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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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HAIPHONG PRIVATE UNIVERSITY**

**AN ANALYSIS OF THE EFFICIENCY OF TEACHING
METHODS APPLIED IN ESL CLASSROOMS FOR PRIMARY
STUDENTS IN HAIPHONG CITY**

GRADUATION PAPER

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HAI PHONG - 2018

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(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
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Không được bảo vệ

Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

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LIST OF ABBREVIATIONS

ALM	Audio-lingual method
CELTA	Certificate in Teaching English to Speakers of Other Languages
CLL	Community language learning
CLT	Communicative language teaching
ESL	English as second language
GTM	Grammar translation method
MFP	Meaning Form Pronunciation
MOET	Ministry of Education and Training
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages

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PART I

INTRODUCTION

1. Rationale

In the 21st century, countries from all over the world are tending to develop basing on international cooperation. English has become crucial to the way people interact with different people in the world; not being able to communicate in English imposes what seem to be formidable limitations. Therefore, English has been adopted as one of the most important subjects in many schools, especially in primary schools in Vietnam. English has been taught mostly by Vietnamese teachers in public schools for many years in the traditional way, in which education was delivered through recitation and memorization techniques. However, Sonia Jackson who wrote an interesting blog post about modern teaching methods for Getting Smart states that the traditional "chalk and talk" teaching method which has existed during the past hundred years is now requiring inferior results in comparison with modern teaching methods used in schools at present time. Undoubtedly, in ESL classrooms, the greater interaction among students is encouraged and the boundaries the authority are erased and the enjoyment over grades is put a great emphasis.

Recently, with the rising demand of being able to speak English fluently, many people have sent their children to English center where English is taught by ESL teachers. In ESL classrooms, whereas the modern way of doing things involves interactive methods, English is approached through participation in many fun classroom activities. Studying with playing will be much more effective than only focusing on the theories. In addition, the programs using music, games also help the lessons less boring. English programs for children that should be combined with the introduction of short children's stories, songs, cartoons, games themed language. This makes a great contribution to encourage children to learn and become more confident in using English. Scholars such as Braine (2010) and Kirkpatrick (2010) have identified a perception in the English language teaching profession in East and Southeast Asia that native English-speaking teachers (NESTs) are the ideal model for language production. Their speech is held up as the gold standard of grammatical correctness and perfect

pronunciation (cf. Wang, 2012), and they are valued as repositories of cultural information

For that reason, the study was conducted with the aim of analyzing the efficiency of teaching methods applied in ESL classrooms on primary students in Haiphong.

2. Aims of the study

This paper is conducted with a view of finding out the efficiency of ESL teaching methods applied for primary students compared to traditional teaching in achieving the goal of learning English. This research is, therefore, expected to document the significant ways of teaching English language suitable for elementary level students and discuss the practical implementation of these ways. Two research questions were addressed as follow:

- ✓ What are common ESL teaching methods applied for primary schoolers?
- ✓ How efficient are teaching methods applied in ESL classrooms?

3. Methods of the study

Considering all the characteristics, this paper made great use of both quantitative and qualitative method.

First, a quantitative took full advantage of using the structured questions where response options are predetermined and a large number of respondents are involved to explore the teaching techniques and methods applied in ESL classrooms.

Second, a qualitative approach allowed the researcher to gather non-numerical data, which provided more opportunities for explorations after giving information. Through observation, the method did not limit the respondents' input to a set of predetermined responses.

4. Scope of the study

Studying the efficiency of ESL teaching methods on all elementary students in Haiphong city is immense, so the study cannot cover all the ESL classrooms in

Haiphong. Therefore, my study was mainly carried out in ELS classrooms within ILA English Centre and the priority was given to ESL teachers at the centers.

5. Design of the study

This study is composed of three main parts:

- Part 1 is the introduction which consists of rationale, aims, study methods, the scope and design of the study.
- Part 2 is the development- the main part of this paper which is divided into four chapters :
 - Chapter one is theoretical background of different teaching methods applied in ESL classrooms.
 - Chapter two shows detailed explanation of the methodology.
 - Chapter three indicates the efficiency of ESL teaching methods and gives useful teaching recommendations for ESL teachers in Haiphong city.
- Part 3 is the conclusion which summarizes what was given in previous parts as well as some limitations of the study and recommendations for further study.

PART II. DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. A brief of English language teaching methods and approaches in Vietnam

It is difficult to point to a specific date when English was introduced into Vietnam. This history of English language teaching in Vietnam can be roughly divided into two periods: English in Viet Nam before 1986 and English in Viet Nam from 1986 up to the present. The reason for this way of division is that 1986 was the year when the Vietnamese Communist Party initiated its overall economic reform, exercising the open-door policy, and thus making English as the most important language in Vietnam.

English in Vietnam before 1986

Most of the former teachers of Russians are now working as teachers of English in Vietnam. Before 1986, Russian was a compulsory language at universities and at many institutions the teachers of Russian far outnumbered the teachers of English. The collapse of the Soviet Union made a great number of teachers of Russian redundant. These teachers were retrained, usually for a two-year period, to become teachers of English. They started the retraining programs as beginners or false beginners in English. A few made fast progress in learning English and have become confident with their new positions. The majority of them, however, despite their background in teaching and learning, have reported that they have barely benefited from the two years of retraining in terms of English language skills and new teaching methodology. Many former teachers of Russian lack confidence and consider themselves not qualified to teach English.

1954 – 1975 was the period when Viet Nam was divided into 2 parts – North and South. In this period, each part of the country was politically allied with a world superpower: North Vietnam was allied with the former Soviet Union and South Vietnam with the USA. The status of English, thus, was different in each part of the country. In South Vietnam, English was the dominant foreign language; it was studied for direct interaction with the USA. In North Vietnam, in contrast, although 4 foreign languages (Russian, Chinese, French and English) were recognized nationally, Russian topped the list in the formal

educational system; and like English in the South, Russian in the North was studied for direct interactions with the former Soviet Union. As Russian dominated the foreign language scene in North Vietnam, English was relegated to an inferior status. In upper secondary schools, it was taught only in some classes in towns and in big cities as a pilot subject. (Nguyen Nhat Quang 1993: 1). At tertiary level, there were two foreign language institutions that offered English as a discipline, namely, the Hanoi Foreign Languages Teachers' Training College (currently The University of Languages and International Studies, Vietnam National University Hanoi). Apart from those institutions, some universities offered English as a subject. However, due to the limited use of English in North Vietnam in this period, the goals of learning the language seemed to be confined only to understanding the USA and to fighting against the US invasion on the diplomatic front.

In this time, traditional teaching has been used by many teachers. This method, having teachers as the centre during the classes, emphasizes teaching processes are led by teachers. Students are expected to listen to lecturers and learn by them. Teachers give instruction based on textbooks, lectures and individual written assignments. Students should obey and follow teachers' instruction.

English in Viet Nam from 1986 up to the Present

The period from 1986 up to present is characterized by the rapid growth and expansion of English in Vietnam. This English boom began in December 1986, when at its Six National Congress the Vietnamese Communist Party initiated an overall economic reform known as *Đổi mới* (Renovation), opening the door of Vietnam to the whole world. In the context of economic renovation and of the open door policy, English becomes the first (nearly and only) foreign language to be taught in Vietnam. It is one of the six national examinations students have to pass if they want to get the Secondary School Certificate and is a compulsory subject for both undergraduates and graduates at tertiary level. In a new market economy of Vietnam with the growth of international businesses and trades, and the increasing the number of foreign tourists, the ability to communicate in English has become a passport to a better job not only in the tourism and hospitality industries but in many other enterprises also. English is taught in schools, universities and evening foreign language centers across the country.

There are now more teachers and students of English than of any other subjects. Further, the Đổi mới has created mounting pressures for more and more places to teach English at every stage of far-expanding educational system. At the same time the fast process of globalization – the strongest external force for English language teaching and learning in Vietnam – has made it difficult to maintain the existing and admittedly low standards in its teaching and use. Increasingly, it was being realized in decision-making bodies that without major changes and sizeable inputs in its curricula and courses, methodology and materials, English teaching in Vietnam would soon ceased effectively to serve the demands being made on it.

Nowadays, the outstanding achievements in all fields of science, in technique as well as of other human development, are constantly inflicting more and more profound changes in the organization of the teaching processes to make it perfect and to ensure easier ways for students to acquire knowledge and skills. That is why modern teaching methods become popular in classrooms, especially in ESL classroom. The modern way of teaching is more activity based, using questioning, explaining, demonstration and collaboration techniques.

1.2. Features of English teaching methods and techniques applied in ESL classrooms

To find the best method phase of language teaching, several studies were carried out to settle the question. For example, Swaffar, Arens and Morgan (1982) set out to decide which was superior, audiolingualism or cognitive code learning. The results were inconclusive, and it appeared that, that the level of classroom teaching, few teachers adhered rigidly to one method than other. Instead, they developed a range of practices that reflected their own personal teaching styles. Among other things, it was studies that gradually led people to abandon the search for the “right method”.

For a survey of the history of second or foreign language teaching, Jill Kerper Mora (2012) discussed some important teaching methods in her recent published newsletter “Show-Me”. Those are:

- Grammar-Translation Approach

- Direct Approach
- Reading Approach
- Audiolingual Method
- Community Language Learning
- The Silent Way
- Communicative Language Teaching

1.2.1. Grammar translation method (GTM)

The grammar translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the source language, and to further students' general intellectual development.

According to Richards and Rodgers (1986), Grammar Translation Method approaches the language first through detailed analysis of rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language.

Every method has its own characters which should be known. Prator and Celse-Murcia(1979:3) in Brown(2001:19) mentioned that the major characteristics of GTM are:

1. Classes are taught in the mother tongue with little active use of target language.
2. Much vocabulary is taught in the form of list of isolated words.
3. Long, elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical text is begun early.

6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

8. Little or no attention of pronunciation

1.2.2. Direct method

The direct method of teaching, which is sometimes called the natural method, and often used in teaching foreign languages, refrains from using the learner's native language and uses only the target language. Generally, teaching focuses on the development of oral skills. Characteristic features of direct method are:

1. Teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials

2. Teaching grammar by using an inductive approach (i.e having learners find out rules through the presentation of adequate linguistic forms in the target language)

3. Centrality of spoken language

4. Focus on question-answer patterns

Some of the techniques of direct method teaching which are mentioned by Muthuja (2009: 87) are:

1. Question/answer exercise – the teacher asks questions of any type and the student answers.
2. Dictation – the teacher chooses a grade-appropriate passage and reads it aloud.
3. Reading aloud – the students take turn reading sections of a passage, play or a dialogue aloud.
4. Student self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice.
5. Conversation practice – the students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.

6. Paragraph writing – the students are asked to write a passage in their own words.

There are many benefits of this teaching method such as students are involved in the process which builds confidence if they can correct themselves. Also, self-corrected mistakes are more memorable and less likely to occur. When given then chance to freely ask their own question, it encourages learner independence. With two-way interaction, it gives the teacher feedback on the student's knowledge, ability and awareness.

1.2.3. Reading approach

Reading approach is one of the ways that helps students to solve their problem in reading. In reading approach, students will improve their knowledge and get something new because they are demanded to read more. For both practical and academic reasons, this approach is chosen. Students not only study the target language but also learn about the historical or current knowledge of the language where it is spoken. So, in the process of studying language, reading approach interacting and talking about the text in particular way is essential (Casanave, 1988). In reading approach, there are some features that need to be followed:

- This method confirms that students must read faster and with more fluency if they wish to read effectively (Eskey, 1986; Anderson, 2005). Faster reading promotes reading in thought units instead of one word at a time, and that leads to improved comprehension.
- Krashen (1985) posited that the best way to improve reading is by reading. The benefits of extensive reading include fluency, vocabulary acquisition, awareness of grammar, models for writing, and an immersion in the culture of the second or foreign language.
- Recent work by Nation (2001), Coxhead (2000), Cobb, and others, allow teachers to focus on the direct instruction, extensive reading, and multiple exposures to the same words by any means necessary to promote reading.

There are two important reading techniques applied in classrooms, namely, skimming and scanning. First, skimming is the way of speedy reading for main ideas. Focusing on identifying the general or main information. This technique is useful when students have lots of material to read in a limited amount of time.

There are many ways that can be used when skimming. Reading the first and last paragraph using headings, summarizes or reading the title, subtitles, subheading and illustrations. Reading the first sentences of each paragraph is considered. Second, scanning is a process of quickly reading to find the specific information. In scanning, students are supposed to read the questions first and then quickly read the paragraphs only to find the answer, ignoring unrelated information

1.2.4. Audio-lingual method (ALM)

This approach is similar to another, earlier method called the direct method. Like the direct method, the ALM recommended that students should be taught a language directly, without using students' mother language to explain vocabulary or grammar in the target language. However, the difference is that ALM doesn't focus on teaching new words but the use of grammar. Characteristics of the teaching process:

1. New vocabulary and structural patterns are presented through dialogs.
2. Dialogs- learning through imitation, memorization and repetition.
3. Positively reinforced.

The underlying statement of this philosophy was that, as Rivers (1964) put it, foreign language learning is basically a mechanical process of habit formation and automatization. In practice, this meant students were presented with language patterns and dialogues, which they had to mimic and memorize. Language practice by and large consisted of repetition of language patterns and drill exercises. Drill types included substitution drills, variation drills, translation drills, and response drills.

As it was mentioned above, drills practice are typical of the Audio-lingual method. (Richards, J.C., 1987) These include the main things such as:

Repetition: where students repeats an utterance as soon as they hear it, without looking at printing materials. After students have repeated an utterance, they may repeat it again and add a few words, then repeat that whole utterance and add more words.

EXAMPLES. My mom bought me a skirt. – My mom bought me a skirt. My mom bought me a red skirt 2 days ago.

Inflection: Where one word in a sentence appears in another form when repeated

EXAMPLES. I did my homework. –I did my homework.

He did his homework - She did her homework.

Replacement: Where one word is replaced by another word

EXAMPLES. He cut the orange in half. -He cut it in half.

1.2.5. Community language learning (CLL)

Community language learning is a language-teaching method in which students work together to improve what aspects of a language they would like to learn. It is based on the Counselling-approach in which the teacher acts as a counsellor, while the learner is seen as a collaborator. As Rardin and Tranel (1988) have observed, CLL is neither student-centered, nor teacher-centered, but rather teacher-student centered, with both make decision in the class.

The advantage of this method is that learners appreciate the autonomy CLL offers them and thrive on analyzing their own conversations. CLL works especially well with lower levels who are struggling to produce spoken English.

The class often becomes a real community, not just when using CLL but all of the time. Students become much more aware of their peers, their strengths and weaknesses and want to work as a team. On the other hands, some learners find it difficult to speak on tape while others might find that the conversation lacks spontaneity in the begining. Teachers can find it strange to give our students so much freedom and tend to intervene too much.

1.2.6. The silent way

The silent way is a language teaching method created by Caleb Gattegno (1963) that makes extensive use of silence. The method emphasizes learner autonomy and active student participation. Silence is used as a tool to achieve this goal; the teacher uses a mixture of silence and gestures to focus students' attention, to elicit responses from them, and to encourage them to correct their own errors. Pronunciation is seen as essential to the method, with a great deal of time

spent on it each lesson. The Silent Way uses a structural syllabus and concentrates on teaching a small number of functional and useful words. Translation and rote repetition are avoided, and the language is usually practiced in meaningful contexts. Evaluation is carried out by observation, and the teacher may never set a formal test. There are three basic principles:

- The learner needs to discover or create.
- Learning is made easier by the use of physical objects.
- Learning is made easier by problem-solving using the target language.

One example of this method is that the teacher shows the learners a small red Cuisenaire rod and a bigger blue one and says 'The blue one is bigger than the red one'. The learners repeat this. The teacher then replaces the rods to produce other models, and finally encourages the learners to produce their own comparisons. Bruner (1966) believes that in the Silent way, learner is the key actor rather than a bench-bound listener.

1.2.7. Communicative language teaching (CLT)

In general, CLT is considered an approach to language teaching (Larsen-Freeman, 2000; Richards and Rodgers, 2001). It is based on the theory that the fundamental function of language use is communication and its primary goal therefore is for learners to develop communicative competence (Hymes, 1972, Richards and Rodgers, 2001; Ying, 2010). It means that to become proficient at a language is to use it as a communication tools in every aspect of human life. Communicating between lecturer and student in language learning activities is also a knowledge transferred in systematic ways.

Hymes introduced the term 'communicative competence', which referred to "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (as cited in Brown, 2007, p. 246). CLT primarily aims at developing language learners' communicative competence

CLT has become popular and widespread in second foreign language teaching (Brown, 1994). In contradiction of the teacher-centered approach, in which teachers are regarded as knowledge-givers and learners as receivers, CLT reflects a more social relationship between the teacher and learner. This learner-

centered approach gives students a greater sense of “ownership” of their learning and enhances their motivation to learn English (Brown, 1994). CLT emphasizes the process of communication and leads learners to roles different from the traditional approach.

The role of the learner is negotiator between the self, the learning process, and the object of learning. Learners are actively engaged in negotiating meaning by trying to make them understood and in understanding others within the classroom procedures and activities (Richards & Rodgers, 2001). Teachers also take particular roles in the CLT approach. First, the teacher facilitates the communication process between all members in the classrooms. The teacher is also a co-communicator who engages in communicative activities with the students (Larsen-Freeman, 2000). In addition, the teacher acts as analyst, counselor, and group process manager (Richards & Rodgers, 2001)

1.3. English teaching methods in primary schools in Vietnam

Since 1990s, English was piloted in several primary schools in big cities in Vietnam such as Hanoi and Ho Chi Minh. Some private language schools throughout the country offer English to children as young as five or six (Nunan, 2003). In response to society’s demands, the Ministry of Education and Training (MOET) issued the Note No. 6627/TH dated 18 September 1996, which provided guidance on foreign language teaching in primary schools. English was introduced as an elective subject starting from the second semester of Grade 3, with two 40-minute periods a week.

The policy received extensive support throughout the country from primary schools, parents and pupils. As a result, the teaching of English in primary schools has been expanded nationwide, originally from big cities to many other towns, localities and even to rural areas. The demand from society, parents and pupils for learning English at primary level has increased significantly. In response to this demand, MOET issued Decision No.50/2003 QD-BGD&DT on 30 October 2003, on the introduction of an optional English language program at primary level, in place of the pilot program of 1996. According to the Decision, from 2003 until the present, pupils in primary schools are to learn a foreign language as an elective subject from Grade 3 to Grade 5 for two 40-minute periods per week, where there are adequate teaching conditions as well

as demand from pupils and parents. From 2006 it became compulsory with four 40-minute periods per week.

One of the most essential aspects in ensuring the effective implementation of English education at primary level are teachers because they can make a great contribution to motivating children to learn English. However, in Vietnam, there is still a mismatch between the expected quality of teachers and the reality. In an investigation into this issue, Moon's (2005) research revealed three main problems: status and motivation, lack of suitable training, and language competence. The primary teachers who are familiar with children's learning characteristics cannot teach primary English because of their low level of English proficiency. Therefore, primary schools hire teachers of English on contract. In Moon's research (2005: 50), 'out of ten primary English teachers interviewed, five had not chosen to teach at primary school'. It can be seen that the low status and motivation of primary English teachers is an obstacle to improving the practices of teaching and learning English at primary level. Apart from that, primary English teachers come from different sources. There is no benchmark for ensuring the quality of teachers. This is the reason their proficiency in English and ability to teach it are far from satisfactory. However, the most serious problem is that they are not trained to teach English to primary aged children. Most primary teachers interviewed in Moon's research had graduated from the College of Foreign Languages (training foreign language teachers) so they were trained to teach adults and adolescents, not primary children. In terms of language proficiency, Nunan (2003), Moon (2005) and Thai (2005) shared the view that primary English teachers do not have a good knowledge of English. 'Many teachers have problems with their pronunciation, particularly wording endings' and 'their spoken fluency' (Moon, 2005: 52). Teaching methods being used in primary schools also play an important role in effective implementation of English education. Moon (2005) points out the methodology currently used by primary teachers, finding that the teaching methods are 'adult-oriented'. More specifically, the teaching approach has the following characteristics:

- Focusing on form of the language and on accuracy rather than fluency.
- Emphasising on reading and writing skills from the early stages.

- Heavy use of repetition drills and whole class chorus work with the aim of helping children to learn the word perfectly.
- Lack of attention to and opportunities for using the language more freely and for communicative or imaginative purpose (Moon, 2005: 51).

This is partially because of the way teachers have been trained and only few teachers have been trained specially to teach children. Moreover, classroom organization and class size can be hurdles to innovative teaching methods for children of primary age.

CHAPTER 2: METHODOLOGY

2.1. Participants

The population of the study consisted of 15 teachers who work at Ila center. Their ages range from 26 to 60 years old. They come from different countries such as England, United States, South Africa, Netherlands, Canada, and Chile. All the teachers have TESOL, TELF or CELTA and have at least 3-month experience in working with children. Teachers are usually given 5 classes per week with 10 lessons and the duration of each period is 2 hours. Some teachers are part-time which means they can also work at some primary schools in Haiphong. Before class, teachers are required to plan the lessons and set up all the activities if needed. Beside mother language, the teachers use English as their main communication language. They do not speak Vietnamese.

The researcher observed classes of 5 different teachers with the total of 60 students aged from 6 to 10 years old at Super Junior Level.

There are 13 students from J3A class and 11 students from J3B class. At J3 level, students can understand almost all the instruction given by their teachers and nearly all responses are appropriate. Meaning is clear and their answers contain consideration expansion with very few hesitations and pauses.

There are 12 students from J2A and 14 students from J2B. At this level, students understand most of the question although sometimes teacher needs to rephrase the word and need support from teaching assistant. Meaning is sometimes conveyed although this may not always clear. Errors are frequent and some questions go unanswered.

There are 10 students from J1A which is at the very starter level. Understanding is limited to simple language. When they are asked, most of the responses are short and may only just convey meaning. There are some inappropriate answers, pauses and unanswered questions are frequent.

2.2. Data collection instruments and procedures

2.2.1. Phase 1 : Questionnaire

One of the most useful methods is using questionnaire as a method to collect data. Questionnaire are associated with survey work and it is specialized form of conversation. Questionnaire is very popular among educational researchers in general and ELT research in particular (Cohen and Manion 1989).. Although

questionnaire interview is quite labor-intensive in construction and analysis but a researcher can benefit from several advantages. Questionnaires are designed to make the quantification and interpretation of the results easier. For the respondents, to fill in structured questionnaire requires little time. In this research, the questionnaire was used to find out teachers's opinion regarding teaching methods and techniques. Researcher used the questionnaire for the following reasons:

- Questionnaire can be used on both large scale and small scale which is suitable for the small number of teachers at the center.
- All the data can be gathered flexibly at any time : participants can do it in their free time and return it easily.
- Self-reflection feedback can help you to recognise the progress you made in a lesson while allowing you to consider improvements that you could make.

In order to collect the data, the questionnaires were given to 15 teachers at the center at break time or after they finish their class. There were 14 questions in the questionnaire and the participants were asked to respond to the questions by putting the appropriate number for their opinion about each statement in the appropriate boxes. Each of the items has 5 points scale from strongly disagree to strongly agree. Teachers were asked about what they had taught in class, their teaching attitudes and how the techniques applied in their class.

In the study, statistical analysis was used to analyze the data collected from the given handouts. Simple descriptive statistics was the most suitable method data analysis for this study in terms of the study scope as well as the researcher's own capabilities.

2.2.2. Phase 2 : Observation

Direct observation is common for observer to be present who sits passively and records as accurately as possible what is going on. Brown (1991) talked a lot about direct observation in his article "observational Field Research". There he discussed the advantages of direct observation. Users can be observed in the environment where the system is normally used. The term "non-intrusive" is often used to characterize this technique: Users do what they normally do without being disturbed by the observers. This is why direct observation is said

to have high face validity. However, one must always be aware of the possibility of the so called “Hawthorne Effect”; the fact that people usually perform better under observation because of the attention paid to them. The researcher tried to make the observations valid and genuine as much as possible.

Observation is an essential instrument for all researchers and is regularly used to collect data in both quantitative and qualitative studies. After questionnaire, researcher chose observation as a data collection method in order to obtain reliability the reseacrher observed teacher and students’ behaviour throughout the class. There were 5 classes observed from 5 diferent levels. The observation checklist is made with the same questions and oders as were in teachers’ questionnaires. Thus, the answers of questionnaire and the records which were documented from classroom observation checklist would be compared. According to Cunningsworth (1995), evaluation of materials using a checklist is characterized by its active nature because we actively seek out information about the materials in line with an agenda that we have already decided on. From this comparison the researcher extracted the results.

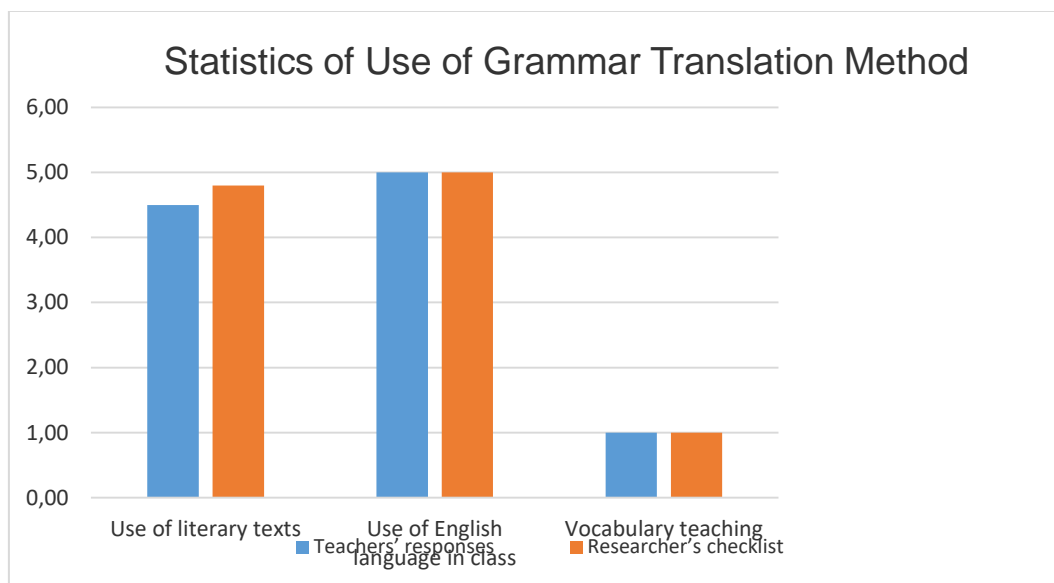
CHAPTER 3: FINDINGS AND DISCUSSION

This chapter shows the raw data, both quantitative and qualitative, obtained from the questionnaire and observations respectively on teaching methods and techniques applied in ESL classroom.

3.1. Implementation of grammar translation method

Table 1: Statistics of Use of Grammar Translation Method

	Use of literary texts	Use of English language in class	Vocabulary teaching
Teachers' responses	4.5	5	1
Researcher's checklist	4.8	5	1



As can be seen in the chart above, the specialized ESL teaching methods – Grammar Translation Method are employed in the classrooms of the sample group and is executed effectively and accurately except in Vocabulary teaching through bilingual lists.

Obviously, literature is a rich source which presents the target language in use. McCathy (1994) has highlighted “literary texts are examples of language in use. They are instances of real communication in real social contexts”. Thus,

language teachers are encouraged to incorporate literary texts into language classroom because many scholars believe that literature- related texts are authentic materials that has a genuine feeling and works as a power motivator, which learners can relate their life with the texts and eventually that promotes literacy development.

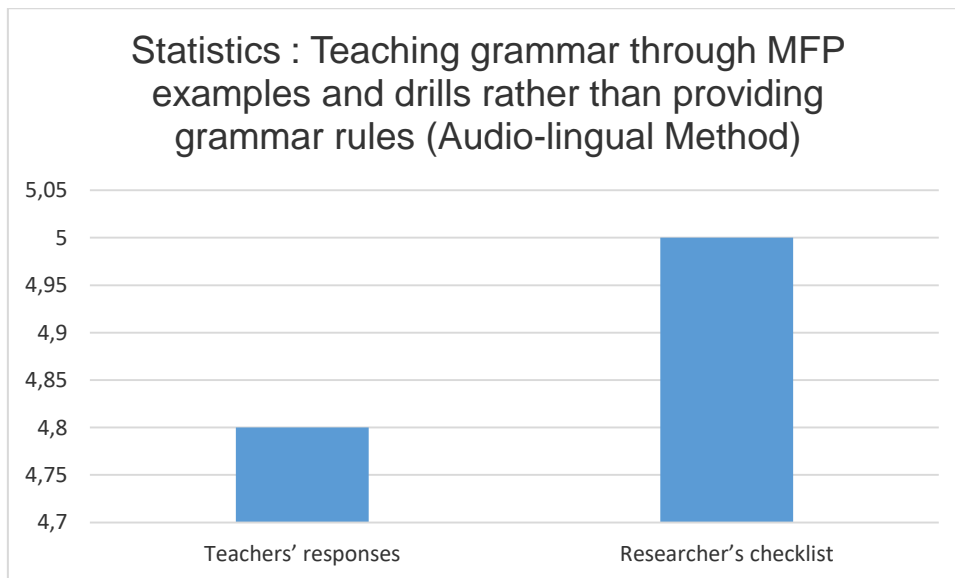
In the questionnaire, all the teachers confirmed that they only use English in class. Kothainayaki (1994) puts stress on using English, and discloses that there is great value in using English in the class. If the teachers use English most of the time, it will give the students chances of practice of listening and responding to spoken English. This will help them pick up words and expressions beyond the language of the textbook. However, teachers may often need to use more complex language, for example, when explaining a new word or a grammar point, or explaining how an activity works. In such instances also, make your explanations as simple and clear as possible, so that the students understand (187-188). Bose (2001) suggests that English should be used in the class from the beginning itself. According to the communicative approach of language teaching, interaction must be done through the target language as much as possible.

In terms of teaching Vocabulary using bilingual lists, all the teachers hardly use bilingual lists to teach new words in English class. They prefer to let students develop their vocabulary through reading new texts with the context and explanation of text in the target language.

3.2. Implementation of audio-lingual method

Table 2: Teaching grammar through MFP examples and drills rather than providing grammar rules (Audio-lingual Method)

	I teach grammar through MFP examples and drills rather than providing grammar rules (Audio-lingual Method)
Teachers' responses	4.8
Researcher's checklist	5

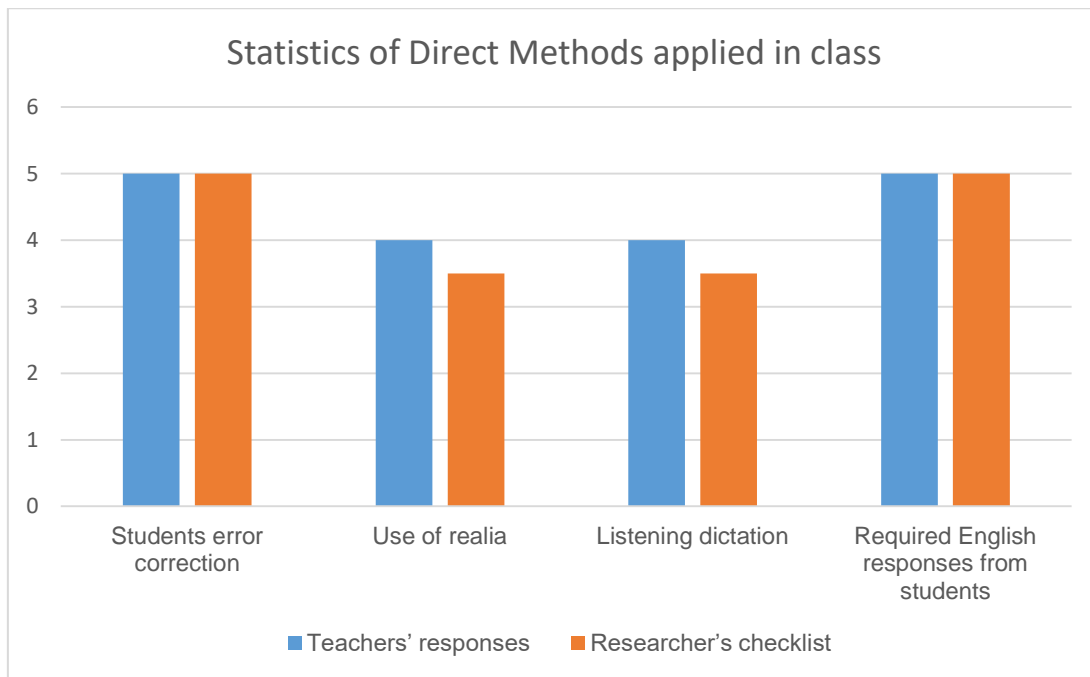


Teachers at Ila center mostly agree on teaching grammar through MFP examples and drills rather than providing grammar rules. In fact, none of teachers observed teaching grammar by giving the students the rules and structures. Regarding this issue, Goody (1997) suggests that explanation of grammar rules are necessary; grammar should be taught in the context of communication, not as passive knowledge (7-8). Students are given a statement or question that already includes the grammar point. They first try to repeat the phrase and then they are encouraged to produce their own statement or question by replacing the nouns or verbs.

3.3. Implementation of direct method

Table 3: Statistics of Direct Method applied in class

	Students error correction	Use of realia	Listening dictation	Required English responses from students
Teachers' responses	5	4	4	5
Researcher's checklist	5	3.5	3.5	5



The chart shows the same considerable result which shows that Direct Methods are enjoyable and effective for learning. Teachers commented that they mostly use Direct Method in their classroom to encourage students to produce English as much as possible.

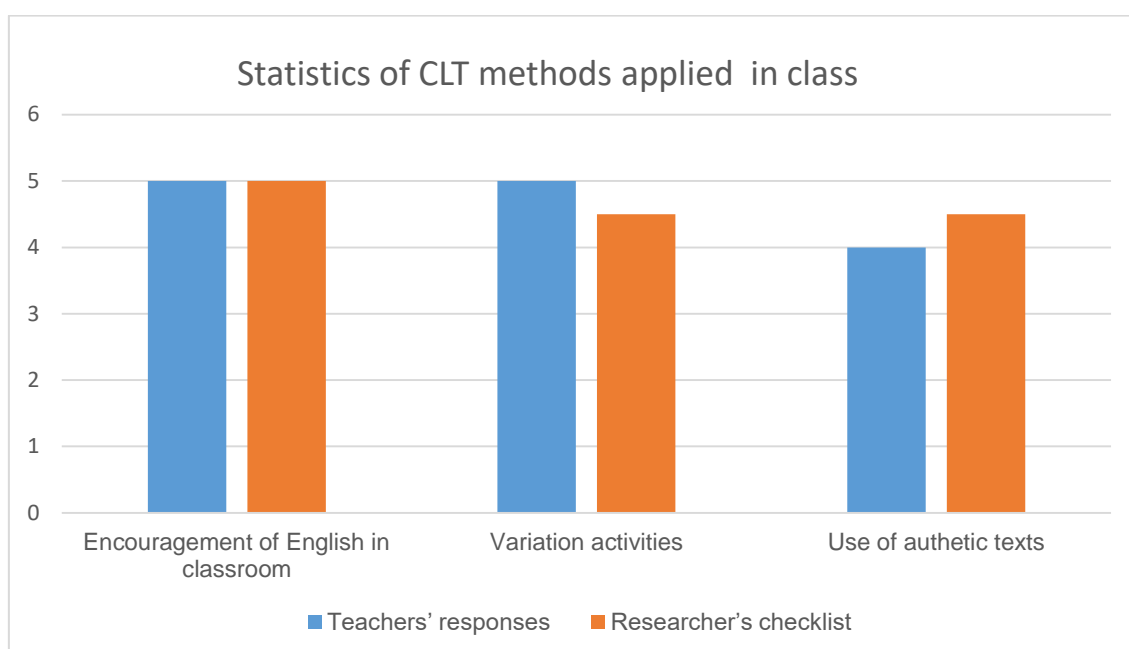
In terms of using realia, teachers commented that with the Junior class in which students are aged from 10, they prefer using pictures to make connections between words and meaning. Asking questions in the target language and insisting that students reply in complete sentences is a characteristic of the Direct Method that helps students to think of answers in the target language but not translating from their mother language.

Teachers believe that self-correction is essential. They always let the students find the mistake, catch it and make necessary adjustments to their language production. This is not only to build the awareness of the language but also to build self-confidence of the students.

3.4. Implementation of CLT

Table 4: Statistics of CLT methods applied in class

	Encouragement of English in classroom	Variation activities	Use of authentic texts
Teachers' responses	5	5	4
Researcher's checklist	5	4.5	4.5



In ESL classrooms, students are always encouraged to speak out their ideas and opinions. They feel more comfortable, productive and relaxed by working in pairs and groups, where they can discuss their opinions with their classmates.

Variation activities of interaction patterns such as individual, pair and group work are required in most of the classes to motivate and get students' attention in the lessons, especially in grammar lessons. Through communicative activities, students will apply the grammar knowledge acquired to complete certain tasks to create certain pieces of language as a group or in pairs to apply the grammar in

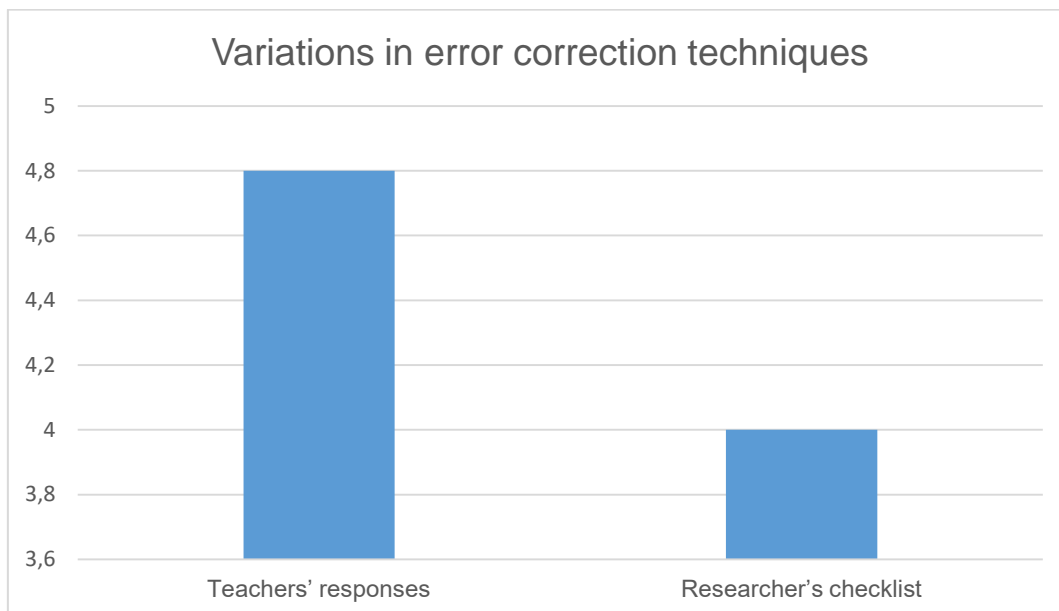
real world situations like reading maps, ordering food, talking about past or future events, making plans etc.

However, researcher found out that in some low level class such as J1A and J1B, teachers do not always use different activities in class as there are some activities that take longer time to prepare and also students sometimes do not understand the instruction or possess the ability to communicate at a level to make the activity successful. The teachers could however try to adapt or create communicative activities for low level speakers to develop this skill from early on in the learner's English journey.

3.5. Implementation of both direct method and CLT

Table 5: Variations in error correction techniques

	Variations in error correction techniques
Teachers' responses	4.8
Researcher's checklist	4



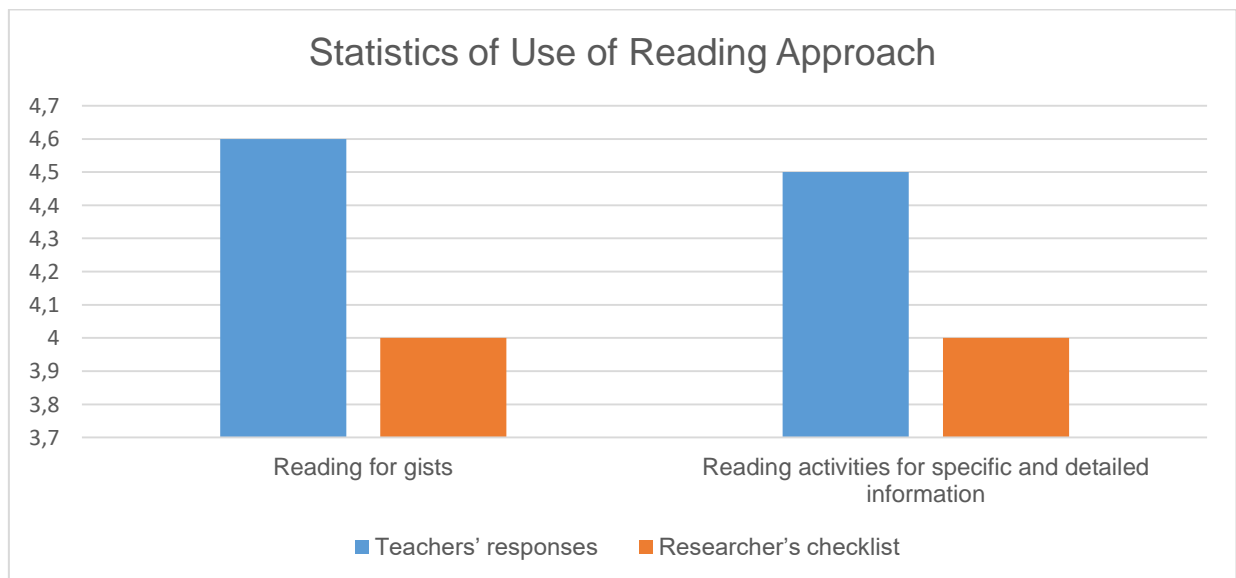
The chart shows that though teachers confirmed that they use variations for error correction, the researcher found a different scenario. In some classes such as low level classes, teachers usually help students to correct mistakes as some students are not able to recognize the mistakes themselves. However, learners must be given practice in self-correction of their own work either individually or in pairs

though it should be facilitated by the teacher by displaying the correct answers on the board to ensure that the students don't reinforce incorrect language.

3.6. Implementation of reading approach

Table 6: Statistics of Use of reading approach

	Reading for gists	Reading activities for specific and detailed information
Teachers' responses	4.6	4.5
Researcher's checklist	4	4



As can be seen in the charts, reading for gist and reading for specific information tasks seems to be more effective in class. These skills equip the learner with real life reading skills. The learner might never read the entire text in a reading lesson but will be trained through the various ESL reading activities to extract only the necessary information out of the text to complete the given tasks.

This is also usually done under certain time limitations. Reading is given the same weighting of importance in ESL as the other skills as reading is the basis of instruction in all aspects of language learning: using textbooks for language

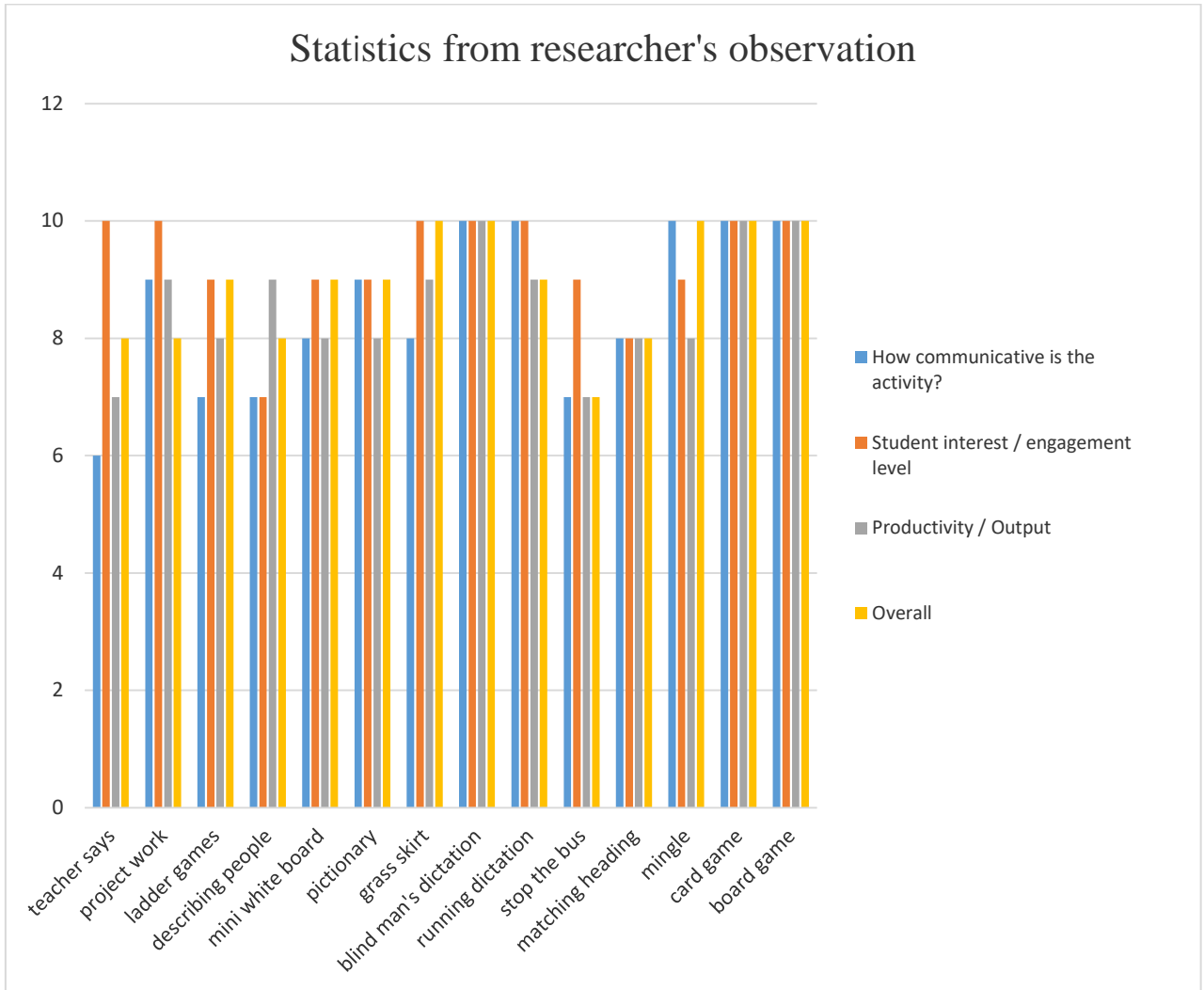
courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum.

ESL teaching usually impliments the information extracted from the reading to construct communicative activites as to further focus on commucative ability development.

3.7. Statistics from the reseacher's observation

Table 7: Statistics from the researcher's observation

	How communicative is the activity?	Student interest / engagement level	Productivity / Output	Overall
Teacher Says	6	10	7	8
Project Work	9	10	9	8
Ladder Games	7	9	8	9
Describing People	7	7	9	8
Mini White Board	8	9	8	9
Pictionary	9	9	8	9
Grass Skirt	8	10	9	10
Blind Man's Dictation	10	10	10	10
Running Dictation	10	10	9	9
Stop The Bus	7	9	7	7
Matching Heading	8	8	8	8
Mingle	10	9	8	10
Card Game	10	10	10	10
Board Game	10	10	10	10



The table shows the percentage of students' involvement in class activities. It can be seen that a variation of activities engages the students while producing a productive atmosphere in ESL classrooms.

Most students find these activities interesting and fun so they learn more effectively. Such activities are student centered, hence, by using the above mentioned activities, ESL teachers provide the students with an opportunity to express themselves while also enjoying the learning process.

ESL teachers also commented that they do not hesitate to use songs, poems, games, and problem solving activities, which bring the structural and communicative aspects of language together, in their language classrooms.

These types of activities broadens the linguistic competency of the learners. This is important to increase the communicative competency of the learners. These activities will develop the learner's skill in manipulating the linguistic system to a point to where the learner can spontaneously create and communicate a point or message verbally to another speaker of English if applied effectively by the teachers over a long term period.

The above mentioned activities are also designed to give feedback from other students about the points and messages conveyed so that students can judge the effectiveness of their communicative abilities, and so, create a feedback loop in which students can facilitate self evaluation and learning to improve their communicative English skill.

Although meaning is important, the criterion for success in most of these activities is rather focused on the students' producing a piece of acceptable English rather than conveying the correct meaning at first. This also promotes fluency. The inherent feedback loop will then indicate to the learner how effective that piece of language was in conveying the message and the learner can then reflect on how to refine this piece of language to increase meaning.

These activities also give the learners a more real-life English use experience as bookwork plays a secondary role, as the theory is taken off the pages and transformed into real life situations in which the students must use the language in question to complete the tasks. This equips them with real life English skills which they can then apply outside class when necessary.

With further study, and proof, the communicative language training aspect of ESL may prove to be one of the aspects that make ESL teaching more effective at teaching English than traditional teaching institutions due to the constraints and limitations that traditional institutions face such as class size, budget, facilities and training which makes it very difficult if not impossible to effectively employ such techniques.

3.8. Implications for teaching in ESL classrooms

From the findings and interpretations above, the researcher would like to put forwards several recommendations concerning the teaching techniques applied in English classrooms.

Firstly, the best motivation for students to learn English is cultivated by their teacher. They can nurture a student's interest in learning and education until the students can drive the learning process by themselves.

Secondly, the teachers have to change their way of teaching, as they need to be more organized in the planning phase. A teacher's selection of a technique or a set of techniques should be based on his or her aims and sub-aims for the lesson. After deciding the topic to be studied, and the techniques to be used, the teacher should prepare an effective lesson plan based on relevant teaching methodologies and also co-planned and quality checked by a superior teacher if needed.

Thirdly, they have to follow or develop a teaching style that will activate schemata and engage students throughout the lesson. This is as if not more important than the planning phase, as we all know as teachers, that you should not teach the plan, but the lesson. Thus gaining experience in the classroom and focusing on honing your teaching skills to match your style and be effective is of utmost importance

Fourthly, the materials selected for the class should either be specifically created for the lesson by the teacher and should serve the aims and sub aims of the lesson and not just used as a time filler. Inexperienced teachers or teachers who are only motivated by monetary reward use filler activities and materials due to the fact that it usually produces qualitative instead of quantitative results and makes the measurement of the effectiveness of their teaching methods abstract.

Lastly, it is integral that the teachers integrate and fuse all the above mentioned recommendations into their teaching as this will streamline and maximise results and effectiveness of their teaching and will reduce stress on the teachers and the students as shareholders in the teaching environment will know what is expected for them and what results are desired. The teachers and students will reap longterm rewards by integrating the above mentioned recommendations into their daily teaching regiment and if one is absent, the above recommendations is a good starting point for any ESL teacher to build one.

PART III: CONCLUSION

1. Summary

Based on the findings and interpretations in the data analysis, the following conclusion could be drawn.

It identifies some strengths of the English language teaching methods and techniques followed by ESL teachers on primary students. Some CLT techniques namely, warming up activities, pair and group works and peer correction are usually practiced in most classes. Some common practices of direct methods such as dictation, reading aloud, self -correction and conversation practice are also used frequently and are enjoyed by students.

It is also revealed that most ESL teacher always try to create student-centered class, and take step to increase students' involvement in the teaching learning process. Moreover, teachers always encourage students to speak English in and outside of the class.

2. Limitations of the study

Although this research was carefully prepared, I am still aware of its limitations and shortcomings.

Firstly, it was not possible for the researcher to observe all ESL classrooms in which primary students are studying in Haiphong city as well as to carry out the questionnaire to all the ESL teachers who are teaching in Haiphong.

Additionally, this study may mainly focuses on the teaching methods used by ESL teachers. Because of the limited time, the researcher could not point out the progress that students made after a course which usually takes 4 months. However, this study can show how much involvement of students during the lessons.

3. Recommendations for further study

From the limitations of this study, the researcher would like to give some suggestions for further study. First, there exists a limitation concerning the data collection for the study. Due to the time and financial constraints, the designed questionnaires were only administered to a small sample population of ESL teachers (15) and observation tasks were observed from only 5 classes, which

had a great influence on the reliability and accuracy of the collected data. Therefore, other studies may focus on a statistical relevant sample size and more ESL classrooms at other English centers in Haiphong.

Additionally, the forthcoming research should be conducted over a longer time period that should cover but not be limited to at least one completed ESL course in order to be able to support the given hypothesis.

In spite of above-mentioned shortcomings, it is hoped that the study will be of great help in enhancing the teaching and learning of English in the primary classroom environment in Haiphong.

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APPENDICES

Appendix-A

Questionnaire for teachers

This questionnaire is meant for a study on the efficiency of teaching methods applied in ESL classrooms for primary students in Hai Phong city. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:
2. Teaching experience (year/s):
3. Teaching institution:

Section B: Instruction

Please respond to the following items by putting the appropriate number for your opinion about each statement in the appropriate boxes. Each of the items has 5 points scale where

1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree.

No	Statement	Strongly disagree 1	Disagree 2	Not sure 3	Agree 4	Strongly Agree 5
1	I use literary texts to teach reading and writing. (Grammar Translation Method)					
2	I only use English language in class. (Grammar Translation Method)					

3	I teach vocabulary through bilingual lists. (Grammar Translation Method)					
4	I give students chance to do error correction (Direct Method)					
5	I use realia for my students to make connections between words and the associated objects. (Direct Method)					
6	I dictate a passage and students need to write down what they hear (Direct Method)					
7	I ask questions in English and students need to reply in complete sentences. (Direct Method)					
8	I let students quickly read the reading in a minute and then ask them the main idea of the reading (Reading approach)					
9	I employ methods and activities to encourage and develop reading for detail and specific					

	information skills (Reading Approach)					
10	I teach grammar through MFP examples and drills rather than providing grammar rules (Audio-lingual Method)					
11	I encourage students to talk in English to improve their communication (Communicative Language Teaching)					
12	I employ activities that require a variation of interaction patterns such as individual, pair and group work. (Communicative Language Teaching)					
13	I use authentic texts and communication activities which accommodate real life language use. (Communicative Language Teaching)					
14	I do error correction in different ways like peer correction, self-correction etc.					

	(Communicative Language Teaching & Direct Method)					
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Thank you for filling out this questionnaire.

Appendix-B

Researcher's observation checklist

This questionnaire is meant for a study on the efficiency of teaching methods applied in ESL classrooms for primary students in Hai Phong city. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:
2. Teaching experience (year/s):
3. Teaching institution:

Section B: Instruction

Please respond to the following items by putting the appropriate number for your opinion about each statement in the appropriate boxes. Each of the items has 5 points scale where

1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree.

No	Statement	Strongly disagree 1	Disagree 2	Not sure 3	Agree 4	Strongly Agree 5
1	I use literary texts to teach reading and writing. (Grammar Translation Method)					
2	I only use English language in class. (Grammar Translation Method)					
3	I teach vocabulary through bilingual lists.					

	(Grammar Translation Method)					
4	I give students chance to do error correction (Direct Method)					
5	I use realia for my students to make connections between words and the associated objects. (Direct Method)					
6	I dictate a passage and students need to write down what they hear (Direct Method)					
7	I ask questions in English and students need to reply in complete sentences. (Direct Method)					
8	I let students quickly read the reading in a minute and then ask them the main idea of the reading (Reading approach)					
9	I employ methods and activities to encourage and develop reading for detail and specific information skills					

	(Reading Approach)					
10	I teach grammar through MFP examples and drills rather than providing grammar rules (Audio Lingual Method)					
11	I encourage students to talk in English to improve their communication (Communicative Language Teaching)					
12	I employ activities that require a variation of interaction patterns such as individual, pair and group work. (Communicative Language Teaching)					
13	I use authentic texts and communication activities which accommodate real life language use. (Communicative Language Teaching)					
14	I do error correction in different ways like peer correction, self-correction etc. (Communicative					

	Language Teaching & Direct Method)					
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Thank you for filling out this questionnaire.

Appendix-C

Observation Task

Class:

Teacher:

Number of students:

Date:

Observe the tasks in the lesson and assess them under the following headings.

Use the numerical assessment under the relevant headings and support the score with comments. 1=☹ - 10=☺

Task type / interaction / receptive or productive			
Set up time vs. time spent on task			
Student interest / engagement level 1-10			
How communicative is the activity? 1-10			
Does the task test what it sets out to test? 1-10			
Productivity / Output 1-10			
Overall 1-10			