

## **NATIVE ENGLISH TEACHERS IN EFL SPEAKING CLASSES: DEPICTING THEIR STRATEGIES TO TEACH VIETNAMESE STUDENTS**

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### **Abstract**

The aims of this research are; (1) to know the strategies used by native English teachers to teach speaking to the students of Vietnam National University of Agriculture, (2) to describe how the strategies contributed to the students speaking skills, and (3) to explain the problems faced by native English teachers in EFL speaking classes. This research is descriptive research with a qualitative approach. The data were collected through classroom observation, interviews, and documentation. It presents the result of the study in the form of a descriptive explanation. The findings of this research are the strategies used by native English teachers to teach speaking to the students of Vietnam National University of Agriculture, namely (a) group discussion, (b) role play, (c) brainstorming, (d) storytelling, (e) story completion, (f) describing picture, (g) game (guessing the word), (h) using target language/interview. Based on those strategies, the results show that the strategies help students to improve their speaking skills, vocabulary, and confidence. Also, it can help students to solve problems, increase sensitivity, think critically, and express their ideas. Furthermore, the findings of the problems faced by native English teachers in speaking class are (a) pronunciation, (b) lack of confidence, (c) lack of ending sounds, (d) no vocabulary and grammar.

**Keywords:** Native English teachers; teaching speaking; teaching strategies.

### **INTRODUCTION**

In communication, people need communication media that are organized in a certain social setting. Generally, this medium is called language (Annury, 2017). Language is a human capacity to acquire and use complex communication systems to express ideas, opinions, thoughts, and feelings (Deviyanti, 2017). Without using language, it's hard to imagine how people can work together with each other. One of the language skills that must be mastered by every foreign language learner is the ability to speak or communicate in the target language because speaking skill is the most important of the four skills. It is a necessary skill that language learners should master when they learn a language. Therefore, speaking skills must be taught and practiced in the language classroom because it will help students to

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communicate in English and improve their speaking skills (Gudu, 2015). In addition, speaking skills are the easiest way to communicate with people from another country to talk about many aspects of human life such as education, economics, politics, etc.

In terms of education, education in Vietnam is seen as an important factor in shaping one's personality and well-being. In other words, it is the most effective way that can be used to change the world. Like other non-native English-speaking countries, Vietnam has adopted English as a compulsory subject in the formal/informal education system to prepare its citizens to be able in the context of globalization (Hao, 2018). English language teaching has faced criticism related to the problematic proficiency of English language students, unprepared English teachers, lack of competent teachers, lack of teaching materials, improper teaching approaches, etc (Hoa, and Mai, 2016). Accordingly, teachers' teaching strategies are the most important aspect to be considered in the classroom. Teaching strategy can help teachers to make appropriate methods, techniques, and resources in achieving particular goals in learning and teaching activities as well.

In overcoming these problems, some informal education in Vietnam takes teachers from English native speakers. The reason is that English native speakers are able to convey the meaning and advantages of speaking a foreign language and convey various tactics to enhance the acquisition of the learners as implied by Ismaiel (2017). A native speaker teacher is an English teacher whose first language is English. The term native English teacher is most commonly used by English teachers who teach a language to non-native English speakers, either in a non-English country or to immigrants who have moved to an English country. According to Davies (1991), the first language a human being learns to speak is his native language, he is a native speaker of this language. He knows the cultural and linguistic norms of English. Native English speakers also offer a new perspective that can be explored in the classroom. Moreover, being born in one place does not guarantee that the person will be a native speaker of the native area because the language that the individual speaks at home may not coincide with the language in the native area; and children who are adopted in early childhood may not develop in the same linguistic environment of his or her birthplace. To get a clearer picture of what a native speaker is Lee (2005) has isolated seven defining features of the native speaker. They are; (a) the individual acquired the language in early childhood, (b) the individual has an intuitive knowledge of the language, (c) the individual is able to produce fluent, spontaneous discourse, (d) the individual is communicatively competent, (e) the

individual is able to communicate within different social, (f) the individual identifies with or is identified by a language community, (g) the individual does not have a foreign accent. According to Ma'mun (2019), a professional teacher should consider suitable strategies for teaching English. The strategies provided are effective for overcoming the emotions of students so that they can be assured of successfully completing learning and increasing students' learning motivation in speaking learning. From their teaching strategy, they were considered more knowledgeable about how to teach speaking (Mustikasari, 2015). Therefore, native speaker EFL teachers have their own strategies in their learning because strategies can develop critical thinking and problem-solving. In short, teaching strategies are very important since they determine the success of the teaching process. Strategies used by teachers should be interesting and can capture students' attention.

In this study, the researchers decided to conduct a study on strategies used by native English teachers to teach speaking to the students of Vietnam National University of Agriculture (VNUA). This is because based on the researchers' preliminary observation in August 2019, the students of VNUA have some difficulties in speaking skills, many students demonstrated low speaking proficiency, students lack linguistic awareness in vocabulary, pronunciation, and fluency. The urgency to investigate the native EFL teachers' strategies in teaching speaking is that because of the problems found in teaching speaking itself. As a consideration, mastering a second language or foreign language is the task of the learner and it is necessary not only to know the grammar of the foreign language such as English but also to use English in a real situation. Speaking, according to Hayriye, is to select the right word or phrase based on the appropriate social context, audience, situation, and topic. Being a fluent speaker requires a great knowledge of the language learned itself and its usage in real communication. The reason why the students are having problems with their speaking skills is that they are poor in grammar, vocabulary, and pronunciation. These problems belong to linguistics problems. Besides, psychological problems are also problems that often interfere with their emotional and physical health, students' relationships both with their teachers and classmates, work productivity, or life adjustment such as nervousness, lack of self-confidence, and afraid to speak. These problems may affect students' performance in their speaking (Hayriye, 2006). Thus, those problems lead researchers' curiosity to know the strategies used by the teachers to overcome the problems. According to those considerations, the research questions stated as follow; (1) What strategies are used by native English teachers to teach

speaking to the students of Vietnam National University of Agriculture, (2) how do the strategies contribute to the students' speaking skills?, (3) What problems are faced by native English teachers in EFL speaking classes?

## **RESEARCH METHOD**

### **Research Design**

This study used descriptive research with a qualitative approach. According to Cresswell (2012, p.16), Qualitative research is best suited to address a research problem in which you do not know the variable and need to explore. Descriptive research is generally done to describe the fact and the characteristic of the object or subject researched systematically and accurately. This study was conducted in Agriculture Homestay of Vietnam National University of Agriculture. The participants were 7 native English teachers, but there were only 2 teachers who teach in speaking classes so the data was taken from these 2 teachers.

The data gathering took place in Agriculture Homestay, Vietnam. The data itself was collected by the following data collection techniques: classroom observation, interviews, and documentation. The observation focused on the strategies used by native English teachers. There were three ways of doing observation: joining the speaking class, doing the observation, and observing the native speaker's strategy in teaching speaking, and also taking a notebook and instrument sheet during the teaching speaking process from the beginning to the end of the class. In the interview session, the researchers interviewed two native English teachers about the problems they encountered. For collecting the data from the interview, the researchers used three procedures as follows: preparing the concept of questions to the native English teachers, asking and talking in a friendly way according to the concept of questions that have been prepared, recording and writing the answers. In analyzing the collecting data, the researchers applied the step of qualitative data analysis proposed by Miles and Huberman (1994). The activities in the analysis included data reduction, data display, and conclusion drawing or verification. In the process of data reduction, the information was selected based on the research questions. The results of observation showed the strategies used by native English teachers to teach speaking to the students of VNUA and how do the strategies contribute to the student's speaking skills and the problems faced by native English teachers in EFL speaking classes. The result of the interview is to support the data and show the problems faced by the teacher in the speaking class. In the process of data display, the most

frequent form of display data for qualitative research data in the past has been narrative text. It was because the most common data display used is in qualitative research. In the last step data analysis is drawing a conclusion. Here, the researcher began to see what the data are. The researchers examined all entries with the same code and then merged these categories and found the connection among the categories. Finally, the researchers got the result and conclusion of this research. The research validity used is credibility. Data credibility will be intended to prove data that was collected appropriately and correctly. Some ways to get credibility are extended observation, increased perseverance, triangulation, discussion with friends, negative case analysis, using reference points, and member check. In this research, the researchers used triangulation. Triangulation is qualitative cross-validation. It assesses the sufficiency of data according to the convergence of multiple data sources or multiple data collection procedures. To check the validity of the data, the researchers used the triangulation technique.

## **RESULTS AND DISCUSSION**

### **Results**

The results of this study present the findings based on classroom observation, interviews, and documentation. This part presents the findings to answer the research problems. The following is the table of observation aspects:

1.1 Table of Observation

<b>No</b>	<b>The Aspects of Observation</b>	<b>Strategies used by (1st teacher)</b>	<b>Strategies used by (2nd teacher)</b>
1.	Introduction a. Greetings b. Praying c. Apperception d. Review the previous materials	√ x x x	√ x x x
2.	Processing a. Group Discussion b. Roleplay c. Feedback d. Using Target Language e. Brainstorming f. Storytelling g. Interview h. Describing Picture	√ √ x √ √ √ x	x x x √ x x √ √

		√	
3.	Evaluating a. Oral Question b. Written Question c. Review the Materials	x √ x	√ √ √
4.	Closing a. Giving homework b. Closing statement c. Praying	x √ x	√ √ x
5.	Additional information	<p>The first teacher used “warming-up” in the part of the introduction. In processing, he used story completion as the strategy to teach speaking.</p> <p>The second teacher used an “introduction to the learning aims” in the part of the introduction. In processing, he used strategies such as drawing the things, and game (guessing the word).</p>	

Based on table 1.1 above, it can be seen that in the observation there are some activities done by the native English teachers in teaching speaking to the Vietnamese students. To begin with the first aspect of observation, the first teacher opened the class using greetings and warming up. Meanwhile, the second teacher started the class by using greetings and an introduction to the learning aims. Furthermore, the second aspect is processing. The researchers found that the first teacher used group discussion, roleplay, using the target language, brainstorming, storytelling, describing the picture, and story completion. In comparison with the first teacher, the second teacher used feedback, using target language/interview, describing the picture, drawing the things, game (guessing the word) in teaching speaking. Furthermore, the third aspect is evaluating, the first teacher only used written questions, which is contrasted with the second teacher that used three aspects of evaluating, namely oral question, written question, and review the materials. The last aspect is closing, the first teacher used a closing statement. Meanwhile, the second teacher used strategies giving homework and closing statement.

In addition, to find out the strategies used by the native English teachers, the researchers also interviewed the teachers. The results of the interview analysis point out some strategies used and their contributions, and the problems commonly found by the teachers in teaching speaking. In terms of strategies used, the teachers mentioned some strategies. It was stated by the following statements:

*"I try to prefer peer interactions between classmates instead of teacher-student interactions, such as discussion, describing the picture, and story completion. In some meetings, I also applied roleplay and storytelling. I always think that the less I talk better it is. I give some guidance and a clear frame in which the students can interact. The best is when students spontaneously communicate with each other in English."* (1<sup>st</sup> teacher)

*"Feedbacks are very important, positive ones as well as negative ones, but I try to not interrupt an interaction between students and prefer to give feedback to the whole class at the end of the activity, without necessarily pointing at who made the mistakes. In that, it's very important to monitor correctly the interactions between students and take some notes."* (1<sup>st</sup> teacher).

The 2<sup>nd</sup> teacher also stated that:

*"Competition is usually a good motivator so I often divide them into teams for playing games. For speaking practice I make them work in pairs or small groups because it's easier to talk in these conditions than in a big group or in front of the class. I use regularly media like videos in order to work on their listening skills and pictures in order to work on their speaking skills."*

*"When you joined in my class, we went together outside the classroom. I told to the students to gather information about strangers. I think this kind of activity can help students to improve their confidence and interact with new people."*

In terms of problems faced by the students, the teachers mentioned some problems. It was stated by the following statements:

*"Most of the students lack confidence, they do not have many vocabularies, and we know that Vietnamese people when spoke English they are lack endings sound."* (1<sup>st</sup> teacher).

*"Each student has a different problem, but some problems that I faced in C1 class are the mental problem or lack of confidence, pronunciation, and lack of ideas."* (2<sup>nd</sup> teacher)

The results of the interview also strengthen the findings from observation related to the strategies used by native English teachers in teaching speaking. Those statements above are the evidence. To support those data, the researchers used the lesson plans in the documentation part.

### ***Discussion***

This study aims to determine the strategies used by native English teachers in teaching speaking and its contributions, and the problems faced by native English teachers in EFL speaking classes. As the results revealed, the researchers only present the strong data related to three types of data collection techniques. The following are the data:

#### **a. Group Discussion**

Group discussion is group learning in which each group is determined to have the responsibility to discuss in accordance with what has been determined by the teacher and they will make the conclusions or small notes containing the thoughts or opinions of the group. In a group discussion, the teacher divided students into small groups and gave them the materials about “planning a trip” in Vietnam. There are six destinations in Vietnam (Ha Long Bay, Sa Pa, Hue, Nha Trang, Phong Na, Ho Chi Minh City). For the activities, the students chose a destination and read the description of the destination, the students must make and write their own trip plan include the destination, transportation, when, things to do, things to bring during the trip. Then, the student must tell other groups about their holiday plans. The representative of each group needs to convince other groups to go with him to the destination that he chooses and makes sure that the representative of each group tells to other groups everything about the trip. In this activity, students learn to work together to provide arguments and ideas both in small groups and large groups in a collaborative and structured way. The contribution of this strategy to students is to help students to solve problems, think critically, and share opinions and arguments that are appropriate.

#### **b. Roleplay**

Roleplay is a learning strategy in which there is a mock behavior in accordance with a predetermined role, where students imitate the situation of the characters in such a way as to express one's behavior, expressions, and gestures in social relations between humans. Roleplay learning can be done in the classroom / outside the classroom. In the role-play, the teacher also guided the students to produce sentences. The teacher always chooses an interesting story to



make students feel fun and he believes with the role-play students can create many words, can produce a long sentence, and be more active in teaching-learning speaking. The native was sure that, with role-play, the students could create many words or even they could produce long sentences and they were more active in teaching-learning speaking.

The activity was the teacher invited three students, and each student is given one flash-card about “someone who is influential in society”, they are Tran Dai Quang, the President of Vietnam, Edward, an English teacher, and Phung Xuan Nha, the Ministry of Education and Training. After giving the flashcards, the teacher asked other students to prepare the properties (table, chair, etc) for making the situation at a big conference. After all the properties are prepared, the teacher asked students to pretend to be the character on flash-card and discuss the topic “the Education system in Vietnam” at a big conference. The contribution of this strategy is to improve speaking skills because students can use the vocabulary they have. In addition, students will also think critically when the teacher asks them to play roles such as actor, president, and forth.

**c. Brainstorming**

In this activity, the teacher prepared the group and presented the problem with the “Education system between Indonesia and Vietnam”. The teacher gave the students plenty of quiet time at the start of the session to write down as many of their own ideas as they can. Then, the teacher asked them to share their ideas, while giving students a fair opportunity to contribute. The last, the teacher guided the discussion. This strategy greatly contributes to the students' ability to speak, because this strategy is very effective and efficient for expressing ideas, opinions, criticize freely. A characteristic of brainstorming is that students are not criticized for their ideas, so students will be open to sharing new ideas.

**d. Storytelling**

In storytelling, the students tell a story briefly and clearly, or they can create their own stories to be shown to their classmates. The effect of this activity on students is to foster creative thinking. It also helps students express ideas in the initial form, development, and end result, including the character and setting of a story that must be possessed. Students can also make a puzzle or a joke. For example, at the beginning of each class session, the teacher can call on several students to tell short riddles or jokes as an opening. In this way, students can improve their speaking skills.

**e. Story Completion**

This kind of learning activity is not only carried out in Indonesia but also in Vietnam. This activity is very fun for students. Students make a circle, then, they can talk freely. For this activity, the teacher starts telling a story, but after a few sentences, he stops telling a story. Then, each student starts to continue from the point where previously stopped. Each student must continue 2-5 sentences. Students can add new characters, events, descriptions, and forth. This activity will make students more prepared to speak English.

**f. Describing Picture**

This learning activity really helps Vietnamese students to improve their speaking skills. In this activity, the teachers ask students to describe a picture (tourist attractions, actors, countries). Based on the activity, the native English teachers mentioned that that activity can improve the students' understanding and students' speaking skills.

**g. Game (guessing the word)**

In order to become a successful language learner in speaking, the students needed some strategies. Every student had a different strategy in learning to speak because they had different interests and characteristics in learning. The native speaker EFL teacher had some strategies to make students felt fun and interested in his lesson. The teacher should not only take notes and look at the book but also make students participate in speaking practice. In teaching speaking, the teacher used a game to improve speaking skills that are guessing the word. The activity was the teacher asked students to make a circle. Then, the teacher invited one student to come forward to guess a mystery word using up to 10 questions answerable by YES or NO. The only clue given is whether the words animal, fruit, vegetable, and sometimes abstract. In this activity, all students will take turns going forward, so this strategy is very effective in increasing their sensitivity, vocabulary, and confidence.

**h. Using Target Language/Interview**

In this strategy, the activity is carried out outside the classroom. The teacher asks students to gather information about "someone". This activity is carried out in full English and each student must make a video when they do the interview. Students must return to class and report their results 30 minutes before class ends. This activity is very influential for students to improve their ability to speak English and their confidence to interact with new people.

With regard to the classroom observations and interview, the researchers found some problems faced by native English teachers in EFL speaking classes as follows:

**a. Pronunciation**

Pronunciation is the biggest problem faced by native speaker EFL teachers when they teach speaking to the students of the Vietnam National University of Agriculture. The students are very difficult to pronounce the word or sentence in English because there are several letters of the alphabet in English that are not in Vietnam. Like the letters F, J, W, and Z. So it will be more difficult to pronounce the words that have the letters F, J, W, and Z.

In addition, they also cannot pronounce the letter "L" at the end of the words. Such as the word "well" becomes "weu", the word "kill" becomes "kiu", and others. The reason is that when they were children, the teacher only taught them how to pronounce L (Read:Leh). In this case, researchers found that the teacher's method for overcoming this problem was by using ELSA applications, so they can measure the accuracy of their pronunciation and the teacher also drill the students to pronounce the letter "L" in the FreeTalk session.

**b. Lack of Confidence**

In this case, the students of Vietnam National University of Agriculture who live in Agricultural Homestay are very insecure about their ability to speak with foreigners or native speakers. They choose to be silent and avoid native speakers or foreigners in the homestay. To solve this problem, every Sunday the teacher invites the students to go to Hoan Kiem Lake in the city center and asks them to practice English with foreigners or native speakers. This method is very effective to increase their confidence when they speak English with foreigners or native speakers.

**c. Lack of ending sounds**

Based on the observation, this problem often occurs when they are speaking. According to the teacher, the students do not use British, American, or Australian accents. But they use their own accent (Vietnamese) so the teachers have a problem understanding what they are talking about. For example the word "English" the students will not read "sh" sounds. Therefore, in communication between teachers and students, they are always miscommunication, so students must repeat the word or sentence until the teacher understands. In this case, researchers found that the teacher's method for overcoming this problem was by using "CAMBLY" and "ELSA" applications. So they can measure the accuracy of their pronunciation.

**d. No Vocabulary and Grammar**

In the process of speaking, vocabulary and grammar are very important to communicate because they can convey the objectives clearly. But the teachers find some problems faced by

students in the class, the students in the intermediate speaking class are not paying attention to their grammar and vocabulary when they are speaking. And they often make mistakes like how to use the word “wear” and “use”, “drive” and “ride” and others. To solve these problems, the teachers use E-Learning to increase student's awareness of their mistakes.

The first result showed that native English teachers used some strategies to teach speaking such as group discussion, role-play, brainstorming, storytelling, story completion, describing the picture, game (guessing the word), using target language/interview. Those results also answered the second research question, which is those strategies also contribute to the students in the classroom at Agriculture Homestay of Vietnam National University of Agriculture, as shown in the first result that mentioned those strategies can help students to improve their speaking skills, vocabulary, and confidence. Also, it can help students to solve problems, increase sensitivity, think critically, and express their ideas. This result is in line with the previous study conducted by Maulidar, Gani, and Samad (2019) which mentioned that the teachers in BP2IP Mahalayati Aceh used five strategies in teaching speaking, namely: role-play, drilling, games, describing a picture, and also discussion group. Hakim (2017) also mentioned teachers' strategies in teaching speaking, he claimed the teachers have applied the discussion, role-play, storytelling, and interview. In addition, it can be concluded that strategies are very important to be applied in the classroom since they determine the success of the teaching and learning process.

Furthermore, the next result presented the problems faced by native English teachers in EFL speaking classes at Agriculture Homestay of the Vietnam National University of Agriculture. The first problem was pronunciation. It is the biggest problem for students in Vietnam since the alphabet of Vietnamese is different from the English alphabet. The second problem was lack of confidence, many students were afraid of making mistakes and they chose to be silent and avoid native speakers or foreigners in the homestay. The next problem was the lack of ending sounds, it is because they used their own accent (Vietnamese), to deal with this problem, the native English teachers used “Cambly” and “ELSA” applications, so students can measure the accuracy of the pronunciation. The last problem was no vocabulary and grammar, for overcoming these problems, the teachers used E-Learning to increase student's awareness of their mistakes. Based on Mulidar et al (2017), three common obstacles were found during teaching speaking such as limited vocabulary, improper pronunciation, and less confidence.

## **CONCLUSION**

This current study is carried out in an attempt to know the strategies used by native English teachers to teach speaking to the students of Vietnam National University of Agriculture and how do the strategies contribute to the students' speaking skills. Also, the problems faced by native English teachers in EFL speaking classes. Based on the research results of classroom observation, interviews, and documentation there are several things to be concluded. First, native English teachers used some strategies to teach speaking to the students of Vietnam National University of Agriculture namely, (a) group discussion, (b) roleplay, (c) brainstorming, (d) storytelling, (e) story completion, (f) describing picture, (g) game (guessing the word), (h) using target language /interview. Based on those strategies, the results show that the strategies help students to improve their speaking skills, vocabulary, and confidence. Also, it can help students to solve problems, increase sensitivity, think critically, and express their ideas. Furthermore, there are four problems faced by native English teachers in EFL speaking classes namely, pronunciation, lack of confidence, lack of ending sounds, and lack of vocabulary and grammar. Besides those findings, this current study also has limitations in terms of the participant. In addition, the research site of this study is also only located in one place. Thus, it gives a chance for the future researchers to do the same research with a big number of participants from different places.

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