

# FACTORS AFFECTING EFFECTIVENESS OF TEACHING ENGLISH FOR SPECIFIC PURPOSES IN AGRICULTURAL AND FORESTRY UNIVERSITIES IN VIETNAM

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## SUMMARY

This paper analyses the effectiveness of teaching English for Specific Purposes (ESP) in several tertiary educational institutions in agricultural and forestry field in Vietnam contexts. Apart from reviewing the criteria and methods of measuring the teachers' effectiveness including value-added models, classroom observations, manager evaluations, portfolios, self-reports of practice, and student evaluations, it also examines the challenges faced by Vietnamese university teachers in teaching ESP in agricultural and forestry field and the ways they dealt with these issues. Interviews with twenty ESP teachers who are of different levels of professional qualifications teaching different ESP major at five educational institutions in Vietnam revealed that although the teachers had different educational backgrounds, they thought they were in disadvantageous situations and conditions to teach ESP. Their levels of effectiveness were very low due to several challenges. The educational institution characteristics (the socio-cultural context) and teachers' beliefs about teaching ESP were clearly seen as the most influential factors on their low levels of teaching effectiveness. All these factors facing the ESP teachers are regarded as the big barriers to their teaching effectiveness. This paper also presents the implications and recommendations from these findings for educational policy makers, university leaders to improve ESP teaching and learning quality in the field of agricultural and forestry in Vietnamese situations.

**Keywords:** agricultural and forestry field, English for specific purposes, teaching effectiveness, Vietnamese universities.

## 1. INTRODUCTION

A number of studies have figured out the impact of teachers' teaching effectiveness, which refers to teacher confidence in his/her abilities to activate student learning in specific task (Hoy et al., 2006), on teachers' actual pedagogical behaviours, and on students' achievement (Chen & Goh, 2011). However, there is little concern and discussion about English as Foreign Language (EFL) teachers' challenges, especially in Vietnamese educational contexts. This research project aims to fulfill the concern by exploring teachers' effectiveness in correlation with the difficulties and/or challenges in teaching ESP within the field of agricultural and forestry in Vietnamese universities. It is also expected that the findings of this study may provide more data to understand better about the teaching and learning of ESP in the field of agricultural and forestry fields of higher education.

### **ESP teacher effectiveness**

Many different conceptions and complicated definitions of teacher effectiveness have been

argued, and sometimes it generates controversy. Educational researchers have defined teacher effectiveness as a powerful aspect of teachers' wider beliefs about teaching (Chen & Goh, 2011; Hoy et al., 2006). Teacher effectiveness, in the narrowest meaning, refers to a teacher's ability to improve student learning as measured by student gains on standardized achievement tests (Olivia Little et al., 2009). Teacher effectiveness is also understood as the commitment to their teaching and job satisfaction (Moè et al., 2010; Sharma and George, 2016). More specifically, the term teacher effectiveness is defined as "teacher's beliefs in the ability to organise, implement and manage the courses of action required to accomplish a specific teaching task in a particular teaching context successfully" (Hoy et al., 2006, p.727). In this study, Hoy, Davis and Page's (2006) definition will be used as a working definition in order to examine teachers' effectiveness in their ESP practice and the relation between their levels of effectiveness and teaching difficulties. The specific context

for the study is teaching ESP in the area of agricultural and forestry .

What individuals believe, and how they think and act is always shaped by cultural, historical, and social structures (Bandura, 1977). Bandura also suggests that people who have a strong sense of effectiveness are self-confident about their ability to cope with challenges and believe that their ideas and solutions can make a difference to the situation. There are some domains to consider to characterize the teacher effectiveness: instructional effectiveness (use of teaching method, use of technology, etc); use of assessment for student learning; positive learning environment; and personal quality of the teacher. So, when evaluating teacher effectiveness, it is vital to take into consideration their teaching task, teaching activities and learning context and personal competence (Tschannen-Moran and Hoy, 2002). The teaching and learning context is related to the available resources in order to facilitate learners' learning process while the personal competence is inferred as teaching skills, frame of reference, and personal traits of the teacher. The interactions between those factors lead to the judgement or evaluation about teacher effectiveness. These factors are significant basis to explore Vietnamese teacher effectiveness in teaching ESP at higher educational level.

Teacher effectiveness is one of the teacher characteristics which significantly affect student achievements (Hoy *et al.*, 2006; Sharma and George, 2016). Teachers who have high effectiveness expectations appear to be more confident and engaged in specific teaching tasks and in classroom activities that support learning process. Therefore, a successful experience with teaching seems to have a positive impact on teacher effectiveness and so a teacher tends to remain this kind of teaching behaviour (Hoy and Spero, 2006). In order to figure out teachers' levels of effectiveness, it is necessary to point out their perceptions of the ESP teaching tasks and context features for teaching ESP.

### **ESP teaching in Vietnam**

ESP has been defined as a compulsory subject in undergraduate curricula of higher educational institutions throughout Vietnam. Some common issues in teaching ESP include lack of needs analysis in designing ESP courses and teaching materials, students' low English proficiency, and low quality of ESP teachers (Nguyen and Pham, 2016). There have been several researches on the issues in teaching ESP. These are divided into 03 main groups: (1) issues related to students; (2) issues related to teachers; (3) and issues related to environment and others. In Vietnamese higher educational contexts, ESP courses are taught when students finish their prerequisite GE courses. However, it is the fact that students are not ready for ESP courses, ESP classes are often too large, in some universities, the learners' intrinsic motivation is low because students find that ESP is too different from general English. Also, there have been numerous researches focusing on teachers' competency and their roles as a means to improve the quality of teaching and learning (Barrett *et al.*, 1997). It is noticeable to recognize the role of teachers as researchers in an ESP classroom (Hyland, 2007). ESP teachers need to be literate in the field of information technology to be able to search and find proper data related for designing courses/syllabi that are tailored to the needs of their targeted students (Nguyen and Pham, 2016). Hyland (2007), for instance, suggested that ESP teachers employ authentic materials for their students, and so there is a need for collaboration between ESP teachers and specialist teachers of the relevant sector. It can be seen that ESP teachers are expected to be responsible for improving the teaching and learning quality.

However, there has not been adequate concern and discussion on the levels of teaching effectiveness acquired by ESP teachers in order to fulfill those expectations, especially, there has been a little investigation into teacher effectiveness of teaching ESP in Vietnamese higher educational context.

## 2. THE STUDY QUESTIONS AND METHODS

Carrying out the study, the researchers aim to collect data on the level of teacher effectiveness by exploring teacher perceptions of the difficulties and/or challenges of teaching ESP in higher educational context and how teacher effectiveness can be regarded as a foundation for ESP teachers to adapt to their teaching context and the underlying reasons for the feasible adaptability. In order to implement the study, these two research questions need answering:

1. *What are teachers' current levels of effectiveness in teaching ESP?*
2. *What are factors affecting their effectiveness in teaching ESP?*

### **Methods of evaluating teacher effectiveness**

Given this definition of teacher effectiveness, in order to evaluate it, what criteria of teacher effectiveness should be based on. Korthagen (2004) discussed the criteria of a teacher's effectiveness into four groups including methodological competency, subject-oriented competency, communicative/reflective thinking competency and organizational competency [2004: 77-97]. Five groups of criteria were mentioned as a guide for evaluating teacher effectiveness naming mental capability, interpersonal skills, management ability, professional capability), and personality traits (Hong et al., 2008). In the light of those criteria of teacher effectiveness, several methods applied in this study to evaluate teaching were *value-added models, classroom observations, manager evaluations, portfolios, self-reports of practice, and student evaluations* (Olivia Little et al., 2009). Oliva Little et al. (2009) cited Goldhaber & Anthony (2004) that value-added models provide a summary score of the contribution of various factors toward growth in student achievement. The method's underlying assumptions are straightforward: students' prior achievement on standardized tests can be used to predict their achievement in a coming specific subject. When most students in a

particular class perform better than predicted on standardized achievement tests, the teacher is credited with being effective. Also, classroom observations are the most common form of teacher evaluation and vary widely in how they are conducted and what they evaluate. They can be conducted by a school administrator or an outside evaluator. They can measure general teaching practices or subject-specific techniques. When measuring teacher effectiveness through classroom observations, valid and appropriate instruments are crucial. Moreover, Oliva Little et al. (2009) pointed out that portfolios are a collection of materials compiled by teachers to exhibit evidence of their teaching practices, school activities, and student progress. The portfolio process often requires teachers to reflect on the materials. They may contain exemplary work as well as evidence that the teacher is able to reflect on a lesson, identify problems in the lesson, make appropriate modifications, and use that information to plan future lessons. In addition, self-report of practice is defined by Oliva Little et al. (2009) that teacher self-report measures ask teachers to report on what they are doing in the classroom and may take the form of surveys, instructional logs, or interviews. Like observations, self-report measures may focus on broad and overarching aspects of teaching, or they may focus on specific subject matter, content areas, or techniques. They may consist of straightforward checklists of easily observable behaviours, practices and rating scales. Lastly, student evaluations most often come in the form of a questionnaire that asks students to rate teachers on a Likert-type scale (usually a four-point or five-point scale). Students may assess various aspects of teaching, from course content to specific teaching practices and behaviours. However, it is noticeable that student ratings are rarely taken seriously as part of teacher evaluation systems because they are sometimes not considered a valid source of information.

**Table 1. Matching measures to specific purposes**

Purpose of evaluation of teacher effectiveness	Value-added	Classroom observation	Analysis of artifacts	Portfolios	Teacher self-reports	Student ratings	Other reports
Find out whether teachers are able to design and carry out a lesson plan properly.		√	√		√		√
Determine whether teaching methods are creative and effective.	√	√	√	√		√	
Find out whether teachers' knowledge of the subject is qualified.	√	√	√	√		√	√
Find out whether teachers' English competency is qualified.		√	√	√		√	√
Determine teachers' ability to teach English language factors and skills: grammar, vocabulary, pronunciation, etc.	√	√	√		√	√	√
Examine the effectiveness of teachers in non-academic subjects.	√	√			√	√	
Determine whether teachers are meeting performance expectations in the classroom.		√				√	
Determine the ability to apply innovations, techniques and methods to teach and examine properly.	√	√	√	√	√	√	√
Find out whether score levels are meeting specific achievement goals.	√				√		√
Determine whether a teacher's students are meeting achievement development expectations.	√			√	√		√

(Source: *A practical guide to evaluating teacher effectiveness*, <https://files.eric.ed.gov/fulltext/ED543776.pdf>)

**Methods of data collection**

The data was collected via the interviews with ESP teachers (both direct and via the Internet). The questions were structured, open-ended and closed-ended. Interviews were conducted in 2020 with twenty ESP teachers of agricultural and forestry sector at five universities in Vietnam, with an average interview time of twenty minutes per participant. The universities are Academy of Agriculture, HCM City Agricultural and forestry University, Hue Agricultural and forestry University, Thai Nguyen Agricultural and forestry University, and Vietnam National University of Forestry. Although being ESP teachers, the participants' qualifications are in different majors: 01 teacher

with major in Education, 07 teachers with major is English linguistics, and 12 teachers with major in English teaching pedagogy. They are both males and females (06 males and 14 females) and of different age groups which were ranging between 26 and 58. The ESP courses that the participants taught include English for natural resources management, English for silviculture, English for environmental science, English for land management, English for biology technology, English for Business administration, English for agro-economics, and English for finance. The participants (5 holding PhD, 2 holding BA, 13 holding MA degree) are holding either doctoral or master degree or bachelor in English linguistics or

Teaching English to Speakers of Other Languages (TESOL). Of five participants with PhD degrees, two are majored in linguistics, and the other three are majored in pedagogy. All participants had experience in teaching ESP which ranged from four to thirty years.

The researchers employed semi-structured interviews with open-ended questions focusing on the participants' current teaching situation, perceptions of ESP subject and ESP teaching, teaching difficulties, responses to difficulties, and reasoning for the responses. All interviews were conducted in Vietnamese – the participants' mother tongue, to facilitate their expression of opinions (Larrivee, B. 1985; Nguyen & Tangen, 2016). The questions included “Could you please tell me about your difficulties in teaching ESP at your university?”

or “Have you got any challenges teaching ESP at your university?” Those questions are followed by questions asking them to give more clarity and justifications. For the data analysis, all interviews were recorded and transcribed. The key themes emerging were related to teachers' current contexts and their perceptions of ESP teaching and their adaptations. Teachers' lack of confidence in teaching ESP due to their lack of knowledge of the discipline, unmotivated and low level students, overworkload and exam-oriented teaching and learning, and teachers' desire for professional development are the most common themes found in the study.

### 3. RESULT AND DISCUSSION

#### The participants

**Table 2. Demographics of Participants**

Participant #	Gender	Age	Degree	No Yrs of teaching English	No Yrs of teaching ESP	ESP teaching course	General ESP training course
1	Female	49	PhD Linguistics	25	15	English for Economics	A module in master course
2	Male	40	MA in Education	18	13	English for Land Management	A module in master course
3	Female	35	MA in Pedagogy	12	7	English for Business Management	A module in master course
4	Female	37	PhD in Linguistics	15	10	English for Environmental Science	A module in master course
5	Female	34	MA in Pedagogy	10	10	English for Economics	A module in master course
6	Female	43	BA in Pedagogy	20	15	English for Finance and Accounting	Never
7	Female	41	MA in Linguistics	10	7	English for Commerce	A module in master course
8	Male	58	BA in Pedagogy	33	17	English for Silviculture	Never
9	Male	37	MA in Pedagogy	12	9	English for Biology Technology	A module in master course
10	Male	44	PhD in Pedagogy	22	9	English for Natural Resources Management	A module in master course
11	Female	36	MA in Pedagogy	13	6	English for Agro-economics	A module in master course
12	Female	34	MA in Linguistics	12	7	English for Urban Forestry	A module in master course
13	Female	38	PhD in Linguistics	16	10	English for Finance and Accounting	A module in master course

Participant #	Gender	Age	Degree	No Yrs of teaching English	No Yrs of teaching ESP	ESP teaching course	General ESP training course
14	Female	29	MA in Pedagogy	5	2	English for Business Management	A module in master course
15	Male	41	PhD in Pedagogy	18	8	English for Construction	A module in master course
16	Female	32	MA in Pedagogy	10	6	English for Water Resources Management	A module in master course
17	Female	26	MA in Linguistics	3	1	English for Economics	A module in master course
18	Male	37	MA in Pedagogy	14	9	English for Information Technology	A module in master course
19	Female	32	MA in Linguistics	9	2	English for Social Work	A module in master course
20	Female	31	MA in Pedagogy	9	3	English for Landscape Architecture	A module in master course

**Findings**

The key themes emerging in the interviews were related to teachers’ current unfavourable teaching context, perceptions of ESP teaching, and their adaptations into profession. The results showed that the teachers’ current levels of effectiveness in teaching ESP are rather various and moderate or low. Also, there are many factors that could be the barriers to teachers’ teaching effectiveness. Firstly, teachers’ current ESP teaching context in

general is unfavourable and sometimes even unmotivated. Besides, the interviewed teachers lack confidence in their teaching ESP due to their lack of knowledge of the discipline. Moreover, unmotivated and low level students, over-workload and exam-oriented teaching and learning, big class size, lack of teaching and learning materials and teachers’ targets to develop profession are the common topics found in the data recorded.

**Table 3. The interview results**

Factors affecting teaching effectiveness	Number of Participants	Percentage
Lack of confidence	17	85%
Unfavourable teaching context	19	95%
Unmotivated learners	14	70%
Class size	18	90%
Lack of teaching and learning materials	15	75%
Others	11	55%

All these factors facing the ESP teachers are regarded as the barriers to their teaching effectiveness. They are intentionally grouped into two main domains.

**Unfavourable ESP teaching context**

The participated teachers’ response to the question, “*what is your most difficult barrier or challenge in teaching ESP?*” showed that they would like more supportive and favourable teaching conditions. In contrast, they thought

that they were under a disadvantageous circumstance to carry out teaching activities because of the factors including unmotivated, incompetent students, no standardized syllabus, exam-oriented teaching and learning style, excessive workload related to teaching, inadequate ESP books of reference, and large classes. The teachers’ ideas were that the standardized or prescribed curriculum and adherence of procedures to theselected or

designed textbooks were definitely considered challenges.

*Classroom time allowance for ESP courses was not adequate for the desired outcomes. For example, in some of the teachers' view points, it is due to the constrained workload and the required syllabus content, they get demotivated. Moreover, they do not have enough time in class to achieve all the learning outcomes. (Participant 12)*

*I think class time for ESP is not enough. The content and skills to deliver to students is too much. Hence, both teachers and students may have stress and pressure. (Participant 13)*

Besides, students' lack of motivation and engagement to the course's content were also perceived as a difficulty in teachers' teaching. A relatively popular comment among the participants was that they were strongly of the opinion that their students found it difficult to understand and memorize the terminology in English. For instance, one teacher pointed out that:

*I think the biggest challenge of teaching ESP is that many students do not have enough English competence to be able to learn ESP. Therefore, understanding ESP lessons is a difficulty. (Participant 19)*

In addition, lack of teaching and learning resources and materials was also a hindrance to teaching ESP in these universities.

*"Resources for additional listening, reading activities to support students with the test or exams is a big problem. The resources for academic reading or listening are incredibly limited" (Participant 4).*

In addition, when being asked to identify supportive strategies or training programs supplied education institutions, a variety of ways were mentioned. However, it is notable that most of these strategies were based on self-study. Teachers commented that reading books, surfing internet or consulting their partners or colleagues would help them acquire knowledge of the field effectively. They felt that they could easily have control and access to the resources.

*I read major subject-based books and journal articles or surf the websites to look for resources. Moreover, I occasionally ask some experts of the field for advice and consultation. Some teachers of the specific discipline can speak both English and Vietnamese. (Participant 6)*

*I think I have to borrow Land Management and Soil Science books in Vietnamese. I have to read them first, for example, I have to understand land managing issues and soil terminologies in Vietnamese, then I would be able to explain it to my students more thoroughly and in-depth. (Participant 7)*

Their reasons for this approach were "This is my job, so I need to improve my knowledge and skills. I have no other choice of job so I need to learn myself and teach" (Participant 15). They were aware that the opportunities for professional development were very few. Even if there were some workshops offered, they had to struggle with a lot of obstacles to attend including time limitations.

*We tried to propose a professional development session for us but we couldn't make it. I think teachers are responsible for teaching only. We cannot get involved in decision making process. (Participant 17)*

*Proposing a change is very very difficult because leaders themselves also have headaches about this. The content to be delivered must be guaranteed but the teaching hours are shortened. It used to be a 75 hours long unit, then 45 hours, now only 30 hours. (Participant 20)*

The interviews indicate that the teachers were not confident to teach ESP in their contexts due to a number of perceived difficulties, including disadvantageous teaching contexts and their lack of knowledge of the field and/or skills. They utilised different pedagogical strategies. They did not rely on the support of the hosted institutions, even when support was available, due to time limitations, or the low quality and frequency of the support given.

#### **Lack of confidence to teach ESP**

The collected data illustrated that the interviewed teachers felt unconfident to teach ESP courses owing to their lack of knowledge and skills of the specific disciplines. Although they have completed BA, MA and even PhD courses, most of the participants (except three specialist teachers) were trained to teach General English, but due to the requirements of their universities, they were required to teach ESP. For the teachers who hold TESOL/English qualifications, teaching ESP is relatively challenging. They thought that teaching ESP requires knowledge and skills of

the specific disciplines. For example, these extracts from interviews with participants present this perspective.

*I teach ESP, mainly English for Business Administration, but I haven't had any training in economics or commerce. What I got is a degree in English teaching methodology. As a result, it takes me ages to prepare and design the lesson plan. (Participant 9)*

*My difficulties in teaching ESP are related to the lack of knowledge of the academic field of land management, I think. I myself have to learn to get this knowledge and my knowledge of land management cannot be as good as that of my colleagues who graduated with a degree in land management. (Participant 3)*

In contrast, three interviewees who have a background in a certain specific field such as silviculture, environmental sciences, finance-accounting, banking or economics felt that they were in need of pedagogical knowledge and terminology support. Many of the participants strongly believed that teachers' responsibility was to support students with vocabulary. The translation of the terms needed to teach their subjects was a big challenge for them. Some teachers emphasized that it was hard for them to understand academically or find equivalent terminologies in Vietnamese. As a result, they could not explain or provide the correct meanings of the terms to their students. This situation happens quite commonly among the interviewed teachers.

*Although I have a background in environmental science, some specialized terms in this sector are too hard to understand academically, and more complicated to deliver to students. If I cannot find the equivalent meanings of the terms appearing during the course in Vietnamese to give to students, they will get confused with those terms in English and feel hard to remember. Students always expect teachers to supply equivalent explanation or meanings of the given terms, but sometimes, such equivalence cannot be found, teachers have to resort similar words or explanation that cannot fulfill the students' satisfaction. (Participant 14)*

Whatever degrees they have gained in English teaching or in the fields of specialist subjects, the teachers felt unconfident in their ability to promote students' ESP learning. They believed they were under-prepared to teach ESP

courses and need more support of the knowledge in the professional field or ESP teaching methods to help them teach vocabulary more effectively.

### **3.3. DISCUSSION**

This study found that the teachers had a poor perception of their teaching effectiveness although there were different teaching contexts and different demographic and educational backgrounds. All teachers, including those who have Master and PhD degrees, were not confident enough to teach ESP in their contexts. They believed that they did not have sufficient background knowledge and skills in their specific fields. So, they believe that their teaching effectiveness is rather low. They only have teaching pedagogy and knowledge of English as a foreign language. A similar finding in a research points that the challenges are compounded by the fact that university EFL teachers have generally not been trained for the profession (Chen & Goh, 2011; Wu & Badger, 2009). This is similar to the Vietnamese context where the language attributes are generic in almost all undergraduate and postgraduate programs/courses (Hyland, 2007; Nguyen, 2013; Nguyen & Pham, 2016). As a result, the graduates feel that they are not well-trained to gain sufficient professional knowledge and skills to teach ESP courses. It is recommended that further research in the pre-service education need to be conducted to identify the gaps to address.

One of the striking features of the data was the similarity between the ways the different teachers approached to enhance their confidence in teaching (i.e. they usually resorted to their own learning experiences) and available resources. Among the interviewed teachers, almost all desperately needed some training on teaching methods and the specific areas such as silviculture, natural resources management, finance or agro-economics. They certainly needed support but to some extent they did not intentionally ask their institutions for this support or they could not. There may be some reasons for their strategies. Previous studies in Vietnamese higher education contexts pointed out that the supports from the host institutions such as professional development

workshops or master course may not give them enough credits or knowledge or skills to be confident to master what the fields needed. As some participants mentioned that there was no professional development plans or programs designed for them, so they had to strive to improve their knowledge and skills. In terms of tradition and culture, there may have great influence on EFL teachers' behaviours of not seeking the support from their institutions. They may be too shy to ask for help or they may want to keep face (Nguyen & Tangen, 2016). This may help explain why tertiary teachers use their own ways to solve their problems because they thought that it is possibly easier to stay in "safe zone" when they can do it themselves. Moreover, the teachers were not interested in professional workshops or discussions may be due to their beliefs about teaching ESP. Because ESP is often regarded as teaching specific English vocabularies, a few of the teachers found that they lacked understanding of the terms. Therefore, they might think that they just needed to master those terminologies. Therefore, their problems can be solved by learning the terms themselves or asking their colleagues to help with the terms. Previous studies (Nguyen, 2013; Nguyen, Fehring & Warren, 2014; Phan & Locke, 2016) found that teaching and learning in Vietnam is more content-based and topic-based. So, the teaching is text-book based and assessment or test oriented (Nguyen, Fehring & Warren, 2014). Finally, it is also important to mention and discuss the contradiction between what teachers wanted, and what they actually did to highlight the personal and contextual factors influencing their work effectiveness. On the one hand, the researched teachers were aware of their lack of specific field knowledge, and confidence, and eventually they needed support. On the other hand, they said they were too busy to use those supports. In her study, Ross (2007) stated that professional development has great impact on teachers' effectiveness. This finding also share the same idea with previous studies (Nguyen, Fehring & Warren, 2014; Phan & Locke, 2016) that the insufficient ESP-teaching training and professional development is a de-motivating factor to the quality of higher teaching context

in Vietnam.

#### 4. CONCLUSION

This lack of theoretical basis and pedagogical knowledge and skills threatens teachers' effectiveness in teaching ESP. ESP teachers in EFL countries such as Vietnam encounter many obstacles in their attempt to teach English and ESP. Apart from the external constraint such as limited teaching resources, prescribed textbook or syllabus, large class sizes and the workload, the biggest barrier appears to be the teachers themselves, stemming from their low levels of work effectiveness. Most teachers in the study reported that low level of teaching effectiveness due to their inadequate pedagogical knowledge and knowledge of the specific fields. There is clearly a need for teacher training programs to provide teachers with adequate pedagogical knowledge and language competence to embark on their teaching career. This foundation should be built upon through professional development programs. A consistent and practical policy for professional development is needed to help create a more advantageous teaching situation to improve the quality of teaching and learning at universities. In addition, the curriculum for English teachers training should be revised and reviewed on a regular basis to meet the requirements of the profession, especially in the areas of teaching English for Specific Purposes.

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## **NHỮNG YẾU TỐ ẢNH HƯỞNG ĐẾN HIỆU QUẢ GIẢNG DẠY TIẾNG ANH CHUYÊN NGÀNH TRONG CÁC TRƯỜNG ĐẠI HỌC THUỘC LĨNH VỰC NÔNG – LÂM NGHIỆP TẠI VIỆT NAM**

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<sup>1</sup>*Trường Đại học Lâm nghiệp*

### **TÓM TẮT**

Bài báo phân tích tính hiệu quả giảng dạy Tiếng Anh chuyên ngành của giảng viên ở một số cơ sở giáo dục đại học thuộc lĩnh vực nông – lâm nghiệp tại Việt Nam. Ngoài việc chỉ ra các tiêu chí và các phương pháp được sử dụng để đo tính hiệu quả giảng dạy Tiếng Anh chuyên ngành ra thì nghiên cứu cũng đi sâu vào tìm hiểu những khó khăn mà các giáo viên đang giảng dạy Tiếng Anh chuyên ngành ở một số trường đại học thuộc khối nông – lâm nghiệp đang gặp phải. Đồng thời, nghiên cứu cũng đề cập đến một số giải pháp gợi ý để vượt qua những khó khăn này. Qua phỏng vấn trực tiếp với các đối tượng nghiên cứu thuộc nhiều trình độ chuyên môn, bằng cấp và độ tuổi khác nhau hiện đang giảng dạy môn Tiếng Anh chuyên ngành tại năm trường đại học thuộc khối nông – lâm nghiệp ở Việt Nam cho thấy mặc dù các giáo viên có trình độ khác nhau nhưng họ đều có chung những bất lợi và hạn chế trong công việc giảng dạy môn học. Nói chung, tính hiệu quả giảng dạy môn học Tiếng Anh chuyên ngành còn thấp do những khó khăn mà họ đang gặp phải. Những yếu tố như đặc điểm đặc thù của nhà trường (yếu tố văn hóa – xã hội) và những quan điểm của giáo viên đối với môn học Tiếng Anh chuyên ngành được xem như là những yếu tố có sự ảnh hưởng lớn nhất đối với hiệu quả giảng dạy môn học. Tất cả các yếu tố ảnh hưởng đến giáo viên Tiếng Anh chuyên ngành là những rào cản lớn đối với hiệu quả giảng dạy. Nghiên cứu cũng đề cập đến một số kết luận và khuyến nghị nhằm nâng cao chất lượng dạy và học môn Tiếng Anh chuyên ngành cho các trường đại học thuộc khối nông – lâm nghiệp.

**Từ khóa:** đại học Việt Nam, hiệu quả giảng dạy, khối nông – lâm nghiệp, Tiếng Anh chuyên ngành.

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