study, especially those who have been in the official staff in public school because however they teach; they will never be fired out. But things are different in private schools where I am teaching. Teachers here can keep the job only when they teach well and have positive feedback from students. It would be terrible if students want to change their teachers. That's why I have to constantly learn and improve myself. If there were support from the government, it would be better for us. Teaching students of low levels can make the knowledge we gain from university fade away over time.
Me	So training courses sponsored by the government are a good option for TPD, aren't they?
PHUONG	Yes, they are, especially when they change the textbooks. Whenever there is a new textbook coming into use, we are sent to short courses to introduce the textbooks. In such courses, we have chance to observe experienced teachers preparing and teaching sample lessons. That's methodology. But to improve our English proficiency, more courses are needed, for example, the 2020 course we are attending. Oh my God, I have to leave house from 6:30am to go to Hanoi University and won't come back home until 5:30 in the afternoon. We never take a short nap at noon. Homework is checked every day, and we are very afraid of being sent to the back of the class because of not doing the homework. But I enjoy it.
Me	What are the benefits of TPD?
PHUONG	There are many. Improving knowledge and skills is one obvious thing that a teacher has to do. It is so beneficial. I can teach my students, and I can teach my children. Students now are so smart. They know who teaches well and who do not. In the center where I am teaching, some teachers only have 10 students to teach in their class, but there are usually more than 40 in mine because they know how well I teach. With such a big number of students, I obviously can earn more money than others, 1 million per class for example, compared to 200 thousands per class of 10 students. One disadvantage I have is age. I have only 6 years left before my retirement, but I still love learning a lot. I can leave everything outside the class to concentrate on learning, and I am proud of myself for my ability to

	concentrate and catch up with others despite my old age.
Me	What are benefits for the schools?
PHUONG	Good teachers produce good students and vice versa. One teacher in my school does not teach well, and students in her class thus wan to move to other classes. When my school does not allow them to switch classes, they start to move to another school, one by one, because they really do not want to study with that bad teacher. For a private school, losing students in that way is really bad, being a loss in finance and reputation. The whole generation of graduates from the school will not have good knowledge if the teacher is not good.
Me	What is the benefit for the whole society?
PHUONG	As I told you, good teachers make good students. English is now so important. And good teachers of English play a very important role in providing quality labours with good English proficiency for the society. Singapore is one example of rich country because of the English proficiency of its citizen. Students cannot study abroad with sufficient English proficiency, say 6.0 IELTS, isn't it? Those who study abroad will have more chances to get a good job than those studying in domestic universities.
Me	What kinds of knowledge and skills do teachers need to improve when they pursue TPD?
PHUONG	Knowledge of English language, I have mentioned before. And pedagogical knowledge and skills are also extremely important. If I am very good at English, but I do know how to transfer what I know to students, students will not learn much. I have to make the targeted content understandable to students. And that's pedagogy. So knowledge of English knowledge, knowledge of pedagogical skills to make the knowledge understandable to students, they are essential in teaching profession.
Me	Which is more important?
PHUONG	They are both important. Knowledge of English is quite the same among novice teachers who have just graduated from the Uni. Then during the time I teach, I have to observe my colleagues' lessons to see how they teach which kind of content, to see how they present their lessons, the combine many little bits from many sources we learn and adopt them flexibly in my lessons. I really like one famous saying, which is "A day on the road gains you a sieve-worth of wisdom". It means that observing lessons, collecting what works there and then apply it immediately into my own lesson is very important.
Me	Which way you have mentioned is the most effective in Vietnamese context?
PHUONG	Each way has its own advantages. For example, observing colleagues' lessons is good, but not everyone can manage to do it. It is also quite impossible for the MoET to offer training courses on a regular basis, or if they can, not all teachers are willing to join. Observing classes is very important because it gives me hands-on experiences that I can bring immediately into my classes. When I started the teaching career, I was quite nervous. Then I knew the leading teacher in Phan Dinh Phung school, and decided to follow him in his lessons. I also asked him to share the teaching materials, then studied it myself at home. When he participated in the teaching contest of the city, I also observed his lesson to see what he

	did. I cannot say what is best but each way can bring teachers certain benefits.
Me	Which way have you followed?
PHUONG	I applied all the ways I mentioned. I observed other teachers, and asked others to observe my lessons to comment on my teaching.
Me	What are the factors that may affect your professional development?
PHUONG	As I mentioned before, the first is the difference between public schools and private schools. Many teachers in public schools do not have much motivation to pursue professional development because they do not face the pressure of being fired from their jobs. So I think the working environment is the first factor. Teachers in private schools have to try continuously to improve their teaching to be recognized. If the school is satisfied, they will extend their contract, otherwise, I lose my job. Such a thing does not happen in public schools. Passion is also another factor. A lack in passion can me one lazy. I am passionate about teaching, so I am never fed up with PD. The third is the tests MoET ask us to give to students. If they require to test students four skills, we have to improve all four skills. For example, there will be a writing question in the English test in this year's graduation exam, so I myself have practiced more than writing tests up to now. I also teach my students write about some common topics in sentences, paragraphs, then essays. In short, teachers teach what is required in the tests. If the test does not require students to write, then what's the point in teacher's improving their writing? So testing systems are essential.
Me	What are your goals in the next five years?
PHUONG	I definitely have to obtain C1 by all means, and seize any opportunities to go abroad to study. By that opportunity would be so thin. I once had a chance to cooperate with Quoc Hung in an educational show on TV but I turned down because I was too busy with my teaching at school. He promised to do everything n the first two months for me to observe, then he paid me afterwards to prepare what he was going to teach. I was teaching two schools then, and the wage of teaching is much more than the rate I was offered by Quoc Hung. He also promised an opportunity to go abroad for training after three months working with him, but I was satisfied with my role and rate of teaching at that time, so I did not accept his offer. So in five years' time, I will have achieved C1, although I will retire in 6 years and it is not a must for me to achieve it. Some people even advise me to "buy" the certificate somewhere to release the stress, but I said no, because learning brings me knowledge. I am currently with Hanoi University, but when the course here finishes, I will continue with another course at the National University, and another one following it at Appollo. I am never fed up with studying however busy I am.
Me	Have you ever attended any similar course to EDO before?
PHUONG	Ah yes, I remember, DINET from the U.S. It was brought to the DoET from the US and I was among the teachers asked to try that out before it was applied to Hanoi primary school pupils. I was something really new then. I could record myself, do the practice exercise, have it marked, etc, but the content was not as diverse and sufficient as that of EDO. EDO is better. I have participated actively ever since I installed the course in my

	computer. I do it every day in the evening and also buy some extra books to support it.
Me	Why do you think people learn English online?
PHUONG	There are many reasons. But the most clear one is that they don't like travelling to classes. Many people are surprised when I can travel so frequently to 2020 classes. But I think learning in f2f classes is better. When I speak to a real person, what I speak remains in my mind longer, and I can revise it during the time I travel back home. I can also recall what my classmates say and do during class and note the useful information down. Learning online saves time in that I don't have to go out. But learning f2f helps me to remember information better.
Me	Why did you join EDO? Was that because it is compulsory.
PHUONG	No no, it is not compulsory for me at all. I was brought to this course as a privilege to be exact. My name is actually listed in the next 2020 course, not in the current course I am following. One of my colleagues who is studying in the current course told me that there is usually someone absent from class and it would be OK if I join them. So I get in though I am usually scared whenever the teachers check the attendance. SO basically, I volunteer to join this course without any obligation.
Me	So what motivates you to follow EDO?
PHUONG	Why not following such a wonderful program as EDO? The listening part is so diverse in activities and exercises, it is superior to other listening course online I used to attend, which basically has only one recording and some follow-up exercises like gap filling to do. Edo offer al full range of skills to practice. I can also record my voice to listen again. EDO is so comprehensive.
Me	Which grade out of 10 would you give EDO in terms of your level of satisfaction?
PHUONG	I love it alot. I would give it 9 I think, definitely. It is more perfect than all the other online courses I learn with.
Me	Why is it 9?
PHUONG	Because it is more comprehensive. I also wish I could bring it to my students to learn with. Is it expensive?
Me	I am really not sure about the price. But do you have any difficulties when engaging in EDO?
PHUONG	I was not well instructed at the beginning, so I did have some difficulties getting started. That's because I did not attend the introduction class. I have to be trained to use it. Those who are not very good at computer and internet like me will definitely have difficulties. I remember when I couldn't do it on my PC, I even brought my laptop to the HANU and got it fixed there. You can imagine how much I am keen on it.
Me	Which mode of learning do you prefer, in f2f classes or online, given the same content as in EDO?
PHUONG	I prefer online course with such the content. It is quite easy and I can manage working on it alone. But if I am asked to compare learning online and f2f learning, I still prefer f2f classes. Edo is quite easy and I have not encountered any problems so far.
Me	Why do you think the MOET and HANU choose EDO as one part of 2020 project?
PHUONG	Only teachers studying with HANU have access to EDO if I am correct. Is

	it?
Me	Yes, it is. EDO is offered by HANU only.
PHUONG	I think one purpose is to improve teachers' language ability. The f2f part of the 2020 program is not enough. There are 15 meetings altogether, which is obviously not enough for us to achieve our target. I think that's a trial program to see how teacher thinks about it. The technical support team keeps reminding me about the 80% completion requirement. I have never seen it any where, so it is a trial program for teachers to improve their professional knowledge.
Me	What did you expect when you were first introduced about it?
PHUONG	I expected to improve my English language proficiency, despite whatever difficulties I encounter. EDO is so wonderful.
Me	Has the course met your expectations so far?
PHUONG	I have been studying with it for a couple of weeks now and the workload from the f2f part of the training course is so huge that I have not seen any remarkable progress. Maybe after 3 more weeks, I can answer this question more correctly. If I keep on learning at the same pace as I do at the moment, I think I will definitely improve my English.
Me	Which grade would you give to EDO in terms of effectiveness in improving your English?
PHUONG	Only 7 I think. Because learning English online is quite passive. Because learners can choose any time to learn, EDO can only work with those who are really serious and passionate about learning and PD like me. In July, I have to come back to teaching and will have less time for EDO.
Me	How useful is EDO for teachers pursuing PD? What are the advantages of EDO compared to f2f classes?
PHUONG	It is beneficial in terms of travelling. Teachers can learn while staying at home and save money. However, I still have to emphasize the importance of f2f classes. Online learning requires learners to be really proactive in their learning, otherwise they will not learn much from it. It also sometimes quit boring to study alone with online courses.
Me	How useful is it for your professional development?
PHUONG	I think I have improved my skills of doing different types of tasks, like grammar exercise. The more I learn with EDO, the more time I can save when doing grammar exercise. IF I learn with EDO frequently, I will be definitely better in terms of English proficiency.
Me	Can you apply what you learn in class? Did you say your students' level is very low?
PHUONG	Yes, my students are quite weak at English, but it is not true when saying that I cannot apply what I learn in my teaching. When my English proficiency improves, practically speaking, I can earn more money. I can take extra classes of higher level which offer better rate for teachers. When I am able to teach advanced classes, it is because of my effort in pursuing PD.
Me	In the future, will you be willing to pursue EDO?
PHUONG	I never deny any opportunities to learn.
Me	What if you have to pay?
PHUONG	If the course is affordable, of course, yes.
Me	Are you willing to share information about EDO with other colleagues?

PHUONG	Yes, I am, very willing.
Me	What is the main reason for your willingness?
PHUONG	It is mainly because I really love English. Edo is also a good program. The American program I used to follow is good, but this one is even better. I told you I am a voluntary member of this class, so you can imagine how I am keen on it.
Me	I have no more questions to ask. Thank you very much for helping me.
PHUONG	You are most welcome.

Participant 3: THAO

Me	What is your full name please?
THAO	I am *** THAO
Me	Which school are you teaching?
THAO	I teach at a secondary school, grade 8.
Me	What is the level of your student?
THAO	Very bad, I think only A level, the lowest.
Me	What is your target when attending in 2020?
THAO	I am targeting B2.
Me	How many years have you been teaching English?
THAO	I have been teaching English 11 years now.
Me	What are the qualities of good teachers of English?
THAO	In my opinion, like teachers of other subjects, ESL teachers need to pursue CPD, be patient, and diligent, I mean learning from colleagues and different sources to improve professional knowledge, and being very patient in explaining target knowledge and skills to students.
Me	What are the aspects of teacher's professional knowledge?
THAO	The first part is English language knowledge. I have to improve it on a regular basis. Otherwise, I may forget it. Pedagogy is also important, the teaching methodology, the way we explain knowledge to students.
Me	What do you think is professional development?
THAO	Hmmm. It is difficult. I think I need to improve both English and teaching methods.
Me	What are the ways for teachers to pursue PD?
THAO	I self-study, which is the most common way, or attend training courses organized by the DoET or MoET, for example, 2020.
Me	Could you specify your self-studying method?
THAO	I self-study in my free time. I focus mostly on grammar and reading. Listening and speaking is very limited in chances to practice. I hardly have any chance to talk to a foreigner here.
Me	What are the benefits of CPD for you as a teacher?
THAO	I will have more knowledge then. If I do not engage in CPD, my knowledge is not firm enough, and I can only teach average students, not good students. Teachers with good knowledge can train good students.
Me	What are the benefits for school?
THAO	Good teachers make good students, who will bring achievements to the school.
Me	What are the benefits for the whole society?
THAO	When students are good at English, they can communicate well in the

	language, then introduce Vietnam and their hometown to foreigners, and help Vietnam be more well-known to international friends.
Me	Which aspects of professional knowledge should you focus on when pursuing PD?
THAO	I think both. I need both knowledge and teaching skills. It is difficult to teach well with only one of them.
Me	What are the ways have you followed for PD
THAO	Apart from self-study, I can only follow courses organized by the school, DoET or the MoET. I practice my English via self-study while pedagogical knowledge is mostly gained through the courses. I have to tell you again that I can only improve my grammar and reading skill at home, not speaking and listening.
Me	Which way do you think is the most effective for teachers of English in Vietnam?
THAO	Self-study is necessary, but we still really need such courses like 2020. Of course 2020 is too heavy for us. There is so much obligations and stress there, but anyway, I think it is necessary. I prefer not to be forced to pass the exam. I can learn much through self-study, but never as much as what I can gain from the short course like that in 2020 project.
Me	Yes, I see. So the most effective way is the training course without exam pressure?
THAO	Yes, exactly. We all like to learn, but exam put too much pressure on us. Exam with public assessment, it is so stressful and embarrassing.
Me	What do you think are the factors that affect teachers' PD?
THAO	Exam, as I mentioned, is one factor. It makes me afraid of learning. But anyway, I was very excited about the last course. My knowledge has broadened considerably.
Me	Could you name some other factors?
THAO	Age is one factor. The older I am, the more difficult for me to learn new things. You may find it easier to learn than I am, at this age. The ability and memory is both worsening with time. Other personal factors such as family and children can also be distracting.
Me	Any factors related to the policies of schools or districts?
THAO	Ah yes, it is good when there are support from school and district. If travelling expense is supported for example, I would be more motivated to participate in training courses.
Me	What are your goals in the next five years?
THAO	I will continue to enhance my professional knowledge?
Me	Could you please specify? For example the level of English you are aim at?
THAO	I am still aiming at B2 only. It is enough for my teaching here because outside class, I do not have many chances to meet and communicate with foreigners.
Me	Have you ever attended any similar course like EDO before?
THAO	No I haven't. EDO is the first. I do learn English online, but it is not a course. I just do some practice exercise there and it is not compulsory?
Me	How many hours per day do you spend learning English online?
THAO	It is hard t tell, but I do English Practice test online every weekend to improve my English and to get more teaching material.
Me	What kind of exercise do you usually do online?
THAO	Mostly grammar and vocabulary. Rarely listening and speaking?

Me	Why did you join EDO? I know it was obligatory at first, but are there any other motivations for your participation?
THAO	Yes, you're right, it is compulsory. But I became more and more interested when I engaged in the course over time. The main reason is that I find myself able to complete the exercises there. I can read, can understand, and can do the exercise. I mean it suits my level.
Me	Are you satisfied with EDO?
THAO	Generally yes, but not very satisfied with speaking, which I do not really understand.
Me	Which grade would you give EDO in terms of your satisfaction?
THAO	I would give different grade for different part of EDO. Grammar is different from reading, for instance. They are not the same. I am the most satisfied with grammar, then reading, listening, speaking, and the last is writing. I give grammar 10 because it suits my level, and less for the others, 8 for reading because I can figure our the key when I have a wrong one without really understanding why. Speaking is not very good in quality, maybe because of my computer. I could not hear my voice again.
Me	Which mode of learning would you prefer for the same content, f2f or learning?
THAO	I prefer online learning. F2f classes are usually held at daytime while online learning can be accesses anytime as long as I have a computer and internet access. I do not have to stick to a fixed schedule and can learn and take care of my children at the same time.
Me	Why do you think people learn English online?
THAO	Because they do not have much time. The main reason is time constraint.
Me	Did you have any difficulty with EDO?
THAO	I encountered some technical problems but did not know who to ask for help. I fI have any problem in a f2f class, I can definitely ask my instructor. This is impossible with online learning like EDO.
Me	Why do you think EDO is included in 2020?
THAO	Because they want us to have both modes of learning, f2f part to teach us, and online part for us to practice what we gain from the f2f part. If someone cannot concentrate during classtime, he can make it up in online learning time at home.
Me	I see. What did you expect from EDO when first introduced about it?
THAO	I was afraid it would be too difficult for me then. I was afraid I could not complete it and this would affect my overall result of the training course.
Me	But what did you expect to learn from it?
THAO	I did not think or expect anything from it.
Me	Have you been able to improve your English?
THAO	Yes, I think my grammar and reading did improve. I find it easier to do the exercises there and I think this means progress.
Me	Which grade would you give EDO in terms of its effectiveness in improving your English?
THAO	Well I think EDO is too easy for what is required by 2020 project. I did intermediate level, it is too simple compared to my B2 target. So I would give 5. EDO is interesting, and improves my English, but not much.
Me	Is it helpful for your PD?
THAO	I only find it useful as a means of revising what I learn in f2f part of 2020

	project. I do not see much useful things that I can apply to my teaching. There is, but little. For example, I learn grammar there, enhance my knowledge, and use it to teach my students, but not much.
Me	Are you willing to join EDO as a means of PD?
THAO	I love learning, so I am definitely willing.
Me	But did you give it only 5?
THAO	I give 5 in comparison to what is required from us to get B2 level. EDO itself is quite interesting.
Me	Which part of ED did you enjoy?
THAO	It is one way for me to revise and enhance my knowledge?
Me	Which means of PD is more effective? F2f or online?
THAO	I guess f2f learning is more effective. I need an instructor to answer my questions immediately in class, and I also need classmates to exchange ideas and knowledge. F2f is more effective than online learning.
Me	Are you willing to share information about EDO with other colleagues?
THAO	Yes, I am. Because it is one extra way for them to enhance their professional knowledge, like reading a book every day. It is interesting and useful I told you.
Me	If you have to pay, are you still willing to follow?
THAO	It depends, if it is not too much, I am willing to pay.

Participant 4: THOA

Me	What's your full name please?
THOA	I am **** Thoa
Me	Which school are you teaching?
THOA	I am teaching at a private high school here in Hanoi. I used to teach at a secondary school for some years before I moved here with my husband.
Me	What is the average level of your students?
THOA	some are at A1, some are at A2, rarely B1. You know, only bad students choose private school.
Me	How many years have you been teaching English?
THOA	11 years now since I graduated from Uni.
Me	Have you done EDO?
THOA	Yes, I started in June.
Me	What do you think are the qualities you need as a teacher of English?
THOA	I need to be very enthusiastic and be willing to share with students the…, well, I need to understand their psychology. And I need broad knowledge to be confident in front of my students. Besides, I should always be fair to students, and happy in teaching.
Me	How important is the capacity for life-long learning?
THOA	I think it is very important. As a teacher, I will be soon out-of-date or backward if I do not keep on learning. I must always learn and be creative if I want to bring something new and quality to students. I will forget what I have if I stop learning and researching. For example, the knowledge I needed to teach at the secondary school is not very demanding, but now when I have to teach at a high school, I have to study more to have more advanced

	knowledge. Without constant learning, the knowledge will be eroded.
Me	What are the aspects of an ESL teachers' professionalism?
THOA	I think I need to know the steps of designing a lesson to make it suitable to students. I also need to make the lesson interesting and attractive to students. Lessons must be well-prepared in order to motivate student to learn my subject. I think it is very important to make students love the subject.
Me	Do you mean the teaching methods?
THOA	Yes, it is. But it's not all. In the past, teachers tended to teach grammar, or new words, without any visual aids. Now I think grammar is important, but it is also important to learn about the reality. My school is now equipped with such teaching aids as powerpoint projector, which motivates students alot. EDO is also very good.
Me	As understand you correctly, you mean that teachers' professionalism consists of teaching method, and what do you mean by grammar and vocab?
THOA	That's the knowledge of the English language. And the third one is the teaching aid, the ability to use the teaching aid. For example, when I teach about football, I cannot simply tell students that football mean "bong da", it is better if I can give them real pictures about the sports. So I mean teachers' ability to use the teaching aid.
Me	Which aspects of your professionalism should you focus on?
THOA	I think I should improve all. I find myself not very skilful in using the teaching aid in my lessons, e.g using powerpoints. I think I need to be more creative and find more ways to use teaching aids. that's very important. And the language is the thing that I have to keep improving because I am a teacher of English.
Me	Which activities that helps teacher's PD do you know?
THOA	class observation is one way, but I think groups of school, the DoET, should jointly hold English conferences in which teachers can meet one another to speak in English only, or meet the foreigners who can instruct them more in teaching. Teachers in one school may not be able to help one another much, but can learn many things when they join a larger community, exchanging information and practice their English. There should be conferences like that, if not held by the DoET, then at least by groups of school to create such chances for teachers.
Me	Any other activities that you know?
THOA	Actually, what I really want but I am afraid it is difficult to come true is that I and other teachers can have opportunities to go abroad. This activity can only be done by teaches themselves at the moment because waiting for budget from the DoET or MoET is really difficult. it is wonderful if teachers can do it.
Me	What about the 2020 training course?
THOA	Yes, it is also one way for teachers to develop their professionalism, because if we are not clear about anything, we can always ask our instructors, and I actually have learned many good things from the current course I am attending. I was not explained everything in details when I was at college, but I have been taught many things interesting about writing skills by Ms, Thuy. At home, the more in depth I study the material, the more I see that the course has helped me alot. It is really a good way for us to develop our professionalism.
Me	Which activity do you think is the most effective in Vietnam's context?

THOA	I still like the idea of going abroad to broaden my mind the best, but given the current conditions of Vietnam, which made this idea difficult to be real, the I think training courses like 2020 project is also a good chance for teacher to develop their professionalism.
Me	Which ways do you follow for your PD?
THOA	To be honest, listening is the skill I paid the least attention. But after this course, I learned the Longman textbook, and I made certain effort on practicing my listening skill. At home, I have tried to do the practice exercises in the book, and find my listening improve considerably. My listening score used to be 4, but now I can sometimes achieve 6 or even 7. But not only listening, reading, writing, and grammar also need improving. And I have found many things I was not aware of before.
Me	Do you usually self-study?
THOA	Yes, I do. To be honest, I cannot catch up with my students if I cease to study, because I also take some extra-hour classes. When I finished all my work at 9pm everyday, I start to sit down for studying, either writing, or reading. In the evening, I listen to English news. I also spent time studying the grammar structures that I am not clear about in class. I have to admit that since I joined the Project 2020, I have more determination to study, and find myself more hard-working. Actually, I really feel the need to be hard-working.
Me	You seem to focus on the English language rather than other aspects of your professionalism?
THOA	I do learn teaching methods, e.g. the methods to teach listening and reading. to improve the methods, I ask my colleague at school to observe my class or to let me observe her class, exchange experience and ideas in teaching.
Me	What are the factors that affect your PD?
THOA	Age is one factor. Speaking is the skill that is affected by age the most. Now I am not young, thus my pronunciation is not correct, and my teaching style is not as active as it used to when I was young. The second is, in my school, sometimes students make me feel really annoyed and demotivated, and unconfident. They keep saying that even their Vietnamese is not good, how can I expect them to understand English. Then they insist I speak Vietnamese with them. That's so annoying and sad to hear that. If students do not want to learn, teachers somehow do not want to develop further.
Me	What are your goals in the next five years?
THOA	I will try to obtain C1 so that I can move to a public school. That's what I am striving for. And my performance at school must achieve high ranking if I want to apply for a job in a public school. that's difficult but I must try.
Me	Have you ever learned a similar course to EDo before?
THOA	Yes, I have, an online course provided by APPOLO. It looked like EDO but speaking and listening there is not as good as in EDO. But writing there is better than in EDO. Writing or grammar in EDO is good, but each part while focusing on one grammatical structure and including many exercises for me to do, I think it would be much better if there is a revision practice that can combined several structures into one. Learning about Past Simple and doing exercises about Past Simple only is too easy and sometimes boring.
Me	Why do you think people learn English online?
THOA	It is convenient. I can learn everywhere and every time that is convenient for

	me. Second, it is cheap. I used to learn online a lot and find it really convenient. The voice there is standard. Many people like learning online for those reasons.
Me	Why did you learn with EDO?
THOA	It is true that I was required to do it. But after a while learning with it, I have been really interested in it. This is the first time I can hear my voice. Grammar is also wonderful, I can not only learn but also can copy the content there to teach my students. What a pity that I the course closes in August, and I am trying to find way to extend the time I can be with it.
Me	Which grade would you give EDO from 1 to 10 in terms of your satisfaction?
THOA	I think 8. There are things I am not satisfied with. You cannot imagine how hard it was for me to set everything up. The software is difficult to install and the course is so hard to log in. A lot of my classmates also complain about this. Some teachers even had brought their laptop to class to ask for help from the technical support team. And one more short-coming is that the course can only run on Internet Explorer. That's a big limitation. My Macbook Air is quite a modern laptop, but cannot run the course just because it does not have IE. So I think EDO would be more popular if it can operate in more types of web browsers. We have complained alot about this. Some even haven't managed to log in to start.
Me	Which mode of learning, f2f, or online do you prefer with the same content as in EDO?
THOA	I think each mode has their own advantages F2f classes open up more chances to ask instructors questions. But such courses like EDO are OK for me, I like the function of showing the definition of a word just by a right click on it. That's interesting. But there are things that can only be asked to teachers in class. When studying online, I do not know who to ask.
Me	If you can only choose one, what do you prefer?
THOA	If there is only one choice, I opt for online because the learning schedule is not fixed like the f2f class, which usually requires me to be present around 12 pm. With EDO, I can learn in the morning, afternoon, evening, whenever I feel like learning and have free time and mood for it. That's really good in that I can arrange my learning and other things at the same time, which cannot do with going to a class, where I cannot anything else but studying. It is also so time-consuming to follow a f2f class. Many teachers I know do not want to attend classes because they live far from the venue. So I think EDO is best for me. Its content is also good.
Me	Which parts of EDO do you like the best?
THOA	I think Reading comprehension is the best. There are many good exercises there. It is perfect. When I read and encounter a new word, I can click on that to check the meaning, and note it down. I learned not only knowledge but also vocabulary. I am most satisfied with the Reading comprehension part.
Me	Which aspects do you like the least?
THOA	As I told you, staring it is so complicated and difficult. And writing part only gives gap filling exercises and sentence making using given word. I wish it there was a chance for me to write a paragraph or an essay and receive feedback on my mistakes.
Me	Do you have any difficulties when you learn with EDO?

THOA	I had to spend the whole first two weeks setting up without learning anything. Once I could log in, everything went smoothly.
Me	Why do you think the MoET included EDO into 2020 project?
THOA	I am really not sure, but I guess they do so because the content of EDO is suitable for us. The pronunciation, the language, is standard because the course is made by native speakers of English. The level is reasonable for us. I thought this course is just as normal as the one provided by APOLLO that I joined before, but once I started, I felt much more interested and motivated.
Me	When first introduced about the course, what did you expect from it?
THOA	To be honest, I thought It did not have much to offer. But when I started the course, I find it a must for me to follow.
Me	So mean that EDO has gone beyond your expectation?
THOA	Yes, exactly. It has gone beyond my own expectations.
Me	Do you have any goals after finishing this course?
THOA	I expect my speaking skill to better. I like the voice there and I think that I have learned and continue to learn alot from it. Second, my listening will also improve. Grammar is also good, but writing there is so simple, just a test for me to do, and I have to practice more on my own. After the course, I wish I can use it on a long-term basis to develop myself, and there are some content there that I want to use in my teaching my students.
Me	Have you improved your English so far?
THOA	Considerably, especially my reading. I used to be very slow in reading because I did not know good strategies to read, but EDO has improved my reading speed considerably. I have read much faster, and understand the comprehension questions better to do the test faster. I think it improves a lot compared to what I learned before. My Listening is also better. Grammar part includes many useful phrases that I have to note down for future usage. The knowledge there is so useful and enjoyable, not only for me as a teacher, but also for all other kinds of learners.
Me	Which grade would you give EDO in terms of its effectiveness in improving your English?
THOA	Grade 8 I think. Because I cannot say it is perfect. Writing is not perfect for example. I want my writing to be checked.
Me	Is EDO useful for your PD?
THOA	I think once EDO improves my English, I can bring what I learned from EDO, the way I do the test, to teach my student and see that they highly appreciate it. My students do benefit from it. I have more knowledge, and know more interesting methods, and more motivation to learn. And once I am motivated to learn, think the students will feel the same. So it helps alot with my PD. In my school, as there is a projector, I sometimes use it to teach the types of practice in EDO to my students and they are quite excited. It is really useful for my professionalism actually.
Me	What are the advantages of EDO over f2f counter-parts for teachers' PD?
THOA	Teachers do not have to worry about other things but learning when they attend online courses. The content is good, and is prepared by the native speakers, so it is usually accurate. F2f classes are normally taught by Vietnamese instructors and thus cannot be as standard as online courses. i honestly prefer learning English online.
Me	Are you willing to join similar courses to EDO in the future?
THOA	Yes, definitely. I usually find it a pity that the course ends so soon and wish I

	could stay with the course longer.
Me	Are you willing to pay?
THOA	I think yes. Money does not matter to me.
Me	Are you willing to introduce EDO to other teacher?
THOA	Yes, I am. I even advertised it to my colleagues in Thanh Hoa when I came back to my hometown last months. I talked about it whenever I have a chance. I am trying to find a way to purchase an account to study with it on a long-term basis.
ME	Thank you for helping me. That's all I want to ask.

Participant 5: TINH

Me	Thank you for agreeing to participate in my interview. What is your full name please?
TINH	It is **** Tinh
Me	Which school do you work for?
TINH	I teach at a high school?
Me	What grade are you teaching?
TINH	I teach all grade 10, 11, and 12
Me	Where is your school?
TINH	It is in Tu Liem district.
Me	What is the level of your students?
TINH	I think it is A2. Because we are from a private school.
Me	How many years have you been teaching English?
TINH	I graduated in 1999. I taught primary and secondary school for the first 5 years and then high school.
Me	SO you have 15 years of experience in total? And it is a very diverse experience, isn't it?
TINH	Yes, that's right. I have taught all grades. But in the private school where I am teaching now, the students are quite weak at English? We switch schools quite often as well. When I hear that some school may offer better salary, I may switch to that school.
Me	Have you started EDO yet?
TINH	Yes, for some days now.
Me	What are the qualities of a good teacher of English?
TINH	I think as a teacher, I need to love children and be patient, because I find students in the private schools quite weak at English for the last 8 years. If I am not patient enough, as others teachers also say, I would have changed my profession.
Me	Any other qualities needed for an English teacher?
TINH	I think like teachers of other subjects, I have to be able to categorize students according to their levels.
Me	How important is the capacity for life-long learning?
TINH	I think it is one important quality. And the technology is also very advanced now. So I think I have to learn more from the internet and from my friend to have more experiences and know how to teach more kinds of students. Self-study is good, but I learn from colleagues for often. It is a must for me as a

	teacher to enrich my knowledge. The society never stops going, so if I stop learning, I will soon be left behind.
Me	What do you think is "Professional development"?
TINH	I think it means enriching knowledge and skills to teach better.
Me	What are the aspects of an ESl teachers' professionalism?
TINH	It means, I think for example, when I prepare a lesson to teach, I need to prepare not only the knowledge in that lesson, but also the knowledge outside and beyond it, to explain to students. And this makes it easier to understand, and extend their social knowledge.
Me	That's the social support knowledge. And what else?
TINH	I also have to know about the psychology of students. I mean that way they think.
Me	What are the activities for TPD?
TINH	The school usually hold some activities for students like English speaking clubs, singing contests, English speaking contests to nurture the love for English for students. For teachers like us, we have specialized lessons. For example, each teacher is assigned one lesson to prepare very carefully for. Other teachers will then attend that lesson to learn from it, then take turn to do it with other lessons in the textbook.
Me	Any other activities can you think of?
TINH	AS I told you, we usually talk with one another about how to teach, or motivate students. For example, with very weak students, we cannot commit to the national textbook and syllabus. We may have to simplify something and pay more attention to others, such as grammar, vocabulary. So I mean I mainly learn by talking to my colleagues in, for examples, monthly meeting among teachers in English subject group. We discuss the lessons taught in the month, assign one teacher to prepare for it and present to others in that meeting for discussion. We then work together to make it suitable for students in our school.
Me	So that's in formal meetings. Do you do that in informal situation?
TINH	Yes, I do. When following the lesson plan prepared by the whole group of teachers, I teach well most of the time, but there are times when the sample lesson plan does not work. That is when I have to sit down with other teachers, whenever I see them, for example in the breaks, to discuss my problems and find ways to solve them.
Me	What are the benefits of life-long learning?
TINH	I can gain more experience for myself, which then gradually improves my teaching. My lessons will avoid fewer mistakes. I can become more self-confident.
Me	What are the benefits for the school?
TINH	When I can teach well and motivate students, schools will certainly have more benefits in terms of reputations. People will say that the school is good at teaching English for example. And that's good for the school.
Me	What are the benefits for the whole society?
TINH	English is now a global language which all nations are aim at. I myself am being obliged to gain a standardized English level for English language teachers. My students will benefit alot when they had a good English language education at high school. English is so important in this globalization area.
Me	What aspects of professionalism does ESL teacher have to develop?
TINH	The skills, for example, communication skills, like listening and speaking. I

	would like those communicative skills to be more popular. Many students, even those of grade 12, cannot understand simple questions when listening. They can do very difficult grammar exercises but they simply cannot communicate in English.
Me	So you mean communication skills?
TINH	Yes, communication skills.
Me	What ways do you follow to develop your professionalism?
TINH	I prepare the lesson plans based on students' levels. I am also flexible in class, basing on situation in class to teach my lessons, not always strictly follow the lesson plan. On so doing, I can gain myself lots of experiences.
Me	Do you follow any ways you mentioned?
TINH	Yes, I do. Such ways help me somehow. I mean, specialized meeting, learning from colleagues to gain experience for me.
Me	Which way do you think is the best way for teachers to develop their professionalism?
TINH	I think there should be training courses held by the ministry or district for teachers to meet up, not within one school but also outside their school, outside their region.
Me	Why do you think it is the most effective?
TINH	Because trainers in such training courses are those who have attended courses overseas, so they can give us valuable experience, knowledge that we can apply to our students and make our teaching better. Learning from colleagues in my own school is quite limited.
Me	Which factors do you think might affect your PD?
TINH	The first thing is salary, which is quite low compared to other professions. Many teachers have to do something else beside the official teaching time at school. And family, and children, lots of things to do, and this affect my PD. But the main factor is salary. Teachers in the city can have chances to have extra classes to increase their income, but those in the remote areas cannot. Many of them never have any extra classes to teach.
Me	Any other factors? Is family a really big problem for you?
TINH	No, just salary and family, small children for example. Family is a big issue with me. My husband works very far from home, leaving me alone with two children. It is really hard for me then. Sometimes I want to spend more time at night to focus on the lesson planning and studying, but the small children prevent me from that. Not only me, but I think the same think happens to many other female teachers in Vietnam.
Me	What about salary?
TINH	Sometimes, yes. My husband serves in the military. SO you know, I have to teach extra classes to have more income.
Me	Do you have any goals for the next five years?
TINH	This year is the same as many other years. The same type of year, which begins with lesson planning, teaching and then testing. It is the same with the last year.
Me	Do you have any specific goal for yourself?
TINH	The MOET is requiring me to obtain C1 but I find it too difficult. I try to gain it, I mean reaching the standardized English language level for teachers of English, and gain other things that I wish for. For example, I want the textbook to change a little bit, to be easier, so that it is easier for me to teach. I find the content of the current textbook used for high school is too long and too difficult.

	The grammar is the focus, and some of it is not suitable for students.
Me	Have you ever attended any courses like EDO before?
TINH	No I haven't.
Me	Why do you think people learn English online?
TINH	The main reason is saving time. Learners do not have to spend time travelling. But there are also some disadvantages.
Me	For example?
TINH	It is easier to communicate with instructors in f2f classes.
Me	Why did you attend EDO?
TINH	I was required at first. But then I find many things interesting there. For example, reading skills. I can apply many techniques to improve my reading skills, and to do the reading exercises. Second, listening is also very good. Speaking gives me chances to practice and to listen to myself, and that's good. However, it is a little bit difficult to run the program. Internet Explorer is not very popular now. Not many people use it at the moment. So I have to spend a lot of time asking for help from many people, then installing many softwares and program before I could use it. So it is not very easy. I had to call the technical support team but such problem should not happen in f2f classes, where I can ask my teachers whenever I have a problem. This is still easy for me, a teacher in the city where computer and internet is available everywhere. For those in the remote area, where computer and internet is not always available, this will cause huge trouble for them.
Me	Do you enjoy the course so far?
TINH	Yes, I learn from it quite often. And it is quite interesting. The sound and image is good. The whole course is useful. For example, I used to fear long reading, but with EDO, I am no longer afraid of it because the content is interesting and it is easy for me to read it again and again to understand.
Me	Which grade out of 10 would you give EDO in terms of satisfaction?
TINH	I think 6. Because it was so difficult for me to activate the course. I had to call the technical support team uncountable times for support. They even had to ask me to bring my PC to the Uni, but you know, I don't have a laptop, bringing my PC there is impossible. Right at the beginning you see, the technical problem is so huge.
Me	Anything related to the content?
TINH	Some parts are not really useful. In general, EDO is good. But not really good.
Me	Which mode of learning do you prefer, online or f2f, with the same content as in EDO?
TINH	I prefer f2f. EDO saves time of travelling, but f2f classes make me more active than studying online. Studying online means studying alone, and this makes me lazy sometimes. For example, when I encounter some difficult tasks, I can switch off the computer, but I can definitely ask my friends and teachers in f2f classes for help with the difficult tasks.
Me	Why do you think the MOET and HANU include EDO in 2020 project?
TINH	I think the main purpose is to enhance the knowledge I gain in the f2f part of the project, so that I, and other teachers can have better result.
Me	When first introduced about EDO, what did you expect from it?
TINH	I thought it would be great, for me and other teachers, especially those who have to travel a long distance to go to class everyday, if I could pass the exam just by following the online course. But when we started to do it, many said that

	f2f is still essential. Studying with a live teacher is easier to understand the lesson content.
Me	So you expected the Edo can help you with your goal?
TINH	Yes, I did.
Me	Do you have any goal after finishing EDO?
TINH	I expect to improve my language skills. Maybe I will like it and follow some more online courses to improve my professionalism.
Me	What do you think are the advantages of online courses for teachers pursuing PD?
TINH	I think it is advantageous in terms of time management. I can learn whenever I am free. Second, I can save time travelling, which can be spent on other things at home, so that I have more time on the online course.
Me	Do you find your English improve so far?
TINH	I've just started not very long ago. But I think if I continue the way I am doing at the moment, I think my reading and listening will improve.
Me	What about other skills?
TINH	I have just started, so I do not have much experience with all the four skills. But I do hope I will improve the skills I am weak at, listening and speaking.
Me	Which grade would you give Edo in terms of effectiveness in improving your EDO so far?
TINH	I think I need more time to give fair judgement. But up to now, I would give 7. I need listening and reading skill the most, so I spend most time on these two skills in EDO.
Me	So it did improve your English?
TINH	Yes, it did.
Me	How useful is it to your professionalism?
TINH	My students are very bad, and the content of the course is too advanced. So basically, I don't use much of what I learn from EDO for my teaching. But professionalism is not for teaching inside my school. I also need English in the society, for example, going somewhere that I have to speak English. If I am to follow the syllabus, the knowledge I gain from EDO is not useful, especially when my students are so weak, and English has become the elective test in the national graduation examination.
Me	So EDO does improve your English, but not very useful for your professionalism. Will you follow the same course in the future?
TINH	I encourage my children to learn it as I think it is very useful for them.
Me	So you attend EDO because this is also a chance for your children to learn English?
TINH	Yes, so that there is a chance for my children to learn. At the moment when I need to improve my English to pass the national exam, it is good. But for the long-term use in my teaching, it is not very useful.
Me	So you do not feel any need to attend the same course in the future?
TINH	I still want to attend when I have a chance. Because the English I use to teach my student is so simple. If I learn English just by lesson planning and teaching, my English will be eroded very quickly. Following such course like EDO is like a motivation for me to enhance my English level, though it is not very useful for my professionalism.
Me	Are you willing to share information about EDO with other teachers?
TINH	Yes, definitely. I introduced it to others who have not attended 2020 project,

	and those who attend 2020 training course held by ULIS. And they are very excited.

Participant 6: HIEN

Me	What is your full name please?
HIEN	I am ***Hien
Me	Which school are you teaching?
HIEN	I teach at a primary school in Vinh Phuc.
Me	How many years have you been teaching English?
HIEN	Six years.
Me	What is the average level of your students?
HIEN	The lowest level is A1 and the highest level is A3.
Me	I mean level in CEFR? I think there is only A1 and A2 in the CEFR?
HIEN	No, there is another scale for students, and mine fall into A1 and A3.
Me	So in general they have not reached B level?
HIEN	NO way. Even teacher cannot.
Me	What is your target when joining 2020 project?
HIEN	I was to achieve B2.
Me	What do you think are the qualities of a good ESL teacher?
HIEN	I think teachers should possess many qualities. We need to love the profession, and the students. Second, we need to have teaching qualifications, which show their knowledge and skills of using English language and teaching the language. Besides, we also need to understand learners' psychology, and have empathy to students' different situations. If we, the teachers do not have such kinds of understanding, we can never help students overcome their difficulties. Teachers have to share everything with students. Otherwise, we can never help students to excel in their study. We have to be honest, I mean we have own all good manners of a good person, and honesty is one example.
Me	What do you think is PD?
HIEN	I think it means teachers are active in studying the real life situations, their current teaching quality, and how much learners have gained from them or their position among their colleagues in the school so that they can set goals for their career. I highly value the ability to self-study to improve my own professional knowledge. If teachers have good awareness of the teaching profession's requirements and their own weakness, then take time and effort to improve themselves via even very simple things as listening to English songs, read newspapers in English. It is really good for me to improve my English that way because such sources provide me with "real English" which is very useful for me in my teaching.
Me	SO you mean you refer to different sources to improve your English language?
HIEN	Yes, different sources help me to improve my language ability, especially listening skill. I improve my listening skills via English songs, dialogues in English, whatever. As long as one get exposed to them on a regular basis, he can develop their skills however slow he is at learning English. I myself am an example. I listen to English everyday because I find my listening so bad.
Me	Any other kinds of knowledge you need to enrich?
HIEN	Yes, of course. Apart from English language, I also need to enrich my knowledge about science, history, geography, tourism, etc,.. about Vietnam, and

	the world. But teachers need to transfer this knowledge into English.
Me	Any skills teachers need to develop?
HIEN	Teachers in Vietnam need to develop communication skills in reality; I mean the skills that really work in real life situation, because outside classrooms, I also need English to travel, to meet other people. I see that what I learn from Uni is all theory, nothing practical. Participating in some training course for teachers, I realized that I have not been trained with real-life skills that I can use in everyday life. I mean spoken English that can be used in real-life situations like buying or selling something.
Me	Is it useful for your teaching profession?
HIEN	Yes, it is. It helps me alot in my trip to the Philippines and when I travel. I also learned alot from my trip. I find my mind wide open to the real-life language.
Me	What are the activities you know for TPD?
HIEN	There are many. For example, experience sharing among teacher from difference schools, between districts, or even provinces. Teachers can learn from countries where English language teaching and learning is more developed than Vietnam.
Me	Any other ways you can think of?
HIEN	Class observation is another option. Observer learns from the observers and the observed also learn from comments given by the observer, as long as there are interactions between two teachers. Besides, the district should organize the professional development group, where teachers can share and learn from one another. I myself are longing for that. There is no interaction in my area. I can also self-study, I mean improving my knowledge at my own time and by my own activities. Or travelling to meet foreigners and communicate with them is also a good option. I travel and learn alot from the signs in English I see and foreigners I met. New knowledge is absorbed into my mind very naturally.
Me	What about training course like 2020?
HIEN	To be honest, 2020 just intensify my stress. That's the negative side. It made me really stressful. I had to attend classes and work and the same time. Oh my God, it drove me crazy. There are of course some positive things. One of them is that it suggest teachers some ways or directions for professional development. Of course teachers cannot teach us everything, but at least they can show us what we lack and need to study more so that we have our own plan for PD. But we were so puzzled and confused during the course. We did not know whether we would pass the exam. What would happen if I failed? I would be sent to be in charge of the school's drum, or if not, other colleagues would laugh at me and look down on me because I failed. You see how stressful I am. I have not taken the exam yet, but many have and failed, and feel so ashamed and embarrassed with others. Their names are shamed all over the school and the area. I am not lying.
Me	Do you still think it is one way for PD?
HIEN	In theory it might be. But in fact it runs without quality. It just make all the teachers from primary school to high school extremely stressed and strained when working and learning at the same time. That's why I just went to class because I was required to and they check attendance frequently. I could not concentrate on learning and no bit of knowledge is retained in my head. Believe me.
Me	Among the activities you have mentioned, which is the most effective way in Vietnamese context? Do you mean 2020 is not effective at all?

HIEN	I did not mean it is not effective at all. It is supposed to be effective, but it is carried out in a massive scale, so the quality is too limited. For me as a teacher from a rural area, I personally think that the teaching methodology of Vietnamese teachers of English now is so old-fashioned, so traditional. You know, going to class means taking notes in silence, from vocab to sentence, and then doing written exercises. I did not have a chance to practice my listening and speaking.
Me	Which model of PD do you think is the most effective?
HIEN	I think the most effective way is letting teachers to interact with other teachers in the same area, in other areas, in the whole country or even outside the country, especially the countries where people use English better than we do in Vietnam. Interaction means sending us to courses to learn from others, to let us observe other teachers' classes, and teach other groups of students, and observe them teach our own students.
Me	What have you done for PD?
HIEN	In my last trip to the Philippines, I have become much more confident with my ability to use English. I am also more aware of the current teaching and learning conditions of Vietnam, how it is compared to that in other countries. I have also tried to apply the activities I learn from the trip to teaching my students.
Me	What are the factors that affect your willingness to participate in PD?
HIEN	There are many factors actually. English in primary school is like an adopted child among other subjects. Teachers of other subject or even the headmaster still consider English a secondary subject in the syllabus. It is not important at all. I mean teachers' awareness about the importance of English in schools. It demotivates me significantly. I am luckier than other teachers of English in the area in that my headmaster is quite generous to what I need for my teaching. I need some headphones; he buys it immediately for me. Or if I need some computers, he approves it very quickly. All these things are really hard to happen in other schools in the area. So I mean, the manager is very important. The second factor is people's awareness; I mean both parents and children. When I taught the firs English class in my career, students asked me what English was, and their parents were not clear about what English is all about either. How surprising it is! I explained to them that English is a language that is the most important behind Vietnamese. We have to learn it because Vietnam is integrating into the world. So people's awareness of what English is and why they have to learn it, is one important factor that needs to be considered in teacher education program. One set of textbooks is 200 thousand VND, which is equal to textbooks of all the other subjects altogether. They do not want to invest that much money when they feel English is not important. That's why they usually make a photocopy of the original textbook. But to be honest, the price is also a big problem.
Me	So people's opinion or attitudes towards learning English is one factor?
HIEN	Yes, it is, people's attitudes towards the importance to learning English. One more demotivating factor is the lack of facilities to teach. We do not have enough CD players here, and the electricity system is also not good enough. I usually have to plug in and out of the sockets many times but still cannot connect the CD players with the electricity. So you see, there are not enough textbooks to teach, Cassette to use, only one reference book for teacher, nothing else, how am I motivated to pursue PD?
Me	Any other factors?

HIEN	The available facility at children's home is also an issue. They do not have computers and internet, so they also cannot join the online competition for pupils. They do not have enough conditions for learning.
Me	Any factors related to the teachers themselves?
HIEN	To be honest, teachers must have their own motivation for PD to pursue it. They may be selfish, may not love the profession, may not be encouraged, may not be provided with good conditions for PD, then all these can demotivate teachers from PD. Age and health can affect their participation. Without health, how can they attend training courses?
Me	Do you have any goals in the next five years?
HIEN	Yes, definitely. I hope to win a teaching prize at district level next year. In terms of my pupils' achievement, I am trying to have winning-prize pupils at district and province's level. I have been awarded the title "good teacher" for the last two years and have many pupils participating in competitions of the district and province.
Me	Have you ever attended any similar course like Edo before?
HIEN	No, EDO is my first one, because I think courses like EDO is so time-consuming. I have only learned from the practice, not online or anything alike.
Me	Why do you think people attend online learning?
HIEN	Everything has its own benefits. It depends on the user's knowledge, skills and conditions. EDO might be good for some teachers, but I do not value it much because I have not exploited all its functions.
Me	What do you think are the benefits of EDO and other online learning courses?
HIEN	It is an enormous source of knowledge for us to learn from. It also equips us with materials for teaching as well. I can actually sometimes take some part of the course to my classes. Online course can be attended and accessed everywhere there is a computer and internet. It is very convenient and comfortable when I need to search for information.
Me	Why did you join EDO?
HIEN	I was actually lucky to join EDO. There must be a good reason for Hanu to bring EDO for us, so I felt lucky, not really obliged to join it. It is just the matter of time that made me under exploit the course. It was a pity because I am too busy with school work and family. I joined it because I felt my responsibility to do it, but I still wished I had had more time for it.
Me	Did you enjoy EDO?
HIEN	Yes. I did, because it contains so many kinds of knowledge that I have never known about.
Me	Which grade from 1 to 10 would you give EDO in terms of your satisfaction?
HIEN	I would give 9.
Me	Anything you are not very satisfied with?
HIEN	I am not satisfied with the deadline I had to finish it. It was too soon. I did not have enough time to fully exploit it.
Me	With the same content as in EDO, which mode of learning would you prefer, f2f or online?
HIEN	I prefer both, because each has its own advantages.
Me	Which advantages does EDO have compared to f2f?
HIEN	I think there is nothing special about EDO and online course that can beat its f2f counterparts. The biggest benefit is that Edo is like a huge portable source of knowledge that I can refer to any time I want. But f2f class is still a must as

	long as there is interaction between teachers in class. I dislike the traditional way of teaching, by which the instructors lecture all the time and we just listen. I want each class member to have a chance to lecture as well, then discuss and build up understanding of the content with others.
Me	Did you have any difficulty when learning with EDO?
HIEN	I had difficulty with getting started. I spent alot of time getting it works; installing softwares for example, took me like more than 1 hour. Internet connection is also a big issue. The internet here is so slow that sometimes the course cannot run smoothly, it stands still for hours before I can move on. I usually get bored and quit in such situation. That's so demotivating.
Me	What about time?
HIEN	Yes, time is problem. My time is so limited. We do not have to complete Edo only, I also had to teach at school, participating in f2f training classes, take care of the family. The schedules sometimes overlap and all classes are compulsory.
Me	Why do you think Hanu incorporate EDO into the 2020 training course?
HIEN	It is because it is a good way to practice my English, and because it is a good portable source of knowledge for teachers.
Me	What did you learn from EDO?
HIEN	To be honest, listening skill is wonderful. I turned it on and learned alot from it. I listened again and again, and then my ear is getting more and more used to English. Grammar knowledge is very good as well. Each unit only focus on one grammatical pattern, and that's good.
Me	What did you expect from Edo when first introduced about EDO?
HIEN	I was so excited when I was first given the username and password. I felt like I am holding in my hand an invaluable source of knowledge and could not wait to open it when I went out of the computer room. I expected to improve for skills and grammar.
Me	Did it meet your expectations so far?
HIEN	It did, but not much, because I did not spend enough time on it.
Me	If you had had spent enough time, Would you improved your English?
HIEN	If all I had to do is just learning, I think my ability will be improved to advanced level, for sure. If only I had more time. EDO is effective, but I did not have enough time for it.
Me	What grade would you give to it out of 10 in terms of its effectiveness in improving your English?
HIEN	I give 9. It cannot be perfect, but I am not sure what exactly is not perfect. I told you I did not have time, but I think nothing is perfect. I completed it because it was a requirement.
Me	How useful is it for your PD? IS it applicable to your teaching?
HIEN	I highly appreciate EDO, but I just do not have enough time. It is really good for those who can follow strictly the learning schedule. In terms of my teaching, Edo has improved my level of knowledge and skills and I can also apply what I learn to my teaching. When my knowledge is improved, I also have more creative approaches in my teaching. I cannot teach well when my knowledge is not good. It makes me feel more excited because my level has been upgraded.
Me	Are you willing to join EDO in the future?
HIEN	Under the conditions that my school gives me more time, like cutting down on my classes, I am more than willing to join EDO. I am not sure if my teaching schedule stays the same.

Me	Are you willing to share information about EDO and similar courses with other teachers?
HIEN	I am. And actually I have, because it is useful and has some functions that are worth exploiting.

Participant 7: NHUNG

Me	Is that Nhung?
NHUNG	Yes, I am waiting for you.
Me	Thank you for your help. What is your full name again please?
NHUNG	That's Nguyen Thi Tuyet Nhung.
Me	Which school are you teaching in?
NHUNG	I teach in high school.
Me	Which is the average level of your students?
NHUNG	My students are divided into two groups, A and D. A group focus on Maths, physics, and Chemistry while D group focus on Maths, Literatures and English. Those of group A do not learn much English, so most of them are A1, only some of them belong to B1. It is also difficult to tell their exact level because they may achieve C1 in writing, but their listening is only A1. That's complicated.
Me	How many years have you been teaching English?
NHUNG	I taught since 1997. So it is 17 years now.
Me	Have you started EDO?
NHUNG	Yes, I have.
Me	What are the qualities of a good ESL teacher in your own opinion?
NHUNG	Professional knowledge must be at number one. Then comes the willingness to study and to make progress in the profession. The third is the close relationship with the students. The more close teachers are to students, the more students are motivated.
Me	Do you love the teaching profession?
NHUNG	To be honest, no. I used to study Russian at the high school, so there were not many options for me at university level. I chose English Language teaching as my major as the last resort. But after a long time teaching, my love for the profession has gradually grown.
Me	How important do you think is the capacity for life-long learning for teachers of English?
NHUNG	Life-long learning is necessary because young people now are getting better. Everytime I begin a new year with a new generation of learners, I find them better than the previous group. Life-long learning is important for teachers to catch up with the higher requirements of the new generation and to be confident.
Me	You mentioned professional knowledge. What is included in English teachers' professional knowledge then?
NHUNG	That's the knowledge as shown in the textbook, but at a higher level. I mean I must know more than what is present in the textbook so that I can answer any questions related to the content of the book. Teachers also have to be good at speaking and listening in English. Although most of the tests given to students are in written form, teachers need to speak English well to at least make the basic requests in class. I find it unacceptable for a teacher of

	English to be unable to ask students to do something in class in English. So knowledge about the English must be number one. Everything else is originated from good knowledge of English language. I can only teach well when I have high English proficiency. Good knowledge of English can make up for a mild lack in enthusiasm, but immense enthusiasm cannot make up for a lack of knowledge in the role of a teacher.
Me	Yes, I see. When teachers of English pursue PD, what do they have to develop?
NHUNG	The number of teachers aiming to develop their speaking and listening skill is very limited because the important exams for students are mostly in written form. Only the entrance exam to Amsterdam high school includes speaking and listening component. So PD for teachers of English now means developing their grammar knowledge and teach students to "deal with" exams.
Me	So what do you have to develop when pursuing PD?
NHUNG	Mostly knowledge about English grammar.
Me	What else do you think is necessary for myself as a teacher?
NHUNG	Not really grammar. Sometimes I need to improve my knowledge about phonetics like finding a word that has different pronunciation with others but I think doing written tests is the priority for me now as well as most teachers of English nowadays. Teachers will learn and teach what is in the test, and ignore what is outside of the test's scope. That's what I notice.
Me	What do you think you need to develop?
NHUNG	I think I need to be good at all four skills. I need high proficiency in all four skills not only to teach students, but also to use it in other situations outside the classroom, for example, be confident in talking with the foreigners. I find it really strange and funny when a teacher of English is scared of talking to a foreigner because they do not know how to speak English.
Me	What are the ways for teachers to develop their professional knowledge?
NHUNG	Many teachers in my school buy books by Mai Lan Huong, try to do exercises in it to improve their knowledge, or to copy some part of the book to make tests for student. However, some of them have started to pay more attention to TOEFL and IELTS test preparation in the last two years, the Longman book. They use the book to improve their grammar knowledge and get higher score in IELTS and TOEFL.
Me	Where do you teach then?
NHUNG	I teach in Ha Dong district.
Me	What ways have you followed to improve your knowledge?
NHUNG	I read some reference books apart from textbooks, like one of Mai Lan Huong and an author from the examination department, because I have to be much better than my students. I also read and do exercise in English Grammar in Use. The book explains the grammar content in details and understandable way. These books complement each other, so I read them both.
Me	So you mainly focus on your knowledge of English language?
NHUNG	Yes, I do, mostly English grammar. When I am required to take the national English exam for teachers, I start to focus on speaking and listening. I don't know why I cannot go beyond 6 in these two skills.
Me	What are the benefits of continuing PD for you?
NHUNG	I feel more confident in front of students, and give students more advanced

	exercises outside the textbooks. When I did not pay much attention to PD, I only dared to teach students what was inside the textbook. Now I feel much more confident in expanding my lesson to more complex structure than those in textbooks, and that's good for students.
Me	What are the benefits for the school?
NHUNG	You know in Vietnam, students are the nearly only people who recognize teachers' ability. The colleagues rarely give a correct assessment on my real ability, and so do the managers who are specialized in other subjects. I pursue PD with the only one hope that my students can have better knowledge of English, which will help them in higher education and their later career. They need English to go abroad. So I try my best to help them. I do not care much about school's benefit.
Me	What are the benefits for the whole society?
NHUNG	If all teachers in the society care about giving students good knowledge, they are contributing hugely to the society. Nowadays, English is equally important as their degree. They cannot have a good job with a degree but without sufficient English proficiency. With English knowledge, they can also work wherever they want, in Vietnam or other countries. They have more chances for good jobs. Then the society will be better.
Me	Do you feel the need to improve your English language knowledge?
NHUNG	I think my English is not good enough and still find it really necessary to keep improving my knowledge. My colleagues may be better than me in terms of knowledge, but my willingness to study might be higher than them. I can still satisfy job requirements, but will have to keep learning to satisfy my need for knowledge.
Me	What is the best way for teachers of English in Vietnam to develop their professional knowledge?
NHUNG	Learning from colleagues is not a good way. Some people are not always willing to share their "secret" in teaching. Those who are might question my professionalism if I keep asking them questions about what and how to teach. Teachers in my school rarely share anything about their professional knowledge. That's why the best way for me is to self-study, from my own lessons taught to my students, from the internet and books.
Me	Which is better between book and the internet?
NHUNG	I think more people may opt for the internet. Everything is available to look up in the internet. It is, in contrast, difficult to find a really good and suitable book for yourself.
Me	What do you yourself think is better for you?
NHUNG	Books can help me improve writing and grammar. Listening and speaking must be learned via the internet. CDs can go with books, but there are more resources for speaking and listening on the internet.
Me	What are the factors affecting your engagement in TPD?
NHUNG	I love learning all the time, so age is not a problem. The biggest issue is time. I have too little time for learning because I am too busy with my family. There are times when I really want to study, but then the family issues, like house works, taking care of my children, teaching them to study, etc. prevent me from concentrating.
Me	Do you have any goal for the next five years?
NHUNG	I really want to improve my knowledge and achieve 7.0 IELTS. This means that I will teach my students better, especially in speaking and listening

	skills, which I usually feel I am not good enough at.
Me	Have you ever attended any similar course to Edo before?
NHUNG	No, this is the first time. I learn from the internet frequently, but I only look for the information I need and do not follow any course like Edo on a regular basis. EDO is my first course.
Me	Why do you think people learn English online?
NHUNG	People want to learn English but do not have enough time to follow f2f classes?
Me	Why do you join EDO apart from being required by the MoET?
NHUNG	Because I find EDO interesting and useful. The content is rich. There are various levels for learners to choose. Listening part offers me a chance to read after the recording, record and listen to my own voice. Grammar exercise is plentiful in types. Each lesson is structured in three parts, Explore, Practice, then some parts in between before it goes to tests. Some courses require learners to do the practice test right away; this is definitely not as good as Edo. I mean the content arrangement is reasonable. It makes me to understand and remember better before I can do a test.
Me	Which grade from 1 to 10 would you give EDO in terms of your satisfaction?
NHUNG	I would give 9, because I wish I could change a single answer in the reading practice test without having to redo the whole test. I mean once I chose an answer for a question in a test, the only way I can change it is to redo the whole test and this is really time-consuming and inconvenient. That's the only disadvantage. The content and lay-out is wonderful.
Me	Which mode of learning do you prefer, f2f or online learning, with the same content as in EDO?
NHUNG	I prefer online learning. For f2f part, I want to study other kind of knowledge that cannot be covered online, for example, writing. I learn how to write all kinds of essay in classes, this is not taught in EDO.
Me	Do you have any difficulties when attending EDO?
NHUNG	After I have a password and username, everything has gone smoothly.
Me	Why do you think HANU and MOET incorporated EDO into 2020 course?
NHUNG	I used to pursue the 2020 program organized by APOLLO, and the online part they offered was not EDO. Then my friend told me about the course offered by Trang An center near Ha Dong province, the online course was not EDO either. EDO is much better than the course by APOLLO and Trang An.
Me	Why do you think they incorporated the online part while there are already the f2f classes?
NHUNG	They want us to learn more at home, at times that suit us. Second, we have more chances to practice and thus remember what we are taught better.
Me	What did you expect from EDO when first introduced about it?
NHUNG	I hope to improve listening and speaking skills.
Me	Has the course met your expectations so far?
NHUNG	Yes, definitely, if I spend enough time. The sufficient time I need to spend should be two hours per day. This is what I am trying to do.
Me	Do you have any goals when finishing EDO?
NHUNG	After this course, I will be able to speak more fluently, and achieve a band 5 in listening compared to my usual 2, 3 band.

Me	What are the distinct advantages of EDO compared to f2f classes?
NHUNG	As I mentioned before, learners can self mange their time. F2f classes are fixed in schedule and learners have to follow it. Edo also offers various levels to choose from, which motivates learners a lot in their study. I can start with an easy level, then continue gradually with higher level of difficulty. I find it easier to improve my English this way whereas the content of f2f class is always fixed and sometimes may be too difficult or too easy for me to learn.
Me	Have you improved your English so far?
NHUNG	Yes, I have. But I think I would make better progress if I spent more time on it.
Me	Which grade would you rate EDO in terms of its effectiveness in improving your English?
NHUNG	In terms of effectiveness, most skills are good, except for writing. So I would give 9.
Me	How useful is EDO for your professional development?
NHUNG	I find it really useful. For example, in the "conversation" part, I can learn a lot of useful structures and idioms to teach my students. There are also many useful grammatical lessons that I can apply to my lessons. I sometimes copy the reading exercises there for my students to do. The content is interesting and the reading text is not too long, so it is quite suitable for my students. I think all parts of the course are useful for my teaching.
Me	Are you willing to join similar course for your PD?
NHUNG	Yes, in case I have more time, or the course offer me more time to attend, say for example, Edo gives me longer time to access.
Me	Are you still willing when you have to pay?
NHUNG	Yes, I am.
Me	Are you willing to introduce this course to other colleagues?
NHUNG	Yes, I am. I even give my username and password to my colleague so that they can try it.

Participant 8: THUY

Me	Which school are you teaching in?
THUY	I teach in a multi-grade school, but the students I teach belongs to the secondary school level.
Me	How many students are there in one class?
THUY	There are 40 students in one class on average.
Me	What is the level of your students?
THUY	About A1. Very basic.
Me	How many years have you been teaching E?
THUY	I graduated in 2001, so 13 years up to now.
Me	Have you started Edo yet?
THUY	Yes, I have. I have finished the first four Units in level 2.
Me	How many percent have you completed?
THUY	I have tried all parts, listening, speaking, writing, reading. I find writing not very difficult?

Me	What do you think are the qualities you need to be a good teacher of English?
THUY	I think I need to practice regularly, not only the knowledge I need to teach in class but also the knowledge outside the textbook, like the social knowledge. I think some extra social knowledge brought into my class will make it more interesting.
Me	Anything else you can think of?
THUY	Teaching methodology is the must-have quality of all teachers. What I mentioned is the first, then comes teaching methodology, I mean how knowledge can be explained and communicated to students so that they can understand. I must also know well my students, and know how they learn and how to work with them. For example, my students are extremely active, sometimes naughty. If I do not know well about this, and care about teaching only, the students will not understand well. So I must add one more, which is my knowledge about the student I teach.
Me	I see. That's so true. Anything else?
THUY	My school is a sport-gifted school, so students generally are not as good at academic subject as students of other school. During my teaching, I do not only "educate" but also have to "persuade" them so that they can learn something. Teaching them is so difficult here. If they do not understand, they will quit.
Me	Are you aiming at B2 at the moment?
THUY	Yes, I am.
Me	How important is the capacity for life-long learning?
THUY	I think it is the first and most important quality for all teachers of English?
Me	You mean never cease to learn even with many years of experience?
THUY	Exactly, otherwise, I will soon become backward.
Me	What do you think is PD?
THUY	PD for me means learning from colleagues at school. There are some model lessons in one school or groups of school every semester, and I need to observe all of them to consult the teaching methods. Regarding English and extra social knowledge, I can improve it by reading news and watch TV in Vietnamese and English. For professional development, I think class observation is good.
Me	What are the aspects of professionalism of a teacher of English?
THUY	My professionalism, as in a teacher of English, includes my knowledge, and the way I transmit it to my students. To assess a teacher, one should look at how that teacher imparts the knowledge to her students. Besides, I also need good pronunciation, which makes sure that students will also have goog pronunciation.
Me	You mentioned some ways of PD like class observation, or learning from news and TV. Do you know any other activities?
THUY	Well, training courses is also an option, like one I am attending at the moment. There should also be training courses on pedagogy in which senior teachers share their know-hows and experience with younger ones. I think that's also a good way to develop professionalism.
Me	What are the benefits you may have when you develop your professionalism frequently?
THUY	In Vietnam context, I will win the title of "good teacher" at school level, the district, and national level. If I can win this over several years, I will be titled "excellent educator". That's the system of rewards for teacher in Vietnam.

Me	That's the benefit in forms of formal rewards. Do you have any other benefit for yourself?
THUY	For myself, If I have good professional knowledge, I will not fear any thing when I am in class, and other teachers also have nothing to say about by professionalism. After all, this is a firm foundation for me in my career, helping me to win rewards that will make me proud of myself.
Me	What are the benefits for the school?
THUY	The achievement of the teachers will help school win recognized award like "high performance school", or even the commendation letter from the President.
Me	What is the benefit for the larger community?
THUY	When education develops, the whole society will develop?
Me	Which aspects of your professionalism should you pay attention to when you develop?
THUY	I think I need to pay most attention to teaching methods. However good I am at the knowledge of the subject, I will still wasted it if I do not know how to make my students understand the teaching content, and the lesson will fail. In contrast, I can still make my lesson understandable and interesting with moderate knowledge but effective way of explaining the content to my students. So the teaching method is the most important.
Me	Are there any other activities of PD can you think of?
THUY	I said meeting with senior teachers, and training courses like 2020.
Me	Which activity do you think is the most effective in the context of Vietnam?
THUY	That's learning from other colleague. I think 2020 is also a good chance for me to do this. I meet a lot of teachers in my own field, and can exchange lots of experience and know-hows with them. That's useful and effective.
Me	What about learning through newspaper and the internet?
THUY	It is useful, but not very for those who are too busy with other things than teaching. For example, many people have to take care of their children. I think this way is not very effective to them.
Me	What ways have you followed?
THUY	I learn from my colleagues. Whenever some colleague tells me about a teaching contest in another school, I usually try to go there to observe the lessons. I can put aside all the other things to go there to learn the way teachers communicate and impart the knowledge to students. I usually do that. I also update myself with the news and TV programs, and bring that practical knowledge into my classes to make them more vivid and interesting. And of course, I attend training course like 2020. I think it is quite useful but sometimes a waste of time.
Me	If 2020 is not obligatory for you, are you still willing to join?
THUY	Yes, but my attention will be not regular. I am usually lazy when I am not supervised.
Me	What are the factors that affect your PD?
THUY	I think salary plays a part. Teachers' salary in Vietnam is quite low compared to other jobs. Many teachers have to teach extra classes to earn more income, and thus cannot devote themselves fully to PD. And I am not an exception.
Me	Any other factors you can think of?
THUY	Other factors, I think, include family affairs. There is some period when I am extremely busy as when my children were little. But now they have grown up.

	School support might also motivate teachers to pursue PD. The more support is offered from the school, the more likely they practice PD.
Me	Are there any factors that are directly related in yourself?
THUY	Yes, there are. I have some friends who find training courses useless. They say that they just need small amount of knowledge to teach their students, so the advanced one they are taught in the training courses as in 2020 will soon be forgotten. Negative thinking plays a part.
Me	What do you think about motivation? Some may think very positively, but feel no need to develop.
THUY	Yes, I also know some teachers who just join training course to deal with the new requirements of the MoET. The MoET require them to get B2, so they try to get B2 to meet the requirement. They themselves do not really want to have knowledge for themselves.
Me	What about you?
THUY	I usually want to improve my knowledge, for the sake of myself, e.g. to be more confident, and to find better ways to teach my students. So I really wish that I can meet the MoET requirements and when the new textbooks are in use, I will manage to use it effectively.
Me	Before EDO, have you ever joined a similar online course?
THUY	Yes, I have attended English123. I bought access for one year, and find it very useful. It helps me, for example, it offers knowledge from grade 6 to 9, which is exactly what I am teaching in. It covers many topics and grammatical structure. It also offers IELTS and TOEFL test preparation. I practiced my English there quite often, and was very happy with it.
Me	Do you find your English improve?
THUY	Yes, I do. But mainly my grammar improves. It does not have listening and speaking as in EDO. There is improvement, but not equally in all my skills.
Me	Why do you think that people attend online courses?
THUY	I think online courses are suitable for those who do not have enough conditions, like time, to join f2f classes, those who are too busy.
Me	Any other reasons?
THUY	If there are things that I cannot ask anyone. I can always open the computer and log onto the internet to look up. That's another advantage. Online learning really helps when I feel shy asking others or do not know how to ask. It is a source of knowledge that's always available for me to refer to.
Me	Why did you join EDO?
THUY	I was required to join it first. But beside that reason, I find there very good chances to reinforce and supplement the knowledge I get from the f2f part of the project. For example, I do not get much grammatical knowledge from class. I can then do exercises at home, and supplement what I lack by doing EDO. In addition to this, EDO is one way of relaxation for me after doing many other things. I can choose many parts there, like 'community", to relax and enjoy myself. There are interesting games there.
Me	Which grade would you give EDO in terms of your satisfaction from 1-10?
THUY	I would give 7. Writing is not very satisfying. There is actually not a really writing practice. The questions there are quite simple, they require me to choose words to fill into sentences, and there are no chances for me to really write. And grammar! If it teaches me Present perfect, the exercises will all be about present perfect. If only some tenses are mixed together in the practice part so that I can compare them and distinguish them better. It is difficult for

	me then to differentiate between two tenses that look like each other.
Me	Which aspects do you like best?
THUY	I like all the rest. I really enjoyed learning with it so far. The images and sounds are both good.
Me	Which mode of learning would you prefer, f2f or online, with the same content?
THUY	I may choose online in future when 2020 ends. I prefer online because as far as I am concerned, there are so many distracting factors, for example, it is sometimes so tiring being in class all day, or I have to attend classes even when I am tired. But with online learning, when I open the computer, it is when I can study. I can choose when I feel like concentrating. Classes are usually compulsory in schedule, and they won't be effective if that's the time I am worried about something other than learning. I am already aged now, and my memory is no longer good, and learning by heart is a challenge for me. With online learning, I can always listen again to the lesson I have forgotten.
Me	Do you have any difficulties with Edo so far?
THUY	No I don't. Sometimes I cannot log in. It maybe because of the internet, or maybe because of other reasons. That's the only difficulty. The software runs slower than English 123.
Me	Which aspects do you like the best?
THUY	The content lay-out is so easy to follow. Some functions like allowing learners to listen, then record themselves repeating the sentence are wonderful. I like it a lot.
Me	Which aspect you dislike the most?
THUY	I mentioned writing part and grammar. It is so easy.
Me	Why do you think HANU included EDO into 2020 training course?
THUY	To support our learning in classes, in terms of knowledge, for example, grammar, speaking, and especially listening, which I am very bad at. The recordings there are done by the native speakers, so listening to them can help me to enhance the skills I learn in class. So it supports me well in my English language English skills.
Me	What do you expect from EDO when first introduced to it?
THUY	To be honest, I joined it just to overcome the exam. But when really attending it, I find many gaps my knowledge as well as my learning skills. When I forge something, I can always open the course again to recall and revise. Some parts in it can also update me with more information and help me relax, and reduce my stress at work.
Me	Has it met your expectations so far?
THUY	It is beyond my expectations. It has made me so excited with learning so far.
Me	What are your goals after the course?
THUY	I wish that it would not stop when I finish the 2020 course.
Me	I mean the goal in your professionalism.
THUY	I wish there was one more program like EDO, it focus on teaching methodology for every grades and levels of learners.
Me	Have you improved your English?
THUY	Yes, a lot, in all the skills.
Me	Which grade would you give EDO in terms of its effectiveness in improving your English
THUY	8 I think. Because during my study with it, I find it useful and effective. It

	makes me feel more interested in learning to improve my knowledge, and recall what I might forget.
Me	Why not higher than 8?
THUY	Because of the shortcoming about writing and grammar I mentioned before.
Me	How useful is it for your professionalism?
THUY	It helped me a lot with listening skill, which has not been enhanced since I graduated from the Uni. My pronunciation is also bad. I have got many chances to improve these two areas since my graduation.
Me	Some said to me that Edo might be very effective in improving their English language, but not much in their teaching because their students do not require much knowledge from teachers. What about you?
THUY	As I said before, teachers do not only need teaching method but also knowledge of English, which can be seen in their, for instance, pronunciation. Pronunciation must be accurate, and good grammatical knowledge must be ensured. Even teaching primary school kids requires teachers to have good pronunciation. Some may think EDO is not useful, but I myself find it very useful for my professionalism.
Me	Are you willing to attend similar courses in the future
THUY	Yes, voluntarily if there is a chance.
Me	What if you have to pay?
THUY	No, if beyond my ability. But yes, if within my ability.
Me	Are you willing to introduce Edo to other teachers?
THUY	Yes, I have already told my colleagues who study with the university of teacher training HN.
Me	That's all I want to ask. Thank you so much for you time and information.

Participant 9: LONG

Me	Thank you for making time for me. Let me start with the first question. Which grade are you teaching?
LONG	I am teaching high school students, usually those in grade 10.
Me	How long have you been teaching English?
LONG	I started in 1994, then stopped after some years, and came back to the profession for 6 years now. The school I am teaching now is a private one. I total, I have more than 9 years, nearly 10 years of teaching English.
Me	Have you started to do EDO yet?
LONG	Yes, I have. This is the first time I learned with it. I have completed 50% of the course so far. I wish I had more time for it because I am also assigned a lot of home work from the classes. So I just make use of the time in the evening.
Me	What do you think are the qualities of good teachers of English?
LONG	The first the most important quality is the knowledge of the subject, say, English. I still find myself in trouble with this. After teaching my students for some time, I find them really smart, I have to admit. Teachers need to have the ability to self-study. Actually, what I want to emphasize is the love for teaching. With love, teachers can be committed to the profession. I came back to teaching job only because I love it. The love for English and the love for students. My intention was to be a doctor, so I did not pay much attention to

	English and was really scared of the subject when I was at high school, and assumed that I did not have the ability for it. Then a university student came to my school for her practicum. She said to me that I should never say never, and the reason for being bad at English was that I had not spent enough time on it. Then she spent extra time teaching me with a group of students. Gradually, I loved English and I started to be good at the subject when I reached grade 11, as good as most of the other students, and decided to be a teacher of English, not a doctor. That practicum teacher must have inspired me. I started to teach English in Son Tay but could not do the job very well because my early background was Russian. I also had to encourage students alot, most of who are children from the rural areas and were not keen on studying. Gradually, some of my students even won prizes in the English contest of district level, and some were very successful with English. I realized that my love for English and my ability to impart this love to my students is extremely important. How can I inspire students to love English if I myself do not love it at all? And once I love something, I will try all means to achieve it and to be good at it.
Me	What do you think are the aspects of ESL teachers' professionalism?
LONG	I have to admit that most of us, teachers of English, are only good at Grammar, and still bad at speaking and listening. What I mean by "professionalism' is the English language. I am still bad at listening and speaking. You know, Most of us failed in speaking and listening in the last exam we teach at high schools. That's why very few could achieve C1 overall, many can only manage to get B2 or even B1.
Me	Is one necessarily a good teacher if she is good at English and love teaching?
LONG	I think one more thing is needed in a good teacher: the tools to help students get the fastest access to knowledge. That's why I am very excited with the "tool" I was introduced in the project 2020 . It has all levels. If I introduce this to the head master of my school, I am sure that my students will benefit a lot from it, in terms of listening and speaking. So what I mean is the teaching media. Otherwise, with that large number of students, 45 minutes per class and four classes per week, I think the result will not be as expected if they do not have a tool to self study at home.
Me	So the professionalism is the knowledge of the subject, the teaching media. What about teaching methodology?
LONG	Yes, it is exactly there. Some teachers cannot inspire me to learn but some can do it very well. Take, for example, Ms. Thuy, her way of teaching is so attractive, and she knows how to impart the "fire" to us. Now, there are much more teaching and learning materials now than there used to be in the past, but she can choose the most suitable one for us, making us feel interested. You still remember the English 10? My previous teaching method is not very effective, but recently, when I update my teaching with some material I get from the internet, which is quite similar to what's in EDO now. My students used to say that English was too difficult to learn and they were bored of it, but when I gave them such material, presented in a very simple and understandable way, they were much more excited and eager to learn. So I think my students will get better result if I know how to inspire and encourage them. I am usually assigned the worst students in terms of English. They did not have many chances to learn English at the secondary school so it is easy for them to get bored. But when I let them try short dialogues in English and some pieces of

	news at the lowest level, they gradually love it when they start to understand English. When they ask me for more information, I know that their interest is staring to grow. So the teaching methods and communication skills are very important.
Me	Among the qualities you have mentioned, how important is the capacity for life-long learning
LONG	I have to rank it first. Because if I do not learn on a regular basis, I will forget very quickly the knowledge. Sometimes when I try to recall what I learned in the Uni, I realized how much I have forgotten. I think I will learn in more depth if I learn by myself. It may be shown the same material by a teacher, and it may be interesting, but if I do not study it seriously by myself, the knowledge there will fade away very fast, and soon not be mine anymore. If study it myself, maybe with a little curiosity, it will soon be mine. And if I have a chance to teach knowledge to my students, it will stay with me for longer. Just studying without explaining it to someone else, I sometimes forget it. I am very interested in self-study something and communicate it someone. I almost cannot forget what I learn after doing that.
Me	What do you think is PD?
LONG	PD means improving the teaching methods and making them mine. Besides, because I am a teacher, my professionalism should also be closely related to my students. I must also understand the psychology of my students, boys and girls, age groups, so that I can help them more. And I just want to emphasize that I want to be a friend with my students to share with them knowledge, I find this way more effective than being in a teacher-learner relationship with them.
Me	What activities help teachers to develop their professionalism?
LONG	I can exchange information and stories with my students after class time. The talk maybe about their troubles and problems. Mine is a boarding school, so students really long for talking and sharing, so they really support me in this, and I also have more chances to help them. Some may be bored and hurt by some family problems, their parents are too busy to talk to them. Spending extra time with students might be too difficult for some teachers who have to earn money to support the whole family, but if they have anytime for it, it would be very beneficial to the students. Because beside knowledge, they also need human development, and the skills to deal with problems. Talking with teachers can help them a lot. Vice versa, I can also gain a lot from that. I have more experience in helping more kinds of students. I might not help my students with much knowledge, but my time talking to them has been reported to be very useful by my students in their overcoming difficulties. I simply consider them my children and thus think that they might need some care when living far away from home, but my care actually works with certain groups of students.
Me	I agree with you in this. Are there any activities for you to develop your professionalism?
LONG	I also suggested that my school establish a small library for the subject, then a club for students to help one another, but the frequent change in the staff has made my plan unrealized up to now. So I think, time to exchange information with different learning groups also can help. In my school, girls and boys are separated, so common activities like this can be useful.
Me	How can teachers develop professionalism through those activities?

LONG	I think establishing a mini library can help. A volunteer who once visited my school also recommended us some programs of Mr Duncan that instructs how to listen and speak in English so that students can have more excess to English. Then he also suggested some topic for students to practice speaking. But they, even me, are still so hesitant to speaking in English and did not do it very well.
Me	But I think all these activities are more beneficial for your students. I am asking about those beneficial for you as a teacher.
LONG	We usually share within the group of teachers of English the interesting material we found or even the problems and trouble in teaching. We have weekly meeting, sharing the material, reading together, and help each other to solve difficulties if any. To be honest, I used to join the group but have to quit it because I find it too advanced for me. They can share the material used for preparing students for graduation exam, university entrance exams, or gifted school entrance exam. I was too scared when I looked at them, like a kind of torture, I cannot absorb the material.
Me	Any other activities?
LONG	I watch some programs on the internet that teach listening and pronunciation, the short stories, and I practice reading them and practice my pronunciation. I like this and find it interesting, and when I myself like it, I will make my student like it when I give it to them. That's my own opinion, but I find it more useful and effective when I learn something easy, I mean I acquire more knowledge from material of that level. The tests used for Olympic contest, honestly, are too difficult for me. I only find something easy, say, the movie, songs, or listening and speaking practice. They are more useful for me. I also see that students' English is not satisfactory after many years of studying. Inferring from myself, I think that learners will be scared when what they learn is too difficult. Learning English is best when it is done in the way a child learns to speak. Speak in a simple way and imitate, I collected for myself those bits of simple knowledge, ad transfer it to my students. Learning like a child is better. My listening had improved, and I find myself more confident when I communicate with foreigners. Despite many years learning and teaching English, to be honest with you, I sweated whenever I encountered a foreigner three years ago. I cannot understand the simple things they say, mainly because I was too scared to concentrate on what they say. Then I think that the same thing must happen to my students: they cannot feel comfortable to learn something beyond their reach. I told to myself that I should try to be like a child, practice my pronunciation, speaking, beginning with the most easily, and the gradually more difficult. Explaining grammatical structures are still too challenging for me.
Me	What are the benefits of PD for a teacher?
LONG	I think if I develop my professionalism, I will feel more confident, in front of my students and the foreigners. Second, it is easy for me to draw students into the learning process. I used to gather with some other teachers of English. I was hesitant at first, but after one meeting, I find it quite interesting and less scared. To be honest, I was quite shy when my father introduced me as a teacher of English to his friends from overseas. How bad I was after many years of studying. If I develop their professionalism, knowledge is mine, and thus I will feel much more confident.
Me	Any other benefits can you think of?
LONG	One more benefit is the increase in my prestige among students, and of course

	chances for promotion in my career will be more open.
Me	What are the benefits for the school?
LONG	It is obvious. When people hear about a school having good teachers of English, those students interested in the subject will consider joining the school, especially among private schools. The reason why my school, although it is private, can attract so many students is that the group of teachers teaching natural sciences is very strong. Even students of other provinces come join the school. What if the group of teachers of English which I am a part of is as strong, my school can attract much more students. So teachers make the attraction of a school to students, if the attraction is good, the profit brought to the school will increase.
Me	What are the benefits for the whole society?
LONG	For the society, for example, If I can train good students of English, they will join the society with a very effective "weapon" to approach modern sciences of other countries. The society will surely develop then. The current students and working staff in our country still lack English language skills, like my nephew, he has to spend a lot of money on English and always wish he had been more serious with English when he was at high school. I think that if people learned English well at high school, our society will have much better labour force, which can be equivalent to that in other countries. English is still something difficult with the Vietnamese. When I brought my students to Singapore, I felt so ashamed and see that both and my students must try and study harder. They, the Singaporean, speak English at ease, while we, both teachers and students were so confused and embarrassed at the cultural exchanges. I think that with English, the society will be very good.
Me	Which activity you have mentioned is the most effective for teachers of English in Vietnam?
LONG	If a means of learning is explained to learners, then they are let free to choose the way they use it, it is best. I mean self-study is best, for both students and teachers. Only by self-study can I find the useful material that I can bring to my class and motivate my students.
Me	What factors affect your professional development?
LONG	One thing I find a must is that they must find some way that is appealing to them, so that they can use it to learn on their own.
Me	Any other factors? Like school support?
LONG	Yes, it is. But only teachers at public school are supported. We, teachers at private schools, have to support ourselves. We really want to develop our professionalism but our schools do not have budget for that, and this affects our motivation somehow. When 2020 started to come into practice, we begged for joining in, but the managers of the project said to us that it is for those in the public schools only. You see, teachers in private schools like me are very keen on the project, there are even teachers secretly attending a class. I have to wait until recently that I am allowed to join. You're right that the support policies can greatly help. Good policy opens more chances for teachers to learn and also motivates them to learn more.
Me	Do you have any goals for the next 5 years?
LONG	When I sat for the national English examination for teachers, I was so ashamed. How bad I was! I came back home and set a goal for myself that in the coming 5 years, I would have to find myself a course, of course for free because I do not have enough financial conditions, of if not for free, there are

	still many courses available online for little fee that I can pay, then I would try my best to attain 7.0, not because of the project or the new requirement of the MoET but for me myself. The next goal would be improving it further. I will also find and compiled the effective teaching and learning method and share immediately to my colleagues and a student, hoping this is of some help to them.
Me	Have you ever joined any similar course before EDO?
LONG	This is the first time I learned with EDO. I heard about online course before, looked at it sometimes but never really liked a particular one and spent a lot of time on it. Before EDO, I did try some programs but they are different from EDO. For example, one program I read before is about how to control my fear when listening and speaking, and his advice against forcing oneself to a too tight and difficult schedule. I tried his advice. Or learning with Mr. Duncan, I used to spend one or 2 hour regularly studying with him. And one more thing I watched is English123, but I only focused on what is relevant to my teaching.
Me	Why do you think people study English online?
LONG	In fact, studying English online is very good in that I can be proactive in everything. Attending classes is good, but 12pm class is not OK, because I have the habit of taking a nap at noon. With an online course, I can choose to learn even at midnight, or 10am, or early morning, I mean anytime I like. It is very convenient for me because of that.
Me	Why do you attend EDO?
LONG	It actually depends on the amount of time I have got in contact with EDO. When I first looked at it, I find it quite suitable for me, I mean the level of difficulty, not so difficult that can make me discouraged like the group work with my colleague before. I think it is just right for me, or at least it offers me chances to choose what suit me best. I don't feel ashamed with myself or with anyone else, and I can even assess myself. I can definitely quit one unit if I think it is too difficult for me and look for something easier, and I feel really comfortable with that. One interesting thing here is that when I have completed that "easy" part, I feel much more at ease with the part I used to find difficult before, it is no longer that difficult. I can feel my progress over time. After all, I was "forced" to this program at first, but my interest in it have grown over time because I am free to choose what is suitable for my level to study. It is good for me.
Me	Anything thing you find motivating in EDO?
LONG	What my colleagues give me for my reference is very difficult and complicated, the language and vocab there, so difficult to digest. But the content of EDO is so easy to understand. And I can only love something when I can understand and "feel" it.
Me	Which grade would you give EDO in terms of your satisfaction from 1-10?
LONG	It would be at very good level. 8 I would say. If I can continue to learn English with this course, it will continue to help me a lot. It was said that I would no longer be able to use it after August. I am trying some ways to stay longer with the course. It is such a pity that the time I have with it is so short. The more time I have, the more knowledge I can accumulate for myself. EDO can be compared to the practice questions for driving licence, I feel free to work on the questions without the fear of making mistakes. When I have a wrong answer, it is pointed out for me and I am given another chance to do it. And gradually, I make progress.

Me	Why did you give 8 only?
LONG	It is because my impression can be proven wrong over time. I might not have spent enough time with it to see anything wrong.
Me	Is there anything you are not happy with Edo up to now?
LONG	No, nothing. I am total satisfied. Maybe in the future I will share with you something I am not happy with, but now, I don't have any.
Me	Which mode of learning do you choose for the same content as in EDO, f2f or online?
LONG	Online learning is better. Maybe because I am the kind of person who likes to choose time to study. I don't like to follow a fixed schedule. I feel really tired of being present in a class at the same time regularly. My wife also complains about my habit of working when I am in the mood. I mean I want to be free to choose the time I feel the most comfortable to work. When I feel like doing something and am let to do it myself in the way I like, I will move on and do it very well, but if I am told or required to do it this way or that way, I will cease to do it. Maybe it is my characteristics from my childhood, and it applies perfectly to my learning. And the flexibility and freedom that I can enjoy is exactly an advantage that EDO has over its f2f counter-part. It is so comfortable. I can be proactive in all the ways. I class, I am really afraid of being asked something I don't know by the teacher. Whenever this happens, I feel extremely demotivated and the effectiveness of the lesson afterwards is none. But with EDO, there no such fear and such problems.
Me	Do you have any difficulties with EDO?
LONG	Actually, the initial difficulty happens to almost everyone of my generation. I am usually overwhelmed with anything called "technology" so sometimes I think that the operation of the program might be very complicated and difficult, and this procrastinated my first contact with the program somehow. Then I still decided to open it to see what happens, and I was actually confused with how to run the program. The instruction on how to use the course is very detailed, but I think I was hindered by my subconscious fear for technology and for the assumption that Edo must be difficult to use. When I was instructed step by step by my instructor in the introduction class, I found EDO much more simple to use, not so difficult as I thought it would be. And when I loved it immediately. So the difficulty is not in the program itself but lies in the assumption that it is difficult. My students can do it right away if I tell them that it is interesting. But it is a different story with teachers, especially those like me who were born from 1980s backwards. In our subconscious, internet and IT is something super advanced and think that we cannot make it even before we touch it. So I think it is best to give us one-to-one instruction to make us feel more secure and motivated.
Me	Why do you think the MoET has included EDO into the 2020 training course.
LONG	Because they want us to approach something new that they feel necessary. To be honest, some teachers learning with the University of Teacher training, like EDO a lot when they try it, and regret not having it in the training program for them. Some even study secretly. So I think the MoET want teachers to know something interesting and useful.
Me	What did you expect from EDO when you were introduced about it?
LONG	I expected to gain all things I still lack. I believe so. For example, listening. It is suitable, and offers practice and also test to assess my ability. It helps my

	listening a lot. I am looking for something to improve my listening and EDO offers exactly what I need. One more thing, the pronunciation. I listen, repeat, record, and listen to my voice again, and really improve my speaking and listening. I believe that EDO can help improve my speaking and listening skills very well.
Me	Which grade would you give EDO from 1 to 10 in terms of meeting your demand for PD?
LONG	I still give 8. I mean I want more time to exploit it. But at the moment, I am very satisfied with its meeting my expectations. But I give 8 only because I have just started it recently.
Me	What are your goals when finishing the EDO course?
LONG	I aim at achieving the MoET requirement of C1. I am being at a very low level, only B1. I wish to achieve 7.0, C1. Just wait and see.
Me	What are the advantages of Edo over f2f in supporting you in your PD?
LONG	It is time. Because I do not have much time. I have to teach at schools and extra class to get more income. Therefore, f2f courses will lead to a reduction in my income, for sure. But if I can join this course, it is obvious that I can choose when to do my work and when to complete the requirement of the course. And I can still work to earn money for my family. Having a family to take care of makes me so different from a student. My mind is always busy with lots of things like picking the children up from schools, teaching some extra classes to earn extra income, etc, and all these things cannot make me concentrate when attending a f2f class for teachers, which usually happen in daytime. But with EDO, I can ensure both my income and quality of learning.
Me	Have you improved your English language skill so far?
LONG	I feel quite satisfied. I can listen and understand better, and can do more things than I could before.
Me	Which grade would you give EDO in terms of its effectiveness in improving your English language?
LONG	9. I think that I can surely achieve high marks if the MoET gave me extended time to practice with EDO. It helped me alot.
Me	How useful is it to your professionalism?
LONG	Some teachers might think it is too simple. But it is OK for me. It suits my level, and I can also use what I learn in teaching my students. I can use the materials from EDO in class. So it is useful for my professionalism. It is so diverse in topics, which are close to everyday life, and I think that students will not lose their interest in it.
Me	Will you attend the similar course in the future?
LONG	Yes, definitely. I like it alot.
Me	What if you have to pay?
LONG	It depends on the amount. If I can afford it, I am willing to.
Me	Do you introduce Edo to other teachers of English?
LONG	Yes, I do. I did talk with others about it, I told them that the course is interesting and encouraged them to try. I share everything that I think is useful and good.

Participant 10: DUNG

Me	What is your full name?

DUNG	***Dung
Me	Which grade are you teaching?
DUNG	I teach at secondary school, grade 6 to 9.
Me	What is the average level of your students?
DUNG	My students live far from the province center so most are at the average level, not many good students. On the CEFR, their levels fall into A1, A2, some even below A1.
Me	How many years have you been teaching English?
DUNG	This year is my 14th year, teaching many types of students, from city and rural areas.
Me	What are the qualities of a good teacher of English?
DUNG	I think we need to study new methods of teaching, apply them and have the suitable methods for the types of students we teach. Each kind of students needs a particular method of teaching and explaining. Besides, we also need to learn from others' experience. And we also need to know how to use the internet. It is also necessary for us to be creative in finding new ways of teaching and enhance our professionalism.
Me	What do you think are the aspects of ESL teacher's professionalism?
DUNG	I mean the knowledge of the four skills, speaking, listening, reading and writing, and the teaching methods. EDO is a very good course for teachers of English. I think we need more courses like that, learning English online because it is very suitable and useful. I had only a short time to learn it, so it is a pity.
Me	How important is the capacity for life-long learning?
DUNG	I think self-study is extremely important. Self study to learn and find out a suitable way of teaching, of motivating students to love English. For self-study to improve my knowledge, I think the internet helps me alot. If a teacher cannot use internet, it is a pity for her/him because alot of knowledge and methods can be found on the internet. For example, when I need to prepare a lesson in powerpoint format, I can easily find references on the internet.
Me	What aspects of your professionalism should you focus on?
DUNG	They should be equal, both English language and pedagogy should be paid the same attention. A part from English, I must have teaching methods to communicate it to my students. They are both important I think.
Me	What do you think is PD?
DUNG	PD requires me to self study, and improves my level and professional skills. One cannot be considered to be developing there is no change or improvement in their teaching. They can be enthusiastic in learning but if there is no change, there is no development. They must use the new teaching method for the new textbook for example. Learning must be accompanied by changes. The new textbook for example, requires me to employ new teaching methods; I cannot keep the old ones to teach the new textbook with the new content and requirements. That's why there are training course to improve professionalism for teachers like us.
Me	What are the activities for teachers to develop their professionalism?
DUNG	Apart from the training course as I have mentioned, there can be teachers exchanges and visits between schools. Or teachers of English in one district can gather together, each school prepare a lesson plan and share with one another, discuss which one is the best. That's the way we do here. So meetings and discussions with teachers of other schools, or the exchange in professional

	skills.
Me	Which aspects of professionalism do you exchange with one another?
DUNG	Mainly teaching methods. We discuss the new teaching methods to teach the new textbooks to different groups of students. We also exchange other knowledge as well, not only teaching method.
Me	Do you think the 2020 project is one PD activity for teachers of English?
DUNG	Yes, it is. It is one way for us to improve our English language proficiency and also teaching methodology. My knowledge has improved alot, and also known many effective teaching methods that I have never employed before. I think it is one activity of PD. I improve language skills like listening and writing. My knowledge has improved alot.
Me	Can you think of any other way?
DUNG	The teacher needs to study hard then. If she or he just sticks to the same teaching methods and refuses to learn the new things, I think no one would want to share with him/her.
Me	I mean are there any other ways for teachers to develop their professionalism apart from what you have mentioned?
DUNG	Teachers should learn via the internet. They can find and study many sample lessons online. There are lively videos and teachers can observe and learn from that. I myself usually watch videos of teachers of other schools, see how they teach and apply them into my teaching. Self-study is another way.
Me	In Vietnam's context, what activity do you think is the most effective?
DUNG	Apart from the training course like 2020, I think learning English online is a very good option. Teachers may hesitate in giving comments to one another, so I think that I need to learn from the internet more often, to save time and to pick the most suitable teaching method for my students. Learning online is effective.
Me	Which activities do you follow to develop your professionalism?
DUNG	I myself? Apart from attending voluntary and obligator professional meeting or training courses, I learn from the internet everyday. I can learn alot from that.
Me	What factors do you think can affect your PD?
DUNG	The environment. The investment into the teaching and learning environment. It is still not sufficient, for instance, there are no computer labs, not CDs or CD players in my school, therefore, I do not have enough equipment to teach online courses to my students. So it affects teachers' PD alot, I mean the infrastructure. If my school had the project or computers, teachers can develop alot. Teachers simply cannot apply one teaching method if there are not enough facilities required. If I want to develop my method but there is not enough support from school, I will be demotivated. Policy from schools also affects teachers' PD. Some teachers just teach for the form's sake, and to satisfy the requirement of the inspectors, and that's it. Teachers cannot buy all the teaching aids themselves while schools and DoET refuse to invest, that's the policy matter.
Me	Are there any factors related to the teachers themselves?
DUNG	Yes that's age. It greatly affects teachers' teaching methods. Elderly teachers are not interested in looking for new things, there are many teachers like that. Finance is another factor. When one is not worried about money, he will feel like developing their professionalism.
Me	Do you have any goals in the next five years?

DUNG	It depends on the textbook. If it changes, then my teaching method will also change. I cannot depend on one teaching methods forever. It depends on whether the MoET replace the new textbook. I think the MoET needs to be consistent and should not introduce that many big changes so that teachers can develop thoroughly a teaching method for themselves. Changes in teaching methods are not easy to happen.
Me	Do you have any specific goal for yourself?
DUNG	I will still be improving my professionalism and seeking the most suitable way to teach my students. I think I will still be improving myself while still concentrate on my job. I wish to always have some new and good knowledge and teaching methods to teach my students and to raise their interest in learning.
Me	Had you ever joined similar course to EDO before?
DUNG	No, I hadn't. But I think EDO is very good, because it improves my English language proficiency.
Me	So EDO is the first online course you attended?
DUNG	Yes, it is.
Me	Why do you think people learn English online?
DUNG	Because online courses offer more conditions to develop more factors. For instance, Edo teaches all listening, speaking, reading and writing, After each lesson, there are tests to assess learners' understanding. 22:55
Me	But there are f2f courses that offer the same?
DUNG	Yes, but EDO gives me more time, I can study whenever I want. I mean it is flexible in time. And we were required to complete a certain percent of the course, but were given time to get used to it.
Me	Why did you join EDO?
DUNG	I was required. But when I entered the course, I find it really interesting. There are images, exercises, knowledge that is various in types and suitable in nature and level of difficulty. I could learn alot of English from that.
Me	Did you learn anything related to teaching methodology there?
DUNG	Yes, for instance, about teaching contexts. I can listen to the monologues again and again and self-assess my pronunciation. I can also listen and repeat after that, this gave me alot of interest. I want to learn more, but do not know how to buy more courses. I wish it could be free for us, or the DoET might require us to pay a certain amount of fee so that we have more chances to improve my knowledge.
Me	Which grade from 1 to 10 would you give to EDO in terms of your level of satisfaction with EDO?
DUNG	9 I think because there are things that are unreasonable. The skills are OK. But I remember that the way keys were given is not good. Some teachers even said to me that they could take the advantage of it, and I think it is really not good. And I don't like it when I am free to choose any part of the course to do at any time. I think it would be better if the content followed a certain organization or sequence, and learners are required to follow it. I know some classmates who did the whole speaking part without looking other skills. It is not good for them if they want to improve all the skills. And I think it should not be that easy for learners to know the results. Seeing the keys, e.g. in listening skills are too easy.
Me	What do you like about EDO?
DUNG	What I like the best the part that allowed me to listen and repeat, and then

	assess my pronunciation to see whether it is accurate. That's the "dialogue" part in speaking. I have to listen first, then play a part in the dialogue, and listen to my own voice to see how it works. I could improve my speaking greatly. That's so good. The images are also very lively.
Me	What do you dislike about EDO?
DUNG	I don't like the keys and the ways they are known to learners. Plus, it is difficult to join. I don't know how to get access to it.
Me	With the same content, which mode of learning, f2f or online would you choose?
DUNG	I think online is better because I can learn anytime while F2f class needs syllabus and fixed schedule, and requires learners to travel. Time arrangement for f2f courses is very difficult. Professionalism can be another issue with f2f courses. It is OK if they run during the summer. But we have no support, and attending f2f classes will increase our cost. So I think online courses like EDO is still the best option. I will choose EDO because the knowledge there is diverse. If teachers attend f2f courses, I think they do so only because it is obligatory, although they may learn many practical things from such courses. We have many other things to consider, financial conditions, travelling, family. It is difficult for f2f classes to make us voluntary, but online can do it in some way. For example, a school may buy it for its teachers, or a DoET can buy it for a group of teachers. If teachers are offered EDO in that way, the percentage of those who are voluntary to attend, I think, will be high. Many teachers nowadays still follow a traditional way of working, say, teaching, go home, and plan the next lesson, and that's all. So it is difficult for them, and that's why there should be some way to encourage teachers to attend EDO. EDO should be offered to the DoET and then to the teachers. By that way, more teachers will be able to attend. They then can learn wherever there is internet connection. This will encourage their active participation.
Me	Did you have any difficulties when attending EDO?
DUNG	I am quite good at using the internet, but the difficulty is also related to the internet. It is sometimes overloaded. The installation of EDO is very simple; I just need a computer and internet. Only those who have limited knowledge about using computer and internet might have further difficulties.
Me	Do you mean the knowledge about the internet and computer is also one factor affecting teachers' attendance to online courses?
DUNG	Yes, the internet. The edunet for example, is now very popular and is available for many schools now, but if teachers do not have a computer, it is impossible for them to attend. They may use the computer at schools, but all they want to do when finishing classes is to go home with their family.
Me	Why do you think the MoET included EDO into 2020 project?
DUNG	I think besides the face to face classes, the internet is so popular now, and online English course online is a reasonable option, especially for those who always want to update improve their knowledge. Edo is a very fast and suitable way for that. Many teachers in my class were so excited about EDO, and even completed the whole course. The further I went into the course, the more interesting I found it. Some teachers regretted not spending more time on it before it closed. We did ask the instructors but was told that it was difficult for us to buy. I have a friend who works for the DoET and who always seeks some ways of PD that can encourage all teachers in the district to participate, and I highly recommended EDO to him. If Edo is too expensive for the DoET

	to pay all, they can ask us to share the cost. I think in such cases, we are still willing to pay for such a good chance to develop.
Me	What did you expect from Edo when you were first introduced about it?
DUNG	I expected a lot, I expected to improve all my language skills, the pronunciation, the communication skills in English, the intonations, etc. And also teaching methodology.
Me	Did Edo meet your expectations?
DUNG	Yes, It did. My knowledge has improved alot, especially my vocab, grammar. Besides, I still feel the need to continue learning to be more skilful.
Me	What grade would you give EDO in the effectiveness of EDO in improving your English?
DUNG	9.5. nearly perfect. Just a minor limitation. For example, the listening quality depends on the speed of the internet connection and the loudspeaker.
Me	How useful is it for your professionalism?
DUNG	Yes, it is. Very necessary and useful. I think EDO should be integrated into the training or supporting plan for teachers, as in 2020 project, so that we have more chances to learn that course.
Me	How would you compare Edo with f2f component in 2020?
DUNG	F2f classes are also good, as long as travelling is convenient and there is plenty of time for teachers. But with EDO, I am not required to gather with other teachers at one time and in one place like that, I can learn anytime I want. I think the percentage of teachers who join EDO will overtake that of teachers joining f2f classes. EDO is more beneficial. Some teachers might be too shy to be involved in f2f lessons. Many factors may affect my attention to f2f classes, some female teachers just wish a lesson to be over as soon as possible to go home, but Edo is different. I can learn when I stay at home, I am not afraid of being judged. It means I have more time to develop.
Me	Are you willing to attend Edo and similar courses?
DUNG	Yes, I will be entirely voluntary. Travelling to a physical class will affect my family because I live far away from the centre. I am even willing to pay for EDO to learn it. I am affected by too many factors when attending f2f classes. Each mode of learning has its own advantages. Instructors at the training course provide us with alot of practical and hands-on experience, but it is too difficult for me to attend regularly. Given my current situation and conditions, I prefer EDO.
Me	Are you willing to share information about EDO and similar course with other teachers?
DUNG	Yes, I am. I have been discussing the content of Edo with other teachers quite often; We talked about what is useful there. So yes, I am.

Participant 11: LUA

Me	Thank you for agreeing to join my research. May I start the interview now?
LUA	No worries, I am ready.
Me	Which school are you teaching in?
LUA	I teach at secondary school, from grade 6 to 9.
Me	Sorry, what's your full name again?
LUA	My name is *** Lua.
Me	Thank you, How many years have you been teaching English?

LUA	This is my 17th year. I teach students from 6 to 9.
Me	How many students are there in a class on average?
LUA	There are 20 students on average in one class. We are in the rural area so there are that few.
Me	What is the level of your students?
LUA	It is difficult to say, but I think it is A1, even the grade 9 learners. They are not very good learners. They mostly come from ethnic minority.
Me	I see. Did you attend EDO from October to December last year?
LUA	Yes, I think so. I began the course on October the 10th.
Me	What do you think are the qualities of a good teacher of English?
LUA	I think a teacher in general and a teacher of English in particular must have good specialized knowledge, good education, must have a certain level of understanding of the subject we teach, in my case, English language. In order be a good teacher, I must have good knowledge and good skills.
Me	What about teaching methodology?
LUA	I think I must have good listening, speaking, writing, reading skills, and computer literacy in order to teach English well, because this is the language subject. And teaching methodology is also very important. We must know the way to explain the targeted knowledge to the students; otherwise, they will not learn and use the language.
Me	How important is the capacity of life-long learning?
LUA	I think that's the most important thing. Without training, I cannot speak well, so I must usually improve my English language by self-study, listen, and watch, or listen to the CD, or learn from my colleagues. That's a very good way to learn, especially English.
Me	What activities do you think help teachers of English to develop their professionalism?
LUA	That's a difficult question. Class observation is one way. Or I can use the projectors in the group work or discussions with my colleagues. Teachers of the same school, in the same district can gather together to discuss one topic or I can have a learning trip to other schools, like class observations, but done on a larger scale. 2020 training course is also a very good way for teachers' PD, but because we come from rural area with a very low English language background so we felt a little bit tired with it. Anyway, I think it is very useful/
Me	What do you think is PD? What do you think about those who have participated in a lot of activities, seen alot of good things to learn but refused to change anything in their teaching practice?
LUA	I think those teachers have tried hard, but because their ability is limited. To a certain limit, they cannot develop further.
Me	What do you think are the benefits of PD for a teacher?
LUA	There are many benefits. In my case, I can develop my skills and knowledge. There are many things that can also change the way I live and I work.
Me	You mentioned group work as one way of developing teachers' professionalism. Could you tell me what are the group meetings about?
LUA	We discuss about one special subject in each meeting, for example, how to innovate our pedagogy, how to use English language skills to communicate, how to assess learners effectively, or we can focus on designing games to teach one grammar structure. In my districts, there are a lot of such topics for us to work on, especially in this August. I have to go to class, then present. For example,

	they may give us the topic: "how to use games to warm up students, or how to motivate learners", then we sit together to see what the most effective way to do it is. We can use the projector, or teaching methods to make English teaching more vivid and effective. Those groupwork mostly focus on pedagogy not the English language itself. There are some topics about that, we do think about that, we do not have much chances to discuss them because students are so bad that even today my mouth is exhausting explaining everything to them but they will forget right tomorrow. They are so lazy and hesitant. The English language I use to teach my students is still very simple. We focus more on the skills so that students can at least speak something in English. But it is still so challenging.
Me	What do you think is the benefits of teachers' PD for the school?
LUA	I think if there are frequent PD activities for teachers, the school will have strong teaching staff, who have professional knowledge, skills, pedagogy, and who will make a strong teaching staff for the whole district.
Me	What are the benefits for whole society?
LUA	There are many. Good people are always recognized and valued.
Me	We mentioned the professionalism of ESL teachers. What are the aspects of teachers' professionalism in your opinion?
LUA	I think teachers of English, like teachers of other subjects, need specialized knowledge to be able to teach. I need to have skills, professional knowledge at a certain level so that students trust and love me and understand what I explain to them. We need to have the...techniques. Like what people usually call "secrets", our own techniques so that the learners understand exactly and even feel what we say. Is that right?
Me	Yes, I see. You mentioned "knowledge", what's in there?
LUA	That's what I am going to use to teach my students. The more I have the better. I teach secondary students, so I need to know thoroughly the content from the most simple to the most complicated within the scope of knowledge taught to secondary school students. Attending training course, I even have to learn more than that, the skills to teach from the simple knowledge to the most complicated one, so that I can deal will all kinds of students, from the weakest to the gifted ones. In summary, knowledge about English language, and knowledge about students. I need to know students' level, their way of thinking, I need to know what they need and what they have already learned.
Me	What are the activities for teachers of English to develop their professionalism?
LUA	Groupwork, we also develop by organizing extracurricular activities for students. If the knowledge in one lesson is not too much, I can allow students to go out the experience the real world, playing some games with English. I can self-study. And that's that, because the infrastructure here is so limited that I and other teachers here cannot do many things more than that.
Me	Which activities is the most effective for you?
LUA	In my conditions, I just develop within the activities I organize for my students, and observe my colleagues' classes, or I can join with other teachers of the same area in group activities like class observations or visits, designing games for students, or other extra-curricular activities.
Me	You have not mentioned 2020 course?
LUA	It might be effective, but still too difficult for such teachers like me. It is too far beyond my ability. The instructors there taught very well, but I wasn't able to acquire much. This is the first course like that. But if I have a second chance to join a similar course, I think I will learn more and better.

Me	What do you think are the factors that affect your PD?
LUA	I think the first one is age. Years ago when I was at the university, I have great interest in learning and studying, standing in front of learners is so enjoying. But now, when my memory is no longer as good as it used to be, and when learning ability has been somehow decreased, I feel that I am no longer able to learn as fast as I could. It, the age does affect me. The family conditions, means of transport, travelling distance from home to studying venue, and so on, like finance. When attending 2020, I had to spend my own money on it, and this does affect my study. The MoET asked the DoET to pay, the DoET asked my school to pay, but my school said that they did not have enough money, and that we learned for our own sake, not for the school's sake so I and other teachers finally had to pay on our own. That worried us somehow when we study. The biggest factor is still my age and my memory while learning English requires good memory and quick reaction, but I am already old.
Me	Do you have any goal in the next five years?
LUA	I usually wish to obtain B2, like other teachers. Second, I wish to have more and more good students, like at the provincial level, in its true meaning, I mean really good. Mentioning high-performance students, you know, there are still many concerns there. The school sometimes requires us to have good students, but what can I do when my students are so bad at English and also do not have any interest in learning? You understand me, right? I always have to try my best and invest lots of efforts in my students so that I can have good students in my class in, say for example, 5 months' time. That's the second goal. I would also like to have more students who love me and English. That's my simple goal. I don't have the ambition of being promoted to the Head master; I only desire to win the love of students for the subject I teach. My students have already enjoyed English lessons because it is fun and interesting, but they are still afraid of the subject; they claim that it is so difficult for them.
Me	That's wonderful goals actually. Before EDO, have you ever attended any similar course?
LUA	I used to watch some English lesson on the internet as in English123. I watched it to teach my children and as a source of reference. I also study some online lesson plans, the way they present or organize the content of a lesson. I did learn English online before, but just for reference purpose. The internet has just been available for us here recently.
Me	Why do you think people learn English online?
LUA	I think learning English online is good. It is convenient, interesting and useful wherever it is, for me. English123 and other programs for instance, they are great! But I can only afford the course when it is for free. When it comes to the part that I have to pay, I usually quit. I find it really good and useful. I learned the way they pronounce, the way they present and explain a grammatical structure. If I have enough conditions, I will definitely continue such course like English123 because I want my children to learn it as well. I also use it to teach my students and one of them won a prize in the district's English contest. I teach my students and my children also learn English123. Learning English online, I do not only improve my English but also learn the way the instructor their present and explain their lessons. I find it really good.
Me	Why did you join EDO?
LUA	The first reason is that we must attend it. It is obligatory. But then I found it really useful. I did develop my English as well as my professionalism; I have

	more knowledge to supplement my professionalism. I also have more chances to socialize. It motivates us a lot. And the assessment was also strict and serious, which is also a motivation for us to complete Edo seriously.
Me	Which kind of knowledge did you develop thanks to EDO?
LUA	I could develop all my language skills, though grammar is still a little bit simple. Take listening as an example, speaking and reading are really good. I did remember much about writing, not very impressive, but those three skills are wonderful.
Me	Anything about teaching methodology you can learn from EDO?
LUA	Not very impressive actually.
Me	Which grade would you give EDO from 1 to 10 in terms of your level of satisfaction?
LUA	I would give 7.5
Me	Which mode of learning, f2f or online, do you prefer with the same content as taught in EDO?
LUA	I think f2f classes with physical instructors might be better, but with my current conditions, I am already happy with online learning.
Me	If you also have the same good conditions for learning f2f and choose one only?
LUA	I still prefer learning from distance, online, because I don't have much time, and I like the advantage of being able to learn whenever I open my computer.
Me	Any other advantages that online course have over f2f classes?
LUA	Sounds, music and images are better, I told you I like it alot.
Me	Did you have any difficulties when studying with EDO?
LUA	Sometimes, technical problems happen, but they are not serious. For example, sometimes I cannot save my results when completing a level. During my two months studying EDO, I did not have any considerable difficulty.
Me	What aspects of EDO do you like the most?
LUA	What I like most is the flexibility and convenience. I can learn anytime, even at midnight so that I can have more time for other things. Other functions are also cool, like images of sounds.
Me	What aspects do you like the least?
LUA	What I dislike is the grammar. Listening and speaking is wonderful. The skills are not balanced and equal. Grammar is so simple. When present perfect is taught, I was required to do it again and again, I feel so bored with that.
Me	Why do you think the MoET include EDO into the training course 2020?
LUA	I think there must be some benefits because it costs alot of money. I feel that they want me to improve the standard, like other teachers of English, as well as my language skills. I studies with other teachers of many different levels because they teach different grades and schools. So I think they want me to improve standard, professionalism, English language skills so that we can reach a certain level and teach our students successfully.
Me	What did you expect from EDO when you were first introduced about EDO?
LUA	I expected alot. I was excited to improve my English, especially my listening skill, which is so bad that I hardly understand anything when I listen to English. I like listening alot, I still wish to be able to do the course again but it is already over.
Me	So you wish to improve your language skills?
LUA	Yes, exactly.
Me	Were you able to improve your English finally?

LUA	Yes, I was. For example when I spoke before, my pronunciation was like no one else's. With EDO, I realized that I have gone in the wrong direction. I learned something in every skill but what a pity that the course was so short for me. If EDO had last for a year, I would have learned much more than that.
Me	Did you have any goal after finishing EDO?
LUA	Yes, definitely. I tried to satisfy the requirement for being allowed to sit the final exam. I aimed at improving my listening comprehension, pronunciation, and how to do exam questions better, like reading comprehension and using vocab in writing. But when I sent my writing, I usually received no feedback.
Me	Did you improve your English at the end of the course?
LUA	I told you yes, but I wish the course would have been longer. After the course, I listened more clearly, the listening skill improves better than when I study in classes.
Me	Which grade would you give in terms of the effectiveness of EDO in improving your English?
LUA	I would give it more than 8. I like it alot.
Me	Why not 9 or 10?
LUA	Because there are things that I have not yet understood. I cannot give 10 when I am not 100% sure about something.
Me	How useful is EDO for your professionalism?
LUA	It helps alot because what I learned is exactly what is taught in secondary schools. For example, the level is B1, and my level is also B1. I can also apply it to my teaching. For instance, I learned about the present perfect, and of I understood it well, I could also teach it well to my grade 9 students, its structure, its verb forms, etc. EDO is reasonable, not very difficult to learn.
Me	Do you wish to study EDO and similar course in the future?
LUA	Yes, definitely.
Me	What if you have to pay?
LUA	Yes, if the cost is reasonable, I am willing to pay. But would be great if it is for free. I would be extremely happy if the MoET gives me a card to access EDO for one year. ☺)
Me	Are you willing to introduce EDO to other teachers of English?
LUA	I will, definitely.

Participant 12: THANG

Me	What is your full name?
THA	Mine is *** Thang
Me	What school are you teaching?
THA	I teach at secondary school?
Me	Which group of students are you assigned to teach?
THA	I teach 7 and 8.
Me	What is their level?
THA	The old curriculum is limited to A level or B in the past, which is equivalent to A0 in CEFR.
Me	You were attending B1 class in 2020 course?
THA	Yes, I was.
Me	How many years have you been teaching English?

THA	17 years. I am 44 years old now.
Me	What do you think are the qualities of a good teacher?
THA	I think being a good teacher needs good moralities, good behaviours towards both students and parents. Teachers need to be gentle, and know how to behave in the polite way, depending on each circumstances because there are always many kinds of students and parents; some are rich, some are poor, some are easy, some are strict. So part from professionalism, teachers need morality. Professionalism is good and morality is good.
Me	What about the ESL teachers?
THA	I think good ESL teachers, like you and me, must be fluent in all four skills, speaking, listening, reading and writing. I am still not very good. My training is not systematic. When I have deep professional knowledge, plus some gifted ability of teaching. I mean apart from fluent English language skills, I need to have good teaching methodology. Some people can be very good at the language but cannot communicate the knowledge to the learners. That's the teaching ability.
Me	What do you think about the capacity of life-long learning?
THA	As a teacher, I think it s compulsory. If I do not practice and improve, my knowledge and skills will be eroded gradually. And this needs to be done during the whole process. Satisfying with oneself is easy, a teacher just needs an old level C in English to teach in secondary school.
Me	What do you think is professional development as a teacher of English?
THA	I think PD requires me to self study and improve my knowledge, to join the training course to advance myself, that's called development. Apart from me, it is necessary that the managers also provide me and other teachers with extra materials for our study.
Me	What you mentioned seem to be the ways or activities that help teachers' PD. But what is really considered to be "development"?
THA	One cannot be conservative, sticking to their own way of teaching without any change to develop. In general, I think development means I know how to change myself to suit the innovative curriculum, which is suitable for each period of integration. Each period requires certain kind of change. Development means changes and improvement. If not, there is not development.
Me	What activities apart from what you mentioned, say training course, self-study, are known to you to support teachers' PD?
THA	Self-study is obvious. Training courses are one types of support from the above, the managers. Nothing better, well... Yes, and class observations and visits. And extra curriculum specialized activities.
Me	What is the content of those activities?
THA	They require teachers to learn with students all the four skills. They are like playing games in English but teachers must spend much time thinking about them. They are called English extra curriculum, like English clubs. But they are not very successful, because we do not have environments. Only teachers enjoy it, students are bored of it.
Me	You mentioned self-study. What do you think you should learn?
THA	There are specialized subjects to train gifted students, and I need to read about and study those subjects. To speak, listen, read, and write well, I have to open those programs on the internet that offer English language training. I have to try follow, because there are no other options. There is almost no chance here for us to join an English speaking environment with the native speakers. If I can

	communicate with foreigners, my English would improve considerably, but here, there is almost no chance. There are some foreigners at the English centre but I almost have no contact with them. So I learn in my own way when I am in the mood. It is actually better if the learning follows a certain schedule and syllabus.
Me	What do you think are the aspects of the professionalism?
THA	We discussed it before. The first is the knowledge about the subject, say, English language, then pedagogy, then ability to develop that is enhanced via such activities as self-study, class observations and so on.
Me	Which aspects do you think you should develop?
THA	I think both English and pedagogy needs to be equally focused. English alone is not enough for me to teach, but pedagogy alone is also not OK.
Me	Which way have you followed to develop your professionalism?
THA	I myself have not practiced much. For example, I may sometimes look at the Practice exercises used to train gifted students. Generally speaking, this is not of much help. I joined EDO to improve my English but the improvement is inconsiderable.
Me	Which activity do you think is the most effective in Vietnam's context?
THA	To be honest, to teach English well, teachers need to be well-trained first, from the very beginning, I mean the teacher education. When teachers are well-trained, they will combine their knowledge reasonably with the textbooks and develop well. The current textbooks are too difficult. In the mountainous area like where I live, I think only 10 % of the students manage to catch up with it. Up to 80% do not know anything about English. The syllabus is so unstable. The target is that student must achieve B1 at the end of the secondary school. The students cannot make it. The new textbook for grade 6 now is equivalent to that for grade 8 in the past.
Me	Which way do you think is best for you, as a teacher, to develop your professionalism on a long term basis?
THA	That requires good teaching environment, in which students love learning, which I think then depends on the perspective of the parents, whether they like their children to learn. There are parents who invest alot, but there are ones who do not invest much, then there are students' who do not learn anything. There are students who just copy from friends in exam and do not study hard.
Me	I agree with you that teachers' PD does depend on the learners' demand and effort in study. But which way of PD is the best for you your teaching context?
THA	In Vietnam context, I think the best way is surely organizing standardized course which is designed especially for the purpose of teaching the textbook currently in use.
Me	So the course is on both English and teaching method?
THA	Yes, about both English and pedagogy. Not the kind of courses that is called "specialized for teachers of English" but actually cannot solve anything. I attend many so-called professional meeting and courses but I was not instructed in details how to teach a particular lesson well, or how to make the lesson easy to understand for learners. That's what they failed to address. Class observations or visits have also always been detecting one another's mistakes; they have not really practiced the meaning of class observations in English language teaching, say, to improve teachers' performance. Their aims are more to examine each other.
Me	Which factors affect your practice of professional development? For example

	age?
THA	Age is a factor, but for those who are over 45 only. I think teachers begin to get bored with PD only when they reach 45. They want to stabilize. But it also depends on areas. Those in my area, including be, start to be bored because the specialized subjects to be covered and too many new requirements set for teachers of English make them too tired. Many requirements are unreasonable. Teacher education is not good, not standard, but now they require me to be standard. That's so tiring. Many teachers refuse to go to the B2 class in 2020 project. They just quit.
Me	So you mean the requirements for teachers?
THA	Yes, the requirements must be reasonable. Some current requirements have been too strict and tight, making elderly teachers tired and demotivated. I myself also felt bored and tired.
Me	Any other factors that have the same influence.
THA	And learners. If they do not want to learn, then teachers do not want to teach and do not want to develop. In rural areas like mine, teachers just teach for form's sake and go home. When the school year ends, then the teaching finishes. When exam comes, teachers give students the easiest questions about the amount of knowledge taught in class, but they still cannot do it well, maybe they can when they redo the test.
Me	Any other factors?
THA	That's the fact in the current learning and teaching context. And I do think that the new English syllabus is not OK. It cannot solve anything. My school is one of the biggest schools in the area but only 20% of the students really learn English, the rest, say 80% do not know anything. The new syllabus requires us to test students' speaking skills, and I just ask them the 10 questions as instructed in the textbook but they can answer none of them. I have to ask them about their age, name in order to receive any respond from them. They fail to understand all the questions on the too advanced topic in the new textbook. N one word, if the textbook is too difficult compared to students' level, they will not get anything in their head.
Me	Yes, I see. What are your goals in the next five years in terms of your professionalism?
THA	In the five years to come, I just try to follow and to be able to teach the new textbooks. I will try and improve myself. It is hard but it is required by the MoET, so I have no other choice but to bear it on my shoulders.
Me	Had you attend any similar course to Edo before?
THA	No, I had not. I did buy some online courses for my children to learn and sometimes join them, but not regularly. For example, I answer their questions when they have anything unclear in the course.
Me	I see. What is the content of the courses that your children learn?
THA	They have all four skills, listening, speaking, reading and writing. That's learning English123. I had to buy an account, just like EDO, but not as detailed as EDO.
Me	Why do you think people learn English online?
THA	All parents when wanting their children developing all four language skills want them to have two language environments. They will choose English online.
Me	Mentioning learning environment, what do you think about f2f class with teachers and peers?
THA	No, I think f2f class is not as effective as online. Peers and environment just play

	a modest part. I will not develop all the four skills. Yes, because f2f classes are not systematic. For example, I may have up to five lessons per week but each of them focus on only one skill, I mean lesson in class cannot cover all the skills at the same time. When learning online, I can listen to a sentence for as many times as I want to. F2f class has many students while there is only one CD player; the facility is not good enough or not evenly good. The quality, for example, sound quality of online courses is better. Plus, teachers' pronunciation in f2f class is usually not standard. It is difficult then.
Me	Do you like EDO course?
THA	Yes, I do. But it really depends on the time one spends on it. It was given for free and I was required to complete 80% of all the tasks. The exercises are not very difficult.
Me	Which grade from 1-10 would you give to Edo for your level of satisfaction? 1 is the least and 10 are the most satisfied.
THA	I would give 8, quite good.
Me	Why so?
THA	Because it offers us all four skills, listening, speaking, reading and writing. I am required to practice all these skills in each lesson.
Me	Then why not more than 8?
THA	There are things that are... for example, when I redo the test, there are answers I do not fully understand. I want the course to explain in more details the answers. They have not explained why. For example, in the gap filling exercise, I want to know why the answer is this word, not that word, in that context. Sometimes I got a wrong answer, did the question again and got the right answer but I really did not know why that was the answer.
Me	Why did you join EDO?
THA	It was a requirement. I was told that if I did not complete the course, I wouldn't be allowed to sit the exam. I had to do at least 80%. Actually, I have met the requirement before the course closed, and when I had free time, I did it non-stop so that I could finish the task as soon as possible. I did not do it on a regular basis. I just wanted to do it to meet the requirement; I could not do it everyday because my schedule during the 2020 was too packed and urgent. For example, I had to teach from Monday to Friday at my school and attend the 2020 class on Saturday and Sunday. The time left for EDO was so little, so I had to make use of the free time whenever I had it to do the course as quickly as possible. If I had not been offered the course, I would not have known about it. If I was required to do the similar course now, I mean when I have more time, I think it would be better, more interesting. I was actually required to do Edo when I have too little time for it, so I just rushed to finish it to meet the requirement and really did not have enough time to enjoy. The time of introducing the course to me is not reasonable. But in general, if I have to complete a course like that at the moment, I find it really good.
Me	With the same content as in EDO, which mode of learning would you choose? Online as in EDO or to learn it in class?
THA	I prefer f2f classes.
Me	But with the same content?
THA	I still prefer learning with a physical instructor because I can ask my instructor why and how questions whenever I have one. The live instructors can teach me many interesting things outside the course content.

Me	What are the advantages of EDO compared to face-to-face class?
THA	The most obvious advantage is that I can study with EDO whenever I turn on the computer. That's it. I can make use of my free time. But I have to spend time to travel to classes in the other one.
Me	Any other advantages?
THA	The facility and the quality of the sound. The sound of the online course is of higher quality and the pronunciation is standard.
Me	What aspects of Edo are you not happy about?
THA	What I don't like is ...nothing. Only when the internet connection is not stable, the results can be affected. I cannot enter the answers.
Me	Any thing about the content and format?
THA	Nothing about that.
Me	What aspects are you most happy about?
THA	The listening part. I listen and fill in the blank. If I cannot find the answer, I can always listen again until I do.
Me	Did you have any difficulties?
THA	Just the matter of logging in and out, and submit the answer when the internet connection is not stable as I told you. The gap filling exercises do not explain the reasons for the answer.
Me	Why do you think the MoET include EDO into the 2020 course?
THA	To develop teachers' language skills, for those who have not met the requirements about language ability of the MoET. The course is too easy who have been well-trained.
Me	What did you expect from EDO when first introduced about it?
THA	To improve my knowledge about English. I expect to practice alot there to improve the language skills.
Me	Did you expect to enhance your pedagogical knowledge?
THA	No, definitely not. EDO cannot offer knowledge about pedagogy. When looking at the course content, I find nothing related to teaching methodology. Concerning what I observe, I think I cannot copy what they do apply to teaching my students.
Me	Why not?
THA	Because I do not have enough equipment and facilities like projectors and headphones. In order to apply it, there must be instruction and support from higher authorities. It may work for group of 20 students. If there are more than that, I think the school may not manage to have enough equipments.
Me	Do you find EDO meet your expectation?
THA	In terms of English language, yes, It did work. But not for my teaching skills. Useful for my English, not for my teaching methodology. I cannot take much from the course to apply to my teaching. I find more useful teaching tips from the face-to-face part of 2020 course to apply to my teaching.
Me	How effective is Edo in improving your English language?
THA	Only 6 or 7. The content is not challenging enough for me to learn much. I want it to be higher in level.
Me	How useful is it for your professional development?
THA	Actually, the grammar exercises are good. I have to practice again and again and understand each grammatical structure very well. If I want my students to do the same, I can copy the exercises there and give them to my students. The course is really useful. The only issue is on my part, I don't have enough facilities and

	equipments to use what I learn from EDO to apply to my teaching. If there is enough equipment, it is good for my students.
Me	Do you mean that you do develop your professionalism in general?
THA	Yes, I do. I can apply the way of teaching there to apply to teaching small children.
Me	Are you willing to attend similar courses in the future?
THA	Yes, I do, if I have a chance.
Me	What about having to pay?
THA	Yes, I still do, if it is similar but with more challenging content so that I can improve my English more.
Me	Why online but not face-to-face course? Which course would you choose if there are two available?
THA	If there are two courses to choose from and they are both during the summer vacation, I prefer learning with instructors, or both. If there is no f2f course, I am happy with online courses to improve my professionalism. But learning f2f with an instructor is more enjoying because I learn more from them and also their teaching methodology.
Me	Would you be willing to introduce EDO to other teachers of English?
THA	Yes, of course, even with my students.

Participant 13: DAT

Me	What is your full name please?
DAT	I am ***Dat
Me	Which grade are you teaching?
DAT	I teach at high school, grade 11, 12 students.
Me	The students' level is B1 o B2, isn't it?
DAT	Yes, around B1, B2
Me	Are you joining B1 or B2 class at 2020?
DAT	I am aiming at C1, from B2.
Me	How many years have you been teaching English?
DAT	I taught from 1993. I stopped for a while in 2000. I have 14 years of teaching English in total.
Me	Have you started to do EDO?
DAT	Yes, I have, though I have just received EDO account. I haven't spent much time on it yet.
Me	What are the qualities of a good teacher of English?
DAT	I think I need to have good knowledge, I need to know the level of students and start from there. That's the first, and also the pronunciation must be accurate and clear. Secondly, the students nowadays tend to focus on communication skills, they no longer study only grammar as in the past. So I need to switch my focus from grammar to listening and speaking, these two skills.
Me	You mentioned "good knowledge". Could you please explain more?
DAT	Apart from grammar, I think I need to improve my listening and speaking skills because many students graduating from highschool are very weak at speaking and listening though their grammar is strong. These two skills must be improved.
Me	What do you think about teaching methodology?

DAT	As for that, we are using the new textbook that requires us to change our teaching methodology. Listening and speaking is added to the new textbook but students do not seem to learn much from it. I try to tell them to practice but they are not very keen on that. Only those who already speak and listen well like this part, the rest do not dare to learn. So I have to try all means to make them love and learn that part.
Me	So you mean the ability to understand learners and motivate them?
DAT	Yes, that's the most important thing. Knowledge about English is the obvious thing that I must have.
Me	How important is the capacity of life-long learning?
DAT	It is extremely important. Before Project 2020, I had to learn very often from the internet, I saw the methodology of the sample lessons on the internet, how to teach grammar and each skill. I can speak Vietnamese when teaching grammar but have to speak English when teaching listening and speaking for example. One difficulty is that my learners are quite slow, so I usually have to find some ways to make English simple and enjoyable to them. I have to communicate everyday.
Me	So in summary, English language ability, grammar, listening and speaking, the understanding of learners, what they need and how to motivate them. And also teaching methodology?
DAT	Teaching method is different from group of learners to group of learners. I also need a certain amount of flexibility, to choose a suitable way of teaching.
Me	And the ability for life-long learning?
DAT	Yes, I must always have that.
Me	What do you think is PD?
DAT	I think apart from the knowledge about English language, I have to understand what students want to learn, and then what I have to teach and how I can teach it, so that the final result is that both I and my students, of course teachers are more important, have a good way to study the subject. I mean now only the professional knowledge, I also have to know a reasonable way to teach that knowledge. Second, I have to make students' results better. I find high school students now can do English exercises very well but are quite weak at speaking and listening. That's what I have to think about.
Me	SO PD means improving not only English language but also the teaching method?
DAT	Exactly, the way I teach and the way I approach certain content so that I know how to communicate it to my students.
Me	I see. Then what are the activities that you know for teachers of English to develop their professionalism?
DAT	Class observation is a wonderful option. Observing this class may not be useful for me but another class can be extremely useful. SO I have to observe many classes of many teachers from many schools. By so doing, I will gradually learn from others experiences and know what to do in my situation.
Me	Any other activities you can think of?
DAT	Professional meeting or conferences, or specialized groupwork. For example, today, I am teaching about the topic of environment, I have to prepare it this way and apply these activities in my class, the teaching materials can come from the textbook or from outside the textbook. Or when I teach about a famous public figure, I also need to show students a video about that person to stimulate students' curiosity. I have to explain to them and instruct them so that the lesson

	is effective. In the professional meetings or conferences, I can share with and learn from others' experiences. I have to make sure that students like the lesson right in the leading-in, then they will understand the whole lesson.
Me	Any other activities you can think of?
DAT	In my school these are the most two common ones. Outside my school, sometimes the DoET organizes conferences for groups of schools like gifted schools. Every year, they hold teaching contest that all teacher must participate. When joining the contest, teachers must show their effort and obviously try to improve their professionalism.
Me	You mentioned the conferences held by the DoET, what are they mainly about?
DAT	Ah, they are not about the subject matter, but about teaching methodology. They discuss the modern trends of teaching English and the reasons behind each. We discuss what to do when students are like this. If students are not like what we are expected, what else we must do.
Me	So mainly about methodology, not English language?
DAT	Yes. The subject is mostly about grammar, so knowledge about English language is not very complicated. I just need to improve my speaking and listening skill. The MoET sometimes send expert teachers to my school to show us a video of a teacher in a gifted highschool teaching a lesson. When the lesson is difficult, the teacher knows how to make simple and interesting, when the content is too simple, she knows how to make it more challenging to learners.
Me	So you mean the conferences give you chances to learn from others?
DAT	Yes, they do. I have to observe the sample lesson and then asked to give opinions and comments. Sometimes I have to write a reflection on what I learn from the lesson. That way is also useful and interesting.
Me	What so you think about 2020?
DAT	That is another way, a wonderful and very serious way for teachers' PD. BU there is one disadvantage. It is very good and convenient for me as a teacher in Hanoi, but some people live very far away from the class up to 70 km from Hanoi, so 2020 is very tiring for them. Plus, when I attend the course, I still have to continue to do all the other work at school. Sometimes it is like a have gone away from home, but I still try to attend the course, to take some material home to study at night.
Me	Which activities you have mentioned is the most effective?
DAT	In Vietnam's context, I have read alot of articles about teaching methodology, there are many. Some criticize, and some encourage, as far as I understand. The teaching and learning method is like many people playing with a tree, some standing at the foot of the tree, some are holding the tree trunk, some are sitting on the branch and some are about to fall from the tree. I think it is like a chaos, some are already at the top of the tree, and those at the foot of the tree haven't got any thing. That's the model. I see myself as someone not yet at the top of the tree but at the middle of the tree trunk, holding it quite tightly but cannot move on and trying hard to move on. It's like that.
Me	What do you think is the most effective way of PD for you?
DAT	I think the first thing to do is to attend such courses like 2020. Second, I have to search for online courses like EDO, which is very good. Or I can buy a program online, do it myself, send my work for assessment. For example, I participated in an online course by APOLLO, which is very good. It has all levels for learners to choose from, and also give marks for the learners after each level. Foreign teachers sent us learning materials. Such courses can be a source of teaching

	methodology, beside what we can learn from other colleagues at work.
Me	SO you search for courses online to learn English and to observe and learn from the way English is taught in that course?
DAT	Yes, exactly. I usually do it. I read the material there and bring it to my students to do sometimes. I copy the material, how they teach the material in the course is another issue.
Me	What aspects of professionalism should you develop?
DAT	The first thing to develop is the fours skills; they must be accurate and standard. Teaching English means possessing listening, speaking, reading, and writing skills, which I have to approach gradually so that they become familiar and suitable for my students. As I said before, my students study grammar only. I have to teach them how to speak, listen and even think like the way the English do. I have to pay attention to those skills. Besides the English language skills, how to teach them is also important, how to teach listening, writing, or so.
Me	What you have mentioned is called English language ability. Do you think language ability is enough for a teacher of English?
DAT	That what I must have, for sure. Apart from it, I also must develop, how to say, the way to approach the knowledge intended to be taught to students. I mean teaching methodology. The normal approach look like 1 plus 1 makes 2, but I can make 1 plus 1 to be 5. I can omit something and add something to be suitable to a particular group of students. Books written by foreigners are very different, only following a model. It is our role to pick relevant content to teach students, to be my knowledge and to be my lesson.
Me	What are the benefits of PD to you?
DAT	The first is that I can affirm my ability. The teaching movement in Vietnam will develop in a positive direction. Teachers will stay the same if they do not improve their knowledge. They cannot catch up with the modern world, in which everything is moving. I have to adopt the new but must not abandon the traditional, that's the difficult thing to do. I have to approach the new and revise the old at the same time to see whether it is suitable yet.
Me	What are the benefits o the schools?
DAT	When students in my school achieve a prize in a national English contest, the school will obviously gain better reputation. The school is praised, and then I will be praised as well. The admission level of to the students applying to the school is also raised. I mean the quality of the students entering the schools will be higher. Parents when considering schools to send their children to and knowing that this school is very good at teaching English re more willing to choose the school.
Me	What about the benefits for the whole society?
DAT	When English language teaching improves, the whole education system will also improve. English language teaching in Vietnam has been complained to be so messy. It is so good if everyone is like that.
Me	What are the factors that may affect teachers' PD?
DAT	As I said before, most teachers when pursuing PD has to pay by themselves. I myself had to pay for the courses I attended, even the 2020 course. I also have to teach the same number of classes when attending 2020 course. They say that it is for my own benefit, so I have to manage myself. There is no priority for me. That's the policy issue. Everyone has difficulty with this issue, so I have to be proactive. The managers keep saying like that, I have to register for class myself, pay by myself, and if I pass the exam, I have the benefits. If I had more support

	from schools or the managers, I would be more motivated to learn.
Me	Any other factors?
DAT	That's the major thing. And those who live too far away from the course's learning and teaching venue. It's so hard for them. So, it is the geographical conditions that also count. I would be better if the DoET could organize the courses in the local areas, to each province or districts. Some of them have to travel up to 100 kms to go to class. That's so tiring for them.
Me	What about other factors that is related directly to the teachers themselves like age or others?
DAT	Ah yes, the age. I think teachers from 50 years of age should be exempted from the course because they are going to retire. Some female teachers still have to join the class though they are retiring next year. I also have to. If not, I will be criticized by the school, the DoET and my promotion and bonus can be cancelled.
Me	Do you mean the older, the more teacher hesitate to change?
DAT	Yes, exactly. The older people often more hesitate to change. Those over 50 or 55 are tired of going to class. I pity them alot on having to travel more than 40km a day to go to class.
Me	Do the characteristics affect teachers' PD?
DAT	Yes, for sure. As far as I know, teachers of English tend to be fond of meeting people, communicating and discussing things with one another. They tend to have their own characteristics, very cheerful and happy. We are very open, not very formal like other teachers of other subjects. We are more willing to talk and make friends. So they characteristics do affect teachers' PD.
Me	What are you goals in the next five years?
DAT	In terms of Professionalism, I have completed my higher degree. I want to study further but I am quite old now, so I think I had better focus on fulfilling the job at my school. If I were a lecturer, I would study further, but I teach high school, so I think that should improve my teaching skills and self-study more professional knowledge.
Me	Do you have any specific goal?
DAT	Yes, I do. Last year, I have one student winning a prize at the City's English contest. She is my class. Next year, I hope to have one student winning a prize at the national level. That's it. But it also depends on the entrance level of my students.
Me	Have you ever attended the similar courses as EDO before?
DAT	I have attended many. I usually register for accounts or do a mock test on some websites. I log in with my account, do the assignments, and send it to the instructors of the course. I have learned the most from the course offered by APOLLO.
Me	What is the content of those courses?
DAT	Listening, speaking, and other skills. I learn teaching methodology in the conferences, I do not learn it online, I just download it and study it by myself. The online courses main teach me English language, about the four skills that I teach my student.
Me	How would you compare Edo with other courses? Which do you think is better?
DAT	Edo is better in some ways, say, the resources, while other courses only offer practice exercises and tests. I download of materials which I can use for my teaching. In other courses, I only learn and am tested. The type of exercises is quite the same among all the courses. So with EDO, I can also learn from the

	resources.
Me	Why do you think people learn English online?
DAT	I think online courses are suitable for those who have known about this mode of learning before. Second, they are suitable for those who lack of time, and who sometimes have to learn at mid-night, or those who need extra practice beside a main f2f course.
Me	Why did you join EDO?
DAT	It was obligatory at first. I was required to complete a certain percentage of the course. I thought it was like other courses I have learned before, so I joined it because it is beneficial for me. It improves my English language and offers me alot of useful teaching materials in the "resources".
Me	Which grade would you give EDO from 1-10 in terms of your satisfaction?
DAT	I may like it more in the future, who knows, when I discovered more advanced and useful applications of EDO. At the moment, I give 8 to EDO. I don't give 10 because I cannot be sure that EDO is the best course. Who knows in the future, I will know about some other courses that are even better than EDO?
Me	With the same content, do you prefer online learning or f2f class?
DAT	As I said before, online courses are only and extra source of information that supplement a main course. Learning usually requires instruction of a teacher. I think it is still best to learn face to face. Teaching Edo to my students, I can instruct them on how to operate the program when they have difficulties.
Me	No but I mean when you are a learner, what mode of learning do you prefer?
DAT	I prefer online learning. Because the first reason is time. I can learn at anytime. And I can also test my self. There is one disadvantage with EDO, it gives me a chance to correct the wrong answer while other programs do not allow that, they give me score right at the first time I confirm my answers. That's what I dislike because the learners will manage to get the correct answer whenever they want. When the answer is wrong, they just need to redo the question and choose another answer until they get the correct one. I don't like it as a learner. I like it when I have to send all the answers at once and check the answer after knowing the results. It is so bad that learners can check the answer during the time they do the test.
Me	Which aspects of Edo do you like?
DAT	I like it most in that I can learn whenever I want, even at mid-night. I can also test myself.
Me	What do you dislike?
DAT	I told you, that's the function of checking the answer while doing the exercises.
Me	Do you have any difficulties so far?
DAT	I do not have any difficulties so far. Many complain about the complication of Edo but I find it easy to use. Edo has all the applications included in one program. I only need to perform one installation and everything is ready to be used, while other programs requires several installations of others extra applications to be used properly. I just need to read the instruction carefully to use it easily. I think I find it easy to use because I have got used to online learning before. Some teachers from the suburbs in my class had to spend alot of time learning to operate the program. They do not even know to open it. I could do it right way, the installation, the operation, and everything.
Me	What were your expectations when you were first introduced about the course?
DAT	When I heard about it, I thought it was nothing more than the courses I had learned before. There were actually many similarities, but I expected something

	new, something innovative in it. There have been better things then, but there are also short-comings, like the learners can check the answer keys when doing the exercises. It has the resource, which is good.
Me	Could you specify the "innovations" that you expected from EDO?
DAT	Just "innovations" in general. I have been so familiar with English courses online. The structure of a lesson usually begins with a pre-test to check my level, then post-test to check the level after a lesson, part by part, and I can choose any part to begin with. I expected to improve my English but in more innovative way than the course I used to attend before. That' my opinion.
Me	Why do you think the MoET include this in your 2020 course?
DAT	Because I think it is necessary for English language learning in Vietnam. They include it in the training course for teachers with the hope that there will be a change in the practice of teaching, learning and testing English language in Vietnam. Last year, English was an elective subject in the national high school graduation exam and many people claim that English language teaching and learning is Vietnam is so odd from the rest of the world. They offer us the course to make it more suitable. I myself have known about it before, but many teachers from other provinces have not heard about it. They want us to get access to way of developing our professionalism as well as a very popular way of learning, not for teachers only but also students. They expect us to introduce this to students as well.
Me	Does EDO meet your expectations so far?
DAT	It does improve my English but there is nothing really innovative there. That's in my own opinion. It might be a big innovation in some others' views. It is good for my English only.
Me	Do you have any goal when finishing EDO?
DAT	I think I will work with Ms Mai to apply for more levels to practice or help my students to improve their learning with EDO. My level is too high for them to do, but I can apply for more accounts for them. I want to extend the duration of the course, but not C1 for myself, but A1, A2 for my students. My goal is to popularize it to my students as well, but I do not know whether I can get more account from HANU.
Me	Do you have any goal for your English language ability?
DAT	I must have C1, for sure. That's also my motivation to finish EDO. I have focused on listening, because this skill is still B1 only.
Me	Have you improved your English so far?
DAT	I am actually the late comer of the 2020 course. I have been also so busy with meetings and other stuffs in my school. I have, anyway, tried some parts of the course, and learned something. It takes time to see the difference.
Me	But how do you predict your English ability to be after the course?
DAT	It will improve for sure if I spend enough time on it, regularly, one or two hour daily.
Me	Which grade would you give EDO in terms of its effectiveness in improving your English?
DAT	I personally think, on the conditions that I spend enough time regularly on it, I would give it 9 on the effectiveness.
Me	Is it useful for your professionalism?
DAT	In my case, EDO is wonderful for teachers. It improves their English. But when used for students, it must be suitable for students. For example, teachers must work on the level equivalent to B2 or C1, but students can only do A1, A2,

	gradually.
Me	I mean the usefulness to your own professionalism, not for the students.
DAT	Yes, it is definitely useful. Online courses are wonderful for me. Because I am a teacher of English, I work in the English – speaking environment. EDO allows me to record myself and tells me when I speak correctly, that's an example. It is useful for my professionalism, not only for my English.
Me	Which grade would you give to the usefulness on your professionalism?
DAT	10, wonderful. I do learn from it, pronunciation, grammar, listening, etc. And I am able to apply all these into my teaching.
Me	Are you willing to participate in the similar course like EDO?
DAT	Yes, for sure., if I have conditions. I mean when I have access to such courses, and when I have enough time, like in the summer vacation.
Me	Are you willing to pay?
DAT	Yes, I am. If it is too expensive, I have to gradually earn money to pay for it.
Me	Are you willing to introduce EDO to other teachers of English?
DAT	Yes, sure. Not only EDO, I also introduce other online courses to my colleagues, students, and children. A large part of my teaching material comes from online courses.
Me	Why?
DAT	I think it is no enough for only me to know it. I want more and more people get familiar to a new way of learning English from abroad, with the direct way of think, not lengthily as what we normally do.

Participant 14: TAM

Me	What is your full name please?
TAM	I am *** Tam
Me	What grade are you teaching?
TAM	I teach secondary school students, grade 6, 7, 8, 9
Me	What is the average level of your students?
TAM	6,7 is about A1, from 8, 9 can be B1, or B2. They learn even indirect reports, …
Me	How many years have you been teaching English?
TAM	14 years now. I entered the profession in 1997.
Me	What are the qualities of a good ESL teacher?
TAM	The first quality if the love, love for the profession and love for the children. Second, a teacher needs to be a good model for students to follow, and need to have good professional knowledge.
Me	What do you mean by "professional knowledge"?
TAM	We need to have knowledge about the subject matter, I mean English. And I also mean knowledge about disciplines and the skills to train learners to follow disciplines. We have to have the techniques to educate learners.
Me	What are the techniques?
TAM	I mean the techniques to raise students' awareness of the need to study, to self-study.
Me	What about the knowledge about teaching methodology?
TAM	I think it is also a very important quality. This is to make sure that we always have an acceptable professional knowledge.
Me	So you mean teachers' professional knowledge includes both English language and the teaching methodology?
TAM	Yes, this is what I mean, both English language and how to teach it.

Me	How important is the capacity for life-long learning?
TAM	I think it is very important. Because learning is never old-fashioned. English is a means of communication, and learning English means imitate the native speakers. So we need to learn very often. We have to create the habit of self-studying and training all the time, but I really do not have many chances to communicate in English. In the past when I was at the college, we were mostly taught grammar, listening and speaking is very limited. Anyway, we are still very weak at speaking and listening. Even writing, we were not taught how to write an essay properly. We just wrote an essay in the way we wrote in Vietnamese and translate the structures and vocab into English. So when we joined 2020, I was eye-opened in many things. That was a very useful course for us. I myself like it a lot. I usually feel excited whenever I went to class and usually wish that this opportunity of learning would last forever. Since I attended the course, my knowledge has been more enhanced, especially my writing and listening skill. I have broadened and enhanced my knowledge a lot. Besides, the course also puts pressures on those who have to work at the same time. If only we were given more time, say for example, studying during summer vacation, we would have less pressure from work from school. One more thing is that we suffered a lot from the exam pressure. I like the course a lot, I love learning, if someone supports my learning, I will learn forever (laugh). It is very interesting to learn from teachers and my colleagues.
Me	What do you think is "professional development"?
TAM	I think the first is the subject matter; we have to improve four skills, listening, speaking, reading, and writing. We have to understand it thoroughly to have the right method to teach it to my students so that they can use the knowledge. To improve skills, we have to constantly update information. I still surf the internet to learn English online and search for good method and knowledge to teach students and improve their learning.
Me	Are there any other activities for teachers to develop professionalism?
TAM	I can buy books to read, books on TOEFL and IELTS. I usually focus on writing skill because I like it and am still weak at it.
Me	Any other ways you can think of?
TAM	Class observation is a good way to study directly from colleagues. It is also one option for PD. I also reflect on my teaching at the end of each lesson. On so doing, I can learn a lot from myself and from comments of my colleagues.
Me	Any other ways? Like 2020 project?
TAM	That's a very good way. It is attractive and I wish I can attend such course regularly to improve my professionalism. Since I joined the course, I find myself more confident and experienced and my knowledge improved somehow. I wish the MOET could organize more courses like that for me and other teachers. EDO, part of that training course is so interesting too. I don't have to go to a place to study, I can choose where and when to learn and even what to learn. There are many levels for learners to choose one that suits them best, so that they can have motivating results after completing the practice exercises. There are many difficult tasks as well, apart from the easy one. Getting 90-95% is not easy, I have to do some level twice to get 98-100 points. I am especially interested in listening part, I listen to the standard accent, and imitating it is not an easy task to do, but it is quite interesting to practice. I have to do it again and again. My intonation is not good, so imitating a native accent is difficult. Reading comprehension provides a wide range of topic but the questions are

	also challenging. Listening is more difficult because there are usually many people with different dialects from different regions in the world, and they also use lots of linking sounds. I find it difficult to listen to. That's why it is not easy to get high marks for listening. The grammar part is also very good.
Me	What are the benefits of PD for the teachers themselves?
TAM	I think I will feel more confident in my job, and usually willing to transfer my knowledge to my children first, my students and others around me. Improving English as another language provides me more information and knowledge about the whole world.
Me	What are the benefits for the school?
TAM	We can help schools to gain reputation with parents, with authorities like DoET or MoET. A good teacher ahs many advantages in their career. A recognized status in the society is very important. For example, you, we admire you alot. It is ideal for a teacher to have good professionalism.
Me	What are the benefits for the school?
TAM	They will attract more students and gain more reputation in the area.
Me	What are the benefits for the society?
TAM	Professional teachers contribute to the general development of the society. There will be more talented people that can make the world more open.
Me	What are the aspects of "professionalism" that teachers should develop?
TAM	Both English language and teaching methods should be equally focused. They are both necessary. But I think the English language is extremely important, then the teaching methods. They are both important. If we have knowledge but do not know how to explain it, I mean the teaching methods, the learners will find it hard to learn. But having the methods without knowledge, we won't have anything to say.
Me	What is the most effective way for ESL teachers in Vietnam to develop professionally?
TAM	The information on the internet is plenty, and there are many sources, useful websites. I can learn from that. Besides, I can join clubs in the areas, or meetings, or training courses like 2020 or EDO that I like very much
Me	But what is the most effective?
TAM	Learning with an instructor is the most effective although it I more time-consuming than learning on the internet.
Me	Why so?
TAM	I like going to classes to communicate with the instructors, and if I have any questions, I can always ask them to explain right away. When I have questions, teachers will explain right away and I can understand on the spot, while learning English online allows me to ask but I have to wait before receiving an answer from the instructor. And online courses also have many advantages. I don't have to waste time travelling, and learning is very relaxing and less stressful than learning with instructors, which always requires me to sit for a stressful and tiring exam.
Me	What do you think are the factors that may affect teachers' motivation for PD?
TAM	Actually, I think I must have conditions for learning. For example, the MoET may reduce the administrative workload for teachers. I am being required to do too much paper work in my school. We cannot have enough time to invest into my professionalism. There is a lot of paper work, then checking, investigation, all theories. They requires us to have this number of files and detail what to test this year, and what to test that year, to complicated and unpractical. If this paper

	work could be reduced for us, I think we could have more time on our professional development. And there shouldn't be much psychological pressure. There should not be rules like if we don't do that, we will be punished like this. Sometimes we feel very stressed with the DoET. It is so tiring to always be in the ready-to-fight position.
Me	But do you think that this is one kind of motivation?
TAM	I think it is fun and interesting to hold contests for teachers from time to time, but teachers should not be forced to achieve certain results, which makes us very tiring and stressful. Obligation keeps teachers on track of improving themselves constantly, but too much obligation is so tiring for us, who have to teach in school and raise children at home, solve home affairs, lots of things to do, not simple, so it is so difficult for us with such too much stress. Too much stress is negative.
Me	Any other factor like age?
TAM	I, I don't think age affects teachers' PD. Teachers can learn at any age, and learning is never old-fashioned. I feel that I lack too much knowledge and still have to learn a lot. When I grow old, I think I still have to learn from the younger generation because they have lots of innovative ideas. I cannot be compared to those born in 1980s as they own so many new things and my generation is already so backward. When learning from the younger, I also feel younger and see that the young have many things interesting to learn from
Me	Do you have any goals for the next 5 years.
TAM	I always wish I could complete satisfactorily what I was assigned by my schools. At home I finish well the housework. At school, I wish to gain respect from both students and learners, and If I do, I am happy enough.
Me	Have you ever learned with any similar course to ED before?
TAM	I used to learn with "Tieng Anh 123" but I think the knowledge there is not as broad as in EDO. I think EDO is more useful, it has many level from A, B to even C. Very good. Tieng Anh 123 does not have advanced level and is used for average learners only. Not many things to learn from. I used to buy some courses to learn, but then stopped after a while.
Me	Why do you think people study English online?
TAM	Because they do not have time and it is very convenient. Nowadays, information is updated and learning is easier. They learn when they feel relaxed and comfortable, and have time, Or they can use it to relax. It does not waste people's money and time, and they can also relax.
Me	Why did you learn EDO?
TAM	It was required first. I feel obliged to doing the course at first. But when I started to do the first exercise, I feel very interesting, because there are levels that are suitable for me, and also more advanced ones when we want to improve further. It also gives result right after I complete a level, which is good, because I know where I am to have a plan to try for better results. It also allows me to know that well, I can finally imitate them (the native speakers), and finally understood this and that part. What a pity that my account was locked when 20202 ends.
Me	What grade would you give EDO from 1-10 for your degree of satisfaction.
TAM	I think it is quite perfect, and I would give it 10.
Me	Could you explain why you gave it such an absolute grade?
TAM	First, I see that it has all levels from easy to difficult for learners to choose from. The content is quite vivid. Third, there are results right after I finish one level so that I know how hard I should try. If I am not satisfied with my grade, I can

	choose to do it again and again to have higher score, that's also one chance foe practice. Besides, I can learn any time I want. I also can apply EDO my teaching, in terms of English. I let my students so the listening exercises there, they also liked it. I sometimes take some content from that to teach my students and they were very excited.
Me	What mode of learning would you choose for the same content as in EDO?
TAM	I think I might use to it practice at home. Studying with a teacher is useful in its own way, because I can learn alot from him/her and classroom situations, for example, the ways teachers explain to us, and the knowledge they give me is also useful and interesting. There are many things, with EDO, the information is fixed, but knowledge gain in a classroom is more open with more unplanned and unexpected information. They are both good. I want Edo to do it in my time at home, but also want to go to class to learn from lively from instructors. I love any of them.
Me	If choosing only one, what would you choose?
TAM	I see that the content in the writing part of Edo is not similar to what is in our exam, so I think this is what EDO lacks. If I have a chance to study more, I want to focus on my writing, because form writing, I can get knowledge on grammar, and vocabulary. Writing is important, and I want to learn with an instructor to improve my writing.
Me	So you prefer an instructor to a machine?
TAM	Yes, exactly because with a machine, If I need something, I usually have to wait for it to be responded.
Me	What aspects of EDO do you like?
TAM	I think it saves time and is easier for learners to practice. I can try difficult exercises and can do it over and over again to fix my mistakes. I find speaking and listening very useful for my English. In listening, I can listen to a native speaker and imitate him/her in terms of intonation and sounds. I like it alot because I want to learn everything in it.
Me	What aspects of EDO are you not satisfied with?
TAM	I think writing should have more advanced exercise for teachers to practice their writing skills. Reading, speaking, and listening is good. Only writing should be richer, and closer to the content of IELTS and TOEFL exam.
Me	So you mean the unbalance between the skills and writing is the most unsatisfying one?
TAM	Yes.
Me	Did you have any difficulties when attending EDO?
TAM	There were frequent technical troubles. I as a teacher am no very skilful in using a computer and information technology. So the operation of the program on the computer wasn't very smooth. My computer also broke down and I have to do the listening practice through a loud speaker, which is not very convenient. If the computer had been in good condition, the course would have run more smoothly.
Me	So you mean the operation of the course should be more simple?
TAM	Yes, think so, it should be more simple.
Me	Why do you think the MoET include ED O into the 2020 project?
TAM	I think they want us to improve our language senility like listening, speaking and reading, and want us to update with the international standard English. The MoET wants to give us more practice to improve our English. We are here in the provincial areas, so having to face many disadvantages. We have to spend

	alot of time on the paper work and on the official textbook issued by the MoET. Only when training students for English competition can we enhance our grammar and vocabulary, and listening. In normal class, I do not have many chances to improve my professionalism. So the MoET offers this to us so that we have more practice and improve our language ability to meeting the standard.
Me	But you already had face-to-face class in 2020, why do you think there is still a need for EDO?
TAM	2020 is so short to ensure the quality of learning for us because we have to teach and to learn at the same time. EDO allows us more chances to improve our English at home.
Me	What were your expectations when first introduced about EDO?
TAM	I did not know what to expect. I did not know what it is and did not understand anything when the instructors explained EDO to us. Even when I started the first lesson, I was still confused about the content and how to use the program, and did not know that it has so many types of exercise. I did not know that Edo had many levels for me to choose from and that I can redo one level to have higher mark.
Me	So you did not understand much about EDO when being introduced about it?
TAM	NO, I did not. I thought it was a condition but did not know why there was such condition, such a waste of time because I only liked to study in class. I had to spend the whole day there just to watch teachers showing this and that on the computer screen. I regret that because I actually loved it when I really did it.
Me	Did you improve you English ability when finishing the course?
TAM	Yes, I did. I felt an urgent need of improving my speaking skill. It is so difficult to speak with correct intonation. So difficult.
Me	Did you improve actually?
TAM	I improved my listening as well. Because I had to listen attentively, took note and looked at the images, and guessed the context to answer the questions.
Me	What grade would you give EDO on the effectiveness of improving your English ability?
TAM	It lacks writing, so I give 7,5. Other skills are good.
Me	How useful is it for English teachers to improve professionalism?
TAM	Many people who teach in primary school where learners' level is mostly A1, so they do not feel the need to improve their own levels. But I think that I do not join Edo for my students' sake only but also for me myself. For example, when meeting with foreigners, speaking in a way that they can understand me is very important. It will be a problem when they do not understand me.
Me	Can you use much knowledge in EDO to apply into your teaching?
TAM	I can use the grammar and listening in my teaching. I give my students at grade 7 Edo exercises, and also my daughter and they liked it a lot. SO EDO is useful in that it can be a source of teaching material that I can use to motivate my students to learn. In fact, they prefer learning English on a computer rather than listening to me.
Me	Are you willing to participate in EDO or similar courses
TAM	Yes, definitely. I am usually willing to learn, as long as there is not much pressure from exam and assessment, which can "shake" my psychology.
ME	Are you willing to introduce Edo to others ESL teachers?
TAM	Yes, I am. Even with my students. Because I want them to know more. The

	more my students know about sources of information, the easier I can teach them. I also find it useful for my colleagues. They are like me, we highly appreciated EDO and find it very useful for both my English ability and professionalism in general.

Participant 15: HUONG

Me	What is your full name please?
H	I am ***Huong
Me	***Huong?
H	Yes
Me	How long have you been teaching English so far?
H	I am in my 19th year now
Me	So you are teaching students of the college of teacher training Hoa Binh, aren't you?
H	Yes, I teach at the college of teacher training Hoa Binh
Me	What's the level of your students in the CEFR?
H	Very low, only A1, A2. Not all of them are from block D. But D students are so few that they are grouped together when learning English. That's why.
Me	I see. What qualities should a good ESL teacher possess?
H	Actually, First, we should have good level of knowledge. Second, the professional skills. Third, we need to be devoted to our career. We also need to understand our students to help them obtain the knowledge we teach in the easiest way. This method for this group, and that method for that group.
Me	You mentioned "high level of knowledge". What you do you mean specifically?
H	I teach in the college of teacher training, so there are two basic kinds of knowledge: the English language that we teach students, and knowledge about teaching methodology. I have to equip my students with the methodologies for secondary school teaching because most of them will become secondary school teachers
Me	What do you mean by "professional skills" specifically?
H	That's mainly teaching methodology because most of my students are studying English language teaching. Other skills are also necessary, for example, using IT in teaching , communication skills, groupwork skill and researching. They all support the teaching job.
Me	What is "professional development" in your opinion?
H	I think it PD has two parts: the equipment of the subject matter. I have to make sure my students achieve B2 in CEFR when they graduate. As for professionalism, I think it refers to the teaching methodology. My students need to know the teaching methods that meet the learning requirement of secondary students in the current "renovation" period. It means the method to teach the language, the language skills, the method to exploit students' knowledge. There are also many other sub-skills if we go deeper into this.
Me	Of course your students need to develop this because they are studying to be teachers. But we are teachers already; do we need to constantly develop our professionalism?
H	Yes, we do. When teaching at a college, I see a fact that when we teach, if we do not enhance our language knowledge, it will gradually fade away. Here in the college, one teacher is assigned to be in charge of only one sub-skill like listening,

	teaches students that skill only. So the overall command of the language can be forgotten if we do not self-study. This can be clearly seen in the English language examination to test my English language ability, I see that mine is degraded if I do not self study. I have more advantages over other teachers in that I also teach many extra-classes, which involve lots of general basic knowledge, and I improve my language alot through that. In terms of methodology, it is obvious that no methods are fixed and forever true, everyone knows it, so if we do not self-study, self-renovate, we will be backward. As teachers, we should be more aware than anyone else of self-studying, self-developing our professionalism. It is necessary and the responsibility for maybe all teachers, at least to think about. The board of management of all levels, from ministry, to department of an institution, also always require teacher to improve their knowledge and skills. We, teachers, have to have a very good awareness of this.
Me	And we have to do this for life, not for a certain period in our career, don't we?
H	Exactly, constantly for life. Because each period has different requirements for knowledge, so we have to get updated often. The same with methodology. We have to update methodology for each period of time, We used to adopt traditional ways of teaching. We do not get rid of it at present, we combine them with the new one, in which teacher has to pay much attention to learners. People refer to this as "learner-centered approach". It means that we need to know well our students; we know what they need and want. We should not stick too strictly to the syllabus without knowing the needs of our learners and what they have, which may results in our not meeting their expectations, and our lesson might be either too boring with unnecessary information, or lack of information.
Me	What are the activities for teachers to develop professionalism?
H	There are many. First, self study from books. The most common and suitable one for teachers nowadays is self-study from many means, for example, books, from library, from friends. Or journals and magazines also provide some information to update, especially for updating information. Another way is through other means, like watching TV, listening to the radio. And many people also learn online, enrolling in many courses online, I mean e-learning. There are currently an American course "getting the way" "we teach English", you know it?, they are quite, I attended 1,5 course. The first was not very interesting, help in forms of a forum in which I discussed with them about topics that I am interested in. But it is good in that I can share information directly with others. But the time was quite limited, only in the evening for only 2 hours. And there are many people involved, each with a very short comment, so I didn't get much from it. But another course, they provided me with learning materials, e-learning, then they gave us discussion questions, then we log into the discussion forum and added entries like learning journals into it, and then I find it quite interesting because we have material to read, discuss, express our opinion and knowledge about the reading. But because the course is new so I could not follow it till the end but another course I learned ...So I think the most common way is self-study, online. It is very good because they have updated book, the latest one and nearest to our time. In contrast, reading book, we sometimes do not have enough money to buy late edition, on professional topic, and mostly published by a foreign country, too expensive for teachers to afford. We can only read old books because old books are published in large number while the new ones take long time to get us. So there are many ways of learning. One more is attending conferences. We can learn alot from presentation is conferences. We have to decide which way is suitable with our

	certain conditions and time.
Me	Are there any other ways, for example, class observation. Do you think it is one of them?
H	Yes, it is the fastest way to study about a particular content from our colleague. I think class observation is a very god way to study from friends. But one concern is that we have to understand the content taught in the class because we usually have discussion after the observation, which is related to whether we can understand the content of the lesson. I once met teachers who bring their own opinion into the discussion without trying to understand the purpose and content of the lesson, leading to difficulty in reaching an agreement. If the teacher we observe apply something new but we have never got to know about it before, there will be a mismatch. But if we do understand, class observation is very good for us to develop our professionalism. But we have to understand what is taught before we observe to make our observation effective. And class is a real-life situation, so it is very easy to for us to imagine what to do in what situation, what to learn from them, and what to avoid. I think it is a very good way. Professional meeting is also a good way for PD. But we need to have a specific topic to focus on, so that everyone can discuss, and share information. It is important that each and everyone is willing to share, like "positive" In English. I think it is the fastest way to get access to knowledge because each person reads and study about different material, and sharing with each other can help to learn alot from each other.
Me	Which way do you think is the most effective in Vietnamese context?
H	Actually, I think I myself like self-study from elearning because the material is up-to-date, time is flexible. We can study the material at our convenience. Then, we can also save the material in many modern gadgets like mobile phone, to read whenever we want, and we can also discuss not only with those around us but also all the people that have the same concern with us, not only in our home country but also internationally. We can decide when and what to learn. We learn from different sources, different people. So I prefer this learning mode.
Me	You made a very good point that we have a chance to learn from everyone in the world, not only our colleague at our school or in our region, don't we?
H	Exactly
Me	What benefits can a teacher get from continuous PD?
H	Different people have different opinion. From my own point of view, I feel that when I have sufficient level of professionalism, I feel very confident. With that confidence and knowledge, we can help students to obtain targeted knowledge in different ways. When we understand our students, who have different learning styles, and offer them various ways to learn like that, we can partly meet their learning demand. The most important thing for a teacher is that we have to understand and deliver the lesson content in a way that is easy for students to learn. IF we can do this, we will feel very pleased, and love our job more, forget our tiredness when feeling that we are doing something meaningful for the students and bringing them something new and interesting in each lesson. In addition, if we self-study and go into details of our teaching material, we will know how to make the content more clear to students. I used to find testing and assessment a very vague notion, and find it difficult to explain it thoroughly to students. But after attending a course, I managed to do it in a clearest and fastest way. And when I got better insights into the matter of testing and assessment, I understand right away the purposes of the test maker, and whether she/he meets the requirements of testing and assessment, and the objective of the whole

	program, when I look at a test. I feel very happy with all these things even though my comments might not be necessary for them to listen to. But I think they support me well in my own teaching and help me to look at issues in more details and more clear, more easily. This helps me allot in my teaching, not only in the school, but also when I train talented students, or preparing high school students for university entrance exam. I predict very well what will be tested with this content taught. This helps me alot when training those students. This is a short-term but wonderful goal for me to pursue.
Me	What are the benefits for the school?
H	When their teachers being ware of PD, the schools will benefit from the so-call improved the quality of learning and teaching. The board of managements do not have to worry about whether their teachers have met the requirements or the objectives of the whole course they are teaching, if the teachers are aware of this. So, the managers do not have to worry about the quality of teaching.
Me	What about the benefits for larger community?
H	It is closely related to the teaching learning quality. When the overall quality is higher, the standard of our graduates will also be better, meeting more needs of the society. This phrase is very general, but it means that when our students graduate, they can easily can work in the field they are trained because they have been equipped with good knowledge and professional skills while in school, leading to domino effect, like in a machine, it is good for the whole society, and also good for the teachers, and the overall quality of teaching and learning in the school will keep improving. The district will have effect on the province, which will then affect the whole country. It is a huge assembly line.
Me	What factors may affect teacher's PD?
H	The most decisive one is each person's awareness. If they have good awareness, they have to self-study, self-develop to be suitable to each period of development of the whole society. That's the most important thing. If they do not have good awareness, they will refuse to learn when being forced. So the personal awareness will encourage them to study without other's request. If they have the demand for learning, understanding, they will self-study. I think this is the most important.
Me	Do you think salary is a factor?
H	I do not think that there is a manager saying to the staff that if they develop their professionalism, they will get bonus, or "If your teaching quality improves, you will be rewarded with this and that". I have never heard of that. This means that salary should not affect your PD, or whether you study to improve yourself or not. That's why I said personal awareness is the most important thing. Second, it's the time that matters. Other things like money, salary, bonus is not related to PD. I think so because we mostly self-study, so we need time to read books, materials. And as I said, many people choose to study online, from e-learning courses but this requires internet connection and quality of computers. If the computers have low hardware configuration, they may have difficulties. That's the external support. One more thing is that we need to have skills to use softwares. I remember the first time I participated in an online course, I did not know very well the way to run the programs of the course, so I did not know how to perform certain activities, how to send assignments, and have to ask the technical staff to support. I think this also affect people's participation.
Me	How would you rate the important of the capacity to self-study among the qualities of a good ESL teacher?
H	I think it may rank first. Teachers so not simply transfer knowledge, but they

	instruct learners to get access to knowledge. To do it well, we have to understand what we teach thoroughly. And to understand well, the only way is to study. So I think it is the most important.
Me	What ways have you followed to practice PD?
H	The most too common ways for me is reading books, and attending online courses. Third, I can get materials from the internet to read.
Me	What is the content of those materials?
H	My books are about grammar knowledge. From TV, newspapers, magazines, I get social background knowledge, the news. The rest, from the internet, I focus more on teaching methodology. As for professional meetings, which are limited to class observation, we also discuss teaching methodology. And the conferences, it depends. I only attend ones I am interested in and think are suitable for me.
Me	What about 2020 project? Is it considered one type of PD?
H	I think it is more about knowledge than teaching methodology. More about language knowledge, like grammar, listening, reading, speaking, writing skills. But we can also learn methodology from the way the instructors deliver the lessons. Like when we study with Ms. Thuy, She did not only equip us with the writing skills, and I developed my writing skills a lot. My writing used to be lengthy and not direct to the point, but I have learned how to write everything required in a given amount of time. I also learned the way she instructed us to write an essay, the way she explained, instructed learners how to learn. I think that's also about professionalism or teaching methodology as I mentioned before. It depends on each person on what they learn from their teacher. That's my personal experience. It mainly helps me to improve my language knowledge.
Me	SO generally, 2020 did help you in your PD?
H	Yes, alot. I remember doing the same thing with my students: apart from the basic knowledge, I also applied the ways of teaching I learned from my instructors, the ways that are suitable for my students. I like that course alot. Very interesting.
Me	Do you have any goal for your professionalism and your career in the next five years?
H	We are actually in the flow of 2020 project. It may sound over-important, but we are participating in that project in my college, we are re-constructing our program, based on the requirement of 2020, so that it becomes more suitable for our students. So we are heading for renovating our program, in terms of content, methodology, or the way we teach. I am doing it, that's the macro thing I am getting involved in. Second, I usually like innovations, like to apply new things into my teaching methodology.
Me	But do you have any specific goals?
H	I intend to establish a language center, in which English is taught in a very modern way, better than what I am doing at the moment. That's my personal goal. Furthermore, I want to go deeper into both methodology and language, for example English grammar. I am currently attending a course on English teaching methods for young learners held by the British Council and 2020. SO I am aiming myself at young learners. It is quite interesting. It helps me to see that I have focused too much on teaching methods without trying to understand learner's psychology. I realized that one with a teaching qualification cannot automatically manage to teach at primary level. We need to understand children's psychology, which is totally different from those in secondary level. And teaching methods for secondary students cannot be applied for primary school children. That's what I found the most clear. I used to teach young learner, but usually applied the usual

	teaching methods, even ones I used for my college students. That's not right. It is very different with the primary children.
Me	Have you ever attended any similar course to EDO before studying in EDO?
H	I had not yet attended any similar course before EDO. As I said before, I attended e-learning, which is not really "online". The course on testing for example. They only provided me with learning materials, I read them, participated in the discussion forum, sometimes as a leader of a discussion group, and that's it. It is different from EDO, which is entirely "online". Online and about language knowledge, not about teaching methodology. I have never attended any course like this before. EDO is the first.
Me	Why do people learn English online in your opinion?
H	Because this is one of the most common way for self-study, not only in Vietnam but also in the world. It allows us to choose anytime that is most suitable for us to study. However, one limitation is that they do not check whether we are learning or not. So I think it creates the flexibility in the time we study, allows us to choose what is the most convenient to us, but we also have to follow a certain schedule. So we do study, and they do assess. This is very effective. For example, I was at B2 level and did "Intermediate" level, I think that the content of a lesson is not difficult enough for learners of that level. If it was more difficult, it would have encouraged people to study more. The reading questions should require learners to think more. I want it to be more challenging. When I studied, I could answer the questions right after the first time I read without having to think. Too easy for the corresponding level. It may be because of me myself. Concerning the grammar, I like the general format, it offers timing opportunities, learning opportunities, and also tests us. Only the content is not very suitable.
Me	Why did you attend EDO?
H	I was forced by the MOET at first. But the forthcoming motivation includes only the chance to listen to my voice again that the course offers. My pronunciation is the worst aspect of my English, e.g. word stress, sentence stress, that's what I am worst at, and like learning the best. When I study it, I speak and they assess me right away, that's what I liked best and motivated me to study. Apart from it, we attended the course because it is compulsory, I have to. I was too busy to analyse all the contents of the course to see the purpose of each content. I only attended to complete the course as required. The only thing that motivated me afterwards is the speaking part.
Me	Do you like it in general? Which grade would you give the course from 1 to 10 in terms of level of satisfaction with 1 meaning the least satisfied?
H	With all the short-comings I mentioned, I would give 8. Many other people may like it and give different grade. One more thing that may de-motivate me to learn is that I can find the answer to questions easily. I can tick at different answers until it shows the correct one. Of course this happens with reading part. There are parts that I have to submit my whole answer to know the result. If people attend the course purely because they are forced to, they will follow the way I mentioned to know the correct answer without learning anything, and without effectiveness. I like the way a course does not allow me to proceed if I have not complete one part of the course. EDO is good in that it allows me to choose any part to learn. It is OK. But it should have some restrictions, which requires real effort from learners. For example, they can only open the next part if they have completed the current part with a certain result.
Me	How do you compare EDO with physical class room. With the same content,

	would you prefer Edo or a face-to-face classroom?
H	I prefer f2f class, with teachers, because I can ask them to clarify what I am not clear about and to provide what I have not known. They can explain clearly, and satisfy our learning demand. But f2f classes also have some disadvantages, as I said to you. We can study Edo at anytime we want, but have to spend time to travel to f2f classes. So both of them have advantages and disadvantages. It depends on our own demand.
Me	DO you have any difficulties attending EDO?
H	I had just completed Edo as required when I stopped. After a while, I wanted to come back to study because I liked to learn all courses in there. I had completed only Inter-course when I lost my access to EDO. I asked the technical support, calling many times to those in charge, but they all said that they did not know anything about that. I felt quite disappointed. No support in terms of technical problems. I really wanted to do the advanced level. I thought it was because of my computer, but it is very new and modern, runs fast. I did not know why I could not log back in. Luckily that I have completed the required part. If I had not completed, I would not have known what would happen to me.
Me	Or is it because your account has been locked because your 2020 course has ended?
H	No, our account is supposed to be active until this October, 2014. So the validity of my account should not be terminated. I was quite sad when I called them but received very irresponsible answers.
Me	Quite disappointing, isn't it? No support in management and technical issue.
H	Exactly. They were very helpful and willing to help when they first came here to introduce the course to us, making us very happy. But when I called them then, I was so sad. But maybe, that's my personal feeling. For those who have not studied with such course much before, it may be very useful. For those who really want to improve their knowledge, the course is very good. But for those who are forced to, it is not really helpful.
Me	Why do you think the MOET include EDO in 2020 project?
H	I did not really know. In the opening ceremony, the vice-president of the university only mentioned the time we study in class and the time we study at home with EDO, without explaining clearly the purpose of EDO. In my understanding, I think that they may want us to get access to another way of studying, which employ modern technology, a source of knowledge and a mode of learning in use commonly for many people in Vietnam. Maybe they want me to get to know such course with such way of learning.
Me	What did you expect from EDO when you were first introduced about the course?
H	I found it quite interesting then, and expected something challenging for me. Everything that I learn should help me to pass the exam. It means that the content taught should be equally challenging as what will be tested in the exam. And the exercises in the course should be the same. I did not think much about other aspects, but If I did, other aspects should be English language. The vocabulary for example, you can see, in Inter level, there are not many difficult words that can help learners to improve their level. The vocab is quite basic, like the topics in the reading parts. It helps in that when I read, I enhance my background knowledge about some common topics.
Me	Did you improve your English language after the course?
H	Actually, I did not. Mostly in classes with teachers.
Me	But you gave it 8 for your level of satisfaction. Did you gain anything from the

	course in general?
H	I feel the most comfortable with the speaking part, as I said to you.
Me	You did improve speaking, didn't you?
H	Yes, I improved my speaking. Writing is not included in EDO. Reading, listening, and grammar is quite satisfactory because I feel happy when I complete a practice test with a high score.
Me	What grade from 1 to 10 would you give Edo in terms of its effectiveness in improving your English language?
H	I have to think a little bit. Well, I would give between 7 and 8. It is good in that it improves my speaking. Listening is not very difficult but the sound quality helps me to listen well. I like that. Regardless of content, the pronunciation in the listening part is very standard, the language is standard, and helps me alot in my listening.
Me	So has Edo helped you much in your teaching and professionalism?
H	Yes, I think so. When I teach my students, I feel that my speaking is better. It is good because I also teach my students to speak English. If I do not speak well, I cannot teach them well. So Edo is effective.
Me	How useful is EDO and similar courses for teachers to improve their English language in Vietnamese context? Any advantages?
H	The time is convenient. In terms of knowledge, it is good for those who do not have many chances to read books. The topics in the course, I just want to emphasize the content, not the "up-to-date" quality, they help alot. Each lesson focus on one particular topic.
Me	Would you be willing to follow the similar course in the future.
H	Maybe yes. But it must meet my needs.
Me	What are your needs?
H	It must be suitable for my level. In the introduction about the course, (I like reading the introduction before I decide to attend a course), if I find the overall picture of the course not suitable for me, I would not attend. I like such courses, but they must meet my needs.
Me	Will you be willing to share information about Edo and similar courses for other ESL teachers?
H	Yes, I am willing to share.
Me	Why?
H	When I study, as I have said to you before, if I tell others, they also have the chance to get to know one more way of PD.
Me	So you still find EDO useful for ESL teachers?
H	Yes, useful in general.
Me	I have no other questions to ask. Thank you so much for attending the interview.

Participant 16: DO

Me	So your full name is ***Do?
DO	Yes, it is
Me	Which grade are you teaching?
DO	I teach in a high school, class 10 and 11.
Me	What is the level of the students?
DO	They are very weak at English. The entrance level is quite low, that's why. Only

	some of them have an English level equal to A2, the rest's is A1 only, even below A1
Me	Do you teach in Hanoi
DO	No, I teach in Thuong Tin, Ly Tu Tan highschool. I began to teach there in 2012.
Me	I know the school because my mom used to live there.
DO	I you know the school; you can imagine the kinds of students who go to it. One good thing is that although they have low ability, they work hard and are responsible for their study. If teachers are enthusiastic and encouraging, they will study hard. They do not learn very well but not too bad.
Me	How many years have you been teaching English?
DO	I have been teaching English for 9 years now.
Me	Have you started doing EDO yet?
DO	Yes, but I mainly do the exercises in "My Course" part.
Me	What are the qualities of a good teacher of English?
DO	The first and most important one is knowledge. I think knowledge is the most decisive one, it decides all the rest. After knowledge, teachers need to have the ability to explain the knowledge in an understandable way to the learners. For example, in my school, there are some teachers who are not really admired by the students because they lack both knowledge and experience. But knowledge is still the most important on because teacher can only persuade learners with her knowledge. We can explain and answer any questions from students with our thorough knowledge. In Vietnam, the salary is low, so English teachers have to get extra incomes from outside their school. The better their knowledge is, the more students they can attract to their extra classes. That's the knowledge. The second quality is that we have to have a close relationship with the learners to understand them, especially the teacher-in-charge. We need to know the family background and conditions of the students to have the most effective ways to educate students and to help them develop in the fullest way.
Me	Any other qualities.
DO	When we educate students, we have to find as many ways as possible, maybe cooperate with other teachers to help weaker students. We have to try to understand what subject the learner prefers, and find ways to motivate him, and improve his study.
Me	You mentioned teachers' knowledge. Could you name some aspects of ESL teachers' knowledge"?
DO	I think apart from knowledge about the subject matter, teachers need to have living skills, which are very important. Teachers who have rich living skills and experience will find it easier to deal with students' various difficult situation, to solve their problem. We need to have experience to give them real and lively examples. You know in my school, students' knowledge is not much and many of them date and love very early, maybe at the beginning of their first high school year, and get married as soon as they reach grade 12. There are many cases like this. I can give them typical example like…I have a niece who got a baby when she was at grade 12, so she had to quit school and got married. Now she just stayed at home and took care of the child. I asked them to look at that real example, saying that if they copied my niece, they'll lose their future. I give them example so that they can see the pros and cons and avoid the bad situation.
Me	Do you mean social background knowledge and living skills?
DO	Yes, exactly. That's what students know really lack. We have to teach them both academic knowledge and living skills. If we can do that, such situation like early

	marriages or school drop-out will decrease.
Me	What do you think about the capacity of life-long learning?
DO	I don't know what other teachers think but I myself feel that the more I learn, the less I think I know, and that my knowledge is really nothing. Learning from others, exchanging information with colleagues, and supporting each other.
Me	So you think it is important?
DO	Yes, that's a very important quality. Because the more we teach, the more we need to improve our professionalism to teach students better.
Me	What do you think is "professional development"?
DO	I think teachers should develop all aspects of their professionalism. The knowledge about the subject matter needs to be improved, I mean English language knowledge. And also the teaching methods need to be more professional. And to do so, teachers have to learn continuously to teach the most effectively. Teachers need to learn to catch up with the ways of teaching of the Westerners. Even the MoET has to change. For example the textbooks. Ms Kim Chi, one of my instructors here in 2020 said that if the MoET keeps designing the textbooks like the current ones, we will be left far behind other countries. We also need to know students' ability and level. In some countries, textbooks are written differently for different areas; the MoET allows each area to design their own textbook, revises it and give the final approval. I think that's a very good way, for example, the local history subject is written and edited by the local authority.
Me	You mean students in different area learn in different ways and should be taught differently?
DO	Yes. You know in Thuong Tin, there are 6 high schools and 3 out of them have very good environment for students to learn. Students' financial conditions of students in different schools are also very different. Some come from rich family with usually higher demand for children's education and knowledge than other areas, especially my school.
Me	What are the ways for teachers' PD?
DO	One way is that the DoET can organize training classes during summer vacation for teachers, in which teachers are trained with innovative teaching methods and get involved in discussions so that they can come up with the most effective teaching methods for their own students. Many teachers wish they have such opportunities, to learn from others and to contribute their own knowledge and experience to helping other teachers of the same subject. So sharing can happen. In my district, the DoET does have such meeting, but each school can only send one teacher, who is the group leader of the ESL teachers in that school. What that group leader reports to other teachers after the meeting cannot be as in full details as what a group member learn directly for themselves. So there is such meeting, but when the knowledge comes to an individual school, it cannot come in its fullest and I cannot get it in the most perfect way.
Me	Yes, I see. Is there any other ways for teachers to develop their professionalism?
DO	Apart from that, teachers can organize meetings or English clubs for students of the same schools or from different schools together. Teachers themselves are not very good at the English language skills and mainly teach their students grammar. If we create chances for our students to communicate with each other and with those from other schools, they might improve their weak skills. Teachers also improve themselves when preparing for such events.
	In English contest for students, there is no listening test while I think there should be tests on all four skills. I think such skill is only popular in big cities. My area

	mainly focuses on reading and grammar. When we force students to learn something, we have to learn the same thing. For example currently, the MoET requires students to learn this way, we, the teachers are also required to learn more in 2020 training courses.
Me	Can you think of any other ways?
DO	Teaching contests have been organized and also need to change in the format. Teachers should be required to teach all four skills listening, reading, writing, and speaking. The teaching method should change as well. The teaching contest in my schools is held in all subjects except for English.
Me	What about training courses like 2020?
DO	That's also a good way to develop professionalism because we have more chances to meet with other colleagues and share knowledge and experience with one another. Second, when we lack something, it is very likely that we can learn from other colleague, or we can always ask our teachers. So I think 2020 is good, very good. There are disadvantages as well. For examples, if all teachers of the same district can attend the same class, the travelling is much easier for everyone. I live 30kms far away from this class, some even 50kms far away. Some also have small children to take care of. Except for the travelling issue, the rest is very good.
Me	Any other way you can think of?
DO	I can only think of these. Class observation is another one, which in included in the teaching contest. All teachers are required to observe the other teachers in the contest, and I did do class observation. That's a very common way of PD.
Me	What are the benefits of PD for the teachers themselves?
DO	The first benefit is the knowledge for the teachers. They can also change their teaching methods. Next, when teachers can improve their knowledge and experience, they feel much more confident in front of their students. So I think the major benefit is the improvement of knowledge.
Me	What are the benefits for the schools?
DO	I think school will benefit from the students. When students like the teachers and are motivated to study, the school will benefit. Vietnam is an achievement oriented country, so students will be more interested in learning. Teachers will motivate students to learn. And better students are the biggest benefit for the school.
Me	What are the benefits for the larger community?
DO	Students are the future of the whole country. The more knowledge they have from school, the more opportunities they have for further education, and then more they can help their own country.
Me	What are the ways you have followed to improve you professionalism?
DO	The first is class observations. I fully attended them. At home, I use internet to read extra materials on different websites to get more information to teach students and to discuss with my colleagues in the professional meetings. For example, my school has bought a smart projector for the group of ESL teachers. At present, all teachers of English must know how to operate the projector, which assist teachers a lot in teaching listening, reading and grammar. I am learning about that. And to teach students effectively, I have to strive to realize all the goals I have mentioned.
Me	What are the content of the materials you read online?
DO	Mostly about grammar and reading. Some of them is about speaking and becomes a collection for me. But many sources are not censored by the specialist so I have to ask others to see whether is usable or relevant to my teaching. So the content is

	mainly about grammar.
Me	What are the content of the professional meetings you mentioned
DO	About for example, I teach listening. In high school, students have five English lessons a week, including four skills and grammar. Last month, a teacher finished a listening lesson, and at the end of the lesson, all teachers make an agreement on how to teach that lesson most effective and help students listening in the easiest way.
Me	So they are about teaching methods?
DO	Yes, mostly about teaching methods, not about English. Everyone speaks Vietnamese in the meetings, not English.
Me	I mean they do not focus on improving English language ability, do they? The main focus is on teaching methodology?
DO	A little bit of each, but mainly about teaching methods.
Me	Which way is the most effective in Vietnamese context?
DO	I think joining conferences on teaching methods and the more courses like this are open, the more we can broaden our knowledge.
Me	I see. What about other ways that you mentioned?
DO	Class observation is also effective. But learning from the internet, well, the information and materials there are not confirmed on its validity. So sometimes, some teachers download some materials and bring it directly into classroom without making any changes. Good students can recognize the mistakes in such materials, which makes teachers quite embarrassed. The internet is a huge source of knowledge and information but teachers need to be very selective in choosing materials to use. When joining this 2020 course, I still have to surf the internet regularly. The information technology is developing very fast, so the use f internet is very common, especially among teachers of English.
Me	What are the factors that may affect teachers' PD
DO	The first is age. When teachers are at an old age, they usually don't care much about their professionalism. When having to teach, they only try to fill up the given time in class. But there are still teachers who feel the needs for PD. For example in my 2020 class, there are some teachers who are going to retire soon but still go to class. And they perform very well in class, because they have experience of teaching. I think those who have years of teaching, say, in highschool, possess a huge source of knowledge, because students at highschool learn 4 language skills and grammar. Experienced teachers sometimes do not have to plan the lesson before each class.
Me	Any other factor apart from age?
DO	Well, age is important because the younger teachers are, the more they hope to be promoted and the more they feel the need for PD. Apart from age, I think the passion also counts. We must love a job to follow it. With love for teaching, we can do anything. For example, I love English a lot, so I chose to be a teacher. After teaching English for quite some time, I used to think about quitting the job because I was a contractual teacher for too long, the salary and bonus for teachers are really unattractive to those who want to be teachers of English. If anyone chooses to teach, they want to be a permanent staff member first.
Me	Passion and do you mean school's policy?
DO	Yes, I think salary is related to the policy. The salary, the amount of money paid to teachers is just as important as their passion.
Me	The better the salary is, the more motivation they have for learning?
DO	Yes, exactly!

Me	What are your goals in the next 5 years?
DO	The first goal is to achieve C1. The second is to get enough knowledge to be able teach my students all four skills and grammar. If we continue to teach students in the traditional way, it is very difficult for them to get B1 at the end of secondary school and B2 at the end of their highschool as recently required by the MoET.
Me	I see. So your goals are both in English language and teaching methods.
DO	Exactly. I am trying to find the most effective ways to motivate, to teach and to help students develop all four skills equally.
Me	Before Edo, have you ever joined the similar courses?
DO	I did learn English online but it is all different from EDO, because I often did the grammar exercises because I mainly teach students grammar at school. I have never joined another course that develops all the English language skills like this EDO.
Me	Why do you think people learn English online?
DO	I think learning English online is for those who do not have time to go to a physical class. They can stay at home, learn and do the housework at the same time without having to travel. But there is one disadvantage: we do not have chance to interact with other learners. Online course saves our time but actually we are always busy at home. I myself can only log in at around mid-night, from 11 pm onwards. If Edo requires teachers' concentration on a regular basis, I cannot follow it.
Me	So the most important reason is the flexibility in time?
DO	Yes, the time is flexible, and all four skills and grammar are taught. One of the weaknesses of most Vietnamese teachers of English now is listening skill.
Me	Why did you attend EDO?
DO	It was first obligatory. But then I like learning with Edo alot. I log into my account whenever I have time. Because apart from helping me to develop all the language skills, it also broaden my knowledge about many topics in the world, food, for example. When I join the "community", I can see different recipes, and places, and social knowledge about many countries.
Me	Does that knowledge assist you in your teaching?
DO	Yes, definitely. I have not bought the microphone, so I have not been able to record my voice. But actually, if Edo allows learners to download the listening part, it would be much better.
Me	Do you enjoy Edo so far?
DO	Yes, I do.
Me	Which grade would you give Edo for your level of satisfaction from 1-least satisfied to 10-most satisfied?
DO	I think 7 to 8, because I think it is not really perfect. One disadvantage is that I cannot download much from it. It is maybe because of me, my ability in listening and speaking, so I want to download the listening part and speaking part for my students, because the English there is more standard.
Me	You want to download it to listen to it more frequently?
DO	Yes, I want to save it in for example my mobile phone so that I can listen to it anytime I want, even without the internet connection. Edo requires internet connection to be opened and practice listening.
Me	What aspects of Edo do you like most?
DO	It is easy to use, and there are not many types of software required. Second, it is useful for my teaching. I can download the reading exercises to teach my students,

	and the grammar exercises are not very difficult. Students of average level can do the exercises there.
Me	Which mode of learning would you prefer for the same content as in EDO? Online or f2f?
DO	I think I still have to go to class because I can interact with others there, and can communicate directly with colleagues and teachers. I cannot interact with anyone when studying online at home unless there is someone being online at the same time with me. If they are not online, we have to call them but still cannot be sure whether they are free to be online.
Me	So with the same content, you prefer to be taught f2f?
DO	Yes, I prefer f2f. Online course can save time but f2f class can help me to interact with others, which is what I like more than the time convenience. That's why I gave EDO only 7 or 8.
Me	What aspects do you dislike?
DO	I think the only disadvantage is the inability to download the listening files so that my students can listen to the native speakers. The test I give to my student still lack listening skill. The files used in class is boring and too out-of-date, so I really one to use a new one with a native voice, then the pronunciation of my students can improve.
Me	Do you have any difficulties attending EDO?
DO	The time is very flexible. I can log in any time I want. However, I noticed recently that there are some parts required "java" when opened so I think I still need that software to fully run EDO, so there are many parts I haven't used. If only EDO integrates all softwares it requires and which will be installed along with EDO, the use of the course will be much more convenient to learners. When we have to install software from time to time, our learning quality will be affected. There are exercises but the questions cannot be opened.
Me	Why do you think the MoET include EDO into 2020 training course?
DO	Because it works for teachers. It develops all four skills of ESL teachers. If teachers cannot listen well, she can open listening part. Or grammar, EDO points out our mistakes when we do the exercises. Second, EDO is suitable for all teachers because it offers training in different levels. I myself am following Intermediate 3, which is good. SO the purpose of EDO is that it is useful for ESL teachers. If the MoET also allows teachers to bring Edo to class to teach their students, I mean teaching and learning at the same time, it is much better. So the MoET is offering teachers a standard source of knowledge to learn from and to apply into their own teaching.
Me	What did you expect from EDO when first introduced about it?
DO	When first introduced about it, I thought it was just a normal course of English language. But when I started to learn from it, I think it is a great source of knowledge to learn from.
Me	Can you specify? What do you mean by "normal"?
DO	I thought It would teach grammar and some communication skills, which offer teachers some experience. I did think it would offer that much knowledge, about society, other countries. The reading texts I study in class have already been very rich in information. At home, with Edo, I feel that my knowledge about the world and all fields has been broadened.
Me	Do you have any goal when finishing EDO
DO	I wish I can find ways to download some exercises there to teach my students. I will collect an amount of resources that I can apply to my teaching.

Me	Are you able to improve your English language skills so far?
DO	Yes, especially Listening skill.
Me	What grade would you give EDO for its effectiveness in improving your English?
DO	I would give 9
Me	Why so?
DO	I wish I could download some content from EDO. Except for that, I think EDO is perfect.
Me	How useful is it for your professionalism?
DO	I think it has improved my professionalism alot. I listen to the native speakers and thus can improve my pronunciation. And my students are benefiting from that. This makes me happy. They are familiar with the CD whose pronunciation quality that they are not sure. When listening to voices in EDO, they will give comparison between Edo and such CDs. It is a pity that I study the course with a Korean teacher. IF we could study with a native English speaker teacher, I think I would be able to judge the quality of the sounds in EDO.
Me	Do you mean that it is useful for your professionalism?
DO	Yes, it is. Because there are alot of exercises in EDO, and skills of doing exercises will improve and can then be taught to my students in my class through my teaching. And I myself can even use the exercise to design tests that suit students' level. So Edo offers me a framework to design tests for my students. That's how it is useful to my professionalism.
Me	Will you attend Edo and similar course in the future?
DO	Yes, I will
Me	What if you have to pay?
DO	I will go if the course is affordable, but am not sure if the cost goes beyond my budget.
Me	Are you willing to introduce EDO to other teachers?
DO	Not all students in my class have used it. And I am willing to introduce them. I even offer account and password for them to try. Because I think it is very useful, and EDO helps teachers develop all four skills, which most teachers currently lack. And I can also pick up some content there to teach my own students.

Participant 17:

Me	Thank you, Ms Hai, for attending this interview. The questions will focus on three main topics: PD for ESL teachers, learning English online and Learning English online as a means of PD for ESL teachers.
HA	Yes, I am ready
Me	Which students are you teaching? I mean which grade are they at?
HA	I am teaching high school in Hoang Mai district, Hanoi
Me	How many students are there in an average class?
HA	30-35
Me	How many years have you been teaching English?
HA	I have been teaching for 8 years now
Me	8 years in total?
HA	Yes, in total
Me	Are you attending EDO in 2020 Project?

HA	Yes, I am
Me	Have you started to do the tasks in the course yet?
HA	Yes, I have. I have also started to participate in the "community". When I am tired, I find it quite relaxing.
Me	How many percent have you completed?
HA	I started at Intermediate level and have started to practice all four skills. All exercise in the level. But you know, the project have just started for nearly a month, not much time for us.
Me	What qualities do you think a good ESL teacher should possess?
HA	First, I myself love English a lot, so I like to self-study. I work for a private school, and thus have to wait for a long time before I have a chance to attend 2020. I think an ESL teacher needs to have chances to learn, to communicate with foreigners so that their ability can be better. In fact, Vietnamese teachers do not have many opportunities to get in contact with foreigners, so their listening skill is very weak, speaking skill is not very natural.
Me	Do you mean an important quality is life-long learning?
HA	Yes, that's continuous learning. English actually can easily fade away if we do not learn continually, especially with high school teachers. If their students learn well, teachers' ability can develop well. But if students are weak and only focus on grammar knowledge, teachers cannot practise speaking much and the skill will accordingly fall into oblivion.
Me	Any other qualities?
HA	Apart from continuous learning, I think we need to love our career to be able to learn continuously. If we learn while we do not love it, learning process will not be very encouraging. For example in the 2020 project, many teachers feel obliged to learn and thus do not feel motivated. If we have a passion for learning, we will feel excited with what the teachers say in class and really want to learn from them, and try to develop our professionalism. Besides, we have to practice hard the skills although we are teachers because we are not really good at them. We can improve our skills while teaching, but to develop our professionalism, we need to have passion and ability and eagerness to learn.
Me	You mentioned "ability to learn". Then what do you think an ESL teacher need to learn?
HA	In speaking and listening, we have to learn for example "pronunciation". When the teachers correct me, I know how to pronounce correctly. Word stress and grammar is also necessary. WE also have to learn how to listen. Teachers attending the same 2020 course with me are scared of listening.
Me	You mean four language skills, or English language proficiency in general?
HA	Yes, exactly, English language. Four skills. In Vietnamese, if we do not know well about a topic, we cannot talk about it well. Many people can have very good listening and speaking skill but if they lack background knowledge, they cannot promote the skills well.
Me	Could you please elaborate on "background knowledge"?
HA	For example, if we know more about Vietnam and what's happening in the world. Some teachers may speak English well, but do not know much when asked about knowledge of other areas. Or sometimes, teachers may find it difficult to talk about a topic because they lack information. I mean apart from English language, teachers should also enrich their knowledge about other disciplines by reading books, surfing the internet, to get information about everything, not only English language. For example, if we have to talk about foot ball but have not watched a

	football match before, thus do not know who half-backs and full-backs are. It is necessary to understand other areas of everyday life, to update latest news in all areas, not only to enhance English language skills.
Me	Do you mean "support knowledge"?
HA	Yes, exactly, "support knowledge". I think teachers need to read much, know much. Students now is very keen and well-informed, sometimes they ask teachers questions to which we cannot give a "no" answer. We need to read, to watch, to answer them. For example, a teacher may know the Vietnamese equivalent of an English word, but cannot explain its meaning, the students cannot fully learn from that, and neither does the teacher. When we talk about a movie for example, we can describe and talk about it only when we have watched it before, and talk can be more interesting.
Me	What is PD in your opinion?
HA	To develop our professionalism, in my case, my school is not in the public sector, so I think that the MOET and the department of education and training should have some orientation annually for teachers towards teacher's learning, so that their professionalism can improve. We usually complain that our English language teaching is not as well-developed as other countries and our English is not standard compared the world's average level. So I think the department of education and training (DoET) should continually orient teachers towards learning. If teachers are left alone for self study, for example, I stay in Hanoi, if I want to study, I can find for myself some training centers and try to arrange time to attend the classes; those in remote areas often do not have time for self-study while the DoET does not provide any orientation, their professionalism cannot develop.
Me	What you mentioned are ways to develop professionalism. But what I want to know is how you understand the term "professional development". When someone attends lot of PD activities but does not make any change in their teaching, can he be considered "developing their professionalism?"
HA	I would call this "stay the same" or "keep going on the same track", not to develop professionalism. I think PD should involves to study ways of teaching, transferring knowledge to students, how to motivate learners, for example, learners in my school does not like English much, I can tell them that English help them to understand more documents, or simply help them more in their everyday life, relieve their stress with English and nurture their love for English. I also often ask good teachers (who have been certified by the DoET) for their lesson plans and learn the good things in the lesson plans. I can reflect upon my teaching to see what I have done and not done well to find ways to improve my weakness. But when we search for information to study, there need to be general guidelines, orientations or assessment. We cannot find it ourselves. There are competitions in which we know where our ability is, so that teachers feel more motivated and committed to our career. There must be examining and assessment. Sometimes the DoET only focus on testing students, not the teachers. The DoET do send people to observe our classes once or twice per year but this is not very effective because the teachers' just repeat what they do year after year. There are few chances for us to learn from other teachers until I join this 2020 course. I can ask my colleagues about different types of tasks and make comparison between me and others, based on which I can have plan to try.
Me	You mentioned "stay the same" and "follow the same track" phenomena. Are the teachers following this path considered developing themselves professionally? I

	mean when they participate in many PD activities but make no change in their teaching.
HA	I think not really. In my class at the moment for example, there are many teachers, because of their everyday life and other reasons, they just try to attend the class under the requirements of the DoET, or they are concerned so much with making daily living that they lose their passion and effort in improving their ability. Development must involve changes, not changes in the society, but simply changes inside us. For example, we are aware of what we have done well in today's lesson, but we still find some better ways to apply to our nest classes. We have to keep on improving, not being satisfied with ourselves all the time. We have to research and study continuously to find creative methods and to make changes every time we teach. I mean never stop learning.
Me	What are the aspects of an ESL teacher's professionalism?
HA	I think ESL teachers in particular, apart from the knowledge about the subject matter, need to know computer skills or updating information with internet. Some teachers lack these skills. I think it is very necessary to know how to use computer. Some teachers in this course complain that they do not have the internet access, but in fact they have never touched a computer before in their life, do not know how to turn it on and off. So an ESL teacher's skills cannot lack computer using skills. English is very active and modern so we must good knowledge of the subject, and also good knowledge of advanced technology.
Me	Does an ESL teacher have to be very good at English?
HA	Definitely. I mentioned the specialized knowledge. If we are not good at that, we cannot do our job well. For example with Vietnamese, if we cannot teach well, we can do other things like consultation for students, but with English, everything we do is concerned with English, so we have to be good at it.
Me	So "professionalism" of an ESL teacher includes the English language itself?
HA	Yes, it does.
Me	What about teaching methodology? Is it included in the word "Professionalism"?
HA	I think there must be teaching methodology. But it is more relaxed compared to teachers of other subjects. It is very important but if a teacher is required to be excellent, she needs to be very good, but if everyone is good, why do we need continuous learning and training. That's why we need to be good at our specialized knowledge, but many teachers are at the average level only. They try but they just stand at that level.
Me	What activities are considered "PD" for ESL teachers?
HA	Some teachers do research. For example, research into teaching methodology, or simply teaching ideas, presented in annual meetings. For example, how to teach listening, pronunciation. I think we have to frequently look for ourselves new ideas for our own teaching.
Me	Any other activities?
HA	Teachers in remote areas do not have many chances to attend courses. They can listen to the English channel at home or buy books to read. My friends in my hometowns sometimes ask me about the books to improve their English. They can also learn through daily talk with their friends or colleagues. I consult them about what to do in certain situations, and exchange ideas with them. So learn from colleagues, self-study by reading, researching.
Me	What is the content of the books?
HA	Some of my friends buy newspapers to read, translate, look up for new words, to improve their vocabulary. They sometimes ask me about vocabulary. I myself

	sometimes read such books when there is no internet connection, or read the news or articles to improve my writing and reading. I usually buy books in the College of Foreign Languages. There are books about teaching methodology for listening skill, reading skill, or good writing. When I was at school, the teachers did pay much attention to writing skills. But now in this course I am attending, the instructor teaches me some writing skills or writing styles, gives me model essays to read. I can find good structures for my writing there.
Me	Which activity is the most effective in Vietnamese context?
HA	In Vietnam, I think the learning condition for teachers is not good. In some schools, there is not advanced technology available. Teachers do not have access to modern teaching and learning facilities. We are all Vietnamese who do not have many chances to communicate with foreigners. So our knowledge is not balanced. Some teachers have very good knowledge about English grammar but cannot speak English well. So there needs to be a good learning environment.
Me	In that context, what activity or way of PD do you think is the most effective?
HA	I think, like in my group, exchanging experiences with group members, for example, how to teach a particular content well, we can discuss with each other. Or when they send us to classes like this (2020), we can work in groups, exchange ideas and experience, learn from each other, to reflect on our own as well as other's knowledge and experience. It is difficult if we are on our own because no one assess us, so I think we need to have group work on our specialized knowledge, as ESL teachers.
Me	What do you think about the effectiveness of PD via online courses?
HA	I think it is effective. Because, for example, when I attend this course (EDO), there is assessment, not from a teacher, but there is assessment after every unit we complete. We'll know how many percent we do correctly, what's wrong and what's right. Second, we have a source of information, like an available teacher for us to learn from. It can also help teachers to improve high technological skills in order to attend the course.
Me	What are the ways you yourself follow to improve your Professionalism?
HA	I used to, when was not sent to courses like this by the DoET, participate in a group of teachers. We hire a teacher to teach us, say for example, speaking, which are not good at. We organize class with each other to learn pronunciation, listening.
Me	What about self-study?
HA	Now I can surf the internet because I have better conditions than I did before. The internet is stronger and my children are more grown-up. Or when I do not have internet, I usually watch movies on HBO channel, listen and practice listening and speaking at the same time. There was a good teacher competition in the Hoang Dieu school where I teach last year and I did participate. But most private schools, if small, this activity is not held very seriously. This year, I and my colleagues suggest that teachers of English should be good at IT skills, so my schools have been quite active in teaching competition between teachers in one subject group. There were class observations. Teachers should apply IT in their lessons to make them more effective and interesting.
Me	What are the factors that may affect teachers' PD?
HA	I think the conditions for learning in Vietnam is not good, especially with female teachers, who have to take care of children, family, and make a living at the same time. They cannot focus on learning, and PD. Some teachers in private schools, when hearing about being given a chance by the DoET to attend a training course,

	said that they do not have enough conditions, they have family, children, and the salary is too low for them. There is no time left to attend classes. The salary and the daily demand is a big difficulty for us.
Me	Are there any factors related to the schools and the DoET?
HA	I asked Ms Hien from the DoET whether there was any class for us to attend, even one we had to pay for, I will be willing to attend. Until recently has Ms Hien agree to let teachers in the non-public school join the training course in 2020 project.
Me	Does it mean that the DoET and your school have created some conditions for learning?
HA	As I have said, my school supports the teacher by allowing them to choose suitable schedule for their training course. For example, I have to teach in June and have to go to join the training course on Saturday and Sunday, so my school does not require us to teach on Saturday so that I can go to my class. Some other schools show any support only by sending the teachers' name for the training course and offer no other means of support, but my school creates very good conditions for me. The DoET has recently given everyone a chance to learn.
Me	So only the personal factors that count?
HA	Yes, I think so. Actually, the salary is not enough for teachers to learn, to buy books and to attend PD courses. Extra income comes from extra classes. The salary paid by or government is never enough, not even for daily needs, not to mention to buy books to study. I had to buy alot of books for the last course I joined with Mr. Quoc Hung. We had to spend on hiring instructors, to hire classroom. Ms. Hien helped us to find a classroom to use for free, but we had to spend alot on books and materials. I think it is important that schools should ensure an acceptable living standard for teachers first.
Me	What are your goals in the next five years?
HA	I will be able to speak as well as a native speaker. My ability and professionalism will be better, equivalent to C1 in its real meaning. I mean my real ability. Some people appear to be good, but their real ability is actually not that good.
Me	Have you ever attended a similar course to EDO before?
HA	No, I haven't. This is the first time. I only learn from the internet by opening some websites, watch some lessons speaking and listening, but not very often, just sometimes, and I haven't followed a complete course.
Me	Did you enjoy online learning?
HA	Yes I do. That's why I log into EDO very often. But sometimes I am too busy and my daughter also competes with me to use EDO. So whenever I have free time, I open EDO and learn with it.
Me	Why do you think people study English online?
HA	First, they do not have to travel, so can save time to travel. Second, they can stay at home, choosing the best time to study, and do not necessarily have to be on time like going to f2f classes.
Me	Any other reasons you can think of?
HA	I think we don't have to spend much money on other courses and do not have to go to class and follow the arrangement of the teachers. With online learning, I can choose when to learn and what to learn.
Me	Why did you choose EDO?
HA	I find community part very interesting. When I am tired of studying, I can join this part to read the news or listen to some recording to play some games to relax and to enhance my IT skills at the same time. I joined the course because I find lots of interesting stuffs there.

Me	What grade would you give EDO in terms of your satisfaction? 1 is least satisfaction and 10 is the most satisfaction?
HA	I would give it 8 only because EDO is interesting but it requires internet connection and some part is difficult to use. Too many applications to be fully exploited. Edo should be made more user-friendly so that everyone can use it. I and some other teachers had to bring laptops to schools and ask the technical staff to install Edo for us. Not user-friendly.
Me	What have you learned from EDO apart from English language?
HA	I have not understood the "friend making" function of the community. But there are many parts that I have not understood the purpose. The instructor explained too briefly to us. We had to learn in details about EDO ourselves. Those who don't pay much attention may miss some interesting and useful function.
Me	What have you improved in terms of Professionalism?
HA	I improved my reading. AS for speaking, I can record myself and have it checked, so I think I did improve my speaking as well and feel more confident with it. I can correct the mistakes I make. There is writing skill, but it is not very popular and helpful.
Me	Have you improved your English so far?
HA	Yes, I have. I think it helps me to improve my speaking and reading, apart from which I also enrich my vocabulary. It is also a source of reference.
Me	How would you rate its effectiveness in improving your English?
HA	It may have existed for a long time but I have just known about it. I would give it 9 or 10.
Me	You mean you did learn something and it is effective?
HA	Yes, useful and effective. I remember asking my instructor whether I would be able to continue to use EDO when 2020 course ends but she said no. The account is locked when the 2020 course is finished.
Me	Which mode of learning do you prefer? F2f learning or online, with the same content as being taught in EDO?
HA	F2f classes have its own advantages. For example, we can communicate face to face with a teacher and have or mistakes corrected immediately or we can ask teacher on the spot what we are not clear. Learning online saves time and money, and is convenient, but is more passive in terms of giving feedback to learner.
Me	If you have to choose only one mode of learning, which do you choose?
HA	I choose f2f if the teacher is a foreigner. If she is Vietnamese, I prefer online. Because it is more convenient for my time.
Me	What aspect of Edo do you like about EDO?
HA	It runs fast and offers practice on all the language skills, and I can choose any skill to learn. There is also a mini dictionary all the time on the screen for us to look up new words. I think this is very convenient.
Me	What aspects do you like the least?
HA	The worst aspect is that Edo is not for everyone. There are parts that are difficult to understand. E.g. when we complete a level, they test us on the percentage of the level we have obtained; but the results seem to be mixed up among different parts sometimes. Besides, the results are just the overall number, Edo cannot give detailed feedback on each part of my performance and cannot give advice on what I have to do to improve the part I am not good at. They just say "very good" or so.
Me	What are the difficulties that a teacher may have when attending EDO to develop their Professionalism?

HA	I think if the teachers are not good at IT skills, the might have trouble using EDO. I mean IT knowledge. Even the Dean when instructing us did not know how to use "community" part and had to ask the technical support staff for advice.
Me	Anything else?
HA	I need more in-depth analysis and feedback on my outcome like what a teacher can give me. And there must be a computer and an internet connection.
Me	Did you have any difficulties?
HA	I sometimes have trouble with the technological part of the EDO, i.e. operate its applications though I am very familiar with computers and internet.
Me	Which factors determines the success of an online English course for teachers like EDO?
HA	I think the first one is that teachers have to possess good IT skills, otherwise they will have difficulties realizing all its functions and purposes. Second, the writing part is not very common in EDO. It seems to focus more on speaking and listening.
Me	So you mean another factor is its meeting the demand of the participants?
HA	Yes, it is. When teachers need to learn all fours skills equally, it focuses only on two. But many teachers find it very interesting at first when they see four skills there, but they actually are not emphasized and developed equally. The writing skill there is not very good.
Me	Why do you think the MoET include Edo into 2020 project?
HA	I think EDO give those teachers who do not have much time in class a chance to self-study at home for a certain amount of time. It saves time travelling for both instructors and teacher learners. It can also improve teachers' IT skills. You know the 2020 course lasts for two months only, so it is essential that teacher have to self-study at home. And Edo is a very good option for self-study.
Me	What did you expect from EDO when first introduced about the course?
HA	I hope to learn more. I hope to update my knowledge in my free time by doing exercises there and read the news. I really wanted to attend the EDO course.
Me	What did you expect to learn from EDO?
HA	I want to improve my speaking, because I saw it there. Grammar is also good. There is grammar exercise and guidelines which I can refer to when I do not know about a new structure. It is good but I mostly practice my listening and grammar. I hope this course will help me to speak and listen better.
Me	Has Edo met your expectation so far?
HA	I think yes, it helped me alot. When I did the first reading exercise, I found my vocabulary improve and have more knowledge that I can apply into my speaking in class. I felt more confident over time because I had more and more vocab to use.
Me	What is your goal when finishing EDO?
HA	I want to understand all the functions of EDO, which is now too many.
Me	Are you willing to attend similar course when finish EDO?
HA	I did ask Hanu whether I could use this course after 2020 ends and they said no. I wished Edo could become popular for all teaches to use because computer and internet is popular in Hanoi, and many teachers here may be actively involved in learning if they have a chance.
Me	What if you have to pay?
HA	I have to consider the cost. If it is some extra cost added to the monthly use of internet, I think I am willing to pay. But if it is too much, I cannot afford it. You

Me	see our salary is even not enough for our everyday life. I also want my children to attend
Me	Are you willing to introduce Edo to other teachers?
HA	Yes, definitely. I encouraged those teachers in my classes who have not tried Edo to log in as soon as possible because I find it very interesting. I also talked about Edo to other teachers in my school who are not attending 2020. And they are very interested and wanted to try.
Me	How useful is Edo for your professionalism?
HA	Some teachers may think the exercises there are too easy for them and they are too good to study with EDO but I think it is not the case. There are many part our young learners can do it even better. EDO is very useful. Why not. Some teachers may do listening part very well, but cannot repeat naturally. Some others may be too satisfied with their teaching and their students' level is so low that they think they do not need to learn anything more from Edo but I think the more we learn, the better. The world never stops developing, so if we do not learn, we will be backward and cannot help the whole society develop. EDO does help me to develop my professionalism. Or we can take some materials like listening exercise to teach our students in class. If it is easy to download, it is very good. If it is also available at my own school, I think it is very good to sometimes use some content in it to teach my students.
Me	How would you compare f2f and online PD, which is more effective in Vietnam context?
HA	I think f2f will be more developed because IT in Vietnam is not very popular. Those in Hanoi like me might think online mode is better, but in Vietnam in general f2f is more preferable. There is no pressure on teachers in terms of completing the tasks in EDO, no one tells them what to do and check the homework regularly as a teacher does in a f2f class. It will be a good source for those who love learning. For those who are forced to learn, I think it is not very effective. In Vietnam in general, teachers might prefer f2f classes. EDO is preferable to certain areas like big cities. In remote areas, teacher usually do not have enough time and are not forced to, they will not volunteer to join it. F2f class offers immediate feedback, and teachers in Vietnam tend to prefer being told what to do. When there no such things available, they will not be very interested and active.
Me	Thank you for your time.

Participant 18: THUONG

Me	How long have been teaching English?
THUONG	For nearly six years now
Me	Which school are you teaching in?
THUONG	I am teaching in a high school
Me	What is the level of your students?
THUONG	A1 only. My school is in a mountainous area so the level of students is very low, very basic.
Me	What are the qualities of a good teacher of English?
THUONG	She needs to love the job and to be passionate about it. She also needs to improve her professional development continuously.
Me	What do you think are the aspects of an ESL teacher's professionalism?

THUONG	First, self-study. Second, regular training courses.
Me	They are the activities or the ways to develop professionalism. I want to know your opinion about the aspects of professionalism? I mean which skills or knowledge is included there?
THUONG	Skills? Four language skills and teaching methods.
Me	What are the ways to self-study?
THUONG	First, learn on my own, via colleagues, on the internet, and in books.
Me	Which aspect should we focus on?
THUONG	When we are assessed through class observation here, they focus on our methodology. As for my knowledge, because the level of the students is very low, they (the assessor) do not pay much attention to that.
Me	So you focus more on teaching method when developing your professionalism?
THUONG	Yes, I do focus more on my teaching methodology.
Me	You mentioned regular training courses. What are they about?
THUONG	I attended two courses so far. One instructed me on how to teach the new textbooks, and the other one is 1-day teaching methods in CLT approach. Mainly teaching methodology. And the last 2020 training course is the first time I could gain more knowledge for my subject matter.
Me	Did you learned a lot from the course?
THUONG	Not much. Because I think the instructors are not very enthusiastic. For example when they check a practice test, they just gave the answer key, without explain the reasons for the answer, which is what we need most. Only Ms Kim Chi was enthusiastic in teaching us speaking skill and I feel that I learned much from her, but not much from other skills.
Me	Do you think the capacity of life-long learning is an important quality?
THUONG	Oh yes, I think it is another important quality that an ESL teacher should have. If we do not improve our knowledge on a regular basis, we will be soon out-dated, and the knowledge we learned from the Uni will be forgotten soon.
Me	Which aspect of professionalism is more important than the other?
THUONG	I think the four language skills are more important than teaching methodology. But the focus of most training courses for teachers in my provinces focus on teaching methods. That's a problem.
Me	Why do you think English language ability is more important? You said that your students' level is very low.
THUONG	Because the society keeps developing. Knowing only English grammar as we have always taught our students are not enough. The knowledge is not useful when students do not know how to speak and listen in English.
Me	Any other ways for PD you can think of?
THUONG	Learn from the internet, and from such course as EDO. But most teachers in the same course with me did it because they are forced to. I must say that not many were entirely voluntary.
Me	In Vietnam context, which way for PD is the most effective?
THUONG	I think we focused and have been taught too much about theory and were not given many chances to practice and communicate with foreigners. There are in fact, no such chances for teachers in many part of our country like my area. The communication environment is a lack. Vietnamese teachers teach Vietnamese teachers. We have almost no chances to

	communicate with foreigners.
Me	In this context, what means of PD do you think is the most effective?
THUONG	I think attending regular training courses is the most effective. And teachers should be given more chances to join professional excursion, for example, going abroad.
Me	To the UK, Australia and the U.S for example? (laugh)
THUONG	Yes, exactly. Not any chance for us at the moment.
Me	What do you think is "professional development"?
THUONG	If a teacher attends a lot of PD activities but do not change their practice, this is not considered PD. They must learn, and apply to the real teaching and learning environment.
Me	What are the benefits of PD to the teachers themselves?
THUONG	First, I am respected and recognized by students and teachers. I also have more chances for overseas study or read foreign materials. And also more chances for promotion.
Me	What are the benefits for the school?
THUONG	They will gain trust from more parents and receive more students because of that. Second, they will be recognized and rewarded by the DoET and MoET.
Me	What are the benefits for the whole society?
THUONG	Good teachers make good students and good graduates, who will get easily access to the innovations in the world, and gain more knowledge to develop the society.
Me	What ways do you follow to develop your professionalism?
THUONG	Uhm, the first one is self-study, the second is learning from colleagues, the third is learning new things and skills from the internet, books and newspaper. Then if there are training courses that the DoET offers, I will attend.
Me	What are the content of the books you usually read?
THUONG	Because we commonly teach grammar to students here in my high school, I usually read books on English grammar.
Me	What factors may affect teachers' PD?
THUONG	The most important one is the environment. The second is the way students are assessed. If we assess students' communication skills, we will tend to improve the same skills. If we just give student grammar tests, we will only learn grammar. And the environment in which there are chances for teachers to communicate with foreigners, and to get familiar with modern methodology and technology. The more chances we have, the more we can develop our professionalism.
Me	Any other ones? Any related to the teachers themselves.
THUONG	The passion. If we are not passionate about teaching, we can never have enough determination for PD.
Me	Do you love the profession?
THUONG	To be honest, I do not love teaching. I teach to simply make a living. And I have no passion at all for teaching.
Me	Do you have any goals for the next five years?
THUONG	If I have an opportunity, I will quit teaching. If I have a chance to switch a job.
Me	Have you ever attended any similar course to Edo before?

THUONG	No, I haven't
Me	Why do people learn English online?
THUONG	It saves money of tuition fee. It is much cheaper than f2f courses. It also saves time. We can learn in our free time.
Me	Why did you choose EDO?
THUONG	I was required to. And I did it because I was forced to. I had very limited time while one course requires a long time to be completed.
Me	Did you like the course in general?
THUONG	I think if I were passionate enough and spent enough time on it, I would have learned much from it.
Me	What grade from 1 to 10 would you rate the course in terms of your satisfaction?
THUONG	I think average, 6.
Me	Which aspects of the course do you like?
THUONG	As I said, I can save time and money. And I can improve my professionalism; I mean four language skills and grammar.
Me	What aspects are you dissatisfied? You gave it only 6.
THUONG	Because I did not pay much attention to it, just did it in my free time, or even asked others to do it for me. So I did not have much to say.
Me	How would you compare your experience with Edo with a f2f course?
THUONG	If I had had a chance to study with a physical teacher, I prefer that. Because I have a chance to ask my questions directly, communicate with them to improve my speaking and listening skills. Now I think about one disadvantage of EDO, that is its lack of chances to communicate with a teacher so that I can develop my listening and speaking skills.
Me	Did you have any difficulties during the time you attended EDO?
THUONG	Not many. Only my time strain. We have to attend the course and teach in my school at the same time, and the school also requires me to teach extra classes. So I have very little time left for Edo.
Me	Why do you think the MoET include Edo in your 2020 training course?
THUONG	I think it is for the teacher to improve their own knowledge about the language. This is the most reasonable way for self-study of the English language.
Me	What did you expect from Edo when first introduced about the course?
THUONG	I expect it will improve my language skills.
Me	Has it met your expectations?
THUONG	I think if we have enough time, it is very useful. But we did not have enough time?
Me	Could you improve your language after finishing EDO?
THUONG	I think through EDO, I can learn grammar and listening. As for speaking, I don't like it much. I did improve my language, but not all the four skills. And reading, reading on computer is not as convenient as reading on paper. I am more used to reading on paper. I usually have eye strains and stress when I read from a computer. That's another problem with EDO.
Me	Did you have any Edo when finishing EDO?
THUONG	No, I said that I did it just because it was compulsory, so I completely did not have any goal.
Me	In Vietnam context, what are the benefits of Edo for teachers who are perusing PD?

THUONG	It can improve my professionalism. That's all.
Me	How effective is Edo in improving learner's language ability? Which grade do you give it?
THUONG	I think it is effective. I would give it 7.
Me	Why 7?
THUONG	As I said, the speaking part is not good. Speaking and then recording into the computer does not sound very reasonable. And reading, reading from a computer is very eye-tiring and stressful.
Me	How useful is it for your professionalism?
THUONG	I learned listening skill, writing, and grammar.
Me	Anything else you learned?
THUONG	No, nothing else?
Me	Could you apply it into your teaching?
THUONG	As I told you before, I cannot apply much into my teaching.
Me	Do you mean it did improve your English but not very useful to your professionalism?
THUONG	It is easier to apply to teaching in big cities, not in the remote area like mine.
Me	Why so?
THUONG	Because the level of the students are too low. And second, the subject is not highly valued.
Me	Are you willing to attend similar courses in future?
THUONG	Yes, I am, if there is a chance.
Me	Are you still willing if you have to pay?
THUONG	Yes, if the cost is affordable.
Me	But you said you were too busy for the course?
THUONG	If I have enough time and the cost is reasonable. For example during summer vacation.
Me	Are you willing to share information about Edo and similar course for other teachers?
THUONG	Yes, I am. Because I see that some teaches do not know about it and I think it is useful for those passionate about PD.

Participant 19: BICH

Me	Are you available for 45 to 1 hour now for the interview?
BICH	Yes, I am. You are welcome!
Me	Which grade are you teaching?
BICH	I teach high school students?
Me	How many students are there in a class on average?
BICH	About 45
Me	How many years have you been teaching English?
BICH	3 years in the high school and 5 years in the English language centers.
Me	Are you attending EDO? Have you started to do the exercises there?
BICH	I have had a look.
Me	Ho w many percent of the course have you completed, you just had a look?
BICH	I just had a look.
Me	OK. What do you think are the qualities of a good teacher of English?

BICH	Like other profession, I think we need the "instinct" for the job. Some people may be very hard-working but cannot be a good teacher, because their English language proficiency is not good enough, or they do not know how to explain English to students.
Me	Do you mean teaching methodology?
BICH	Not really. For example, when I learn, I notice a clear difference between "job" and "career". The teacher might notice it but cannot explain it in Vietnamese for the students. Another example is the word "change" and ..., I don't remember. Or some other words, we know them but through books only, we read then once before...
Me	Any other qualities you can think of?
BICH	Of course, hard-working and never stop being keen on learning. It is very important to update information frequently to make our lesson more interesting to students and to use supporting facilities like computers and the internet.
Me	Do you think teachers' learning should happen in a certain period in the teaching career or should be done throughout the career?
BICH	I think this should be done right when we chose the profession and when we were the students of teaching. When we are already into teaching, I think this should be done continuously, annually. Once a year, and two months a year, like what I am doing, attending 2020 course, very effective!
Me	Can what you have mentioned be considered "professional development" or PD has a larger meaning than that?
BICH	In English language teaching, I have to admit that PD is the most important thing but besides, we need to read books and newspaper to broaden our knowledge about social issues and other disciplines if we can. In our lesson, we can give more lively examples and explain the content for students better with broader background knowledge; we also know what is more important to teach.
Me	Do you mean background supporting knowledge?
BICH	Yes, that's supporting background knowledge.
Me	Apart from the background knowledge, what else should a teacher of English should develop in PD?
BICH	We also need to read more materials, more books, about both English language and teaching methodology. They are equally important but in my school, where students' level is not very high, I think the teaching methodology is more important because their language is always like that, never high enough for us to use the advanced knowledge of English language. So I think I should focus on teaching methodology.
Me	Could you please name some activities for teachers' PD?
BICH	Apart from reading books and extra materials as I mentioned before, in my schools, there are professional meeting, and class observations, which are very useful. A young teacher like me, when observing classes taught by experienced teachers, I notice that their language is not really advanced but the manage the class very well, the way they explain and delve into an issue to make learners understand, remember, apply a new structure is wonderful.
Me	So class observation?
BICH	Yes. Besides, internet is another effective tool for ESL teachers. We can use the internet to watch lessons taught by foreign teachers to see that they are very energetic, and their way of teaching is not very formal, which is good for the learners because it not very stressful.
Me	What are the benefits of PD for the teachers themselves?

BICH	The immediate benefit is the confidence when I stand in front of their students. The second benefit is the respect from the students and colleague. Third, when I keep improving my professionalism, I have more chances to develop our career, and have more chances to find better jobs, and earn more money.
Me	What are the benefits for schools?
BICH	When keep on learning like that, the quality of the teacher will improve, the students will benefit from that. When students have better achievement, for example, winning more prizes in students' contest, which is very important in Vietnam, the reputation of the school will be enhanced, and the level of the students admitted to the school will increase accordingly. Teachers will be less strenuous when teaching those students, and of course, be happier.
Me	What is the benefit for the larger community?
BICH	When an individual develops, his community will develop accordingly.
Me	What do you think is considered "professional development"? What else must happen for the activities we have mentioned to be considered "development"?
BICH	I do not think one can be successful without constant learning and improving. The society is usually developing.
Me	I mean we have mentioned means of PD. But what else is needed for a teacher to develop?
BICH	It is because of their own awareness. They have to be aware of the need to study.
Me	If teachers observe many classes but refuse to make any changes in their teaching, can he be considered "developing"?
BICH	It depends on what they need when observe a class. If they need to learn about the language but the language of the teacher observed is too simple, I think it is right if the observer refuse to change because they have not learned anything new from the observed class.
Me	But there are cases in which they see some good things to learn but do not apply it into their teaching.
BICH	It definitely cannot be called PD. They have to expose to new source of information, learn, and apply it into their practice.
Me	In Vietnam context, which way do you think is the most effective?
BICH	I prefer class observation. As in Vietnamese, we say "take the hands and show the tasks". Real people, real lesson, and we can observe what we are interested in. I am talking about teachers of the same school. If teachers can observe classes outside their schools, it is not very effective because students and environment is different, making the teaching method different as well.
Me	What if no teachers in the school are more experienced than you. Can you think of any other effective way?
BICH	In Vietnam, we have the teaching contests. Joining the contest, we have chances to observe teachers from other schools, which might be better than mine, to know how they teach their students, by observation.
Me	Why not by reading, using internet?
BICH	Such source only gives us one source of extra information for reference. This cannot solve the problems we have, say for example, in a certain class, we try to give students a lot of information but they cannot understand and get much. So books and reading materials cannot solve such problem. But when we observe a class, we will see immediately such kind of learners need someone to show them what to do step by step, they cannot learn by being given much information. Books only gives us general advice like "having to find other

	ways" without naming what that "other ways" are. We do not have clear instruction.
Me	What is the most effective behind class observation?
BICH	Besides gaining experience for ourselves, we also see some advantages and disadvantages.
Me	I mean any other effective way beside class observation?
BICH	Self-study, through internet, books, and newspaper, in which book is the most effective because they are written by expert in the most logical ways, from leading in, solving the problem. When we read, we have to think. But when we watch, we will forget.
Me	What means of PD have you applied for yourself?
BICH	I used to mostly read and observe classes. I still keep the habit of reading and observing classes, and now I attend this EDO course, which I think is very effective.
Me	Could you please specify the content of the books you read?
BICH	I read books about education, how to plan a lesson, problems while teaching a certain content, the major issues arisen when teaching a certain group of learners. About vocabulary, and grammar as well.
Me	What about the content of the online sources?
BICH	I used to log into dreamEnglish.com, which offers many practical activities for teachers to apply directly into their teaching.
Me	Do you usually learning English online?
BICH	Yes, especially reading, speaking and listening.
Me	What factors may affect teacher's practice of PD?
BICH	The first one is salary. Very big impact. The second is the lack in the source of reference. When I read a book about how to plan a lesson, I see the author quote many foreign books but I cannot find them in English to read and study. There is lack of books on teaching methodology.
Me	What about policies? Anything related to policy?
BICH	I think it is because of policies that the salary is low. The MoET usually says that education is the nation's first priority but I can't see it happen. There are not enough books. Teachers do not have many training opportunities, they learn mostly by self-study.
Me	Any school support?
BICH	No support from school. Nothing paid for class observations.
Me	What is your goal in the next five years?
BICH	I hope I can obtain a scholarship to study my master abroad to improve my knowledge and skills.
Me	Have you ever learned the similar course to Edo before?
BICH	Yes, but most of them are free online. They also teach four language skills, listening, reading,...but they do not point out the tips and skills for learning. So I just keep learning. They do mention methodology but it is not clear and I cannot understand that until I read books and know that they turn out to be following a certain teaching method. So I learn English language, not teaching methodology. Teaching methodology is learned by reading books.
Me	Have you improved your professionalism much through the previous course?
BICH	Not really "development" but I can, to a certain extent, apply ways they teach to plan my own lessons. My language proficiency also improved, but it is good for my reading the English newspaper only. If you have a chance to have a look at

	the textbook used for high school students now, you will see that the topics discusses there is too strange and not related to the learners.
Me	Why do you think people learn English Online?
BICH	Because the information and language is much updated. I can apply what I learn immediately to my daily life. This really motivates learners.
Me	Why did you attend EDO?
BICH	I was forced first because it is part of MoET's project; all teachers are required to attend. But then I find it wonderful, and now I am entirely voluntary, and do not feel any obligation. The ways they organize the content into different levels are very good, the images there are very lively, the language is standard and the sound quality when I record my voice is very high. The way one lesson is organized is also very good, starting from warm-up, very reasonable. Both content and appearance. Only one short-coming, the whole program is too heavy to run smoothly. My computer ceased to run in the first time Edo was installed and opened.
Me	How would you compare EDO and f2f class with the same content?
BICH	I think it is good and effective, but not better than f2f classroom. EDO cannot identify and correct my pronunciation mistakes. I have to do it myself. Speaking is my worst skill. My sounds are not good, missing, but Edo cannot detect them. There is no direct comment. And sometimes it is boring to study alone. We do not have friends to communicate. It is boring. With the same content, I would choose face to face classroom to interact with my peers and receive immediate feedback from the instructors. For some other classmates whose speaking skill is already very advanced, they may prefer Edo much more than f2f because they waste too much time in class. With EDO, they understand easily and complete the tasks their quickly and do not have to wait for others before they can proceed to the following part.
Me	Why do you think the MET include EDO into 2020 project?
BICH	That's an extra source of information for teacher to enhance their knowledge. The knowledge that helps us to get C1, the vocabulary that helps us to upgrade our standard in language ability and also teaching methodology and plan our lesson. Many sources for us to make our lessons more interesting to students.
Me	What were your expectations when first introduced about EDO?
BICH	I expect to improve my knowledge, to be corrected the mistakes I make, but I cannot know whether I have improved it or not. I thought there would be an online teacher for me to ask, to give feedback regularly, and say three times per week. So I expect to develop both my language skills and teaching skills.
Me	How many percent of your expectations has EDO met?
BICH	I think 80 percent. The method is good, the content is very interesting, but I cannot make sure what level my speaking skill is at. That's the only issue. Everything else is OK.
Me	What is your goal when finishing EDO?
BICH	I hope my level will increase to C1, 7.0. I will be able to use all the language items taught in the course.
Me	How useful is it for ESL teachers' PD compared to f2f courses?
BICH	It is very flexible. When I am tired of learning speaking, we can easily switch to listening. The images and sounds are also attractive. Besides, online learning is very flexible in time, We can learn at 2am or 3am.
Me	What about the disadvantages or difficulties?
BICH	The lack of teachers or instructors to correct our mistakes. That's the only

	short-coming.
Me	Which grade would you rate Edo from 1 to 10 in terms of its effectiveness in improving your language ability?
BICH	8.
Me	How useful is it for your PD?
BICH	7. Because I only learn the way to design the lessons. But the students are different, and sometimes Edo is not suitable for my students. We cannot assume that student will listen attentively when we start teaching on the computer.
Me	Are you willing to attend EDO and similar course to develop your professionalism?
BICH	If I have chances and time, not only 1, but 2 and 3. Because it improves not only my language but also my methodology. It is good there.
Me	It appears that EDO is more useful in terms of teaching methods?
BICH	Exactly, because my students do not need much advanced English language knowledge.
Me	Are you willing to introduce this course to other teachers?
BICH	Yes, I am. I introduced to some teachers in other schools and they gave very positive feedback on it. They said there is a serious lack of learning resources for teachers there. They are very interested.