

SOLUTIONS FOR TEACHING ENGLISH AS FOREIGN LANGUAGE WITH SUPPORTING TOOLS AT SCHOOLS

Nguyen Thi Hong Diep,
Master (corresponding)
Quang Trung University, Vietnam
nthdiep@qtu.edu.vn

ABSTRACT

Nowadays for improving quality of teaching English at schools in Vietnam and other emerging countries, we need to enhance more educational supporting tools such as team-based teaching method and case study method.

By using methods such as: qualitative explanatory study and also use classroom observation,

The findings of the study show that there are some features of team teaching including but not limited to: first, there are experience sharing via experienced teachers and trainers; second, teachers can share relax teaching environment and create motivations for students then they can improve communicative skills; and third, both teachers and students can improve language.

Last but not least, team-based teaching also enabled educators and students to share and transfer knowledge and experience to share responsibilities and help each other. Moreover, it revealed that most participant claimed to have benefits from team teaching as a tool to improve their professional development.

Key words: *English as foreign language, team-based teaching, professional development, schools*

INTRODUCTION

First of all, studying languages is critical for human communication and then business communication as well.

Bailey et al (2001) pointed that It has multiple benefits for teaching participants, one of which, as mentioned, is that “the teaching partners can demonstrate interactive activities, such as role-plays, with one another”. Furthermore, team teaching inherently introduces a portion of peer observation into the process, enabling teachers to gain new ideas and experiences by seeing each other execute a mutually planned lesson .

Our study mention characteristics of team-based teaching style including but not limited to helping professional development, experience and knowledge broadening as well as developing cooperative teaching, etc.

Next, Although team-teaching is not new and is already being used in many schools around the world, it is an experimental approach at author university. Hence authors decided to conduct a study on: “**SOLUTIONS FOR TEACHING ENGLISH AS FOREIGN LANGUAGE WITH SUPPORTING TOOLS AT SCHOOLS** ”.

Then, Find your own way of learning:

When learning a foreign language, each person has a learning method that is best suited to their own abilities and conditions. With Uncle Ho (President Ho Chi Minh), when he started working as a journalist in a foreign country, he used the way of combining short and long sentences into paragraphs and essays. In addition, Uncle Ho also studied from famous writers in the world to cultivate a richer foreign language vocabulary.

Figure 1 - President Ho Chi Minh



(source: internet)

Beside we also discussion other applications including but not limited to Television channels, Oxford dictionary as teaching supporting tools.

PREVIOUS STUDIES

First, Williams, Evans, & Metcalf(2010) specified that Though effective collaboration and utilizing quality strategies, instructors can establish a different perspective for doctoral students to help strengthen their critical thinking and writing skills. Team-teaching collaboration in an online learning environment provides diverse facilitation strategies.

Second, Chanmugam & Gerlach (2013) stated that In order for a team-teaching approach to be effective, both teachers should have the skills necessary to instruct, facilitate, and collaborate with other teachers. Faculty that are able to effectively team teach provide a rich comfortable learning environment that assists in developing critical thinking, communication, and social skills for student success. During team teaching opportunities, faculty should allow time for collaboration, conversation, analysis, and reflection that focuses on areas of strength and growth.

NEXT, WE WILL SEE BELOW TABLE:

Table 1- Summary of related studies

Authors	Year	Content, results
Underhill	1997	professional development involves teachers in a constant process of learning about their practice and discovering and using their full potential.
Richard	1998	this process requires teachers to create their own personal teaching methodology taking their experience, beliefs and understanding of good teaching into account.
Richards and Farrell	2005	assert that teacher development involves teachers understanding themselves and their teaching; analyzing their teaching practices, beliefs, values and principles, keeping up-to-date with theories and trends; and sharing their experiences with colleagues.
Letterman & Dugan	2004	The first two factors are related to “the conflict that could arise if there is uncertainty or

		<p>disagreement in the role of each team member.”</p> <p>The second two factors appear to be a two-edged sword: some team-teachers adopt a more submissive role readily as they learn from more experienced team-teachers, while others feel the need to compete for a leadership role in the partnership.</p>
Scribner-Maclean & Miller	2011	Team teaching in an online learning environment may promote effective and efficient instruction to meet the needs of doctoral students. Prepared and aligned instructors can provide timely feedback, different perspectives about topics, and promptly returned email or phone communication. The instructors should collaborate on how to effectively provide meaningful learning in the online environment.
Haghighi and Abdollahi	2014	The method shifts the role of teaching from a specific instructor to a team with the main aim of improving the quality of teaching and learning
Liebel et al	2017	Team Teaching is a communal term to define numerous variations of a technique to teach a course with more than one trainer. Team teaching is one step to constantly adjust the education system to the changing needs of the students and the abilities of the teachers
Zhang & Feng	2020	Evidence suggests that team teaching is linked to significant tangible and intangible benefits to students, academic staff, and institutions. Partnering with industry participants is an emerging trend of team teaching in the higher education sector. Partnering with industry participants in curriculum design and unit delivery will ensure that students learn about important industry developments and help students improve their employability. It also will be helpful for academic staff to engage with the industry.
Narmashiri et al	2021	Study found that there was a very strong evidence of partnership between team teaching plus

		counseling practice and inherent academic motivation as well as between team teaching and counseling procedure. The findings of the study are valuable for English language instructors, materials developers, program planners, and education administrators.
Tran Nguyet Minh Thu, Thuy Dung Vu Thi, Nguyen Thu Thuy, Dinh Tran Ngoc Huy	2021	Education in our country need to consider Confucianism Theories and Its Influence on Vietnam Society.

(source: author synthesis)

RESEARCH METHODOLOGY

1. Research questions

The research questions that guided the study mainly focused on the following issues:

Question 1: Discussing how to overcome challenges in team based - teaching?

Question 2: Presenting other tools to learn English

Question 3: What are ideas of Uncle Ho in learning languages?

2. Methods

Authors use observations, interview and *qualitativeexploratory* study because it was designed to explore the team-teachers’ points of view regarding the effect of team-teaching on their professional development in detail (or in depth).

FINDINGS AND DISCUSSION

1. Features of team-based teaching and benefits

We consider characteristics of team-based teaching style including but not limited to helping professional development, experience and knowledge broadening as well as developing cooperative teaching, etc.

Educators can have benefits such as teachers from different ethnic backgrounds strove to further their professional development, be more confident as well as Facilitate discussion can expand knowledge with open mind method.

DTN Huy, NTT Hanh, NT Hang, PTH Nhung, NTP Thao, LT Han, DT Sang. (2021) pointed educators need to address Pedagogy Psychological Issues and propose general Solutions for Enhancing Quality of Teachers During Globalization in Emerging Markets.

Then, author in the below table, will address how to overcome challenges in team-based teaching

Table 2 - Overcome difficulties in team teaching

Challenges	How to overcome it
In practice, the practice of team-teaching presented the following challenges: First is different teaching styles (incompatible in partnership) Second is experience lacking (hard to begin) Third is time lacking (lead to can not discussion) Fourth is stress due to overload Fifth is lack of role clarification	Overall, we can solve this issue by: Increase training programs for teachers, and explain how to deal with stress, time management better, and explain roles of student in case discussion

(source: author analysis)

2. Other supporting tools to learn English

We will recommend to use:

First we need to have Oxford dictionary to look up new words.

Then, there are more supporting tools:

A) ELSA speak – Practice pronunciation like a native

ELSA Speak is known as one of the best language learning software, especially for its ability to practice pronunciation with native speakers. Users' English communication skills will be improved through the application of proprietary artificial intelligence (AI) technology. First, the software will record your speech so that the AI can analyze the mistakes, thereby suggesting ways to adjust intonation and pronunciation.

B) The British Council – Improve your grammar with the British Council

The British Council is a great language learning software from the British Council that helps users master English grammar.

This language learning app offers many lessons and games related to different topics. Users will begin to familiarize themselves with basic levels of sentences, words, tenses, and then more advanced lessons. When you're done, click "test" to check what you've learned and see how much you've improved.

C) Grammarly – When spelling, grammar is just a “little thing”

If you are looking for a software that can correct grammar errors instantly, then Grammarly is a great choice for you. When using Grammarly, it will help you check for grammar mistakes, then give a detailed explanation of the error, helping you avoid making the same mistakes.

Users can download the application to their phone to check spelling anytime, anywhere. If you want to improve your writing then use Grammarly.

Website: <https://www.grammarly.com/>

3. President Ho Chi Minh ideas on learning foreign languages

First, Every destination is a University

In the early afternoon, Uncle Ho went to the Hayde Flower Garden, where there were many big trees and old lampposts to study for himself. Uncle often goes there to study "because it's usually very cold there, so when studying, you won't be able to fall asleep". Save all the money you earn Uncle with the Italian Professor learn more English at the weekend. Uncle took advantage of everywhere, whenever possible to learn English. René Dipet wrote about Uncle in the newspaper "Movement" that: "On the way to learn about the world, every place the train stops, for Uncle is a university. Thereby, he directly gained insights."

Normally, Uncle Ho had to work from 8 am to 12 pm, in the afternoon from 5 pm to 10 pm. I saved up to have some money to buy books. His only means of study were a few notebooks and a pencil.

Next, Learn English through the country's history

During his time in London, Uncle worked many different jobs to earn money for his education. Uncle spent a lot of time studying world history. Uncle studied English and thought about the future of the colonial peoples. People often learn about British and American culture and history. Particularly, Uncle Ho's documents about America have reached hundreds of articles. In it there are different genres, comprehensive and in-depth coverage of America. For Uncle, reading a lot of American books and newspapers, learning English to better understand the world and to lead the revolution in a more scientific way...

Learning a foreign language is like any other job, in order to complete and achieve the best results, you need to set yourself goals and have a specific study plan. This will help you feel that learning a foreign language is no longer too heavy and difficult to swallow.

Uncle Ho once said: "Knowing the West to understand the West, and understanding the West to win the West". It was thanks to his great desire to liberate the nation that Uncle Ho was motivated to learn and master many foreign languages and study foreign documents, making an important contribution to regaining independence for the country.

Learn vocabulary systematically

So how did Uncle Ho learn vocabulary? Uncle asked the native speakers about the objects around, recorded their names and remembered their pronunciation by writing on a piece of paper, pasting it in the most interesting places to study and work at the same time. Sometimes Uncle wrote completely on his arm, at night when he came home from work, he washed his hands, and then wrote new words in. Whatever word you learn, you put it into a sentence and then practice it right away.

CONCLUSIONS

Hence we summarize advantages of team-based teaching style as below:

Methods	Advantages
Team teaching	First, it helps to share more knowledge Second, it enable teachers to share more experiences on topics Third, it also enables teachers to achieve professional development Fourth, it helped to exchange and improve quality of teaching with skills and experience transfer, educators can learn together

However, they also identified some drawbacks to team-teaching including a lack of time, and differences in personalities and teaching styles as well as additional challenges due to cultural differences.

Last but not least, DTN Huy, PN Van, NTT Ha. (2021) presented that Education and computer skill have relation show we need enhancing and applying IT for educating languages. Ad President Ho Chi Minh has become our model for learning foreign languages

Figure 2 - Uncle Ho



(source: internet)

Research limitation

Author can expand detailed study for each English skill improvement.

Acknowledgement

Thank you editors, friends to support this publishing

Conflicts of interest

There is no conflict of interest

REFERENCES

1. Beerens, D.R. (2000). *Evaluating teachers for professional growth: Creating a culture of motivation and learning*. Thousand Oaks, CA. Corwin press. Inc.
2. Buckley, Francis J. (1998). *Team-teaching: What, Why and How?* Thousand Oaks, CA: Sage.
3. Bailey, K. M., Curtis, A., Nunan, D., & Fan, D. (2001). Pursuing professional development: The self as source (Vol. 63). Heinle & Heinle Boston, MA.
4. Chanmugam, A., & Gerlach, B. (2013). A co-teaching model for developing future educators' teaching effectiveness. *International Journal of Teaching and Learning in Higher Education*, 25(1), 110–117.
5. Davis, J.R. (1995). *Interdisciplinary courses and team-teaching: new arrangementsfor learning*. American Council of Education. Phoenix, AZ: ORYX Press.
6. Duke, C. & Stiggins, R. (1990). *Beyond minimum Competence: Evaluation forProfessional Development*. In Danielson, C. & Mc Great, T.L. (2000) *Teacher evaluation: To enhance professional practice*. Alexandria, Virginia. Association for supervision and curriculum development.

7. Duong Thi Tinh, Nguyen Thu Thuy, Dinh Tran Ngoc Huy. (2021). Doing Business Research and Teaching Methodology for Undergraduate, Postgraduate and Doctoral Students-Case in Various Markets Including Vietnam. Elementary education online, 20(1).
8. Dinh Tran Ngoc Huy, Pham Ngoc Van, Nguyen Thi Thu Ha. (2021). Education and computer skill enhancing for Vietnam laborers under industry 4.0 and evfta agreement. Elementary education online, 20(4).
9. D Thi Ngu, DT Huong, DTN Huy, PT Thanh, ES Dongul. (2021). Language teaching application to English students at master's grade levels on history and macroeconomic-banking management courses in universities and colleges, *Journal of Language and Linguistic Studies* 17 (3), 1457-1468
10. DTN Huy. (2015). The critical analysis of limited south asian corporate governance standards after financial crisis, *International Journal for Quality Research* 9 (4)
11. DTN Huy, NTT Hanh, NT Hang, PTH Nhung, NTP Thao, LT Han, DT Sang. (2021). General Solutions for Enhancing Quality of Teachers During Globalization in Emerging Markets Including Vietnam-and Some Pedagogy Psychological Issues, *Psychology and Education Journal* 58 (4), 2343-2349
12. Dinh Thi Hien, Dinh Tran Ngoc Huy, Nguyen Thi Hoa. (2021). Ho Chi Minh Viewpoints about Marxism Moral Human Resource for State Management Level in Vietnam. *Psychology and education*, 58(5).
13. DTN Huy, NTT Hanh, NT Hang, PTH Nhung, NTP Thao, LT Han, DT Sang. (2021). General Solutions for Enhancing Quality of Teachers During Globalization in Emerging Markets Including Vietnam-and Some Pedagogy Psychological Issues , *Psychology and Education Journal* 58 (4), 2343-2349
14. D Thi Ngu, DT Huong, DTN Huy, PT Thanh, ES Dongul. (2021). Language teaching application to English students at master's grade levels on history and macroeconomic-banking management courses in universities and colleges, *Journal of Language and Linguistic Studies* 17 (3),
15. DTN Huy, PN Van, NTT Ha. (2021). Education and computer skill enhancing for Vietnam laborers under industry 4.0 and evfta agreement, *Elementary education Online* 20 (4)
16. DT Hien, DTN Huy, NT Hoa, V Van Chung, LT Hue. (2021). Confucianism philosophies and effects on children with family-and philosophies of marx-lenin and ho chi minh for children and family development and education , *Review of International Geographical Education Online* 11 (10), 998-1005
17. Dinh Tran Ngoc Huy, Le Thi Thanh Huong, Do Thu Huong, Nguyen Thi Thuy Hanh, Do Thi Sang. (2021). Educational and Psychological Issues for Kids Education, *International Journal of Early Childhood Special Education*, 13(2). DOI: 10.9756/INT-JECSE/V13I2.211056
18. DTN Huy, PTB Thao, DT Hien, LT Hue. (2021). Effects of Religions Philosophies and Ho Chi Minh and VI Lenin Ideologies on human education-and Physical Education for Children and the Youth , *Review of International Geographical Education Online* 11 (10), 1034-1041
19. Haghghi, J. K., & Abdollahi, K. (2014). On the Efficacy of team teaching and station teaching in the enhancement of students' reading comprehension in an EAP situation. *Procedia-Social and Behavioral Sciences*, 98, 882-890
20. Huy, D.T.N. (2015). The Critical Analysis of Limited South Asian Corporate Governance Standards After Financial Crisis. *International Journal for Quality Research*, 9(4), 741-764.
21. Hai, N. T., Huy, D. T. N., Hoa, N. T., & Thang, T. D. (2021). Educational Perspectives On Differences Between Management Case Study and Economic & Finance Case Study Teaching in Universities. *Design Engineering*, 12022-12034.
22. Hoa, N. T., Huy, D. T. N., Le Thi Thanh Huong, N. D., & Trung, N. T. D. (2021). Analysis of Case Teaching Method in Universities-An Economic Case Study in Pyrolysis Project. *Design Engineering*, 12108-12119.
23. Eleonara, V.R. (2003). *Teacher Professional Development: An International Review of the Literature* Paris: UNESCO-International Institute for Educational Planning.
24. Igawa, K. (2002). *The effects of in-service training on teachers' explanation of lexical items in Japanese high school classrooms*. Unpublished doctoral dissertation. Temple University
25. Liebel, G., Burden, H., & Heldal, R. (2017). For free: continuity and change by team teaching. *Teaching in higher education*, 22(1), 62-77. <https://doi.org/10.1080/13562517.2016.1221811>
26. Letterman, M, and Kimberly D. (2004). Team teaching a cross-disciplinary honors course part I: Preparation and development. *College Teaching* 52:76-78.
27. McDonough, J. (1997). Teacher research and teacher development. In K. Johnson, & H. Johnson. Eds, *Encyclopedic dictionary of applied linguistics: A handbook for language teaching* (pp. 318-320) . Malden, MA: Blackwell.

28. Narmashiri, F. et al. (2021). Impact of Team Teaching on the Academic Performance, Motivation, and Collaboration of Iranian EFL Learners: Oral Skills and Counseling Procedures in Focus, Intl Journal of Foreign Language Teaching and research, 9(37). DOI:10.52547/JFL.9.37.151
29. Norton, M.S. (2008). *Human resource administration for educational leaders*. Thousand Oaks, CA, Sage Publication. Ltd.
30. Pritchett, P. (1997). *Teamwork: The team member handbook*. Dallas, TX: Pritchett and Associates.
31. Richards, J.C. & T. Farrell (2005). *Professional Development for Language Teachers: Strategies for teacher learning*. Cambridge: Cambridge University Press.
32. Richards, J.C. (1998). *Beyond Training: Perspectives on language teacher education*. New York: Cambridge University
33. Rityvaara, A. et al. (2021). Learning about students in co-teaching teams, Intl Journal of inclusive education, 3. <https://doi.org/10.1080/13603116.2021.187829>
34. Richards, Jack C, and Thomas Farrell. (2005). *Professional Development for Language Teachers*. New York: Cambridge University Press.
35. Sandholts, J.H. (2000). *Interdisciplinary team-teaching as a form of professional development*. Teacher Education Quarterly, 27(3), 39-54.
36. Scribner-MacLean, M., & Miller, H. (2011). Strategies for success in online co-teaching. MERLOT Journal of Online Learning and Teaching, 7(3), 419–425
37. Smith, R. et al. (2020). Team Teaching and Learning: A Model of Effective Professional Development for Teachers, The Professional Educator, 43(1)
38. Thuy Dung Vu Thi, Tran Nguyet Minh Thu, Dinh Tran Ngoc Huy, Nguyen Thu Thuy. (2021). Effects of western culture and ho chi minh ideology on vietnam education. *Elementary education online*, 20(4).
39. Tran Nguyet Minh Thu, Thuy Dung Vu Thi, Nguyen Thu Thuy, Dinh Tran Ngoc Huy. (2021). Confucianism Theories and Its Influence on Vietnam Society. *Elementary education online*, 20(4).
40. Underhill, A. (1997). *The teacher development series*. In K. Head and P. Taylor. *Reading in teacher Development*. Oxford: Heinemann. Vii
41. Williams, J., Evans, C., & Metcalf, D. (2010). Team teaching: A collaboration approach to effective online instruction. National Teacher Education Journal, 3(3), 33–38.
42. Zhang, P., & Feng, Y. (2020). Implementation of Team Teaching in Construction Management Education, International Journal of Learning and Teaching, 6(4). DOI:10.18178/ijlt.6.4.230-235