

**THE INVESTIGATION OF TEACHERS' CHANGE IN BELIEFS AND
IN PRACTICES AND THE RELATIONSHIP BETWEEN THEM**

Submitted by

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ABBREVIATIONS

CB	Current beliefs
CP	Current practices
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
ELT	English Language Teaching
EB	Earlier beliefs
EP	Earlier practices
HCMC	Ho Chi Minh City
HCMC HOU	Ho Chi Minh City Open University
MOET	Ministry of Education and Training
TESOL	Teaching English to Speakers of Other Language

ABSTRACT

The relationships and interactions between teacher change in beliefs and practices have not been explored satisfactorily. Moreover, most of the contributions to the literature have involved novice teachers or teachers in elementary or high schools in ‘majority language’ environments. Very few studies about the relationships between teachers’ beliefs and practices and especially about changes in-service teachers’ beliefs and practices have explored second language education. No study to date has investigated relationships between and changes in Vietnamese EFL teachers’ beliefs and practices at tertiary level.

This study examines the pedagogical beliefs and practices and their changes in a group of Vietnamese English language teachers in one university in Ho Chi Minh City. A mixed methods design, using two questionnaires and semi-structured interviews was used. Thirty-two teachers participated. Seven of these teachers, representing different directions in change were interviewed. I analysed: (a) the teachers’ current beliefs and practices and their interconnections; (b) changes in teachers’ beliefs and practices and how these changes interact; and (c) personal approaches to change.

Within a general move toward progressivism in language teaching methodology in Viet Nam, the relationships between teachers’ changes in beliefs and in their practices were multi-dimensional. Change started in both aspects and moved in different directions in both beliefs and practices. I propose a new model to help understand this complicated process of change. The model emphasises teachers’ active role in screening beliefs and practices, especially during a transitional stage characterized by interplay between new and currently held theories, the teachers’ current beliefs and practices and their perceptions of students’ learning outcomes in specific teaching context(s). In this stage, temporary changes are re-evaluated: they could result in enduring changes, more modifications or the abandonment of change.

This cyclical process of screening and reflective activity based on accumulated experience, knowledge, belief, practice and the evaluation of student learning needs to be recognized as central to Vietnamese efforts to encourage and enhance change in education.

All research procedures reported in the thesis were approved by the Education Faculty Human Ethics Committee, La Trobe University, Australia (Ethics approval No: R049/12).

STATEMENT OF AUTHORSHIP

Except where reference is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis submitted for the award of any other degree or diploma.

No other person's work has been used without due acknowledgement in the main text of the thesis.

This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution.

All research procedures reported in the thesis were approved by the Education Faculty Human Ethics Committee, La Trobe University, Australia (Ethics approval No: R049/12).

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CHAPTER 1: INTRODUCTION

“We are all involved, everyday, in some form of change” (Lamie, 2005).

1.0 Introduction

This research study investigates changes in teachers’ beliefs and practices and the ways that changes in one field relate to changes in another. The study tries to understand whether, how and why EFL teachers in one university in Viet Nam change their language teaching beliefs and practices. Understanding the nature of these changes could contribute to professional development which is part of the educational innovation process. The chapter introduces the study in relation to the challenges of promoting and implementing national educational change. Also, my personal motivation in undertaking this research in a particular university context is also explained. The chapter concludes with an overview of the aims, the research questions, the significance, the theoretical framework and the thesis structure.

1.1 Background of the study

Viet Nam is now in a period of rapid economic development with rapidly increasing demands for well-prepared human resources. At the national level, the Ministry of Education and Training (MOET, 2006) issued the “Project for higher education innovation period 2006-2020” approved by the Prime Minister in which a major focus is the issue of improving higher education curricula and teaching methods in order to meet the needs of the labor market. This project aims to address all aspects of innovation for administrators and teachers and highlights the following principal points (This is my translation of the selected subtitles of the project in light of how Vietnamese expressions would be translated into English).

- Promote innovations in the training structure and higher education organizations
- Promote innovations in education content, methods and procedures through which innovations in education methods are implemented.
- Promote innovations in teacher and staff training and recruitment, emphasizing the change in teaching content, curriculum and teaching methodology in teacher and staff training programs.

Schools and especially universities have responded to calls from society and learners for change. In schools and universities, there has been a trend to implement new methodologies, with more training, more workshops and more teaching quality assurance policies. As an initial step in the innovation process, institutions have begun to offer more opportunities for in-service teachers to be retrained and to request changes in teachers' methodology. In the trend of educational reform, teachers now receive support from their schools for implementing change, realizing that changes in learners' needs and their own professional development requires them to make changes in their teaching practices. In response to the call from MOET, universities have organized many workshops, seminars, training in teaching methodologies and other innovations. This indicates that change and innovation are expected from both the training sector as a whole and individual teachers to enhance education in part in acknowledgement that foreign languages are required as a means of communication to connect people around the world, with English serving as a dominant language among them.

English language teaching innovation in Viet Nam:

English is not a newly introduced foreign language in Vietnam. Before 1975, it was taught in both the North and the South, but especially in the South of Vietnam. Since 1990, due to the "open door" policy, English has been widely used in many parts of Vietnam. In order to meet the requirements of the labor market, such as working in foreign companies with more communication in international trade etc., the needs of learners have shifted, from improving receptive skills, that is, reading and listening, to improving more productive skills, that is, writing and speaking; in other words, from learning for reading to learning for communicating.

Realizing the vital role of English in training the country's population, in 1994 an official edict on language policy was produced by the Prime Minister emphasizing the importance of English in the national workplace. The Ministry of Education and Training (MOET, 1994) issued "*A National Strategy for Foreign Language Teaching and Learning throughout All Levels of Education*" acknowledging the official status of English in the national educational system. Consistent with this direction, in 2008, the Prime Minister issued a decree approving the project "Teaching and learning foreign languages in the national educational system 2008-2020" proposed by the MOET, emphasizing that English is the major foreign language in the educational system (Prime Minister's decree 1400/TTg, 2008). The project's aim was described as:

Comprehensively innovating and instituting the curricula of foreign language in the educational system of Vietnam at all levels with the aim that:

- by 2015, the Vietnam's workforce, especially those working in priority areas can take a large step forward in using foreign languages
- by 2020, the majority of Vietnamese tertiary level graduates should be able to communicate effectively in another language, as well as live, study, or work in multicultural and multilingual settings, and contribute to the industrialization and modernization of the country.

(1400/TTg, 2008:1. Translation mine)

To make the desired language proficiency goals for people more specific, the project pointed out

Implementing the new language program for undergraduate education, ...

For undergraduate non-foreign language majors, the learning outcome of the new foreign language program must be a minimum CEFR (Common European Framework of Reference) level 3 (B1). For undergraduate foreign language majors, the learning outcome of the new foreign language program must be a minimum CEFR level 4 (B2) for 3-year college graduates and a minimum CEFR level 5 (C1) for 4-year university graduates.

(1400/TTg, 2008:4. Translation mine)

The demands of society and learners in relation to language proficiency are raised through the Ministerial policy document (1400/TTg, 2008), the implementation of various projects at institutions and employers' advertisements containing specifications related to the language proficiency of the applicants in daily newspapers. However, my experiences suggest that these demands are slightly different from the learners' stated and hidden needs. The education policy makers say "by 2020, the majority of Vietnamese tertiary level graduates should be able to communicate effectively in another language, as well as live, study, or work in multicultural and multilingual settings." (1400/TTg, 2008:1). To reflect this goal, administrators say change is vital in our schools, especially in language teaching and learning. I have heard this stated more than once directly from our Board of Rectors in our official meetings. However, at the same time, while some students seek language proficiency in language courses, others say that passing the exam is their primary priority. Teachers are now expected to renew and modify their methods of teaching in responding to institutional requirements in learners' proficiency training as well as the varied learners' needs that encompass: to be able to communicate, to study and pass established examination standards and processes and to work in international settings. These needs do not always reflect the same values.

Traditional, grammar-based instruction has been criticised as being ineffective in promoting communicative competence (Taylor, 1987). Partly in reaction to these criticisms, the communicative approach has been extensively applied in Vietnam in recent times (Le, 2001; Pham, 2004; Sullivan, 1996). Although proposed as a preferred alternative, is not without critics. Studying the implementation of CLT in Viet Nam in university settings, researchers share similar viewpoints and concerns. The following factors are viewed as obstacles to the implementation of CLT: students' motivation is simply to pass the exam, not to achieve communicative competence or work in groups (Warden and Lin, 2000); large class sizes of mixed-level students (between 40 and 105); the lack of conducive facilities such as flexible seating and a consistent power supply; the difficulties of testing communicative competence and teachers' qualifications (Le, 2002) to conduct communicative lessons. Showing a concern relating to the local cultural setting, Pham (2000, p.23) notes 'modern teaching methods should be applied with a close and careful consideration of the cultural values of Vietnam'. Thus, in relation to changes in English language teaching methods, there are both influences promoting change and influences resisting change. This means that the issue of change is problematic; it is not clear which set of imperatives will prove more influential and it is also possible that different teachers will respond in different ways.

Can teachers be prepared and trained to make changes? With the spread of English, more and more specialists have come to the major cities of Vietnam, such as Hanoi and Ho Chi Minh City, to present newly developed theories and techniques in workshops, seminars, and short-term courses, and also in on-shore programs of universities from English speaking countries. As a result, Vietnamese teachers have many more opportunities to engage with new ideas in the field of language teaching and learning. They have been provided with numerous theories and more diverse teaching practices through training from English language professional organizations as well as increased opportunities to upgrade their knowledge onshore and offshore. More Vietnamese experts in ELT as well as their Western colleagues have been coming and offering opportunities to explore lessons, theories and practices. As they return from different workshops and seminars on language teaching methodology, an issue that has emerged is whether Vietnamese teachers will make changes consistent with the belief that renovation and change can bring more positive results in learning and teaching despite the lack of teaching aids and materials. A related consideration informing this issue is whether these new ideas are appropriate for Vietnamese teachers, with their own cultural background and characteristics, to apply in English language classrooms where learners are also from the

same cultural background, and have been trained in traditional classroom environments both through primary and high school.

Language teachers are being called on to change their teaching methodologies and to implement new methods in their practices to include more pair work, group work and a whole range of strategies and activities to facilitate communication. However, not all kinds of educational innovations or changes have been welcomed by those involved, as people may have different reactions to change: they can resist, or interpret, or adapt change based on their own beliefs, attitudes or experiences (Murray, 2008). The issues that this resistance raises are the circumstances in which change occurs and whether the circumstances influence the nature or sustainability of the change.

1.2 Personal motivation

My personal motivation comes from my own experience as an English teacher, as well as an administrator. Firstly, working as a teacher, I occasionally make changes to my practices which were not consistently welcomed by colleagues, but more importantly, nor by my students, who considered that passing the exam and having a degree were much more important than communication skills. The students' responses to my new ways of teaching led my practices back to traditional methods: careful explanation, clear presentation of grammatical points etc. Secondly, in my administrative work, I faced challenges, which derived from the university's requirements about changing methods to improve the quality of English teaching and learning, and the rejection, or sometimes luckily, the acceptance of changes, both implicitly and explicitly from the teaching staff. In our after work conversations, my colleagues raised their own opinions on factors that had influenced their personal change such as modest payment, their heavy workload, inadequate school facilities, students' learning styles, and students' learning habits etc. Our concerns and problems have driven me to investigate the matter of changes in teachers' practices and beliefs as well as the relationship between them.

1.3 Rationale

Vietnamese teachers are now trained in new approaches in language teaching through workshops, seminars and short training courses. When they return from the training equipped with new knowledge and techniques, the question of changing still remains: are they ready, qualified and confident enough to implement new things? Cultural values, teachers'

qualifications, teachers' attitudes and class size have made the implementation of methodological change difficult (Le, 2002; Pham, 2000; Tomlinson & Bao, 2004). In addition, testing and assessment could be one of the obstacles to change since most important examinations in school and for university entrance are grammar-based and test vocabulary rather than communication skills, even though communication skills are the focus of new language teaching theoretical trends (Le & Barnard, 2009). Kam & Wong (2004, p. 456) noted that the two principal dilemmas in ELT are

Traditional vs. modern – old ways of teaching English, in conditions that remain unchanged, can die hard, although the official rhetoric is to adapt newer and more effective ELT methodology.

Continuity vs. change, which is an aspect of the same problem where some teachers continue to use traditional methods of teaching which they regard as effective.

In the same vein, in seminars, workshops or in daily conversations, some of my colleagues have said that they are willing to change, but others believe that their current approach to teaching is good and appropriate for the Vietnamese context, as Viet Nam is still not in need of real communication with English native speakers, and not all the graduate students need to use English in their working environment. This view was found consistently in Tomlinson and Bao's study (2004) in which they investigated 300 intermediate-level EFL adult learners' views about the instruction they receive. They also investigated the view of 15 of the students' teachers at the National University of Vietnam in Ho Chi Minh City, focusing on how learners can contribute to ELT methodology. The survey indicated that the teachers were largely unaware of what their students felt and thought about the methodology of their courses. While the students found the teaching routines tiresome and uninspiring for oral communication, the teachers felt satisfied with their teaching and kept their habitual performance. Half of the teachers showed a lack of willingness to accept intervention for method change.

In Ho Chi Minh City Open University where I work, teachers are provided with support from the administration for teaching methodology training. Ten seminars on teaching methodology were organized by 10 faculties with financial support from the university in 2010. With innovations from the boards of rectors, the faculty administrative staff, materials as well as evaluation and assessment processes, practices have been changing to support these kinds of changes in the English training program: students are trained for communicative competence rather than for the knowledge of grammatical points and reading only. Teachers, therefore

have more room for change. In light of the discussed viewpoints, I would like to investigate the change among teachers teaching English at my university where changes are welcomed and encouraged with official university support. This is consistent with the notion that the school culture may serve as part of the support for teacher change promotion, both cognitively and behaviorally (Murphey & Sato, 1999).

The need to learn English with a clear focus on its practical use is increasing in Viet Nam, requiring teachers to adopt new models concerning language, language teaching and learning as well as the roles of teachers and learners. One consequence of this new focus is that teachers feel a need to change their ways of teaching, in the belief that a new globally-endorsed teaching method is good for local learners. The sources of this felt need could be as varied as either being under pressure from their working environment or being self-motivated to undertake changes in their attitudes, beliefs and their teaching activities or possibly also as a result of participating in professional development. Nevertheless, at the same time as pressure to change is felt, as Fullan (1993) noted, there is always pressure to resist change.

The way that teachers are trained, the way that schools are organized, the way that the educational hierarchy operates, and the way that education is treated by political decision-makers results in a system that is more likely to retain the *status quo* than to change. When change is attempted under such circumstances it results in defensiveness, superficiality or, at best, short-lived pockets of success. (Fullan, 1993:3)

1.4 Aims of the study

This study aims to explore the pedagogical beliefs and practices and their changes in a group of Vietnamese English language teachers in one change-oriented university in Viet Nam. The issue has been raised recently by researchers in different aspects and fields (Beijaard & De Vries, 1997; Erdem & Demirel, 2007; Hoyles, 1992; O. Lee, 2004; Richards, Gallo, & Renandya, 2001). However, recent literature has shown that no study to date has been conducted to investigate the relationships between and changes in Vietnamese EFL teachers' beliefs and practices, especially at tertiary level, although Communicative Language Teaching and Task-based Teaching has gained teachers' and researchers' interests as innovations in teaching practice.

1.5 Research questions

To explore perspectives that could contribute to an understanding of what is occurring in Viet Nam, the following questions are addressed in the study:

- 1. What are Ho Chi Minh City Open University teachers' current pedagogical beliefs and practices? What is the relationship between their beliefs and practices? How "progressive" are these beliefs and practices?**
- 2. Do teachers change their practices and beliefs during their professional life?**
- 3. What is the relationship between change in teachers' beliefs and change in their practices?**

With further regard to the nature of possible changes, the following questions were also considered:

1. In a teacher's professional life, where does teacher change begin: in beliefs or in practice? Why does change begin where it does?
2. What are the internal and external influences on those changes?
3. Do changes in beliefs lead to changes in practices or vice versa?
4. What are the outcomes of those changes: partial, fragmentary or comprehensive, temporary or enduring change?

1.6 Theoretical framework

I start my study with the Vietnamese context of English language teaching, where educational change has recently been encouraged and promoted. The theoretical framework has been developed to encompass the relationships between changes in teachers' practices and beliefs. Change is viewed at both the individual and institutional levels. In my framework, I am going to address whether the changes are fragmentary or partial, temporary, enduring or comprehensive. I also acknowledge that some changes can be planned and deliberate while others can be voluntary. Planned, deliberate changes have been called innovation and unplanned alterations change (R. V. White, 1988). In my framework, both will be regarded as types of change. My review of the literature is based on the assumption that change can be both planned and unplanned, temporary and enduring, partial and comprehensive, conscious and unconscious. The factors that influence change are multiple and varied. My study explores change with a broader meaning that acknowledges its occurrence within an individual who is within an organization. I also look at the dialectical relationship between beliefs and practices to see whether they can be changed separately.

1.7 Structure of the thesis

The thesis consists of seven chapters. Chapter 1 has presented the background of the study, giving information on educational movements in the Vietnamese English teaching and learning situations. The context of the research site and the personal motivation for the research are also set out with the purpose of the study. Chapter 2 presents a review of relevant issues of change in English language teaching concerning teachers' beliefs and practices. In Chapter 3, the design, methodology, and the process of the data collection are described. Chapter 4 reports the map of teachers' current beliefs and practices and the relationships between them in a relation to teachers' personal backgrounds and identify the relationships considering the extent of progressivism of these beliefs and practices. Chapter 5, based on the data collected from the two questionnaires, addresses teachers' reported belief and practice changes. Chapter 6 explores the directions, amount and demographic/organisational associations of change at the personal level, as well as the influences on the change process, all of which could serve as reference points for some solutions for in-service professional training, higher education or school based change programs. The final chapter, Chapter 7 reflects on the key findings in the elaboration of a new model of relationships in and influences on teacher change, the thesis contributions to the literature and implications for educational policy, educational administrators and teachers and further research.

CHAPTER 2: LITERATURE REVIEW

TEACHERS' BELIEFS AND PRACTICES AND THEIR CHANGES

2.0 Introduction

In this thesis, I investigate changes in Vietnamese teachers' beliefs and teaching practices and the dialectical relations in these changes. This chapter has the following purposes: first, it provides knowledge relating to changes in beliefs and practices in teachers' professional lives; and second, it serves as a framework to develop an answer to the research questions proposed.

The review consists of four parts. First, the major issues related to beliefs and practices and the relationships are reviewed and discussed. Second, change and innovation: (a) definitions of changes, innovations and beliefs, (b) types of changes, (c) factors influencing changes and (d) changes in English language teaching are explored. Third, different types of changes in teachers' beliefs and their practices and their relationships are presented. Finally, previous studies that have explored changes in beliefs and practices in Asian ELT contexts, particularly in Viet Nam, are reviewed from the perspective that learners' needs are shifting.

2.1 Teachers' beliefs and practices and their relationships

An investigation of beliefs in education, including language teaching, gives insight into the role of beliefs in relation to teaching practices. It is central to understanding teachers' activities and explaining why teachers do what they do. Garton (2008:67) suggests "Understanding teacher beliefs is fundamental to understanding their classroom behaviors, including the ways in which they interact in the classroom."

2.1.1 Beliefs

Definitions

Teachers' beliefs serve as key factors in directing or guiding behaviors (M. Borg, 2001; Erdem & Demirel, 2007) and they are complex to identify and study. The teachers' beliefs are referred to by M. Borg (2001) as pedagogic beliefs, which are related to convictions about language and the teaching and learning of it. These beliefs can influence teachers' teaching approaches, selection of materials, activities, judgments and behaviors in the classroom (S. Borg, 1998; Richardson, 1998; Woods, 1996). Pajares (1992) argues that teachers' beliefs can

influence how teachers conceptualize teaching while Schommer (1994) believes that epistemological beliefs have strong relations with experience and offer scope for change.

Beliefs and knowledge

As indicated above, it is extensively argued in the literature that what teachers think, know and believe are principal points in understanding what teachers do (S. Borg, 2006; Woods, 1996). Beliefs and knowledge, therefore have gained the attention of educators and researchers (M. Borg, 2001; Fenstermacher, 1994; Woods, 1996). Several researchers have concluded that beliefs are not greatly different from knowledge since beliefs constitute a form of knowledge (Clark & Peterson, 1986; Murphy, 2000). However, M. Borg (2001) defined the key difference between belief and knowledge: a belief may be consciously or unconsciously held and be accepted as true by the individual, while knowledge must be true and accepted in an external sense. Fenstermacher (1994) also pointed out the differences between knowledge and beliefs, identifying knowledge as justified beliefs. In the same vein, according to Nespor (1987) beliefs and knowledge are different in the following ways:

1. Beliefs come into play when teachers attempt to define goals and tasks in which they have no direct experience. In contrast, teachers use knowledge when “the goals and paths to their attainment are well defined” (Nespor, 1987, p. 310).
2. Beliefs can be said to relate much more heavily to affective and evaluative components than knowledge (Nespor, 1987) since beliefs are “an acceptance proposition for which there is no conventional knowledge, one that is not demonstrable and for which there is accepted disagreement” (Woods, 1996, p. 195).
3. Beliefs are often static whereas knowledge often changes.
4. Knowledge can be evaluated or judged whereas beliefs are relatively difficult to evaluate or judge because of the lack of agreement of how they should be assessed.

In this study, I refer to beliefs with a broad meaning that may include teacher knowledge. Nevertheless, I use the two terms differently since I view beliefs as individually accepted and knowledge as externally accepted with an assumption that a belief, as mentioned by M. Borg (2001, p. 186), “serves as a guide to thought and behavior” and is consequently very important for the interpretation of the way teachers conduct their teaching.

The sources of teachers' beliefs

Different factors contribute to teachers' systems of beliefs from a variety of sources. As summarized by Richards and Lockhart (1994) these factors are:

1. **Teachers' experience as language learners.** Teachers form beliefs about language teaching and learning from reflections on the ways they were taught.
2. **Experience of teaching.** Teaching experience can be the primary source of teachers' beliefs. The experience of using one method for a particular group of students might lead to beliefs about such a method.
3. **Teacher's own personality.** Some teachers have a preference for a particular teaching method or activity simply because it matches their personality.
4. **Expectation from the school, parents, the government and the local society.** Within a school, an institution or a community, certain teaching styles or methods may be preferred. Furthermore, a method or an approach rooted in a community or a school system for quite some time might be taken for granted as the most effective.
5. **Education-based or research-based principles.** Teachers might derive their belief system from learning principles of second language acquisition (SLA) research, education or even other schools of thoughts such as psychology.

Similarly, S. Borg (1998) confirms that the educational and professional experiences of the teacher could be the part of their belief system. The third factor may have stronger effects than others as the pressures from schools and learners require immediate responses. These sources of beliefs could be grouped as internal (personality, experience) or external factors (expectations from other people, organizations) factors that drive change in teachers' beliefs.

2.1.2 Teachers' practices

There has been a discussion in the literature about how teachers' beliefs have important impacts on their teaching practices (I. Lee, 2009). There appear to be three main approaches (OECD 2009: TALIS, p.97)

Structuring practices: Explicitly stating learning goals, summary of earlier lessons, and homework review.

Student-oriented practices: Working in small groups, ability grouping, student self-evaluation and student participation in classroom planning.

Enhanced activities: Working on projects that require at least one week to complete, making a product, writing an essay, and debating arguments.

2.1.3 The relationship between teachers' beliefs and practices

The literature has mentioned the different kinds of relationships between teachers' beliefs and practices which can be consistent or inconsistent or a mix between the two. Some researchers emphasise that teachers' beliefs are consistent and influential factors in shaping teachers' practices (Kuzborska, 2011; Richards & Rodgers, 2001). There have also been discussions about the inconsistencies between teachers' beliefs and practices, arguing that there is a gap between what teachers think and what they really do in class (C. Kennedy & Kennedy, 1996; Olafson & Schraw, 2006) and the complexities of the teaching contexts such as the class size, students' motivations, teaching and learning facilities etc. that could constrain how teachers' beliefs function in class (Fang, 1996). In brief, the relationships between teachers' beliefs and their practices can be bi-directional and quite complex. I propose that before studying any changes in teachers' beliefs and practices, it is very important to understand their relationships, and to have a general view about how teachers' beliefs and practices operate and have effects on each other.

2.2 Change and innovation

In the literature, multiple contrasts between innovation and change have been proposed. I am going to use change as the general term, but identify the specific meanings that have been associated with both "change" and "innovation". I will acknowledge the different types of change that I refer to and identify how they fit my framework.

2.2.1 Change

As the needs of society change through time, it is expected that changes will be introduced for the continuing improvement of education (E. M. Rogers, 1995). However, change is a rather complex and multifaceted issue involving teachers' beliefs, attitudes, practices and so on. (R. White, Martin, Stimson, & Hodge, 1991) cite Miles (1964) defining change as involuntary and innovation as deliberate and planned. In this vein, change is a process that does not involve planning (C. Kennedy & Kennedy, 1996; R. V. White, 1988).

Not in the same vein as White (1988), Lamie (2005) considers change as a process, and not a single event, which requires time and planning, and is undertaken by individuals within organizations and not by the organizations themselves. As can be seen in Lamie's definition, change also bears planning characteristics and is not consistent with what was mentioned by (R. White et al., 1991) that change does not involve planning. However, as the individuals need to develop their ability to cope with changes, different reactions may arise in relation to the amount of planning that is involved and the source of the momentum for change. Some individuals may have a positive attitude and support the change, others may reject it regardless of whether the change is planned.

Change is defined as "alterations in beliefs and behaviours that potential adopters perceive to be new" (Markee, 1997, p. 83). Changes have both negative and positive sides, and they are parts of the professional lives of teachers, particularly, and educational institutions, fundamentally.

On the other hand, Richards et al. (2001) point out that change does not mean only doing something differently; it can mean a change in awareness. Using this definition, change can be an affirmation of current practices.

The above definitions show the complexity in the nature of change and the varied characteristics of change. In my personal view, I agree with Lamie (2005) that change is not a simple process and it takes time. Nevertheless, I partly share White's (1988) view that change can be involuntary and need not involve planning. My view is consistent with that of Markee (1997), who states that change involves something perceived as new by change adopters and is therefore not only a variation in awareness, nor only an affirmation of the current practices as argued by Richards et al. (2001). Many other studies (Bax & Cullen, 2003; Brownlee, 2003; Cheung & Wong, 2002; Pham, 2004) in the current trend in change research have advanced positions that are consistent with my framework.

In studying the nature of change during the radical changing of a university faculty, Morgan and Roberts (2002) stated that educational change requires considerable negotiation and communication, inclusiveness and team building as well as leadership and drive. It will involve different organizations and people who face challenges for change initiation and implementation.

Identifying the characteristics and related topics on change, the topic of change stability or permanence has not been discussed much in the literature, although permanent change has been the focus of researchers' interest in preference to change that can be viewed as temporary (Rogers, 2007). Lamie (2005) views educational change as part of a complex system that develops and improves and at the same time requires continuity and constancy, producing different experiences of loss and fear, and involving a variety of actors and their underlying attitudes and beliefs. Significantly, she emphasizes social and economic contexts that are crucial parts of any educational change and extend or surround change in personal contexts. Lamie notes a rather general view on different sides of change which are:

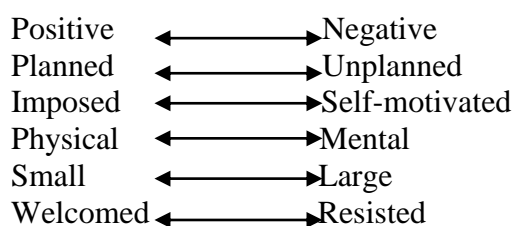


Figure 2.1: Examples of opposites defining change. (Lamie, 2005:11)

As does Lamie, I view change as both planned and unplanned. Further, it can be self-motivated or imposed by the institutional context and other actors who may have impacts on the adoption of change. This position helps guide my investigation of change in a teacher's professional life, viewing change as potentially both imposed and self-motivated. Other sides of change would be taken into consideration in my research such as whether change is welcomed, or resisted, planned or unplanned etc.

2.2.2 Innovation

In terms of terminology, innovation is contrasted with change and viewed as deliberate, conscious and planned (White, 1988; Kennedy, 1996). Innovation requires a systemic context in which individuals and the system are responsible for the process. It can be said to involve "fundamental" change. Similarly, E. M. Rogers (1995) defines innovation as any attempt to try something new from the individual teacher's point of view. Although White and others distinguish "innovation" from "change", I am in agreement with Lamie (2005), considering innovation as part of the process of change since innovation and change both refer to ideas such as "difference" or "novelty" (Waters, 2009).

These above definitions view change as involuntary, while innovations are planned and conscious. I will view change in a more general sense, positioning innovation in a more

specific sense as one kind of change. My focus is change of all kinds at individual and institutional levels, as at least as far as the majority of teachers are concerned, individual change must take place within an organization, since teachers usually work in institutions. Change, according to my definition, can be imposed or voluntary, planned or unplanned; fragmentary or comprehensive; temporary or long lasting. From this perspective, change is the broader concept and includes innovation.

2.3 Change in educational context

2.3.1 Processes of change and factors affecting educational change

As argued above, change can be both planned and unplanned. Investigating the process of change helps clarify the stages for beliefs and behaviors to move through in order to reach planned or unplanned milestones. It has been argued that change is a complex and slow process (Fullan, 2001; Lamie, 2005). Furthermore, change is not viewed as being linear and smooth (Fullan, 2001; Lamie, 2005; Markee, 1997; E. M. Rogers, 1995; P. Rogers, 2007).

The change process includes both external and internal factors as summarized by Lamie (2005) in the following figure.

The change process	
<ul style="list-style-type: none"> • Strategies: power-coercive, rational-empirical, normative-re-educative [<i>Change is a problem-solving activity</i>] • Aims [<i>Change involves the statement of an aim</i>] • Implementation procedure • Change agents 	
External	Internal
<ul style="list-style-type: none"> • Global: ELT developments; globalization • National: culture, economy, legislation • Community: local government, economy, law • School: school ethos, management, teachers, pupils <p>[<i>Change is a part of a social and economic context</i>]</p>	<ul style="list-style-type: none"> • Attitudes <p>[<i>Change involves attitudes and beliefs</i>]</p> <ul style="list-style-type: none"> • Ability • Knowledge • Relevance • Benefits • Training and support <p>[<i>Change involves training and practice</i>] [<i>Change is client-user focused</i>]</p>
<p>[<i>Change involves a variety of actors</i>] [<i>Change is part of a complex system</i>]</p>	

Figure 2.2: Factors affecting educational change. (Lamie, 2005: 32)

As shown in Figure 2.2, educational change involves three interrelated areas: elements within the change process, external and internal factors influencing that process and a variety of actors. The change process contains strategies, aims and implementation procedures. External factors include four interwoven parts: global, national, community and school influences. In contrast, attitudes, ability, knowledge and training are part of the internal forces. In Lamie's model, the external or the internal factors or both may influence the process of change. While the external factors come from different actors outside the individual, the internal factors are those that shape the individual from within (regardless of their original source). Lamie (2005) also noted the crucial role of change in development in every aspect such as in society, in the sciences and in political, economic and educational practices. Fullan (2001) suggested that change can be seen at levels of the society: government, schools, community, including the individual level: the teacher, the principal, the student, the district administrators, the consultant and the parent. Neither Lamie nor Fullan identified the sources of the dominant factors in the change process, although Lamie stressed that the start of change is often located within individuals within organizations.

Fullan (2001, p. 70) argued that change implementation "is the means of accomplishing desired objectives," and lists nine factors affecting change implementation which are categorized into three main groups: characteristics of change, local characteristics and external characteristics. As seen in the simplified figure below, need for change, clarity of the change procedure, complexity, and quality and practicality of the change project are mentioned as characteristics of change. Local characteristics are institutionally important forces such as the school district, the school board and community involvement as well as the principal and teachers' role. External factors refer to government and other agencies. These variables are presented in the figure below.

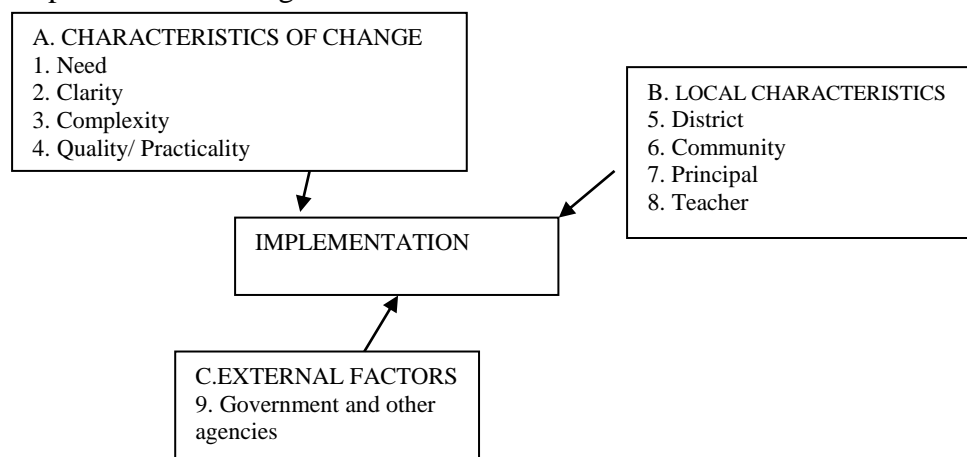


Figure 2.3: Interactive factors affecting change implementation. (Fullan, 2001, p. 72)

The discussed studies suggest that both the external and internal variables should be taken into account in change investigation. Fullan's point of view is similar to Lamie's in addressing the external influences on the change process in that both identify the change influencing factors such as government, community and other agencies. However, factors related to individuals are not fully discussed in Fullan's model, whereas in Lamie's model, internal factors such as individual attitudes, ability, knowledge and other factors are emphasised. Taking both Lamie's (2005) and Fullan's (2001) change level classification, and factors influencing the change process, I focus on only the two broadest levels of change (individual and organizational) as they directly relate to my work experience and my motivation: change at the classroom and the institutional levels. Other levels such as global, national and community are omitted as they are not in the scope of my study.

I take the individual contexts as part of my framework so as to investigate the change in teachers' beliefs and practices, which have important roles in change initiation and implementation at the classroom level. Focusing more on change processes from an individual perspective, E. M. Rogers (1995, p. 162) presented the steps through which change was implemented as follows:

- 1) Knowledge – person learns about an innovation and has some idea of how it functions,
- 2) Persuasion – person forms a favorable or unfavorable attitude toward the innovation,
- 3) Adoption – person chooses to adopt or reject the innovation,
- 4) Implementation – person puts an innovation into use,
- 5) Confirmation – person evaluates the results of an innovation-decision already made.

As seen in Rogers' argument, change can occur or not as a result of adoption or rejection and people can learn from others' and their own experiences to make change decisions. Experienced teachers may hold strong beliefs and also maintain behaviors for years, and if the feedback from students is positive, there is no motivation for them to change. These behaviors may gradually become permanent and resistant to changes like the addictive behaviors of smokers. In Prochaska, DiClemente, and Norcross' study (1992) of addictive behavior, five stages of progression to achieve permanent change are stated. The first four would be consistent with my view of temporary, partial or fragmentary change, while the

fifth would be classified as permanent or enduring change in my framework. The five stages proposed highlight the process of behavioral change as discussed below:

Precontemplation. People make changes because of the pressure from others and return to old behavior as soon as the pressure subsides.

Contemplation. The individual is aware of the problem and is responsible for the behavior changing but is not yet ready to make a commitment to change.

Preparation. The person experiences small behavioral changes but is not able to sustain them over a period of time.

Action. The person makes a change in behavior for at least a short period of time.

Maintenance. An extension of the action stage, behavioral changes become established. While it is still possible and even likely for a person reaching this stage to go back to earlier stages, the time of the changed behavior proves the maintenance of the change.

These stages in the general personal change process may share similarities with change in teachers' behaviors as teachers in different circumstances change in response to the pressure of the institutions, or administrators. In other words, people seem to 'accept' or 'reject' change from the outside. Not many researchers discuss the inside motivations or needs for change when teachers themselves look for change and are critical in choosing from the possible options the beneficial things for their students. Under either source of pressure, the changed behaviors could also be either sustained or temporary, involuntary or deliberate.

This part has highlighted the conditions for changes to occur and to be reinforced as well as stating the internal and external factors that facilitate and affect the change process. Understanding the factors influencing change is important for a deep understanding of the change process in teachers as individuals as well as members of the institution since change requires time and planning and is undertaken by individuals within organizations, not by organizations themselves (Lamie, 2005). Based on Lamie's conclusion, I take the pressure from the institution as part of the social context that the individual teacher has to engage with along with their personal context.

As I am going to focus on how teachers change individually, the definition chosen for the purpose of my study is given by Markee (1997, p.83) who defines change as "alterations in beliefs and behaviours that potential adopters perceive to be new". The focus of change is individual teacher practice in class where that change is perceived as connected with parts of

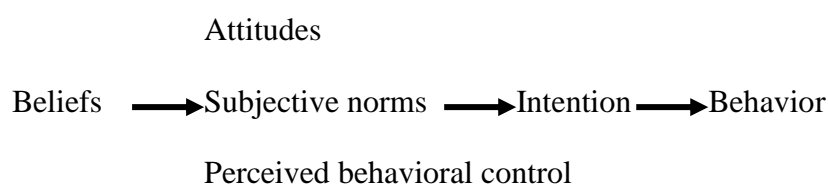
the professional lives of teachers, which could be imposed or self-motivated (Lamie, 2005). Change is viewed for the purpose of my study at the classroom level, which is considered to be similar to the individual level, since it is in the classroom that teachers concretely propose and implement new methods, or new techniques etc.

2.3.2 Behavioural change and cognitive change

S. Borg (2003) distinguished two types of change resulting from the teachers' education as behavioral and cognitive (beliefs, knowledge, attitudes) and pointed out that change in one does not guarantee change in the other. In more detail, the teacher may make changes in their beliefs and do nothing according to these changes or vice versa.

Lamie (2005, p. 64) also identified the place of behavioral change in cognitive change, considering that there is a strong and maybe one-way relation between cognitive change and behavioral change. From Lamie's perspective all change starts with change in beliefs.

Figure 2.4: Behavioral change



While Borg noted that change in cognition and in behavior may be inter-related, Lamie viewed change in beliefs as preceding change in behaviors. I am in agreement with Borg addressing these changes as multi-dimensional issues as I would like to approach teacher change from both sides. I support the idea that beliefs and practices need to be viewed independently due to the complex characteristics of change processes, as noted and discussed by Lamie (2005) and Fullan (2001). This two-directional approach helps me understand deeply the change process. The following sub-section mentions two types of change viewed from the perspective of the teacher individually: change in cognition and in practice. Research into these two types of change provides the framework for the literature investigation relating to the aim of the study.

2.4 Change in English language teaching and factors influencing changes in ELT

2.4.1 Change in English language teaching

Change could be viewed as a basic motivation in English language learning when many people spend time and money to study English for communication and for other purposes such as seeking a job, a promotion or passing exams which could be reflected in teachers' motivations for change. Similar to Richards et al.'s discussion (2001, p. 3) which views change as "a major dimension in teachers' professional life", Pennington (1995) argued that changes are part of professional life. Bailey (1992) investigated teacher changes in practices in classrooms and noted that some classrooms were more teacher-centered than student-centered, had more authentic material and revealed that communication was sought rather than having accuracy as the focus of the learning. In terms of teaching and learning, teachers' changes can be seen in any of the following areas.

- Learner centeredness
- Teaching methodology
- Materials
- Learning activities
- Teaching procedure
- Assessment
- Learners' error treatment

(Richards et al., 2001)

Teachers can experience changes in one or more areas in their ways of thinking and doing. An investigation of the areas in which teachers tend to adopt or reject changes helps to learn about teachers' beliefs and practices as well as the reasons why more changes can be seen in certain areas not in others and what the interrelation relationships of those changes. Addressing the change in English language teaching in India, Kuman (1995) described two 'models' of language learning/teaching processes in order to show how calls for reform were calling for tremendous changes in the teachers' practices and attitudes, both towards what should be taught and how it should be taught in different aspects: curriculum, methods and materials, evaluation, participants, and tutors (Kuman's term for teachers). The points related to my concerns are summarized below.

Figure 2.5: Directions of change (Kuman, 1995: 282)

	MOVING FROM	TOWARDS
METHODS AND MATERIALS	Power-orientation, transmission of existing values and beliefs Didactic teaching Either/ or orientation Static planning procedures Downward communication patterns	Non-possessive, non-judgmental environment, exploration of alternative values and beliefs Problem-solving approach in teaching Both/ and orientation 'Repertoire of strategies' Two-way, transactional communication
TUTOR	Teacher educator as a distributor of knowledge Controlling and authoritative Expert Prescriptive Immutable	Teacher educator as a guide and facilitator Initiating and participating Consultant Responsive Flexible

2.4.2 Factors influencing changes in ELT

As reviewed in the previous part, Lamie (2005) notes three areas into which the factors affecting educational change fall.

- The change process: strategies, aims, implementation procedures and change agents;
- External factors: global, national, community and school; and
- Internal factors: attitudes, ability, knowledge, relevance, benefits, training and support.

Cognitively, changes result from different factors, including the teachers' beliefs and attitudes. Exploring teachers' beliefs is essential to improve teachers' professional development and teaching practices and the study of beliefs is central to educational changes as these are "the clearest measure of a teacher's professional growth" (Kagan, 1992, p. 85; Pajares, 1992). Other elements also lead to change in teachers' behaviors such as

dissatisfaction with the current situation; the connection of a new idea with the teachers' own situation; a change in the teaching context; professional development; the teachers' learning experiences; and a conflict between the teachers' new beliefs and their practices.

In conclusion, this part of the literature review has explored the following key issues: change encompasses, for the purpose of this study, planned and unplanned, voluntary and involuntary changes. Factors leading to change are both external and internal and can involve a quite top-down process across a number of levels: social, institutional and individual. Finally, to engage in self-sustaining, comprehensive change, teachers and institution administrators need to be aware of change process, which is both complex and multifaceted.

From this whole view of educational change, Lamie (2005), M. Borg (2001), Woods (1996) (1996) and Richardson (1996) have argued that two key areas are involved when change occurs. The first area is in the mental lives of the teachers, which can guide both the teachers' behaviors and the teachers' beliefs (M. Borg, 2001; Hunzicker, 2004; Richardson, 1996). The second area, as argued by Lamie (2005) and Fullan (2001), is external and can be measured and observable within institutions' or teachers' practices. Both the internal and the external areas can have effects on teaching and learning processes that can be recognized and appreciated by others such as students, administrators, school leaders, and can have effects on the process of teaching and learning. The following sub-section will review the literature relevant to changes in teachers' beliefs and practices. Their relationship is also discussed. One view of the relationship is from Hunzicker's notion (2004, p. 45) that "permanently changing teacher behaviors through professional development is most likely to be successful when instructional leaders focus their efforts not on action but on changing teachers' beliefs." The other view is led by Guskey (2002), who argues that changes in attitudes and beliefs are likely to be preceded by changes in practice that bring positive outcomes in student learning.

2.5 Changes in teachers' beliefs and practices

Teachers may show positive or negative attitudes towards new teaching methodologies. However, do they really change in their beliefs as well as their practices? Debates about the relationships between teachers' beliefs and their practices have been discussed by Richardson (1996, p. 110), who noted that

For some scholars, beliefs are thought to be extremely difficult, if not impossible to change. ... Another group of scholars and educators, however, are optimistic that

teachers and teacher education students can change and, in fact, often do change their beliefs and practices, and that programs can help them do so in significant and worthwhile directions.

2.5.1 Change in teacher beliefs

The literature has not mentioned much about the processes teachers experience in changing their beliefs. However, change in teachers' beliefs has played an important role in the change motivation and the process has gained significant attention from scholars. C. Kennedy (2002, p. vii) argued that the decisive feature motivating change in teacher activities is change in attitudes and beliefs.

Changing teachers ... will only come about if there is a change in attitudes and beliefs on the part of the teacher (cognitive change) and if the circumstances surrounding the change are such that they do not lead to resistance.

In order to understand how teachers conceptualize their work, we need to understand their beliefs and the principles from which they operate. Karavas-Doukas (1996) highlighted that attitude change is essential for any change in teaching practice. This notion concurs with Fullan's perspective (2001) that educational change requires changes, not only in practice, but also in attitudes and beliefs. Fullan (2001) found change in teaching approach or style extremely challenging when new skills and new methods of teaching are required. Change in beliefs is even more demanding: they challenge the core values held by individuals in the aspects of the purposes of education; moreover, "beliefs are often not explicit, discussed, or understood, but rather are buried at the level of unstated assumptions" (Fullan, 2001, p. 44).

In short, based on the perspective reflected in these and other similar studies, change in beliefs is viewed as a key point leading to change in practices. This means that change in beliefs occurs prior to change in practice. This point will be taken into consideration later in relation to the alternative view that changes in practice are sources or confirmations of change in beliefs. The following sub-section deals with the issues of whether teachers change and how they change their beliefs. The issue of whether teachers actually change beliefs is quite well documented in the literature. There are arguments for the possibility of change in beliefs as well as arguments against this possibility. Both Olafson and Schraw (2006) and Yadav and Koehler (2007) noted that teachers' beliefs are varied and may change.

Studying the circumstances under which teachers develop or change their beliefs, Beijaard and De Vries (1997) concluded that teachers' beliefs are formed through changes in their

career. Similarly, Szydlik, Szydlik, and Benson's study (2003) explored changes in 93 pre-service elementary teachers' mathematical beliefs in the US and reported that the participants experienced changes in beliefs. Richards' (2001) study of 112 teachers from Southeast Asian countries and 14 from Australia pointed out that a change in beliefs seems to be behind the changes in learner-centeredness, or in teaching philosophy. Busch (2010)'s investigation of the effects of the introductory second language acquisition (SLA) course on the beliefs of 381 pre-service teachers over a three-year period at a state university in California revealed significant changes in beliefs in several areas, including the length of time for acquisition, difficulty of language acquisition, the role of culture, the role of error correction, the importance of grammar, and the efficacy of audio-lingual learning strategies.

On the other side, Pajares (1992) viewed change in beliefs pessimistically and argued that teachers do not tend to develop or change their beliefs. Similarly, Peacock (2001) investigated changes in the beliefs about second language learning of 146 trainee ESL students over their 3-year program at the City University of Hong Kong and found that no significant changes had been recorded.

As seen in the above discussion, there is some evidence that teachers develop or change their beliefs, but the extent of change or its viability is contested. Influences on changes in teachers' beliefs, personal motivation and social requests, have been mentioned.

Based on Lamie's viewpoint (2005) that both training and practice influence the change process, some researchers have argued that training has little impact on changes in teachers' beliefs as well as having little influence on their practices (Karavas-Doukas, 1996). Karavas-Doukas's study showed that the teachers returning from the training often translate the new ideas from the course to conform to their usual teaching contexts. Similarly, Lamb (1995) found that very little knowledge was acknowledged by the teachers after they returned from a training course. However, in the Vietnamese tertiary teaching context, Pham (2004) in his study examining teachers trained in the West and teaching in Viet Nam concluded that these teachers changed their practices and tried to implement practices consistent with the content covered in their training programs. It was found that teachers did not have much change in beliefs regarding language teaching and learning process, while changes in classroom activities, practices and material were noted. These changes were called surface changes by Pham (2005).

However, other opposing views are noted in the literature, suggesting that training and education do, in fact, bring about changes. For example, Garmon (2004) documented changes in teachers' beliefs and the six factors associated with changing pre-service teachers' attitudes and beliefs about diversity such as their openness, self-awareness, commitment to social justice, their experiences, intercultural, educational, and support group experiences. Similarly, other studies have also identified changes in teacher thinking and beliefs during the periods of training (Ng, Nicholas, & Williams, 2010; Schiro, 1992; Schommer, 1994). Schiro was surprised to find that the participants in his study changed their curriculum ideologies once every four years. In an attempt to investigate changes in Vietnamese teachers' beliefs and practices in an in-service course, Lewis and McCook (2002) analyzed the journal entries that 14 school teachers of English kept during the course, and found that the teachers had changed their beliefs and assumptions about teaching: the journal entries showed the shift in the teachers' beliefs from a focus on students' accuracy to beliefs consistent with promoting authentic language use.

From my perspective, a change in beliefs is part of teaching development and so my interest lies in the factors or circumstances that help teachers develop or change their beliefs. Hew and Brush's study (2007) investigated change in teachers' beliefs and discussed four factors that facilitated change in teachers' attitudes and beliefs: teachers' knowledge and skills, subject culture, assessment and institutional support. The ideal conditions for belief change were also studied including: 1) bringing pre-existing beliefs to consciousness, 2) creating conditions in which pre-existing beliefs break down, 3) helping teachers to judge the conflict as challenging rather than threatening and 4) providing teachers with the necessary time to reflect on their beliefs and reconcile them with the field and their current teaching context.

In conclusion, although some researchers (Pajares, 1992; Peacock, 2001) found beliefs hard to change, changes in teachers' beliefs have been recorded by others in the literature (Garmon, 2004, 2005; Hew & Brush, 2007; Lewis & McCook, 2002; Ng et al., 2010; Schiro, 1992; Schommer, 1994). The causes that bring about changes have been noted as being, above all, personal and subjective (Beijaard & De Vries, 1997). This has encouraged me to work with the area of beliefs since there seems to be evidence that teachers do change their beliefs and, therefore, the factors leading to changes need to be addressed. As argued by Lamie (2005), educational change requires both change in beliefs and practices. In the following section, the literature relating to change in teacher practice will be discussed.

2.5.2 Change in teachers' practices

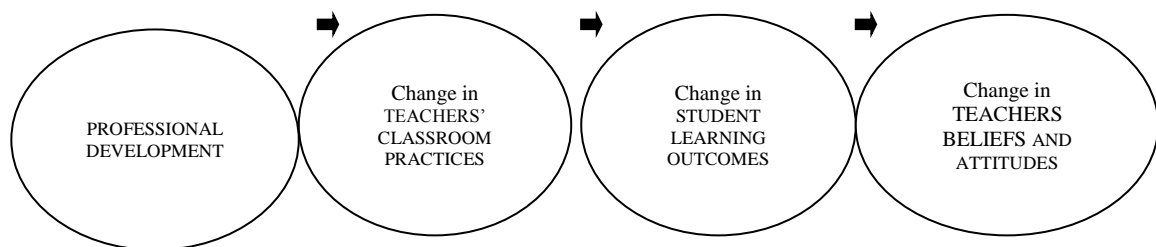
The basis for teachers' instructional practices, as summarized in S. Borg (2003), consists of teachers' personal practical knowledge (Golombek, 1998), beliefs (Smith, 1996; Woods, 1991) and teachers' personal convictions. The teacher change literature considers change involving modification in teachers' beliefs as well as modification in teaching practices (Lamie, 2005; Thompson, 1992). Changes in teachers' practices have been researched in the literature according to whether teachers make changes in their practice and how such changes occur. In a study of Chinese teachers attending a training course in the UK, Lamie (2005) noted that a one-month course did not contribute much to change. However, the majority of participants in the study believed that they had changed in both attitudes and beliefs as well as in confidence. After the training course, the participants were increasingly aware of the confidence factor, being in full agreement with the statement that teachers who lack confidence will be less willing to implement change in the classroom. Bax and Cullen (2003) studied the teachers' reflections in a Teaching Practicum (TP) concluding that teachers did change. As one teacher said, "I recognized changes in my teaching style fairly early on in the Teaching Practicum". Another teacher similarly indicated modifications to his teaching, "I no longer keep teacher talking time to the absolute minimum as suggested on my CTEFLA (Cambridge certificate) course seven years ago. I would argue that this is a positive change." (Bax & Cullen, 2003, p. 124). Reporting these changes made by the teachers in their teaching practices, Bax and Cullen (2003, p. 125) suggested that these initial changes were encouraging and could be considered as "more than merely the promise to change." In the same vein, S. Borg (2006), in a longitudinal study of changes in the practices of four foreign language teachers completing an in-service masters' degree, found there was some evidence of change in classroom practices, though there were also some patterns in the teachers' work that remained unmodified. Guskey (1986, 2002) proposed a change model, which suggested that change does indeed occur in teachers' practices.

Stating the issue differently, the study (2006, p.32) reported by the U.S. Department of Education, Office of the Under Secretary showed the other side. "In our longitudinal sample, we find little change in overall teaching practice from 1996 to 1999" (Official Report, author not stated).

In summary, the literature has noted some evidence for change in teachers' practices both during teaching training and during the teachers' professional lives. Findings such as these

indicate that teachers have the capacity to modify their practices even though some studies have recorded no change in the teachers' practices, for instance the study reported by U.S. Department of Education. The further debate in the literature has shown that changes in beliefs could result from changes in practices (Guskey, 1986, 2002; P. Rogers, 2007). Guskey's (1986, 2002) proposed model presents a way of understanding that change has resulted from teachers' experiences in their classroom activities that have led to positive improvements of the students' learning outcome and that these changes in practices have occurred prior to any changes in beliefs.

Figure 2.6: A model of teacher change. (Guskey, 2002, p. 383)



Using Guskey's model (1986), Rogers (2007) studied a case of one mathematics teacher's change in practices, leading to change in beliefs throughout a one-year period and concluded that change in practices could lead to change in beliefs. "She found her own teaching and beliefs were also changing", said Rogers (2007, p.640). The study by Rogers confirmed Guskey's model of a teacher for whom a change in beliefs resulted from changes in classroom practices, where the changes were reinforced by students' positive learning outcomes. However, Rogers (2007) argued that the process of change is cyclic rather than linear in the way that Guskey had proposed since professional development, teachers' classroom experience and student learning outcomes somewhat influence each other.

Although a number of researchers (Guskey, 2002; P. Rogers, 2007) noted that changes in beliefs could result from changes in practices, many researchers and educators reject this direction of relationship and support the notion that changes in teachers' beliefs are sources for change in teachers' practices (Hunzicker, 2004; Karavas-Doukas, 1996, p. 383; C. Kennedy, 2002; Richardson, 1996). I am aware of the complex characteristics of the change process, and am intending to seek evidence of change on both sides (initially independently):

change in teachers' beliefs as well as change in their practices to find the answer to the issue of where change starts and how it changes on one side related to change on the other side. Following is a further review on how and where change in beliefs and practices commence, relate and affect each other.

2.5.3 Relationship between change in teachers' beliefs and practices: dialectical?

The relationship between the change in teachers' beliefs and their practices in the classroom setting as well as the beginning point of change and how the beginning point of change affects the other side has been a debate in the literature. Supporters of each of the two sides of the controversy take the position that the potential that needs to be realized is the potential for enduring or permanent change.

Addressing teachers' beliefs and conceptions in relation to mathematics, Thompson (1992) argued for a view of a dialectic relationship between beliefs and practices as a key point characterizing research rather than to try to determine exclusively whether and how changes in beliefs result in changes in practice.

In more detail, some researchers strongly argue that change must begin in beliefs and that only after there has been a change in beliefs will there be any possibility of changes in practices (Hunzicker, 2004; Karavas-Doukas, 1996; C. Kennedy, 2002; Richardson, 1996). In agreement with Johnson (1994) that teachers' beliefs have strong influences on their classroom decisions, Hunzicker (2004, p. 44) said: "The key to changing teachers' behavior is to change their basic beliefs." Others like Guskey (2002) and P. Rogers (2007) support the position that practices and positive learning outcomes are sources for changes in beliefs and reinforce them.

This kind of assumption was criticized in Guskey's (2002) model which suggests a different sequence for change: change in practices that leads to learners' positive outcomes could facilitate change in teachers' attitudes and beliefs. A number of similar findings support the notion that change in practice occurs before change in attitudes (Karavas-Doukas, 1996; D. Kennedy, 1999; Williams & Burden, 1997). Further support for Guskey's argument that change in beliefs was likely to follow change in practice rather than precede it came from Fullan (2001). Addressing the order of practice and belief change, Lamie (2005) argued that practice can change before attitudes, but to achieve any long-term alternation of classroom behaviour, change must, at some point, occur in beliefs. The research conducted by Lamie (2005) on the Chinese lecturers taking part in a one-month overseas intensive teacher training

program found that once the participants showed a willingness to change their attitudes, a change in practice was destined to follow, as the participants stated.

A second position is that changes in practices can be steps in shifting beliefs, since change in beliefs works as a foundation for teachers' professional activities. What differentiates this position from that of Guskey is that its proponents concede that the order is somewhat changeable between the two (P. Rogers, 2007). However, these steps are seen as independently ordered. There has been a concern about the relationships of different kinds of changes. Do all changes start as temporary or permanent from the beginning of the change process and how do they interact with each other in producing and maintaining change?

A third position is that changes in teachers' beliefs only partially lead to changes in teachers' practices. Hampton (1994) argued that the way teachers perform in their career reflects their thinking. Other researchers have argued that some core beliefs are difficult to change or to some extent are impossible to change since change in beliefs has proved to be a difficult and slow process (Hampton, 1994; Davis, 1997, cited in Brownlee (2003).

Further, Fullan (2001, p. 92) concluded that "The relationship between behavioral and belief change is reciprocal and ongoing, with change in doing or behavior a necessary experience on the way to breakthroughs in meaning and understanding." Considering the evidence in support of Thompson's position as an argument to see the relationship between changes in beliefs and practice as bi-directional, that beliefs can influence practice and changes in practices can be factors leading to changes in beliefs helps to frame the overall position that will underpin the research reported in this thesis.

To sum up, the literature has shown that change in teachers' beliefs and practices, which S. Borg (2003) refers to as practical knowledge could occur from both sides and can potentially be understood as dialectical as well as multidimensional. Szydlik et al. (2003) and Beijgaard & Vries (1997) have observed changes in both teachers' beliefs and practices while discussing the issue that changing beliefs may have resulted in changes in teachers' behavior or vice versa. Other researchers have argued that teachers' practices with a positive outcome for learners could be sources of changes in teachers' beliefs (Guskey, 2002; Lamie, 2005; P. Rogers, 2007).

From the discussed studies, it can be concluded that teachers do change in beliefs, practices, and their multi-dimensional relationship shown in literature guides my studies in the

following ways: Change could be partial or comprehensive, temporary or enduring; Change involves modifications in both teachers beliefs and practices; Change can be affected by different forces: individual motivation, institutional pressures; The relationship of these changes is dialectical and multi-dimensional and it is advisable to research the beginning point of change in either beliefs or practices. I am going to address this issue to determine the direction of teachers' change: beliefs to practices or vice versa.

Teachers themselves with personalities and contextually influenced histories and knowledge are also important issues in change investigation (Lamie, 2005). Talking about the teachers as a key element in an educational change cycle, Fullan (2001) argued that there is a strong connection between an individual and the social context where change takes place so that significant educational change requires changes in beliefs, teaching style, and materials, which can come only through a process of personal development in a social context. Addressing how change in education occurs, Lamie (2005, p. 35) emphasized that change is a part of social context, and also a part of personal settings: change "is undertaken by individuals within organizations". This suggests that since change involves both their personal context, as well as their social and economic context, individuals have to consider both their knowledge, their beliefs and organizational pressure in coping with change.

As the research focuses on the changes in Vietnamese teachers, if any, through time, and the relations of those changes to the beliefs they hold, the picture of the recent history of English language teaching in the Vietnamese context will be presented next.

2.6 Change in teachers' beliefs and practices and their relationship in Viet Nam's language teaching context.

Teachers' beliefs and practices, in my argument, cannot be studied separately from the teaching approaches commonly used in the country. To the best of my knowledge, not much literature has investigated the change in teachers' beliefs and practices as well the nature of their relationship specifically in relation to Viet Nam. In what follows, a review of the approaches to ELT applied in Viet Nam presents a picture to assist the presentation of a clearer understanding of educational change settings in English language teaching and learning in Vietnam.

2.6.1 Traditional approaches

Vietnamese people have very rich experience in language teaching and learning. There is a long history of learning Chinese, French, Russian, English, Japanese and Korean for diplomatic, economic and intellectual reasons. Therefore, foreign language teaching has been affected by different theories and approaches, which have been variably introduced by experts, educators and native teachers of the target language. Due to the political and economic environments, many generations have been learning foreign languages to read materials, as if they were abstract academic subjects, having no relation to communicative needs. Teachers read the texts while explaining new words and grammar rules, doing some translation into the learners' mother tongue or vice versa (Le, 2001; Pham, 2005). For a long time in English teaching and learning history, grammar-translation was one of the dominant influences on the teaching methodologies chosen by most teachers (Le, 2001; Nguyen, 2004; Pham, 2005).

2.6.2 New approaches in language teaching

Recently, with new demands for the labor market, learners are required to be more competent in communication skills, raising the issue that traditional approaches to language teaching no longer match the requirements of the new generations of learners. In addition to the needs of learners, teachers also need to prepare themselves to ensure the best outcomes for learners. Newly developed methods and strategies in language teaching have been applied for more positive results to meet the learners' diverse needs. The recent approach in teaching has shifted from the traditional approach, "teacher-centered" to the "new" one, the "learner-centered" approach in which the students' role has been redefined as being more actively and decisively involved in the learning process (Nguyen, 2004). This should bring students more advantages, as suggested by S. Borg (2006), as students' involvement and motivation will be greater if they can decide how their activities are to be structured. However, this is still a controversial issue. To take an example that occurred at Ho Chi Minh City Open University where this approach was tried, students were given more rights to negotiate their learning program with the lecturers with whom they felt comfortable working. The students showed that they were not ready to decide for themselves. I assume that this is a result of the training they had received from elementary through high school, where the teacher must be responsible for the study results of the students. They needed more counselling, which was not able to be given to them.

2.6.3 Teachers' responses to changes

Though teachers understand that change is vital for their professional development, they continue teaching in familiar ways. Some reasons have been recorded by the teachers through our daily informal conversations: "I don't have much time for my teaching reflection", "Students have been trained to be passive in class, why do I have to make a total transformation?"

Required and encouraged to make changes by the external factors, e.g. the Ministerial documents (MOET, 2006, 2008) and institutional pressure through in-service teacher development programs, teachers have responded both positively and negatively. Nguyen (2004) noted that grammar-translation and drill have been dominant in English language classrooms, while some teachers are struggling to teach English in a more progressive way which requires encouraging students to communicate more in class. Other researchers (Le, 2002; Phan, 2004) have mentioned a shift in ELT methodology from traditional grammar-translation-oriented methods to communicative language teaching in which the focus has also shifted from the teacher to the learner. As a result, to respond to the needs of learners, teachers have tried to implement strategies of teaching they have learned through seminars or short courses on language teaching methodology. However, they also experienced both negative and positive factors shaping their adoption of changes. Shamim (1996, p. 120) remarked:

It is assumed in teacher training programs that an innovation can be successfully implemented by training the teachers in a different 'mind-set'. The dynamics of change are neither discussed nor are the potential barriers to change pointed out. This leaves the teachers unprepared to face the problems that follow their efforts to implement change in the relative isolation of their own institutions and classrooms. Even if the teacher believes in the benefits of an innovation and is committed and willing to invest the extra time and effort in implementing change, those efforts could be aborted by a number of factors...

Similarly, Pham (2001) noted that with more training programs, seminars and research, there is a need for English language teachers working in higher education to update their teaching methods and CLT could be a possibility as a methodology. However, it was also recorded that most teachers returning from their training courses continued to teach in their own ways, using traditional methods although they had shown great interest in and practised actively to gain understanding of new theories. Le noticed that not much improvement in terms of teaching methods has been recorded in Vietnamese teaching settings (Le, 2000). This fact

gives rise to the need to question the appropriateness and relevancy of communicative language teaching developed in another part of the world to Vietnamese pedagogical contexts.

In this section, I have reviewed the Vietnamese educational context in language teaching where change is encouraged (MOET, 2006; 2008). As the social and institutional contexts are matters in educational change which creates pressure on teachers' teaching career, change in individual teachers' beliefs and practices should be investigated within the contexts of the organizations in which they work.

The summary of the framework developed in the first part of the chapter focuses on the multi-sided nature of change at the individual and the institutional level and the dialectical relationship between change in teachers' beliefs and practices. Three of the issues that have emerged are whether there is evidence of separate change, and where change begins and how change in one area influences the other.

Following are the key points that have emerged from the literature discussed.

- Language learning and teaching approaches in Vietnam are quite diverse. The teaching methods used now are combinations between grammar-translation oriented and communicative language teaching. Changes in ELT were noted as partly voluntary and partly involuntary (Pham, 2004). As language teachers have been trained over different periods of time with different traditions, language teaching practices are quite complex to discuss since there are multiple factors influencing the choice of the approaches and methods. These multiple influences create a special situation in language teaching in Viet Nam (Do, 2000; Le & Barnard, 2009; Nguyen, 2004).
- Change is multifaceted and multi-directional. It can be influenced by both external and internal factors. Change occurs at different levels, however, change is usually located at the individual level. In education, it is the individual teacher who starts and faces the dilemmas and the challenges of change involved in any kind of reform (Fullan, 2001; Lamie, 2005). Therefore, my research focus is on change in individual teachers where change could be measurable and have direct effects on learners, but I understand that each individual is located in an institutional context and that my research needs to take account this institutional location.

- Change can be grouped according to its nature and this leads to four possible issues to investigate:
 - Unified resistance where no change occurs either in beliefs or practice or, in other words, things remain constant as whole blocks.
 - Partial change where beliefs and practices can change separately or partially.
 - Comprehensive change where a change in both beliefs and practices occur, where the change in each area is consistent with the change in the other.
 - Change is multi-dimensional so at any time, change could go back and forth in its process, as presented in the Figure 2.7

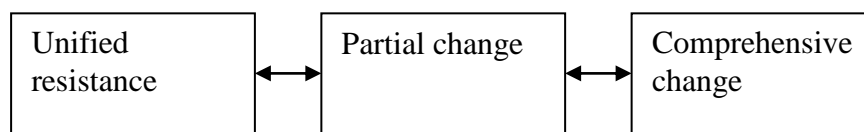


Figure 2.7: Types of change and its direction

- As Lamie (2005) argued, investigating change in education cannot be undertaken without the systematic exploration of both the beliefs and practices of individual teachers as well as what influences those beliefs and practices. Some of the literature reveals that teachers do make changes in their practices as a result of their education and their experience (Ng et al., 2010; Pham, 2004; Schiro, 1992; Schommer, 1994). However, resistance to change in beliefs and practices was also noted (Almarza, 1996; Pickering, 2005 cited in Phipps and Borg, 2009). The literature also reveals that it is hard to measure changes in both teachers' beliefs and practices and it is challenging to learn where change starts, in beliefs or in practices. The relationship between changes in beliefs and changes in practices is dialectical. The multi-dimensional characteristics of changes in teachers' beliefs and their practices is documented in the literature, as well as their dialectical relationship (Richardson, Anders, Tidwell, & Lloyd, 1991). Change could begin in either beliefs or practices and could be motivated internally or externally. Understanding this relationship helps educators perceive that change in beliefs may influence change in teachers' practices (M. Borg, 2001; Hunzicker, 2004; Karavas-Doukas, 1996) or vice versa (Guskey, 2002; Lamie, 2005; P. Rogers, 2007).
- Investigating non-observable issues such as change in beliefs and the directions of these changes is challenging in the literature; it is also challenging for me, whose experience is mostly in teaching not research, especially with the issues like innovation and change. These issues are new not only to me, but also to many

educators and researchers in Viet Nam. When talking about change, often people consider that there will be shifts from one point to the other; as defined by Markee (1997, p. 83) “alterations in beliefs and behaviours that potential adopters perceive to be new.” As I conducted my project in a university in Viet Nam, it is also another challenge for me to identify the target of the shift in terms of language teaching methodology. This is due to the fact that many researchers have said that CLT was not the choice of teachers’ practices in my country (Le & Barnard, 2009; H. H. Pham, 2004; Tomlinson & Bao, 2004). To the best of my knowledge, CLT was introduced to Viet Nam through seminars, workshops mostly at university levels, not top-down policy. In 2008, the Prime Minister issued a decree approving the project “Teaching and learning foreign languages in the national educational system 2008-2020” proposed by the Ministry of Education and Training emphasizing that English is the major foreign language in the educational system and “by 2020, the majority of Vietnamese tertiary level graduates should be able to communicate effectively in another language, as well as live, study, or work in multicultural and multilingual settings” (1400/TTg, 2008:1. Translation mine).

- However, as writers such as Kumaravadivelu (2006) have pointed out, official labels and theory-based identifiers of ‘methods’ may not be appropriate. In arguing for a ‘postmethod’ approach, Kumaravadiveu pointed out the active and diverse ways in which teachers construct their own models of their own practices. Due to different reasons and constraints, Vietnamese teachers do appreciate the combination form of grammar-translation and CLT as well as some techniques of audio- lingual methods. In my study, this is one of major points to be considered. I must define the side of change in language teaching methodology that is the current trend in Viet Nam.

2.7 My research model

Essentially, this research is an investigation of changes in teachers’ beliefs and practices as well as the factors that facilitate and sustain these changes. The direction of the change in beliefs and practices is another focus of my study. A model of how these factors might influence different types of changes and the relationship between change in beliefs and practices is proposed in the following figure. In this model, I have synthesized the information derived from the literature about the factors influencing changes and the

directions of changes to form a general model of what the elements in the relationship are. One of the issues that I will explore is the directions of the relationships between these elements.

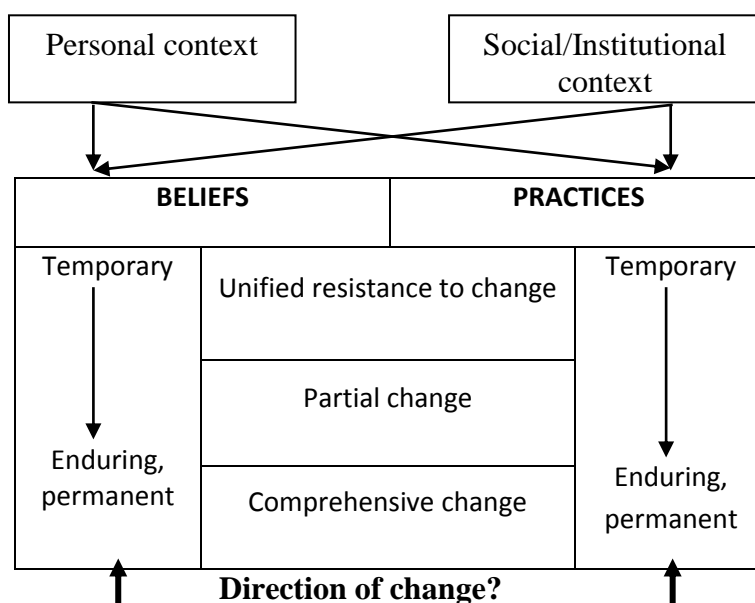


Figure 2.8: My model for factors affecting changes and the dialectical and multi-dimensional relationship of change in beliefs and practices.

Although models may represent oversimplifications of the components involved in change as well as the interrelationship between changes in teachers' beliefs and practices, this model will be used as my framework for the methodology section guiding the variables to be investigated as well as the data collection and interpretation.

For further discussion, from the literature, changes can take place in teachers' cognition (more specifically, beliefs) as well as their teaching behaviors (practices). As teachers' beliefs about good language learning can facilitate innovations in teachers' teaching practice, continuing training through seminars or workshops which address and support changes in teachers beliefs is encouraged for professional development. Teachers need also to view their own and their colleagues' teaching reflections and discuss student feedback to see the positive and negative effects of change.

As discussed, teachers and trainers try to obtain benefits from the theories they encounter and under some circumstances, apply what they learn and what they believe in their practice. If they do this, they experience what we define as change. In the Vietnamese context, changes are real challenges for both teachers and administrators (Lewis & McCook, 2002; Pham, 2004).

Finally, the literature demonstrates that change can start from both sides: in beliefs (Hunzicker, 2004; Karavas-Doukas, 1996; Lewis & McCook, 2002) or in practices (Guskey,

2002; P. Rogers, 2007) and also, the influences can be bi-directional (Fullan, 2001; Lamie, 2005; Thompson, 1992). In appropriate circumstances, enduring or permanent change can result from either change in beliefs or practices, no matter where it starts. What I am going to focus on in my study is the relationship between where the change begins in terms of beliefs or practices, personal context or institutional context, and what makes that change effective, enduring, or less resistant. The exploration in this connection will contribute to the knowledge of change and professional development. Where the change begins influences where change initiation should be addressed as well as the implementation of the strategies to support changes in education. In turn, appropriate strategies help keep change sustained, and then ensure the possibilities of enduring or permanent change and its stability and continuity. It follows that there is an open question of how professional development can connect with this complex set of relationship and how it should be theorized, adapted and implemented to facilitate and ensure enduring, comprehensive change.

2.8 Summary

In this chapter, the knowledge related to change and innovation, the factors influencing changes in education, in ELT, particularly in teachers' beliefs and practices is reviewed and discussed. Change can be proposed at the Ministry level with policies, implemented at the institutional level and must be practiced at the classroom level. The research in the literature reveals that in Viet Nam, with few exceptions, no research has been undertaken to explore change in both beliefs and practices, especially the multi-dimensional relationship between the two with the focus on the beginning point where change starts and ways in which these potentially different starting points and relationships relate to professional development. Limited exceptions to this have paid attention to teachers' practices with CLT (Pham, 2004; Phan, 2004) or to changes in teachers' beliefs (Lewis & McCook, 2002; Pham, 2004). I am encouraged to think that contributions of the possible findings to my institutional setting, to the Vietnamese context where change and innovation are promoted in the absence of a theoretical framework for change implementation both socially and institutionally which has been argued to result from the shortage of research and experience, will be significant. In addition, the findings of the study may contribute to the content and the implementation of the training courses offered to the teachers in fostering "new theories" and getting "better applications".

CHAPTER 3: METHODOLOGY

3.0 Introduction

In Chapters 1 and 2, major issues relating to change in education were reviewed as follows. First, language learning and teaching approaches in Vietnam are quite diverse. Change in ELT was noted as partly voluntary and partly involuntary (Pham, 2004). Second, change is multifaceted and multi-directional. It can be influenced by both external and internal factors. Change occurs at different levels; however, change in teaching is implemented at the individual level. Third, as Lamie (2005) has argued, investigating change in education cannot be undertaken without the systematic exploration of both the beliefs and practices of individual teachers as well as what influences those beliefs and practices.

This chapter explores and documents the methodology to be employed in my project. It consists of the following: (1) influences on the research methodology to be used for my study which includes: (a) the major paradigms in research methodology, (b) how they work, and (c) methodological rationales for the research methods implemented in my project; (2) the issues surrounding the measurement of teachers' beliefs and practices with a review of the methods used by researchers in the fields of teacher change in education; and (3) an evaluation of the strengths and weaknesses of possible approaches that I could use leading to a specification of the design of this study.

Based on my proposed model in Chapter 2 (Figure 2.8) to investigate the relationships between changes in teachers' beliefs and practices, the specific questions that will be addressed in my research are:

1. In a teacher's professional life, where does teacher change begin: in beliefs or in practices?
2. Why does it begin where it does?
3. What are the internal and external influences on those changes?
4. Have changes in beliefs led to changes in practices or vice versa?
5. What are the outcomes of those changes: partial, fragmentary or comprehensive, temporary or enduring change?

My primary task prior to undertaking the research is to develop a means to identify the teachers who have made changes during their professional lives, as well as those who are still making changes, have resisted or are resisting making change. My research will attempt to come to grips with the full spectrum of the orientations to change that I have outlined above.

3.1 Methodological reviews

A review of the literature on teacher belief and practice research shows that researchers in their studies on changes in teachers' beliefs and practices have adopted a variety of methods such as interviews, questionnaires, and observations with qualitative and quantitative data analysis. Before I proceed to describe a suitable methodology for my research project, some major issues in research methodology will be summarized to contextualise my decisions.

3.1.1 Paradigms

I start my review with an introduction about paradigms, as I support O'Leary's view (2010) that a paradigm guides both methodology and methodological choices. Guba and Lincoln (1994, p. 105) defined paradigm as "the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways." Mertens (2010, p. 7) stated, "A paradigm is a way of looking at the world. It is composed of certain philosophical assumptions that guide and direct thinking and action." Thus, one's paradigm influences the way a phenomenon (e.g. knowledge, beliefs or practices) is studied and interpreted. O'Leary (2010) mentioned two major traditions in research methodology, quantitative and qualitative, stating that the selection of a paradigm could guide decisions/choices between and in each of these traditions. As stated by a number of researchers (Mertens, 2005), the choice of paradigm reflects the intent, motivation and expectations for the research. A paradigm is considered as the basis for methodology, methods, literature and research design. Mertens suggested that an understanding of paradigms will help in proposing and conducting more valid research. I consider Mertens (2010) argument as a guide to examining paradigms. The key features of a paradigm include views on the nature of reality, the nature of knowledge and the methodology a particular paradigm entails.

There have been different trends in identifying the major paradigms in research methodology. Mertens (2010) identified four common paradigms: positivism and postpositivism, constructivism, transformative and pragmatic. However, O'Leary (2010) argued for a framework of paradigms/assumptions which includes realism, positivism, and empiricism relating to the quantitative tradition. For O'Leary, the qualitative tradition includes subjectivism, constructivism and interpretivism. My summary of the major paradigms is based on Mertens as being a non-experienced researcher as I find her overview clear to

understand, and these paradigms are close to my research scope. Nevertheless, I acknowledge O'Leary's work as part of recognizing that there is no single definition or way of thinking about paradigms and also acknowledging that for different purposes, different aspects of both paradigms and methodological choices can take priority. In my work, I have chosen not to consider all paradigms that different writers have discussed. In particular, despite basing my work on Mertens, I have not included an extensive discussion of her pragmatic paradigm. According to Mertens (2010, p. 8), the pragmatic paradigm is a kind of mixed methods research used as a philosophical basis for the work of some other researchers such as Creswell (2009) and Morgan (2007). One reason for not including the pragmatic paradigm (Mertens, 2010) is that it overlaps with other paradigms. I assume, therefore, that mixed methods could be included in appropriately justified combinations of other paradigms. In short, my review focuses on the following major paradigms: positivism/postpositivism, interpretive/constructivism and transformative. Although most views of paradigms put the participatory paradigm (Guba & Lincoln, 2005) into the same group as transformative, Mertens (2010) argued that 'participatory' is a methodology that can be used in various paradigms, so it could not be classified as a discrete paradigm. I agree with this position and, therefore will not discuss it as a paradigm.

Positivism and Postpositivism

Positivism and its modified form, postpositivism, are dominant paradigms in educational research (Mertens, 2010). Positivism assumes that the social world can be studied with scientific methods as "physical and social reality is independent of those who observe it, and that observations of this reality, if unbiased, constitute scientific knowledge" (Mertens, 1998, p. 8). Positivists argued that one reality exists and the researcher works as an observer in the discovery of social reality (Cohen, Manion, & Morrison, 2011).

However, postpositivists have argued that although there is objective reality, a researcher's human experience, such as thinking and feeling, are still important in interpreting human behaviors (Mertens, 2010). O'Leary (2010) defined postpositivism similar to the constructivist paradigm viewing the world as chaotic, complex, unknown, incomplete, diverse, and having plurality and multiple realities. This definition is different in important ways from Mertens' definition of the same term, which highlights that there is only one reality that can be learned through scientific methods with a primarily quantitative approach.

Regarding methodology, positivists use scientific methods such as experimental and later postpositivist, quasi-experimental techniques to study the social world. As a result, quantitative methods are most commonly chosen by positivists and postpositivists in data collection and analysis (Mertens, 2010).

Interpretivism/Constructivism

An alternative paradigm is based on the assumption that "knowledge is socially constructed" (Mertens, 2010, p. 16). This position means that perceptions of reality may change throughout the process of the study. The constructions of reality come from different individuals through various processes, so that reality is not separate from the meanings that individuals construct for themselves (Gall, Borg, & Gall, 2007). Creswell (2013, p. 25), in the same vein, said that the interpretivists/constructivists' goal for research is to rely on the "participants' views of the situation". In other words, they argue for multiple social realities and that these realities can be studied holistically (Creswell, 2013) or through one's interpretations (Schwandt, 1994). To constructivist inquirers, the theory or pattern of meaning is generated and inductively developed from the research data and follows research, it does not precede it (Cohen et al., 2011; Creswell, 2003, 2013). Qualitative methods such as interviews, observations and document reviews are widely chosen in this paradigm. These come from the constructivists' assumption of the social construction of reality in that research can be conducted only through interaction between and among investigators and respondents (Lincoln & Guba, 2000). I have accepted the position of Guba and Lincoln (2005), believing that social phenomena are made by groups and individuals in interactions related to those phenomena. These phenomena could be perceived differently according to the participants and in the time they are constructed. This position is consistent with the overall relationships between paradigms that Mertens (2010) has used.

Transformative

As do constructivists, transformative researchers recognize multiple realities, but they stress the importance of different issues, such as social organisation, politics, culture, economic influences, ethnicity, gender, and disability in the reality construction processes (Mertens, 2010). An understanding of the diverse groups of people in the research helps to see whether our research findings are meaningful for different subgroups. Transformative researchers have a wide diversity of methods in their methodological choices (Mertens, 2010) in this

paradigm which is also referred to as “third research paradigm” (Cohen et al., 2011; R. B. Johnson & Onwuegbuzie, 2004).

The major paradigms are summarized in the following table from Mertens (2010, p. 11).

Table 3.1: Basic beliefs associated with the major paradigms (Mertens, 2010, p. 11),

Basic beliefs	Positivism/Postpositivism	Interpretive/ Constructivism	Transformative
Axiology (nature of ethical behavior)	Respect privacy; informed consent; minimize harm (beneficence); justice/equal opportunity	Balance representation of view; raise participants' awareness; community rapport	Respect for cultural norms; beneficence is defined in terms of the promotion of human rights and increase in social justice; reciprocity
Ontology (nature of reality)	One reality; knowable within probability	Multiple, socially constructed realities	Rejects cultural relativism; recognizes that various versions of reality are based on social positioning; conscious recognition of consequences of privileging versions of reality.
Epistemology (nature of knowledge; relation between knower and would be known)	Objectivity is important; researcher manipulates and observes in dispassionate, objective manner	Interactive link between researchers and participants; values are made explicit; created findings	Interactive link between researcher and participants; knowledge is socially and historically situated; need to address issues of power and trust
Methodology (approach to systematic inquiry)	Quantitative (primarily); interventionist; decontextualized	Qualitative (primarily) hermeneutical; dialectical; contextual factors are described	Qualitative (dialogic) but quantitative and mixed methods can be used; contextual and historical factors are described, especially as they relate to oppression.

As discussed above, a researcher will possess a worldview that reflects an assumption about reality, the nature of knowledge and approaches to systematic inquiry or methodology. Different paradigms guide us in general methodology (scientific or ethnomethodology,

deductive or inductive, objective or subjective etc.); research methods (large scale or small scale, research tools, survey or interviewing, observation), data collection and analysis. The researcher may not be conscious of the paradigm and its implications so it is important to be explicit about it in designing a study. Following is a discussion of my research paradigm.

3.1.2 My research paradigm: constructivist?

I am going to identify my paradigm based on my beliefs about the nature of reality, epistemology and their implications for methodology. I am interested in changes in teachers' beliefs and practices and the various patterns of meanings of changes for different teachers. Based on research such as Lamie (2005), Rogers (2007), Levin and Wadmany (2005) changes in teachers' beliefs and practices and their relationships may be different according to the location, school settings, time and subjects they teach. Therefore, in order to investigate these positions and any associated changes, I have to be specific about the location and associated influences. In order to maximize my chances of understanding the context and its influences, I framed my project with teachers of English at my university in the academic year 2011-2012. I did not form a hypothesis and test it as would positivists or postpositivists. Instead, I explored and interpreted the patterns of meanings through my research. The participants were my colleagues who were teaching in the same faculty as me. I believed that there was a shared understanding between us, the researcher and the participants of the context in which we were operating – both historically and in terms of the challenges that we faced. The findings of the research were expected to be varied, but meaningful to us and able to be interpreted validly in the context and with reference to it. As one part of the study design, a survey was used to obtain information about changes in teachers' beliefs and practices. A second part of the design included semi-structured interviews that followed the surveys to collect data on teachers' perspectives related to changes in beliefs and practices from their points of view and the directions of those changes. My research therefore consisted of a combination of quantitative and qualitative methods or a mixed method. In the following section, methods and methodology will be addressed as they are often confused. A clear understanding of these two helps guide the design of my research procedure.

3.1.3 Methodology and methods

Researchers have pointed out the differences between methodology and methods. O'Leary (2010, p. 88) defined methodology as a "macro-level framework that offers principles of reasoning associated with particular paradigmatic assumptions that legitimate various schools

of research. Methodologies provide both the strategies and grounding for the conduct of the study.” For O’Leary, method is “The actual micro-level techniques used to collect and analyze data. Methods of data collection include interviewing, surveying, observation, and unobtrusive methods, while methods of analysis comprise quantitative strategies and qualitative strategies.” (O’Leary, 2010, p. 88)

In the same vein, Cohen, Manion, and Morrison (2007) said methods are the range of approaches used in educational research to gather data, which are to be used as a basis for inference and interpretation, for explanation and prediction. In other words, methods are specific techniques and procedures which researchers use, while methodology is the broader term; not the products of debates about techniques of scientific inquiry but the wider process itself.

In short, research methodology is a superordinate term to methods (O’Leary, 2010). My project consists of surveys, the data of which will be analyzed quantitatively. For my interviews, my methodology is clearly qualitative. I use mixed-methods at the level of methods; not at the level of paradigm. A discussion of mixed methods provides an understanding for my plans in research.

3.1.4 Mixed methods research

In the literature, increasingly, there has been an approach of using more than one method in the research (Gall et al., 2007; Mackenzie, 2006) to study complex reality. Among the supporters of mixed methods are R. B. Johnson and Onwuegbuzie (2004), B. Johnson and Christensen (2008), Gall et al. (2007), Punch (2009) and Wiersma and Jurs (2009). In defining mixed methods, there are commonalities shared among researchers. R. B. Johnson and Onwuegbuzie (2004) defined mixed methods research as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study.” Similarly, B. Johnson and Christensen (2008), Wiersma and Jurs (2009), Leech and Onwuegbuzie (2009) and Gall et al. (2007) viewed mixed methods as a mixture or combination of quantitative and qualitative research in the same study.

As argued by Wiersma and Jurs (2009), mixed method research contains different advantages. They are listed briefly as follows:

- It helps avoid the shortcomings of separate methods.
- It appeals to different audiences.
- It enables the researcher to look at something from a variety of perspectives for a more comprehensive understanding.
- It addresses multiple questions, which is so often the situation in education research.

B. Johnson and Christensen (2008, p. 51) further advised that mixed methods can help “improve the quality of research because the different research approaches have different strengths and different weaknesses.”

With these advantages, more and more researchers find mixed methods effective in their research design. As underlined in the constructivists’ argument, there are multiple, complex realities and consequently, I consider mixed methods as appropriate for my research as the different methods complement one another to promote more widely-framed research to enable researchers to be better informed.

3.2 Research site

I am going to investigate changes in teachers’ beliefs and practices at Ho Chi Minh City Open University. In selecting a research site, I have identified the concerns discussed below.

First, as I was working in higher education, research in a university context was more beneficial for my knowledge, as well as my personal interests and my professional development. Of the different universities in Ho Chi Minh City, I needed to find an institution that was experiencing some kinds of changes institutionally and individually. I chose my university to conduct my project for the following reasons.

From outsiders’ opinions: in one of our seminars on language teaching change promotion organized in July 2010 at Ho Chi Minh City Open University with invited guests from most English departments’ from different universities in Ho Chi Minh City, the participants in the seminars expressed their interest in changes in syllabus, testing and measurement procedures at our university and contributed their ideas to facilitate these kinds of changes. They recognized that the school policy and practices have facilitated changes in English teaching and learning in my institution. Their opinions were consistent with those from my colleagues and friends in our informal conversations that Ho Chi Minh City Open University was in the process of changing. My selection of HCMCOU is based on the perception that it is a

university that is open to change. Other universities in Viet Nam are also changing. My selection of HCMCOU only reflects its status as an example of a university that is changing.

From the insiders:

My colleagues: Through our official meetings, with changes in the syllabus and students' assessment, some teachers said that they had to change their teaching because of the limited time, the requirements of the course outline etc. Some others argued that the former syllabus was more suitable for the low level students at our university or the previous form of students' assessment was more efficient because there was more control on the teachers' assessment process.

My views: I was working in Ho Chi Minh City Open University as a teacher and as an administrator, involved in professional curriculum design, testing innovation decisions, quality improvement processes, as well as the required outcomes for students. The school ran a teachers' evaluation every semester, so the teaching positions were quite competitive in this institution. As a result of these points, I have frequently seen that there were reasons for teachers to make changes or to refuse to change.

More details about changes at the university level are provided below.

In my University, the Faculty of Foreign Languages used to be responsible for running all English subject classes: English majors and non-English majors. In December 2011, due to the university restructure, the non-English major teachers worked under the supervision of the English division, a part of a newly established General Education Department, which was responsible for materials development, student assessment, quality assurance etc. In the school year 2008-2009, language teaching materials for these non-English major classes were changed. Now the integrated skill Hemispheres series (Mc Graw Hill, 2007) has been used for the non-English major division. The new materials were more toward communicative theory-based, according to the boards of language teachers who decided to take this new series of textbooks.

The form of students' assessment also changed. Students were tested on four skills (Speaking, Listening, Reading and Writing) rather than only on three skills (Listening, Reading and Writing), as was the case four years ago.

From the discussed views, it was clear to me that Ho Chi Minh City Open University was making changes. My research interest was in where there was room for change and how teachers change in relation to the room available. This is the question I address throughout my study.

Second, in order to conduct research with individual teachers, I needed time and support from the administration section and collaboration from the participants, and I could gain these more easily from the place where I was known. It was a good decision as there I received official supporting collaboration from both the administrators and the teaching staff.

Third, as an administrator and an educator, I was interested in the outcomes of my project. The findings could contribute to my understanding and knowledge that I would find very useful for my later planning for English professional improvement in my university as part of my job. I have experienced the pressure of pushing for certain kinds of changes in English teaching so the students can reach their required outcomes. The implications of the study for staff development serve as a motivation for me to choose the teaching staff at my own institution to be the participants of my study and are consistent with the advantages of researching in the place where I was working. However, I am also fully aware of some shortcomings, as discussed below.

I have been working with most of these teachers since 1995. They were my colleagues before I worked as their direct administrator in the subject matter until December 2011, and this relationship helped in my project. As stated by Guba and Lincoln (1985), long and constant engagement with the participants helps develop trusting relationships. However, the fact that I worked there might prevent them from giving information. I explained to the participants carefully that the data would only be used for the purpose of my research, and therefore the data could not be related to any kind of formal evaluation and administrative decisions. My role in the study, therefore, was simply as a researcher and an educator researching one of the issues in education: changes in teachers' beliefs and practices. I explained to them the important aspects of investigating teachers' changes and the ways in which this kind of research would be beneficial for professional improvement, institutionally, and for themselves, individually.

In sum, with all mentioned above advantages as well as weak points in choosing a research site, I found that the advantages outweighed the disadvantages, and the disadvantages could be limited through solutions, so I chose to conduct my research at HCMC OU.

3.3 Previous research-based method instrumentation

I drew on a range of sources in deciding the methodology and methods used in my research. First, I reviewed the literature on research methodology and methods to develop a strong theoretical background for my research design. Then, a review on teachers' belief and practice change literature was conducted to find possible relating methodologies and methods which should be employed in my study. The kinds of possible questions I might ask were constructed from my reviews of previous studies in the field.

The literature revealed that researchers have constructed a variety of instruments to measure changes in teachers' beliefs and practices, such as Likert-type scales, Rank order exercises, Observations, Questionnaires and Interviews (Buehl & Fives, 2009; Lamie, 2005; Rogers, 2007). I mainly depended on the example of Lamie (2005) to construct my instruments after reviewing research done on changes in teachers' beliefs and practices to learn about the methods and instruments used. A summary of the methodology and methods used in Lamie (2002, 2005) and other research is presented in the following.

3.3.1 Lamie's study of change with Japanese teachers of English.

In her study (Lamie, 2002, 2005), Lamie focused on a Japanese context and investigated the process of change with Japanese junior and senior high school teachers of English. The study investigated four case studies that took place with Japanese teachers of English participating in a one-year overseas in-service training program sponsored by The Japanese Ministry of Education: The Japanese Secondary Teachers' program. In this study, Lamie used semi-structured interviews, questionnaires and observations to evaluate changes in attitudes and practices of the teachers involved. The details of these methods are provided below.

There were three stages to the research procedure

Stage 1: Piloting

Stage 2: Pre-course activities

Stage 3: Post-course activities

Stage 1: Piloting

Piloting took place with three groups: university academics, English teachers at the University of Swaziland, and Japanese teachers of English taking part in the 1995-1996 JST program.

Stage 2: Pre-course activities

The pre-course activities involved the distribution of the General Survey Questionnaire (GSQ) to 60 Japanese teachers of English in Japan, observation of four case subjects from the sample, and semi-structured interviews during which the teachers completed the Methodology and Attitude questionnaires.

Stage 3: Post-course activities

Post-course activities included administration of the Attitude Questionnaire during the final week of the program; distribution of the Methodology Questionnaire six months after the end of the program; and classroom observations in Japan one year after the teachers had returned to their schools.

Four types of information were collected.

- Information regarding the general professional and educational situation of the Japanese teachers of English.
- Information relating to the methods the subjects used in the classroom – from the point of view of the subjects themselves - and any change following the period of in service training (Methodology questionnaires).
- Information concerning the subjects' *attitudes* towards education, and any ensuring change (Attitude questionnaire).
- Information pertaining to *classroom practice*, as witnessed by an observer, and any resulting change (Observation materials).

Three questionnaires and several sets of observation materials were used: the General Survey Questionnaire; the Methodology Questionnaire, the Attitude Questionnaire; as well as observation grids and checklists.

The four case-study participants were observed and the Attitude and Methodology Questionnaires administered in semi-structured interviews, prior to the INSET (in-service education and training) course. The Attitude Questionnaire was delivered again directly following the end of the course. The Methodology Questionnaire was distributed six months after the teachers had returned to Japan. The follow-up observations took place one year after the end of the program.

3.3.2 Teachers' change measurement instruments in the few previous studies

I found further suggestions and support for using mixed methods to study changes in teachers' beliefs and in practices such as interviews, questionnaires, and observations with qualitative data analysis in other studies in the literature summarized in the table below.

Table 3.2: A summary of research instruments

Researchers	Study areas	Participants	Methodology	Methods
Buehl & Fives (2008, 2009)	Teachers' beliefs	53 pre-service 57 practising teachers	qualitative	Open-ended questionnaire
Lee (2004)	Change in beliefs and practices	6 teachers	qualitative	Observations for teachers' practices Interview protocols
Hauglustaine-Charlier (1997)	Change in teachers' beliefs	5 teachers	qualitative	Discourse analysis method Observation
Cheung & Wong (2002)	Measuring teachers' beliefs	648 teachers	quantitative	Survey Curriculum Orientation Inventory SPSS five subscales Factor analysis Know little about how a teacher changes his or her beliefs about curriculum design over time

In the previous studies (Buehl & Fives, 2009; Lamie, 2002, 2005; Rogers, 2007) and the others summarized above, the dominant approach was qualitative with a trend toward mixed methods to investigate the area of teacher change. Researchers tended to use observations to

investigate changes in teachers' practices, often as a result of some kinds of treatment like training (Lamie, 2002, 2005) or project involvement (Rogers, 2007). My focus was not exactly the same. I investigated in-service teachers who were in a situation where an expectation of and opportunities for change had been created. Various kinds of professional development training were offered on the research site during the study period such as seminars and workshops on teaching methodology. I decided to employ a mixed method to study teachers' beliefs and practices both quantitatively and qualitatively. This helped to triangulate the study data to study complicated issues such as teachers' beliefs and their practices and to enhance the research validity (Creswell, 2009).

One of the contributions to my research instrument design decisions came from Buehl and Fives (2009) who stated, "We propose that in developing a future measure to assess beliefs about the source of teaching knowledge on a large scale, several issues should be taken into consideration. First, the measure needs to be both conceptually meaningful and reflective of concrete belief statements... but the items should be stated in concrete terms that reflect these perspectives" (Buehl & Fives, 2009, p. 400). I learnt from their experience in my project design by not giving open-ended questions to a large number of participants. Concrete and clear terms are needed in my questionnaire and interview question design so the participants can understand the questions and give to-the-point information as asked. Although Buehl and Fives suggested that an open-ended questionnaire can be one way to gain rich data, when a survey is conducted with a large population, questionnaire design techniques must be considered.

3.4 My methodology

My present study combined qualitative and quantitative methods of research. It fitted into the interpretive paradigm as it aimed to make sense of a phenomenon (i.e. changes in teachers' beliefs and practices) through questionnaire-based surveys and interviews with individual teachers. As discussed before in the mixed method section, a combination of methods was strongly supported by different researchers (Gable, 1994; R. B. Johnson & Onwuegbuzie, 2004; Wiersma & Jurs, 2009) as it can (a) develop contextual richness that is valuable in model building, (b) improve internal validity and interpretation of quantitative findings through triangulation, and (c) utilize the strengths of both qualitative and quantitative research in the same study.

Methods used in my study consisted of (a) A questionnaire-based survey used to obtain information from a number of participants in order to identify teachers who declare either that they have changed or that in some way they have resisted or experienced ‘difficulties’ in changing and to understand the relationships within and between their changes in beliefs and practices in the context being studied; (b) Information from the selected individual teachers in my university through semi-structured interviews, as a means of understanding the directions of changes in teachers’ beliefs and practices and the relationships between their orientations to change and the institutional and national policy contexts.

Following are brief summaries of the specific methods employed in my study.

3.4.1 Survey methods

Surveys are commonly used in educational research. The survey approach “involves collecting data to test hypotheses or to answer questions about people’s opinions on some topic or issue” (Gay, Mills, & Airasian, 2009, p. 175). Survey research can be used to gather information about a group’s beliefs, attitudes behaviour and demographic composition through methods such as questionnaires or interviews, both quantitatively and qualitatively (Gall et al., 2007). Researchers agree that the quality of a survey is strongly connected with its design, including the specification of purpose and mode of data collection (Gable, 1994; Gay et al., 2009). I used a survey questionnaire as I agree with the statement made by Gay et al. (2009, p. 187) that a “Questionnaire is efficient, requires little time and expense and permits the collection of data from a large sample”. My possible research sample was 55 teaching staff who worked in the non-English major division at the time of my data collection, therefore survey questionnaires would fit my purpose choice. However, I was also conscious of the shortcomings of questionnaires and, as mentioned above, my study followed up the survey with interviews with individual teachers regarding their changes and factors that influenced their decisions and experiences in relation to making or resisting change. More details about the questionnaire and interview question design and administration will be addressed later in this section (see Sections 3.4.4 & 3.4.5).

3.4.2 Interviews

Interviews are “a very good way of accessing people’s perceptions, meanings, definitions of situations and constructions of reality” (Punch, 2009, p. 144). Interviews can be structured, focused or semi-structured and unstructured. As argued by Punch (2009), the type of

interview selected should be aligned with the strategy, purposes and research questions. Punch pointed out that an unstructured interview is used as a way of gaining an understanding of complex human behaviour while not imposing any *a priori* categorization that might limit the field of inquiry. Interviews are also used to explore people's interpretations and meanings of events and situations, and their symbolic and cultural significance. However, it requires specific skills of the researcher. Since I was seeking to gain insight into a series of relationships where it was not clear what that nature of the relationships might be, I used semi-structured interviews with guiding and additional questions to investigate the teachers' belief and practice change process. Before I proceed to describe my instrument design, I will make some brief comments on the participants in the research.

3.4.3 Participants

The population of my study was limited to teachers who were teaching non-English major students at HCMC OU which, as discussed previously, was actively promoting change in teaching methodology. These teachers taught the four macro skills of English to non-English major students at a tertiary level, grouped according to the levels of subjects which were classified as A1 (low elementary), A2 (high elementary), A3 (pre-intermediate), A4 (intermediate). For each level, there were group leaders who were responsible for the course outline, examination papers, and quality assurance. These leaders worked as transmitters of the institutional policy to the individual teachers and followed up to make sure that teaching and learning were going smoothly. As shown in my model of teachers' change states, teachers are influenced by both internal and external factors in their decisions to make changes and my interviews will seek to capture both sources of influence and the relationships between them.

As the purpose of my study is to investigate teachers' changes in the last three years, one of the categories for participant selection was their years of teaching experience at HCMC OU. The participants had to have been teaching at the Open University for at least five years at the time of data collection. My argument for this period of teaching was that with 5 years or more of working experience in higher educational settings, they had enough time for their personal practice to develop and were more likely to be in the process of making or resisting changes in the context of change stated before in the discussion about the research site. In addition, I also considered their teaching workload at HCMC OU. Those who taught fewer than 6

periods per week were not selected for the study due to their loose teaching commitment to the university. As a result, teacher participants must meet both requirements: teaching more than 6 periods per week at the research site and having 5 or more years of teaching experience.

There were around 55 teachers teaching English for non-English major students at the time of my project. An investigation of teaching staff profiles was conducted to learn about their teaching experience and their work load per week. There were 43 teachers who met the requirements of 5 or more years of teaching experience and of working 6+ periods at HCMC OU. Project participation invitation letters and Information statement sheets were sent out to all these teachers. 39 teachers expressed willingness to participate in the research. I then sent them the consent form and Questionnaire 1. All of them returned their signed consent form and answered Questionnaire 1. However, two failed to answer Questionnaire 2, and five returned Questionnaire 2 too late for the data analysis time frame. As a result, 32 teachers were the actual participants in the current research. Their demographic information will be presented in more detail in Chapter 4.

3.4.4 My instrument design

I have three research instruments: two survey questionnaires and a semi-structured interview.

Two survey questionnaires

I drew on Lamie's study of changes in Japanese teachers conducted in 1997-1998 reported in 2002 and 2005 to design my research questionnaires as well as using it to establish frameworks for some of the content pursued in the interviews. Lamie's study was not only situated in a context similar to the one that I am interested in (changing approaches to EFL teaching in a changing political landscape), but more specifically, is the only major study to interpret the general teacher change literature in relation to EFL teaching and to offer instruments with questions and categories specific to an EFL context.

In what follows, some of my reasons will be discussed including the methods she employed as well as the design of the instruments in her research, the change contexts, the work that Lamie did in adapting general teacher change instruments to the specific context of English as a foreign language and wider debates about English language teaching methodology.

Methods used. Lamie used two questionnaires delivered at different times as one of the methods to gain data about teachers' changes before and after the training course. Lamie did

not explain clearly in her methodology about the theories of language teaching used to compose her two questionnaires, but it appeared that she based her work on Brown (1994) and Finocchiaro and Brumfit (1983). The items therefore had a strong theoretical base. I found these topics and items were relevant to the key issues about EFL that I was interested in my investigation of change among teachers of English. Of the research in the field of teacher change, Lamie's study was most strongly related to my project aim, this being change in EFL.

The next reason for selecting Lamie was due to the similarities in the change period and the teaching context in Japan and Viet Nam. English teachers in Asian countries experience many of the same problems. The literature review showed that CLT has faced a lot of challenges and problems in many Asian countries due to the economic, educational and cultural settings (Gorsuch, 2000; Lamie, 1998, 2002, 2005) with studies in China and Japan; Le, 2001; Pham, 2005 with studies in Viet Nam). The necessary reforms in foreign language education were called for in both countries at the Ministerial level in 2000 for Japan and in 2008 for Viet Nam.

In Japan the reform was framed as follows:

ENGLISH AS A SECOND OFFICIAL LANGUAGE. We should set a concrete target of having all citizens acquire a working knowledge of English by the time they take their place in society as adults. (Prime Minister's Commission on Japan, 2000:2, cited in Lamie, 2002:135)

In Viet Nam, the Prime Minister issued a decree approving the project "Teaching and learning foreign languages in the national educational system 2008-2020" proposed by the Ministry of Education and Training emphasizing that "The foreign languages to be taught at all institutions within the Vietnam's Education System are English and some other foreign languages" (Prime Minister's decree 1400/TTg, 2008, p.1). Over a longer period, but continuing through the periods of policy reform, language teaching methodology in both countries has experienced shifts from traditional (grammar-translation and audio-lingual oriented) method towards a new (communicative language teaching-oriented) (Lamie, 2005; Le, 2001; Pham, 2005; Phan, 2004) even if this shift has not been consistent nor necessarily understood as an attempt to adopt a method as a whole.

As stated in Lamie's study, in order to gain the benefit of mixed methods, a variety of methodological tools were used, such as questionnaires, direct observation (including

videotaping) and interviewing (including audiotaping). This approach is consistent with the work of a number of researchers who have recently looked at teachers and teacher change (Gall et al., 2007; R. B. Johnson & Onwuegbuzie, 2004; Wiersma & Jurs, 2009). Lamie referred to this as triangulation, which was used for the interrelation of approaches and techniques. While she used questionnaires and observation checklists, she analysed the data only quantitatively using traditional-progressive scales along with information obtained from interviews. The information in the interview was only used to clarify some of her arguments and discussions, but Lamie did state clearly the purpose and the procedure of interviews, which allowed me to think about the purpose and procedures for my interviews. Despite the benefits for my research that Lamie's study offers, I have also identified ways in which I can overcome some of Lamie's limitations.

Lamie did not explain her methodology as well as the research theoretical background in her study. As a result, she did not explain how and why she constructed the questionnaires in the way that she did. She also did not state clearly that she based her work on English language teaching approaches when she constructed her Methodology and Attitude Questionnaire. However, when she analysed her data, she made a contrast between the Audio-Lingual, Grammar-Translation method and CLT and associated these approaches with the Methodology questionnaire and the Attitude questionnaire.

In the same vein, despite presenting a very comprehensive picture of change at different levels, such as national and institutional (Lamie, 2005), she did not capture the effects on one another (beliefs and practices) of changes at different levels in her studies (2002, 2005). As my aim was to investigate these connections and the relationships of the changes reflected in teachers' beliefs and practices, my questionnaire and interview design shared similarities as well as differences with Lamie's. In the two questionnaires used in my research, I combined the Beliefs questionnaire and Methodology questionnaire into one so teachers did not have a feeling that they were being investigated excessively. The combination of investigating both teachers' beliefs and their practices in the one questionnaire helped teachers find the connections between the theory and the practice. As a result, the responses were easier and clearer to give. I administered only one questionnaire at a time, but in order to provide a contrast between current and earlier beliefs and practices, the closely related questionnaires were administered at two different times.

The two questionnaires were designed to be similar in form, asking for similar information related to teachers' changes. They were identical in Parts A, B, and C, but respondents were asked to give information about their beliefs and practices at different times: the present time in Questionnaire 1 and an earlier time in Questionnaire 2. The first questionnaire's focus was on the teachers' current teaching. The second questionnaire asked about their teaching in the past and the sources of their changes. These questionnaires were delivered at different times, and then were compared to find out about teachers' changes. More details about the questionnaires and the time of delivery are discussed in the following sections.

In this study, the period for change investigation was three years as this was the time when the Project "Teaching and learning foreign languages in the national educational system 2008-2020" proposed by the Ministry of Education and Training came to public attention with its emphasis on communication skills in English language teaching (1400/TTg, 2008). Three years is a period quite common in teacher change investigation research (Duffy, 1981; Lee, 2004; Levin & Wadmany, 2005). The first questionnaire addressed the teachers' current beliefs and practices. The second questionnaire addressed their beliefs and practices that applied in an earlier period, three years previously. I sequenced the questionnaires in this order so that the teachers did not sense an implicit message about current practices and beliefs needing to be an 'improvement' on earlier beliefs and practices.

The two questionnaires used for this study made use of both qualitative and quantitative approaches. Both questionnaires contained closed sections (Part B & Part C) that required teachers to respond to statements on a four (Part C) or five point Likert scale (Part B), but the data used in the analysis helped me to understand the phenomena, not to test any hypothesis. Part D with open-ended questions asked for teachers' declarations about their changes and their orientation to those changes (Questionnaire 1) or the sources of those changes (Questionnaire 2).

Content validity for this survey instrument was established through a review by three of my colleagues who were teaching research methodology in a Master of TESOL course for clarity, suitability and validity of the instruments and the translated versions. Generally, they gave some comments about the wording of the items, which were then revised to avoid potential ambiguity in the items.

Questionnaire 1: Current Beliefs and Practices

In detail, Questionnaire 1 consisted of four parts: Part A asked about demographic information; Part B about teachers' methodology practices; Part C was designed to gain information about teachers' beliefs about ELT and Part D helped identify teachers who have made, were making or have resisted making changes in their teaching. Questions in Part B and C were developed based on Lamie's work (2002, 2005) with modifications to suit the Vietnamese English language teaching context. I developed the questions given in part D in both Questionnaire 1 and 2 since this issue was not included in Lamie's study and, as far as I can tell, has not yet been explored in ways that seek teachers' comments on their experiences and their perceptions of the relationships between changes in beliefs and changes in practices. The ways of eliciting information by questioning in Buehl & Fives (2009) gave me an idea for composing these questions. However, the participants in my study were in-service teachers whom I believe to be more reluctant to describe their changes in words as they might assume that making change was more positive than staying unchanged in responding to a call for change at different educational levels. Therefore, I adapted Buehl and Fives' work to suit my context. I decided to combine both close-ended questions and open-ended ones in this part to double check the information provided by the respondents.

Questionnaire 1

Code: Last four number of the participants' mobile/home phone

Part A: Demographic information

1. Gender Male Female

2. Academic qualifications

Bachelor degree Graduation year: University:

Master degree Graduation year: University:

Other training: (Please specify)

3. Teaching experience

1-5 6-10 11-15 15-20 more than 20

4. Hours of teaching per week: 3 -10 11-20 more than 20

In this part of the questionnaire, the participants were identified with a code by asking them to provide the last four numbers of their mobile/home phone. This helped me to make a comparison between the same teachers' responses in **Questionnaire 1** and **Questionnaire 2**

and identify those who made or did not make change. Information on their gender and their academic qualifications was also sought. The year of their graduation gave data as to when they undertook their training as the time of training would have influenced the teachers' beliefs and practices, depending on the teaching approaches and methodologies that were advocated, as well as whether there was any pressure for change. A period of 5 years' teaching experience was required as this time frame is often used when talking about one's working experience. The number of teaching periods per week was also important in relation to teachers' time and their motivation to change. If teachers are too busy, they are more likely to be less innovative in their teaching as they will be under pressure to complete the 'basics' in class and the associated assessment.

Part B: Methodology practices: Teachers were asked to describe what their teaching practices were at the time of data collection.

There were 14 items in this section. In each item, there were five choices which reflected language teaching methodology. The 5-point Likert scales were used to study teachers' instructional practices with the higher points referring more toward progressivism and lower points more toward traditionalism in ELT.

In this section, the questions were adopted from Lamie's Methodology questionnaire (2002, 2005). Some items which I considered not appropriate to our research context were eliminated. For example, the category relating to using authentic materials was eliminated.

The use of authentic materials. At HCMC OU, teachers were required to follow the course outline given by the board of experts at the school level, so they did not have a choice to use authentic materials in their class. This is the same in all educational systems in Viet Nam from elementary to higher education. Teachers' changes were mostly investigated in terms of the ways they delivered their lessons. Since they could not make changes to the materials that they used in their teaching, whether or not they used authentic materials did not provide evidence of any particular beliefs or practices.

Additionally, in this section, some items related to Communicative activities and Information and Communication Technologies were composed to reflect the trend of using ICT in language teaching. Researchers argued that technology tools encouraged student activeness in the learning by providing alternative modes and were effective in improving students' communicative language abilities (Langman & Fies, 2010; Llosa & Slayton, 2009; Lu, Hou,

& Huang, 2010). When designing the questionnaire, I incorporated the issue of using technology as an aspect of language teaching methodology, but the analysis of the data of this category appeared unrelated to other categories regarding the issues being investigated: traditional or progressive approaches in ELT. Therefore, I decided not to include the Category of using ICT in my data analysis.

Part C: Beliefs about teaching methodology

Part C sought information about teachers' beliefs about EFL learning. The questions were mostly adopted from Lamie (2002) and Lamie (2005). There were 30 items in this section. Three items relating to ICT (items 28, 29, 30) were not included in the data analysis as I discussed previously. Instead of using 5-point Likert scales as Lamie did, I reorganized this into 4-point Likert scales with four responses: *strongly agree*, *agree*, *disagree*, and *strongly disagree* so as to prevent the “between”, “safe” or “neutral” choices that are very common ways of responding to questionnaires, especially in light of Vietnamese face-saving behaviour. Moreover, a 4-point scale could facilitate a clear analysis of positive and negative responses and help to avoid uncertainty in the respondents' answers.

Please read each statement and circle the letters which best represents your views
I strongly agree: SA I agree: A I disagree: DA I strongly disagree: SD

1.	Teachers should only use the target language (English) in class.	SA	A	DA	SD
2.	Students should read and translate passages from their textbooks.	SA	A	DA	SD
3.	Students should memorize dialogues or passages from their textbooks.	SA	A	DA	SD
4.	The main aim of foreign language teaching is to enable the students to read and write the language.	SA	A	DA	SD
5.	A teacher teaches most effectively at the front of the class.	SA	A	DA	SD

Part D: Individual change

Part D consisted of a set of questions addressing teachers' individual changes. D1 consisted of seven closed items. Teachers were asked to tick the one which best described them. D2 consisted of two open-ended questions which were used to double check the consistency of teachers' responses.

D1. Please read each statement carefully and put a tick in the box which best represents your teaching practices and your beliefs.

1.	My practices in language teaching have changed in the last three years.	Not true for me	Partially true for me	True for me	Strongly true for me
2.	My practices have not changed since I graduated from university.	Not true for me	Partially true for me	True for me	Strongly true for me
3.	I tried to make changes so my lessons would be more communicative, but I realized that students preferred traditional ways (teacher-centered).	Not true for me	Partially true for me	True for me	Strongly true for me

D2. Please answer the following questions.

1. Briefly describe two or three changes that you have experienced in your beliefs in the past three years.
2. Briefly describe two or three changes that you have experienced in your teaching practices in the past three years.

In short, the instrument was designed to find information to answer the following questions

1. Part B: What teaching practices are being used by the participants now?

(Teachers' reported classroom practices regarding language teaching methodology help to answer Research question 1. **What are the teachers' current pedagogical beliefs and practices? What is the relationship between their beliefs and practices? How "progressive" are these beliefs and practices?**)

2. Part C: What are their beliefs about language teaching and learning now?

(This helps to answer Research question 1. **What are the teachers' current pedagogical beliefs and practices? What is the relationship between their beliefs and practices? How "progressive" are these beliefs and practices?**)

3. Part D: Do teachers change their practices and beliefs during their professional lives?

(This helps to identify those who made changes, whether temporary or enduring, and those who resisted making changes, thus answering Research question 2 **Do teachers change their practices and beliefs during their professional life?**)

Questionnaire 2: Earlier Beliefs and Practices

Questionnaire 2 was mostly similar in form and content with Questionnaire 1. It consisted of four parts: Part A asked for demographic information; Part B was about teachers' language teaching methodology practices three years ago; Part C was designed to gain information about teachers' beliefs about ELT 3 years ago. These two parts B and C helped reconfirm the data from teachers who declared they made changes in their teaching through their self-reported activities and beliefs. Part D was designed to explore the direction of teachers' changes in beliefs and practices, using different statements to measure the beginning of the changes as well as the sources of the teachers' change.

Questionnaire 2

Code: Last four number of the participants' mobile/home phone

Part A: Demographic information

Part B: Methodology practices

Teachers were asked to describe their teaching practices three years ago.

In this section, the items were the same in number and content as in Questionnaire 1 evaluating teachers' earlier practices on a scale from 1 to 5. Data obtained was used to make comparisons between teachers' current teaching and their past teaching to identify both teachers who have made changes in their practices and teachers who have either resisted change or attempted to make change but experienced difficulty in sustaining that change or making the change comprehensive.

Part C: Beliefs about teaching methodology

In this section, the items were the same in number and content as in Questionnaire 1 investigating teachers' earlier beliefs on a scale from 1 to 4. Data obtained was used to make a comparison between teachers' current teaching and their past teaching to identify teachers who have made changes in their practices or in various ways not made changes.

Part D: Individual change

There were two sub-parts in this section: D1 and D2. D1 consisted of two open-ended questions asking about changes in teachers' practice and teachers' reasons for doing so. D2 contained 23 closed statements. Both were used to double check the information relevant to the teachers' change. The items in part D2 were also used to seek information relating to factors influencing teacher change.

Part D: Individual change

D1. Please give answers to the following questions (IF YOU HAVE EXPERIENCED SOME CHANGES IN THE **PAST THREE YEARS (2009-2012)**)

(1) List 2 or 3 techniques or methods you are using now that you did not use three years ago. For example: pair-work, group-work, role play etc.

(2) Why do you use these new techniques/methods in your class?

D2. Please read each statement carefully and put a tick in the box for which best represents *what you DO*. (***IF YOU FIND THE QUESTIONS ARE SUITABLE FOR YOU TO ANSWER.***)

1.	My students' perceptions about language learning influence my teaching.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
2.	My beliefs decide what I do in class.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
3.	When changes in my teaching practices bring positive results, my beliefs could change accordingly.	Strong ly not true for me	Not true for me	True for me	Strongly true for me

However, later data collected in D1 was not included in detail for all the participants in the data analysis. Only some information needed for the case studies was used for the analysis.

In short, Part B and Part C in the two questionnaires obtained information on teachers' practices three years ago, in order to help answer the research questions about whether teachers have changed or not, and whether the change related to practices or beliefs. A comparison of data in Questionnaire 1 (Part B, C) and Questionnaire 2 (Part B, C) helped to answer the two research questions:

2. Do teachers change their practices and beliefs during their professional life?

3. What is the relationship between the change in teachers' beliefs and the change in their practices?

More detailed research questions asked:

5. In a teacher's professional life, where does teacher change begin: in beliefs or in practice? Why does change begin where it does?

3. Do changes in beliefs lead to changes in practices or vice versa?

Part D gave information relevant to the second and fourth research questions about teacher change, answering the questions:

4. What are the outcomes of those changes: partial, fragmentary or comprehensive, temporary or enduring change?

Part D also sought to identify the factors that influence teacher change in order to help answer the question:

2. What are the internal and external influences on those changes?

Questionnaire administration

My research area was on changes in teachers' practices and beliefs during their professional lives. They may or may not have had formal training in their education, seminars, and workshops which were not all compulsory for them, which was the situation in most of the studies discussed earlier (Buehl & Fives, 2009). With these two self-reported questionnaires about changes, I looked for teachers describing their current teaching practices before they talked about what they did in the past. It helped me disguise my focus so that the teachers (hopefully) felt less pressure to show changes. The second questionnaire, which asked about what the teacher did and believed in the past was delivered to the participants one and a half months after the first one had been completed. My argument for this period of time between the two questionnaires was that teachers might not clearly remember their answers in the first questionnaire, so their responses will be more truthful as they may not connect the information asked in the second questionnaire when trying to state their changes. The two questionnaires were translated into Vietnamese, the participants' native language to make sure the participants understood the questionnaires. The translated versions were checked by three translation teachers to avoid ambiguity in meanings. The corrected versions were then returned to the reviewers to recheck for the clarity and suitability of the translation.

As my study followed the questionnaires with interviews, I will now discuss my chosen type of interview and how I constructed the interview questions.

Semi-structured interviews

Gall et al. (2007) defined several kinds of interviews in qualitative research, among them are informal conversational interviews, the general interview guide approach and the standardized open-ended interview. For the purpose of my study, I used semi-structured interviews.

Interviewees

In order to further investigate the direction of teachers' change as well as the starting points of change, I selected some participants for an interview. The selection of questionnaire respondents for the interviews was based on my considerations of the types, the degree and directions of change the teachers experienced and reported in the questionnaire data. Teachers' gender, age, and their willingness and availability for further investigation were also part of the basis for interview selection.

I contacted the possible interview participants and asked them if they were willing to take part. Seven teachers considered to represent different groups of teachers who experienced different degrees and directions of change were the respondents for this qualitative research phase. Most questions used in the interviews were open-ended questions, focusing on the following themes: (a) teachers' individual experiences, beliefs and practices in language teaching, (b) the directions of their changes, how they react to changes, and especially (c) how they have tried and failed/succeeded in making changes during their professional career in general and in the past three years particularly.

Some other information related to teaching methodology trends and the sources of changes was also sought. A list of basic questions was designed to guide the interview with purpose, to save time and keep the interview to the information needed. There were 12 questions asked during the interviews with the seven teacher interviewees. However, some questions were posed in the interviews to make the conversations go smoothly and clarify some unclear points from the participants' answers or to elicit more data from the interviewees. In order to investigate the starting point of teachers' change, the two adopted models of change were presented for teachers to talk about where their changes seemed to start. One model was

derived from Busch (2010), Lamie (2005) indicating change starts in beliefs. The other was from Guskey (2002), Fullan (2001), Lamie (2005) stating that change starts in practices.

All interviews were conducted in Vietnamese to ensure comfort in the teachers' verbal expression and understanding of the conversations. The interviews were recorded with the participants' consent. Being recorded may make the participants feel reluctant to share their experiences. However, trust and a friendly atmosphere established in our interviews helped overcome this problem as I found that we had very open conversations in our interviews.

The interview questions

The questions in the interview were also ways to triangulate the data collected from the questionnaires, and were designed to further explore the directions of changes in teachers' beliefs and practices which were considered to not have been fully investigated through the survey questionnaires. The information obtained related to types of changes asked in research question 4. ***What are the outcomes of those changes: partial, fragmentary or comprehensive, temporary or enduring change?*** These questions were addressed closely in the interview. Some questions were repeated using different wording to test for the consistency of the teachers' responses.

List of basic questions asked during interviews (additional questions may be asked according to the participants' responses to these questions)

1. Could you please tell me a little bit about your teaching experiences?
2. Could you please describe one of your typical teaching classes for non-English major students at Ho Chi Minh City Open University?
3. What factors influence your teaching practices in class?
4. Do you think that changes are important in teaching? Why do (don't) you think so?
5. When you are introduced to, or you yourself read somewhere about a new technique, do you think that you are ready to apply it, before you believe that it may bring good results to your students' learning?
6. Have you ever tried a new technique and failed? What have you done in such situations?
7. Could you share with me two or three techniques that you believe are effective and have applied successfully in your class?
8. Where did you learn about these techniques?
9. How do you personally react to change? Do you make changes in your teaching on your own need or according to what is required by your teaching situation?

10. Can you tell me about any kind of change that you have made in your teaching recently, say during this semester/school year? Why did you make this change; has it been a successful change?
11. When you are introduced a new techniques, do you think that you have to study about that technique carefully, and you only apply/try that technique when you believe that technique is good for your students?
12. Could you please show me what figure worked to you? If none of them works to you, could you please draw one that best represents the directions in your beliefs and practices?

See Appendix 3 for the two models of change.

My time frame is presented below as part of my research design.

3.4.5 Research design process and data collection

Steps	Tasks completed	Descriptions	Purpose
Step 1	Questionnaire and interview design		
Step 2	Questionnaire revisions: experts' and teachers' opinions	3 experts 3 teachers	Seek for clarity, validity
Step 3	Questionnaire and interview revision		Complete questionnaires and interviews guides.
Step 4	Ethics approval		
Step 5	Questionnaire 1	Teachers describe what they are doing now Teachers beliefs are investigated	Identify teachers who said that they have engaged with change during their professional lives.
Step 6	Questionnaire 2	Teachers describe what they did three years ago. Teachers describe what they believed in the past (2008) Teachers state their sources of changes.	Comparable data from Questionnaire 1 and Questionnaire 2

Step 7	Interviews Those teachers who change will be interviewed	Information: What make them change? Where does change start? Factors influence their changes.	
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I have described the steps I followed in choosing the appropriate methodology and specific methods and instruments for my project on investigating changes in teachers' beliefs and practices. A description of the data collection procedure follows.

As previously stated, two questionnaires and interviews were used to collect data for the study. After obtaining teachers' consent to participate in the research, I administered Questionnaire 1 to the participants. They had approximately two weeks to read the questionnaires, ask for explanations if necessary and give their responses. After the questionnaires were returned to me, I coded them so I could follow the respondents. About one and a half months later, Questionnaire 2 was sent to the same participants to ask for information on their beliefs and practices three years ago. Data from the two questionnaires were analysed to find information on the teachers' current beliefs and practices and the relationships between them. A comparison between current beliefs and practices was conducted to explore teachers' changes over time. Those who experienced different types of changes were selected to participate in an interview to further study the starting point of the teachers' change and other relevant issues relating to change in the teachers' beliefs and practices.

I based my data analysis on the responses from the questionnaires and from the interviews. Parts of my questionnaires were adopted from Lamie (2002, 2005) and expanded. Modifications were made so the questionnaires were applicable in my research site. Information about directions of changes was obtained through the section in the questionnaire which I had specifically designed for my research as my focus was different from Lamie's in that I planned to investigate the change direction from the teachers' points of view. The interviews were a combination of the general interview guide approach (where topics are identified) and an open-ended interview which included a set of relevant questions. Experts'

and teachers' opinions were sought on both the questionnaires and interviews to ensure validity and practicability, to work out the most appropriate and manageable ways to conduct the project.

3.5 Conclusion

The focus of my project was on teachers' change in the two areas of beliefs and practices regarding EFL teaching and learning, on the relationship between them as well as on the factors which influence the process of changes. The research was carried out in Viet Nam where changes and innovation have been motivated both nationally and institutionally, so the teachers' reactions to changes will be explored to view individual changes within institutional changes. The methodology used is interpretive, with mixed methods, which has been discussed as appropriate theoretically and practically as well as being manageable in the context and within my capability.

This chapter has outlined the relevant issues related to the methodology and methods used in my research project. Details on site selection, reasons for a mixed method application and instrumentation have been described, followed by the presentation of the data collection strategies. The following chapter analyses the pictures of teachers' beliefs and practices and their relationships, in the context of the trend of ELT in the research site in the past few years to 2012. A richer picture about changes in teachers' beliefs and practices as well as their personal approaches toward change will be addressed in chapters 5 and 6.

CHAPTER 4: DATA ANALYSIS

INVESTIGATING TEACHERS' CURRENT BELIEFS AND PRACTICES

4.0 Introduction

The previous chapter described the research design and methods employed in the current study. Considering the theoretical position presented in Chapter 2 and the study objectives, a mixed methods design, consisting of two questionnaires and semi-structured interviews to collect the relevant data, was used. This chapter analyses the data related to teachers' beliefs and practices collected from Questionnaire 1 (Q1), and discusses the relationships between beliefs and practices held by particular groups of teachers according to their gender, teaching qualifications and teaching experiences.

Within the rise and fall of different methods and approaches, such as Grammar-Translation, the Natural Approach and Communicative Approaches in language teaching history (Liu, 2007), the recent literature on EFL teaching and learning in Viet Nam has indicated a move from traditional to more progressive/communicative approaches and techniques (Lewis & McCook, 2002). Teachers in the field experienced the move and were consequently influenced or affected at different levels, both in their cognitive systems and their actions. In theory, teachers of different backgrounds in age, training, and experience may hold different points of view and may have different behaviors that can be inconsistent with what they believe. In this study, I am interested in particular teachers' beliefs and practices in different areas, such as aim in teaching, classroom activities, vocabulary, language use, error correction and language skills. I am also interested in the relationship between beliefs and practices, how these factors interact in the responses to the requirements from administrators, the needs of the students and move of others in the teaching contexts.

4.1 Data from Questionnaire 1

As mentioned in the instrument description, there are four main parts in each questionnaire, in which Part A looked for demographic information of the participants, Part B sought information about teachers' methodology in language teaching, Part C required information

about their beliefs, and Part D gathered information about individual teacher changes. The data processes and analysis for these parts are presented below.

The questionnaires were administered to 39 teachers, but for the reasons outlined in the previous chapter, the final sample was 32 participants for both Questionnaires 1 and 2. The responses then were keyed into a file using the computer software SPSS version 21 to produce descriptive statistics, such as frequency for the demographic data obtained in Part A, mean, frequency and percentages for the items analysis (Part B, Part C and Part D). The data were then checked and screened (Pallant, 2007) to review the missing data. Some missing answers due to typing mistakes were corrected and retyped. In one questionnaire, the respondent inserted dots instead of checks in three answers (T22: Questionnaire 1, Part C, items 2, 4, 5). I went through the whole questionnaire and found that the respondent wrote dots as drafting before completing them with checks. I decided to use these dots as the first choice answers of the teachers. For the remaining missing answers (T24: Questionnaire 1, Part C, item 7, T20: Questionnaire 1, Part C, item 1) as they did not influence the whole data set, I gave the command “replace by mean” in the process of data analysis. As a result, 32 complete questionnaires were analyzed.

General information about the participants obtained in Part A is presented in Table 4.1. The descriptive statistics showed that in the sample, there were more females (59.4 percent) than males (40.6 percent), indicating the somewhat female dominated nature of the teaching profession, especially in ELT in Viet Nam, but the lack of balance in gender was not dramatic. More than 60 percent of teachers held a Master degree, meeting the requirements set by MOET that teachers teaching at tertiary level are required to have a Master degree. However, one of the teachers held a DBA degree, while other participants (28.2 percent) held only a Bachelor degree. Their teaching experiences were varied, ranging from 1 – 5 years’ teaching experience to more than 20 years. This suggested that the training of the teachers in the sample was quite multi-dimensional: some of the teachers who graduated before 1986 were trained for the structural method (Hoang, 2009) or a mix between audio-lingual and grammar translation methods. Other teachers, who graduated after the period 1986 to 1990, were trained when the textbooks on Communicative Language Teaching were first introduced to Viet Nam and CLT was finding a place in language teaching and beginning to influence teachers’ training programs and the young generations of teachers who had opportunities to study or work directly with foreign trainers. In the literature review, I noted

that training and educational experience were sources of teachers' beliefs and practices (S. Borg, 1998; Richards & Lockhart, 1994). Officially, the teaching periods required for a full time teacher is only 280 periods per year (MOET, 2008) equivalent to 9 periods per week on the basis of two-16 week semesters per year. The work load of these teachers was very heavy; only one third of the teachers worked from 11-20 periods per week while the majority worked more than 20 periods per week. On this basis, most of the teachers were overloaded in their teaching.

Table 4.1: Characteristics of the teacher participants

Characteristics of teacher participants		Frequency	Percent
Gender			
	Male	13	40.6
	Female	19	59.4
	Total	32	100.0
Age			
Minimum: 26	20s	1	3.1
Maximum: 69	30s	13	40.6
Mean: 46.66	40s	3	9.4
SD: 12.72	50s	11	34.4
	60s	4	12.5
Teaching qualifications			
	Bachelor degree	9	28.2
	Master degree (Master in TESOL/AppLx: 16 MBA: 4)	20	62.5
	DBA	1	3.1
	Other (Post-grad diploma)	2	6.2
	Total	32	100.0
Teaching experience			
	1-5 yrs	5	15.6
	6-10 yrs	7	21.9
	11-15 yrs	6	18.8
	15-20 yrs	8	25.0
	> 20 yrs	6	18.8
	Total	32	100.0
Periods/wk			
	11-20	7	21.9
	> 20	25	78.1
	Total	32	100.0

The following sections present data related to teachers' current beliefs and their practices obtained in Questionnaire 1. As discussed in the previous chapter, 13 items (14 total: 1 item related to ICT was excluded in the analysis) were related to teachers' current practices and 27 items (30 total: 3 items related to ICT was excluded in the analysis) related to teachers' current beliefs about language teaching methodology. Teachers' beliefs will be analyzed first, followed by the description of their practices. An investigation of the relationship between teachers' beliefs and practices will be also made to identify the distributions of patterns in these two areas.

4.2 Grouping of the items

As stated in the methodology, the questionnaire items were mainly adapted from Lamie (2002, 2005). They were grouped and analysed by categories with the theoretical background provided by Lamie (2005) summarized below.

Table 4.2: Teaching methodological theoretical background: Contrast between Audio-Lingual, Grammar-Translation and CLT, and in relation to Part B (Current methodology items) and Part C (Current beliefs about methodology items), adapted from Lamie (2005, p.193).

	Data tools Teachers' beliefs-	Teachers' practices	Audio-lingual (traditional)	Grammar- translation (traditional)	Communicative LT (progressive)
1	Category 1: Teachers' beliefs – <i>Aim in ELT</i> Q1- PART C: 4, 9, 12, 14, 18, 19, 23, 24	Category 1: Teachers' practices- <i>Aim in ELT</i> Q1- PART B: 1, 14	<ul style="list-style-type: none"> – Focus structure/form more than meaning. – Mastery is sought. – Linguistic competence and accuracy is the goal. – Intrinsic motivation springs from an interest in the structure of the language. 	<ul style="list-style-type: none"> – Focus on structure and form. – Grammatical correctness is sought. – Grammatical competence and expertise is the goal – Extrinsic motivation exists in the form of passing examinations. 	<ul style="list-style-type: none"> – Meaning is paramount Effective communication is sought. – Communicative competence and fluency is the goal. – Intrinsic motivation arises from an interest in what is being communicated by the language.

2	Category 2: Teachers' beliefs - <i>Classroom activities and organization</i> Q1- PART C: 5,8, 15, 20	Category 2: Teachers' practices- <i>Classroom activities and organization</i> Q1- PART B: 3, 4, 5	<ul style="list-style-type: none"> – Teacher controlled. – Students interact with the language system. 	<ul style="list-style-type: none"> – Teacher controlled. – Minimal interaction expected. 	<ul style="list-style-type: none"> – Teacher facilitated, student input. – Students are expected to interact.
3	Category 3: Teachers' beliefs - <i>Grammar and error correction</i> Q1- PART C: 6, 11, 16, 26	Category 3: Teachers' practices- <i>Grammar and error correction</i> Q1- PART B: 2, 12	<ul style="list-style-type: none"> – Grammatical explanations are avoided. – The target linguistic system is learned through the overt teaching of the patterns. – The sequence of units is determined by linguistics complexity. – Error must be corrected. 	<ul style="list-style-type: none"> – Grammatical explanations are given. – The target linguistic system is taught through grammatical structure. – The sequence is determined by a grade-quota system of grammatical items. – All grammatical errors corrected. 	<ul style="list-style-type: none"> – Grammar explained if necessary. – The target system is learned through the process of communication. – Sequencing is determined by consideration of content, function or meaning. – Errors are accepted as part of the learning process.
4	Category 4: Teachers' beliefs – <i>Vocabulary learning and language use</i> Q1- PART C: 13, 17, 25, 1	Category 4: Teachers' practices- <i>Vocabulary learning and language use</i> Q1- PART B: 6, 11	<ul style="list-style-type: none"> – Items are not necessarily contextualized. – Varieties of language are recognized but not emphasized. – Translation is forbidden at the early levels. – The use of student's native language is forbidden. 	<ul style="list-style-type: none"> – Vocabulary is taught in the form of lists of isolated words. – Varieties of language are not covered. – Translation is the main technique. – Classes are taught in the native language with little active use of the target language. 	<ul style="list-style-type: none"> – Contextualization is the basic premise. – Linguistic variation is the central concept. – Translation may be used. – Judicious use of native language is accepted.
5	Category 5: Teachers' beliefs – <i>Four language skills</i> Q1- PART C: 2, 3, 7, 21, 22, 27	Category 5: Teachers' practices- <i>Four language skills</i> Q1- PART B: 7, 8, 9, 10	<ul style="list-style-type: none"> – Structure-based dialogues memorized. – Drilling is a central technique. – Native speaker-like pronunciation is sought. 	<ul style="list-style-type: none"> – Dialogues are used for grammatical purposes. – Decontextualized sentences are drilled. – Little or no attention is given to pronunciation. 	<ul style="list-style-type: none"> – Dialogues centre around communicative functions and are not memorised. – Drilling only occurs peripherally. – Comprehensible pronunciation is sought.

			<ul style="list-style-type: none"> – Communicative activities only come after a long process of rigid drills and exercises. – Reading and writing are deferred. 	<ul style="list-style-type: none"> – Communicative activities are rarely present. – Reading of difficult text is begun early. 	<ul style="list-style-type: none"> – Attempts to communicate are central. – Reading and writing can start from the first day if desired.
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As presented, the statements relating to key points in the teachers' current beliefs and practices were grouped in one of the following five categories.

Category 1: *Aim in ELT*

Category 2: *Classroom activities and organization*

Category 3: *Grammar and error correction*

Category 4: *Vocabulary learning and language use*

Category 5: *Four language skills*

In the following section, the scoring employed in relation to the teachers' current beliefs and their current teaching practices is described. The degree of their (dis)agreement with the survey items was assessed using a 4-point Likert scale in Part C-statements asking about current beliefs and a 5-point Likert scale in Part B-statements asking about current practices. As the wording of the survey item responses was reversed in particular items based on their beliefs in relation to traditional and progressive teaching to prevent respondents' bias in their answers, the scoring was adjusted accordingly. For example, in Part C investigating teachers' beliefs, possible survey item responses could be scored from 1, for "strongly agree" to 4 for "strongly disagree" for the traditional methodology-oriented items. Other progressive teaching methodology-oriented item responses could be scored from 1 for "strongly disagree" to 4 for "strongly agree". The reversal of these items where higher scores could be obtained for agreement with more traditional beliefs meant that the scoring could be calculated with lower scores reflecting less progressive beliefs and higher scores reflecting more progressive teaching beliefs. The terms used in the analysis indicate the shift between teaching methodologies, for example 'toward traditional' indicates the beliefs and practices present in Audio-lingual or Grammar-translation methods, while "toward progressive" is associated with those present in Communicative Teaching Approach (Lamie, 2005). Similarly, in Part B of the questionnaires the responses were scored according to their progressiveness in ELT (1 for toward traditionally-practiced items to 5 progressively-practiced items). As a result,

higher scores indicated more progressive teaching practices of the teacher participants and lower scores indicated more traditional teaching practices.

4.3 Presentation of teachers' current beliefs

The literature has shown the complex dimensions of teachers' beliefs and practices (S. Borg, 2003). The research data enabled me to explore the teachers' beliefs and practices in the Vietnamese context, where English teaching and learning has experienced different approaches and policies through different educational reforms and political periods: before 1975, from 1975 to 1986 and from 1986 to the present (Do, 2006; Hoang, 2009). As described previously in this chapter, I analyzed the categories relating to general views of language teaching methodology (Category 1 to Category 5).

4.3.1 Overall teachers' current beliefs

The overall mean scores for teachers' existing beliefs are presented in Table 4.3 in order from lowest to highest mean score, showing the scale from least progressive to most progressive in their beliefs about teaching methodology.

Table 4.3: Overall teachers' current beliefs (CB)

	N	Minimum	Maximum	Mean	Std. Deviation
CB -C3 - GRAMMAR AND ERROR CORRECTION	32	1.00	2.50	2.15	.34699
CB -C1 - AIM IN ELT	32	2.13	3.00	2.58	.25717
CB -C4 - VOCABULARY LEARNING AND LANGUAGE USE	32	1.50	3.50	2.59	.46925
CB -C5 - FOUR LANGUAGE SKILLS	32	1.83	3.33	2.60	.32201
CB -C2 - CLASSROOM ACTIVITIES & ORGANIZATION	32	2.50	4.00	3.17	.38853
CB - TEACHERS' BELIEFS - TOTAL	32	2.10	3.02	2.62	.24221
Valid N (listwise)	32				

Belief means on a scale from 1-4, C: Category

Category 3 consisted of items relating to *Grammar and error correction* and had the lowest mean score, 2.15 on a scale of 4, showing the teachers had the least progressive beliefs about grammar in English teaching. Teachers' beliefs relating to *Aim in ELT* came next, revealing a slightly more progressive position with 2.58 as the mean. Following were *Vocabulary and language use*, *Four language skills* and *Classroom activities and organization*, all with means from 2.59 to 3.17, showing that teachers' beliefs in these categories were relatively more progressive. It can be seen that teachers had lower means in the categories relating to teaching and learning "products" or goals or results in language teaching and learning: students' performances, learning outcomes, exam results and what teachers believe students should gain in their study, which all were concerns of students and stakeholders such as administrators, parents etc. That teachers appeared to be less progressive in these areas was consistent with findings for other Vietnamese teachers reported by Lewis and McCook (2002) as a way to help students achieve positive learning outcomes. The three categories with relatively more progressive beliefs such as *Vocabulary and language use*, *Four language skills* and *Classroom activities and organization* are closely related to the process of teaching, how classes should be conducted and the ways teachers present their lessons. In other words, teachers' beliefs were likely to be more progressive in the areas of their performances in class - the "process" of teaching that could be directly observed and evaluated by students, colleagues or administrators and their beliefs seemed to be more toward traditional in the areas relating to the students' learning outcomes – the "products" of their teaching. The overall mean for all categories is 2.61 on scale of 1-4 indicating overall relatively progressive beliefs about English language teaching methodology among the participants.

That teachers' beliefs in this current project showed relative progressiveness in communicative activities items could reflect that the communicative approach has been spreading throughout ELT in Viet Nam in terms of textbooks with CLT-based classroom activities and processes, workshops, training and that this spread could be a factor in shaping teachers' beliefs. On the other hand, grammar-translation and audio-lingual based activities also seemed to be regarded as effective in teaching, as seen in the fact that experienced teacher participants indicated agreement with such activities, reflecting the popular accuracy-oriented and written testing system in non-English major education.

4.3.2 Teachers' beliefs in relations to their gender, teaching qualifications and teaching experiences

The literature has stated that teachers' beliefs can be influenced by different factors such as qualifications and teaching experience and may vary (S. Borg, 1998; Richards & Lockhart, 1994). Gender is also an issue when investigating teachers' beliefs but not much difference has been found between male and female teachers' beliefs (Li, 1999). Nevertheless, my further analysis of the participant teachers' beliefs in relation to their gender, academic qualifications and teaching experience suggested that teachers' beliefs were quite varied and variation in these teachers' beliefs could be related to these demographic variables in interesting ways.

Although 15-20 year experienced male and female teachers with a basic qualification in TESOL seemed to have the same level of progressiveness in their beliefs, there was a difference between the two genders in the group of teachers with more than 20 years' teaching experience, as shown in Figure 1(a). Of this sub-set of teachers who had not studied at a higher degree level in TESOL, the female teachers had relatively less progressive scores than the male teachers.

Figure 4.1(a): Teachers' beliefs in relation to gender, qualifications and teaching experience

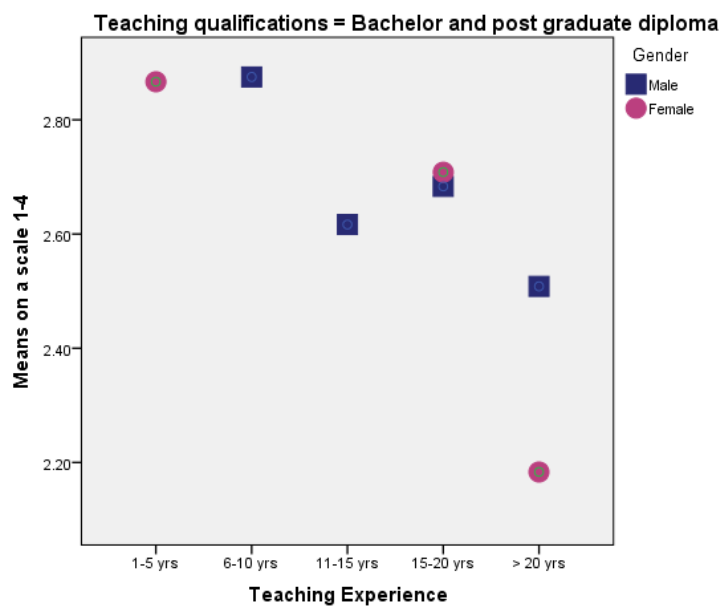
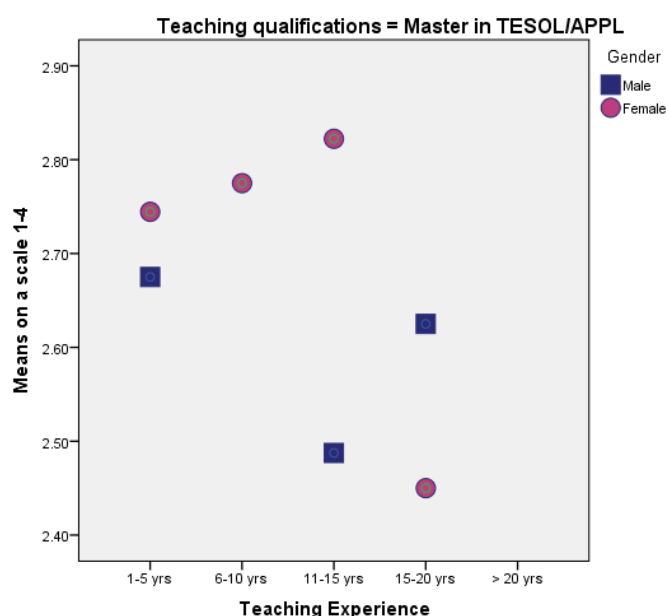


Figure 1(b) below shows there were more substantial differences between male and female teachers' beliefs across different amounts of teaching experience for the group of teachers holding a Master degree in ELT.

Figure 4.1(b): Teachers' beliefs in relation to gender, qualifications and teaching experience

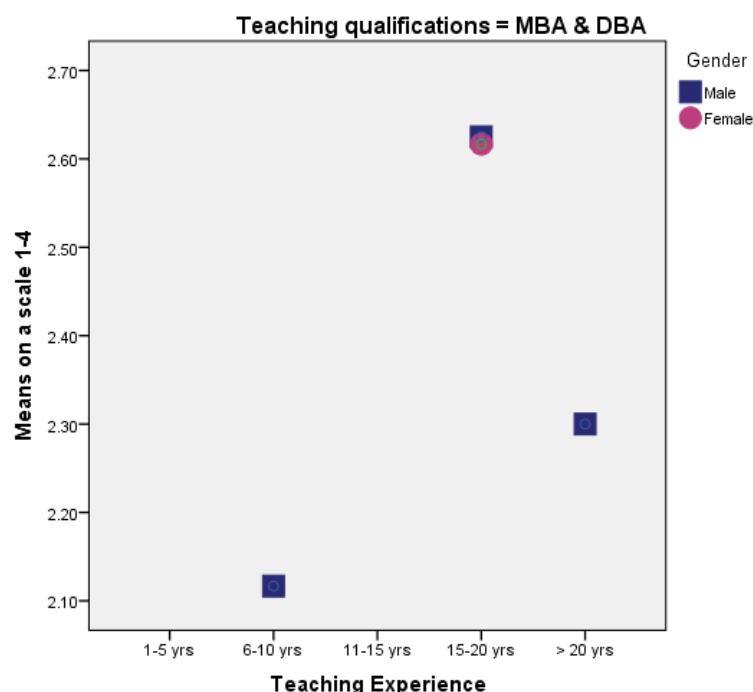


Less experienced female teachers appear to have more progressive beliefs than their male colleagues (in the cases of 1-5 years and 11-15 years of teaching experience). There were no male teachers in the range of 6-10 years of teaching experience, but the female teachers with this amount of experience had beliefs whose progressiveness located them between the two previously mentioned experience ranges. However, the differences appear to reverse in the case of such teachers with more than 20 years of teaching, female teachers with Master of TESOL were less progressive than male teachers with Masters degrees. A further exploration of teachers' ages revealed that the female teachers with 20 years of teaching were also older than the male teachers. It can be seen in Figure 4.1 (a) and 4.1 (b) that there is a connection between age/teaching experience and traditionalism/progressivism in teaching beliefs, showing that most experienced teachers tended to be less progressive in their beliefs, especially the female ones.

A separate analysis is presented of a third group of teachers who have Masters level qualifications, but in fields other than TESOL. There were only 4 teachers with MBA/DBA degrees. Two teachers, one male and one female with these qualifications and 15-20 years of experience appeared to have similar relative progressiveness in their beliefs when they had

the same teaching qualifications and experience, while the other two teachers (both male, one with 6-10 and the other with more than 20 years of experience) had rather lower means indicating their less progressive beliefs, as shown in Figure 4.1 (c).

Figure 4.1(c): Teachers' beliefs in relation to gender, qualifications and teaching experience



In general, the results discussed above indicate that teachers' beliefs varied in association with their gender, the types of training and their employment history. The overall pattern was that more experienced female teachers' beliefs seemed to be more toward traditionalism which made them different from their male colleagues who had only a basic degree in TESOL. However, when trained with a higher degree in TESOL, the female teachers exceeded the male teachers in progressivism. The following section will focus on the distribution of teachers in different areas of language teaching methodology.

4.3.3 Distribution of teachers' beliefs

When classified according to their mean scores for beliefs, teachers fell into three different groups: Group A (10 teachers) with mean scores ranging from 2.1 to 2.5 on the scale of 4 described as the group with the least progressive beliefs; Group B (12 teachers) with the mean >2.5 to 2.75 indicating their intermediate position in relation to progressive beliefs; and Group C (10 teachers) holding the highest mean scores (above 2.75) consistent with the most progressive beliefs among the responses.

Table 4.4: Teachers' beliefs (sorted scores) N=32

GROUP A: LEAST PROGRESSIVE BELIEFS N=10		GROUP B: INTERMEDIATE PROGRESSIVE BELIEFS N=12		GROUP C: MOST PROGRESSIVE BELIEFS N=10	
Teachers' code	Mean	Teachers' code	Mean	Teachers' code	Mean
3	2.10	17	2.58	21	2.79
13	2.12	7	2.58	12	2.82
20	2.27	16	2.59	25	2.83
9	2.30	18	2.59	4	2.83
2	2.32	14	2.62	28	2.85
32	2.38	8	2.62	29	2.87
1	2.40	15	2.63	30	2.88
24	2.44	5	2.63	19	2.98
23	2.45	27	2.68	31	3.00
11	2.50	6	2.68	10	3.02
		26	2.73		
		22	2.73		

Belief means on a scale from 1-4: ≤ 2.5 : Least progressive, $>2.5-2.75$: Intermediate progressive, >2.75 : Most progressive

The three groups of teachers were then analysed in relation to their gender, year of birth and qualifications, with the year of their graduation assumed to reflect the type of training they had received in their undergraduate and postgraduate courses. The following table presents the teachers' profiles regarding their gender, year of birth, academic qualifications and teaching experience organised in groups based on the mean scores for their beliefs.

Table 4.5: Overall teachers' profiles grouped according to the relative progressiveness of their beliefs

	Group A - Teachers with least progressive beliefs	Group B - Teachers with intermediate progressive beliefs	Group C - Teachers with most progressive beliefs
Mean scores for beliefs	2.1-2.5	>2.5-2.75	>2.75
Number of teachers	10	12	10
Gender	M: 5, F: 5	M: 7, F: 6	M: 1, F: 9
Year of birth	1940s: 3 1950s: 5 1970s: 1 1980s: 1 Mean age: 54.5	1940s: 1 1950s: 4 1960s: 2 1970s: 5 Mean age: 47.9	1950s: 1 1960s: 1 1970s: 4 1980s: 4 Mean age: 37.3
Teachers qualification	BA: 5 (2M, 3 F) MA in TESOL: 2 (F) MBA: 2 (M) DBA: 1 (M)	BA: 3 MA in TESOL/APPLx: 7 MBA: 2	BA: 3 (Post grad diploma: 1) MA in TESOL: 6 1 in process
Years of undergraduate graduation	1970s: 4 1980s: 2 1990s: 3 2000s: 1	1970s: 1 1990s: 8 (5 born: 1950s) 2000s: 3 (1 born 1960)	1990s: 4 2000s: 6
Years of postgraduate graduation	2000s: 5	2000s: MA in TESOL/AppLx: 8 MBA: 2 (1999, 2006)	2005-2012
Teaching Experience <i>E1: 1-5yrs, E2: 6-10yrs, E3:11-15yrs, E4:15-20 yrs, E5: >20 yrs</i>	E1: 1 E2: 1 E3: 3 E4: 2 E5: 5	E1: 1 E2: 3 E3: 2 E4: 5 E5: 1	E1: 3 E2: 3 E3: 3 E4: 1 E5: 0

As shown in Table 4.5, most teachers in Group A were born in the 1950s or before (average age 54.5 years), and their training was mostly undertaken in the 1970s and 1980s when Audio-Lingual, Grammar translation, or Structural methods were major trends in language teaching, or in the 1990s when CLT was first introduced into Viet Nam, giving a mix in English language methodology between the traditional methods and CLT in teacher training. The latest postgraduate training occurred in the 2000s but only two out of five teachers with a Master's degree undertook training in TESOL, while three others had postgraduate training in a business major. It can be said that the demographic variables contributed to an understanding but alone were insufficient because there are individual influences that also operate.

Teachers in Group B were more varied in their personal background with five born in the 1950s or before, two in the 1960s and five in the 1970s (average age 47.9 years). The training that this group of teachers received from their undergraduate program was mostly in the 1990s when CLT was spreading in ELT in Viet Nam, but in situations where the trainers did not have much experience with CLT, and all the knowledge was textbook- and theory-based. Eight teachers out of twelve achieved their postgraduate degrees in TESOL or Applied Linguistics in the 2000s from joint programs between a local university and an overseas university from Australia where they were trained with foreign lecturers with more communicative points of view. The training these teachers received was a mix between their undergraduate programs, which contained a practicum, and their postgraduate program when they were already in the workforce and had been teaching for a period of time, during which time they also had on-the-job experience.

Group C teachers were the most progressive in their beliefs with means above 2.8. Their ages varied widely, from 26 to 58 but on average, this group had the lowest mean age (37.3 years). Their undergraduate training was in the 1990s (4 teachers) and 2000s (6 teachers) when CLT might have had a stronger position in ELT in Viet Nam with more workshops and training from foreign experts or local trainers who had trained overseas and returned to Viet Nam to join the workforce. These teachers were trained in postgraduate programs after 2005, the most recent of the three groups. In the group of teachers with the most progressive beliefs, there was no representative for the group of most experienced teachers with more than 20 years in the area. The most progressive teachers in beliefs were equipped with more CLT theories and practice in both undergraduate and postgraduate programs. They, mostly female (nine out of 10) were more likely to have been exposed to a recent training and teaching environment, although their ages were varied.

The following section will focus on trends in the teachers' beliefs and distributions in each given group: A, B, or C. From the teachers' belief distributions, one part of the picture of ELT methodologies in Viet Nam can be built up. In order to discuss the distributions of teachers' beliefs in different categories, the levels referring to teachers' progressiveness in beliefs are labelled as follows: means ≤ 2.5 : Least progressive (in which means ≤ 2 is sub-defined as toward traditional), means >2.5 - 2.75 : Intermediate progressive, and means >2.75 : Most progressive (in which means ≥ 3.5 is sub-defined as relatively high progressive). The

teachers' demographic data discussed in these sections is presented in more detail in the Appendix 5.

Group A: Teachers with the least progressive beliefs – trends in beliefs

The table below shows the data on Group A teachers, the group with the lowest scores in beliefs about teaching methodology of all the participants. Based on their means, the beliefs of the teachers in this group were most progressive in Category 2: *Classroom activities and organization (all teachers)* with means ranging from 2.75 to 3.5. The least progressive or toward more traditional points of view were in the categories *Grammar and error correction* (7 teachers), *Vocabulary and language use* (3 teachers).

Table 4.6: Group A - Distribution of beliefs of teachers with least progressive beliefs

Teacher's code		CB-C1-AIM	CB - C 2- CLASSROOM ACTIVITIES & ORGANIZATION	CB - C 3- GRAMMAR AND ERROR CORRECTIO N	CB - C 4- VOCABULAR Y LEARNING AND LANGUAGE USE	CB - C 5- FOUR LANGUAGE SKILLS	CB - TOTAL
3	Mean	2.25	3.25	<u>1.00</u>	1.50	2.50	2.10
13	Mean	2.25	2.50	2.25	<u>1.75</u>	1.83	2.12
20	Mean	2.25	2.75	2.25	<u>1.75</u>	2.33	2.27
9	Mean	2.25	2.75	<u>2.00</u>	<u>2.00</u>	2.50	2.30
2	Mean	2.25	2.75	<u>2.00</u>	2.25	2.33	2.32
32	Mean	2.50	3.50	<u>1.50</u>	2.25	2.17	2.38
1	Mean	2.25	3.25	2.25	2.25	<u>2.00</u>	2.40
24	Mean	2.13	3.50	<u>1.75</u>	2.50	2.33	2.44
23	Mean	2.50	2.75	<u>2.00</u>	2.50	2.50	2.45
11	Mean	2.75	3.00	<u>1.75</u>	2.50	2.50	2.50

Means on a scale of 1-4:

≤ 2.5: Least progressive (≤ 2 is sub defined as toward traditional)

>2.5-2.75: Intermediate progressive

>2.75: Most progressive (>3.5 is sub defined as relatively high progressive)

Lowest means in individual teachers' beliefs are underlined, highest means are bolded

As seen from Table 4.6, the two youngest and also least experienced teachers in this group, T13 and T1 (see Appendix 5 for the teachers' demographic data) showed progressiveness in *Classroom activities and organization*, but unlike other group members, they appeared less

traditional in *Grammar and error correction*. Rather, they were more toward traditional in *Vocabulary and language use* (T13) and *Four language skills* (T1).

Group B: Teachers with intermediate progressive beliefs— *trends in beliefs*

The teachers in this group had beliefs which were intermediate between the other two groups with means ranging from >2.5 to 2.75. Analyzing the beliefs of these teachers showed that their beliefs were quite multi-dimensional: ten out of thirteen were relatively progressive in Category 2 *Classroom activities and organization*, two were most progressive in relation to *Aim* and one teacher was most progressive in relation to *Four Language Skills*. Their views were mostly intermediate progressive in *Grammar and Error Correction*, *Aim*, *Vocabulary and Language Use* categories.

Table 4.7: Group B - Distribution of beliefs of teachers with intermediate progressive beliefs

Teacher's code		Q1- C1- AIM	Q1- C2- CLASSROOM ACTIVITIES & ORGANIZATION	Q1- G3- GRAMMAR AND ERROR CORRECTION	Q1- C 4- VOCABULARY LEARNING AND LANGUAGE USE	Q1- C 5- FOUR LANGUAGE SKILLS	Q1- TOTAL
17	Mean	2.38	2.75	<u>2.25</u>	2.50	3.00	2.58
7	Mean	2.75	<u>2.50</u>	<u>2.50</u>	<u>2.50</u>	2.67	2.58
16	Mean	2.88	2.75	<u>1.75</u>	2.75	2.83	2.59
18	Mean	2.63	3.75	2.00	<u>1.75</u>	2.83	2.59
8	Mean	2.75	3.00	<u>2.00</u>	3.00	2.33	2.62
14	Mean	<u>2.25</u>	3.25	<u>2.25</u>	3.00	2.33	2.62
5	Mean	2.38	3.25	<u>2.25</u>	2.75	2.50	2.63
15	Mean	2.88	3.00	<u>2.25</u>	2.50	2.50	2.63
27	Mean	2.63	3.25	<u>2.50</u>	<u>2.50</u>	<u>2.50</u>	2.68
6	Mean	2.75	3.00	<u>2.25</u>	2.75	2.67	2.68
22	Mean	2.63	3.25	<u>2.25</u>	3.00	2.50	2.73
26	Mean	2.88	3.00	<u>2.50</u>	2.75	<u>2.50</u>	2.73

Means on a scale of 1-4:

≤ 2.5: Least progressive (≤ 2 is sub defined as toward traditional)

>2.5-2.75: Intermediate progressive

>2.75: Most progressive (>3.5 is sub defined as relatively high progressive)

Lowest means in individual teachers' beliefs are underlined, highest means are bolded

Group C: Teachers with the most progressive means — *trends in beliefs*

Teachers in this group had the most progressive beliefs about teaching methodology in *Classroom Activities and Organization*, *Vocabulary and Language Use* and *Four Language Skills*. Although all these teachers were intermediate in their beliefs about *Grammar and Error Correction* like most of teachers in other groups, their mean scores in these categories were not low (6 teachers with 2.5, 2 with 2.25, and 1 teacher with 2.0), which made them more progressive in their beliefs than teachers in the other two groups.

Table 4.8: Group C - Distribution of beliefs of teachers with the most progressive beliefs

Teacher's code		Q1- G1- AIM	Q1- G2- CLASSROOM ACTIVITIES & ORGANIZA TION	Q1- G3- GRAMMAR AND ERROR CORRECTI ON	Q1- G4- VOCABULA RY LEARNING AND LANGUAGE USE	Q1- G5- FOUR LANGUAG E SKILLS	Q1- TOTAL
21	Mean	2.63	3.75	<u>1.75</u>	3.00	2.83	2.79
12	Mean	2.75	3.50	<u>2.25</u>	2.75	2.83	2.82
25	Mean	2.88	3.00	<u>2.50</u>	2.75	3.00	2.83
4	Mean	3.00	3.25	<u>2.50</u>	2.75	2.67	2.83
28	Mean	3.00	3.00	<u>2.50</u>	2.75	3.00	2.85
29	Mean	<u>2.50</u>	3.75	<u>2.50</u>	2.75	2.83	2.87
30	Mean	2.63	3.25	<u>2.50</u>	3.50	2.50	2.88
19	Mean	2.88	3.50	<u>2.50</u>	3.00	3.00	2.98
31	Mean	2.75	3.75	<u>2.25</u>	3.25	3.00	3.00
10	Mean	2.50	4.00	<u>2.00</u>	3.25	3.33	3.02

Means on a scale of 1-4:

≤ 2.5: Least progressive (≤ 2 is sub defined as toward traditional)

>2.5-2.75: Intermediate progressive

>2.75: Most progressive (>3.5 is sub defined as relatively high progressive)

Lowest means in individual teachers' beliefs are underlined, highest means are bolded

Overall, the teachers' belief distributions were quite varied as a result of gender, training, teaching experience and maybe unstated factors such as personal characteristics and professional training involvement, self-training etc. In the following section, a further discussion on the patterns of teachers' beliefs is presented through an analysis of the levels of progressiveness in their beliefs across the categories related to teaching methodologies.

4.3.4 Derived patterns of teachers' beliefs

The results indicated that teachers with different scores represented different patterns in beliefs. All teachers' beliefs in Group A, the group with the lowest mean scores ranged from more toward traditional to intermediate progressive. Seven were toward traditional in *Grammar and error correction* but intermediate progressive in other categories. Four were toward traditional in *Vocabulary learning and language use*, but intermediate progressive in other categories. In Group B consisting of teachers with scores between 2.5 and 2.75 indicating their intermediate progressive beliefs, teachers' beliefs were still toward traditional in *Grammar and error correction*, but some were intermediate progressive in other categories (three teachers). Eight of these teachers held intermediate progressive beliefs across all categories. Not surprisingly, teachers with the highest means had intermediate to relatively high progressive beliefs in all categories. Four of them were identified as intermediate progressive in *Grammar and error correction* and other categories and most progressive in *Classroom activities and organization* (highest mean). Six teachers possessed relatively high progressive attitudes in *Classroom activities and organization* and held intermediate progressive beliefs in other categories.

Table 4.9: Overview of teachers' derived belief patterns

Scale on beliefs: 1-4	Least progressive -2.5		Intermediate progressive >2.5-2.75	Most progressive ≥2.75		Patterns for specific teachers
	More toward traditional ≤2				Relatively high progressive >3.5	
	All categories					1 (T13)
Group A (mean: 2.1-2.5)	Grammar and error correction (lowest means)	other remaining categories		Classroom activities and organization (highest mean)		7 (T3, T9, T2, T32, T24, T23, T11)
	Vocabulary learning and language use (lowest means)	other remaining categories		Classroom activities and organization (highest mean)		4 (T3, T13, T20, T9)
	Four language skills	other remaining categories		Classroom activities and organization (highest mean)		1 (T1)

Group B (mean: >2.5- 2.75)	Grammar and error correction (lowest means)			Classroom activities and organization (highest mean) and other remaining categories		2 (T16, T8)
	Vocabulary learning and language use				Classroom activities and organization	1 (T18)
		Most categories (3 or more)				8 (T17, T7, T14, T5, T15, T27, T6, T22)
	Grammar and error correction		Aim in ELT			2 (T7, T16)
Group C (Overall mean: >2.75)		Grammar and error correction		Classroom activities and organization (highest mean)		4 (T25, T4, T28, T30)
		Grammar and error correction (lowest mean) and other remaining categories			Classroom activities and organization (highest mean)	6 (T21, T12, T29, T19, T31, T10)
					Vocabulary learning and language use (highest mean)	T1 (T30)

4.3.5 Discussions of teachers' beliefs

The belief patterns among the participant teachers diverged most based on either a) the levels of progressiveness in two major areas: *Classroom activities and organization* and *Vocabulary learning and language use* or b) whether teachers were toward traditional in *Grammar and error correction* or *Aim in ELT*, the categories related to students' skills and performances.

From the analyzed data on teachers' teaching methodology beliefs, it could be concluded that teachers' beliefs came as a result of the combinations of and inter-influences between their age and their qualifications: both their undergraduate and postgraduate training and their teaching experience. When the data were analyzed by gender of the participants, the results showed that female teachers tended to be more progressive than male teachers, although there

was only one male teacher in the most progressive teacher group. Potentially, age and teaching experience could be influential here as the mean of male teachers' age was 51.4 years while average female age was 43.4.

The results suggested that although teachers' beliefs are distributed widely, the majority of teachers' beliefs seemed to reflect different methodological approaches in the ELT context in Viet Nam at different periods of time, consistent with changes and reforms in language education and political contexts that have occurred since 1970 to the present time. As shown in Figure 1 (a) and 1 (b), teachers with more than 20 years of teaching tended more toward traditional beliefs. In language education, teacher training programs have advanced various methods and approaches through time: grammar translation methods, audio-lingual methods and CLT. The findings partially echo some researchers' views of the Vietnamese ELT context. That is, older teachers were trained before 1986 when modern approaches and methods had not reached the Vietnamese ELT context, and they were much more influenced by Audio-lingual or Grammar-translation, or Structural methods both in their learning and teaching experiences (Bax, 2003; Hoang; Kam, 2002; Pham, 2001). Le, 1997 (cited in Pham (2001)) noted that the preferred method in the teaching of teachers who completed their training before 1986 was Grammar-translation. It was mentioned that CLT had its beginnings during the 1970s and 1990s in the classic form and since the late 1990s in its amended current form (Richards, 2005). In Viet Nam, CLT was popularized during the late 1990s with more foreign trainers, workshops, joint training programs between Vietnamese educational organizations and overseas partners (Lewis & McCook, 2002). The dominance of progressive beliefs in CLT-based activities indicates the overwhelming position of this approach among English teachers in the context.

The participants' descriptive data clearly reflected one aspect of the nature of the relationship between demographic features and teachers' beliefs showing the younger, or the more recently trained they were, the more progressive they were in their beliefs, as shown in Figure 4.1 (a), Figure 4.1(b), and Table 4.5. Some participants in the sample experienced ELT over nearly 40 years since 1970 to the present time: these older generations of teachers first started their undergraduate program in the 1970s when English was mostly taught in the South of Viet Nam. A different group was teachers who were trained in the second period with classic CLT who had their training and retraining recently where CLT and CLT-refined approaches such as task-based teaching have become popular. The third group of teachers had their

training, both undergraduate and postgraduate recently, after ELT in Viet Nam had developed strong connections to modern, newly developed theories. This is also a reflection of political periods: before unification in 1975, during the isolation period, and after economic renovation “*doi moi*” commencing in 1986 that clearly affected the educational context generally, and language education in particular in Viet Nam (Wright & Tollefson, 2002). The teachers with intermediate progressive beliefs were mostly trained in undergraduate degrees in the early 1990s or before, when audio-lingual and grammar-translation approaches were prominent. Only five of these teachers had obtained a Master degree after 2000. The teachers with the most progressive beliefs held Master degrees in TESOL and had the most recent training.

Alternatively, teachers’ beliefs may have their roots in teaching methodological approaches developed in their local sites. Also, they could be influenced by a number of other factors including the teaching context, facilities, students’ demands or administrators’ requirements (Richards & Lockhart, 1994). The distributions of the teachers’ beliefs in the sample demonstrate the complexity of teaching methodology shifts in the country: Vietnamese teachers see CLT as a progressive method but not the complete solution to language learning, and aspects of other methods are still regarded as valuable in language teaching and learning. Like teachers in the study conducted by Lewis and McCook (2002), they incorporate new ideas at the same time as they maintain valued traditional features in their teaching contexts.

4.4 Presentations of teachers’ current teaching practices: traditional or progressive?

The previous section has presented the picture of teachers’ beliefs, grouping teachers’ beliefs as neutral, progressive and highly progressive in different areas. Research in ELT in Viet Nam has noted a methodology shift from traditional grammar-translation oriented methods to communicative language teaching in which the focus has also shifted from the teacher to the learner (Le, 2002; Nguyen, 2004; Phan, 2004; Utsumi & Doan, 2008). This section presents an analysis of the data regarding teachers’ teaching practices at the time of study and to establish the basis for exploring relationships between their beliefs and practices. “The inconsistency between teachers’ beliefs and their practices is not unexpected” (Fang, 1996, p. 52).

4.4.1 Overall teachers' current practices

The following section presents data relating to the teachers' current practices derived from Questionnaire 1- part A, with 14 items designed in similar categories to describe the teachers' beliefs: *Aim in ELT*, *Classroom activities and organization*, *Grammar and error correction*, *Vocabulary learning and language use*, *Four language skills*. In a similar way to the analysis of the teachers' beliefs, teachers' practices will be displayed in terms of their mean score as a whole, and then analyzed according to patterns in the data. As mentioned in the methodology chapter, the scale for measuring teachers' practices is from 1-5.

Table 4.10 describes the overall picture of teachers' current practices in order from lowest to highest: more traditional to more progressive beliefs. The results indicate that the most progressive practices of teachers were found in Category 4: *Vocabulary learning and language use* and Category 2 regarding *Classroom activities and organization*. Category 5 *Four language skills* reported the most traditional practices across categories.

Table 4.10: Overall teachers' current practices (CP)

	N	Minimum	Maximum	Mean	Std. Deviation
CP -C5- FOUR LANGUAGE SKILLS	32	1.25	3.50	2.72	.54901
Q1- C1-AIM IN ELT	32	2.00	4.50	3.09	.42951
CP -C3- GRAMMAR AND ERROR CORRECTION	32	1.00	5.00	3.48	1.06623
CP -C2-CLASSROOM ACTIVITIES & ORGANIZATION	32	2.33	5.00	3.86	.64956
CP -C4 –VOCBULARY LEARNING AND LANGUAGE USE	32	2.00	4.50	3.92	.68521
CP -TEACHERS' PRACTICES-TOTAL	32	2.03	4.04	3.50	.44159
Valid N (listwise)	32				

Mean on a scale 1-5: 3.0-3.5: Least progressive (in which <3 is sub defined as Toward traditional), >3.5-4: Intermediate progressive, >4: Most progressive

The teachers' most traditional practices were observed in the *Four language skills* category (mean value is lower than 3 on the scale of 5) which involved items related to the skills and content to be taught, where the teachers did not have many choices in their teaching. *Aim in ELT* and *Grammar and error correction*, the categories related to students' learning outcomes revealed the line between traditional and progressive views in teachers' practices with mean values of 3.09 and 3.48, respectively. Teachers' practices were more progressive

in *Vocabulary learning and language use* and *Classroom activities and organization*, the categories related to teachers' lesson delivery modes: monolingual or bilingual, wordlist or other extended vocabulary focus, pair-work and group-work. These all strongly represent teachers' performances in class that could be considered key points in how teachers expected students to actually work in class. Overall, teachers' actual interactions in class were more progressive than the ways they dealt with the teaching content and the ways the goals they had for the teaching product were evaluated externally in terms of students' accuracy and language skill acquisition. The progressive practices were seen in categories related to some kind of instruction, organization or interaction (the "how" of the teaching process) to make teaching more meaningful for their teaching performance which could be observed and evaluated by the third party, while more traditional views were noted as a means for responding to the students' demands: to pass an exam, improve their accuracy and skills and to meet the academic administrators' requirements: finish the course content in the time allotted (the "what": the product of teaching). In general, teachers' practices reported in the study suggested that while teachers tried to make their classes meaningful, and communication-oriented with pair-work, group-work or English usage, they appeared relatively traditional or mixed between semi-traditional and semi-progressive in language skills' teaching and correction.

4.4.2 Teachers' practices in relations to gender, teaching qualifications and experience

Figure 4.2 (a): Teachers' current practices in relation to gender, teaching qualifications and teaching experience

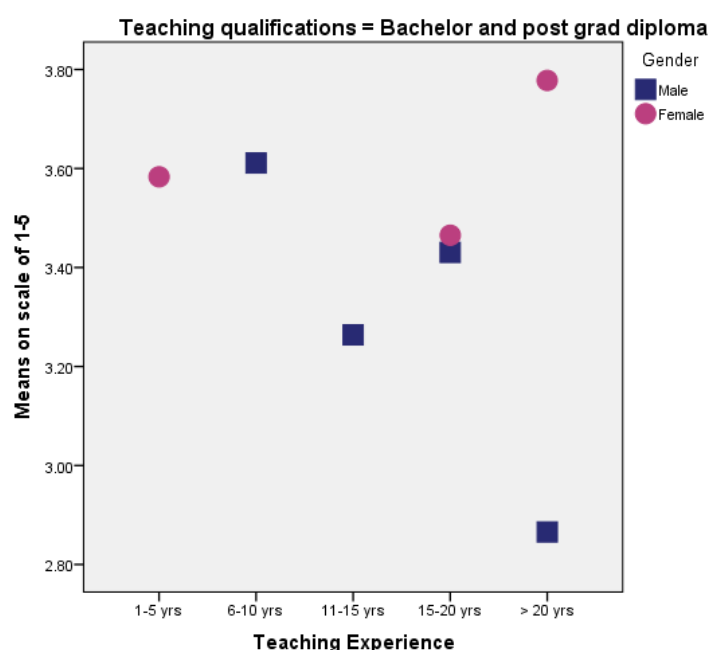
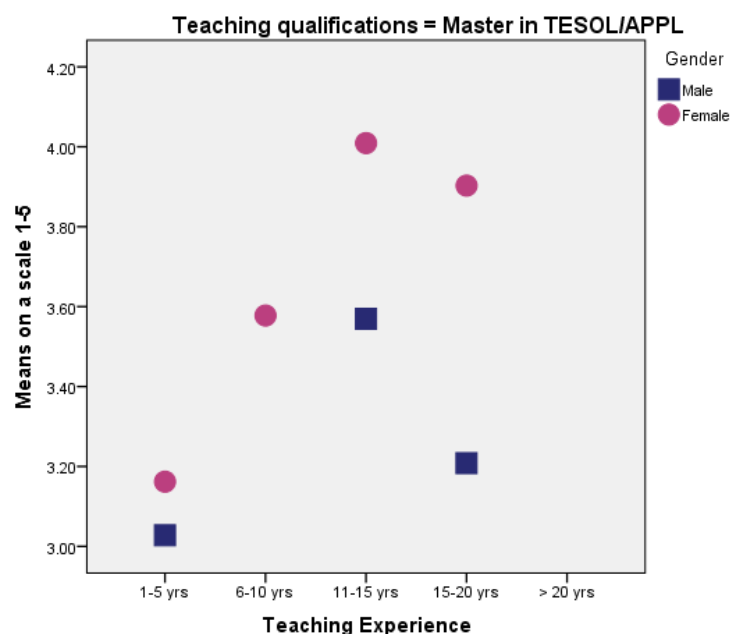


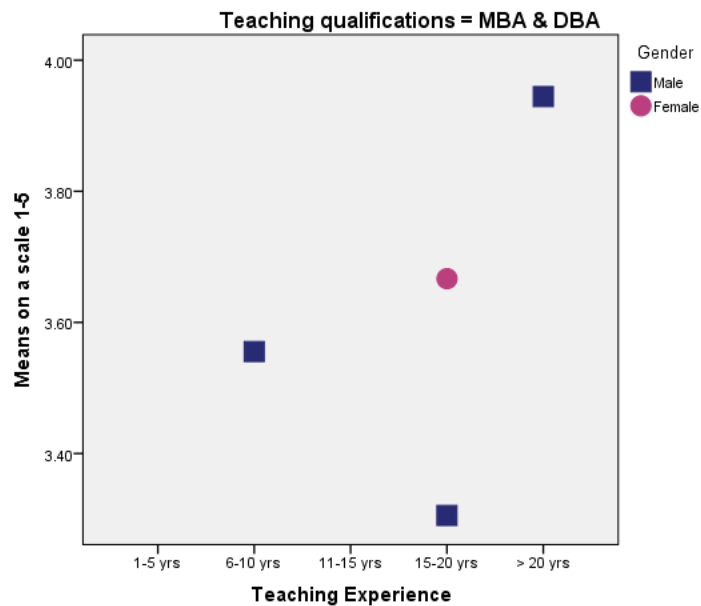
Figure 4.2 (a) shows the practices of teachers holding a Bachelor degree or a postgraduate diploma. It can be observed that there was not much difference in the practices of teachers with experience between 15-20 years in terms of their gender, but in the group with more than 20 years of experience, gender is associated with large differences in teachers' practices. Female teachers with more than 20 years of teaching experience seemed to practise much more progressively than male teachers with the same teaching experience. An alternative ways of interpreting this is that there is little difference between 1-5 years of experience and 6-10 years of experience and then also between 11-15 years and 16-20 years, but in the more than 20 years gender does make a big difference. Where there are both male and female teachers, the females are more progressive. Only the males with 6-10 years of experience have practices that are (slightly) more progressive than any of the female teachers.

Figure 4.2 (b): Teachers' current practices in relation to gender, teaching qualifications and teaching experience



Similarly, all female teachers with a Master degree in TESOL or an MBA appeared to have higher mean scores than male teachers with the same teaching qualification and teaching experience, suggesting that their practices were more progressive and increasingly more progressive as their experience increased, as seen in Figure 4.2 (b) and Figure 4.2 (c).

Figure 4.2 (c): Teachers' current practices in relation to gender, teaching qualifications and teaching experience



In short, overall, an analysis of teachers' practices according to their gender, qualification, and teaching experience indicates that female teachers tended to be more progressive in their practices in comparison to their male colleagues with the same qualifications and teaching experience.

4.4.3 Distribution of teachers' practices

analysis of teachers' responses in relation to their practices revealed that there were three major groups in the distribution of teachers' practices. As the scale is from 1 to 5, 3 represents the middle mean score, hence teachers' practices were defined as follows:

- <3.0-3.5: the least progressive practices called Group A
- 3.5-3.99: the intermediate progressive practices called Group B
- ≥4: the most progressive practices called Group C

Table 4.11: Teachers' practices sorted according to mean scores

GROUP A: LEAST PROGRESSIVE PRACTICES N=14		GROUP B: INTERMEDIATE PROGRESSIVE PRACTICES N=14		GROUP C: MOST PROGRESSIVE PRACTICES N=4	
Teachers' code	Mean	Teachers' code	Mean	Teachers' code	Mean
23	2.03	20	3.53	25	4.00
1	2.38	13	3.56	7	4.01
27	3.03	22	3.58	3	4.03
17	3.10	29	3.58	21	4.04
15	3.21	30	3.61		
18	3.25	19	3.65		
8	3.26	31	3.65		
24	3.28	14	3.67		
5	3.31	16	3.72		
32	3.42	26	3.76		
6	3.43	2	3.79		
4	3.46	10	3.81		
11	3.47	9	3.94		
12	3.49	28	3.99		

N=32, Mean on a scale 1-5: 3.0-3.5: Least progressive (in which <3 is sub defined as Toward traditional), >3.5-4: Intermediate progressive, >4: Most progressive

The teachers' profiles grouped according to the mean scores for their reported practices are shown in Table 4.12.

Table 4.12: Overall teachers' profiles grouped according to their reported practices

	Group A	Group B	Group C
TP means on a scale 1-5	2.0-3.5 Least progressive practices	>3.5-3.99 Intermediate progressive practices	≥4 Most progressive practices
Number of teachers	14	14	4
Gender M: male, F: female	M: 8, F: 6	M: 4, F: 10	M: 1, F: 3
Year of birth	1940s: 4 1950s: 4 1960s: 1 1970s: 3 1980s: 2 Mean: 51.4	1940s: 0 1950s: 3 1960s: 2 1970s: 6 1980s: 3 Mean: 40.28	1950s: 3 1960s: 0 1970s: 1 1980s: 0 Mean: 52.25
Teaching qualification	BA: 5 MA in TESOL: 7 MBA: 1 DBA: 1	BA: 4 MA in TESOL or Applx: 7 MBA: 3	BA: 2 MA in TESOL: 2

Year of undergraduate graduation	1970s: 4 1980s: 1 1990s: 6 2000s: 3	1970s: 1 1980s: 1 1990s: 6 2000s: 6	1990s: 3 2000s: 1
Year of post graduate graduation	1990s: 1 (MBA) 2000s: 8 (7 MA in TESOL/AppLx. +1 DBA)	2000s: 10	2000s: 2
Teaching Experience <i>E1: 1-5yrs, E2: 6-10yrs, E3: 11-15yrs, E4: 15-20 yrs, E5: >20 yrs</i>	E1: 2 E2: 2 E3: 3 E4: 5 E5: 2	E1: 2 E2: 5 E3: 2 E4: 3 E5: 2	E1: 1 E2: 0 E3: 1 E4: 0 E5: 2

Nearly half of the sample, 14 teachers, reported having the least progressive practices. The data did not show much difference among the teachers of different groups in terms of their qualifications, but gender mattered. As seen in Table 4.12, teachers with a Bachelor degree or a Master degree reported practising both least progressively and most progressively. However, eight out of the thirteen male teachers in the whole sample had the least progressive teaching practices (Group A) and only four of thirteen reported practising progressively (three in Group B, and one in Group C). In contrast, female teachers were distributed mostly in the intermediate progressive and the most progressive groups. Teachers' practices could be the result of training as Table 4.12 shows that younger teachers with reported progressive practices (Group B) had training in their BA in 1990s, while most of the teachers who trained in the 1970s (three out of four) were in Group A with the least progressive practices. The most progressive teachers in terms of their practices were in their early 50s, with two having more than 20 years of teaching experience. Nevertheless, experienced teachers were distributed in the most, the middle and the least progressive groups. Taken together, these various observations mean that teaching practices were quite complicated to estimate when just simply based on teachers' years of teaching and types and years of training they had. Teachers' personalities are also influencing factors in teachers' beliefs which are said to have strong impacts on the teachers' pedagogical behaviours (S. Borg, 1998; Clark & Peterson, 1986).

Group A: Teachers with the least progressive practices

This group consisted of teachers with the lowest means in the sample indicating that their practices were the least progressive. These teachers showed that they were more progressive in *Classroom activities*, but more traditional in *Four Language Skills* (T 27, 15, T18, T32, T12). Other teachers showed that they were more progressive in *Vocabulary and language use* but more traditional in *Four Language Skills* (T5, 32, 6, 11). The practices reported as least progressive were consistently associated with the *Four language skills* category since this category was never reported as having even intermediate progressive practices although sometimes the category of *Grammar and error correction* was reportedly associated with even less progressive practices.

Table 4.13: Group A - Distributions of practices of teachers with the least progressive practices

Teacher code		CP- G1-AIM	CP - G2-CLASSROOM ACTIVITIES	CP - G3-GRAMMAR AND ERROR CORRECTION	CP -G4 VOCABULARY AND LANGUAGE USE-RE	CP - G5-FOUR LANGUAGE SKILLS	CP - TOTAL
23	Mean	2.50	2.67	<u>1.00</u>	2.00	2.00	2.03
1	Mean	2.00	3.00	<u>1.00</u>	3.00	2.25	2.38
27	Mean	3.00	4.67	3.50	2.50	<u>2.00</u>	3.03
17	Mean	3.00	2.33	3.00	4.00	<u>2.25</u>	3.10
15	Mean	3.50	4.00	4.50	3.00	<u>1.25</u>	3.21
18	Mean	3.00	4.00	<u>2.00</u>	4.00	2.50	3.25
8	Mean	3.00	3.33	3.50	4.00	<u>1.75</u>	3.26
24	Mean	3.50	2.67	4.50	3.50	<u>2.00</u>	3.28
5	Mean	<u>3.00</u>	3.33	3.50	3.50	<u>3.00</u>	3.31
32	Mean	3.00	4.00	3.00	4.00	<u>2.50</u>	3.42
6	Mean	3.00	3.33	<u>2.50</u>	4.50	2.75	3.43
4	Mean	3.50	4.00	4.00	<u>3.00</u>	3.25	3.46
11	Mean	3.50	3.33	2.50	4.50	<u>2.50</u>	3.47
12	Mean	2.50	4.67	<u>2.00</u>	4.50	2.75	3.49

Mean on a scale 1-5: 3.0-3.5: *Least progressive (in which <3 is sub defined as Toward traditional)*, >3.5-4: *Intermediate progressive*, >4: *Most progressive*
 Lowest means in individual teachers' practices are underlined, highest means are bolded

The distribution of teachers' progressive practices is presented in Table 4.13. Most teachers' practices were highly progressive in *Vocabulary learning and language use*, *Classroom activities and organization*, and traditional or neutral in *Four language skills*. Some of them appeared highly progressive in *Grammar and error correction* teaching practices.

Table 4.14: Group B - Distributions of practices of teachers with intermediate progressive practices

Teacher code		Q1- G1- AIM	Q1- G2- CLASSROOM ACTIVITIES	Q1- G3- GRAMMAR AND ERROR CORRECTION	Q1-G4 VOCABULARY AND LANGUAGE USE-RE	Q1- G5- FOUR LANGUAGE SKILLS	Q1- TOTAL
20	Mean	3.50	3.67	<u>3.00</u>	4.00	<u>3.00</u>	3.53
13	Mean	3.00	3.33	<u>2.50</u>	4.50	3.50	3.56
22	Mean	<u>3.00</u>	4.00	3.50	4.00	<u>3.00</u>	3.58
29	Mean	3.00	4.00	4.00	4.00	<u>2.50</u>	3.58
30	Mean	<u>3.00</u>	4.67	3.50	3.50	3.50	3.61
19	Mean	3.00	3.67	3.50	4.50	<u>2.75</u>	3.65
31	Mean	<u>3.00</u>	4.67	5.00	3.00	3.25	3.65
14	Mean	3.00	4.00	3.50	4.50	<u>2.50</u>	3.67
16	Mean	<u>3.00</u>	4.33	5.00	3.50	3.00	3.72
26	Mean	3.50	4.33	3.50	4.00	<u>3.25</u>	3.76
2	Mean	3.50	4.00	3.50	4.50	<u>2.75</u>	3.79
10	Mean	<u>3.00</u>	4.33	3.50	4.50	<u>3.00</u>	3.81
9	Mean	3.50	3.67	5.00	4.50	<u>2.50</u>	3.94
28	Mean	3.00	4.67	4.50	4.50	<u>2.75</u>	3.99

Mean on a scale 1-5: 3.0-3.5: Least progressive (in which <3 is sub defined as Toward traditional), >3.5-4: Intermediate progressive, >4: Most progressive

Lowest means in individual teachers' practices are underlined, highest means are bolded

Group C: Teachers with most progressive practices

This group consisted of four teachers who reported the most progressive instructional practices among the sample. These teachers' practices were progressive or highly progressive in most of the categories. However, T7 held traditional practices in Category 5, *Four language skills* and T21 still had traditional practices in relation to *Aim in ELT*.

Table 4.15: Group C - Distributions of practices of teachers with the most progressive practices

Teacher code		Q1- C1-AIM	Q1- C2- CLASSROOM ACTIVITIES	Q1- C3- GRAMMAR AND ERROR CORRECTION	Q1-C4 VOCABULARY AND LANGUAGE USE	Q1- C5- FOUR LANGUAGE SKILLS	Q1- TOTAL
25	Mean	<u>3.00</u>	4.00	4.50	4.50	3.50	4.00
7	Mean	3.00	4.33	5.00	4.50	<u>2.75</u>	4.01
3	Mean	4.50	3.67	<u>3.50</u>	4.50	<u>3.50</u>	4.03
21	Mean	<u>2.50</u>	5.00	4.50	4.50	3.25	4.04

Mean on a scale 1-5: 3.0-3.5: Least progressive (in which <3 is sub defined as Toward traditional), >3.5-4: Intermediate Progressive, >4: Most progressive

Lowest means in individual teachers' practices are underlined, highest means are bolded

4.4.4 Derived patterns of teachers' practices

The above tables reveal that teachers' practices were distributed widely. Particular cases are discussed below.

- There were cases of teachers who were traditional in *Four Language skills* category, highly progressive in classroom activities and neutral in other categories.
- There were teachers whose practices were quite progressive in *Grammar and Error Correction*, and mostly neutral in other categories.
- There were teachers who were consistent in their teaching, showing high progressiveness in three categories out of five *Classroom activities and organization*, *grammar and error correction*, *Vocabulary learning and language use* while being neutral in the other two.
- It is almost never the case that the most progressive practices were in *Aims* or *Four language skills*. There was only one case where “aims” were the most progressive (T3, Group C). Grammar and error correction were always less frequently ‘most progressive’. Vocabulary and language use competed with Classroom activities for the most frequently most progressive.

The patterns of teachers' practices suggested that language classrooms were on the surface full of CLT activities, but teachers remained less progressive in the categories such as *Aim in ELT* and appeared practically traditional in *Four language skills*, the content of teaching. The picture of teachers' practices was quite multi-dimensional. Teachers in Group A had the lowest means (generally between 3.0 and 3.5), although two averaged less than 3.0 in all categories and can therefore be regarded as distinctly traditional. Other teachers' practices could be traditional in one category, neutral in some categories, progressive in the others (Group A: T32, T6, T17, T18, T27, T4), or highly progressive in certain categories (Group A: T15, T6, T11). Group B teachers' practices ranged from intermediate in most categories to most progressive in *Grammar and error correction* (Group B: T24, T15, T4) or in Vocabulary and language use (Group B: T2, T9, T27, T5). Group C teachers' practices had the most progressive means in total with the most progressive means in categories such as *Classroom activities and organization*, *Grammar and error correction*, and *Vocabulary learning and language use*. More details on cases of teachers are shown in Table 4.16.

Table 4.16: Overview of teachers' patterns in practices

Scale on practices 1-5	Toward traditional <3	Least progressive 3.0-3.5:	Intermediate progressive 3.5-4	Most progressive >4	Teachers
GROUP A 2.0-3.5 Least progressive practices	all categories				23, 1
	Four language skills		Vocabulary learning and Language use		32, 6, 17, 18
			Classroom activities and organization		27, 4
				Grammar and error correction	15
				Vocabulary learning and language use	6, 11
				Vocabulary and language use	22, 29,
GROUP B >3.5-3.99 Intermediate progressive practices	Four language skills			Grammar and error correction	24, 15, 4
				Vocabulary learning and language use	2, 9, 28, 7
GROUP C ≥4 Most progressive				IN 3 GROUPS: Classroom activities and organization, Grammar and error correction, Vocabulary and Language use	28, 25, 7, 21

Mean on a scale 1-5: 3.0-3.5: Least progressive (in which <3 is sub defined as Toward traditional), >3.5-4: Intermediate progressive, >4: Most progressive
Lowest means in individual teachers' practices are underlined, highest means are bolded

4.4.5 Discussion of teachers' practices

The results relating to teachers' practices indicate that while teachers reported the most progressive practices in the areas related to "how" the classes should be taught with communicative teaching activities such as pair-work, group-work and information gap activities, at the same time they reported that their classes were somewhat toward traditional in other categories such as *Four language skills* or *Aim in ELT*. These findings could be somewhat a surface reflection of Utsumi & Doan's study (2008) on trends in teaching and learning English which studied teachers' practices in five universities in Viet Nam and concluded that teachers in the project were attempting to use new teaching methods in their classes and there was a shift in teaching and learning practices from very traditional to highly

communicative ways of teaching. However, the complex data of this research suggests there is only an appearance of a change, or it could be that the changes are not paradigmatic (i.e. not everything has to change at the same time) or it could be that even a dramatic shift toward a communicative methodology requires some 'more traditional' attention to certain aspects of language. The findings in relation to teachers' practices were, to some degree, inconsistent with the findings in relation to their beliefs, since teachers' beliefs tended to be least progressive in *Grammar and error corrections* and *Aim in ELT*. In an attempt to determine how participant teachers' beliefs connect to their practices, I try to classify teachers according to the levels of progressiveness, considering both their beliefs and practices.

4.5 Relationships between teachers' current beliefs and practices

In the previous section, the findings on teachers' beliefs showed three groups of teachers: teachers with the least progressive beliefs, teachers with intermediate progressive beliefs and teachers with the most progressive beliefs. Findings on teachers' practices also grouped them into three major groups: neutral, progressive and highly progressive. However, determining whether the teachers' beliefs were consistent with their teaching practices could provide a clearer image of each teacher's approach. The next section displays the teachers in groups, based on their beliefs and practices.

It should be noted that the scales used to record teachers' beliefs and practices were not the same. Beliefs were measured on a scale of 1-4 and practices on a scale of 1-5, in which the sub-levels of progressiveness were defined as follows:

Teachers' beliefs means on a scale of 1-4		Teachers' practices means on a scale 1-5	
≤ 2.5	<i>Least progressive (≤ 2 is sub defined as toward traditional)</i>	3.0-3.5	<i>Least progressive (in which <3 is sub defined as Toward traditional)</i>
>2.5-2.75	<i>Intermediate progressive</i>	>3.5-4	<i>Intermediate progressive</i>
>2.75	<i>Most progressive (>3.5 is sub defined as relatively high progressive)</i>	>4	<i>Most progressive</i>

Using the groupings created, teachers were re-grouped according to the different relationships between their means in beliefs and practices. There are nine combined groups that result from this comparison, as presented in Table 4.17.

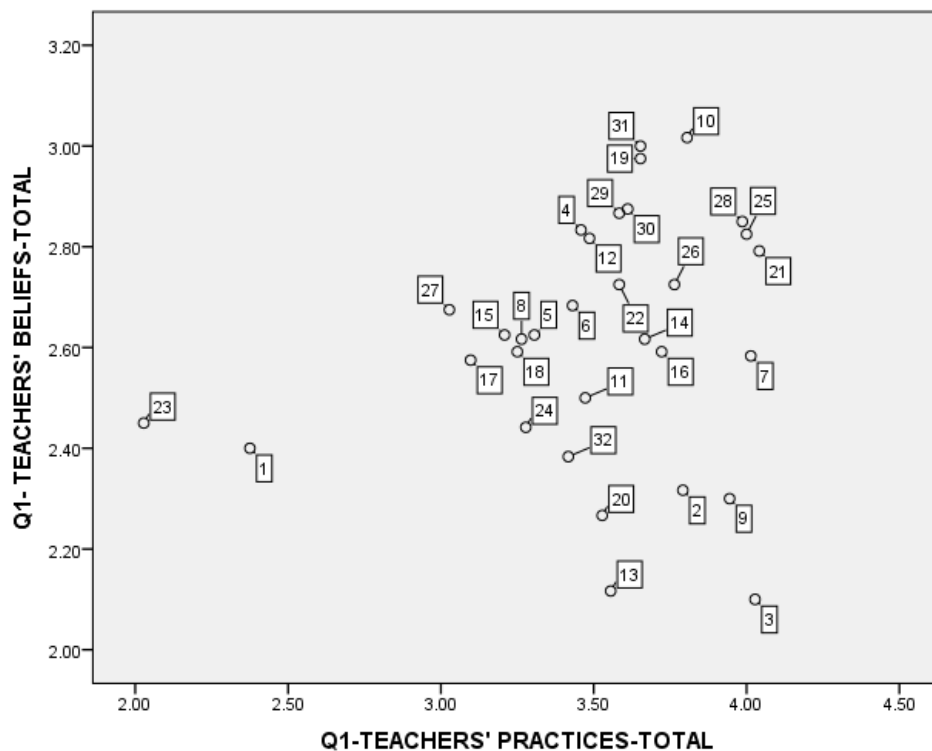
Table 4.17: Matching of teachers' beliefs and their practices

	Least progressive beliefs	Intermediate progressive beliefs	Most progressive beliefs	Total number of teachers
Least progressive practices	1, 11, 23, 24, 32	5, 6, 8, 15, 17, 18, 27	4, 12	14 (43.75%)
Intermediate progressive practices	2, 9, 13, 20	14, 16, 22, 26	10, 19, 28, 29, 30, 31	14 (43.75%)
Most progressive practices	3	7	21, 25	4 (12.5%)
Total number of teachers	10 (31.25%)	12 (37.5%)	10 (31.25%)	32

Teachers are roughly evenly divided across the beliefs groups. The table shows that less progressive practices are dominant. The single largest group has intermediate progressive beliefs and the least progressive practices (T5, T6, T8, T15, T17, T18, T27). The next two groups are quite different – one with the least progressive beliefs and practices and the other with the most progressive beliefs and intermediate progressive practices. The least frequent groups combine the largest possible contrasts, except for the group (of two) with both the most progressive beliefs and the most progressive practices.

M. Borg (2001) emphasised the important role of teachers' beliefs in influencing people's actions. However, the results of this study did not show a strong connection or relationship between the traditionalism/progressiveness of teachers' beliefs and the traditionalism/progressiveness of their practices. That teachers held less progressive beliefs did not necessarily mean that their practices were less progressive. These findings are not in line with some research in the field which shows that teachers' beliefs have a strong relationship with their practices (Richardson, Anders, Tidwell, & Lloyd, 1991).

Figure 4.3: The relationship between teachers' beliefs and practices



Visually, observing the diagram showing the relationship between teachers' beliefs and practices, four major groups of teachers could be identified.

First, there were two teachers (T23, T1) who reported both relatively less progressive beliefs and practices. Their demographic data revealed that T23, a male with more than 20 years of teaching experience, was old and had only a Bachelor degree in TESOL, while T1, a female was the least experienced with only 1-5 years of teaching, and had a more advanced Master in TESOL. They appear to have little in common even though they appear in the same group.

Second, a group of teachers with relatively less progressive beliefs had relatively more progressive practices (T3, T20, T13, T2, T9, T3, T32). Interestingly, all these teachers except one (T2) held a Bachelor degree in TESOL, but if these teachers held a postgraduate degree, it was in business (T13, T9, T32). Another point to show that those who worked in business seemed very active in their practices was that T2, although holding a Bachelor and a Master degree in TESOL, also had a degree in Business and had been working in business and teaching part-time.

Third, there was a group of teachers with middle beliefs and practices, who were the majority in the sample (T27, T15, T17, T24, T18, T11, T16, T8, T5, T6, T14, T22, T26). This means that teachers' beliefs and practices in the sample were most consistent in the middle of the scale between traditionalism and progressivism.

Fourth, T4 and T12 seemed to be most progressive in their beliefs, but their practices were the least progressive. The demographic data revealed that both of them were female and both held a Master degree, both were trained in the 2000s and were in the middle of their teaching career. This has caused a question to be raised in relation to this group about the influence of teachers' beliefs on their practices or the match or mismatch between these two factors.

Fifth, a group of teachers showed a relatively more positive relationship between their beliefs and practices; both were most progressive among the participants consisted of T30, T29, T28, T25, T10, T31, T19, T21 who were mostly female (nine out of ten), holding a Master degree in TESOL (eight out of ten) and were trained recently: either in an undergraduate program in the late 1990s or a postgraduate program in the 2000s. Two teachers with a Bachelor degree in TESOL were also trained in 1997 (T19, female) and in 2005 (T10, male). In addition, these two teachers also joined teaching part-time for English-majored classes where teachers were offered more professional training, seminars and workshops which teachers were required to attend and where they experienced more challenges and pressures in teaching.

The results in general have shown the multifaceted relationships between teachers' beliefs and practices, classifying teachers into different groups with certain relationships. With the exception of T23 and T1, the range of variation in practices is very similar in the sample; the teachers are more distinguished by the variation in their beliefs.

My next question is how teachers with different kinds of relationships between their beliefs and practices developed or changed through time. Do they all change all the time (Richardson, 1998), or do some change while others do not, or do they change in some areas and stay the same in other areas in ELT? Who has experienced the most changes? I anticipate that teachers holding different kinds of belief and practice relationships could change their beliefs and practices in different dimensions and their process of change could be complex, depending on the diversities of their current beliefs and practices. I will explore these issues

in the next chapter by focusing on the stories of individual teachers who are exemplars of different patterns in the range and direction of change in beliefs and practices.

4.6 Conclusion

This chapter has provided an analysis of the data and discussions related to teachers' current beliefs and practices and the relationship between them. The results showed that teachers' beliefs and practices were relatively progressive in total mean, but they were distributed quite widely in different areas. The relationships between teachers' beliefs and practices were quite complex and multidimensional. However, the nature of the relationships was not random. As discussed, teachers' gender, teaching qualifications and teaching experiences, as well as ages, all interacted in their belief shaping and instructional practice choices.

The results has confirmed the overall shift in teachers' beliefs and practices toward CLT in language teaching in an attempt to answer the question raised at the beginning of the chapter as to whether age, gender, types of training, length of teaching are related in general to progressive beliefs and practices. However at a more detailed level, my analysis has revealed inconsistencies as well as variations to the trend, especially in teachers' practices. One interpretation may be that teachers do not have a holistic view about traditional or progressive teaching, their teaching consisting of trial and error, and they picked convenient names to label their practices rather than adhere to a consistent framework. This would help to explain why inconsistencies and irregularities in teachers' beliefs and practices occur when we look at the general trend, and at particular areas of teaching. In short, within the move toward progressiveness, teachers' beliefs and practices are mixed in the sense there is not necessarily a close match between what teachers would like to do and what they are only able to do.

In exploring these issues, the next chapter will address one of the key issues in the teaching profession: changes in teachers' beliefs and practices as well as the relationships between these changes and how they are interrelated in shaping teaching nature.

CHAPTER 5: DATA ANALYSIS

EXPLORING CHANGES IN TEACHERS' BELIEFS AND PRACTICES AND THE RELATIONSHIPS BETWEEN THEM

5.0 Introduction

Chapter Four described teachers' current beliefs and practices and the relationships between them in relation to gender, teaching qualifications and teaching experience. In the literature, several researchers have insisted that pre-existing beliefs about teaching are resistant to change. At different levels of language education in Viet Nam, time and effort have been devoted to language classroom renovations, teacher training and teacher education to modernize theories and practices, and so I have asked whether these organisational changes have impacted on individual teachers in the past few years. My research interest lies in the issues of whether teachers change their beliefs and their practices, or whether they change in only one area and stay the same in the other area. Do they move uniformly toward progressiveness or do they change in different directions? In this chapter, I present data related to changes teachers have reported in their beliefs and practices. There are two sections. The results presented in the first part are primarily based on the dataset from both Questionnaire 1 (Q1: asking about teachers' **current** beliefs and practices) and Questionnaire 2 (Q2: asking about teachers' **earlier** beliefs and practices over the preceding three years). The second part deals with data from open-ended questions in the two questionnaires to learn about the types of changes that teachers have experienced in their career.

Do teachers change their beliefs and practices?

In order to investigate changes in teachers beliefs and practices, data from Time 1 (current beliefs and practices) and Time 2 (earlier beliefs and practices) were analyzed. First, responses from Time 1 and Time 2 are compared using paired-samples tests for all categories to see whether changes were reported in teachers' beliefs and practices and whether any such changes were statistically significant. This is followed by an analysis of teachers' reported changes in relation to gender, academic qualifications and teaching experiences over the whole sample. Next, the directions in teachers' changes, as well as the areas in language teaching methodology in which participant teachers reported most or fewest changes will be described, analyzing teachers' data from each of the two times. Results for reported changes in teachers' beliefs are presented first, followed by presentations about teachers' reported changes in their practices.

5.1 Change in teachers' beliefs

5.1.1 Overall change in teacher beliefs

A paired-samples t-test was conducted to examine whether there was a significant change in teachers' scores for their beliefs between their Time 1 (Questionnaire 1: current beliefs) and Time 2 (Questionnaire 2: earlier beliefs) data. The results (Table 5.1) show that there was a statistically significant change in Category 4 *Vocabulary learning and language use* ($p=0.018<0.05$) and in total ($p=0.018<0.05$) between their earlier and current beliefs. Differences in means between the earlier and current beliefs were found in all categories, with lower values for the earlier beliefs (Questionnaire 2) indicating that in general, teachers' beliefs had moved toward progressive methodologies in ELT. This reflects a shift in ELT in the Vietnamese context: from more traditional to more progressive communicative teaching (Pham, 2001; Utsumi & Doan, 2008).

Table 5.1: Comparison of teachers' earlier and current beliefs

Paired Samples Statistics				
Beliefs (Earlier, EB and Current, CB) by Category		Mean	Std. Deviation	Sig. (2-tailed)
Pair 1	EB- C1-AIM IN ELT	2.51	.31167	.224
	CB- C1-AIM IN ELT	2.58	.25717	
Pair 2	EB- C2-CLASSROOM ACTIVITIES	3.04	.42173	.117
	CB-C2-CLASSROOM ACTIVITIES & ORGANIZATION	3.17	.38853	
Pair 3	EB -C3- GRAMMAR AND ERROR CORRECTION	2.02	.38290	.069
	CB- C3-GRAMMAR AND ERROR CORRECTION	2.15	.34699	
Pair 4	EB- C4- VOCABULARY LEARNING AND LANGUAGE USE	2.35	.56746	.018*
	CB- C4-VOCABULARY LEARNING AND LANGUAGE USE	2.59	.46925	
Pair 5	EB- C5- FOUR LANGUAGE SKILLS	2.51	.34518	.110
	CB- C5-FOUR LANGUAGE SKILLS	2.60	.32201	
Pair 6	EB- TOTAL	2.62	.24221	.018*
	CB- TOTAL	2.49	.30315	

EB: Earlier beliefs, CB: Current beliefs, C: category

The significant change found in Category 4 *Vocabulary learning and language use* between the two times suggests a change in teachers' beliefs regarding monolingual or bilingual use of language in ELT classes, showing more support for more use of the target language in teaching. As there was a significant overall difference between the teachers' current and earlier beliefs, further data analysis was carried out in order to determine how changes in teachers' beliefs related to their gender, qualifications and teaching experience.

5.1.2 Teachers' belief changes in relation to gender, qualifications and teaching experiences

Figure 5.1: Changes in teachers' beliefs in relation to gender, qualifications and teaching experience

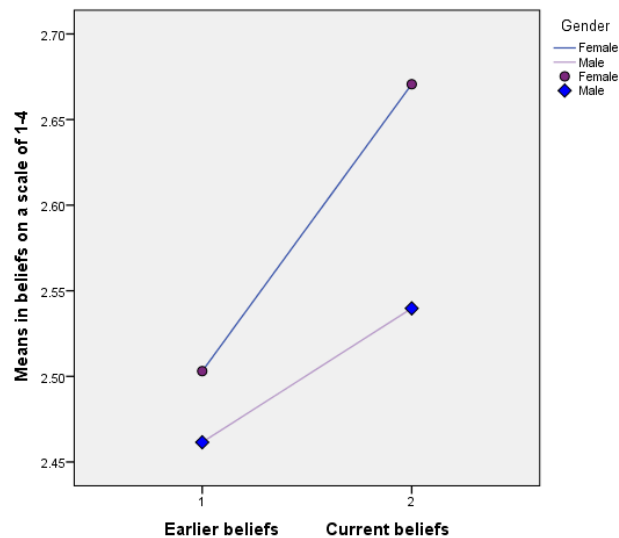


Figure 5.1 showed that female teachers' beliefs means were higher than those of male teachers, and that they reported greater change toward progressiveness. Female teachers' earlier beliefs were more progressive than those of male teachers and the gap has become wider at the current time. As discussed previously, generally female teachers in the sample were younger, more qualified in terms of their degrees and had been trained more recently than the male teachers. These all have the potential to influence their beliefs and will be explored separately in the following sections.

Figure 5.2: Change in teachers' beliefs in relation to qualifications

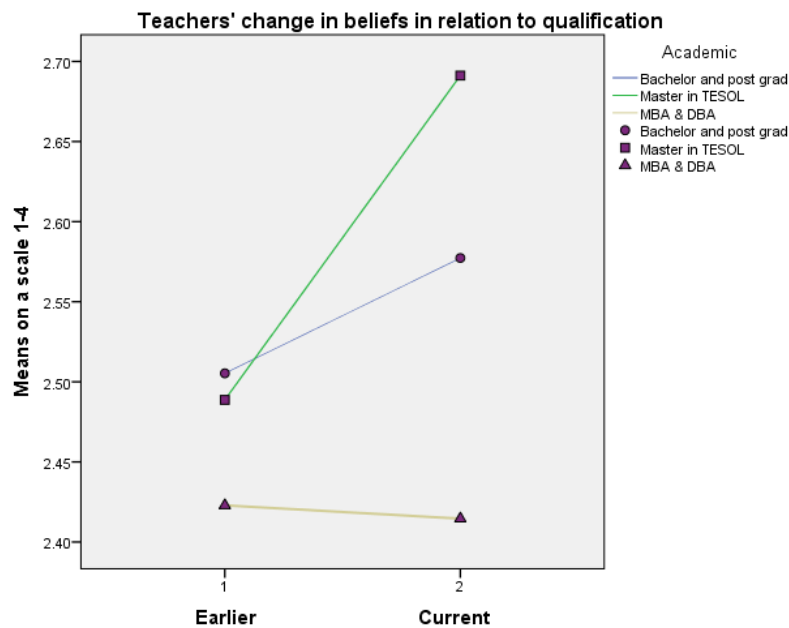
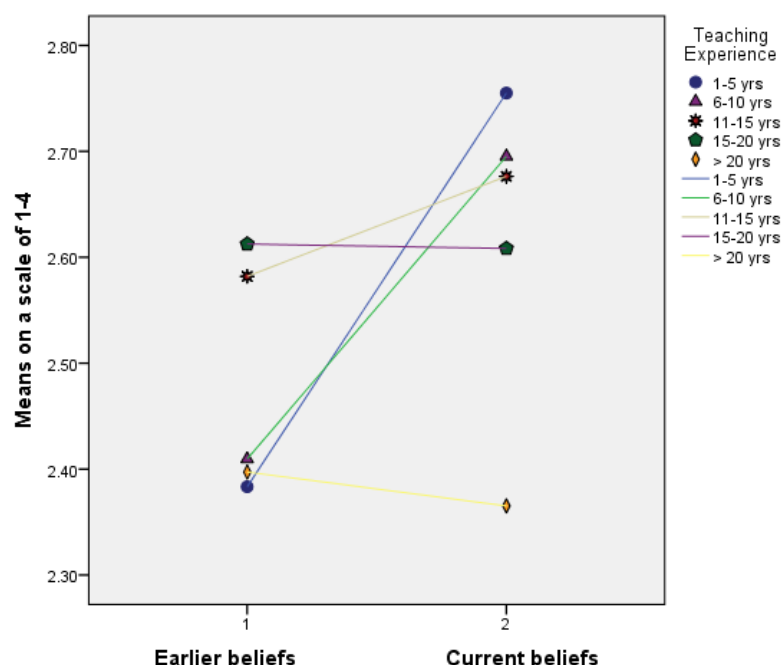


Figure 5.2 presents the means for beliefs at the two times in relation to teachers' qualifications classified separately for teachers with a Bachelor degree, teachers with a Master degree in TESOL/Applied Linguistics, and teachers with an MBA/DBA. Of the three groups, the teachers with a Master degree in Business had the lowest score earlier and their means had become slightly lower at the current time. In comparison to other teachers, this group moved backward, while teachers qualified with a Master in English teaching reported the most substantial changes toward progressiveness in their beliefs, even though the mean score for their earlier beliefs was slightly lower than the score of teachers with only a Bachelor degree. These results suggest that a combination of higher level qualifications and a focus on TESOL or Applied Linguistics is most strongly associated with changes towards more progressiveness in beliefs about language teaching. However, type and level of qualifications were not the only demographic factor creating differentiation within the sample. The amount of teaching experience will be explored next.

Changes in teachers' beliefs in relation to their teaching experience is shown in Figure 5.3.

Figure 5.3: Changes in teachers' beliefs in relation to teaching experience



The most experienced teachers (15-20 years of teaching experience and more than 20 years of teaching experience) reported that their beliefs had become more traditional in comparison to the direction of changes in other teachers, who reported that their beliefs had become more progressive. However, the teachers with 11-15 years of experience did not report a large change in their beliefs. The most experienced teachers' means dropped slightly from their earlier reported beliefs to their current reported beliefs. The least experienced teachers reported the most substantial change in their beliefs - their mean was the lowest at the earlier time and the most progressive at the current time. In short, the greater the experience, the lower the amount of change in beliefs over the last three years. These data suggest that the extent of change in beliefs in the last three years reduced dramatically for teachers with more than ten years of experience, becoming negative by 15 years of experience.

Table 5.2 shows teachers' belief changes in terms of the means of their responses. A decrease in means shows that teachers' beliefs were moving toward traditionalism and an increase in means shows teachers were moving toward progressive teaching methodology. Different dimensions in changes in teachers' beliefs were noted as follows.

- There were 13 teachers whose beliefs showed mean scores decreasing when comparing their current beliefs (Questionnaire 1) and their earlier beliefs (Questionnaire 2), suggesting that their beliefs used to be more progressive than now. Seven of the teachers in this group were from Group A, the group of teachers with the lowest means in their beliefs. This was 70% of the teachers in Group A. As also discussed in the previous chapter, teachers in Group A mostly held basic degrees for ELT, were older and had more experience than the other groups. These results suggest that age, basic qualifications and extensive experience combine as the factors most strongly associated with a shift toward traditionalism over the last three years.
- There were two teachers reporting no change in their means, indicating that their beliefs remained the same in relation to the two research times. One teacher was from Group A with the lowest means in beliefs and one was from Group C with the highest mean (showing more progressiveness). The demographic data (see Appendix 5) revealed that these two teachers had both graduated recently with a postgraduate degree and were almost the same age. The only shared characteristic was the recency of completion of (a higher level) training associated with recent entry to the profession.
- The largest group showing a shift toward progressiveness in their beliefs about teaching methodology consisted of 17 teachers who were mostly from Group B (8 teachers out of 11) and Group C (7 teachers out of 11), the two groups with more progressive beliefs. Two teachers from Group A out of ten experiencing changes toward progressiveness in their beliefs were those who also had further training after their undergraduate program, even though the major in their postgraduate training was in business. However, these teachers from Group A seemed to have minimum changes toward progressivism in comparison with other participants who also reported the same direction of belief change. Except for one teacher (T8) with a basic degree in language teaching, the shared characteristics of the other teachers in this third group were that although they held different degrees of progressivism in their beliefs that meant they could be from Group A, B, or C, they all had some kinds of postgraduate training: postgraduate diploma (T19, T29), Master of TESOL or Applied Linguistics (T4, T6, T12, T16, T18, T28, T31) or MBA (T5, T9, T14) and their time of training was mostly from the year 2000. This data suggest that those with most

changes in their beliefs toward more progressive teaching methodology mostly held postgraduate diplomas or degrees in language teaching.

Table 5.2: Teachers' belief change-Differences in means between current and earlier beliefs

Teachers with decreased mean scores N=13					Teachers with no change in mean N=2					Teachers with increased mean scores N=17				
Current TB	Group	Earlier TB	Diff in means	T's code	Current TB	Group	Earlier TB	Diff in means	T's code	Current TB	Group	Earlier TB	Diff in means	T's code
2.63	G.B	2.87	-0.24	15	2.40	G.A	2.40	0.00	1	2.30	G.A	2.29	0.01	9
2.12	G.A	2.35	-0.23	13	2.83	G.C	2.83	0.00	25	2.85	G.C	2.82	0.03	28
2.44	G.A	2.58	-0.13	24						2.38	G.A	2.34	0.04	32
2.79	G.C	2.91	-0.12	21						2.63	G.B	2.58	0.04	5
2.32	G.A	2.42	-0.10	2						2.98	G.C	2.86	0.12	19
2.58	G.B	2.65	-0.07	17						2.62	G.B	2.47	0.15	14
2.50	G.A	2.56	-0.06	11						2.68	G.B	2.50	0.18	6
2.88	G.C	2.93	-0.06	30						2.59	G.B	2.38	0.22	18
2.27	G.A	2.32	-0.05	20						3.00	G.C	2.78	0.22	31
2.58	G.B	2.63	-0.05	7						2.59	G.B	2.33	0.27	16
3.02	G.C	3.05	-0.03	10						2.83	G.C	2.54	0.29	4
2.10	G.A	2.11	-0.01	3						2.62	G.B	2.28	0.34	8
2.45	G.A	2.46	-0.01	23						2.73	G.B	2.26	0.47	26
										2.87	G.C	2.33	0.54	29
										2.73	G.C	2.18	0.55	22
										2.68	G.B	1.87	0.81	27
										2.82	G.C	1.73	1.09	12
2.62		2.49	0.13	Total										

G.A: Group of teachers with the least progressive current beliefs

G.B: Group of teachers with intermediate progressive current beliefs

G.C: Group of teachers with the most progressive current beliefs

The overall changes in teachers' beliefs were analysed, as shown in Table 5.2, based on their mean scores noticing multi-directional changes in teachers' beliefs. It can be seen that teachers in all three groups changed in both directions, toward both more progressivism and more traditionalism and teachers from two groups A and C were in the 'no change' group so 'group' does not seem to be the major correlate of any particular change. The three groupings in Table 5.2 suggest that there is no deterministic relationship between demographic variables and changes in beliefs. Nevertheless, there are suggestive clusterings of variables that seem to be associated differently with moves toward traditionalism or progressivism. A further investigation of the dataset provides more details on where changes occurred in teachers' beliefs: in which categories teachers have experienced most and least changes of their beliefs.

5.1.3 Changes in teachers' beliefs across categories

The results presented in Table 5.3 show that for those teachers where there was a decrease in mean scores, there was no decrease in Category 1 *Aim in ELT*, but this decrease could be observed across all other categories. The teachers are ranked from the greatest decrease at the top to the smallest decrease at the bottom of the columns. This sequence shows that there is no overall association between size of change and the relative progressivism of the starting point (Group A, B or C). The largest number of decreases were in Category 2 *Classroom activities and organization* and Category 4 *Vocabulary learning and language use*. Seven out of thirteen teachers reported belief changes in these categories. However, along with the decrease in certain categories, these teachers also reported increased progressive beliefs in other categories. Nevertheless, their mean scores decreased in more categories than they increased in or decreased more extensively than they increased so that they ended up with a decrease in their total means.

Table 5.3: Teachers with overall decreases in mean belief scores (by category)

Total Diff in means	T's code	Group	C1 Diff in mean	C2 Diff in mean	C3 Diff in mean	C4 Diff in mean	C5 Diff in mean
-0.24	15	G.B	0.38	-0.25	-0.50	-0.25	0.17
-0.23	13	G.A	0.00	-1.00	0.25	-0.25	-0.17
-0.13	24	G.A	0.25	-0.25	0.25	0.25	-0.67
-0.12	21	G.C	0.25	-0.25	-0.25	0.50	-0.33
-0.10	2	G.A	0.25	0.00	0.25	-0.50	0.00
-0.07	17	G.B	0.13	0.25	-0.25	-0.25	0.00
-0.06	11	G.A	0.38	-0.25	-0.25	0.00	-0.17
-0.06	30	G.C	0.13	-0.50	0.25	0.25	-0.17
-0.05	20	G.A	0.25	0.00	0.25	-0.25	0.00
-0.05	7	G.B	0.00	-0.50	0.00	0.25	0.00
-0.03	10	G.C	0.25	0.25	0.00	-0.50	0.33
-0.01	3	G.A	0.13	0.25	-0.25	-0.50	0.33
-0.01	23	G.A	0.13	0.00	0.00	0.00	-0.17

C1: Aim in ELT, C2: Classroom activities and organization, C3: Grammar and error correction, C4: Vocabulary learning and language use, C5: Four language skills
 -: decrease in means, +: increase in means

Table 5.4 contains the data for the teachers who showed no change in their total means when comparing their current and previous beliefs. As noted earlier, these two teachers were almost at the same age, were recent (2012) graduates from postgraduate programs and had the same amount of teaching experience. Teacher 1 appeared to be one of the teachers with the least

progressive current beliefs, while teacher 25 was in the group of teachers with most progressive current beliefs. It was interesting to see that although these two teachers remained unchanged in their total means, only T25 showed no changes in any category. T1 changed in three categories: an increase in means in Category 2 and Category 4 and a decrease in Category 5. A further look into their demographic data revealed that T1 with less progressive beliefs finished undergraduate training in 2004 while T25 completed a Bachelor degree in 2007 and commenced her postgraduate program immediately after that. It may be that T25's recent training has resulted in her progressive beliefs but she did not have much space for being more progressive as her current beliefs were already highly progressive. That one teacher from group A (group with the least progressive beliefs) and one teacher from group C (group with the most progressive beliefs) showed "no change" in their beliefs shows that teachers' beliefs may remain unchanged despite their different initial levels of progressivism.

Table 5.4: Teachers with no overall change in mean belief scores (by category)

Total Diff in means	T's code	Group	C1 Diff in mean	C2 Diff in mean	C3 Diff in mean	C4 Diff in mean	C5 Diff in mean
0.00	1	G.A	0.00	0.25	0.00	0.25	-0.50
0.00	25	G.C	0.00	0.00	0.00	0.00	0.00

C1: Aim in ELT, C2: Classroom activities and organization, C3: Grammar and error correction, C4: Vocabulary learning and language use, C5: Four language skills
 -: decrease in means, +: increase in means

Table 5.5 displays the data for teachers who had an increase in mean belief scores between their earlier and their current beliefs. Six out of 17 of these teachers had a decrease in some of their means, but the decreases took place in a maximum of two categories (T28, T32, T5, T18, T16, and T4). Other participants had belief changes toward progressivism or no change in the means in between two categories (T9, T19) and all categories (T26, T29, T27, T12). The teachers with the most substantial increases were the ones who reported increased progressive beliefs in all categories. A further analysis suggested that these teachers all had some kind of training from overseas or a joint program between a local university and a foreign partner. Of these teachers, there was one male teacher with the latest postgraduate diploma from a joint program and three female teachers who had been trained recently and had from 1-5 years' experience (T29) to 6-10 years' teaching experience (T12, T26).

Table 5.5: Teachers with an overall increase in mean belief scores (by category)

Total Diff in means	T's code	Group	C1 Diff in mean	C2 Diff in mean	C3 Diff in mean	C4 Diff in mean	C5 Diff in mean
0.01	9	G.A	0.13	0.00	0.00	0.00	0.17
0.03	28	G.C	0.25	0.00	-0.25	0.00	0.17
0.04	32	G.A	0.13	0.50	-0.25	0.25	-0.17
0.04	5	G.B	0.13	0.25	0.00	0.25	-0.17
0.12	19	G.C	0.00	0.00	0.25	0.00	0.33
0.15	14	G.B	0.25	0.25	0.75	0.00	0.00
0.18	6	G.B	0.00	0.00	0.25	0.50	0.17
0.22	18	G.B	0.25	1.25	-0.50	-0.25	0.33
0.22	31	G.C	0.25	0.25	0.25	0.00	0.33
0.27	16	G.B	0.25	-0.50	0.00	1.25	0.33
0.29	4	G.C	0.38	0.25	0.25	0.75	-0.17
0.34	8	G.B	0.13	0.50	0.00	1.00	0.33
0.47	26	G.B	0.50	0.25	0.50	0.75	0.33
0.54	29	G.C	0.13	0.75	0.75	0.75	0.33
0.55	22	G.C	0.50	1.00	0.25	0.50	0.50
0.81	27	G.B	0.63	0.75	1.00	1.00	0.67
1.09	12	G.C	1.13	0.75	1.00	1.75	0.83
0.13	Total		0.07	0.13	0.13	0.23	0.09

C1: Aim in ELT, C2: Classroom activities and organization, C3: Grammar and error correction, C4: Vocabulary learning and language use, C5: Four language skills

After analysing teachers' belief changes in categories across the whole sample (see Table 5.3, 5.4, 5.5), it can be seen that all teachers became more progressive in their beliefs in Category 1 *Aim in ELT*. Nevertheless, some of the same teachers changed toward more traditional teaching methodology in other areas of their beliefs: 3 out of the 17 teachers in Category 5 *Four language skills* and 3 out of the 17 teachers in Category 3 *Grammar and error correction* compared to only 1 out of the 17 teachers in both Category 2 *Classroom activities and organization* and Category 4 *Vocabulary learning and language use*. The 17 teachers' who changed toward progressive teaching methodology beliefs in at least three of these categories made up more than half of the cases among 32 teachers, suggesting that overall, teachers' beliefs had become more progressive over the time.

5.1.4 Discussion of change in teachers' beliefs

In conclusion, teachers in this project changed in their beliefs in different directions and to different extents and there was variation in the specific areas of change. Changes in beliefs toward progressivism were found mostly in teachers with recent training who were younger

than other teachers and with less experience. For teachers who were older in age and more experienced, the changes occurred mostly in the direction of more traditional approaches. Changes could occur in all aspects relating to teaching methodology, but only changes toward more progressivism were found in Category 1 *Aim in ELT*. Gender, qualification and teaching experience and recency of training were influences on changes in teachers' beliefs. That teachers experienced changes in their beliefs is consistent with the conclusion of a number of researchers that beliefs can change and these changes in beliefs can occur in different aspects with different directions (Lewis & McCook, 2002; Ng, Nicholas, & Williams, 2010; Özmen, 2012; Schommer, 1994). Changes in teachers' beliefs could be partial (in some categories), or comprehensive (in all categories) and were affected by gender and teaching experience, but most consistently by training in language teaching. Teachers with basic training in TESOL who were the oldest in the sample seemed to experience more partial changes in their beliefs, while the youngest, most recently (and highly) trained more frequently reported comprehensive change toward progressivism

There has been a strong argument in the literature about the profound impacts of teachers' beliefs on their actions in teaching (Kagan, 1992; Kuzborska, 2011; Pajares, 1992; Richardson, Anders, Tidwell, & Lloyd, 1991). The next question is, therefore, do these ELT teachers in Viet Nam make changes in their practices consistent with the changes in their beliefs? The following section addresses this question.

5.2 Changes in teachers' practices

5.2.1 Overall change in teachers' practices

There has been a call for changes to approaches to teaching in all levels of education in Viet Nam (Le, 2002). The notion that teachers don't change or that they resist change needs to be investigated to learn about the nature of teachers' classroom activities over time. In the literature, some evidence for changes in teachers' practices both during teaching training and during the teachers' professional lives has been noted (Bax & Cullen, 2009; Lamie, 2005; Richardson, 1998). The following section presents and analyses data related to teachers' reports of their current and their past practices.

As a whole, teachers' practices did change, and these changes were significant ($p = <.001$ to $<.05$) for two of the five categories (*Classroom activities and organisation; Vocabulary learning and language use*) and overall. Category 2, *Classroom activities and organization*

and Category 4, *Vocabulary learning and language use* relate to the process of teaching, “the how” of teaching. In these categories, teachers had more space for variation in their performance. The other three categories where they reported fewer changes related to “the product” of learning, responding to students’ needs to pass exams, to develop skills and to complete their teaching load.

Table 5.6: Overall teachers’ practice change

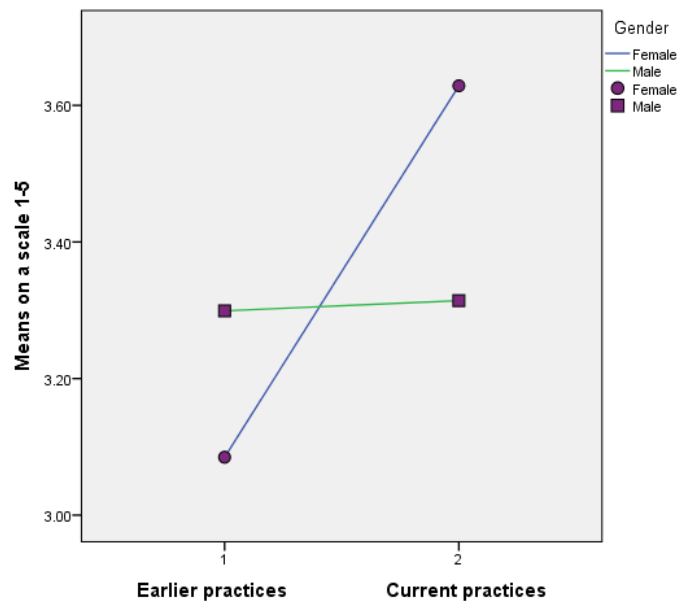
		Mean	N	Std. Deviation	Sig. (2-tailed)
Pair 1	EP-C1-AIM IN ELT	3.02	32	.74579	.630
	CP-C1-AIM IN ELT	3.09	32	.42951	
Pair 2	EP-C2-CLASSROOM ACTIVITIES & ORGANIZATION	3.34	32	.99994	.007*
	CP-C2-CLASSROOM ACTIVITIES & ORGANIZATION	3.86	32	.64956	
Pair 3	EP-C3- GRAMMAR AND ERROR CORRECTION	3.23	32	.99178	.081
	CP-C3-GRAMMAR AND ERROR CORRECTION	3.48	32	1.06623	
Pair 4	EP-C4- VOCABULARY LEARNING AND LANGUAGE USE	3.48	32	.95448	.003*
	CP-C4-VOCABULARY LEARNING AND LANGUAGE USE	3.92	32	.68521	
Pair 5	EP-C5-FOUR LANGUAGE SKILLS	2.47	32	.56351	.058
	CP-C5-FOUR LANGUAGE SKILLS	2.72	32	.54901	
Pair 6	EP-TOTAL	3.17	32	.60836	.001*
	CP-TOTAL	3.50	32	.44159	

EP: earlier practices, CP: current practices, C: category

As the data in Table 5.6 demonstrates, the changes in teachers’ practices are not universal even though they do seem to amount to an overall change. The next issue is whether there are demographic associations with the patterns of change in their practices.

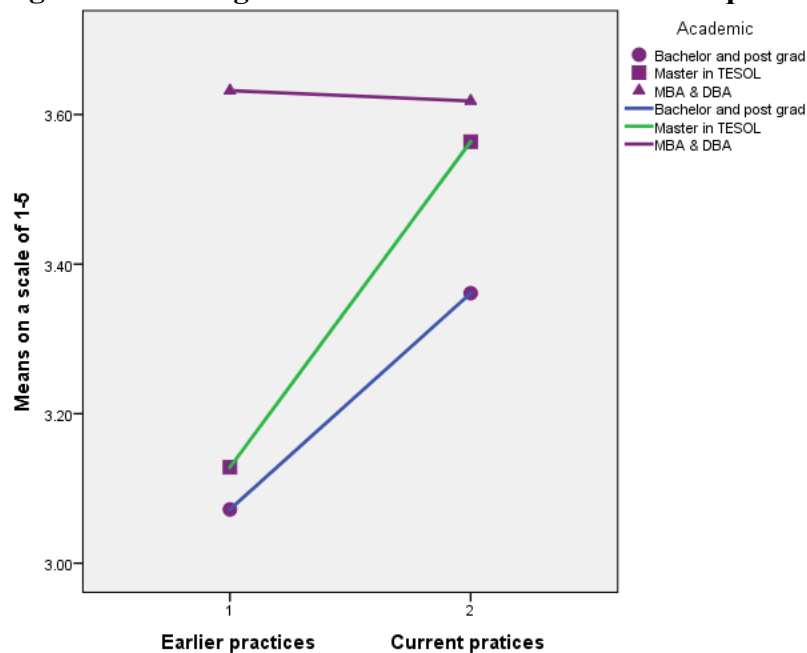
5.2.2 Teachers' practice changes in relation to gender, qualifications and teaching experiences

Figure 5.4: Change in teachers' practices in relation to gender



Comparing the teachers' practices through time, as a whole, female teachers' changes were substantial and much different from those of the male teachers, whose overall changes appeared minimal.

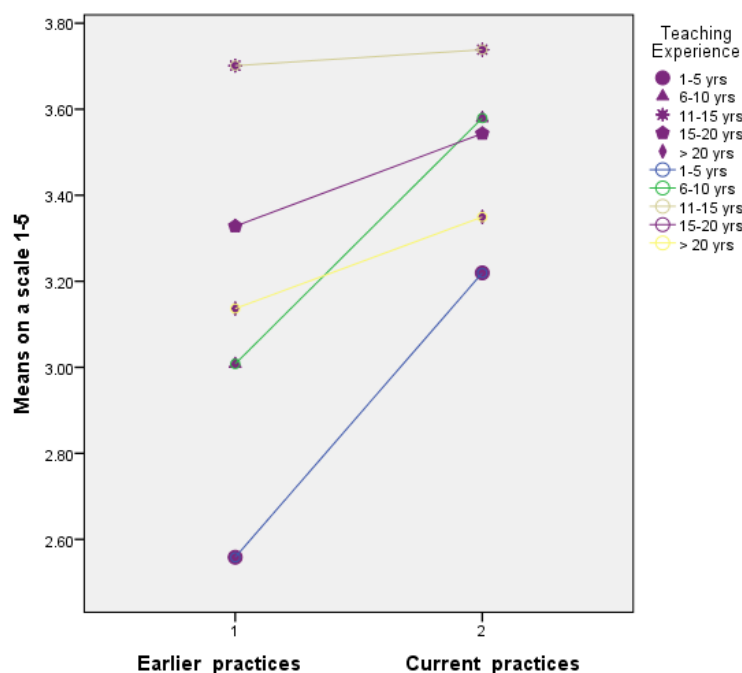
Figure 5.5: Change in teachers' beliefs in relation to qualifications



Regarding changes in relation to teachers' qualifications, teachers qualified with some form of postgraduate degree in TESOL were those whose practices changed most progressively

through time, while those with a basic qualification in English teaching reported fewer but nevertheless progressive changes. In contrast, teachers with MBA/DBA reported slight decreases in their progressive practices. Similar to the pattern observed in relation to teachers' beliefs, these findings indicate that the content of the training program is an important influence, with higher qualifications in the field of TESOL or Applied Linguistics being more strongly associated with progressive change than lower level qualifications. Even very high levels of qualifications in other areas are associated with lack of progressive change in these teachers.

Figure 5.6: Change in teachers' beliefs in relation to teaching experience



Observing changes in relation to teachers' teaching experiences, Figure 5.6 seems to show two things: first, an inverse relationship between the extent of change and years of experience in two groups – up to 10 years and more than 10 years. – broadly, increasing the degree of change as experience increases over the first ten years, but beyond ten years, a much reduced extent of change; second, less experience in the first ten years is more strongly associated with more traditional practices so that those with 11-15 years of experience had the most progressive earlier practices. None of these groups showed a reduction in progressivism, but after 10 years, the relationship between experience and degree of earlier progressive practices is inverse (the more experienced they are, the more traditional they are). So, it almost looks

like the most progressive were those who entered the field 11-15 years ago. They have continued to increase in their progressivism, but not very much. Those who entered the field most recently (the last ten years) started from a much more traditional base and increased most extensively. Interestingly, these teachers also showed that they experienced substantial belief changes toward more progressivism. Their demographic data revealed that most of the teachers reporting dramatic changes were female who had earned their postgraduate degrees in TESOL in the past few years. The postgraduate training can be argued to be one of the influences on these teachers' teaching practices although their practices were least progressive in both periods of time. That they were least experienced in teaching could be one part of the reason as they were testing, applying the theories learnt from textbooks into their real classrooms. A further question which needs to be investigated is why did these younger, less experienced teachers start their careers with less progressive teaching methodology practices? Is this an issue of not taking risks in teaching? What are their priorities in their instructional practices?

In exploring the directions in teachers' practice changes, two trends were identified, showing that more than two-third of teachers reported changes toward progressivism (24 teachers) whereas only eight teachers reported changes towards more traditional practices. More teachers from group A (current practices were least progressive) than from group B (current practices were intermediate progressive), and no teachers from group C (current practices were most progressive) reported increased traditional practices. That teachers from all groups reported increased progressive practices (all teachers (4/4) from group C, then 9/14 from group B and 11/14 from group C) suggests that it is not simple to speculate which teachers could be more progressive in their instructional practices. However, that more teachers showed more progressive changes (24 teachers out of 32) once again confirms the trend toward progressivism in ELT in language teaching practices, and this is consistent with the findings from investigations into teachers' belief change.

Table 5.7: Teachers' reported practice changes - Differences in means

Teachers with decreased mean scores N=8					Teachers with increased mean scores N= 24				
Current TP	Group	Earlier TP	Diff in means	T's code	Current TP	Group	Earlier TP	Diff in means	T's code
3.56	B	4.11	-0.55	13	3.53	B	3.46	0.07	20
3.21	A	3.67	-0.46	15	3.26	A	3.18	0.08	8
3.72	B	4.18	-0.46	16	3.81	B	3.71	0.1	10
3.1	A	3.5	-0.4	17	2.03	A	1.86	0.17	23
3.42	A	3.57	-0.15	32	2.38	A	2.21	0.17	1
3.31	A	3.38	-0.07	5	3.28	A	3.11	0.17	24
3.67	B	3.72	-0.05	14	3.99	B	3.76	0.23	28
3.47	A	3.5	-0.03	11	4	C	3.76	0.24	25
					4.04	C	3.75	0.29	21
					3.61	B	3.32	0.29	30
					3.65	B	3.35	0.3	19
					3.43	A	3.1	0.33	6
					3.92	C	3.58	0.33	7
					3.46	A	3.07	0.39	4
					3.65	B	3.07	0.58	31
					3.94	B	3.32	0.62	9
					3.25	A	2.6	0.65	18
					3.76	B	2.97	0.79	26
					3.03	A	2.21	0.82	27
					4.03	C	3.18	0.85	3
					3.79	B	2.9	0.89	2
					3.49	A	2.46	1.03	12
					3.58	B	2.24	1.34	29
					3.58	B	1.89	1.69	22

G.A: Group of teachers with the least progressive current practices

G.B: Group of teachers with middle progressive current practices

G.C: Group of teachers with the most progressive current practices

In general most teachers' practices appeared to become more progressive (24 out of 32), but how and where they have changed is also an important issue. The following section discusses specific categories where teachers' practice changes took place.

5.2.3 Change in teachers' practice across categories

Table 5.8: Teachers' reported practice changes in categories - ranked

TP: Total Diff in means	T's code	C1 Diff in mean	C2 Diff in mean	C3 Diff in mean	C4 Diff in mean	C5 Diff in mean
-0.56	13	-1.50	-1.33	0.50	0.50	0.00
-0.46	15	0.50	0.00	1.75	-1.00	-1.75
-0.46	16	-1.00	0.00	3.25	-1.00	0.25
-0.40	17	0.00	-0.67	0.50	-0.50	-0.25
-0.15	32	-0.50	0.33	1.25	0.00	-0.25
-0.07	5	0.00	-0.67	1.25	0.00	0.25
-0.06	14	-0.50	-0.33	2.00	0.00	0.00
-0.03	11	0.00	0.33	-0.50	0.00	0.00
0.07	20	0.50	-0.33	1.00	0.50	0.25
0.08	8	0.00	0.00	1.50	0.50	-1.00
0.10	10	0.00	0.33	1.50	0.00	0.25
0.17	1	-1.50	1.00	-1.25	1.00	0.00
0.17	23	0.00	1.00	-1.00	0.50	-0.50
0.17	24	0.50	-1.00	3.00	0.00	0.00
0.22	28	-0.50	0.33	1.75	1.00	-0.50
0.24	25	0.00	0.67	2.00	0.00	0.75
0.29	21	0.00	0.00	2.50	0.00	0.25
0.29	30	0.50	1.00	1.25	0.00	0.25
0.31	19	-1.00	0.33	1.25	1.50	-0.50
0.33	6	0.50	1.00	0.50	0.00	0.50
0.33	7	0.00	-0.33	0.00	2.00	0.00
0.39	4	-1.00	0.33	1.75	1.00	1.00
0.58	31	0.00	0.00	3.00	0.50	1.00
0.63	9	1.00	1.00	3.00	0.50	0.25
0.65	18	0.50	2.67	-0.50	0.00	0.75
0.79	26	0.50	1.00	1.50	0.50	0.75
0.82	27	-1.00	3.67	2.00	0.50	0.25
0.85	3	2.50	0.33	2.25	0.50	1.25
0.89	2	1.50	1.33	1.75	0.00	0.50
1.03	12	-0.50	1.67	0.75	1.50	1.50
1.35	29	1.00	1.33	2.25	2.00	0.75
1.69	22	2.00	1.67	1.50	2.00	2.00

C1: Aim in ELT, C2: Classroom activities and organization, C3: Grammar and error correction, C4: Vocabulary learning and language use, C5: Four language skills

Table 5.8 presents teachers' reported practice changes in specific areas. The areas in which more teachers decreased in their means were Category 1 *Aim in ELT* (10 teachers) and Category 5 *Four language skills* (7 teachers). It was in Category 5 that teachers showed

minimal changes toward progressivism in practices in comparison to other categories. The categories where most teachers showed most progressive changes were Category 3 *Grammar and error correction* and Category 4 *Vocabulary learning and language use*. It seemed that teachers tended to move toward progressiveness in their practices in areas that could promote a communicative appearance in their class in which grammar was taught inductively (Part B, Item 2, Category 3) and more English was used by the teachers (Part B, Item 11, Category 4) although some teachers in certain circumstances reported becoming less progressive in their ways of teaching (T17: scores decreased in 3 categories, T12, T15, T16, T32, T14, T1, T23, T28: scores decreased in 2 categories).

In general, teachers' reported practices could change toward both more traditional and more progressive in almost all areas, but with variations across the sample. This shows the diversity in teachers' personal practice changes: teachers whose practice changes moved toward more traditional as a whole still experienced changes toward more progressive in certain areas, and some teachers whose changes moved toward more progressivism still experienced some reductions in mean scores in certain areas. Changes as seen in the sample, therefore, do not happen in just one direction -- simply toward traditionalism or simply toward progressivism.

The next question is whether the extent of change is greater when there are consistencies between what they think and what they do. A further analysis to investigate teachers' changes in both beliefs and practices was carried out in consideration of the relationships between teachers' beliefs and practices.

5.2.4 Teachers' changes in beliefs and practices in groups considering their current belief and practice relationships

Table 5.9 presents teachers' changes in both beliefs and practices. Participant teachers fell into four groups: a) some teachers moved toward traditionalism in both beliefs and practices; b) some teachers moved toward traditionalism on one side (maybe beliefs or practices); c) some teachers moved toward progressivism on the other side; and d) other teachers became more progressive in both beliefs and practices.

Table 5.9: Comparisons between changes in teachers' beliefs and practices

T's code	Diff in TB	Diff in TP	T's code	Diff in TB	Diff in TP	T's code	Diff in TB	Diff in TP	T's code	Diff in TB	Diff in TP
	-	-		-	+		+	-		=/+	+
11	-0.06	-0.03	2	-0.1	0.89	5	0.04	-0.07	1	0	0.17
13	-0.23	-0.56	3	-0.01	0.85	14	0.15	-0.06	25	0	0.24
15	-0.24	-0.46	7	-0.05	0.33	16	0.27	-0.46	4	0.29	0.39
17	-0.07	-0.4	10	-0.03	0.1	32	0.04	-0.15	6	0.18	0.33
			20	-0.05	0.07				8	0.34	0.08
			21	-0.12	0.29				9	0.01	0.63
			23	-0.01	0.17				12	1.09	1.03
			24	-0.13	0.17				18	0.22	0.65
			30	-0.06	0.29				19	0.12	0.31
									22	0.55	1.69
									26	0.47	0.79
									27	0.81	0.82
									28	0.03	0.22
									29	0.54	1.35
									31	0.22	0.58

Scale on teachers' beliefs from 1-4; Scale on teachers' practices from 1-5

As seen in Table 5.9, most of the directions of teacher changes in the sample were toward more progressive in both beliefs and practices (15 teachers). Teacher changes were multidirectional: more toward progressive in beliefs and more toward traditional in practices or vice versa (13 teachers). There were four teachers whose changes were toward more traditional in both areas. Although some patterns of the teachers' change directions could be derived, all of these show that the directions of teachers' change are quite complex and multi-dimensional. The relevant demographic data gave more information about these groups of teachers.

Table 5.10: Demographic information on teachers with different directions of change

Directions of change	Teachers	Percentage of sample	Demographic information
Beliefs & Practices: decreased mean	11, 13, 15, 17	4 (12.5%)	YOB: 1940s: 1; 1950s: 1; 1970s: 2 TQ: BA: 1; MBA: 1; MA in TESOL: 2 TE: 6-10 years: 1; 15-20: 2; more than 20 years of teaching: 1
Beliefs: decreased mean Practices: increased mean	2, 3, 7, 10, 20, 21, 23, 24, 30	9 (28.12%)	YOB: 1940s & 1950s: 7; 1970s & 1980s: 2 TQ: BA: 5; MA in TESOL: 3; post graduate diploma: 1 TE: 5-10 years: 2 ; more than 10 years: 7

Beliefs: increased mean Practices: decreased mean	5, 14, 16, 32	4 (12.5%)	YOB: 1940s: 1; 1950s:1; 1960s: 1; 1970s:1 TQ:MBA:3; MA in TESOL: 1 TE: 6-10 years: 2; 10 years to more than 20 years : 7
Beliefs & Practices: increased mean	1, 25, 4, 6, 8, 9, 12, 18, 19, 22, 26, 27, 28, 29, 31	15 (46.88%)	YOB: 1970s and 1980s: 10; 1960s and before: 4. TQ: BA: 1; MA in TESOL: 11; post graduate diploma in TESOL: 2 TE: less than 5 years: 5; 6-10 years: 4; 10-15 years:3; 15-20 years: 2; more than 20 years: 1

Table 5.10 reveals that teachers of different ages, teaching qualifications, and teaching experiences could change their beliefs and practices in different directions toward more traditionalism or progressivism. However, the groups of youngest, least experienced teachers in the research showed their directions of change were more toward progressivism in both beliefs and practices. All these teachers were also qualified with postgraduate degrees in TESOL.

In order to investigate the relationships between teachers' beliefs and practices and their trends in change, the relationships between these teachers' beliefs and practices (see Chapter 4, section 4.5) and the types of changes as presented in Table 5.9 were brought together in analysis. Following are the results of the analysis as displayed in Table 5.9 in reference to Table 4.17 as presented in Section 4.5 in Chapter 4. The comments relate to the fourth column, where the movement toward more progressivism is consistent across beliefs and practices.

- Teachers who have made the most changes in beliefs and practices were mostly those who possessed a consistent and positive relationship between beliefs and practices, for example T25, T4, T12, T19, T29, T28, T31. These teachers were female, mostly holding postgraduate degrees in TESOL, except one who was in the process and T19 who held a Bachelor degree and a postgraduate diploma and who was also working in English major teaching where communication as a teaching objective was more encouraged and facilitated than in the non-English major teaching environment. T25 was included in the group that made increased changes because although T25 showed no change in her beliefs, the relationships between her beliefs and practices was strong and correlated. Her recent training in her undergraduate degree and postgraduate program may be factors in her progressive beliefs and practices.

- Other teachers T6, T8, T18, T22, T26, who hold a rather strong relationship between relatively intermediate progressive beliefs and practices, appeared to report changes toward progressivism in both beliefs and practices. It can be said that teachers who had a strong correlation in the relationship between their beliefs and practices tended to make more positive changes than other teachers whose beliefs and practices were less progressive or at odds.
- Investigating change in the two remaining cases, T1 and T23, who have the least strong relationship between beliefs and practices, shows that they changed differently from each other. T1 younger, with a higher degree and less experience, stayed unchanged between earlier and current beliefs, while T23 decreased in his beliefs. But both changed toward more progressivism in their practices.

5.2.5 Discussion of teachers' reported changes in beliefs and practices

The results revealed that it is likely that teachers have made more changes toward progressivism in their reported practices than in their theoretical beliefs. More significant changes can be observed in teachers' reported practices than in their beliefs (see Table 5.1 and Table 5.6). Changes toward more traditional teaching methodology could occur in both beliefs and practices; however, fewer teachers seemed to have changed toward more traditionalism in practices (8 teachers) than in beliefs (17 teachers). It can be argued that overall, beliefs are harder to change in the direction of progressivism than are behaviours. An explanation for this could be that changes in actions result from trial and error or applications of training and the outcomes from their changes in practices (such as students' and administrators' feedback, student learning results) could help reaffirm their beliefs and help gradually change their beliefs into an enduring mode.

There is something quite interesting here – it suggests that these teachers are willing to experiment with practices to see whether it is worth changing beliefs – a very pragmatic approach. It offers an interesting contrast to the often assumed model of change in teacher education of “get their heads in the right place and their actions will follow” – it also relates in interesting ways to Vietnamese experiences of the world – some of which are very pragmatic. As discussed, beliefs were harder to change while participants' practices could move quickly and they could change radically (in some areas) in the first 10 years of their teaching career and slow down when teachers become more experienced and confident in both theory and practice (see Figure 5.3). In considering the different natures of changes in

beliefs and practices, different types of professional development are suggested for in-service training. It is quite conceivable that temporary, partial changes in practices serve as evidence motivating changes in beliefs. Therefore, I would argue that changes in practice might be at the surface level and changes in beliefs at a deeper level before becoming more stable over time.

In order to gain insight into teachers' changes, I will seek direct information in the qualitative results constructed from open-ended questions in the questionnaires in the following section, and the interview data presented and analysed in Chapter 6, to discover more about the areas of change, types of changes, where change takes place first (in beliefs or in practices) and why. Some sources of change are also tracked and discussed.

5.3 Changes experienced: teachers' responses in open-ended questions

In the previous sections, reported changes in teachers' beliefs and practices have been identified and reported, although changes did not occur in all individuals in the same categories or in the same directions. Further inquiries arose from what I learned, such as: What changes in beliefs and practices have these teachers experienced in their professional life, especially in the past three years? What are the factors influencing the process of changes? Where does change start, and what is the direction of change? In seeking answers to these questions, open-ended questions in the questionnaires and semi-structure interviews were constructed. First, I will present the data from the open-ended sections and then the data from the interviews. The questions in the open-ended sections of the questionnaires were:

1. Briefly describe two or three changes that you have experienced in your beliefs in the past three years.
2. Briefly describe two or three changes that you have experienced in your teaching practices in the past three years.

The rate of responses was 31/32, showing that participant teachers were quite positive in responding to the questionnaire, and theoretically 31 out of 32 teachers indirectly declared that they had experienced changes in both beliefs and practices. The responses were analyzed inductively, that is responses to the open-ended questions were read carefully, given labels such as "self-directed learning", "four language skill development" "language use" etc. which were then categorized and grouped into themes (Gay, Mills, & Airasian, 2009). As a result, there were two major themes in the analysis of teachers' beliefs and practices: "teaching

methodology” and “learning techniques in language teaching”. Some comments from the responses which seemed not to fit with either of the two themes were defined and grouped under the theme “others”. Under each theme, based on the framework developed in this research, I defined categories for what the teachers mentioned. Table 5.11 summarizes cases of teachers and the areas where they reported experiencing change.

Table 5.11: Teachers’ reported belief and practice changes

Themes	Change in beliefs	Change practices	Notes
1. Teaching methodology			
More student-centred teaching	T31 T6, T9, T 24, T 27	T31 T1, T3, T5, T6, T10, T11, T15, T21, T30	
Classroom activities: communication skills	T13 T3, T20, T22, T23	T13 T5, T9, T12, T13, T18, T19, T20, T24, T28	
Language use: more English use	T19 T4, T8	T19 T3, T16, T22, T23	
Four language skills development	T5, T25, T28	T14, T15, T17	
Self-learning	T12 T15		
Authentic material		T19	
2. Aim and Learning techniques			
Memorization	T6, T18		
Translation	T3		
Grammar and error corrections	T6	T5 T14	
Aim	T29 T10, T23	T29	T29: focus on regular tests
Language use	T4		More Vietnamese
3. Others			
Students’ needs	T2	T2	
Bolded: Teachers’ responses about beliefs and practices are in the same areas			

5.3.1 Consistencies in teachers’ responses about changes in beliefs and practices

It seems that several teachers were not very consistent when mentioning their changes in their beliefs and practices. For example, T27’s response stated that his beliefs became more student-centred, but changes in his behaviours were simply using “communicative teaching”.

Similarly, T25's belief change was "focus more on four language skills" and change in her practices was "move around the classroom more often" and "use more electronic lessons to make the class more active". In the movement toward progressivism, there have been indicators that there were teachers whose teaching consisted of a mix between traditionalism and progressivism, as indicated in case of T3, who opted for changes toward communicative teaching with pair-work and group-work, more student-centred activities, more target language use, while still favouring translation.

On the other hand, while there were inconsistencies between changes in teachers' beliefs and practices in the responses of certain teachers, other teachers identified their changes in beliefs and practices quite consistently. In the case of T2, when talking about changes in beliefs, he/she mentioned: "Students' learning motivations should be activated and we should help students to overcome their lack of confidence", while the change in his/her instructional practices was "Use different methods to meet students' levels and different characteristics of different classes." The interpretations for "different methods" used to meet the students' levels could be that traditional methods were also in place as students had been familiar with them for a long time in high school, where to the best of my knowledge and experience, English teaching remains strongly examination-oriented with much focus on grammar, vocabulary, and reading.

5.3.2 Areas of changes

Regarding the areas where changes were reported, the results from the teachers' written responses indicated that changes in teachers' beliefs and practices occurred mostly in classroom activities with more communication, pair-work, group-work in class, and students being required to (and given more space for) work and join in to construct lessons, showing a move away from behaviourism, with drills and repetitions, to more constructivism in language learning and teaching, with presentations and discussions in which certain aspects with the label "traditional" were still favoured such as translation, error correction or memorization. This suggests that there is no single good method when considering the context of teaching: we need to consider the background and the learning history of the students, the available facilities and existing requirements of administrators.

Mostly, changes toward traditionalism occurred in teachers' beliefs, showing that from the teachers' viewpoints, at the receptive stage, learning happens with drills, repetitions and

memorizations as these techniques are mostly used directly after new information is introduced to students. Later it could be reinforced at the productive stage using communication in pairs and/or in groups or presentations. This helps explain why teachers are open to new theories, but seem to keep what they have learnt from their own experience, what has helped them to be effective in their career to be accepted both by their students and by administrators. A combination of language teaching methodology comes as a result of all these considerations of teachers.

5.3.4 Major trends in language teaching methodology and the nature of change

The trend in teachers' change in both beliefs and practices reported in the responses to the open-ended questions was mostly toward progressivism, concurring with the results indicated in the closed-question section. Two types of changes are observed in the results in the open-ended section: changes in teachers' performances and changes in learning outcomes. Obviously, CLT was present with pair-work and group-work. Teachers in the sample have shown that many of them are moving toward progressivism and have used various communicative activities. However, there are some indicators of more comprehensive change in ELT where teachers asked student to join in to construct the lessons (T5, T30)

Students were grouped into teams and asked to prepare the lesson at home, then to present on the topic given or to write a composition. Other students were encouraged to ask questions or correct the composition. Students were also encouraged to participate in the lesson construction. (T5)

Students do the presentations about the given topics and give comments based on their knowledge and experience. The presentations are videotaped and students give self-evaluation about their presentations, while other students give comments and discuss. (T30)

The open-ended section data showed that the teachers innovate in different ways. Teachers mostly said that they used more English in class, focusing on helping students to develop the four language skills. However, some categories considered important by some teachers were students' need to know grammar and to pass the exams (T6, T10). These were understandable since English is one of the compulsory subjects in the national curriculum and the first priority from the students' points of view is that they need to pass the exam. As seen in the data, that the teachers' practices were reported as having moved more toward progressivism and their beliefs were claimed to be still somewhat traditionally influenced gives some

evidence consistent with the study of Levin and Wadmany (2005), who claimed that it is harder to change teachers' beliefs than their teaching practices.

5.3.5 Changes in particular groups of teachers

In order to investigate the consistencies between what teachers do and what they stated in the questionnaires, I present several significant comments about teachers from particular groups based on their relationship between beliefs and practices, as well as how they have changed in these two fields.

- The group of teachers holding the most consistent and positive relationship between their beliefs and practices (T25, T4, T12, T19, T29, T28, T31) as discussed in Section 4.5 (Chapter 4) stated their changes toward progressivism in both beliefs and practices. It can be argued that there may be a connection between the relationships connecting beliefs and practices and their direction of change. Despite reporting becoming consistently more progressive, one teacher, T29, focussed on regular testing, which is actually needed for students at the university. This case raises interesting issues about why she was using different kinds of methods and techniques in her teaching, as CLT favours more intrinsic motivation while extrinsic motivation in the form of passing examinations is labelled as “traditional”.
- Particular teachers who had decreases in means in both beliefs and practices showed their support for “accuracy in both speaking and writing” (T13) and their lack of dogmatism in relation to approach: “Teaching should be flexible depending on learners’ levels to meet students’ aims.” (T17) They were those who held less progressive beliefs and practices and the relationships between their beliefs and practices were not tightly consistent.

Some participants at least did change their beliefs and practices. Based on the areas and types of change that occurred, the results suggest that change could be superficial, such that using more English might not mean that there is a communicative environment, or that this is student-centred class or is less teacher-centred. It is also indicated in both the closed sections and open-ended sections of the questionnaires that teachers changed in their practices more than they changed their beliefs. They also indicated that these changes in practices (overall and particularly in two areas, *Classroom activities and organization* and *Vocabulary and language use*) occurred more in practices than in beliefs (overall and one area *Vocabulary*

and language use). That they appeared to be progressive in their presentations possibly was a reflection of a trend toward progressivism in ELT and no one wanted to be left behind.

Briefly, teachers with different kinds of relationships between their beliefs and practices have experienced different directions of change in beliefs and in practices. Why did they change differently and what were these specific groups of teachers' sources of change? The following section describes the factors that influenced changes in teachers' practices. In this section of Questionnaire 2, teachers were asked to identify their sources of change by choosing the items they found best described the influencing factors on their changes stating as *strongly true/true to me* or *strongly not true/not true to me*. Following are the presentations of sources of teachers' change identified by the participant teachers.

Table 5.12: Sources of teachers' practice change

	Teacher's code	32	3	7	12	13	24	26	6	2	17	20	28	9	14	18	27	29	31	25	1	15	16	19	23	30	4	8	10	5	11	21	22	I
	Sources of change																																	
1	Something new to students	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		I	I	I	I	I	I	I					27
10	Self-discovery of good techniques	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I			I	I	I	0	I	I					26
15	As a result of change in beliefs	I	I	I	I	I	I	I	I	I	0	I	I	I	I	0	I	I	I	I	I	I	0	I	I	I	I	0	0					23
14	Experiment with new ideas	I	I	I	I	I	I	I	I	I	I	I	I	I	I	0	I	I	I	0	I	0	I			I	I	0	I					22
8	"Trial and error"	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		I	I			0	0	0	0					21
2	Change in curriculum and textbooks	I	I	I	I	I	I	I	I	I	I	0	I	I	I	I	I	I	0	I		I	I	0	I	I	0	0	0					21
5	New techniques from training.	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	0	I	I		I	0	I		0	0	0	0					20
13	From published research.	I		I	I	I		I	I	I	I	I	I	I	I	0	I	0	I	I	I	0	0		I	0	0	I	0					18
7	Negative feedback from my students.	I	I	I	0	I	I	I	I	0	I	I	I	0	0	I	0	I	0	0	I	0	I			I	0	0	0					15
4	Department policy	I	I	I	0	I	I	I	I	0	0	0	0	I	0	I	I	I	0	0		I	0	I	I	0	0	0	0					14
3	Change in students' assessment	I	I	I	I	I	I	0	0	I	0	0	0	I	I	I	0	I	0	0			I	0	0	0	0	0	I					13
11	New theory and techniques in in-service programs.	0	I	0	I	I		I	I	I	I	0	0	0	I	I	I	0	I	I	I	0	0			0	0	0	0					13
12	From professional teaching journals.	I	I	I	I	0	I	0	I	I	I	I	0	0	0	0	0	0	I	0		0	0	I		0	0	I	0					13
6	Negative feedback from supervisors.	I	I	I	0	I	I	I	0	0	0	I	0	0	0	I	0	0	0	0		0	0	0		0	0	0	0					8
9	Collaboration with colleagues	I	0	0	I	0	I	I	0	0	I	I	I	0	0	0	0	0	0	0	0	I	I	0		0	I	0	0					10
		14	13	13	12	13	13	13	12	11	11	11	11	10	10	10	10	9	9	8	7	7	7	6	6	6	4	4	4					

I: Strongly true/True; 0: Strongly not true/Not true; Blank: Not given

5.4 Sources of teachers' change

Change in teaching could result from various sources (Table 5.12); from teachers' exposure to different teaching environments, or from inside each individual (Richards, Gallo, & Renandya, 2001). Part D in Questionnaire 2 sought the sources that might shape practice change in teachers' professional life. The data revealed that the top three sources for change were "*motivating students with new things*", "*self-discovery of good techniques*" and "*practice changes as a result of belief change*" showing that changes were rooted firstly deep inside each teacher. This explicit statement somewhat contradicts some previous interpretations in the discussions of teachers' change. "*Practice changes as a result of belief change*" was one of the sources but not a complementary one.

It was not surprising that "*motivating students with new things*" came first in the list and applied to all teachers in the sample, as the students were the subjects that teachers were working with in their profession. The next popular source of teachers' practice changes was "*self-discovery of good techniques*" which indicates teachers' autonomy in the process of change, as active change agents. It can be assumed that teachers themselves considered bringing "new things" or "good techniques" to class as very important and this can be the explanation in the willingness of teachers to change. "*Trial and error*" was the next source of teachers' change. All these sources of change were related to intrinsic motivation of each teacher, suggesting that teachers were willing to experiment with new things to test what would be good for their students.

External sources, where the teachers could obtain ideas or where their practices could be influenced, were "*change in curriculum and textbooks*", "*new techniques from training*", "*from published research*", "*negative feedback from students*", "*department policy*", "*in collaboration with colleagues*" and "*change in students' assessment*". It also needs to be noted that access to the sources could be an issue when teachers indicated from where their practices came. For example, "*new theories and techniques in in-service programs*" and "*from professional teaching journals*" were not so different from "*techniques from training and published research*," but the teachers declared them less frequently as sources of change as it was not common for these teachers to access professional teaching journals. To date, the university where this research was conducted did not have any official access to these journals, so it would be rather hard for those working as visiting teachers to have opportunities to gain information from these sources.

In brief, the listed sources of change were mostly of two kinds: the inside sources and the outside sources. Teachers' changes in practices primarily came as a result of their autonomy in trying new things, or other factors from the inside rather than the outside, which from teachers' points of view only served as secondary sources of change.

5.5 Summary

This chapter has explored the relationship between the data from Questionnaire 1 and Questionnaire 2, describing the overall change in teachers' beliefs and practices in relation to their gender, teaching qualifications and teaching experience to give an answer to the question as to whether teachers change during their professional life.

The data analysis from the comparison reveals that

- a) Overall, teachers changed their beliefs and their practices significantly, although the areas of changes were not the same (Table 5.1 and 5.2). In beliefs, teachers changed significantly in *Vocabulary and language use* while they reported significant changes in practice in *Classroom activities and organization* and *Vocabulary and language use*. It could be said that teachers have made more changes in their practices than in their beliefs.
- b) The areas in language teaching where teachers reported more changes relating to the performance of teachers; "the how" in the process of teaching, while other areas relating to "the product" of teaching experienced fewer and less extensive changes.
- c) Teachers with different backgrounds reported different modes and degrees of change. The male teachers with basic degrees in TESOL seemed to report the least changes toward progressivism. The younger female teachers who qualified with recent postgraduate degrees reported changes moving toward progressivism both in their beliefs and practices. This kind of evidence of training leading to more changes is extremely meaningful to teachers themselves, university administrators, teacher educators and other related change agents, in terms of inservice training.

The data from the open-ended sections support the findings from the questionnaires about teachers' changes, with particular examples showing that

- a) A series of communicative teaching activities and techniques coexisted in teachers' changes in beliefs and practice generated from different methods and approaches in ELT in Viet Nam over the past 30 years.

- b) The nature of change was rather complex, indicating bi-directional moves toward progressivism and also toward traditionalism in the participant teachers.
- c) Sources of change came most importantly from inside; the teachers were active change agents trying to bring new things to their students.

These findings give a general picture of change in beliefs and practices of teachers of English and lead me to inquiries about the personal approach in the change process. Specifically, I am interested in learning about the personal context, the teachers' efforts and failures, their attitudes toward changes, the starting points of their change: in beliefs or in practices and all the complexities at a personal level. All of these will be addressed in the following chapter, Chapter 6.

CHAPTER 6: DATA ANALYSIS

PERSONAL APPROACHES TO CHANGE

6.0 Introduction

In the two previous chapters, the mapping of teachers' beliefs and practices has shown the variety of relationships between them. The analysis in these chapters also revealed the complex nature of change in these two areas as well as the interactions between changes. This chapter explores the directions, amount and demographic/organisational associations of change at the personal level, as well as the influences on the change process.

6.1 Presentation and interpretation of the interview data

In an attempt to understand the nature of changes that teachers have experienced, semi-structured interviews were conducted with seven purposively selected teachers. The questions focused on their individual experiences, beliefs and practices in language teaching, the directions of their changes, how they react to change, and especially how they have tried and failed/succeeded in making changes during their professional career in general and in the past three years in particular. Other information related to teaching methodology trends and the sources of changes was also sought. All interviews were conducted in Vietnamese, but the extracts are presented in their translated form in English with notes if particular comments were in English in the original.

The interviewees were selected based on the degree and kinds of changes they had reported. Specifically, the seven selected teachers reflected the widest possible range of experienced change. The focus in their selection was the directions of change in their practices and beliefs, whether changes were in the same or different directions and whether these changes were toward progressivism or traditionalism. More specifically, I selected one teacher reporting a decrease in mean score in both beliefs and practices¹ and thus a consistent shift toward traditionalism; two whose beliefs became more traditional but whose practices became more progressive; two whose practices moved toward a less progressive methodology while their beliefs became more progressive; and another two who were from the group of teachers who possessed a relatively positive, and strong relationship between beliefs and practices and had also moved toward progressivism in both beliefs and practices.

¹ There was only one teacher with this profile who was available for interview.

The selection of the particular teachers also considered their age, teaching experience, gender and teaching qualifications, constrained by their willingness and availability for interviews.

The issues addressed in the interviews were as follows:

- Teachers' attitudes to change;
- What changes they have experienced and how they react to change;
- The starting point of change.

In Section 6.2, I report the findings from each of the seven participant teachers. The interview transcriptions and the analysis of each case study were returned to the interviewees, asking them to comment on: (a) the accuracy of the transcriptions; (b) their reflections of my interview data interpretations; and (c) any information they wanted to change, remove or add. All seven teacher interviewees replied and expressed their agreement with the interpretations sent to them. They did not provide any ideas that were particularly different from the ones they had offered in the interview. Therefore, the order of presentation of the interview data reflects my interpretation of their relations:

- First, the demographic information for each interviewee is presented, together with summaries of quotations from the interviews organized in major themes. The starting point of change was explored by using the two diagrams presented below indicating different relationships between change in beliefs and practices, according to whether a change in beliefs preceded a change in practices or the reverse. Interviewees were asked to choose one of the diagrams that reflected their experiences or they could draw their own diagram reflecting their particular starting point(s) (see Appendix 3).

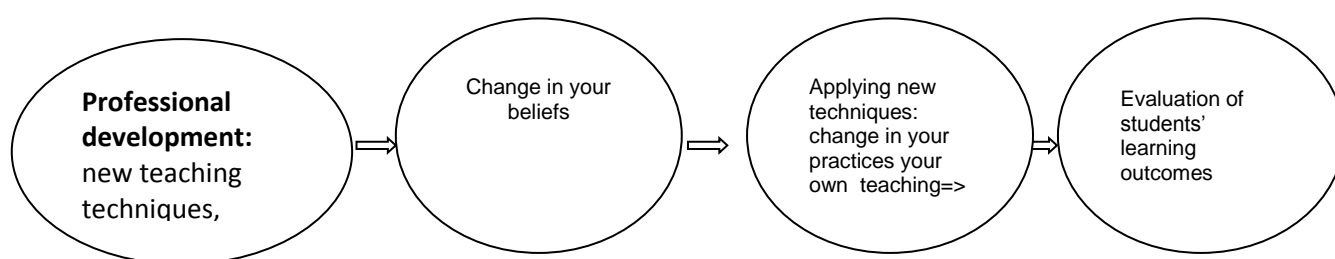


Figure 6.1: Change started in beliefs

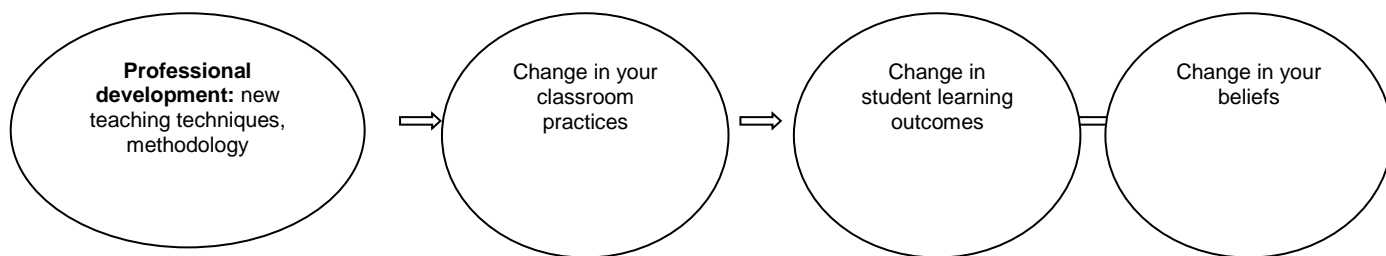


Figure 6.2: Change started in practices

- Second, the analysis of the above data is compared with the findings from the quantitative data for each teacher in order to triangulate it with the information from the interviews, as well as to ensure consistency and remove possible contradictions and ambiguities in relation to changes in individual teachers.

To interpret the interview data, two points need to be clarified: interview presentation symbols and the concept of “screening” as a transitional stage in change.

(a) Interview presentation symbols are:

- E: Extract from interview, placed after the quotation and numbered in sequence.
- T: teacher, with ID number
- Tr: True, STr: Strongly true, NTr: Not true, SNTr: Strongly not true
- Italics: categories or items in categories
- []: interpretation/explanation added by researcher to clarify what an interviewee means. **Ex:** They [students] are not active.
- Capitals in []: original Vietnamese words. **Ex:** I think [SUY NGHĨ].
- ... : not quoted speech
- =>: resulted in/next, and the extracts from the interview go after the arrow giving evidence for the points given.

(b) Concept of “screening”

One of the things that emerged in the discussion is a concept that I will call “screening”. This process of reflection on and selection of the appropriate teaching methods was mentioned by various teachers using different words in Vietnamese for examples *suy nghĩ, tiêu hóa, xem lại* or in English *check, test* etc referring to the process of absorbing, reflecting or choosing the appropriate teaching methods. In order to capture the commonality in this meaning, I will use the term “screening” to label the process. Where this was alluded to by particular teachers, I will present the original Vietnamese words the teachers used for the meaning clarification in addition to the English term ‘screening’. At a theoretical level, if I refer to this process in Vietnamese, I would use the term “SÀNG LỌC”, a term that was not chosen by any teachers in the interviews. Teachers did not use this term as its meaning shows the active role of the teachers in choosing something critically, and it is not common for Vietnamese people to talk

about their authoritative way of doing something. Therefore, participant interviewees tended to use “more common and humble words” in our conversations instead.

Next, in Section 6.3, I discuss the differences, similarities and complexities of the personal approaches to change across the seven teachers. A summary of the starting points of change for all seven teachers is presented in this section.

Finally, I present the findings from the interview data relating to the personal aspects in Section 6.4. As a consequence of the analysis, I identify a need to rework previous models of change direction.

6.2 The seven participant teachers

6.2.1 Interviewee 1: Teacher whose reported beliefs and practices have both moved towards a less progressive methodology (T11)

Teacher 11 in the survey data stated that in the previous three years, he had changed in both beliefs and practices (Questionnaire 1, Part D, items 1 referring to *change in practices* (Tr) and 5 *change in beliefs* (Tr). He said that he changed in beliefs before he changed in practices. The interview data helps look more closely into his change.

6.2.1.1 Demographic information:

Teacher 11 was a male holding a Bachelor degree in English, with more than 30 years of teaching experience in different language centres and universities. In the 1970s, he completed his training with an English literature major from Van Khoa Sai Gon University [former name of one of the popular universities before 1975] in Viet Nam. He mentioned in the interview that recently, he had not attended training workshops provided by the University and other organizations, as he had decided that “**finally the students’ level and the teaching context will decide which methods should be chosen for that particular class**” **T11E1**. In his opinion, teachers should teach to meet the students’ needs, but in the context of Viet Nam, such a view may lead to a very static view of practices as my long-term experience suggests that many students describe their purpose in attempting these university courses as to pass the exams, which literally contradicts CLT theories stating “intrinsic motivation arises from an interest in what is being communicated by the language” (Finocchiaro & Brumfit, 1983).

Following are the main points from the interview.

6.2.1.2 Summary from the interview:

a. Beliefs about teaching methodology

- Toward traditionalism: “Grammar is necessary for communication.” T11E2

b. Practices in teaching

- More teacher-centered: “I try to transfer the knowledge to my students.” T11E3
- Repetition is encouraged: “Students listen to what the teacher has said and repeat what has just been said by the teacher.” T11E4

c. Factors influencing teaching

- Students’ level and teaching context: “...it [teaching method] depends on the class context and students’ level...” T11E5
- Limited input from workshops and colleagues: “...workshops do not bring positive outcomes, a lot of teachers say they do not learn much from some workshops, only some say they do...” T11E6 “there may be disagreements among teachers when talking about teaching methodology...We did not share much with each other.” T11E7
- Materials from the internet, textbooks: “so I myself have created a source from the internet, books, and some resources from the *inside* [the interviewee said in English] generated from my teaching process, experience...” T11E8

d. Attitudes toward change

- Positive about change: “Change is necessary as it is life.” T11E9 “Change brings new air to the class.” T11E10
- Change is hard: “It is very difficult to change teachers’ behaviors as they are personal depending on teachers’ characteristics.” T11E11 “Change is a move forward and backward.” T11E12
“However, it is always easier to talk [about change] than to make it happen.” T11E13
“It is difficult to use CLT in teaching.” T11E14 “Old-aged teachers dare not change.” T11E15
- Factors influencing changes:

Internal: self-motivated for change. “Devotion to career brings changes with it.”

T11E16 “...we have to improve and change ourselves...so we can do better.”

T11E17

External: “We examine the students’ needs, and we change accordingly.” **T11E18**

“I can learn the *young* methods.” [the interviewee referred to new methods as ‘young’] **T11E19**

e. Direction of change

- Change beliefs before practices.

New methods/ techniques=> screening “[In workshops], I noted and thought about ‘SUY NGHĨ’ this [new method] right away to see whether it can be applied and in which class of mine” **T11E20** “It is screened [NÓI NHANH, TIÊU HÓA NHANH] quickly in my head and I take out the most interesting part that suits my teaching context.” **T11E21** => partial change “[I] might apply the methods partially” **T11E22** => Evaluate teaching “We have to evaluate... can’t teach with your eyes closed.” **T11E23** “We measure, analyse, and evaluate [new methods]...” **T11E24** => students’ positive learning outcome => more comprehensive change => long-term use or => negative feedback => stopped the new technique/ method “We go back to what we call traditional or classical” **T11E25**. “I can only apply new things when I believe that these new techniques are good for my students” **T11E26**

(Note: He chose Diagram 1 indicating that he changed in beliefs before he changed in practices.)

6.2.1.3 Discussion of interview material

Teacher 11 has long-term experience in teaching English and has witnessed different approaches in teaching methodology in his education and career. He had not attended any postgraduate training course, and although he stated that he could learn from the new methodology (see **T11E19**), changing his approach to language teaching was challenging for him and also for people like him: “I am old... I am ready to change to meet students’ needs. However, in general, old people don’t want to change” **T11E27** “... [I did] not change much [in this semester/school year].” **T11E28**. His argument for being hesitant about changes was “... we can make use of what we already have, and that is good enough for our students ... although it is easier to talk about changes than to make real change occur. That is the truth, always.” **T11E29**. However, T11 was quite positive about new things but considered change

to be not only moving toward progressivism but also the other way around “New things have both advantages and disadvantages ... They can bring new air to our classes ... In the teaching process, sometimes we stick with the new methods, some other time we go back to what we call traditional or classical as they are more suitable for our learners.” **T11E30**

Regarding the process of change, T11’s case helped reveal one stage in change when he did a lot of thoughtful screening of new ideas or information to determine whether changes were worthwhile or appropriate (**T11E20, T11E21, T11E22, T11E23 & T11E24**). It seemed that he wanted ‘good’ changes rather than change for the sake of change (**T11E26**). He has also identified the important and active role of teachers themselves in the change process, mentioning teachers’ self-improvement and devotion to career in fostering change in the teaching profession (**T11E16 & T11E17**).

Discussing the direction of change, it seemed that in his case, change started in beliefs but the issue of where change actually begins requires clarification of the different kinds of change that could possibly occur in the process when temporary, partial changes seemed to happen more than enduring, complete changes (see **T11E22**).

6.2.1.4 Further investigation of the questionnaire data

A close look at the teacher change results from the questionnaire data reveals that:

T11’s beliefs had become more traditional in three areas: Category 2 *Classroom activities and organization* (Scale 1-4 EB:3.25 CB:3.0), item C05 regarding teacher movement in class; Category 3: *Grammar and error correction*, item C16 *Students should always be given written work which is then corrected and returned by the teacher* (Scale 1-4 EB:2.0 CB:1.0) and Category 5 *Four language skills*, items C03 (Scale 1-4 EB: 3.0 CB: 2.0) and C21 (Scale 1-4 EB: 2.0 CB:1.0) mentioning student memorization in their learning.

The change toward more traditionalism in his practice resulted from the change in Category 3 *Grammar and error correction*, item 12 (Part B): Before: *I only correct major mistakes* and now: *I correct most mistakes and the students sometimes rewrite the corrections*. It appeared that T11 had become stricter about correcting student errors over time. His changes in this category were “big” or “significant” while other areas remained unchanged.

The interview data has reconfirmed the data from the questionnaires that T11 appeared to be moving toward more traditionalism in his teaching and he had reasons for doing so: “I try to share with the students what I learned and what was in my head and that was also good.” **T11E30** “...if we use American methods [progressive methods] ... to teach our students mechanically, sure you will fail. However, the methods requiring students’ self-learning are good ...” **T11E31**. His comment on ‘beliefs’ here was quite interesting- there seems to be a belief in some aspects of progressive methods, but another belief that says “don’t adopt things wholesale – evaluate, select, look for evidence of benefit”.

In brief, T11 has emphasized a process in which the teacher took an active role in evaluating or screening new theories or techniques/methods (see **T11E21**, **T11E23**, **T11E31**). He believed that change started in his beliefs, which was then followed by a partial change in his practice in relation to his specific teaching contexts. That this teacher has mentioned the differences in his change as embracing partial, temporary and enduring change (see **T11E30**, **T11E31**) leads to a need to investigate more about types of changes that teachers engage with. Two important contributors to change in his case consisted of students’ learning outcomes (**T11E26**) and self-motivated learning for change in the profession (**T11E16**, **T11E17**).

6.2.2 Interviewee 2: Teacher whose reported beliefs became more traditional but whose reported practices became more progressive (T21)

The survey data showed that T21 changed in both her beliefs and practices. She indicated that changes in her practices exceeded changes in her beliefs (Questionnaire 1, Part D, item 1 *change in practices* (STr) and item 5 *change in beliefs* (Tr). This same direction of change is reflected in the data of the earlier beliefs and practices and the current beliefs and practices, showing that her reported beliefs became more traditional but the reported practices became more progressive. She believed that her changes started in practice before changes in beliefs.

6.2.2.1 Demographic information

T21 was a female teacher, in her late 50s. She had spent time working in another professional field and had returned to school to complete a Bachelor degree in TESOL and started teaching English at HCMC Open University in 2001. She finished her Master degree in Applied Linguistics in 2009 in the joint program between a local university and an overseas partner. Her 12-year teaching experience consisted of teaching classes for non-English major

students from different universities and colleges in Ho Chi Minh City. Key points in her interview are summarized below.

6.2.2.2 Summary from the interview:

a. Beliefs about teaching

- Toward progressivism: Student-centered teaching is more effective “...I learnt from foreign teachers ... the way people called it student-centered, not teacher-centered.” **T21E1** “Students should study four skills equally”. **T21E2**

b. Practices in teaching

- Toward progressivism:
Communication activities are used such as pair-work, group-work and presentations. “.. instead of word-by-word learning [student learning] ... now I use pair-work and group-work, which I like very much.” **T21E3** “Students no longer read aloud in class.” **T21E4**
Error correction: “I do not interrupt the students to correct their mistakes. I correct their mistakes at the end of the section.” **T21E5**
Authentic materials: “I use video clips from the internet in my teaching. Students listen and answer the questions.” **T21E6**
- Return to less progressive teaching as students’ results were poor in examinations. “If students are not trained with grammar, they are not successful in their exam.” **T21E7** “I have to balance between communication skills and the students’ aim of passing examinations.” **T21E8**
- Teaching is a combination of more progressive theories and practices and traditional ones such as students’ memorization. “I have changed ... students are given more opportunities to talk in class ... but I have still kept my old way such as checking students’ lesson memorizations. If not, students won’t learn.” **T21E9**

c. Factors influencing teaching

- Technologies in classrooms: “Using technologies in teaching helps in giving more time to the students ... I have used that [ICT] for more than 5 years” **T21E10**
- Techniques from workshops and training: “I used to attend a lot of workshops and seminars whenever possible.” **T21E11**

- Exposure to new theories from overseas context: “It was my luck to join the master program.” T21E12
- Significant change as a result of contact with overseas teachers: “I saw the way they [foreign teachers] communicated with their students ... That changed me ... significant change.” T21E13

d. Attitudes toward change

- Difficulties in changing practices: “When I first used [ICT in my teaching], I faced a lot of difficulties.” T21E14
- Self motivation for change: “We may teach the same students for a couple of courses, if we stay the same, we also feel bored with our teaching, so do the students.” T21E15
- “It [change] is a result of a combination of different factors.” T21E16

e. Direction of change

- Try the new teaching techniques => change practices “The clearest example [for change starting in practice] is what I mentioned before that is my writing teaching.” T21E17 => evaluation of the results “... it [new way of teaching writing] brings good results in student learning.” T21E18 => screening after having students’ learning outcomes “I have to adjust my teaching.” T21E19 “... I take time to think [NGHĩ] about applying [new techniques/methods] ... it depends on the kinds of learners, their learning aim. One methodology can not be successful for all.” T21E20 => change in beliefs “I think I am successful in applying this new method [new way of teaching writing]” T21E21 “Yes [answering the question “Are you going to use that method for a long time?”]. T21E22

(Note: She chose Diagram 2 indicating that her changes started in practice which were followed by belief changes.)

6.2.2.3 Discussion of interview material:

T21’s training and the lecturers from overseas had impressed her a lot, and inspired her to change in both beliefs and practices (T21E13). However, after applying these new approaches involving more communicative activities, she tried to evaluate her teaching in relation to her students’ learning outcomes and feedback which showed “Students failed in examinations because they were not trained much with *grammar* [the interviewee said it in English].” T21E23 Consequently, she turned back toward traditional practices “I have to

adjust my teaching...I have to put a brake on it [as the students' exam results are not good.]"

T21E24. It can be seen in the interview data that her practices changed toward more traditionalism in certain circumstances which is not exactly the same as revealed in the survey data showing that her practices were toward more progressivism.

T21 was very open to learning and to changes in teaching "I would like to learn from other colleagues' experience" **T21E25** and the ways of teaching she was exposed to in her postgraduate courses "make me change deeply and significantly." **T21E26** The resources for her change were varied but among them, postgraduate training and self-motivation for improvement were considered as the most important in her opinion.

Choosing Diagram 2 indicating that her changes started in practice, T21 stated that her change in practices occurred first and were followed by a change in beliefs. The screening in her case occurred mostly when she considered and evaluated students' learning outcomes and thought about the application of new theories, techniques or methods (see **T21E23, T21E24**). In her case, she really thought that what she had learnt from the postgraduate program or seminars/workshops was good (see **T21E26**) but she also needed to screen the new techniques/methods after her implementation and it depended very much on the students' learning outcomes whether temporary change turned to enduring change or was reversed (see **T21E24**). It was not so clear in her case that screening happened right after receiving the new information. Rather, she had a lot thoughtful screening after implementing her temporary practice changes. T21's description suggests that screening occurs not only as one single step in the change process, but it is instead a cyclical activity (see **T21E18, T21E19, T21E24**).

6.2.2.4 Further investigation of the questionnaire data:

A close look at the teacher change results from the questionnaire data reveals that

T21's beliefs became more traditional in Category 2, item C05 (Scale 1-4 EB: 4.0 CB: 3.0) regarding the teacher's position in front of the class, Category 3, item C06 (Scale 1-4 EB: 3.0 CB: 2.0) about correcting student mistakes, Category 5, item C02 (Scale 1-4 EB: 4.0 CB: 3.0) mentioning translation in teaching and memorization.

While her beliefs tended to move toward less progressive teaching, her teaching practices changed in the opposite direction, toward progressivism.

Category 3, item B02 Grammar

Before: *In my class, I teach students grammar rules, ask them to memorize the rules.*

Now: *In my class, grammar rules are induced and discovered through examples or situational contexts.*

Category 5, item B09 Reading.

Before: *In my class, students read from both the text book and authentic text and may translate.*

Now: *In my class, students read (for general meaning), but do not translate from authentic text.*

And item B10 Speaking:

Before: *Students sometimes perform role plays and are given prompts by the teacher.*

Now: *Students regularly perform role plays (unscripted).*

The questionnaire data showed that T21's reported practices became more progressive and her reported beliefs became more traditional. The data from the interview helped explain why she had experienced substantial change in her practice, although her beliefs did not shift as quickly as her practice (and not in the same direction either): "I like to attend workshops ... the lecturers [trainers] presented the persuasive techniques...I then imitated them." **T21E27** This means that imitation is easy for teachers but full integration into practice is harder. It can be interpreted that in Teacher 21's case, beliefs were harder to change toward progressivism than her practice, and this is also confirmed by her perceptions indicating that she experienced more changes in her practices than in her beliefs as reported in 6.2.2.

In short, T21's case is an example of the starting point of change in practice, reflecting the teacher's view that practice change is easier than belief change. The screening in her case happened in the process of applying new things when considering the students' feedback and their learning outcomes (see **T21E23**, **T21E24**). That her screening was more likely to take place after the new practice application has made her case somewhat different from T11's case that screening occurs before any kinds of change in belief (see **T11E21**, **T11E23**), but these suggest an interesting interactive link between new things, recycling screening, beliefs and practices which need to be explored more closely in other cases. This kind of link needs to be investigated through a model of change to see the interactive relationship between changes in beliefs and changes in practices in the teacher's screening.

6.2.3 Interviewee 3: Teacher whose reported beliefs became more traditional but whose reported practices became more progressive (T7)

This teacher was similar in change directions to T21. Interestingly, they both identified themselves similarly as having made more changes in practices than in beliefs in the survey data. (Questionnaire 1, Part D, item 1: Str, item 5: Tr). He indicated that his beliefs changed before practices.

6.2.3.1 Demographic information

Teacher 7 was a male with more than 30 years of teaching experience. He had graduated from a University of Pedagogy with a Bachelor degree in English teaching. His teaching experience included teaching in high schools, language centres, private institutions, universities, working with different students from part-time students in continuing education programs to full time students of different disciplines, companies etc. He started teaching at HCMCOU in 1990, mostly for non-English major students. Key points in his interview are summarized below.

6.2.3.2 Summary from the interview:

a. Beliefs about teaching

- Teaching must be flexible depending on learners' characteristics: "It [teaching methodology] depends on students' level, their programs and also their behavior ... the course material .. subject ... their aims [in learning]" **T7E1**
- Student self learning: "I assign some sections for the students to prepare at home, or to do presentations." **T7E2** "I encourage students to learn on their own." **T7E3**

b. Practices in teaching

- Toward progressivism:
Communication in class is encouraged: "Young students are required to communicate in class. It is very necessary." **T7E4**
Student self-learning: "I change the way of teaching reading ... I won't read for them anymore ... Students have to work on their own and explore the *skill, main ideas* and *details* [the interviewee said in English]" **T7E5**
- Toward traditionalism:

Remaining elements of traditional methods: “Grammar is taught traditionally [in my class]” **T7E6**

- Teaching is a combination of more progressive theories and practices and traditional ones: “[I]combine two ways of teaching [traditional and progressive]. The traditional ways are still applied in my class ... It also depends on the subject of teaching ... I use it [traditional methodology] in combination with the *communicative approach* [the interviewee said in English]” **T7E7**

c. Factors influencing teaching

- Students’ backgrounds, levels and behaviors: “Young students [full time] are required to have more communication and practice” **T7E8** “When I used the new teaching methods, they [continuing education students] said that ‘I read and undertood nothing.’ Usually I based my decisions on the learner characteristics and their levels to choose appropriate methods to teach.” **T7E9**
- Teaching material: “Teaching material is quite important [in influencing teaching practice].” **T7E10**
- Techniques from workshops and training: “I attended workshops and selected some points [techniques/methods] to apply in my class.” **T7E11**
- Exposure to new theories: “The theories I learnt before have changed.” **T7E12**

d. Attitudes toward change

- Change as a result of change in theories of teaching and learning: “My beliefs have changed. The theories I learnt in University of Pedagogy have also changed.” **T7E13**
- Change to response to different kinds of learners: “I changed in order to suit different groups of learners...” **T7E14**
- Positive toward changes: “Change in teaching might be very important” **T7E15** “As I have taught different subjects, with different textbooks to different kinds of learners at different schools for a long time, I am geting used to changes.” **T7E16**
- External change agent effects: “[I change] ... because the materials used have changed.” **T7E17**

e. Direction of change

- New teaching methods => Screening “When they [trainers] present the new methods, I have to think ‘NHÃM’ based on my own teaching experience to see whether I can

use that new method in my teaching or not” T7E18 (see also T7E1, T7E9, T7E11) => change in beliefs (Note: He chose Diagram 1 indicating his beliefs changed before practices.) => Try the new methods partially “I will not follow all the steps given, I try one that looks interesting .. in one class ... to see the results ... as their learners [trainers] are different from ours” T7E19 => change practices => evaluation of the results “If the results are good, I will keep that new method. If it fails, I stop.”

T7E20

6.2.3.3 Discussion of interview material:

T7’s current teaching methodology was a mix between traditional and progressive teaching as he found that his teaching strongly depends on the learners’ levels, backgrounds, behaviours and needs (see T7E1). His perception was that his students needed elements of both progressive and traditional approaches (see T7E5, T7E6, T7E7). He always screened the new techniques/methods presented in workshops or seminars based on his own teaching experience and context before choosing what he considered the most appropriate parts to apply as a trial in his class (see T7E9, T7E11). From what he shared, I interpret that during this screening stage, most of the changes, either in beliefs or in practices, are temporary. The students’ feedback and results then were the major factors in his evaluation of the effectiveness of the new methods. Positive outcomes meant that the changes were reinforced and became enduring. Negative student results led to abandoning these temporary changes. This case study therefore gives more evidence about the cycling screening before and after the implementation of new techniques/methods.

6.2.3.4 Further investigation of the questionnaire data:

A close look at the teacher change results from the questionnaire data reveals that:

T7’s beliefs shifted more toward traditional in Category 2, item C08 regarding students’ working in pairs (Scale 1-4 EB: 3.0 CB: 1.0). Although the means showed that he did not change in other categories in general, the exploration of the questionnaire data has shown that he changed in particular items: some items toward more progressive, but some toward more traditional, for example T7 changed toward more traditional in the following:

C24. *There should be a focus on skills needed to pass examinations.* (Scale 1-4 EB: 4.0 CB: 3.0)

C12. *The most important goal of foreign language teaching is to develop the students' ability to communicate orally in the language.* (Scale 1-4 EB: 4.0 CB: 3.0)

While his beliefs tended to move toward less progressive teaching, his teaching practices changed in the opposite direction, toward more progressivism.

Category 4, item B06 *Vocabulary and language use*

Before: *I do not use word lists, any words presented arise from the materials.*

Now: *I have a word list as a guideline, but often teach my students other vocabulary.*

The questionnaire data has shown different directions in areas of T7's belief and practice change which also were mentioned in the interview data (see **T7E1**, **T7E9**, **T7E11**, **T7E18**). T7 reported changes similar to T21 (Case study 2) in terms of moving toward more traditional beliefs and toward more progressive teaching practice. However, they have changed in different areas. T21's beliefs changed toward traditional; in multiple categories (Category 2 *Classroom activities*, Category 3 *Grammar and error correction*, Category 5 *Four language skills*) while T7 changed in mean scores only in Category 2 in his reported beliefs. T21 also revealed her practice changes in more categories (Category 3 *Grammar and error correction*, Category 5 *Four language skills*) than T7, whose change was restricted to Category 4 *Vocabulary and language use*, reflecting that their practice changes also varied across the categories and items.

In short, T7 was both experienced in his field and very confident in his teaching and also an authoritative learner. He was fully aware of his own context and preferences in screening the new theories or methods before making decisions about choosing appropriate methods for his teaching context(s) (see **T7E9**, **T7E11**). His case raises a need to learn more about the teachers' active roles in the screening process as well as to explore the different types of changes in teachers' moves in terms of teaching methodology. In comparison to T21, who was similar to him in change directions and indicated temporary change by "imitation", T7 tended to do screening with more considerations than his colleague, T21 before applying the newly provided techniques/methods and these two shared the cycling screening before changes went to the next stage: continuing or abandoning change (see **T7E20**). From these

teachers' cases, there raises a need to have their screening process presented in a change model.

The next two cases will illustrate two examples of the opposing balance of change, combining practices becoming more traditional while beliefs become more progressive.

6.2.4 Interviewee 4: Teacher whose beliefs became more progressive and whose practices became more traditional (T16)

In the questionnaire responses, Teacher 16 saw himself changing a lot both in beliefs and practices (Questionnaire 1, Part D, item 3: STr, item 5: Str). T16 drew his own diagram of his change process to emphasise the screening process when discussing the starting point of change.

6.2.4.1 Demographic information:

Teacher 16 was in his mid-30s and therefore much younger than the first three cases. He had finished an undergraduate degree in English teaching in the late 1990s and had gone on to complete a postgraduate program in a joint program between a Vietnamese University and an Australian University. He has been teaching English-major students and non-English major students since his graduation from postgraduate studies in Applied Linguistics in 2003. He started teaching at the research site in 2004.

6.2.4.2 Summary from the interview:

a. Beliefs about teaching

- Students need to work on their own to remember the lessons: “... students have to work on their own and that is better for them [their learning]” **T16E1**

b. Practices in teaching

- Toward progressivism: Student are required to prepare the lessons at home: “I asked students to prepare the lessons at home, to listen to the tapes ... to learn vocabulary.” **T16E2** “They [students] have to work on their own and it is good for them.” **T16E3**
- Toward more traditional: translation in class: “If we do not ask students to read and do translation, they [students] will forget the lessons.” **T16E4** “I give them attendance records based on their translation.” **T16E5**

- Class activities consisted of pair-work, group-work and presentations: “I let them work in pairs or in groups whenever applicable ... and presentations.” **T16E6**
- Both Vietnamese and English are used in class depending on the students’ levels: “In a more advanced class, they [students] felt OK with 100 percent use of English, but in a low level class ... I had to use 50/50 [Vietnamese and English] so that they could understand. If not, we failed.” **T16E7**

c. The factors influencing teaching

- Students’ levels of proficiency: “Students have influenced my teaching the most.” **T16E8**
- Previous learning experience: “I have used the techniques that I learnt before [in my learning]” **T16E9**

d. Attitudes toward change

- Positive toward change: “I am ready to change.” **T16E10**
- Self-directed change: “Self-motivated for change.” **T16E11**

e. Direction of change

- Change must be sourced from screening. (**Note: The interviewee did not choose any of the diagrams given to him. Instead, he drew his own diagram of his change process to emphasise the screening process explained in more detail by him in the following extracts.**)
- New techniques/methods => Screening to see the new techniques are appropriate in the teaching context or not “First I have to *examine* [the interviewee said in English] it [new technique/methods] ... *check* [the interviewee said in English] to see whether it is *appropriate* [the interviewee said in English] or not [in the teaching context] based on my experience” **T16E12** “I drew attention [ĐỀ Ý] to it [teaching technique/method] to see whether it [teaching technique/method] is good or not [for my students] based on my long-term teaching experience” **T16E13**=> Apply the new technique/method “If it [new technique/method] is appropriate, I apply it step by step, little by little” **T16E14** => partial change => feedback from the students using experience to screen “I evaluate the students’ feedback and if it is good, I can use that long term and completely in the coming semesters or coming years” **T16E15** =>

positive feedback from students through time => more long term, comprehensive change

6.2.4.3 Discussion of interview material:

His recent change has moved back toward traditional methods, asking students to translate the reading texts as part of the lesson in the belief that students can remember longer and learn best when they translate the text into their native language. He said: “They read aloud and translate the texts into Vietnamese. They can do the draft translation at home, but they have to translate into Vietnamese to get attendance records.” **T16E16** This kind of translation is more related to Grammar-Translation rather than CLT theories although CLT can include some translation. “Translation may be used where students need or benefit from it” (Finocchiaro & Brumfit, 1983). This case study was special, as he stated that neither diagram of change direction applied to him and he drew his own diagram showing the transitional stage before any kinds of change, either in beliefs or practices, took place. He used different English words such as *examine*, *check* or Vietnamese words such as *kiểm tra* [EXAMINE, TEST], *đề ý* [DRAW ATTENTION] to point out the process of screening (see **T16E12**, **T16E13**), a process that he shared with other teacher interviewees. Temporary, partial changes and long-term implementations of new teaching methodologies were also clarified in this teacher’s case (see **T16E14**, **T16E15**).

6.2.4.4 Further investigation of the questionnaire data:

A further look at the teacher change results from the questionnaire data reveals that:

Teacher 16’s overall beliefs became more progressive, but the change directions were not one-way: his beliefs became more progressive in three categories (Category 1 *Aim in ELT*, Category 4 *Vocabulary and language use*, and Category 5 *Four language skills*) while they moved toward traditional in Category 2 *Classroom activities and organization* and his belief change in each category was not always mono-directional: within the move toward progressivism, certain beliefs became more toward traditional, for example:

Category 1: Toward progressive: items C09 (Scale 1-4 EB: 2.0 CB: 3.0), C19 (Scale 1-4 EB: 1.0 CB: 2.0), C24 (Scale 1-4 EB: 2.0 CB: 3.0); Toward traditional: item C12 (Scale 1-4 EB: 4.0 CB: 3.0)

Category 4: Toward progressive: items C13 (Scale 1-4 EB: 1.0 CB: 3.0), C17 (Scale 1-4 EB: 1.0 CB: 2.0), C25 (Scale 1-4 EB: 1.0 CB: 3.0)

Category 5: Toward progressive: items C21 (Scale 1-4 EB: 1.0 CB: 2.0), C27 (Scale 1-4 EB: 3.0 CB: 4.0)

Category 2: Toward traditional: items C08 (Scale 1-4 EB: 4.0 CB: 3.0), C20 (Scale 1-4 EB: 4.0 CB: 3.0)

All these particular multi-dimensional changes have shown the complex nature in the change in teachers' beliefs and suggest that teachers' beliefs are subjects to change.

Teacher 16 became more traditional in his practices in two areas: Category 1 *Aim in ELT* and Category 4 *Vocabulary learning and language use*, item B01

Before: *In my teaching, I train students to speak and listen to the language, more than to read and to write*

Now: *In my teaching, I train students to develop the four skills equally.*

This means he used to focus more on developing students' communication skills and now he tends to teach all four skills equally.

In item B06

Before: *I have a word list as a guideline, but often teach my students other vocabulary.*

Now: *I give students a list of words and ask them to define words, to find synonyms or antonyms.*

The questionnaire data has confirmed the multi-directions in his belief change areas although the total mean showed his move toward more progressivism. Also in the survey, his reported practices have been seen toward more traditionalism which were reflected accordingly in the interview data **T16E4, T16E16**. The fact that he became less progressive in his teaching was also reflected in our interview in which he reported “*I need to change as the students are very lazy in reading and in studying. I need to ask them to prepare for the vocabulary list and to translate the texts into Vietnamese that can make them remember the lessons for a long time.*”

T16E17

Being experienced and qualified with a postgraduate degree involving overseas contact, T16 has shown his confidence by questioning and examining the new things presented to him with his knowledge and experience in the profession showing his central and active position in the change process (see **T16E12, T16E13**). The most important contributing factor to his change

in teaching was the students' feedback (see **T16E15**). His case has pointed out very clearly the transitional stage of new information screening in changes in a teacher's professional life.

6.2.5 Interview 5: Teacher whose reported beliefs became more progressive but whose reported practices became more traditional (T14)

Teacher 14's responses in the survey section asking about individual change indicated that she changed more in her beliefs than her practices (Questionnaire 1, Part D, item 1 *change in practices*: Tr, item 5 *change in beliefs*: STr). This is reflected in the data about her directions of change showing that her reported beliefs became more progressive and her reported practices became more traditional. Regarding the starting point of change, T14 said that change could start either in beliefs or in practices, depending on the types of techniques/methods in the different teaching contexts.

6.2.5.1 Demographic information

Teacher 14 was a similar case to Teacher 16 (Case study 4) in terms of the directions of change in beliefs and practices. She was in her late 40s, having had more than 15 years of teaching experience. She had graduated from university in 1996 with a major in TESOL. She had been teaching different kinds of learners in a number of language centres and institutions since then. She received her MBA in 2006.

6.2.5.2 Summary from the interview

a. Beliefs about teaching methodology

Students should be trained in the four language skills: "I have changed to teach students four language skills so that they can use these skills after graduation [change in practices]." **T14E1**

b. Practices in teaching

- Toward progressivism: Pair-work, group-work: "Pair-work, group-work must be used often ... that helps students to remember the lessons well and helps them in their speaking and listening in class." **T14E2**
- Toward traditional: checking students' learning process: "We give students assignments, but we need to control their work." **T14E3**

- Combination between traditional teaching and ICT in language teaching: “... in some subjects, I use projectors to assist my teaching ... that visual aid helps the students to remember the lessons long-term ... so I have to combine [ICT and traditional teaching]” **T14E4**

c. The factors influencing teaching

- Students’ level of proficiency and needs: “I often do a little research on my students, asking them about their learning backgrounds for example, what did you learn in the previous course, what are your weaknesses [in learning English] ... I have to ask how they have learnt [English], how long they have been learning [English].” **T14E5**
- Updated knowledge: “... from books, internet, friends or senior colleagues’ ideas or even from the failure of just graduated colleagues ...” **T14E6** “... from what I have learnt by myself.” **T14E7**
- Experience from colleagues: “... from what I have learnt from my colleagues’ success or failure.” **T14E8**

d. Attitudes toward change

- Positive views of change: “Change in language teaching is very important, but sometimes not very important depending on our learners ... because learners are different from time to time.” **T14E9** “Change is like new air. This is good for both teachers and students.” **T14E10**
- Screening in responding to new information/students’ feedback and learning outcomes: “Try new techniques/methods when finding out that they are suitable for specific groups of learners. Trying new things may in some cases be going nowhere and it is a waste of time.” **T14E11** “If change does not bring positive outcomes, I put it away.” **T14E12** “This method was applied successfully in this class, but not in the other class... then why don’t I change?” **T14E13**
- Change in response to students’ needs: “I can change any time, anywhere if necessary according to my students’ needs, but if not, I won’t do that.” **T14E14** “We need to change gradually and slightly.” **T14E15**

e. Direction of change

New techniques/methods => screening “Certainly, I have to *test* [the interviewee said in English], and even have to *train* [the interviewee said in English] myself [before applying the new technique/method]” **T14E16** “I try first.” “That means I think [NGHĩ] => feel the new

technique/method is good => try (partial change) “I dare not apply the whole technique/method” **T14E17** => evaluate the students’ results and feedback (screening again) => positive student learning outcome => change in beliefs and practices (**Note: She said that both Diagram 1 and Diagram 2 could apply to her depending on the types of techniques/methods in the different teaching contexts.** “Diagram 1 [indicating change started in practices] is true for elementary to intermediate classes and diagram 2 [indicating change started in practices] is true for more advanced classes.”) **T14E18** “I keep using that new method in combination with my current teaching...it cannot be called a complete change.” **T14E19** “[My beliefs change] ... when I see that the applications [experiment of new technique/method] are effective.” **T14E20** => negative feedback from the students => stop the behaviour temporarily “I put it away, may try another time with other groups of student “[After trying] ... the first, the second, the third time I could know the outcomes of my experiment [trying new technique/method].” **T14E21**

The interactions of belief change and practice change “They [beliefs, practices and students’ learning outcomes] are interactive, influencing one another with not too much dominant direction.” **T14E22**

6.2.5.3 Discussion of interview material:

T14 expressed that her teaching has been influenced by both traditional and progressive views of teaching methodology, to some extent responding to students’ needs. However, complexities in the change process were discovered in her case where positive [ready to change] and hesitating [not ready to change] viewpoints co-existed. Indicating willingness to change, T14 seemed to not take risks in that she only gradually included techniques that sounded good in her selection of things to use in her class (see **T14E11**). There is a clear sign in her case of the timing of the screening process: when she first received new theories and techniques/methods and again when she got students’ results and from that stage different types of changes resulted depending on the “good” or “poor” student results and feedback (see **T14E11, T14E12, T14E13**). Her case therefore has provided more evidence about the cyclical nature of screening in teacher change, how change is going, whether it is short-term or long-term, and how it transfers from temporary to enduring, as observed in previous cases such as T7, T16.

6.2.5.4 Further investigation of the questionnaire data:

A close look at the teacher change results from the questionnaire data reveals that

T14's beliefs moved more toward progressivism in

Category 1, item C09 *There should be a focus on knowledge of grammar* (Scale 1-4 EB: 2.0 CB: 3.0), and item C12 *The most important goal of foreign language teaching is to develop the students' ability to communicate orally in the language* (Scale 1-4 EB: 3.0 CB: 4.0).

Category 2, item C15 *Lessons should include some group activities* (Scale 1-4 EB: 3.0 CB: 4.0), and item C20 *Students should be encouraged to communicate through Information gap, Opinion sharing activities, Reasoning gap* (Scale 1-4 EB: 3.0 CB: 4.0).

Category 3, item C11 *Grammar rules should be explained carefully* (Scale 1-4 EB: 1.0 CB: 2.0), and item C26. *There should be choral drilling of structures* (Scale 1-4 EB: 1.0 CB: 3.0).

Her practices had moved toward more traditional:

Category 1, item B01 *Aim in ELT*

Before: *In my teaching, I train students to communicate orally in the language.*

Now: *In my teaching, I train students to develop the four skills equally.*

Category 2, item B05 *Pair-work and group-work*

Before: *In my class, students often work in groups and pairs (more than they do individually) to gain information.*

Now: *In my class, students work an equal amount of time individually, in pairs and in groups to gain information.*

As shown in the survey data, T14's beliefs were reported to be more progressive and her practices more traditional. However, the combination of both progressive and traditional teaching methods have been employed in her teaching, as mentioned in the interview (see **T14E2, T14E3, T14E4**). Briefly, T14 was another example of the active role of teachers in their teaching. She has not identified very clearly the starting point of change in her case while indicating that sometimes in some circumstances, change can start in beliefs and in other situations, her practices could be contributors to her belief change (see **T14E18, T14E22**). However, it is evident in her case that she screened new information and the applications of new ideas in a cyclical manner while teaching. In her reflection, after reading my interpretation, she once more emphasised the re-screening time after receiving students' feedback and its influences on change *"Based on the reliable students' feedback [that I got], I made decisions to change the teaching methods partially, most of it or completely."* **T14E23**

T14 and T16 had different backgrounds in terms of teaching qualifications: T14 was trained further in business, and T16 in Applied Linguistics. However, they were similar in their change directions in beliefs and practices, as shown in the questionnaire data and have experienced different changes regarding the areas of teaching methodology. Their changes in different areas have given more evidence about the complex nature of change in teachers' beliefs and practices where the directions of change in beliefs or in practices were not identical in terms of moving toward progressivism or traditionalism. Both of their cases have pointed out the transitional stage in the middle of the process of change where teachers show their reactions to new things and their implementation of screening new theories, techniques or methods and evaluating students' learning outcomes, and through this process, changes take place.

The next two cases offer examples of an alternative overall pathway, with both beliefs and practices shifting in the direction of progressivism.

6.2.6 Interviewee 6: Teacher who reported increased progressivism in both beliefs and practices (T19)

Teacher 19 reported changes in both beliefs and practices in the survey with more changes in practices (Questionnaire 1, Part D, item 1 *change in practices*: STr, item 5 *change in beliefs*: Tr). She first chose Diagram 1, indicating that change started in her beliefs. Then she said that change in beliefs and practices occurred concurrently and interactively.

6.2.6.1 Demographic information:

Teacher 19 was in her 50s, holding a Bachelor degree and a postgraduate diploma in TESOL. She had had some general teaching experience before beginning to teach English to non-English students in 1997 and for English-major students in 2004. From my observations as a faculty member, she was an open, active member in all the academic meetings, seminars and workshops.

6.2.6.2 Summary from the interview:

a. Beliefs about teaching methodology

- Progressive views: “Students have to learn by themselves to improve their skills.”
T19E1 “Students’ communication skills should be encouraged and trained” **T19E2**

“You [student] just speak, no need to focus on grammar as we are communicating ... when we can understand others and make ourselves understood, that is fine.” **T19E3**

b. Practices in teaching

- A mix in teaching methodology and techniques: “I used to teach more traditionally ... I combined traditional and progressive methods in my teaching ... when traditional method is appropriate and when new method is appropriate.” **T19E4**
- Change in teaching: “Used to teach with more English, then more Vietnamese, now use more English in class.” **T19E5**
- Use of communicative activities: “Pair-work, group-work” **T19E6** “ I never ask them to translate the texts into Vietnamses.” **T19E7**
- Traditional teaching: “I speak more Vietnamese when teaching students in the distance education program.” **T19E8**

c. Factors influencing teaching

- Theories of teaching and learning embedded in the course book: “because of the textbook used for non-English major classes.” **T19E9**
- Students’ levels and lesson contents: “It [teaching method chosen] depends on students’ level, types of lessons presented.” **T19E10**
- Students’ feedback: “I saw they [students] liked it. It seemed that they liked my ways of teaching ... and it was new to them” **T19E11**
- Knowledge obtained from workshops, seminars which provided theories for actions: “I attended lots of workshops, seminars and applied what I learned.” **T19E12**
- Experience from foreign trainers: “Their [foreign trainers] suggested methods and techniques really changed me, for example, the ways M. [Name of lecturer] instructed us to help students in their [students’] reading skill.” **T19E13**
- Self-improvement: “I changed when I felt it was needed.” “I always think what is good for students.” **T19E14**

d. Attitudes toward change

- Change is very important as the teaching methodology used influences students’ learning: “It [change] was rather hard at first, but it brought positive results, I think.” **T19E15**

- Personally is ready to change: “I am ready to change, especially when it [change] is good for my teaching, for my students...” T19E16
- Self-directed in change: “I felt pleased when my change brought good results.” “I think I need to change.” T19E17

e. Direction of change

Screen by knowledge and experience “If I am not so sure, I am not going to try” T19E18 “I trust myself [the way I prepared the lesson plans] ... and my lesson presentations.” T19E19 “I think [SUY NGHĨ] carefully to find the way to teach creatively...” T19E20 “Their techniques [foreign trainers] were very good, I wanted to use them...but I could not as our teaching resources were not as sufficient as theirs...and we have our intentions [HUỐNG] [our way of thinking]...” T19E21 => try new teaching practice => partial change “I try [new teaching techniques/methods] in some of my classes to see whether students can understand [the lessons taught with new teaching techniques/methods] or not” T19E22 => evaluate the outcomes => (a) students’ positive outcomes => complete, more comprehensive change “If the students’ learning outcomes are positive, I am going to use it [technique/method] long-term.” T19E23 “I keep my change.” T19E24 => (b) students’ negative learning outcomes => screening again in the teaching context “[If the application of new techniques/methods does not work, I will re-examine [XEM LẠI] it to see whether it suits my class ... it [my teaching] works depending on certain groups of students.” T19E25

Change can start from both sides: “I think that change must occur at the same time [both in beliefs and in practices]. We can do things when we believe that it will bring better results, if not, we dare not to start.” T19E26 “I think these two [change in beliefs and change in practices] concurrently occur, not one first and other later.” T19E27

(Note: She first chose Diagram 1 indicating that change started in her beliefs and explained that she had to think about the new techniques before applying it. Then she gave her comments that change in beliefs and practices occurred concurrently and interactively (see T19E26, T19E27.)

6.2.6.3 Discussion of interview material:

Teacher 19 has shown in the interview data that her beliefs and practices were inclined toward progressivism in teaching methodology (see T19E1, T19E2, T19E3). She has moved from more traditional toward more progressive teaching during her career and she is now confident as a result of the students’ positive feedback “...they [former students now working

in the workforce] said that I was the most impressive teacher during their university time.”

T19E28. However, a ‘safety first’ approach – don’t take risks unless you can be certain of benefits could be observed in her case showing that screening was necessary in her teaching decisions (see **T19E18**). What happened in her case has added more evidence about the screening process in change which appeared when receiving new information which was recycled when receiving students’ results and feedback where temporary change turned into enduring with “positive” or ceased with “negative” student outcomes.

6.2.6.4 Further investigation of the questionnaire data:

A close look at the teacher change results from the questionnaire data reveals that:

Teacher 19 moved toward progressivism in her beliefs and practices. However, in her interview responses, her move toward progressivism was not consistent between beliefs and practices although the survey data showed that the relationship between her beliefs and practices was consistent and she was progressive in both beliefs and practices. In more detail, her beliefs in some categories had become more traditional despite becoming more progressive in others as presented in the following.

Her beliefs mean scores increased in other categories: Category 2, 3, 4

She had moved more toward traditional in teaching practices.

Category 1, item B14 *University test*

Category 5, item B09 *Reading*

Before: *In my class, students read (for general meaning), but do not translate, from the text book.*

Now: *In my class, students read from both the text book and authentic text and may translate.*

And item B10 *Speaking*

Before: *Students sometimes perform role plays and are given prompts by the teacher*

Now: *Students occasionally perform role plays (dialogues where they have to substitute words or phrases)*

Briefly, T19’s case shows a consistency between her responses in the questionnaires and the interview data. She identified that her changes in beliefs and practices occurred concurrently (see **T19E26**, **T19E27**). The selection/ choosing and/or combining of teaching methods was

evident in her case (see **T19E19, T19E20, T19E21**) and helped confirm the screening process that happened in the teacher participants. Her case also suggests a “second screening” in the change process where the teacher re-evaluates the results of the new method implementation (see **T19E25**).

Similar to T19, the following teacher T29 was from the group moving toward progressivism. The interview data analysis of her case is presented below.

6.2.7 Interviewee 7: Teacher whose reported beliefs and practices both increased in progressivism (T29)

Teacher 29 reported that she had not changed in either beliefs or in practices during the past three years when responding to the survey questions (Questionnaire 1 Part D, item 1: NTr, item 5: Ntr). Her interview data seemed to reveal slightly different information.

6.2.7.1 Demographic information:

Teacher 29 was in her middle 20s. She was the youngest and least experienced in her teaching career of the seven interviewees. She had finished an undergraduate degree in the late 2000s and was in the process of studying a postgraduate program in a joint program. She has been teaching non-English major students since her graduation. Her teaching experience also includes teaching a variety of students in different language centres and private classes.

6.2.7.2 Summary from the interview:

a. Beliefs about teaching

- Toward progressivism: communication and practice in groups help students learn “I encourage the students to speak more English, not to use Vietnamese”. **T29E1**
- Regular tests are necessary. “Every one or two days I give a quiz to students [practices] and that can help to force them to practise listening at home [beliefs].” **T29E2**

b. Practices in teaching

Toward progressivism:

- Focus on the steps suggested in the textbooks, teaching is student-centered: “... students give answers voluntarily and do peer correcting.” **T29E3**

- Class activities consisted of pair-work, group-work and presentations: “I ask students to work in pairs or in groups depending on the types of questions.” **T29E4**
- English is used in class: “I encouraged students to speak more English and not to speak Vietnamese in class.” **T29E5**
- Students are required to work at home => do presentation in class => get bonus marks. “I give students homework...ask them to listen to the tape...they are required to do presentations in class.” **T29E6** “I gave students stars [bonus marks] to encourage students to prepared for the lessons and classroom participation activities.” **T29E7**

Toward more traditional: Teach listening: review by repetitions: “I play the cassette sentence by sentence...students stand in front of the class repeating the key words. I do not put pressure on them ... gradually they can listen and repeat the whole sentence.” **T29E8**

The factors influencing teaching/sources of changes

- Own learning experience: “my teaching methods... I think, were rooted in my own learning experience, I learned from my teachers.” **T29E9**
- Formal professional training: master degree courses, workshops: “In a workshop at our university, the trainers instructed us about using task-based activities.” **T29E10** “During the time I am teaching here, I have attended the workshops about teaching methodology ... I read from the book.” **T29E11**

c. Attitudes toward change

- From the university policy: “They [department administrators] ask me to teach so that students can use English in listening and speaking.” **T29E12**
- Positive toward change: “I think it is necessary [to change] as change means being more positive and better.” **T29E13**
- In the process of trying different things => need changing. Educational changes occur responding to changes in social and learners’ need changes: “When I first began teaching, I centered on my teaching, how could I teach this stuff of content ... after one, two semesters, I recognized that my teaching did not reach the students. It seemed that students did not get the knowledge I was trying to give, then I changed.” **T29E14**
- Self-motivated in change: “The main point is that I myself want to change...” **T29E15**

“I remind myself about changing myself...I can’t stay the same.” T29E16 “My change happens gradually, little by little.” T29E17

d. Direction of change

- Thinking time “When I know about new methods ... I wait ... when I have some problems and I think about those techniques I am presented that might be helpful ... then I try them in my class.” T29E18 => Screen and try “I used that method [new], but I did not use the whole as it appear. I made it my way...I took the ideas only, not the whole thing [method]. ” T29E19 “When I learn a new technique/method ... I won’t believe it until I try and see the results.” T29E20 => temporary change in practice=> test to evaluate (**Note: She chose Diagram 2 indicating that change in practices precede change in beliefs**) => change in beliefs “I checked whether it [the teaching method] was effective or not see and my beliefs changes resulted.” T29E21

6.2.7.3 Discussion of interview material:

“I myself want to change, but I think we need appropriate conditions for changes to occur. It is difficult to change if the conditions are not appropriate.” T29E22. T29 is in the process of building her belief system and is ready and willing to try new, progressive theories and practices presented in her postgraduate training program which is jointly taught between a local university and a foreign university partner. She mentioned that she changed first in her practices, but these changes only occurred after her thinking and screening time (see T29E18, T29E19). There has also been an indicator of stages of change from temporary to permanent change (see T29E17).

6.2.7.4 Further investigation of the questionnaire data:

A close look at the teacher change results from the questionnaire data reveals that: T29 had increased in mean scores in both beliefs and practices across all categories of teaching methodology. She was a very clear example of a teacher experiencing change from the survey data. However, as she was young and the least experienced of the interviewees, she said that her changes were a little gradual T29E17 in the interview.

Being the least experienced of the seven teacher case studies, T29 indicated strongly that she changed in her practices first then changes in beliefs followed. Instead of screening the new techniques/methods presented, like other experienced teachers in these interviews, she experienced some forms of thinking, reflection and consideration before implementing new

practices in her teaching. Because she was still in the process of post graduate training, it seemed that she did most of her thinking and screening in her education training. This made her 'screening' slightly different from the other six cases. It is almost as if when still in training or shortly after completion, the screening is a general filter associated with the training program that is applied to the totality of the new experiences in ways that do not clearly separate beliefs and practices. It can be said that screening could be part of the training process before new teachers like T29 in this study started their teaching.

6.3 Further discussion of the personal approaches to change and the starting point of change among these seven teachers

All these seven teachers revealed different patterns of change in beliefs and practices in their interview data compared to the questionnaire data. The interview data showed the complexities in personal change even though some of them might have the same overall patterns of change.

More hesitant views about change were found in the older, more experienced T11 (see **T11E27, T11E28**). Teacher 21 stated consistently in both the questionnaires and the interview that she had experienced more change in her practice than in her beliefs as a result of her postgraduate education in connection with the overseas program. T16 and T14 revealed more movement toward progressivism in their beliefs but had become more traditional in their practice according to the quantitative data. Their experiences relating to students' levels and reflections in class have driven them slightly back toward more traditional teaching, although their aims were still to enhance more communication in class.

Both T19 and T29 were from the group that had moved toward progressivism. The relationship between their beliefs and practices was quite strong in terms of progressivism, and both have experienced changes toward more progressive teaching during their professional life. However, they were not identical. T19 held a Bachelor degree and a postgraduate diploma in TESOL, and what seems to have influenced her most were pieces of theories or demonstrations from seminars and workshops, as well as her exposure to a more demanding working environment teaching English major students "This [change in teaching methodology] is because I teach in the Faculty of Foreign Languages...I can't speak Vietnamese [in teaching English major students]...so I apply it to teach non-English major students." **T19E29**. As she had more experience in the field and was much older in age, she

had to be persuaded of their benefit before being confident in implementing and testing new techniques. This explains why her practices had become more traditional in some areas although overall, she was moving toward more progressive teaching. She identified her starting points of change as occurring concurrently in beliefs and practices while the younger, more recently trained and less experienced T29 stated very clearly she changed in her practices first. The two of them shared some activities in the change process but in different manners: when mentioning the screening time, T19 screened the new methods and chose the selected method based on her knowledge and experience (see **T19E18, T19E19**), while T29, after selecting suitable methods for her teaching, still seemed to have uncertainties in applying them (see **T29E20**). In-service professional development might find positive indicators for change promotion in T19's case while T29 was a good case that administrators are looking for, as young, active, keen on pursuing postgraduate study. During her belief and practice conceptualization and building, she was open to try new things and demonstrated a positive attitude toward changes in teaching methodology.

6.4 Starting points of change

As indicated in the results reported from the semi-structured interviews, the selected teachers have both similarities and differences regarding their beliefs and practices, the sources and factors influencing their teaching beliefs and instructions, as well as the starting points of change and the process of change. Some aspects of changes that look superficially similar were also found to be different upon closer inspection. Following are the summaries of the key findings generated from the interview data.

First, the participant teachers' beliefs and practices reflect a trend toward more progressivism in teachers' practices with communicative activities such as pair-work and group-work, and an emphasis on student self-learning. However, the teachers still believed that students need more practice with memorization, grammar exercises, and translations which have been used by teachers as argued by Nguyen (2004). These considerations resulted from their own experiences; these activities were especially more favoured by teachers with more experience. All these teachers expressed the aim in ELT of improving students' four skills equally, not only giving more prominence to two communication skills, which is their perception of what CLT has emphasized. This shows the complex, transitional belief system of these particular teachers and the complex nature of change in language teaching in general where progressive and traditional aspects in beliefs and practices seem to co-exist and

interplay for a better performance in teaching to promise more positive learning outcomes. This should be discussed with consideration to see whether activities such as memorization, repetitions, and translations were really historically deep rooted, sustainable and difficult to change or if they were really helpful and effective in facilitating learning and need to be kept, shared, and continued further in language learning theories.

Second, regarding the stages of the process of change in language teaching methodology, it is important to note that teachers go through a very complex process. The study noted one very important transitional stage in this process that happened to all the teachers (although the youngest one, T29 did this in a slightly different way) in the interview sample. Teachers screen the new theories, techniques or methods presented to them based on their knowledge, experience and relevant issues in the teaching context to decide which theories or techniques/methods should be adopted in particular teaching classes, using the argument that there is no single best method (see **T11E1**, **T21E20**, **T16E13**). Temporary changes result from this stage. The screening process is still active, reviewing students' feedback and learning outcomes to re-evaluate the effectiveness of the new application. Both enduring changes and reversed changes result from this critical screening. In short, before any kinds of change, either temporary or enduring, can take place, teachers “think”, “examine”, “check” “evaluate” [SUY NGHĨ, XEM, NHĂM, ĐỀ Ý, NÓI NHANH, TIÊU HÓA NHANH] the newly-presented theories or techniques/methods and the results of their implementation. This finding adds evidence and support to the argument about the hard, complex nature of the change process mentioned in a number of previous studies (Briscoe, 2006; Guskey, 2002). In addition, different stages of change were also mentioned in the literature (Prochaska, DiClemente, & Norcross, 1992; E. M. Rogers, 1995), but there is still a gap which needs to be filled which is the transitional, cycling stage in the teacher change process.

Third, regarding teachers' attitudes toward change: the seven selected teachers all shared similar positive orientations toward change. Their motives for change initiate primarily deep inside each person, indicating their active and authoritative role in the process of change no matter whether they were different in age, qualifications and teaching experience, indicating teachers' active roles as authoritative change agents in the change process. This finding has emphasised the active, authoritative role of teachers in change, which was somewhat different from the teachers' reflective role toward discussed in the literature (Lamie, 2005; Fullan, 2001). External factors such as the approaches in language teaching, the university contexts

and policies, peer observations and collaborative discussions could be predictors for changes in both beliefs and instructional practices (Parise & Spillane, 2010), but they were only secondary reasons for change occurrence in the interviewees' points of view (see T11E18, T7E17, T29).

Fourth, the starting point of change studied in this project has brought an interesting issue to the literature, that is, teachers with different backgrounds in terms of age, teaching qualifications and experience seemed to experience different directions in the changes of their beliefs and practices, especially with the starting point of change. This needs to be studied to see whether the starting point of change has any relations or influences on teacher screening.

Table 6.1: Summary of directions of the starting point of change

Teacher's Code	Data from questionnaires		Data from interviews	
	Change in beliefs	Change in practice	Teaching Practice	Directions of change
11	-	-	Toward less progressivism	Screen by experience, change in beliefs occurred before change in practices
21	-	+	Toward more progressivism	Change in practices occurred before changed in beliefs. Screening occurred within changing
7	-	+	Toward more progressivism	Screen by experience, beliefs changed and then practices change
16	+	-	Toward less progressivism	Screen by experience, practices changed and then beliefs changed
14	+	-	Toward more progressivism	Screen by experience, change started either in beliefs or practices interactively
19	+	+	Toward more progressivism	Screen by experience, change in practice/beliefs occurred concurrently
29	+	+	Toward more progressivism	Screening in educational training Thinking time, change in practices occurred before changed in beliefs.

The directions of change of the teacher interviewees can be summarized as follow.

There were teachers who stated that their changes started in beliefs such as T11, T7. Some teachers said that their practices changed before their beliefs, such as T21, T16 and T29. Two teachers T14 and T19 believed that their changes could have started in either beliefs or in practices. The issue of the starting point of change has shown its diverse nature in different individuals.

The two teachers who stated that the changes started in their beliefs were the most experienced of the seven participants. The most experienced teacher, T11, appeared the most conservative, saying that he would only try things when his beliefs had changed; in more detail, he can screen whether these new things are appropriate for his students, based on his knowledge and experience. T7 also said he changed in beliefs first, but the details of his sharing suggests that the process of change is not that simple, that is, before any kinds of change could take place, either in beliefs or in practices, he needed to screen the new theories or techniques based on his own experience, considering the teaching context that he strongly believed that he understood quite well.

Interestingly, the three teachers whose changes started in beliefs all had undertaken the same postgraduate training program jointly taught between a local university and an overseas university [La Trobe University in cases T21 and T16, Southern Queensland University in Case T29].

The two female teachers, T14 and T19, who indicated that their changes started in either beliefs or practices depending on the techniques/methods (T14) and concurrently in beliefs and practices (T16) were similar in their teaching experience although their teaching qualifications were not the same.

Although the directions of change were diverse across the participants, all these teachers mentioned some kind of screening (although not in the same ways) before any kind of changes [temporary or enduring] took place. What has contributed to their diverse perceptions about their starting point of change may be hidden in the transitional time before change and types of change, whether temporary or enduring, partial or comprehensive as there were indicators showing that all these teachers experienced some kind of temporary change in their practices which they indicated would become more comprehensive and permanent when their efforts to implement new teaching methods or techniques resulted in students' positive outcomes and feedback.

The above discussions of the seven teacher cases indicated that change is very complex and the nature and processes of changes differ according to teachers' demographic factors such as qualifications, age, and teaching experience. The teachers' expressions from the interview data to some extent shows that the more experienced the teachers became, the more screening they did with the new theories or teaching methods presented to them. It can be said that it is hard to talk about one straight direction in changes for all teachers at all stages during their professional life. In the following sub-section, based on the research findings, a model of change is proposed to be modified and reworked.

6.5 Direction of change: a need for a modified model

Figures 6.1 and 6.2 presented in the beginning of this chapter in Section 6.1 were borrowed and slightly developed based on the research reported in the literature: Lewis and McCook (2002), Karavas-Koukas (1996), Hunzicker (2004), Pajares (1992), Golombek (1998) arguing that change can start in beliefs and Guskey (2002) and P. Rogers (2007) supporting the notion that the starting points of change must be in practices first and then changes in beliefs will follow.

These two models seemed not to reflect or describe fully and comprehensively the findings of this study, which showed evidence about transitional stage that was a feature of the experiences of the discussed cases before enduring changes started either in beliefs or in practices: the screening process where teachers work as active, authoritative practioners evaluating any new theories, techniques or methods based on their individual backgrounds, such as their qualifications, teaching experience and also their teaching contexts which helps explain why these new things can be received, evaluated and applied multi-directionally, to different degrees, in groups of teachers. The concepts of temporary and enduring changes and how they developed in change were also missed in these diagrams. There is a need to rework and modify these diagrams to help understand the process of change more comprehensively.

6.6 Summary

This chapter has investigated the personal approaches to change. Seven participant teachers were interviewed, and information on how individual teachers argued about change, what factors had contributed to their beliefs and practices and their changes, what efforts they had made in the change process, and where the starting point of change began was explored. Change was described in the study as a hard, complicated, multi-directional process that

varied across the participants in relation to their age, their qualifications and teaching experience. The findings have pointed out the transitional stage before change which is argued as the central link between new theories, and belief change and practice change. In addition, the interactions of this screening time and temporary and enduring changes all serve as backgrounds for a reworking of the change model. The findings on change in general and the starting point of change in particular has implications for theory and actions in practice, especially for the Vietnamese changing context, which will be discussed in the following chapter.

CHAPTER 7: CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

7.0 Introduction

This study has sought to examine the nature of a group of Vietnamese English language teachers' pedagogical beliefs and practices, the changes these teachers have experienced in their teaching careers and the relationships between (changes in) the teachers' beliefs and practices in general. I have sought to set these changes in beliefs and practices within the context of a long history of changing language teaching methodologies that form the historical background to the recent call for comprehensive change in education throughout Viet Nam.

This chapter synthesises the key findings of the study, on which basis an alternative model of change has been proposed. The alternative model clarifies teachers' roles in the centre of the change process and some implications for theories about teacher beliefs and practices and how these change over time. I also use it to provide some recommendations for action in the Vietnamese language teaching context, particularly for teachers' continuing professional development. Limitations and further directions for research are also discussed.

7.1 Summary of findings

Thirty-two ELT teachers participated in the project. The research instruments, adapted and developed from contemporary literature, gathered both quantitative and qualitative data from questionnaire surveys and semi-structured interviews in order to answer the following research questions.

- 1. What are the teachers' current pedagogical beliefs and practices? What is the relationship between their beliefs and practices? How "progressive" are these beliefs and practices?**
- 2. Do teachers change their practices and beliefs during their professional life?**
- 3. What is the relationship between change in teachers' beliefs and change in their practices?**

With regard to the nature of possible changes, the following questions were also considered:

1. In a teacher's professional life, where does teacher change begin: in beliefs or in practices? Why does change begin where it does?
2. What are the internal and external influences on those changes?
3. Do changes in beliefs lead to changes in practices or vice versa?
4. What are the outcomes of those changes: partial, fragmentary or comprehensive, temporary or enduring change?

7.1.1 State of the literature

The impact of teachers' beliefs on their practices has been well discussed in the literature (Phipps & Borg, 2007). However, there is no agreement about whether there is a match (Johnson, 1992; Richardson, Anders, Tidwell, & Lloyd, 1991) or a mismatch (Lee, 2009) between teachers' beliefs and their practices. The effect of student learning on teachers' behaviours has also been researched, pointing out the cyclical or circular relations between teachers' actions and students' performance (Fang, 1996).

With reference to teacher change, studies have documented change in teachers' beliefs (Busch, 2010; Lamie, 2005; Olafson & Schraw, 2006; Szydlik, Szydlik, & Benson, 2003; Yadav & Koehler, 2007) and also in their practices (Lamie, 2005; Richardson, 1990; P. Rogers, 2007a; Thompson, 1992). However, the relationships and interactions between changes in teachers' beliefs and practices have not been explored satisfactorily.

As discussed at the end of Chapter 2, the literature demonstrates that change can start from both sides: in beliefs (Hunzicker, 2004; Karavas-Doukas, 1996; Lewis & McCook, 2002); or in practices (Guskey, 2002; Kennedy, 1999; P. Rogers, 2007b), but that the influences can also be bi-directional (Fullan, 2001; Lamie, 2005; Thompson, 1992). In appropriate circumstances, enduring or permanent change can emerge, no matter which comes first.

Research in ELT in Viet Nam has indicated a shift away from traditional teacher-centered methods toward a more progressive student-centered teaching methodology, although different kinds of constraints, such as teachers' heavy workloads, students' learning habits, curriculum and time pressure etc. have effects on the extent of this shift and thus on both teachers' beliefs and practices (Nguyen, 2004; Pham, 2004).

The study began with the following framework of change derived from the literature to investigate the external and internal factors influencing different types of changes as well as the relationship between changes in beliefs and practices.

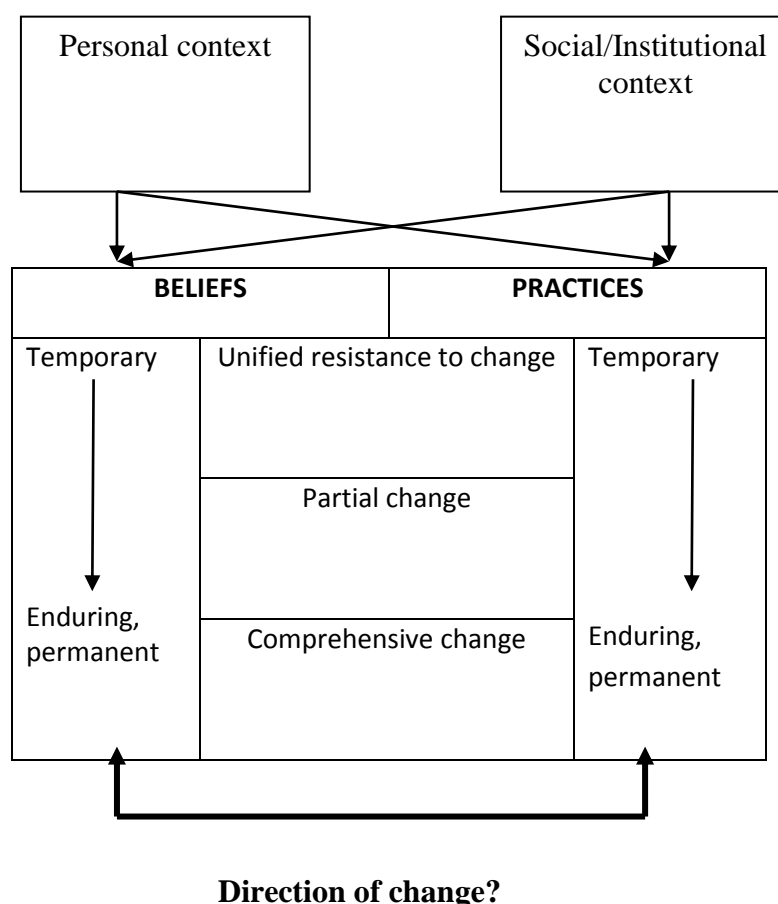


Figure 7.1: My representation of the view from the literature of factors affecting changes and the dialectical and multi-dimensional relationship of change in beliefs and practices.

In this model, I identified support for the argument that under appropriate circumstances, enduring or permanent change can result from either change in beliefs or practices, no matter where it starts. As discussed in Chapter 6 (Section 6.5), the study findings have suggested a need to modify or rework previous models of change (Figure 6.1, 6.2) in light of evidence about the transitional, cyclical nature of the change process where temporary changes result in enduring or reversed change, depending mostly on the learners' outcomes and feedback. Referring back to the framework of the research presented in Chapter 2 and again above in Figure 7.1 helps to see how the research findings relate to this framework and why a more comprehensive model of change is required.

7.1.2 The key findings:

Research question 1: What are the teachers' current pedagogical beliefs and practices? What is the relationship between their beliefs and practices? How "progressive" are these beliefs and practices? (see Sections 4.3.1, 4.3.2)

This study has confirmed that there has been a move toward progressivism in language teaching methodology in Vietnamese teaching contexts, which is reflected in the beliefs and practices of different teacher generations, but in different ways.

Overall, both teachers' beliefs about methodology and their instructional practices were relatively progressive, although teachers with a basic degree in TESOL, trained in the past with Grammar-Translation and Audio-Lingual methods, appeared to be less progressive in both their beliefs and practices, and the relationships between their theoretical orientations and their actions did not consistently reflect progressivism.

Teachers with recent training that involved both undergraduate and postgraduate programs showed a positive, consistent relationship between their beliefs and behaviours, moving toward modern, progressive methods and techniques in their teaching.

It could be concluded that the nature and degrees of progressivism of teachers' beliefs and practices have been generated from a mixture of their formal education and on-the-job learning experience, their teaching experience, as well as possibly differences in gender and age.

Research question 2: Do teachers change their beliefs and practices during their professional life? (see Sections 5.1 & 5.2)

The second finding indicates that all teachers changed at least to some degree in both their beliefs and practices during their professional life. However, their changes were multi-directional. Participant teachers making specific kinds of changes can be grouped as follows:

Changes in teachers' beliefs (see Section 5.1.2):

- Toward more progressivism: mostly female, younger, with higher qualifications in language teaching.

- Toward more traditional: mostly male, older, with a basic degree in language teaching.

Changes in teachers' practices (see Section 5.2.2):

- Toward more progressivism: mostly female, younger, with higher qualifications in language teaching.
- Toward more traditional: mostly male, middle age, with a further degree in business.

Changes in both beliefs and practices (see Section 5.3)

There were four different directions in changes of beliefs and practices: teachers with changes in both beliefs and practices toward more progressivism; teachers with changes in both beliefs and practices toward more traditionalism; teachers with changes in beliefs toward more progressivism and practices the other way around; and teachers with changes in practices toward more progressivism and beliefs toward the other direction.

When analyzing changes in beliefs and practices together, the group of teachers whose changes were moving toward more progressivism in both beliefs and practices were those who possessed higher qualifications in language teaching and had trained more recently. That these teachers demonstrated more comprehensive changes in both beliefs and practices suggests that changes will be greater when teachers continue to postgraduate training where new, updated theories can be presented more systematically than in one or two-day workshops or seminars, which were more common in Vietnamese teaching contexts than other long-term training. This is somewhat reflected in Figure 5.6 indicating that change among teachers increased in the first ten years of experience when teachers had prepared themselves for a teaching career by completing postgraduate study programs.

Changes toward more traditional settings for both beliefs and practices were found in a group of mostly male teachers with different kinds of qualifications and teaching experience. They were smaller in number in comparison to a group moving toward progressivism.

Another group of teachers consisted of those who had contradictory changes: either beliefs or practices that moved toward progressivism while the other dimension changed in the opposite direction: toward more traditionalism. It is rather complicated to describe the common

characteristics of these teachers as some of them had master degrees and some basic degrees in language teaching. There was one thing that they all shared: they were mostly in the middle of their career or very experienced in teaching. This suggests that the nature of change is very complex and is varied across individuals in their contexts at different periods of time.

It is therefore quite hard to identify the particular choices or sequence of choices that particular individual teachers make at particular periods of time and there is no single factor, either gender, qualifications or teaching experience, that universally or discretely influences areas of changes or the change sequence teachers have experienced. However, in light of the literature in the field and the theoretical framework presented in this thesis, the frequencies and the nature of change investigated and discussed in this research are relatively encouraging for educators in the field: overall, teachers have made significant changes in the past three years particularly, but also throughout their teaching careers.

Research question 3: What is the relationship between changes in teachers' beliefs and changes in their practices?

The relationships between changes in teachers' beliefs and their actions were multi-dimensional and inter-related. Change can start from both sides, but the nature of these changes is not the same across the sample: teachers' age, their teaching experience and qualifications seemed to be factors in change starting points (see Sections 6.2 & 6.3).

Older, experienced teachers only changed their practices after screening with reference to their knowledge and teaching experience. They selected what they considered the most interesting and suitable points from the new methods to be applied in their teaching. From this transitional stage, changes were stated to occur in their beliefs first, and once their beliefs had changed, there were grounds for changes in their actions in accordance with those beliefs. So this can also mean that beliefs are different from practices because changes in beliefs lead to changes in practices.

Younger teachers, more recently qualified through formal training, with a consistent relation between beliefs and practices were ready to implement changes in their practices prior to changes in their beliefs. They were those who had had contact with overseas-connected education programs. Findings about the starting point of change will be addressed in more detail later.

One quite speculative conclusion from this study is that changes in teachers' beliefs are harder to develop than changes in their behaviours, in light of the finding that more significant changes in practices were observed than changes in beliefs (see Table 5.1 & Table 5.6). To some extent, this finding does not concur with the discussions in the literature emphasizing the impact of beliefs on practices (Phipps & Borg, 2007).

Changes in practices therefore, happen more temporarily at first; teachers' beliefs might not change right at the beginning. Teachers' backgrounds work as screeners, helping teachers to make decisions about trying new things or believing in new things or not. Screening, therefore, is not necessarily a 'belief' issue - it is a process of reflecting on either beliefs or practices. In other words, teachers can initiate some kinds of temporary changes, which become enduring or are reversed, depending on positive or negative student learning outcomes. From the teachers' perceptions in the interviews, the influences of practices on beliefs were believed to be stronger when this was reinforced by positive student feedback.

This finding fits in the centre of the argument about the place where change starts and suggests that changes in teachers' practices and changes in their beliefs can influence each other bi-directionally.

Further findings in relation to the relationship between teachers' belief changes and their practice changes are addressed below.

1. In a teacher's professional life, where does teacher change begin: in beliefs or in practices? Why does change begin where it does?

Addressing the starting point of change, the results of this study add more evidence to the literature that change can start from both sides, reflecting the complex nature of human beings, who vary enormously as they go through different periods of life. The results of the cases and the whole sample are generally consistent in supporting the following propositions: there has been no consistent evidence about the exact point where change starts; and changes in beliefs precede changes in practices and vice versa in the seven teacher cases. Instead of pinpointing beliefs or practices as the starting point, the findings have highlighted the active, reflective role of the teacher in change: before any kinds of change in beliefs or practices could occur, all new theories or methods presented must go through the transitional, cyclical stage defined as the "screening process" where temporary changes occur and then can be reinforced to become either enduring or dropped.

Further findings on the starting point in both the case studies and the full sample are of two types and are presented below.

- The case study teachers were divided on the starting points of their change: (a) older, more experienced teachers reported more screening of possible innovations, then change could start in their beliefs and practice change would follow; and (b) younger and less experienced teachers reported that practice changes preceded belief changes.
- In the wider sample containing all participants, the findings do not exactly mirror the findings from the case studies. In the questionnaire data for the full sample, a greater proportion (slightly more than half) of teachers than in the case studies was reluctant to make changes in their practices before they had thought about the new theories or techniques in some way. However, at the same time, nearly half of the teachers in the full sample declared that their practices could change first.

2. *What are the internal and external influences on those changes?*

Each teacher in the case study emphasized the need for change in response to changing learner needs, school policies, current trends in education and teaching methodology, the working environment etc. These areas serve as external factors in change promotion. However, it seems that all participants reported the same motivation for change, one that starts deep inside the teachers in making change in their teaching for career improvement, for the responsibilities each person takes when choosing teaching as a profession, and for their career “face” in response to students’ needs. This finding has indicated the active, authoritative role of teachers in the process of change which has not been explored in the teacher change literature, where teachers have been viewed as reactive agents in change - they accept or resist changes coming from the outside (Lamie, 2005; Fullan, 2001).

The questionnaire data support teachers’ self-motivated change in that of the different factors influencing teaching methodology, the four most frequent factors are “experiment with new ideas”, “self-discovery” “motivating students with new things” “as a result of change in my beliefs” all relating to teachers’ self-directed motivation. Other outside sources of change such as “negative feedback from supervisors” “in collaboration with colleagues” “change in students’ assessment” are the three least-frequently mentioned factors in teachers’ viewpoints of what influences change.

3. *Do changes in beliefs lead to changes in practices or vice versa?*

It is evident that changes in beliefs and practices have influenced each other, as shown in the questionnaire and interview data, although the relationships between changes in teachers' beliefs and practices are multi-directional, even though in this sample they were all moving toward progressivism. It is important to note that HCMC OU, the research site, was recognized as a university which promotes change, as discussed in Chapter 1. This valuing of change might be one of the factors that helps bring these relatively positive findings. To explore the influences of change in one side on the other side (beliefs on practices and vice versa), I have argued that the concept of screening is central in the change process, where changes in beliefs result in changes in practices or vice versa, as found in the participant interviewees who gave different responses when being investigated about their change starting point.

4. *What are the outcomes of those changes: partial, fragmentary or comprehensive, temporary or enduring change?*

The findings of the present study show the complexity of teachers' change results. The interview sample teachers have shown the evidence of temporary, partial changes that resulted from their screening of new information. From their reports about the types of changes the participants have made, it can be concluded that no change is ever enduring from the beginning, anything could be temporary and temporary changes in practices could lead to temporary changes in beliefs or vice versa. That teachers all changed, although the directions were not the same, has suggested that even long-term beliefs and practices can be challenged while life and education are moving and being confronted with new theories or new interpretations of current theories. The findings also indicate cyclical screening where teachers evaluated their practices based on students' feedback and results, which led to enduring change or dropping the temporary behaviours. All of these have pointed out the transitional stage in teachers' beliefs and practice shaping where teachers function as central, active elements in their change.

In summary, the study has investigated the maps of teachers' beliefs and practices and the changes teachers have experienced in the past three years in relation to the trend of language teaching and learning in Viet Nam over the last 30 years. The study findings concur with Le (2001), Nguyen (2004), Pham (2005) when confirming that for these teachers in this site,

there has been a general move toward progressivism in language teaching in Vietnam despite continuing diversity in teachers' beliefs and practices. These findings are also in accordance with studies in other Asian countries, such as Japan (Lamie, 2005), China (Wang, 2008) and Singapore (Chew, 2005), showing the multi-directional combination of different teaching approaches in ELT practice at certain periods of time.

The complicated and multiple-dimensional relationships between teachers' beliefs and practices, as well as their change directions, were examined and discussed in this project. The study findings have also reflected the complexities in the change process from personal points of view and therefore contribute meaningfully to theory and practice regarding teacher change. Tracking back, it seems that the argument in the literature about the starting point of change: beliefs before practices (Hunzicker, 2004; Karavas-Doukas, 1996; Lewis & McCook, 2002) or practices before beliefs (Guskey, 2002; Kennedy, 1999; P. Rogers, 2007b) is not the right argument. My data show that the start can occur either in beliefs or in practices in the whole sample and a similar pattern is reflected in the cases, showing influences at personal levels. In order to understand and interpret the research findings, we must identify two main key points of change: first, the active role of the teacher as a reflective practitioner and life-long learner, the centre of the change process pointing out the screening process in that centre, which seems to have been missed or not fully explored in the debate about the starting point of change; second, the stages of change defining the occurrence and relationships between temporary and enduring change, which were mentioned in the literature as separate phases (Rogers, 1995). The active role of teachers and the link in the cyclical screening and the relationships between temporary and enduring change in the process of change helps in resolving the controversy over the starting point of change in the literature. The discussion of the findings in Chapter 6 has raised the need to have the models of change (Figures 6.1 & 6.2) reworked. The framework (Figure 7.1) used to guide the research seems not to reflect or describe fully the relevant aspects and stages in changes found in the study results. Following is my modified model of the relationship of change that might help in exploring the nature of the change directions.

The proposed model of change

The revised model, depicted in Figure 7.1, summarises the process of change in in-service teachers' beliefs and practices, based on my research findings. The crucial point is that before new techniques/methods were implemented in the classroom or any changes in beliefs could

happen, the screening process involving their established knowledge and experience usually helped teachers to think about and manipulate the new techniques or methods in consideration of the related elements in the teaching context, namely: student level, facilities, and cultural appropriateness to reduce their risk of failure in their ways of creating the new images. This, therefore, points out the teachers' active role in the transitional stage of all kinds of change or resistance to change or change dropping. In addition, new techniques or theories could also influence teacher beliefs in certain circumstances through screening where judgment, comparison with the existing beliefs and knowledge could challenge the newly presented theories, techniques or methods of teaching and where decisions of change or not change would result.

Very importantly, this model also helps explain why the argument about the starting point of change in beliefs or in practices is endless and results in controversial evidence in the absence of a clear definition of and distinction between two stages of the change process: (a) *temporary change*: teachers when receiving theory or practice input have experienced primarily partial, temporary changes when screening occurs as the reflective change stage; and (b) *enduring change*: more comprehensive or enduring change could result when teachers evaluate and consider the positive results of their performance and their students' learning outcomes and feedback where screening recycles.

The model also identifies the integration of student learning outcomes and professional development into the teacher personal information processes. In these processes, teachers' personal characteristics such as gender, teaching qualifications and experience are the influencing factors in the ways new information is screened and whether or not temporary belief and practice changes occur.

I will combine all these aspects of the teacher change process, give them labels and locate them in relation to other elements of the framework. Overall, this model highlights teachers with their demographics as an active centre in change, not just reactive change agents, as seen in the literature.

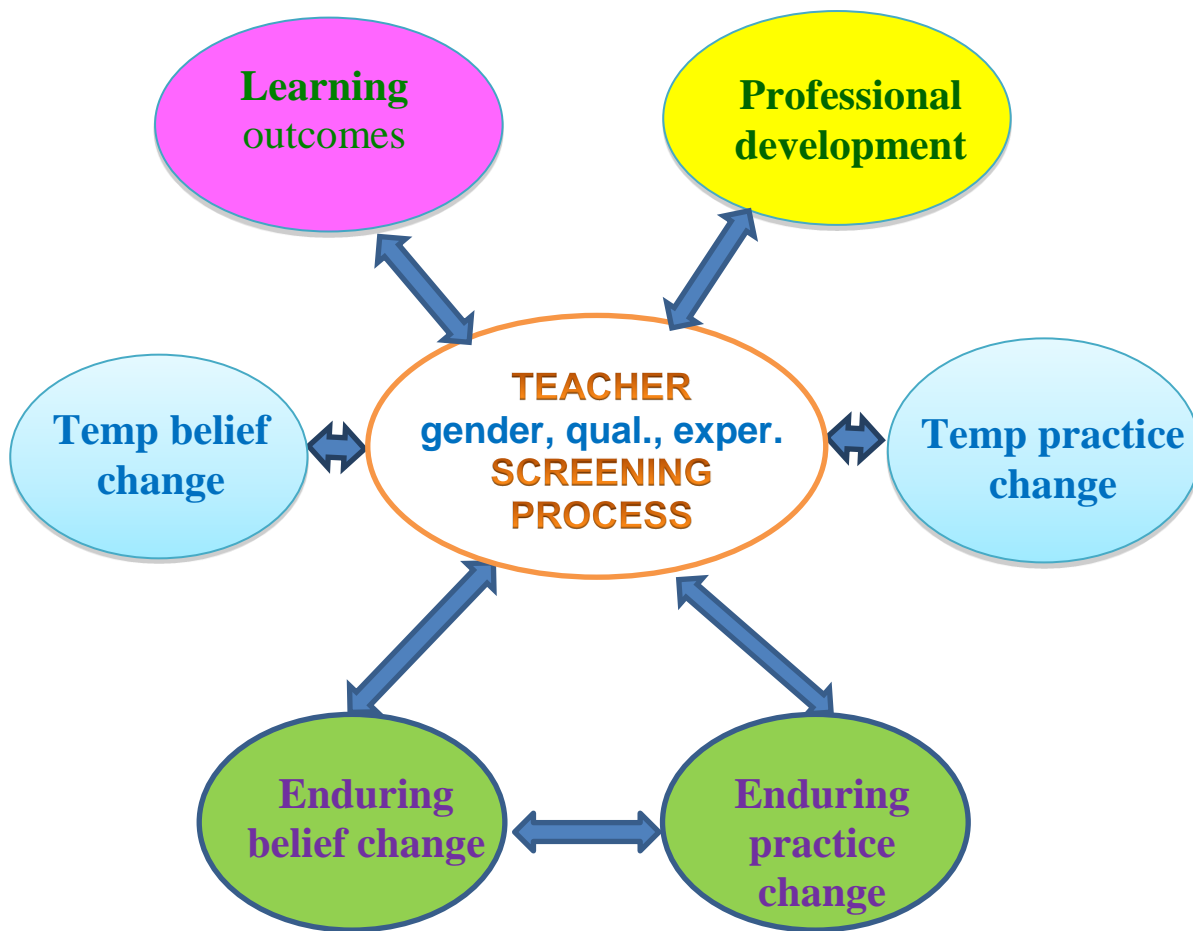


Figure 7.2: A modified model of change

I tested the data from all seven interview participants to see how their changes would be reflected in this change model. Although their reported starting points were different and their steps in change were not the same, their change processes were all be able captured in this model. The key feature that enables this diversity to be captured is of the screening process that creates links to all aspects of change, whether temporary or enduring, in beliefs or in practices. This central screening point permits interaction between change in beliefs and change in practices as well as interaction between temporary and enduring change. This ability to capture the multiple change pathways is the major advantage over the model derived from the literature (Figure 7.1). That model separates changes in beliefs from changes in practices and documents single directions of change from temporary to enduring. The model in Figure 7.2 captures the flexibility and multidirectionality of change that was revealed in the interviews and the questionnaires. The key step in creating this is recognizing the active, reflective character of teachers.

Following are the study contributions to the literature in terms of the nature of the relationships between beliefs and practices as well as change in beliefs and practices of teaching methodology.

7.2 Contributions and implications

This study has contributed to the literature in various aspects relating to research methods, knowledge of teachers' beliefs and practices, and changes in what teachers think and in what they do.

First, regarding methodological contributions, as discussed in Chapter 3, the application of the mixed methods in a single study is necessary. In the research results interpretations and revising the change model, and triangulation of sources and data have had the advantage of creating both useful and more convincing data. For example, teachers' changes have been investigated in both the surveys and interviews. In Vietnamese situations, questionnaires are familiar and safe for participants and interviews are viewed as uncomfortable as it is not easy for opinions to be expressed and analysed. This perception means that the way in which we conduct the interviews is very important if we wish to obtain good data. With my long-term, established and trusting relationships with the interviewees, I had to separate the research purpose from my administrative professional work. The results obtained show that it was possible to do this. The participant teachers were quite comfortable talking about what they had done and how and why they were doing it. Furthermore, the diagrams of the two models and the ways of asking for teachers' opinions about their starting point of change (see Appendix 3) were valuable instruments for generating data, allowing me to group people and to develop my revised model. This can be used as a reference for similar studies in teacher change investigation, not only in language education and social sciences studies, but also in other areas such as natural sciences.

Next, the study illustrates that the recent trend toward progressive methods and approaches in Vietnamese ELT is reflected in the beliefs and practices of all the different generations of teachers. However, the move toward progressive methods is not a 'blind' process, but rather a thoughtful one in which teachers select the aspects of the new theories, techniques or methods that they want and combine them with aspects of the old that they value or feel are necessary because of the context. This is very important for interpreting history and the success of changes in VN EFL language policy and programs. The changes towards

progressivism are not reflected in more or less uniform, holistic and general changes in teachers' beliefs and practices. They are instead idiosyncratic and patchwork changes in practice and belief, reflecting teachers' combination of pragmatism and idealism when confronted with the gap between progressive policy and the reality of examinations that force caring teachers into traditional practices focussing on knowledge of grammar and vocabulary. This finding therefore recognises the reflective role of individual teachers in the teaching situation. This highlights the diversity and the complexities of Vietnamese ELT in its relationship with progressivism, which is similar to the complexities experienced by colleagues in other Asian countries who share similar values of being correct and of students' obtaining high marks in examinations while trying to take advantage of more recent and innovative teaching practices. After two decades of CLT practice, Singaporean language planners saw the problems of "declining standards of written English" and they recently turned back to the explicit teaching of grammar (Chew, 2005, p. 16). It is quite interesting to compare what happened in Singapore to the ways Vietnamese teachers dealt with grammar and error correction (least progressive in their beliefs (Table 4.3) and their practices (mean score: 3.48/5; SD: 1.06). These somewhat similar experiences suggest some interesting commonalities shared by most Asian countries where English is taught as a foreign/second language.

Third, this study confirms that both teachers' beliefs and practices can be changed and restructured (Levin & Wadmany, 2005; Thompson, 1992). It adds evidence of multi-directional change: either both beliefs and practices move toward progressivism or vice versa, or they change in opposite ways. At the same time, it also shows that change is hard and takes place gradually, at least in teachers' beliefs. There are also misconceptions and the coexistence of multiple conceptions during transitions (Guskey, 2002; Levin & Wadmany, 2005). The multi-directions of change and the complicated issues of transitions in teacher belief and behavior change should be considered in educational reforms at different levels from ministerial, university, department and individuals when fostering teacher change. As (Briscoe, 2006) noted, while individual teachers are moving in teaching, they need synchronous changes and support from administrations and testing systems, at different systems of schools and universities.

Fourth, the study findings support the literature that shows that changes in teachers' beliefs and practices, which Borg (2003) refers to as practical knowledge, could occur from both

directions; they can potentially be understood as dialectical as well as multidimensional. Decisions relating to making changes in practices are not simply “just trying” to do something; the process that teachers go through before trying to do something is rather more complicated than often thought. Individual teachers process new information differently from their own perspectives. The study has drawn out the screening process that has not been discussed fully in the literature, emphasising teachers’ central, active role in change - screening the new theories, techniques or methods based on their personal knowledge, experience and the teaching context which involves students’ levels and backgrounds, the school facilities and the time availability for the subject content etc.

Furthermore, fifth, this study notes and emphasises the different types of change teachers have experienced: temporary and enduring change both result from the screening process but at different times and under different conditions. The interplay between teachers’ backgrounds, new knowledge and different types of change that have occurred is a quite interesting contribution of the study to the literature in helping resolve the uncertainties in the literature about the starting points of change. Therefore, the argument about change starting in beliefs (Busch, 2010; Lamie, 2005; Olafson & Schraw, 2006; Szydlik et al., 2003; Yadav & Koehler, 2007) or in practices (Fullan, 2001; Guskey, 2002; Lamie, 2005; Levin & Wadmany, 2005) could be addressed more effectively when exploring teachers’ screening and the outcomes of the screening in temporary change and enduring change. Temporary and enduring changes were discussed in the literature slightly differently with the terms such as “partial” change stating that beliefs and practices can change separately or partially; and “comprehensive” change involving a change in both beliefs and practices, where the change in each area would be consistent with the change in the other. However, there have not been any efforts to bring them in a unified, comprehensive model. The proposed modified model (see Section 7.1.2) has clarified the interactive link, showing how temporary changes develop and how enduring changes result or are dismissed in the complex process of teacher change.

Sixth, the newly proposed model (see Section 7.1.2) helps resolve the controversial argument in the literature about how receiving new information could lead to change while giving a clearer picture of the change process, identifying the central stage of change as emphasising the active and authoritative role of teachers in change. The notion of screening is not recognised fully in the literature, which refers to teachers’ change as the actions of responding to the promulgations proposed by external change agents. As discussed in

Chapter 2, researchers have discussed concepts similar to screening such as E. M. Rogers (1995) terming them as “persuasion” – a person forms a favourable or unfavourable attitude toward the innovation, and “adoption” – a person chooses to adopt or reject the innovation, or Prochaska, DiClemente, and Norcross (1992) mentioning “preparation” – the person experiences small behavioural changes but is not able to sustain them over a period of time. However, these steps (concepts) did not show the selecting, considering, combining activities most teachers undertake when receiving new information. Furthermore, they haven’t explored these ideas and haven’t integrated them into an overall model. One of my contributions here is to draw these different aspects and stages of change together, clarifying, analysing and locating them in relationship to other elements of the framework.

Seventh, the research finding is meaningful in the way that the notion of ‘screening’ found in this research is somewhat congruent with common sense experience and the psychological literature on how we try to resolve dissonance between actual and desired states of affairs, how we need problems or difficulties as incentives for change, how we try to make meaning, how we use the TOTE process - "Test - Operate - Test - Exit" (test a solution to provide temporary or experimental change in what we do or what we believe, evaluate it and seek alternatives, test again, and then exit when the problem is solved so we have durable change in either belief or behaviour or both) (Miller, Galanter, & Pribram, 1960). I consider the finding regarding the ‘screening’ behavior as one of the contributions to theories of human behavior in general and in language teaching in particular.

A quite concrete implication of this recognition is that, as teachers’ belief systems could be amendable to change at a deeper level, professional development training needs to provide evidence of possible outcomes and teachers need time to test and evaluate the students’ responses and the learning outcome to facilitate change theoretically and systematically.

Moreover, this research has added more information about in-service teachers’ beliefs and practices at the current time (2012) as well as their change in their career life which seemed not to be addressed satisfactorily in the literature which has been dominated with related studies about the beliefs and/or practices of pre-service teachers (Ng, Nicholas, & Williams, 2010; Özmen, 2012) or in-service teachers in elementary school or high schools (Roger, 2007), or immediately after the training course (Lamie, 2005).

7.3. Recommendations

7.3.1 *For external change agents*

Teachers are working within broad systems, so their instructional beliefs and practices cannot be formed and analysed in isolation. To facilitate changes in teachers' beliefs and practices, the whole educational system will need to be connected and systematically utilized in providing resources and continuation of training and support. The external change agents such as the system of education which has shaped the students' ways of learning and attitudes, the universities where teachers work, professional development, and teacher training sectors to a certain degree have been shown to all influence teachers' change. I am taking the perspective of a manager who is seeking to promote change and implementation and in order to do this, have had to focus on different sources of change as discussed in the revised model of change. Therefore, I begin to discuss some recommendations for the educational system, then the university and professional development and later teachers training sectors, which serve as providers of teachers' academic qualifications and contributors to teachers' change.

First, as seen in the findings, the picture of language teaching methodologies reflected in teachers' beliefs and practices were quite varied due to their education, their responses to students' needs and levels. One of the issues that leads to inconsistencies between teachers' beliefs and practices is from the learning content and the way of testing. My findings are similar to the findings of other research in Viet Nam and other Asian countries (Chew, 2005; Le & Barnard, 2009). Therefore, one major problem that needs to be addressed is how to efficiently deal with inconsistencies in ELT teaching and testing at different levels. This has caused the problem of change implementation at the university level as mentioned by teachers when talking about the factors that influence their changes.

University: Teachers of different backgrounds in relation to their age, teaching qualifications and teaching experience should be trained with specific considerations in mind. The diversity and complexities in the process of teachers' belief and practice change found in the study indicate different directions of changes in beliefs and practices. The relationships between these changes suggest that different forms of training should be taken into account: more theoretical models to affect older, more experienced teachers, more practical models for younger teachers to try to build up their positive belief system. Younger teachers should be

encouraged to undertake formal training in postgraduate studies. Although there has been an argument that colleague collaborations do not exist, individual teachers' voices reflected in the current project stated that they need to observe each other's classes and they requested better communication among teachers on professional issues.

In a change promoting University like the research site, different actions for change taken previously, such as changing the curriculum, testing forms, organizing workshops and seminars in collaboration with foreign university partners have brought the institution somewhat more toward more progressivism in changes both in teachers' beliefs and in practices, as indicated in the research. However, the most significant point: the self-motivation for change of teachers themselves drawn out from the research findings has not been satisfactorily addressed to recognize the active, central role of the teachers. This gap therefore needs to be filled.

Moreover, this finding shows that is necessary to invest more time examining regularly why teachers change in different areas and directions in their beliefs and their practices. The university needs to review teachers' changes and share their findings with others in relation to the teaching context and other issues. Further, when designing language programs, curriculum developers need to create extra space for change implementation in teaching methodologies since one of the change constraints found in the research was that teachers did not want to take risks trying new things while simultaneously under pressure to cover the course content.

In addition, while teachers need to share their change experience with other concerned colleagues as part of the process of screening, it is recommended that universities have policies about non-teaching paid hours to facilitate working collaborations among the teachers, especially those working part-time such as the participants in the study sample. The activities should consist of peer observations, discussions, training and self-evaluations to enhance teaching improvement. This could help solve the problems of teachers not attending the training sessions organized for them. This could also help break the barriers between classrooms and both teachers and students could benefit from the others' experience. I am fully aware that it is easier to talk about policies than to implement them. However, from the change agent's point of view, in order to promote and implement change in the whole system, all of these need to be taken into consideration.

Professional development: Professional development is tightly connected to teachers' change processes as one of the sources of change for teachers as presented in the newly revised model of change (Figure 7.1). The findings in this study have demonstrated that the sources of change resulted from teachers' formal training in their postgraduate programs, from inside each teacher, from different kinds of teachers' informal learning, and also from outside sources, hence different forms of professional development to promote comprehensive, enduring change in education are recommended:

a. Formal training: It is important to value different kinds of formal training in teacher education: postgraduate studies, workshops, seminars with systematic, consistent development in language teaching and learning theories and applications. However, all these forms also need follow-up evaluation regarding changes in teachers' methodology.

b. Informal training and self-learning: Professional collaborative participation should be encouraged where in-service teachers may share ideas and problems, and interact around new theories or practices (Richardson, 1990). Books and journals on ELT methodology as sources of teacher change should be widely circulated within and between schools to update teachers' knowledge.

In addition, forms of professional development should be modified to take account of teachers in their particular teaching contexts. Most current forms of professional development consist of presenting new things and asking people to make changes. I suggest that reflections on teaching should be taken into account as part of the training process. As the screening process is noted in the research study, professional development training needs to focus on having impact on the transitional stage in teacher change by taking teachers' demographic information such as teachers' gender, their current qualifications and their teaching experience into consideration. The research findings have emphasised that teachers behave differently to change in accordance with their backgrounds. Further, that enduring changes result from the cyclical screening has raised a need to keep a consistent and thorough track of students' learning outcomes and feedback to reinforce teachers' efforts to change. In order to construct any training program, it is very useful to consider Roger's viewpoint: "Teaching is time demanding and so professional development needs to be relevant, useful and effective" (P. Rogers, 2007a, p. 447).

Teacher training sectors:

Teacher training sectors offer different kinds of training programs for both pre-service and in-service teachers and are obviously involved in shaping teachers' academic qualifications which is found to be important in teachers' change process. Change toward progressivism was evident in the current research and was more likely to have occurred in groups of teachers with more recent training and overseas contact. The training sectors therefore should seek more connections with foreign universities to share information and updated theories on language learning. Sending teachers overseas is a very good way but it is too expensive for countries like Viet Nam. The joint programs have shown the effectiveness of training teachers with more progressive beliefs and practices as seen in the research. Considering the education situations, where there is a need to learn from postgraduate programs with overseas universities, HCMC OU has been a good example in its collaborations with foreign university partners to offer different kinds of training for teachers in the South of Viet Nam. The upcoming influences on the Vietnamese ELT context from these programs could be seen in a not too distant time.

That teacher participants considered the teaching context as one of decisive factors for change, it is therefore recommended that the characteristics of the possible working sites should be studied and presented as parts of the training program, providing teachers with knowledge on how to be flexible and efficient in the chaos of the real teaching class.

7.3.2 For individual teachers:

The study indicates different types of change directions among teachers. Teachers can change toward progressivism or traditionalism in both beliefs and practices, or beliefs toward one side and practices the other side around or vice versa. First of all, teachers need to connect their practices with the existing theories to explore their own teaching in a more critical view. Collaborations and experience-sharing in teacher communities could help them to examine not only their own teaching but also provide opportunities to share their learnt lessons with others and learn from them to give more evidence and feedback for different stages of change, either temporary or enduring.

That the research finding has emphasised teachers' active role in the change process is a basic support for teachers to promote their own ways in moving in their professional life. Formal action research on the teaching carried out by teachers themselves is recommended for

teachers' deep, theoretically-based understanding of their own and their colleagues' teaching in their teaching move.

Furthermore, teachers can be encouraged or supported to study further in postgraduate programs, which could provide them more with theoretical background. It will be time and money consuming to continue with approaches which require teachers to balance their learning and teaching in situations where most of them are already overloaded with teaching hours. It is necessary for universities to share with teachers the challenges in overcoming barriers to support teachers to afford time and school fees. Teachers should be given opportunities to access different kinds of scholarships or other kinds of financial support, for example, by allowing them to pay their tuition fees after graduation.

In an attempt to improve the quality of teaching and learning foreign languages, MOET (2008) has issued "Teaching and learning foreign languages in the national educational system 2008-2020". However, it is essential to emphasise that change comes primarily from inside the teacher. In the field of teachers' beliefs and practices, a top-down change policy seems not to touch teachers' hearts. It is therefore required that in innovation and change top-down policies, the roles of teachers should be addressed.

Within the scope of this study, the findings have suggested some practical ideas for teachers and administrators, identifying the teachers' central role in the process of change. Limitations of the research are now discussed.

7.4 Limitations of this study

In proposing any conclusions and implications of the findings, I am fully aware of the limitations that are unavoidable in the research process, particularly in the following aspects.

The instrument design: The instrument questionnaire items were mainly adapted from Lamie (2005) in the study structure, which despite being relatively comprehensive, still lacked the contributions of in-service teachers, who understand in detail the areas of teaching methodologies. I had tried to add more teacher eyes in constructing the questionnaires by asking three in-service teachers to give their comments about the questionnaire items and what information needed to be added or omitted. However, their contributions were mostly about the words or expressions used in the survey questions. None of them provided ideas relating to methodological issues in the questionnaire items. It can be interpreted that

Vietnamese teachers in general do not have much experience in research so it is difficult for them to contribute to the questionnaire item development.

Methodology: Although a mixed method with questionnaires and interviews might help to triangulate the reliabilities and validity of the data, the study still needs to consider actual beliefs and practices as the beliefs and practices in the study are limited to those of a self-reported nature. Alternative methods such as observations and recall protocols where beliefs could be studied more closely and real practices captured are highly recommended.

The context: The study has investigated individual teacher change without focusing much on the external influential factors on the change process.

The sample: That the selection of sample was limited to only one university might affect the generalization of the study results. Sampling was restricted to one public university in Ho Chi Minh City, a city where English was taught more widely before 1986 in comparison with other regions of Viet Nam. In addition, in a change-supported working environment as mentioned in Chapter 1, these teachers had more access to workshops and seminars with local and overseas experts about teaching methodology which could provide more academic background and room for change than other universities in provinces with limited training and less overseas contact. This may well limit the applicability of these findings to other contexts.

Although the procedure of triangulation in research methodology, data collection and interpretation was consciously and carefully applied in the project to enhance the research validity, the limitations stated above should be considered in future research on these topics.

7.5. Further research

In consideration of the scope of the current project investigating only a small number of English teachers in one university at one point in time, using a mixed methods approach consisting of questionnaires and semi-structured interviews, the interpretations therefore may not be more widely applicable. I suggest a number of areas for further research.

First, the project was conducted in HCMCOU where changes are welcomed and encouraged with official university support. The sample could be extended to other universities and schools with different conditions and attitudes so the interpretation of the picture of ELT

methodology approaches exercised in Viet Nam will be more accurate and comprehensive. Further research may also track the teaching methodologies in the North and the South of Viet Nam based on the fact that these two regions did not witness similar English language teaching methods and approaches equally especially before 1986.

Second, future research could investigate teachers' change longitudinally over the period of three years, in the belief that this could provide more elaborate and meaningful evidence for changes teachers have experienced in their career and for further evidence of the relationships between temporary and enduring change. It is also suggested that the mixed-methods employed in this study should be expanded, modified and reconstructed with classroom observations in the study period to gain more real details of current teaching for a deeper understanding about the teacher change process as Markee (2002, p. 269) pointed out: "asking how and why ESL teachers decide to adopt certain teaching methodologies and techniques while they reject others is an attempt to understand developmental processes from a qualitative, ethnographic perspective."

Third, importantly, the central screening process with teachers' active role in that process and the stages of temporary and enduring change found in should be further studied to explore more comprehensively one of the key factors in educational reform: teachers' intrinsic motivation and active involvement in change nurturing and development as "You can't make people change, and rewards and punishment either don't work or are short lived—the only thing that works is people's intrinsic motivation, and you have to get at this indirectly". (Fullan, 2011, p.51). It is also necessary to further investigate the proposed modified model of change to learn how it works in different groups of teachers in terms of location or personal backgrounds.

Fourth, the consistencies between teachers' beliefs and practices could be further examined in different topics such as: aims in ELT, classroom management, subject matter etc. instead of seeking only general information on teaching methodologies.

Fifth, research would be more complementary if the relationship between changes in beliefs and changes in practices and student learning outcomes could be further studied. By looking into student learning outcomes, educators might be able to measure the effectiveness of the training program: changes in teaching would be followed with positive changes in student learning. In the literature, there have been many research studies examining changes in

teachers' beliefs and practices (Lamie, 2005; Pajares, 1992; P. Rogers, 2007a, 2007b). However, the gap in the theory about the interrelationship of professional development and changes in teachers' beliefs and actions and changes in student attitudes and learning outcomes still needs to be addressed. Learning about this kind of link would be worthwhile in finding a possible way to promote student language learning through changing teacher's "heads" (beliefs) and "hands" (practices) (McCutchen et al., 2002).

7.6 Conclusion

This research has noted the current trend toward progressive teaching methodology beliefs and practices of teachers teaching English at a tertiary level with the diversities and complexities shared among the group of participant teachers. Change has occurred during teacher in-service courses and throughout teaching careers in various ways across groups of teachers and areas of beliefs and practices. That teachers can also change back toward less progressivism suggests change is a hard, gradual experience while teaching is a challenging job requiring teachers to change all the time; and that there must be ongoing and different forms of support from a variety of levels: schools, administrators, colleagues in promoting positive, sustaining, generative change (King & Newmann, 2004; Pritchard, McDiarmid, Grodenboer, Zevenbergen, & Chinnappan, 2006), while emphasizing the active, central role of teachers in the link between temporary and enduring change in a way of moving forward seeking for the best.

Personally, as I have progressed on my journey in teachers' change investigation, I have found some points that have been really interesting for my own career. As a Vietnamese teacher with 20 years of teaching experience, I have observed and followed my own and my colleagues' teaching development. Change is absolutely part of our career life. However, the key issue of change inside each teacher has changed my view as an administrator. Changes primarily start in each teacher's autonomy and proactive response in their own profession in response to students' needs rather than any top-down imposed policies (based on fear, hierarchy or inducement). Top-down co-ordinated policies are a major feature of Vietnamese educational planning. Attention to teachers' proactive capacities has the potential to challenge some of these values, but the findings reported here suggest that there are substantial benefits to be had from seeing the personal intrinsic motivation of a teacher as the key to future change, with the traditional values of collectivism, hierarchy and respect for traditional, central Vietnamese values as the issue that educational change agents should address.

APPENDIX 1

QUESTIONNAIRE 1

This survey questionnaire is designed for Vietnamese language teachers teaching English as a non-major subject at tertiary level. The aim of this questionnaire is to investigate teachers' practices and their beliefs about English language learning and teaching as well as their changes during their professional lives.

It is NOT an evaluation of you as a teacher. There are no right or wrong answers. All your responses are confidential. Please answer them based on your thinking **at this time**

This survey has four parts. Part A asks for personal information. Part B asks about your teaching practices. Part C asks questions pertaining to the teachers' beliefs about English language teaching. Part D contains questions asking about teachers' changes in their teaching practices and beliefs during the last three years.

Part A: Demographic information

1. Gender Male ☐ Female ☐ Last four digits of your mobile:

2. Academic qualifications

Graduation year of Bachelor degree: University:

Graduation year of Master degree: University:

Other training: (Please specify)

3. Years of teaching experience

1-5 ☐ 6-10 ☐ 11-15 ☐ 15-20 ☐ more than 20 ☐

4. Periods of teaching per week (including periods at other universities):

3 -10 ☐ 11-20 ☐ more than 20 ☐

Part B: Methodology.

Please describe what you are doing now. (Third semester 2011-2012)

Please read each statement carefully and put a tick in the box that best represents *what you DO in the classroom* (please tick ONE option)

1. Aim

Tick ONE

- In my teaching, I train students to pass examinations. ☐
- In my teaching, I train students to communicate orally in the language. ☐
- In my teaching, I train students to develop the four skills equally. ☐
- In my teaching, I train students to read and write the language, more than to speak and to listen. ☐
- In my teaching, I train students to speak and listen to the language, more than to read and to write. ☐

2. Grammar

Tick ONE

- In my class, I don't grammar to my students. They have to learn grammar rules on their own. ☐
- In my class, I only teach grammar to my students if necessary. ☐
- In my class, I explain grammar points to my students carefully. ☐
- In my class, I teach students grammar rules, ask them to memorize the rules. ☐

- In my class, grammar rules are induced and discovered through examples or situational contexts. ☐

3. Information

Tick ONE

- In my class, students gain information through their silent readings. ☐
- In my class, students listen to my lectures to gain information. ☐
- In my class, information gathering activities (or Opinion sharing activities, Information sharing activities, Reasoning gap activities) are **never** used in my class. ☐
- In my class, information gathering activities (or Opinion sharing activities, Information sharing activities, Reasoning gap activities) are **sometimes** used in my class. ☐
- In my class, information gathering activities (or Opinion sharing activities, Information sharing activities, Reasoning gap activities) are **always** used in my class ☐

4. Teacher movement

Tick ONE

- I sometimes move around the class to help my students to communicate. ☐
- I remain at the front of the class to control my class. ☐
- Each lesson I move around the class to help my students to communicate. ☐
- I rarely move around the class to help my students to communicate. ☐
- Most lessons I move around the class to help my students to communicate. ☐

5. Pair-work and group-work

Tick ONE

- In my class students often work in groups and pairs (more than they do individually) to gain information. ☐
- In my class students always work individually to gain information ☐
- In my class students mostly work in groups and pairs to gain information ☐
- In my class students work an equal amount of time individually, in pairs and in groups to gain information ☐
- In my class students mostly work individually, but occasionally in groups and pairs to gain information ☐

6. Vocabulary

Tick ONE

- I do not use word lists, any words presented arise from the materials. ☐
- I only teach vocabulary to the students that is in the text book word list. ☐
- I have a word list as a guideline, but often teach my students other vocabulary. ☐
- I have a word list which I use mostly, but occasionally I teach other vocabulary. ☐

- I give students a list of words and ask them to define words, to find synonyms or antonyms. ☐
- 7. Listening** *Tick ONE*
- In my class, students listen to published (textbook), and to authentic (e.g. radio, TV) tapes equally. ☐
 - In my class, students listen to authentic English (e.g. radio, TV, at natural speed. ☐
 - In my class, students mainly listen to authentic English, but occasionally to published tapes. ☐
 - In my class, students listen to the tape that accompanies the text book only. ☐
 - In my class, students mainly listen to published tapes, but occasionally to authentic English. ☐
- 8. Writing** *Tick ONE*
- In my class, students write [free] compositions as part of the class requirements. ☐
 - In my class, students write compositions with topics given by teachers. ☐
 - In my class, students write compositions with patterns guided by teachers. ☐
 - In my class, students are asked to translate from Vietnamese to English or vice versus as part of the writing section. ☐
 - In my class, students never write a free composition. ☐
- 9. Reading** *Tick ONE*
- In my class, students read and translate passages (not authentic) from the text book. ☐
 - In my class, students read (for general meaning), but do not translate, from the text book. ☐
 - In my class, students read and translate passages from authentic text (e.g. newspapers) ☐
 - In my class, students read (for general meaning), but do not translate, from authentic text ☐
 - In my class, students read from both the text book and authentic text and may translate. ☐
- 10. Speaking** *Tick ONE*
- In my class, students are given dialogues which they try to remember and reproduce. ☐
 - In my class, students sometimes perform role plays (scripted). ☐
 - Students regularly perform role plays (unscripted) ☐
 - Students sometimes perform role plays and are given prompts by the teacher ☐
 - Students occasionally perform role plays (dialogues where they have to substitute words or phrases) ☐
- 11. Language use** *Tick ONE*
- I use about the same amount of Vietnamese as English in the class. ☐

- I nearly always use English, but will use Vietnamese if necessary. ☐
- I use mostly Vietnamese in the class, with only drills, and reading out loud in English. ☐
- I only use English in the class. ☐
- I use more Vietnamese than English in the class. ☐

12. Correction

Tick ONE

- I correct most mistakes and the students rewrite the corrections. ☐
- I make a general comment to the student on his/her individual performance. ☐
- I only correct major mistakes. ☐
- I correct most mistakes and the students sometimes rewrite the corrections. ☐
- I correct all mistakes the students make, and they rewrite the corrections. ☐
- I note the students' mistakes and correct some later. ☐

13. Computer-assisted language learning

Tick ONE

- I **never** use laptop and projector to support me to present my lessons. ☐
- I **sometimes** use laptop and projector to support me to present my lessons. ☐
- I **often** use laptop and projector to support me to present my lessons. ☐
- I **always** use laptop and projector to support me to present my lessons. ☐
- Beside lesson presentations with laptop and projector, I give students homework and correct their work using emails, blogs, websites..... ☐

14. University tests

Tick ONE

- The tests focus on speaking and listening, with very little reading and writing. ☐
- All four skills are tested equally. ☐
- All four skills are tested, but the emphasis is on reading and writing. ☐
- The tests focus on reading and writing, with very little speaking and listening. ☐
- All four skills are tested, but the emphasis is on speaking and listening. ☐
- Translation skills are also tested with four skills. ☐

Part C: Beliefs about teaching methodology

BELIEFS QUESTIONNAIRE (Adopted from Lamie, 2002)

Please read each statement and circle the letters which best represents your views

I strongly agree: SA

I agree: A

I disagree: DA

I strongly disagree: SD

6.	Teachers should only use the target language (English) in class.	SA	A	DA	SD
7.	Students should read and translate passages from their textbooks.	SA	A	DA	SD
8.	Students should memorise dialogues or passages from their textbooks.	SA	A	DA	SD
9.	The main aim of foreign language teaching is to enable the students to read and write the language.	SA	A	DA	SD
10.	A teacher teaches most effectively at the front of the class.	SA	A	DA	SD
11.	Students should always be corrected if they make a grammatical mistake.	SA	A	DA	SD
12.	Class reading out loud should be a part of every lesson.	SA	A	DA	SD
13.	Students should be encouraged to work in pairs.	SA	A	DA	SD
14.	There should be a focus on knowledge of grammar.	SA	A	DA	SD
15.	Teachers should use mainly text books (and their materials: tape, flashcards , picture cards) in the classroom.	SA	A	DA	SD
16.	Grammar rules should be explained carefully.	SA	A	DA	SD
17.	The most important goal of foreign language teaching is to develop the students' ability to communicate orally in the language.	SA	A	DA	SD
18.	Vocabulary should be taught through bilingual word lists.	SA	A	DA	SD
19.	Examinations determine what is taught in the classroom.	SA	A	DA	SD
20.	Lessons should include some group activities.	SA	A	DA	SD
21.	Students should always be given written work which is then corrected and returned by the teacher.	SA	A	DA	SD
22.	Students should be encouraged to translate new vocabulary into their native language.	SA	A	DA	SD
23.	Listening and speaking skills should be emphasized.	SA	A	DA	SD
24.	Regular written progress tests should be given.	SA	A	DA	SD
25.	Students should be encouraged to communicate through Information gap, Opinion sharing activities, Reasoning gap activities.	SA	A	DA	SD

26.	Students should memorise phrases or sentences.	SA	A	DA	SD
27.	Students should be exposed to different kinds of English.	SA	A	DA	SD
28.	There should be a focus on writing skills.	SA	A	DA	SD
29.	There should be a focus on skills needed to pass examinations.	SA	A	DA	SD
30.	The vocabulary of a written passage should be introduced by the teacher, and translated, before it is read by the students.	SA	A	DA	SD
31.	There should be choral drilling of structures.	SA	A	DA	SD
32.	Students should be encouraged to write free compositions, which the teacher may or may not see or correct.	SA	A	DA	SD
33.	Students should be encouraged to use internet (website, blog) to do their exercises given by their teacher.	SA	A	DA	SD
34.	Teachers should be encouraged to use electronic lessons to teach.	SA	A	DA	SD
35.	Teachers should be encouraged to use internet (website, blog) to communicate with students about academic issues.	SA	A	DA	SD

Part D: Individual change

D1. Please read each statement carefully and put a tick in the box for which best represents your teaching and your beliefs.

4.	My practices in language teaching have changed in the last three years.	Not true for me	Partially true for me	True for me	Strongly true for me
5.	My practices have not changed since I graduated from university.	Not true for me	Partially true for me	True for me	Strongly true for me
6.	I tried to make changes so my lessons would be more communicative, but I realized that students preferred traditional ways (teacher-centered).	Not true for me	Partially true for me	True for me	Strongly true for me
7.	I have changed but not in a way that I should have changed.	Not true for me	Partially true for me	True for me	Strongly true for me
8.	My beliefs about teaching methodology have changed in the last three years.	Not true for me	Partially true for me	True for me	Strongly true for me
9.	My beliefs about teaching methodology have changed during my professional life.	Not true for me	Partially true for me	True for me	Strongly true for me
10.	My practices in language teaching have changed during my professional life.	Not true for me	Partially true for me	True for me	Strongly true for me

D2. Please answer the following questions.

3. Briefly describe two or three changes that you have experienced in your beliefs.

4. Briefly describe two or three changes that you have experienced in your teaching practices.

BẢNG CÂU HỎI 1

Bảng hỏi này dành cho giảng viên giảng dạy tiếng Anh hệ không chuyên ngữ bậc đại học nhằm tìm hiểu thực tế phương pháp giảng dạy và các quan niệm của giảng viên về giảng dạy tiếng Anh cũng như các thay đổi của giảng viên trong quá trình dạy học.

Bảng hỏi này không nhằm mục đích đánh giá. Không có câu trả lời đúng hay sai. Tất cả các câu trả lời sẽ được bảo mật. Quý Thầy/ Cô vui lòng trả lời theo suy nghĩ của bản thân vào **thời điểm hiện tại**.

Bảng hỏi bao gồm 4 phần. Phần A hỏi về thông tin cá nhân. Phần B hỏi về cách thức giảng dạy. Phần C hỏi về quan điểm về giảng dạy tiếng Anh. Phần D hỏi về các thay đổi trong giảng dạy và trong quan niệm trong khoảng thời gian 3 năm gần đây.

Phần A: Thông tin cá nhân

1. Giới tính: Nam ☐ Nữ ☐

Bốn số cuối của điện thoại của Thầy/ Cô:

2. Trình độ chuyên môn:

Năm tốt nghiệp Cử nhân:

Trường Thầy/ Cô học cử nhân:

Năm tốt nghiệp thạc sĩ:

Trường Thầy/ Cô học thạc sĩ:

Các khóa đào tạo khác:

3. Kinh nghiệm giảng dạy:

1-5 năm ☐ 6-10 năm ☐ 11-15 năm ☐ 15-20 năm ☐ hơn 20 năm ☐

4. Tổng số tiết Thầy Cô giảng trong tuần (kể cả dạy các trường khác):

3-10 tiết/tuần ☐ 11-20 tiết/tuần ☐ hơn 20 tiết/tuần ☐

Phần B: Phương pháp giảng dạy

Quý Thầy/ Cô vui lòng mô tả các hoạt động giảng dạy của Thầy/ Cô hiện nay trong **học kì 3 năm học 2011-2012**. Thầy/ Cô đánh dấu ✓ tương ứng vào trong ô phản ánh đúng nhất cách thầy cô đang vận dụng trong lớp học của mình. (Vui lòng chỉ chọn 1 ô)

1. Mục đích

Chọn 1

- Tôi dạy để sinh viên thi đậu. ☐
- Tôi dạy để sinh viên nói bằng ngôn ngữ đó. ☐
- Tôi dạy để sinh viên phát triển 4 kỹ năng nghe nói đọc viết đồng đều. ☐
- Tôi chú trọng dạy cho sinh viên kỹ năng đọc và viết hơn là kỹ năng nghe và nói. ☐
- Tôi chú trọng dạy để sinh viên kỹ năng nói và nghe hơn là kỹ năng đọc và viết. ☐

2. Ngữ pháp

Chọn 1

- Tôi không dạy về ngữ pháp trong lớp học. Sinh viên phải tự học ngữ pháp. ☐
- Tôi chỉ giảng về các qui tắc ngữ pháp khi thấy cần thiết. ☐
- Tôi giải thích cặn kẽ các điểm ngữ pháp cho sinh viên. ☐
- Tôi dạy các qui tắc ngữ pháp cho sinh viên và yêu cầu họ học thuộc các qui tắc ngữ pháp này. ☐

- Tôi dạy ngữ pháp thông qua các ví dụ, ngữ cảnh tình huống để từ đó sinh viên rút ra các qui tắc ngữ pháp. ☐

3. Tiếp thu thông tin

Chọn 1

- Trong lớp học của tôi, sinh viên chủ yếu tiếp nhận thông tin thông qua đọc thầm. ☐
- Sinh viên chủ yếu tiếp nhận thông tin từ bài giảng của tôi. ☐
- Trong lớp học, Tôi **không khi nào** sử dụng các hoạt động thu thập thông tin như Chia sẻ ý kiến, chia sẻ thông tin, tìm hiểu thông tin. ☐
- Trong lớp học, Tôi **thỉnh thoảng** sử dụng các hoạt động thu thập thông tin như Chia sẻ ý kiến, chia sẻ thông tin, tìm hiểu thông tin. ☐
- Trong lớp học, Tôi **luôn luôn** sử dụng các hoạt động thu thập thông tin như Chia sẻ ý kiến, chia sẻ thông tin, tìm hiểu thông tin. ☐

4. Di chuyển của giảng viên

Chọn 1

- **Đôi khi** tôi di chuyển xung quanh trong lớp học để giúp cho sinh viên giao tiếp. ☐
- Tôi đứng phía trên phía bục giảng để dễ kiểm soát lớp học. ☐
- Tôi **luôn luôn** di chuyển xung quanh trong lớp học để giúp sinh viên giao tiếp. ☐
- Tôi **hiếm khi** di chuyển xung quanh trong lớp để giúp sinh viên giao tiếp. ☐
- Tôi **đa phần** di chuyển xung quanh trong lớp để giúp sinh viên giao tiếp. ☐

5. Làm việc nhóm

Chọn 1

- Trong lớp học của tôi, sinh viên **thường** làm việc trong nhóm và theo cặp đôi. ☐
- Trong lớp học của tôi, sinh viên **luôn** học theo từng cá nhân. ☐
- Trong lớp học của tôi **đa phần thời gian** sinh viên làm việc theo nhóm và cặp đôi. ☐
- Trong lớp học của tôi, sinh viên học theo cá nhân, theo cặp đôi và theo nhóm để tiếp nhận thông tin **với thời lượng như nhau**. ☐
- Trong lớp học của tôi, **đa phần thời gian** sinh viên học theo từng cá nhân, **thỉnh thoảng** học theo nhóm và theo cặp đôi. ☐

6. Từ vựng

Chọn 1

- Tôi **không** sử dụng danh mục các từ vựng, sinh viên học từ vựng trong tài liệu ☐
- Tôi chỉ dạy cho sinh viên từ vựng trong danh mục của sách giáo khoa. ☐
- Tôi sử dụng danh sách từ vựng như phần hướng dẫn, nhưng **thường** dạy thêm cho sinh viên các từ vựng khác. ☐

- Tôi **chủ yếu** dạy danh mục từ vựng nhưng **thỉnh thoảng** có dạy thêm các từ vựng khác. ☐
- Tôi có danh mục từ vựng, nhưng tôi không sử dụng nó. ☐
- Tôi đưa cho sinh viên danh mục các từ để sinh viên tìm định nghĩa, tìm từ đồng nghĩa và trái nghĩa. ☐

7. Nghe

Chọn 1

- Trong lớp tôi, sinh viên nghe bài trong sách giáo khoa và bài nghe thực tế khác (radio, TV) **đồng đều về thời lượng** ☐
- Trong lớp tôi, sinh viên nghe các bài nghe thực tế từ radio và TV với tốc độ thông thường ☐
- Trong lớp tôi, sinh viên **chủ yếu** nghe các bài nguồn từ thực tế từ radio và TV nhưng **thỉnh thoảng** có nghe các bài nghe trong sách giáo khoa. ☐
- Trong lớp tôi, sinh viên **chỉ** nghe bài nghe trong sách giáo khoa. ☐
- Trong lớp tôi, sinh viên **chủ yếu** nghe các bài nghe trong sách giáo khoa nhưng **thỉnh thoảng** có nghe các bài nghe thực tế. ☐

8. Viết

Chọn 1

- Trong lớp tôi, Một trong các yêu cầu trong giờ học viết, là sinh viên viết các bài luận tự do. ☐
- Trong lớp tôi, sinh viên viết các bài luận với các chủ đề đề tôi cho. ☐
- Trong lớp tôi, sinh viên viết các bài luận dựa trên các mẫu câu cho sẵn. ☐
- Một trong các yêu cầu của giờ học viết là sinh viên dịch các đoạn văn từ tiếng Việt sang tiếng Anh và ngược lại. ☐
- Trong lớp tôi, sinh viên chẳng khi nào viết 1 bài luận tự do. ☐

9. Đọc hiểu

Chọn 1

- Trong lớp tôi, sinh viên đọc và dịch các bài đọc trong sách giáo khoa. ☐
- Trong lớp tôi, sinh viên đọc để hiểu ý chính nhưng không dịch sang tiếng Việt các bài đọc trong sách giáo khoa. ☐
- Trong lớp tôi, sinh viên đọc và dịch sang tiếng Việt các bài đọc từ thực tế (như các bài báo). ☐
- Trong lớp tôi, sinh viên đọc để hiểu các ý chính nhưng không dịch các bài đọc từ thực tế (như các bài báo). ☐
- Trong lớp tôi, sinh viên đọc các bài đọc từ sách giáo khoa và các bài đọc từ thực tế, có thể dịch sang tiếng Việt. ☐

10. Nói

Chọn 1

- Trong lớp tôi, sinh viên học thuộc các bài hội thoại, họ và trình bày lại các bài hội thoại này. ☐
- Trong lớp tôi, sinh viên **đôi khi** đóng vai với lời hội thoại được cho sẵn ☐

- Trong lớp tôi, sinh viên **thường xuyên** diễn vai (không cho lời hội thoại trước). ☐
- Trong lớp tôi, sinh viên **đôi khi** diễn vai với hướng dẫn gợi ý của giáo viên. ☐
- Trong lớp tôi, sinh viên **thỉnh thoảng** đóng vai (các bài hội thoại mà họ phải thay thế các từ hoặc các cụm từ). ☐

11. Ngôn ngữ sử dụng

Chọn 1

- Trong lớp học tôi sử dụng cả tiếng Anh và tiếng Việt với thời lượng như nhau. ☐
- Trong lớp học tôi **hầu như luôn** sử dụng tiếng Anh, nhưng vẫn dùng tiếng Việt nếu thấy cần thiết. ☐
- Tôi sử dụng **chủ yếu** tiếng Việt, chỉ sử dụng tiếng Anh với những bài tập lặp lại hoặc đọc thành tiếng. ☐
- Tôi chỉ sử dụng tiếng Anh trong lớp. ☐
- Tôi sử dụng nhiều tiếng Việt hơn tiếng Anh trong lớp học. ☐

12. Sửa lỗi trong lớp học

Chọn 1

- Tôi sửa hầu hết lỗi của sinh viên và sinh viên viết lại câu trả lời đúng. ☐
- Tôi chỉ cho ý kiến nhận xét chung về phần trình bày cá nhân của sinh viên. ☐
- Tôi chỉ sửa những lỗi chính. ☐
- Tôi sửa hầu hết các lỗi và sinh viên đôi khi viết lại các câu trả lời đúng. ☐
- Tôi sửa tất cả lỗi của sinh viên và họ viết lại câu trả lời đúng. ☐
- Tôi ghi lại lỗi của sinh viên và sửa lỗi cho họ sau. ☐

13. Ứng dụng công nghệ thông tin

- Tôi **không** sử dụng máy chiếu khi trình bày bài giảng. ☐
- Tôi **thỉnh thoảng** sử dụng máy chiếu khi trình bày bài giảng. ☐
- Tôi **thường xuyên** sử dụng máy chiếu khi trình bày bài giảng. ☐
- Tôi **luôn luôn** sử dụng máy chiếu khi trình bày bài giảng. ☐
- Bên cạnh việc sử dụng máy chiếu để trình bày bài giảng, tôi còn giao bài tập và sửa bài tập cho sinh viên qua email, blog, trang web cá nhân... ☐

14. Kiểm tra

Chọn 1

- Bài kiểm tra cuối học kì chú trọng chủ yếu vào kỹ năng nghe nói, rất ít vào kỹ năng đọc và viết ☐
- Cả bốn kỹ năng được kiểm tra đồng đều ☐

- Cả bốn kĩ năng đều được kiểm tra nhưng chú trọng đến kĩ năng đọc và viết. ☐
- Bài test chú trọng chủ yếu vào kĩ năng đọc và viết, rất ít vào kĩ năng nói và nghe. ☐
- Cả bốn kĩ năng đều được kiểm tra, nhưng chú trọng vào kĩ năng nói và viết. ☐
- Dịch cũng được kiểm tra cùng với nghe- nói- đọc- viết. ☐

Phần C

BẢNG HỎI VỀ CÁC QUAN ĐIỂM TRONG GIẢNG DẠY (Adopted from Lamie, 2002)

Quý Thầy Cô vui lòng đọc và đánh dấu ✓ vào trong ô phản ánh nhiều nhất quan điểm của Thầy Cô.

Tôi hoàn toàn đồng ý: HTĐY

Tôi đồng ý: ĐY

Tôi không đồng ý: KĐY

Tôi hoàn toàn không đồng ý: HTKĐY

1.	Giảng viên chỉ nên sử dụng duy nhất tiếng Anh trong lớp.	HTĐY	ĐY	KĐY	HTKĐY
2.	Sinh viên nên đọc và dịch các bài đọc trong sách giáo khoa.	HTĐY	ĐY	KĐY	HTKĐY
3.	Sinh viên nên thuộc các bài hội thoại và các đoạn bài đọc trong sách giáo khoa.	HTĐY	ĐY	KĐY	HTKĐY
4.	Mục đích chính của việc giảng dạy ngoại ngữ là giúp sinh viên đọc và viết bằng ngôn ngữ đó.	HTĐY	ĐY	KĐY	HTKĐY
5.	Giảng viên giảng dạy hiệu quả nhất khi đứng ở phía trước lớp học.	HTĐY	ĐY	KĐY	HTKĐY
6.	Giảng viên cần luôn sửa lỗi ngữ pháp cho sinh viên	HTĐY	ĐY	KĐY	HTKĐY
7.	Trong mỗi buổi học đọc thành tiếng nên trở thành một phần phải có của bài học.	HTĐY	ĐY	KĐY	HTKĐY
8.	Nên động viên sinh viên làm việc theo cặp đôi	HTĐY	ĐY	KĐY	HTKĐY
9.	Cần tập trung vào kiến thức ngữ pháp cho sinh viên	HTĐY	ĐY	KĐY	HTKĐY
10.	Giảng viên nên sử dụng chủ yếu sách giáo khoa và các tài liệu kèm theo sách khác như băng đĩa, hình ảnh.	HTĐY	ĐY	KĐY	HTKĐY
11.	Các qui tắc ngữ pháp cần được giải thích kỹ lưỡng cho sinh viên.	HTĐY	ĐY	KĐY	HTKĐY
12.	Mục tiêu quan trọng nhất của giảng dạy ngoại ngữ là phát triển kĩ năng giao tiếp.	HTĐY	ĐY	KĐY	HTKĐY
13.	Nên dạy từ vựng thông qua danh mục từ song ngữ Anh-Việt.	HTĐY	ĐY	KĐY	HTKĐY
14.	Kiểm tra gì thì dạy cái đó trong lớp học.	HTĐY	ĐY	KĐY	HTKĐY
15.	Bài giảng cần bao gồm các hoạt động nhóm.	HTĐY	ĐY	KĐY	HTKĐY
16.	Giảng viên nên giao các bài tập viết cho sinh viên, sửa lỗi và trả lại bài cho họ.	HTĐY	ĐY	KĐY	HTKĐY

17.	Giảng viên nên khuyến khích sinh viên dịch từ vựng mới sang tiếng Việt.	HTĐY	ĐY	KĐY	HTKĐY
18.	Cần nhấn mạnh kỹ năng nghe nói.	HTĐY	ĐY	KĐY	HTKĐY
19.	Cần cho sinh viên các bài kiểm tra viết theo dõi sự tiến bộ.	HTĐY	ĐY	KĐY	HTKĐY
20.	Trong lớp cần cho sinh viên giao tiếp thông qua các hoạt động tìm thông tin, thảo luận, hỏi đáp.	HTĐY	ĐY	KĐY	HTKĐY
21.	Sinh viên cần học thuộc các cụm từ và câu.	HTĐY	ĐY	KĐY	HTKĐY
22.	Sinh viên cần được tiếp xúc với nhiều loại tiếng Anh (giọng Anh, Mỹ, Ấn, Úc...)	HTĐY	ĐY	KĐY	HTKĐY
23.	Cần chú trọng đến kỹ năng viết.	HTĐY	ĐY	KĐY	HTKĐY
24.	Cần chú trọng vào các kỹ năng để thi đậu.	HTĐY	ĐY	KĐY	HTKĐY
25.	Giảng viên nên giới thiệu từ vựng, dịch từ vựng trước khi cho sinh viên đọc.	HTĐY	ĐY	KĐY	HTKĐY
26.	Sinh viên cần thực hành lặp lại tập thể nhiều lần các cấu trúc ngữ pháp.	HTĐY	ĐY	KĐY	HTKĐY
27.	Nên khuyến khích sinh viên viết các bài luận tự do mà giảng viên có thể sửa hoặc không sửa.	HTĐY	ĐY	KĐY	HTKĐY
28.	Nên khuyến khích sinh viên sử dụng internet (các trang web, blog) để làm bài giảng viên cung cấp.	HTĐY	ĐY	KĐY	HTKĐY
29.	Giảng viên cần sử dụng các bài giảng điện tử.	HTĐY	ĐY	KĐY	HTKĐY
30.	Giảng viên cần sử dụng các ứng dụng tin học như trang web, blogs để hỗ trợ cho bài giảng.	HTĐY	ĐY	KĐY	HTKĐY

Phần D: Sự thay đổi cá nhân

Quý Thầy/Cô vui lòng đọc và đánh dấu ✓ vào trong ô phản ánh nhiều nhất quan niệm của Thầy/ Cô về giảng dạy.

1	Cách giảng dạy của tôi có thay đổi trong ba năm qua	Không đúng	Tương đối đúng	Đúng	Rất đúng
2	Cách giảng dạy của tôi không thay đổi từ khi tôi tốt nghiệp đại học	Không đúng	Tương đối đúng	Đúng	Rất đúng
3	Tôi cố gắng thay đổi cách giảng dạy để bài giảng mang tính giao tiếp hơn, nhưng thực ra sinh viên thích kiểu giảng cũ là thầy giáo chủ đạo hơn.	Không đúng	Tương đối đúng	Đúng	Rất đúng
4	Tôi có thay đổi nhưng tôi nghĩ tôi cần phải thay đổi nhiều hơn	Không đúng	Tương đối đúng	Đúng	Rất đúng
5	Quan niệm của tôi về phương pháp giảng dạy thay đổi trong ba năm qua.	Không đúng	Tương đối đúng	Đúng	Rất đúng
6	Quan niệm của tôi về phương pháp giảng dạy thay đổi trong suốt thời gian tôi đi dạy.	Không đúng	Tương đối đúng	Đúng	Rất đúng
7	Phương pháp giảng dạy của tôi thay đổi trong suốt thời gian tôi đi dạy.	Không đúng	Tương đối đúng	Đúng	Rất đúng

D2. Thầy Cô vui lòng trả lời một cách ngắn gọn các câu hỏi sau.

1. Vui lòng liệt kê từ 02 đến 03 ví dụ về sự thay đổi trong **quan niệm** về giảng dạy của Quý Thầy/Cô.
2. Xin Thầy Cô vui lòng cho từ 02 đến 03 ví dụ về sự thay đổi trong **phương pháp giảng dạy** của Thầy cô.

APPENDIX 2

QUESTIONNAIRE 2

This survey questionnaire is designed for Vietnamese language teachers teaching English as a non-major subject at tertiary level. The aim of this questionnaire is to investigate teachers' practices and their beliefs about English language learning and teaching as well as their changes during their professional lives.

It is NOT an evaluation of you as a teacher. There are no right or wrong answers. All your responses are confidential. Please answer them based on what you did **three years ago**.

This survey has four parts. Part A asks for personal information. Part B asks about your teaching practices. Part C asks questions pertaining to the teachers' beliefs about English language teaching. Part D contains questions asking about teachers' changes in their teaching practices and beliefs during the last three years.

Part A: Demographic information

Gender Male ☐ Female ☐ Your last four phone number:

Part B: Methodology.

Please describe what you did **THREE YEARS AGO**. (Academic year: 2008-2009)

Please read each statement carefully and put a tick in the box that best represents *what you DID in the classroom (please tick ONE option)*

1. Aim

Tick ONE

- In my teaching, I train students to pass examinations. ☐
- In my teaching, I train students to communicate orally in the language. ☐
- In my teaching, I train students to develop the four skills equally. ☐
- In my teaching, I train students to read and write the language, more than to speak and to listen. ☐
- In my teaching, I train students to speak and listen to the language, more than to read and to write. ☐

2. Grammar

Tick ONE

- In my class, I don't grammar to my students. They have to learn grammar rules on their own. ☐
- In my class, I only teach grammar to my students if necessary. ☐
- In my class, I explain grammar points to my students carefully. ☐
- In my class, I teach students grammar rules, ask them to memorize the rules. ☐
- In my class, grammar rules are induced and discovered through examples or situational contexts. ☐

3. Information

Tick ONE

- In my class, students gain information through their silent readings. ☐
- In my class, students listen to my lectures to gain information. ☐

- In my class, information gathering activities (or Opinion sharing activities, Information sharing activities, Reasoning gap activities) are **never** used in my class. ☐
 - In my class, information gathering activities (or Opinion sharing activities, Information sharing activities, Reasoning gap activities) are **sometimes** used in my class. ☐
 - In my class, information gathering activities (or Opinion sharing activities, Information sharing activities, Reasoning gap activities) are **always** used in my class ☐
- 4. Teacher movement** *Tick ONE*
- I sometimes move around the class to help my students to communicate. ☐
 - I remain at the front of the class to control my class. ☐
 - Each lesson I move around the class to help my students to communicate. ☐
 - I rarely move around the class to help my students to communicate. ☐
 - Most lessons I move around the class to help my students to communicate. ☐
- 5. Pair-work and group-work** *Tick ONE*
- In my class students often work in groups and pairs (more than they do individually) to gain information. ☐
 - In my class students always work individually to gain information ☐
 - In my class students mostly work in groups and pairs to gain information ☐
 - In my class students work an equal amount of time individually, in pairs and in groups to gain information ☐
 - In my class students mostly work individually, but occasionally in groups and pairs to gain information ☐
- 6. Vocabulary** *Tick ONE*
- I do not use word lists, any words presented arise from the materials. ☐
 - I only teach vocabulary to the students that is in the text book word list. ☐
 - I have a word list as a guideline, but often teach my students other vocabulary. ☐
 - I have a word list which I use mostly, but occasionally I teach other vocabulary. ☐
 - I give students a list of words and ask them to define words, to find synonyms or antonyms. ☐
- 7. Listening** *Tick ONE*
- In my class, students listen to published (textbook), and to authentic (e.g. radio, TV) tapes equally. ☐
 - In my class, students listen to authentic English (e.g. radio, TV, at natural speed. ☐
 - In my class, students mainly listen to authentic English, but occasionally to published tapes. ☐

- In my class, students listen to the tape that accompanies the text book only. ☐
 - In my class, students mainly listen to published tapes, but occasionally to authentic English. ☐
- 8. Writing** *Tick ONE*
- In my class, students write [free] compositions as part of the class requirements. ☐
 - In my class, students write compositions with topics given by teachers. ☐
 - In my class, students write compositions with patterns guided by teachers. ☐
 - In my class, students are asked to translate from Vietnamese to English or vice versus as part of the writing section. ☐
 - In my class, students never write a free composition. ☐
- 9. Reading** *Tick ONE*
- In my class, students read and translate passages (not authentic) from the text book. ☐
 - In my class, students read (for general meaning), but do not translate, from the text book. ☐
 - In my class, students read and translate passages from authentic text (e.g. newspapers) ☐
 - In my class, students read (for general meaning), but do not translate, from authentic text ☐
 - In my class, students read from both the text book and authentic text and may translate. ☐
- 10. Speaking** *Tick ONE*
- In my class, students are given dialogues which they try to remember and reproduce. ☐
 - In my class, students sometimes perform role plays (scripted). ☐
 - Students regularly perform role plays (unscripted) ☐
 - Students sometimes perform role plays and are given prompts by the teacher ☐
 - Students occasionally perform role plays (dialogues where they have to substitute words or phrases) ☐
- 11. Language use** *Tick ONE*
- I use about the same amount of Vietnamese as English in the class. ☐
 - I nearly always use English, but will use Vietnamese if necessary. ☐
 - I use mostly Vietnamese in the class, with only drills, and reading out loud in English. ☐
 - I only use English in the class. ☐
 - I use more Vietnamese than English in the class. ☐

12. Correction

Tick ONE

- I correct most mistakes and the students rewrite the corrections. ☐
- I make a general comment to the student on his/her individual performance. ☐
- I only correct major mistakes. ☐
- I correct most mistakes and the students sometimes rewrite the corrections. ☐
- I correct all mistakes the students make, and they rewrite the corrections. ☐
- I note the students' mistakes and correct some later. ☐

13. Computer-assisted language learning

Tick ONE

- I **never** use laptop and projector to support me to present my lessons. ☐
- I **sometimes** laptop and projector to support me to present my lessons. ☐
- I **often** use laptop and projector to support me to present my lessons. ☐
- I **always** use laptop and projector to support me to present my lessons. ☐
- Beside lesson presentations with laptop and projector, I give students homework and correct their work using emails, blogs, websites..... ☐

14. University tests

Tick ONE

- The tests focus on speaking and listening, with very little reading and writing. ☐
- All four skills are tested equally. ☐
- All four skills are tested, but the emphasis is on reading and writing. ☐
- The tests focus on reading and writing, with very little speaking and listening. ☐
- All four skills are tested, but the emphasis is on speaking and listening. ☐
- Translation skills are also tested with four skills. ☐

Part C: Beliefs about teaching methodology

BELIEFS QUESTIONNAIRE (Adopted from Lamie, 2002)

Please read each statement and circle the letters which best represents your views **three years ago**

I strongly agree: SA

I agree: A

I disagree: DA

I strongly disagree: SD

36.	Teachers should only use the target language (English) in class.	SA	A	DA	SD
37.	Students should read and translate passages from their textbooks.	SA	A	DA	SD
38.	Students should memorise dialogues or passages from their textbooks.	SA	A	DA	SD
39.	The main aim of foreign language teaching is to enable the students to read and write the language.	SA	A	DA	SD
40.	A teacher teaches most effectively at the front of the class.	SA	A	DA	SD
41.	Students should always be corrected if they make a grammatical mistake.	SA	A	DA	SD
42.	Class reading out loud should be a part of every lesson.	SA	A	DA	SD
43.	Students should be encouraged to work in pairs.	SA	A	DA	SD
44.	There should be a focus on knowledge of grammar.	SA	A	DA	SD
45.	Teachers should use mainly text books (and their materials: tape, flashcards, picture cards) in the classroom.	SA	A	DA	SD
46.	Grammar rules should be explained carefully.	SA	A	DA	SD
47.	The most important goal of foreign language teaching is to develop the students' ability to communicate orally in the language.	SA	A	DA	SD
48.	Vocabulary should be taught through bilingual word lists.	SA	A	DA	SD
49.	Examinations determine what is taught in the classroom.	SA	A	DA	SD
50.	Lessons should include some group activities.	SA	A	DA	SD
51.	Students should always be given written work which is then corrected and returned by the teacher.	SA	A	DA	SD
52.	Students should be encouraged to translate new vocabulary into their native language.	SA	A	DA	SD
53.	Listening and speaking skills should be emphasized.	SA	A	DA	SD
54.	Regular written progress tests should be given.	SA	A	DA	SD
55.	Students should be encouraged to communicate through Information gap, Opinion sharing activities, Reasoning gap activities.	SA	A	DA	SD

56.	Students should memorise phrases or sentences.	SA	A	DA	SD
57.	Students should be exposed to different kinds of English.	SA	A	DA	SD
58.	There should be a focus on writing skills.	SA	A	DA	SD
59.	There should be a focus on skills needed to pass examinations.	SA	A	DA	SD
60.	The vocabulary of a written passage should be introduced by the teacher, and translated, before it is read by the students.	SA	A	DA	SD
61.	There should be choral drilling of structures.	SA	A	DA	SD
62.	Students should be encouraged to write free compositions, which the teacher may or may not see or correct.	SA	A	DA	SD
63.	Students should be encouraged to use internet (website, blog) to do their exercises given by their teacher.	SA	A	DA	SD
64.	Teachers should be encouraged to use electronic lessons to teach.	SA	A	DA	SD
65.	Teachers should be encouraged to use internet (website, blog) to communicate with students about academic issues.	SA	A	DA	SD

Part D: Individual change

D1. Please give answers to the following questions (IF YOU HAVE EXPERIENCED SOME CHANGES IN THE **PAST THREE YEARS (2009-2012)**)

(1) List 2 or 3 techniques or methods you are using now that you did not use three years ago. For example: pair-work, group-work, role play etc..

(2) Why do you use these new techniques/methods in your class?

D2. Please read each statement carefully and put a tick in the box for which best represents *what you DO*. (**IF YOU FIND THE QUESTIONS ARE SUITABLE FOR YOU TO ANSWER.**)

4.	My students' perceptions about language learning influence my teaching.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
5.	My beliefs decide what I do in class.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
6.	When changes in my teaching practices bring positive results, my beliefs could change accordingly.	Strong ly not true for me	Not true for me	True for me	Strongly true for me

7.	I only use new techniques when I believe that these techniques are good for my students' learning.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
8.	I use new techniques to find out whether they are good for my students.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
9.	When the new techniques that I use bring positive results in my students' learning, I am going to use them long term in my classes.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
10.	I am ready to try new techniques before I can make sure that they are good for my students' learning.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
11.	I make changes in my practices because students need something new in class to motivate them.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
12.	I make changes in my practices because there is change in curriculum and textbooks used.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
13.	I make changes in my practices because there is change in students' assessment procedure.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
14.	I make changes in my practices because I am required to by the department policy.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
15.	I make changes in my practices because I have learned some new techniques in my training.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
16.	I make changes in my practices because I received some negative feedback from supervisors.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
17.	I make changes in my practices because I received some negative feedback from my students.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
18.	I make changes in my practices because I vary what I do on a "trial and error" basis.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
19.	I make changes in my practices because I am in collaboration with colleagues.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
20.	I make changes in my practices because I myself have discovered that these techniques are good.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
21.	I make changes in my practices because I have learned new theory and techniques in in-service programs.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
22.	I make changes in my practices because I have learned new theory and techniques from professional teaching journals.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
23.	I make changes in my practices because I have learned new theory and techniques from published research.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
24.	I make changes in my practices because I like to experiment with new ideas.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
25.	I make changes in my practices because my beliefs have changed.	Strong ly not true for me	Not true for me	True for me	Strongly true for me
26.	Other (please specify).....				

BẢNG CÂU HỎI 2

Bảng hỏi này dành cho giảng viên giảng dạy tiếng Anh hệ không chuyên ngữ bậc đại học nhằm tìm hiểu thực tế phương pháp giảng dạy và các quan niệm của giảng viên về giảng dạy tiếng Anh cũng như các thay đổi của giảng viên trong quá trình giảng dạy.

Bảng hỏi này không nhằm mục đích đánh giá. Không có câu trả lời đúng hay sai. Tất cả các câu trả lời sẽ được bảo mật.

Quý Thầy Cô vui lòng trả lời **theo trí nhớ** của bản thân những phương pháp, cách dạy thầy/Cô đã sử dụng 3 NĂM TRỞ VỀ TRƯỚC (KHOẢNG NĂM 2008).

Bảng hỏi bao gồm 4 phần. Phần A hỏi về thông tin cá nhân. Phần B hỏi về cách thức giảng dạy. Phần C hỏi về quan điểm về giảng dạy tiếng Anh của Thầy/Cô **3 NĂM TRƯỚC**. Phần D hỏi về các thay đổi trong giảng dạy và trong quan điểm trong khoảng thời gian 3 NĂM GẦN ĐÂY.

Phần A: Thông tin cá nhân

Giới tính: Nam ☐ Nữ ☐

Bốn số cuối của điện thoại của Thầy /Cô:

Phần B: Phương pháp giảng dạy (TEACHING METHODOLOGY AND PRACTICES)

Quý Thầy/ Cô vui lòng mô tả các hoạt động giảng dạy của Thầy Cô **BA NĂM TRƯỚC**

ĐÂY năm học: 2008-2009. Thầy Cô đánh dấu ☒ tương ứng vào trong ô phản ánh đúng nhất cách thầy cô **ĐÃ** vận dụng trong lớp. (Vui lòng chỉ chọn 1 ô)

1. Mục đích (BA NĂM TRƯỚC: năm học 2008-2009)

Chọn 1

- Tôi dạy để sinh viên thi đậu. ☐
- Tôi dạy để sinh viên nói bằng ngôn ngữ đó. ☐
- Tôi dạy để sinh viên phát triển 4 kỹ năng nghe nói đọc viết đồng đều. ☐
- Tôi chú trọng dạy cho sinh viên kỹ năng đọc và viết hơn là kỹ năng nghe và nói. ☐
- Tôi chú trọng dạy cho sinh viên kỹ năng nói và nghe hơn là kỹ năng đọc và viết. ☐

2. Ngữ pháp (BA NĂM TRƯỚC: năm học 2008-2009)

Chọn 1

- Tôi không dạy về ngữ pháp trong lớp học. Sinh viên phải tự học ngữ pháp. ☐
- Tôi chỉ giảng về các qui tắc ngữ pháp khi thấy cần thiết. ☐
- Tôi giải thích cặn kẽ các điểm ngữ pháp cho sinh viên. ☐
- Tôi dạy các qui tắc ngữ pháp cho sinh viên và yêu cầu họ học thuộc các qui tắc ngữ pháp này. ☐
- Tôi dạy ngữ pháp thông qua các ví dụ, ngữ cảnh, tình huống để từ đó sinh viên rút ra các qui tắc ngữ pháp. ☐

- 3. Tiếp thu thông tin (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Trong lớp học của tôi, sinh viên chủ yếu tiếp nhận thông tin **thông** qua đọc thầm. ☐
 - Sinh viên chủ yếu tiếp nhận thông tin từ bài giảng của tôi. ☐
 - Trong lớp học, Tôi **không khi nào** sử dụng các hoạt động thu thập thông tin như Chia sẻ ý kiến, chia sẻ thông tin, tìm hiểu thông tin. ☐
 - Trong lớp học, Tôi **thỉnh thoảng** sử dụng các hoạt động thu thập thông tin như Chia sẻ ý kiến, chia sẻ thông tin, tìm hiểu thông tin. ☐
 - Trong lớp học, Tôi **luôn luôn** sử dụng các hoạt động thu thập thông tin như Chia sẻ ý kiến, chia sẻ thông tin, tìm hiểu thông tin. ☐
- 4. Di chuyển của giảng viên (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Tôi đứng phía trên phía bục giảng để dễ kiểm soát lớp học. ☐
 - Tôi **hiếm khi** di chuyển xung quanh trong lớp để giúp sinh viên giao tiếp. ☐
 - Tôi **đôi khi** di chuyển xung quanh trong lớp để giúp sinh viên giao tiếp. ☐
 - Tôi **đa phần** di chuyển xung quanh trong lớp để giúp sinh viên giao tiếp. ☐
 - Tôi **luôn luôn** di chuyển xung quanh trong lớp học để giúp sinh viên giao tiếp. ☐
- 5. Làm việc nhóm (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Trong lớp học của tôi, sinh viên **thường** làm việc trong nhóm và theo cặp đôi. ☐
 - Trong lớp học của tôi, sinh viên **luôn** học theo từng cá nhân. ☐
 - Trong lớp học của tôi, **hầu hết thời gian** sinh viên làm việc theo nhóm và cặp đôi. ☐
 - Trong lớp học của tôi, sinh viên học theo cá nhân, theo cặp đôi và theo nhóm để tiếp nhận thông tin **với thời lượng như nhau**. ☐
 - Trong lớp học của tôi, **hầu hết thời gian** sinh viên học theo từng cá nhân, **thỉnh thoảng** học theo nhóm và theo cặp đôi. ☐
- 6. Từ vựng (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Tôi chỉ dạy cho sinh viên từ vựng trong danh mục của sách giáo khoa. ☐
 - Tôi **không** sử dụng danh mục các từ vựng, sinh viên học từ vựng trong tài liệu. ☐
 - Tôi sử dụng danh sách từ vựng trong sách là chính, nhưng **thường** dạy thêm cho sinh viên các từ vựng khác. ☐
 - Tôi **chủ yếu** dạy danh mục từ vựng trong sách nhưng **thỉnh thoảng** có dạy thêm các từ vựng khác. ☐
 - Tôi đưa cho sinh viên danh mục các từ để sinh viên tìm định nghĩa, tìm từ đồng nghĩa và trái nghĩa. ☐

- 7. Nghe (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Trong lớp tôi, sinh viên nghe bài trong sách giáo khoa và bài nghe thực tế khác (radio, TV) **với thời lượng như nhau.** ☐
 - Trong lớp tôi, sinh viên nghe các bài nghe từ có nguồn thực tế như radio và TV với tốc độ thông thường ☐
 - Trong lớp tôi, sinh viên **chủ yếu** nghe các bài nghe có nguồn từ thực tế như radio và TV nhưng **thỉnh thoảng** có nghe các bài nghe trong sách giáo khoa. ☐
 - Trong lớp tôi, sinh viên **chỉ** nghe bài nghe trong sách giáo khoa. ☐
 - Trong lớp tôi, sinh viên **chủ yếu** nghe các bài nghe trong sách giáo khoa nhưng **thỉnh thoảng** có nghe các bài nghe có nguồn thực tế. ☐
- 8. Viết (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Trong lớp tôi, việc sinh viên viết các bài luận tự do là một trong các yêu cầu của giờ học viết ☐
 - Trong lớp tôi, sinh viên viết các bài luận với các chủ đề do tôi cho. ☐
 - Trong lớp tôi, sinh viên viết các bài luận dựa trên sườn mẫu cho sẵn. ☐
 - Một trong các yêu cầu của giờ học viết là sinh viên dịch các đoạn văn từ tiếng Việt sang tiếng Anh và ngược lại. ☐
 - Trong lớp tôi, sinh viên chẳng khi nào viết 1 bài luận tự do. ☐
- 9. Đọc hiểu (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Trong lớp tôi, sinh viên đọc và dịch sang tiếng Việt các bài đọc trong sách giáo khoa. ☐
 - Trong lớp tôi, sinh viên đọc các bài đọc trong sách giáo khoa để hiểu ý chính nhưng không dịch sang tiếng Việt. ☐
 - Trong lớp tôi, sinh viên đọc và dịch sang tiếng Việt các bài đọc có nguồn từ thực tế (như các bài báo). ☐
 - Trong lớp tôi, sinh viên đọc các bài đọc từ thực tế (như các bài báo) để hiểu các ý chính nhưng không dịch sang tiếng Việt. ☐
 - Trong lớp tôi, sinh viên đọc các bài đọc từ sách giáo khoa và các bài đọc từ thực tế, có thể dịch sang tiếng Việt. ☐
- 10. Nói (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Trong lớp tôi, sinh viên học thuộc các bài hội thoại và trình bày lại các bài hội thoại này. ☐
 - Trong lớp tôi, sinh viên **đôi khi** đóng diễn vai với lời hội thoại được cho sẵn. ☐
 - Trong lớp tôi, sinh viên **thường xuyên** diễn vai (mà không cho lời hội thoại trước). ☐
 - Trong lớp tôi, sinh viên **đôi khi** diễn vai với gợi ý hướng dẫn của giảng viên. ☐
 - Trong lớp tôi, sinh viên **thỉnh thoảng** đóng vai (các bài hội thoại mà họ phải thay thế các từ hoặc các cụm từ). ☐

- 11. Ngôn ngữ sử dụng (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Trong lớp học tôi sử dụng cả tiếng Anh và tiếng Việt như nhau. ☐
 - Trong lớp học tôi **hầu như luôn** sử dụng tiếng Anh, nhưng vẫn dùng tiếng Việt nếu thấy cần thiết. ☐
 - Tôi sử dụng **chủ yếu** tiếng Việt, chỉ sử dụng tiếng Anh với những bài tập lập lại hoặc bài tập đọc thành tiếng. ☐
 - Tôi chỉ sử dụng tiếng Anh trong lớp. ☐
 - Tôi sử dụng nhiều tiếng Việt hơn tiếng Anh trong lớp học. ☐
- 12. Sửa lỗi trong lớp học (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Tôi sửa **hầu hết** các lỗi của sinh viên và sinh viên sửa lại cho đúng. ☐
 - Tôi chỉ cho ý kiến nhận xét chung về phần trình bày của từng sinh viên. ☐
 - Tôi chỉ sửa những lỗi chính. ☐
 - Tôi sửa **hầu hết** các lỗi và sinh viên **đôi khi** sửa lại cho đúng. ☐
 - Tôi sửa **tất cả** lỗi của sinh viên và họ viết lại câu trả lời đúng. ☐
- 13. Ứng dụng công nghệ thông tin (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Tôi **không** sử dụng máy chiếu khi trình bày bài giảng. ☐
 - Tôi **thỉnh thoảng** sử dụng máy chiếu khi trình bày bài giảng. ☐
 - Tôi **thường xuyên** sử dụng máy chiếu khi trình bày bài giảng. ☐
 - Tôi **luôn luôn** sử dụng máy chiếu khi trình bày bài giảng. ☐
 - Bên cạnh việc sử dụng máy chiếu để trình bày bài giảng, tôi còn giao bài tập và sửa bài tập cho sinh viên qua email, blog, trang web cá nhân... ☐
- 14. Kiểm tra (BA NĂM TRƯỚC: năm học 2008-2009)** Chọn 1
- Bài kiểm tra cuối học kì chú trọng chủ yếu vào kỹ năng NGHE và NÓI, rất ít vào kỹ năng ĐỌC và VIẾT ☐
 - Cả bốn kỹ năng đều được kiểm tra đồng đều ☐
 - Cả bốn kỹ năng đều được kiểm tra nhưng chú trọng vào kỹ năng ĐỌC và VIẾT. ☐
 - Bài test chú trọng chủ yếu vào kỹ năng ĐỌC và VIẾT, rất ít vào kỹ năng NÓI và NGHE. ☐
 - Cả bốn kỹ năng đều được kiểm tra, nhưng chú trọng vào kỹ năng NÓI và NGHE. ☐
 - Kỹ năng dịch cũng được kiểm tra như nghe- nói- đọc- viết. ☐

Phần C. BẢNG HỎI VỀ CÁC QUAN ĐIỂM TRONG GIẢNG DẠY (Beliefs about teaching methodology)

Quý Thầy Cô vui lòng đọc và đánh dấu ✓ vào trong ô phản ánh nhiều nhất quan điểm của Thầy Cô **BA NĂM TRƯỚC (NĂM HỌC 2008-2009)**.

Tôi hoàn toàn đồng ý: HTĐY

Tôi đồng ý: ĐY

Tôi không đồng ý: KĐY

Tôi hoàn toàn không đồng ý: HTKĐY

BA NĂM TRƯỚC (NĂM HỌC 2008-2009), TÔI NGHĨ RẰNG:					
31.	Giảng viên chỉ nên sử dụng duy nhất tiếng Anh trong lớp.	HTĐY	ĐY	KĐY	HTKĐY
32.	Sinh viên nên đọc và dịch các bài đọc trong sách giáo khoa.	HTĐY	ĐY	KĐY	HTKĐY
33.	Sinh viên nên thuộc các bài hội thoại và các đoạn bài đọc trong sách giáo khoa.	HTĐY	ĐY	KĐY	HTKĐY
34.	Mục đích chính của việc giảng dạy ngoại ngữ là giúp sinh viên đọc và viết bằng ngôn ngữ đó.	HTĐY	ĐY	KĐY	HTKĐY
35.	Giảng viên giảng dạy hiệu quả nhất khi đứng ở phía trước lớp học.	HTĐY	ĐY	KĐY	HTKĐY
36.	Giảng viên cần luôn sửa lỗi ngữ pháp cho sinh viên.	HTĐY	ĐY	KĐY	HTKĐY
37.	Trong mỗi buổi học cần cho cả lớp đọc các bài học to thành tiếng.	HTĐY	ĐY	KĐY	HTKĐY
38.	Nên động viên sinh viên làm việc theo cặp đôi.	HTĐY	ĐY	KĐY	HTKĐY
39.	Cần tập trung vào kiến thức ngữ pháp cho sinh viên	HTĐY	ĐY	KĐY	HTKĐY
40.	Giảng viên nên sử dụng chủ yếu sách giáo khoa và các tài liệu khác kèm theo sách như băng đĩa, hình ảnh.	HTĐY	ĐY	KĐY	HTKĐY
41.	Các qui tắc ngữ pháp cần được giải thích kỹ lưỡng cho sinh viên.	HTĐY	ĐY	KĐY	HTKĐY
42.	Mục tiêu quan trọng nhất của giảng dạy ngoại ngữ là phát triển kỹ năng giao tiếp.	HTĐY	ĐY	KĐY	HTKĐY
43.	Nên dạy từ vựng thông qua danh mục từ song ngữ Anh-Việt.	HTĐY	ĐY	KĐY	HTKĐY
44.	Kiểm tra gì thì dạy cái đó trong lớp học.	HTĐY	ĐY	KĐY	HTKĐY
45.	Trong giờ học cần có các hoạt động nhóm.	HTĐY	ĐY	KĐY	HTKĐY
46.	Giảng viên nên giao các bài tập viết cho sinh viên, sửa lỗi và trả lại bài cho họ.	HTĐY	ĐY	KĐY	HTKĐY
47.	Giảng viên nên khuyến khích sinh viên dịch từ vựng mới sang tiếng Việt.	HTĐY	ĐY	KĐY	HTKĐY
48.	Cần nhấn mạnh kỹ năng nghe nói.	HTĐY	ĐY	KĐY	HTKĐY
49.	Cần cho sinh viên làm các bài kiểm tra viết thường xuyên để theo dõi sự tiến bộ.	HTĐY	ĐY	KĐY	HTKĐY
50.	Trong lớp cần cho sinh viên giao tiếp thông qua các hoạt động tìm thông tin, thảo luận, hỏi đáp.	HTĐY	ĐY	KĐY	HTKĐY

51.	Sinh viên cần học thuộc các cụm từ và câu.	HTĐY	ĐY	KĐY	HTKĐY
52.	Sinh viên cần được tiếp xúc với nhiều loại tiếng Anh (giọng Anh, Mỹ, Ấn, Úc...)	HTĐY	ĐY	KĐY	HTKĐY
53.	Cần chú trọng đến kỹ năng viết.	HTĐY	ĐY	KĐY	HTKĐY
54.	Cần chú trọng vào các kỹ năng để thi đậu.	HTĐY	ĐY	KĐY	HTKĐY
55.	Giảng viên nên giới thiệu từ vựng, dịch từ vựng trước khi cho sinh viên đọc.	HTĐY	ĐY	KĐY	HTKĐY
56.	Cần cho cả lớp thực hành lặp lại tập thể nhiều lần các cấu trúc câu đã học.	HTĐY	ĐY	KĐY	HTKĐY
57.	Nên khuyến khích sinh viên viết các bài luận tự do mà giảng viên có thể sửa hoặc không sửa.	HTĐY	ĐY	KĐY	HTKĐY
58.	Nên khuyến khích sinh viên sử dụng internet (các trang web, blog) để làm các bài tập giảng viên cung cấp.	HTĐY	ĐY	KĐY	HTKĐY
59.	Giảng viên cần sử dụng các bài giảng điện tử.	HTĐY	ĐY	KĐY	HTKĐY
60.	Giảng viên cần sử dụng các ứng dụng tin học như trang web, blogs để hỗ trợ cho bài giảng.	HTĐY	ĐY	KĐY	HTKĐY

Phần D: Sự thay đổi cá nhân

NẾU THẦY/ CÔ NHẬN THẤY BẢN THÂN KHÔNG CÓ THAY ĐỔI GÌ TRONG PHƯƠNG PHÁP GIẢNG DẠY (TEACHING PRACTICES) KHOẢNG 3 NĂM TRỞ LẠI ĐÂY (2009-2012), THẦY/ CÔ KHÔNG CẦN PHẢI TRẢ LỜI PHẦN D1.

D1. Thầy / Cô vui lòng trả lời các câu hỏi sau NẾU THẦY/CÔ NHẬN THẤY BẢN THÂN THẦY/CÔ CÓ THAY ĐỔI.

(1) Vui lòng liệt kê 2 kỹ thuật giảng dạy hoặc phương pháp giảng dạy (teaching practices) mà Thầy cô dùng để dạy trong lớp mà khoảng 3 năm trở về trước Thầy cô không sử dụng. Ví dụ: sinh viên đóng diễn vai.

(2) Vui lòng cho biết lý do tại sao Thầy Cô lại sử dụng các phương pháp này.

D2. Thầy /Cô chọn câu trả lời phản ánh đúng nhất đối với cá nhân Thầy/ Cô NẾU THẦY/CÔ NHẬN THẤY CÂU HỎI PHÙ HỢP ĐỀ THẦY/CÔ TRẢ LỜI.

1.	Nhận thức của sinh viên về giảng dạy ảnh hưởng đến cách dạy của tôi.	Rất không đúng	Không đúng	Đúng	Rất đúng
2.	Quan niệm về giảng dạy quyết định cách tôi dạy trên lớp.	Rất không đúng	Không đúng	Đúng	Rất đúng
3.	Khi phương pháp giảng dạy mới mang lại hiệu quả cho việc học của sinh viên, quan niệm về giảng dạy của tôi sẽ thay đổi tương ứng.	Rất không đúng	Không đúng	Đúng	Rất đúng
4.	Tôi chỉ ứng dụng các phương pháp giảng dạy mới khi tôi tin rằng những phương pháp này tác động tích cực đến việc học của sinh viên.	Rất không đúng	Không đúng	Đúng	Rất đúng
5.	Tôi thử nghiệm các phương pháp giảng dạy mới xem chúng có hiệu quả đối với việc học của sinh viên không.	Rất không đúng	Không đúng	Đúng	Rất đúng
6.	Một khi các phương pháp thử nghiệm đạt hiệu quả tích cực đối với việc học của sinh viên, tôi sẽ tiếp tục sử dụng lâu dài trong lớp học của tôi.	Rất không đúng	Không đúng	Đúng	Rất đúng
7.	Tôi sẵn sàng sử dụng các phương pháp giảng dạy mới mặc dù chưa biết là chúng có hiệu quả hay không.	Rất không đúng	Không đúng	Đúng	Rất đúng
8.	Tôi thay đổi cách dạy bởi vì sinh viên cần những cái mới giúp họ hứng thú học hơn.	Rất không đúng	Không đúng	Đúng	Rất đúng
9.	Tôi thay đổi cách dạy bởi vì bởi vì có sự thay đổi trong chương trình và tài liệu giảng dạy	Rất không đúng	Không đúng	Đúng	Rất đúng
10.	Tôi thay đổi cách dạy bởi vì có sự thay đổi trong cách đánh giá sinh viên.	Rất không đúng	Không đúng	Đúng	Rất đúng
11.	Tôi thay đổi cách dạy bởi vì chính sách/ yêu cầu của Ban cơ bản	Rất không đúng	Không đúng	Đúng	Rất đúng
12.	Tôi thay đổi cách dạy bởi vì tôi vừa được trang bị một số kỹ thuật giảng dạy mới sau khóa huấn luyện.	Rất không đúng	Không đúng	Đúng	Rất đúng
13.	Tôi thay đổi cách dạy bởi vì được bộ phận quản lý dự giờ nhận xét.	Rất không đúng	Không đúng	Đúng	Rất đúng
14.	Tôi thay đổi cách dạy bởi vì tôi nhận được phản hồi không tốt từ phía sinh viên.	Rất không đúng	Không đúng	Đúng	Rất đúng
15.	Tôi thay đổi xem có hiệu quả hơn không.	Rất không đúng	Không đúng	Đúng	Rất đúng
16.	Tôi thay đổi cách dạy bởi vì các đồng nghiệp đang thay đổi.	Rất không đúng	Không đúng	Đúng	Rất đúng
17.	Tôi thay đổi cách dạy bởi vì các kỹ thuật, phương pháp giảng dạy này hiệu quả	Rất không đúng	Không đúng	Đúng	Rất đúng
18.	Tôi thay đổi cách dạy bởi vì tôi được trang bị một số lý thuyết và kỹ thuật giảng dạy mới từ các khóa bồi	Rất không đúng	Không đúng	Đúng	Rất đúng

	dưỡng nghiệp vụ.				
19.	Tôi thay đổi cách dạy bởi vì tôi được trang bị một số lý thuyết và kỹ thuật giảng dạy mới từ các tạp chí chuyên đề.	Rất không đúng	Không đúng	Đúng	Rất đúng
20.	Tôi thay đổi cách dạy bởi vì tôi được trang bị một số lý thuyết và kỹ thuật giảng dạy mới từ các nghiên cứu được xuất bản.	Rất không đúng	Không đúng	Đúng	Rất đúng
21.	Tôi thay đổi cách dạy bởi vì Tôi luôn muốn thử nghiệm cái mới.	Rất không đúng	Không đúng	Đúng	Rất đúng
22.	Tôi thay đổi cách dạy bởi vì quan niệm về giảng dạy của tôi thay đổi	Rất không đúng	Không đúng	Đúng	Rất đúng
23.	Những lý do khác khiến tác động đến sự thay đổi của Thầy/ Cô (vui lòng liệt kê):				

APPENDIX 3

INTERVIEW GUIDE

Opening statement:

Thank you for joining me in this research and for agreeing to be interviewed. The purpose of this interview is to investigate the nature of your changes in the period of five years. The interview will last about 40 minutes. I am looking for you open and frank responses. Your responses will be used for the purposes of my study only and will remain confidential. I would like to record the interview, with your consent. Do you have any questions or concerns before we start?

List of basic questions (additional questions may be asked according to the participants' responses to these questions)

1. Could you please tell me a little bit about your teaching experiences?
2. Could you please describe one of your typical teaching classes for non-English major students at Ho Chi Minh City Open University?
3. What factors influence your teaching practices in class?
4. Do you think that changes are important in teaching? Why do (don't) you think so?
5. When you are introduced to, or you yourself read somewhere about a new technique, do you think that you are ready to apply it, before you believe that it may bring good results to your students' learning?
6. Have you ever tried a new technique and failed? What have you done in such situations?
7. Could you share with me two or three techniques that you believe are effective and have applied successfully in your class?
8. Where did you learn about these techniques?
9. How do you personally react to change? Do you make changes in your teaching on your own need or according to what is required by your teaching situation?
10. Can you tell me about any kind of change that you have made in your teaching recently, say during this semester/school year? Why did you make this change; has it been a successful change?
11. When you are introduced a new techniques, do you think that you have to study about that technique carefully, and you only apply/try that technique when you believe that technique is good for your students?
12. Could you please show me what figure worked to you? If none of them works to you, could you please draw one that best represents the directions in your beliefs and practices?

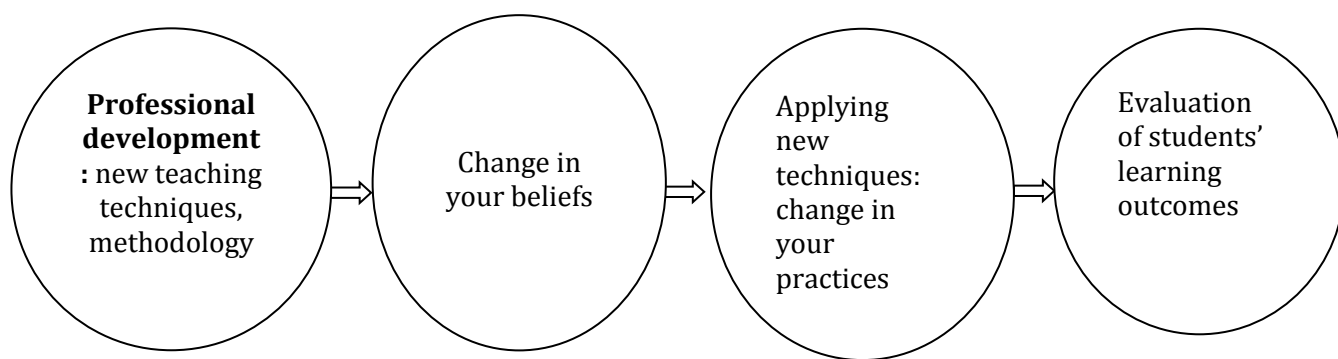


Figure 1

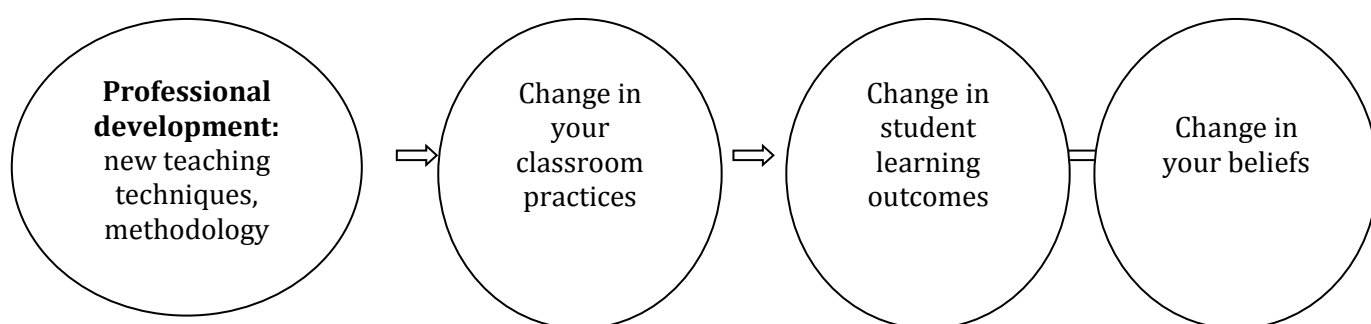


Figure 2

APPENDIX 4



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Nguyen, Thuy Nga
173 To Hien Thanh
P13Q10
HO CHI MIN CITY
VIETNAM

Dear Thuy Nga

RE: YOUR APPLICATION FOR ETHICS APPROVAL
FHEC No: RO49/12
Supervisor/s: Dr. Howard Nicholas
Project/Activity Title: The investigation of teachers' change in beliefs and practices, and the relationships between them.

Thank you for submitting your project for consideration by the Education Faculty Human Ethics Committee. The proposal has now been considered by the Committee and has been assessed as complying with the National Statement on Ethical Conduct in Human Research. Your project has now been granted ethics approval, you may now commence the study.

The project has been granted approval till **31/10/2013**.

The following standard conditions apply to your project:

- **Complaints** - If any complaints are received or ethical issues arise during the course of the project, researchers should advise the Secretary of the Education FHEC.
- **Limit of Approval** - Approval is limited strictly to the research proposal as submitted in your application while taking into account the conditions and approval dates advised by the FHEC.
- **Variation to Approval** - As a consequence of the previous conditions, any subsequent variations or modifications you wish to make to your project must be notified formally to the FHEC. This can be done using the 'Application for Approval of Modification to Research project' which is available at the following website:
<http://www.latrobe.edu.au/research-services/ethics/human.htm>.
- **Progress Report** - A condition of approval is that you submit a Progress Report to the Committee annually throughout the approval period, to cover activities of the previous calendar year and is due on **12 February**. Failure to submit a progress report may result in the withdrawal of Human Ethics approval. A Final Report will be due within 6 months of the expiry date of the approval period. The Report Form is available from <http://www.latrobe.edu.au/research-services/ethics/human.htm>. Please note that your application has been reviewed by a sub-committee of the FHEC in the interest of facilitating a decision before the next committee meeting. The decision will require ratification by the full Human Ethics Committee and, as a consequence, approval may be withdrawn or conditions of the approval altered. However, you may commence your project prior to ratification of the approval decision and you will be notified if the approval status is altered.

If you wish to discuss any aspect of your project, please contact your supervisor (if you are a student) in the first instance, the Secretary Ms Joan Freeman, (j.freeman@latrobe.edu.au) or the Chairperson Professor Ray Lewis (r.lewis@latrobe.edu.au).

On behalf of the Committee, best wishes with the success of your project.

Yours sincerely,

Joan Freeman
Executive Secretary, Education Faculty Human Ethics Committee.

cc: Chair: Prof. R. Lewis Supervisor/s Dr. Howard Nicholas

APPENDIX 5

PARTICIPANT TEACHERS' DEMOGRAPHIC DATA

T code	YOB	G	TQ	BA YOG	School of BA training	MA YOG	School of MA training	TE
1	1980	2	2	2004	HOU	2012	Victoria Uni	1
2	1957	2	2	1992	USSH	2001	Canberra Uni	4
3	1956	2	1	1995	Hanoi University of Foreign Studies			5
4	1972	2	2	1996	Uni of Pedagogy	2006	USSH	3
5	1959	1	2	1992	USSH	1999	Solvay Brussels School	4
6	1977	1	2	1996	HOU	2000	Victoria University	1
7	1954	1	1	1994	Uni of Pedagogy			5
8	1943	1	1	1972	Dalat SG			3
9	1955	1	2	1978	Uni Padagogy	2001	Central State (USA)	5
10	1980	2	2	2003	USSH	2009	HOU	2
11	1947	1	1	1970	Van Khoa Sai Gon			5
12	1981	2	2	2004	Van Lang	2011	Victoria University	2
13	1977	1	2	1999	HOU	2007	Bolton	2
14	1966	2	2	1996	HOU	2006	Preston University (USA)	4
15	1974	1	2	1996	College of Pedagogy, Dong Nai	2008	Canberra University	4
16	1976	1	2	1998	Uni of Pedagogy	2003	La Trobe University	3
17	1955	2	2	1995	HOU	2004	Victoria University	4
18	1960	2	2	2001	HOU	2009	Victoria University	2
19	1963	2	1	1997	University of Pedagogy			4
20	1959	2	1	1984	Hue University			5
21	1954	2	2	1995	HOU	2009	La Trobe University	3
22	1976	2	2	2001	University of Pedagogy	2007	Victoria University	2
23	1944	1	1	1974	Van Khoa Sai Gon			5
24	1953	2	1	1980	University of Pedagogy			4
25	1975	2	2	2007	HOU	2012	HOU	1
26	1973	2	2	2007	USSH	2012	Victoria University	2
27	1956	1	1	1995	HOU	2003	SEAMEO	4
28	1977	2	2	1999	University of Pedagogy	2007	Victoria University	3
29	1986	2	1	2008	HOU		in process USQ+HOU	1
30	1979	1	1	2005	HOU			2
31	1980	2	2	2002	Hong Bang	2012	Victoria University	1
32	1947	1	3	1974	Van Khoa Sai Gon	2011		3

YOB: Year of birth

G: gender 1: Male, 2: Female

TQ: Teaching qualification 1: Bachelor degree, 2: Master degree, 3: Doctor Degree

YOG: Year of graduation

TE: Teaching experience E1: 1-5yrs, E2: 6-10yrs, E3:11-15yrs, E4:15-20 yrs, E5: >20 yrs

TEACHERS' CURRENT BELIEFS

Group A: Teachers with least progressive beliefs

T code	CB-Mean	YOB	G.	TQ.	BA YOG	School of training	MA YOG	MA School of training	TE
3	2.10	1956	2	1	1995	TH, Hanoi University			5
13	2.12	1977	1	2	1999	HOU	2007	Bolton University	2
20	2.27	1959	2	1	1984	Hue University			5
9	2.30	1955	1	2	1978	University of Padagogy	2001	Central State (USA)	5
2	2.32	1957	2	2	1992	USSH	2001	University of Canberra	4
32	2.38	1947	1	2	1974	VKSG	2011		3
1	2.40	1980	2	2	2004	HOU	2012	Victoria University	1
24	2.44	1953	2	1	1980	University of Padagogy			4
23	2.45	1944	1	1	1974	Van Khoa Sai gon			5
11	2.50	1947	1	1	1970	Van Khoa Sai gon			5

Group B: Teachers with intermediate progressive beliefs

T code	CB-Mean	YOB	G.	TQ.	BA YOG	School of training	MA YOG	MA School of training	T E
17	2.58	1955	2	2	1995	HOU	2004	Vic	4
7	2.58	1954	1	1	1994	University of Pedagogy			5
16	2.59	1976	1	2	1998	University of Pedagogy	2003	Latrobe	3
18	2.59	1960	2	2	2001	HOU	2009	Victoria University	2
8	2.62	1943	1	1	1972	Dalat SG			3
14	2.62	1966	2	2	1996	HOU	2006	Preston University (USA)	4
5	2.63	1959	1	2	1992	USSH	1999	Solvay brussels	4
15	2.63	1974	1	2	1996	College of Pedagogy, Dong Nai	2008	Canberra University	4
27	2.68	1956	1	1	1995	HOU	2003	SEAMEO	4

6	2.68	1977	1	2	1996	HOU	2000	Victoria University	1
22	2.73	1976	2	2	2001	University Pedagogy	2007	Victoria University	2
26	2.73	1973	2	2	2007	USSH	2012	Victoria University	2

Group C: Teachers with most progressive beliefs

T code	CB-Mean	YOB	G.	TQ.	BA YOG	School of training	MA YOG	MA School of training	T E
21	2.79	1954	2	2	1995	HOU	2009	La Trobe	3
12	2.82	1981	2	2	2004	Van Lang	2011	Victoria University	2
25	2.83	1975	2	2	2007	HOU	2012	HOU	1
4	2.83	1972	2	2	1996	University of Pedagogy	2006	USSH	3
28	2.85	1977	2	2	1999	University of Pedagogy	2007	Victoria University	3
29	2.87	1986	2	1	2008	HOU		in process USQ+HOU	1
30	2.88	1979	1	1	2005	HOU			2
19	2.98	1963	2	1	1997	University of Pedagogy			4
31	3.00	1980	2	2	2002	Hong Bang	2012	Victoria University	1
10	3.02	1980	2	2	2003	USSH	2009	HOU	2

TEACHERS' CURRENT PRACTICES

Group A: Teachers with least progressive practices

T code	CP-Mean	YOB	G.	TQ.	BA YOG	School of training	MA YOG	MA School of training	TE
23	2.03	1944	1	1	1974	VKSG			5
1	2.38	1980	2	2	2004	HOU	2012	Victoria University	1
27	3.03	1956	1	1	1995	HOU	2003	SEAMEO	4
17	3.10	1955	2	2	1995	HOU	2004	Victoria University	4
15	3.21	1974	1	2	1996	College of Pedagogy, Dong Nai	2008	Canberra University	4
18	3.25	1960	2	2	2001	HOU	2009	Victoria University	2
8	3.26	1943	1	1	1972	Dalat SG			3
24	3.28	1953	2	1	1980	University of Pedagogy			4
5	3.31	1959	1	2	1992	USSH	1999	Solvay Business School, Brussels	4
32	3.42	1947	1	3	1974	Van Khoa Sai Gon	2011		3
6	3.43	1977	1	2	1996	HOU	2000	Victoria University	1
4	3.46	1972	2	2	1996	University Pedagogy	2006	USSH	3
11	3.47	1947	1	1	1970	Van Khoa Sai Gon			5
12	3.49	1981	2	2	2004	Van Lang	2011	Victoria University	2

Group B: Teachers with intermediate practices

T code	CP-Mean	YOB	G.	TQ.	BA YOG	School of training	MA YOG	MA School of training	TE
20	3.53	1959	2	1	1984	Hue University			5
13	3.56	1977	1	2	1999	HOU	2007	Bolton University	2
22	3.58	1976	2	2	2001	University Pedagogy	2007	Vic	2
29	3.58	1986	2	1	2008	HOU		in process SSQ+HOU	1
30	3.61	1979	1	1	2005	HOU			2
19	3.65	1963	2	1	1997	University of Pedagogy			4
31	3.65	1980	2	2	2002	Hong Bang	2012	Victoria University	1
14	3.67	1966	2	2	1996	HOU	2006	Preston University (USA)	4
16	3.72	1976	1	2	1998	University of Pedagogy	2003	La Trobe University	3
26	3.76	1973	2	2	2007	USSH	2012	Victoria University	2
2	3.79	1957	2	2	1992	USSH	2001	Canberra	4
10	3.81	1980	2	2	2003	USSH	2009	HOU	2
9	3.94	1955	1	2	1978	University of Pedagogy	2001	Central State (USA)	5
28	3.99	1977	2	2	1999	University of Pedagogy	2007	Victoria University	3

Group C: Teachers with most progressive practices

T code	CP- Mean	YOB	G.	TQ.	BA YOG	School of training	MA YOG	MA School of training	T E
25	4.00	1975	2	2	2007	HOU	2012	HOU	1
7	4.01	1954	1	1	1994	University of Pedagogy			5
3	4.03	1956	2	1	1995	TH Ha noi University			5
21	4.04	1954	2	2	1995	HOU	2009	La Trobe University	3

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