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Présentée et soutenue par

Thi Bich Ngoc NGUYEN

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Content and Language Integrated Learning in Vietnam: Evolution of Students' and Teachers' Perceptions in an Innovative Foreign Language Learning System

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Didactique des langues

**Content and Language Integrated Learning
in Vietnam: Evolution of the Students' and
Teachers' Perceptions in an Innovative
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Appendix 1 - Decision approving the scheme on foreign language teaching and learning in the national education system in the 2008-2020 period

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THE PRIME MINISTER

No. 1400/QĐ-TTg

SOCIALIST REPUBLIC OF VIET NAM

Independence - Freedom - Happiness

Hanoi, September 30, 2008

DECISION

APPROVING THE SCHEME ON FOREIGN LANGUAGE TEACHING AND LEARNING IN THE NATIONAL EDUCATION SYSTEM IN THE 2008-2020 PERIOD

THE PRIME MINISTER

Pursuant to the December 25, 2001 Law on Organization of the Government;
Pursuant to the June 14, 2005 Education Law and the Government's Decree No. 75/
2006/ND-CP of August 2, 2006, detailing and guiding the implementation of a number
of articles of the Education Law;

At the proposal of the Minister of Education and Training,

DECIDES:

Article 1.- To approve the Scheme on foreign language teaching and learning in
the 2008-2020 period with the following principal contents:

I. OBJECTIVES

1. Overall objectives

To comprehensively renew foreign language teaching and learning in the
national education system, to implement new foreign language teaching and learning
programs at different education levels and training levels in order to remarkably
improve human resources' foreign language proficiency, especially in a number of
prioritized domains, by 2015; by 2020, most young Vietnamese graduates of
professional secondary schools, colleges and universities will have a good command of
foreign language which enables them to independently and confidently communicate,
study and work in a multilingual and multicultural environment of integration; to turn
foreign languages into a strength of Vietnamese to serve national industrialization and
modernization.

2. Specific targets

a/ To implement a 10-year foreign language teaching program under which
foreign language is a compulsory subject starting from third grade at all levels of the
general education. From the 2010-2011 school year, to implement the new foreign
language teaching program for 20% of third graders and gradually expand the program

to reach the rate of around 70% by the 2015-2016 school year and 100% by the 2018-2019 school year;

b/ To implement an intensive foreign language training program in vocational education for 10% of vocational and professional secondary school students by the 2010-2011 school year, 60% by the 2015-2016 school year and 100% by the 2019-2020 school year;

c/ To implement an intensive foreign language training program in tertiary education (for both foreign language-oriented and non-foreign language-oriented training institutions) for around 10% of college and university students by the 2010-2011 school year; 60% by the 2015-2016 school year and 100% by the 2019-2020 school year;

d/ To renew foreign language teaching and learning in the continuing education program with training contents and curricula suitable to education and training levels, making active contributions to fostering and improving foreign language proficiency of human resources and state employees and civil servants; to diversify forms of learning to meet learners' demand.

To strive for the target that 5% and 30% of cadres, state employees and civil servants in state agencies will reach the level-3 or higher command of foreign language by 2015 and 2020, respectively.

II. TASKS

1. To prescribe that English and some other foreign languages be the foreign language subject at education institutions of the national education system.

2. To formulate and promulgate a uniform and detailed framework of 6 levels of foreign language proficiency compatible with universal foreign language levels to serve as a basis for elaborating curricula and teaching courses and plans, and elaborating evaluation criteria at each education or training level, ensuring the transferability in foreign language training between education levels.

The framework on foreign language proficiency levels should specify requirements on listening and reading comprehension and speaking and writing skills corresponding to criteria on 6 levels promulgated by the European Association for Language Testing and Assessment (EALTA) under which level 1 is the lowest and level 6 is the highest.

3. To formulate and implement a new compulsory foreign language training program at general education levels to reach the following targets: primary school graduates will each EALTA level 1; lower secondary school graduates, EALTA level 2; and upper secondary school graduates, EALTA level 3.

To organize the formulation of 10-year foreign language teaching programs for general education starting from third grade to twelfth grade, to compile textbooks, learning and training materials suitable to each grade or education level. To encourage education institutions to proactively formulate and implement bilingual and intensive foreign language training programs.

In addition to the compulsory foreign language subject (foreign language 1), pupils may choose to study another foreign language (foreign language 2). Foreign

language 2 may only be taught to pupils of sixth grade to twelfth grade who will reach EALTA-equivalent level 2 after graduating from upper secondary schools.

To formulate and implement programs to teach and learn in foreign languages a number of subjects such as mathematics and some relevant subjects at upper secondary schools.

4. To implement a new foreign language training program in professional education (professional secondary schools and vocational schools) under which vocational school graduates will reach at least EALTA level 2 and professional secondary school graduates, EALTA level 3.

For professional education, to apply different foreign language training programs suitable to learners at general education levels or different education levels.

5. To implement a new foreign language training program for tertiary education. Foreign language training contents at tertiary education institutions may be applied to two main target groups: those having studied foreign languages under the 7-year foreign language teaching program at general education schools and those having studied under the 10-year teaching program.

For non foreign language-oriented tertiary training institutions, the new training program must ensure that graduates reach at least EALTA level 3.

For foreign language-oriented training institutions, the new training program must ensure that college graduates reach level 4 and university graduates reach level 5 and that learners must study two foreign languages in a training course, one is principal (foreign language 1) and the other is additional (foreign language 2). The training period for additional foreign language must not exceed 1/2 of that for principal foreign language.

To formulate and implement a program to teach in foreign languages in the senior year of tertiary education a number of basic, fundamental, specialized and optional subjects of some key disciplines of study.

6. To renew foreign language training programs for continuing education

Foreign language training programs applicable to continuing education institutions must be diversified in training forms and levels and learners to meet learners' needs and positively address limitations of formal education.

Foreign language training programs at continuing education institutions must meet content and quality requirements. The level of foreign language proficiency of graduates from continuing education institutions must be equivalent to the level of those trained under formal education at corresponding education and training levels.

7. To renew testing and assessment methods in foreign language training; to form banks of questions to serve the testing and assessment of learners' foreign language proficiency; to intensify the application of information technology to foreign language training; to raise the efficiency of examination and accreditation of foreign language training quality.

III. SOLUTIONS

1. To set up the Central Steering Committee, which is composed of representatives of leaderships of concerned ministries and agencies with the Minister of Education and Training being its head, to direct the organization of implementation of this Scheme.

2. To review and formulate master plans and plans on training, retraining and recruitment of teachers and lecturers at training institutions nationwide, ensuring to meet requirements on quantity, structure and levels of training.

- To review and assess the pool of foreign language teachers and lecturers at all education levels, especially at general education institutions, thereby formulating master plans and plans on recruitment, training and retraining of teachers annually, up to 2010 and 2020, according to current regulations and criteria;

- To implement plans on training, retraining and recruitment of foreign language teachers of different education levels in order to supplement teachers and standardize their training levels under regulations. To open courses on, and grant certificates of, training skills to those reaching prescribed foreign language levels and wishing to become foreign language teachers or lecturers:

- To boost the renewal of training and retraining methods. To encourage training of teachers in international courses at home or overseas in which trainees are to be granted international certificates:

- To raise the training capacity and quality of existing foreign language colleges and universities; to expand the establishment of foreign language faculties in a number of eligible universities and colleges, to attach importance to building and developing the network of institutions which train foreign language teachers of college and university levels in the northwestern, northeastern, central highlands and Mekong River delta regions:

- To renew the enrollment of students to be trained into foreign language teachers in the direction of empowering schools in their enrollment of students for training and retraining:

- To strongly encourage and create a favorable mechanism for schools to link or cooperate with one another in training and recruiting qualified overseas Vietnamese or foreigners to teach foreign languages in these schools, especially foreign language-oriented schools or those providing intensive foreign language or bilingual training. To attract the assistance and participation in training of qualified voluntary organizations and teachers of English, French, Russian and Chinese-speaking countries.

3. To study, adjust, supplement and complete necessary and appropriate mechanisms, policies and regulations to meet requirements of foreign language teaching and learning in the national education system.

- To review, adjust and supplement appropriate mechanisms and policies for foreign language teachers and lecturers of all education levels, to facilitate the implementation of programs to raise the quality of teachers and education administrators;

- To formulate and promulgate investment policies and criteria on material foundations for foreign language training institutions;

- To boost the socialization of. and attract the entire society's contributions to, foreign language teaching and learning; to encourage foreign investment in diversifying forms of foreign language training institutions;

- To complete regulations on foreign language teaching and learning, testing and assessment and grant of foreign language diplomas or certificates; to encourage the establishment of quality foreign language training institutions.

4. To increase investment in material foundations and equipment for foreign language teaching and learning

- To formulate lists of essential equipment required for foreign language teaching and learning at all education and training levels; to promulgate standards on language labs; audio visual and multimedia labs;

- To step by step invest in procuring foreign language teaching and learning aids suitable to training institutions according to the Scheme implementation schedule, ensuring that 100% of schools covered by the Scheme have language and audio-visual labs:

- To formulate and implement plans on regular and periodical training in the use of foreign language teaching aids to ensure the practicality and efficiency, to intensify the application of information technology to foreign language teaching and learning at schools.

5. To increase international cooperation in foreign language teaching and learning

- To set aside part of education and training development aid funds for investment in foreign language teaching and learning at schools;

- To encourage education institutions to expand and diversify forms of international cooperation with organizations of countries which have native languages or national languages suitable to foreign language teaching and learning in Vietnam; to implement programs on cooperation and exchange of teachers with foreign countries in order to create favorable conditions for foreign teachers to teach foreign languages in colleges and universities in Vietnam.

To strive for the target that from now to 2015. 100% of foreign language teachers of colleges and universities and a segment of foreign language teachers of general education schools, vocational schools and professional secondary schools will receive short- or long-term professional training overseas.

To formulate and complete policies on international cooperation in foreign language teaching and learning; and policies and mechanisms to attract overseas Vietnamese and foreign experts to participate in foreign language training at home.

6. To build a favorable environment for foreign language teaching and learning, creating a motivation for Vietnamese young generations to learn foreign languages

- To increase propagation in order to raise the awareness of the entire society, especially young generations, about foreign language teaching and learning in the national education system to meet new requirements;

- To build and promote environments which encourage self-learning and improvement of foreign language proficiency and use by all people;

- To build a foreign language-used working environment in agencies and offices: to include the requirement on foreign language proficiency in the recruitment and employment of public employees and civil servants; to organize regular foreign language training for public employees and civil servants, especially young ones;

- To regularly maintain, expand and improve the quality of television and radio broadcasts exclusively reserved for foreign language teaching and learning. To use foreign language teaching channels of foreign radios and televisions. To encourage the publication of newspapers and magazines in foreign languages; and cultural, musical, artistic, communication, promotion and advertising activities using foreign languages;

- To encourage the development of foreign language teachers clubs.

IV. ORGANIZATION OF IMPLEMENTATION

1. Implementation plan

The Scheme shall be implemented in three periods as follows:

a/ The 2008-2010 period: This period will focus on completing conditions for formulating and experimenting new foreign language training programs and making preparations for mass implementation thereof at general education levels, specifically:

- To formulate and detail training programs;

- To work out plans and allocate funds for implementing the Scheme's 2008-2010 targets;

- To complete the formulation of curricula and compilation of textbooks for the 10-year foreign language teaching program of general education and curricula, teaching courses and materials for vocational and professional secondary schools, colleges, universities and continuing education institutions. To simultaneously select and use a number of foreign curricula, textbooks and materials on language training suitable to the targets and requirements of foreign language training in Vietnam;

- To complete the elaboration of curricula and compilation of training and learning materials for foreign language intensive, foreign language-oriented and bilingual training for a number of subjects in general education and a number of subjects and disciplines of colleges and universities;

- To review and assess the situation, and implement plans on recruitment, training and retraining, of foreign language teachers of primary and lower secondary school levels to prepare for the implementation of new foreign language training programs at the primary school level by the 2010-2011 school year and the upper secondary school level by the 2012-2013 school year according to plans;

- To review and assess the situation, and implement plans on recruitment, training and retraining, of foreign language teachers of vocational and professional secondary schools, colleges and universities to prepare for the 2009-2010 school year;

- To supplement teaching aids and equipment, to build foreign language labs, audio-visual and multimedia labs for a number of schools of different education and training levels;

- To complete the formulation and promulgation of incentive policies to attract Vietnamese citizens with a good command of foreign languages and teachers being overseas Vietnamese, native language teachers, foreign language teachers of voluntary

organizations of English, French, Russian and Chinese-speaking countries to teach foreign languages at different education levels;

- In 2009, provinces and cities shall complete plans to implement local 10-year foreign language teaching programs in the 2010-2020 period. Especially, to encourage schools in big cities, urban centers, towns and townships and primary schools which have provided two shifts of teaching a day to join these programs from the initial stage. Vocational and professional secondary schools, foreign language-oriented and non-foreign language-oriented colleges and universities shall complete their plans on intensive foreign language teaching and learning for the 2009-2020 period:

- To complete the formulation and promulgation of policies to create working, cultural and communication environments which support frequent and effective use of foreign languages, raising the motivation to study foreign languages among young generations;

- In the 2009-2010 school year, to implement advanced programs on training in English at tertiary education level;

- From 2009, to implement on a trial basis the 10-year foreign language teaching program for general education and intensive foreign language training programs for training institutions.

b/ The 2011-2015 period: This period will focus on the mass implementation of the 10-year foreign language teaching program for general education and intensive foreign language training programs for education and training levels.

- To continue recruiting, training, fostering and improving foreign language proficiency levels for foreign language teachers at different education and training levels;

- To continue building language labs, audio-visual and multimedia labs for schools of different education levels;

- From the 2010-2011 school year, to implement the 10-year foreign language teaching program according to the targets set for general education levels;

- To implement intensive foreign language teaching and learning programs at training institutions with priority given to such disciplines as information technology, finance-banking, tourism and business administration;

- To teach mathematics in foreign languages at around 30% of upper secondary schools in big cities and urban centers including Hanoi, Ho Chi Minh, Hai Phong, Hue and Da Nang cities and some other key localities. Each year, to increase the number of schools by around 15-20% and expand the program to 5 provinces and cities and to some other subjects;

- To teach in foreign languages a number of basic, specialized and in-depth subjects in a number of key disciplines in the senior year of tertiary education, starting with around 20% of students of national universities, regional universities and some other key universities. To gradually increase the annual percentage and expand the program to other schools and localities.

c/ The 2016-2020 period: This period will focus on the implementation of the 10-year foreign language teaching program nationwide and the intensive foreign

language training program for all vocational and professional secondary schools, colleges and universities.

- To continue recruiting, training, fostering and improving foreign language proficiency levels for foreign language teachers at different education and training levels:

- To continue building language labs, audio-visual and multimedia labs for schools of different education levels:

- To implement the 10-year foreign language teaching program for 100% of third graders nationwide;

- To implement the intensive foreign language training program for all vocational and professional secondary schools, colleges and universities.

2. Funds and capital sources for implementation of the Scheme

- The fund for implementing the scheme is estimated at VND 1.060 billion for the 2008-2010 period, VND 4.378 billion for the 2011-2015 period and VND 4,300 billion for the 2016-2020 period, totaling at VND 9,378 billion.

- State budget funds will be allocated under the national target program and annual expenditure estimates according to the management decentralization under the current State Budget Law;

- Loans, aid and other lawful funding sources.

3. Responsibilities of ministries, branches and agencies

a/ The Ministry of Education and Training in charge of the Scheme shall:

- Assume the prime responsibility for. and coordinate-with concerned ministries, agencies and localities in, translating contents of the Scheme into detailed programs and plans for implementation direction and guidance; annually and periodically examine, supervise, assess and synthesize results of the Scheme implementation nationwide for reporting to the Prime Minister:

- Assume the prime responsibility for. and coordinate with concerned ministries and agencies in. setting up an inter-branch steering committee for the Scheme implementation which is composed of representatives of leaderships of concerned ministries and agencies with the Minister of Education and Training being its head;

- Coordinate with the Ministry of Home Affairs in amending, supplementing and completing regulations on norms of state payrolls of foreign language teachers and lecturers; mechanisms and policies on recruitment and employment of foreign language teachers and management of foreign language training in the national education system;

- Assume the prime responsibility for. and coordinate with the Ministry of Home Affairs in. guiding the regular foreign language retraining for cadres, state employees and civil servants.

b/ The Ministry of Labor, War Invalids and Social Affairs shall assume the prime responsibility for. and coordinate with the Ministry of Education and Training and concerned agencies in, directing, guiding and organizing the implementation of the Scheme in vocational training suitable to the overall implementation schedule and plan guided by the Ministry of Education and Training.

c/ The Ministry of Planning and Investment shall:

- Assume the prime responsibility for, and coordinate with the Ministry of Education and Training in synthesizing annual and periodical plans on implementation of and investment in the Scheme for inclusion into the national socio-economic development plan, and submitting them to the Prime Minister according to regulations;

- Coordinate with the Ministry of Finance, the Ministry of Education and Training and the Ministry of Labor, War Invalids and Social Affairs in synthesizing and elaborating state budget-funded investment plans for the Scheme implementation.

d/ The Ministry of Finance shall assume the prime responsibility for, and coordinate with the Ministry of Education and Training and concerned ministries and agencies in, allocating, and guiding, examining and supervising the spending of, funds for the Scheme implementation according to the current State Budget Law.

e/ The Ministry of Home Affairs shall assume the prime responsibility for, and coordinate with the Ministry of Education and Training in, studying, guiding, promulgating or submitting to competent authorities for promulgation documents amending and supplementing regulations on appropriate mechanisms and policies on recruitment and use of norms of foreign language teacher and lecturer state payrolls in the national education system.

f/ The Ministry of Information and Communication shall assume the prime responsibility for, and coordinate with the Ministry of Education and Training in directing mass media agencies in increasing propagation and raising social awareness about renewal programs on foreign language education and training in the national education system to meet new requirements; creating a cultural environment which facilitates foreign language teaching and learning.

g/ People's Committees of provinces and centrally run cities shall:

- Direct the education and training sector and local functional agencies in formulating, and organizing the implementation of, programs and plans to implement the Scheme in their localities; examine, supervise, assess and synthesize results of the Scheme implementation in their localities and periodically report them to the Central Steering Committee and the Ministry of Education and Training;

- Coordinate with the Ministry of Education and Training, other ministries and central agencies in directing the Scheme implementation in their localities in a coordinated and uniform manner in conformity with the overall national plan and requirements;

h/ Education institutions shall:

- Fully understand and organize the serious and effective implementation of foreign language training-related activities in their institutions to meet the Scheme's requirements on guidelines, targets and tasks;

- Proactively perform the assigned tasks under the Scheme within their powers.

Article 2.- This Decision takes effect on the date of its signing.

Article 3.- Ministers, heads of ministerial-level agencies, heads of government-attached agencies and presidents of People's Committees of provinces and centrally run cities shall implement this Decision.

**FOR THE PRIME MINISTER
DEPUTY PRIME MINISTER**

Nguyen Thien Nhan

Appendix 2 - Decision approving the scheme on development of the system of specialized upper secondary schools in the 2010-2020 period

(Retrieved from <https://vanbanphapluat.co/decision-no-959-qd-ttg-approving-the-scheme-on-development-of-the-system>)

**THE PRIME
MINISTER**

No. 959/QĐ-TTg

**SOCIALIST REPUBLIC OF VIET
NAM**

Independence - Freedom – Happiness

Hanoi, June 24, 2010

DECISION

**APPROVING THE SCHEME ON DEVELOPMENT OF THE
SYSTEM OF SPECIALIZED UPPER SECONDARY SCHOOLS IN
THE 2010-2020 PERIOD**

THE PRIME MINISTER

*Pursuant to the December 25, 2001 Law on Organization of the Government
At the proposal of the Minister of Education and Training,*

DECIDES:

To approve the Scheme on development of the system of specialized
upper secondary schools in the 2010-2020

I. OBJECTIVES

1. General objectives

To build and develop specialized upper secondary schools into a system of high-quality secondary education institutions of national standards, with complete and modern teaching and learning equipment, to perform the task of fostering gifted students with outstanding study results into persons with patriotism, national pride and self-respect, sense of self-reliance, firm general knowledge, good methods of self-learning, research and creativity; and good health, in order to create sources for further training into talents, meeting the national development requirements in the period of

Specialized upper secondary schools constitute an upper secondary school model in physical foundation, teaching staff and organization of educational activities.

2. Specific objectives

a/ To consolidate, build and develop existing specialized upper secondary schools while increasing their sizes, ensuring that each province or centrally run city has at least one specialized upper secondary school with a total enrollment of specialized students accounting for some 2% of upper secondary school students of such province or city;

all specialized upper secondary schools will reach the national standards, including 15 key schools with educational quality equivalent to that of advanced secondary schools in the region and the world;

c/ To develop the contingent of teachers to be sufficient in quantity, rational in structure and highly professionally qualified; to raise the rate of teachers and administrators possessing doctoral or master degree while raising the teachers' professional qualifications, foreign language and computer skills as well as capability to conduct research into applied pedagogic science, thus meeting the requirements of both expanding the scale of and heightening educational quality and efficiency in specialized upper secondary schools. By 2015, all administrators and teachers will be highly professional qualified, have good computer skills and get used to modern teaching equipment; 20% of administrators and teachers can speak foreign language(s) in teaching and communication;

e/To create a continuity between the selection and fostering of gifted students at specialized upper secondary schools with the training of these students at universities; to select students with prominent gifts to study in classes of talented bachelors or high-quality engineers in domestic high-quality universities or prestigious universities overseas for further development of their gifts. By 2015, some 30% of graduates from specialized upper secondary schools will be trained in classes of talented bachelors or high-quality engineers in domestic universities or prestigious universities overseas, which will reach 50% by 2020.

II. TASKS AND SOLUTIONS

1. Formulating development master plans and plans and increase investment in physical foundation and teaching equipment for specialized upper secondary schools.

a/ To formulate master plans and plans on development of specialized upper secondary schools through 2015 and 2020, giving priority to expanding the floor area with at least 15 m²/ student; to invest in building specialized upper secondary schools up to national standards, each with adequate classrooms for 2 sessions/day, with a meeting hall, a gym. official-duty houses, dining hall, dormitory for boarding students, a stadium, a swimming pool, a system of functional rooms and subject study rooms sufficient in quantity and up to set standards with complete and modern equipment;

b/ To increase investment in the procurement of complete and modern teaching equipment for fostering gifted students, to renew the methods of teaching, examination and evaluation by teachers and students' study and acquaintance with scientific research: to upgrade information technology, communication and internet infrastructure; to establish an electronic information system networking specialized upper secondary schools and universities and prestigious educational institutions overseas:

c/ To develop a system of libraries, e-libraries, to purchase reference books and documents, to update information on education at home and abroad: to build up libraries of questions, written exercises, examination subjects, national and international examination subjects, meeting reference needs of teachers and students;

d/ To concentrate investment on 15 key specialized upper secondary schools with complete and modern physical foundations and equipment, with educational quality equivalent to that of advanced secondary schools in the region and the world;

e/ To mobilize more resources through international cooperation and foreign investment in education for building physical foundations and increasing modern teaching facilities and equipment for specialized upper secondary schools.

2. Developing a contingent of teachers and administrators in specialized upper secondary schools

a/ To supplement and perfect regulations on the structure and limit number of teachers and employees of these schools; and on recruitment and rotation of specialized upper secondary school teachers; to promulgate regulations on standards of teachers and administrators of specialized upper secondary schools, based on the standards of the teaching profession, the standards of secondary school principals, and other regulations on teachers and administrators of upper secondary schools;

b/ To restructure the contingent of administrators, teachers and employees in order to work out plans on recruitment and fostering for adequate number, structural balance and higher professional qualifications and working capabilities of these persons;

c/ To attach importance to building a contingent of standard-bearer teachers in professional activities in the system of specialized upper secondary schools, creating conditions for them to become active elements and bright examples in ethical quality improvement, self-study and creativity and building up a national network of activities for this contingent of teachers;

d/ To further train administrators and teachers of specialized upper secondary schools in order to raise their professional qualifications and computer and foreign language skills.

- To devise the contents of training of

- To organize refresher English and computer skill courses for administrators and teachers; to send English teachers of specialized upper secondary schools abroad for improvement of their English;

- To organize short- and long-term courses at home and abroad on teaching in English for mathematics, physics, chemistry, biology and informatics teachers so as to step by step teach these subjects in English at specialized upper secondary schools;

- To build various forums on the Internet for teachers and students to exchange their experience in teaching and learning; to hold seminars for experience sharing between specialized upper secondary schools and domestic and foreign educational institutions which train and foster gifted students.

3. Renovating teaching programs and materials, organizing recruitment of.

- Curricula in specialized upper secondary schools shall be formulated towards modernity and the advanced level in the region and the world; to raise the quality of all-sided education, attaching importance to physical education and personality improvement for students; to create conditions for students to develop all-sidedly, with deep knowledge in one field and good computer and foreign language skills; and to develop their capabilities of independent thinking and creativeness.

- To compile in-depth framework documents for teaching specialized subjects; documents guiding the development of curricula of specialized subjects; documents for teaching mathematics, physics, chemistry, biology and informatics in English; documents on organization of educational activities to foster talents in such specialized fields as natural sciences, social sciences and management;

- To selectively introduce some advanced foreign curricula and teaching documents to specialized upper secondary schools for reference and application.

- To formulate regulations on recruitment of students for

- To supplement and perfect regulations on screening of specialized upper secondary school students so that talented students can be additionally selected every year and every term and those not fully qualified to study in specialized upper secondary schools will be transferred to other upper secondary schools;

- To study the renewal of organization of exams for outstanding students, recruitment and fostering of teams for participation in regional and international Olympiads; to increase examinations among

4. Formulating and perfecting peculiar mechanisms and policies for specialized upper secondary schools, their administrators, teachers and students

- a/ To supplement and perfect mechanisms and policies, aiming to increase annual investments in human resources and finance for specialized upper secondary schools;

b/ To formulate priority policies towards teachers directly teaching specialized subjects, teachers whose students win awards at national or international contests and pass university entrance exams at high rates; policies to attract highly qualified teachers to teach at specialized upper secondary schools, especially foreign teachers to teach foreign languages;

5. Enhancing the management of specialized upper secondary schools

a/ To conduct public information for new perceptions of administrations at different levels, education administrations, administrators, teachers, students and society about the objectives of development of specialized upper secondary schools in the new period;

b/ To enhance the direction and management of specialized upper secondary schools by education administration bodies at all levels: to establish a system of information on management of specialized upper secondary schools nationwide;

c/ To enhance autonomy of the system in personnel and financial management, student recruitment, professional management and education socialization so as to bring into the fullest play physical foundations, equipment and highly qualified teachers in specialized upper secondary schools;

- To elaborate criteria, methods and process of assessing and inspecting educational quality, based on general regulations, in order to give a scientific, objective, fair and accurate assessment of the quality of schools, administrators, teachers and students, creating a motive force for raising the educational quality in the system of specialized upper secondary schools;

To organize annual and periodical assessment of educational quality of

6. Enhancing international cooperation in the development of the system of specialized upper secondary schools

a/ To step up cooperation in training and research with prestigious foreign educational institutions with a view to learning and exchanging good experience from recruitment, fostering and development of talented students to attach importance to cooperation in the development of

curricula and teaching documents, foster teachers and train talented students;

b/ To increase opportunities for teachers and students of specialized upper secondary schools to join in study tours to prestigious educational institutions overseas.

III. FUNDS

Funds for implementation of the Scheme will be VND 2.312.758 billion, including:

- The state budget:

- + The national target program on education and training: VND 1,295.417 billion;

- + ODA loans: VND 953.65 billion.

- Local budgets: VND 63,792 billion.

For 3 activities:

1. Activity I: Increase of physical foundation and leaching equipment

- Major contents:

- + Building 664 classrooms. 365 subject study classrooms, 49 gyms, 73 libraries, 73 meeting halls for teachers, 63 official-duty houses, 55 dormitories for boarding students and dinning halls, 13 swimming pools up lo set standards, on a total construction area of 255.950 m2;

- + Purchasing 73 sets of common-use equipment and equipment for teaching specialized subjects for talented students.

- Estimated fund: VND 1.660.722 billion.

2. Activity 2: Development of the contingent of teachers and administrators

- Major contents:

- + Overseas master-degree training of 200 teachers: training in the teaching of mathematics, physics, chemistry, biology and informatics in English for 7.30 teachers;

- + Overseas training in educational administration for 73 administrators; in English teaching for 600 teachers of English;

- + Domestic master-degree training of 500 teachers: training in the teaching of mathematics, physics, chemistry, biology, informatics in English for 1.090 teachers:

- + Domestic fostering in English language and computer skills for 1.560 administrators and teachers; training in the development of curricula and documents on specialized study subjects, renewal of methods of teaching, examination and assessment for 1,460 teachers of specialized subjects.

- Estimated fund: VND 624.290 billion.

3. Activity 3: Development of curricula and documents and assessment of educational efficiency.

- Major contents:

- + Formulation of curricula and compilation of teaching documents on 5 educational activities of fostering talents in specialized fields; on teaching mathematics, physics, chemistry, biology and informatics in English at grades 10. Hand 12;

- + Compilation of documents guiding the development of specialized subject curricula and teaching: documents guiding the renovation of teaching methods and the examination and assessment process; documents on online teaching and project-based teaching;

- + Building of a set of tools for examination and assessment of study results of students:

- + Evaluation and inspection of specialized upper secondary schools.

- + Organization of domestic and international seminars on experience in fostering of talented students.

- Estimated fund: VND 27.746 billion.

Organization of implementation

1. Implementation schedule;

- Reviewing and assessing the actual situation, formulating plans and arranging funds for achievement of the Scheme's objectives for 2010-2015 and 2016-2020 periods;

- Scrutinizing, evaluating and re-arranging the contingent of administrators, teachers and employees, working out plans for recruitment and fostering of teachers and administrators every year and in each period;

- Supplementing and perfecting legal documents promulgating regulations on organization and operation of specialized upper secondary schools; the teacher and employee structure and limit numbers; the recruitment and rotation of teachers;

- Elaborating and promulgating documents on standards of teachers and administrators of specialized upper secondary schools; on incentive policies towards teachers directly involved in teaching of specialized subjects, teachers whose students win national or international awards, teachers whose students pass university entrance examinations at high rates; on policies applicable to students with prominent talents, with national or international awards; on policies to create conditions for specialized upper secondary schools to cooperate and exchange experience with prestigious foreign educational institutions: on policies to attract highly qualified teachers to teach at specialized upper secondary schools; on recruitment of outstanding students who have graduated from talented bachelors' classes at pedagogical universities, and specialized upper secondary school teachers for domestic or overseas master and doctoral training; on criteria, methods and process of evaluating and examining the educational quality of specialized upper secondary schools;

- Formulating programs on training of teachers for specialized upper secondary schools at pedagogical universities; programs and contents for annual training of specialized upper secondary school teachers and administrators;

- Developing general curricula in specialized upper secondary schools: formulating programs and compiling documents on organization of educational activities to foster talents in specialized fields: on teaching of mathematics, physics, chemistry, biology and informatics in English;

- Compiling guiding documents on the development of curricula of specialized subjects, on renewal of teaching methods, renewal of examination and assessment; on online teaching and project-based teaching;

- Opening master courses and refresher courses on educational administration, English teaching and mathematics, physics, chemistry, biology and informatics teaching in English at home and overseas and refresher courses to raise foreign language and informatics levels as well as capabilities to develop teaching programs and contents for teachers and administrators;

- Studying and experimentally applying a number of advanced curricula in the world at a number of key specialized upper secondary schools; experimentally teaching mathematics, physics, chemistry, biology and informatics in English at a number of specialized upper secondary schools; proceeding to teach mathematics and informatics in English at specialized upper secondary schools in 2015:

- Studying renewal of examinations for outstanding students; recruitment and fostering of teams for participation in international and regional Olympiads; organizing more examinations among

- Formulating mechanisms for close alignment between specialized upper secondary schools and universities running talented bachelors' and high-quality engineers' classes and foreign universities with outstanding talented students. Establishing databases to monitor and evaluate study and working results as well as contributions of specialized students:

- Investing in expanding, upgrading or building specialized upper secondary schools up to national standards by 2015; prioritizing funds for construction of 15 selected key specialized upper secondary schools;

- Building a system of functional rooms and dormitories for boarding students, dining halls, gyms, meeting halls, adequate and standard subject study rooms with complete and modern equipment;

- Building a system of electronic libraries, upgrading information technology.

- Further mobilizing resources from individuals, enterprises, social organizations and socio-professional organizations, enhancing international cooperation and attraction of foreign investment in education for building physical foundations and increasing modern teaching facilities and equipment for specialized upper secondary schools:

Organizing domestic and international seminars on recruitment, fostering and development of talented students;

- Evaluating and accrediting of educational quality of specialized upper secondary schools nationwide.

- Further consolidating and carrying out activities deployed in stage 1:

- Further upgrading specialized upper secondary schools into upper secondary schools reaching national standards at high levels, striving for the target that by 2020, at least 50% of specialized upper secondary schools will reach teaching quality equivalent to that of advanced regional and international schools:

- Raising the quality of foreign language, informatics and English teaching, preparing for the teaching and learning of physics, chemistry and biology in English at around 30% of the schools, which will increase by 15-20% each year and at all schools by 2020;

- Selectively introducing quality foreign programs and documents for reference and application by specialized upper secondary schools.

2. Responsibilities of ministries, sectors and agencies

- Act as the standing body for organizing the implementation of the Scheme;

- Assume the prime responsibility for. and coordinate with ministries, ministerial-level agencies and localities in. detailing the contents of the Scheme into implementation programs and plans in order to direct and guide the implementation and remove problems in procedures and mechanisms for matters related to finance and international relations;

- Formulate detailed plans for implementation of the Scheme in each period and each year;

- Direct and guide provinces, centrally run cities and universities with specialized upper secondary schools in implementing the Scheme;

- Organize professional training and seminars on formulation of plans and ways of implementation of the Scheme;

- Inspect, evaluate and summarize results of implementation of the Scheme nationwide every year, every period and upon completion of the Scheme, and periodically report thereon to the Prime Minister.

- Direct their local education and training sectors as well as functional bodies in formulating and implementing plans on implementation of the Scheme in their localities: inspect, evaluate and summarize results of implementation of the Scheme in their localities, and periodically report thereon to the Ministerial level Steering Committee:

- Coordinate with the Ministry of Education and Training and concerned ministries and sector in providing the unified and comprehensive direction suitable to the requirements and national plan on implementation of the Scheme in their localities.

- Formulate detailed plans for implementation of the Scheme in each period and each year;

Strictly and efficiently carry out activities related to them, meeting the direction requirements, objectives and tasks of the Scheme;

- Inspect, evaluate and conduct preliminary and final reviews of implementation results in each period and upon completion of the Scheme and periodically report thereon to the Ministerial-Level Steering Committee.

- Effectively implement the Scheme at schools:

- Make self-assessment of implementation in each term, each year and upon conclusion of each stage of the Scheme;

- Abide by the prescribed reporting regime.

This Decision takes effect on the date of its signing.

Ministers, heads of ministerial-level agencies, heads of government-attached agencies and chairpersons of provincial-level People's Committees shall implement this Decision.-

**FOR THE PRIME MINISTER
DEPUTY PRIME MINISTER**

Nguyen Thien Nhan

Appendix 3 - Decision providing for teaching and learning in a foreign language at schools and other educational institutions

(Retrieved from <https://vanbanphapluat.co/decision-no-72-2014-qd-ttg-teaching-learning-in-a-foreign-language-at-schools-other-educational-institutions>)

THE PRIME
MINISTER

No. 72/2014/QĐ-TTg

THE SOCIALIST REPUBLIC OF
VIETNAM

Independence - Freedom - Happiness

Hanoi, December 17, 2014

DECISION PROVIDING FOR TEACHING AND LEARNING IN A FOREIGN LANGUAGE AT SCHOOLS AND OTHER EDUCATIONAL INSTITUTIONS

Pursuant to the Law on Governmental Organization dated December 25, 2001;

Pursuant to the Education Law dated June 14, 2005; the Law on amending and supplementing the Education Law dated November 25, 2009;

Pursuant to the Education Law dated June 18, 2012;

Pursuant to the Government's Decree No. 75/2006/ND-CP dated August 02, 2006 on providing specific guidance on implementation of several articles of the Education Law;

Pursuant to the Government's Decree No. 141/2013/ND-CP dated August 02, 2006 on providing specific guidance on implementation of several articles of the Law on Higher Education;

At the request of the Minister of Education and Training

The Prime Minister hereby promulgates the Decision on providing for teaching and learning in a foreign language at schools and other educational institutions.

Chapter I GENERAL PROVISIONS

Article 1. Scope of application and governed entities

1. This Decision provides for teaching and learning in a foreign language at general, continuing, vocational and university educational institutions, including: General provisions; arrangement for the teaching and learning in a foreign language; application procedure and process for, and approval-granting authority over the teaching and learning in a foreign language and implementation of this Decision.

2. This Decision shall not be applied to: Joint training programs in partnership with foreign educational institutions; general educational program for Vietnam-related history, politics, culture, arts and philology; wholly foreign-invested educational institutions.

Article 2. Principles of the teaching and learning in a foreign language at educational institutions

1. The teaching and learning in a foreign language must depend on social demands and learners' free choice.

2. Training programs or subjects designed in a foreign language must conform to the objectives, contents, educational and training methodology particularly intended for each training grade and level as well as comply with laws on education, training and vocational education.

3. Continuing education programs that use a foreign language for teaching and learning activities must comply with regulations equivalently applied to general education programs.

4. If a training program or subject is designed in a specific foreign language, tests and examinations are conducted in that language at higher education establishments or vocational schools.

Chapter II

ARRANGEMENT FOR THE TEACHING AND LEARNING IN A FOREIGN LANGUAGE

Article 3. Academic programs and materials used for teaching and learning in a foreign language

1. With regard to the general education

Any foreign language may be used partially or entirely to teach learners at general education level in Vietnam with the priority given to such majors as mathematics, natural sciences, technology and computer science. The use of course books and materials designed for teaching and learning in a foreign language (written in a foreign language, Vietnamese or in both languages) must be permitted by the Department of Education and Training.

2. With regard to higher education and vocational education

a) Training programs designed for university and vocational education levels must be approved by competent authorities while quality-certified academic programs offered by foreign-owned educational institutions may partially or entirely use a foreign language in the teaching and learning process; teaching and learning majors or disciplines in basic science, and certain skills or professions serving the social demands and international integration purpose shall be given the priority.

b) Teaching materials designed for teaching and learning in a foreign language at university and vocational education levels must be approved by the Headmaster (Head) of educational institutions on the basis of assessment conducted by the Council for Assessment established by that Headmaster (Head), which is required to ensure the conformance to assessment process for such teaching materials.

Article 4. Teachers and learners

1. Teachers of academic programs designed in a foreign language are required to gain acceptable professional degrees in accordance with regulations on professional titles of teachers of respective training levels; achieve rigorous standards for foreign language capability as follows:

a) Teachers of general educational levels must hold the certificate of foreign language proficiency which is ranked at least 2 levels higher than the level required in the foreign language proficiency that a student is able to receive after they finish their training program. This calculation shall be based on the 6-level Framework for foreign language proficiency applied in Vietnam or the like.

b) Teachers of higher and vocational education programs are required to achieve the foreign language proficiency ranked 5 out of the levels specified in the Framework for foreign language proficiency applied in Vietnam or the like. Those who have gained bachelor, master and doctorate degrees after experiencing a regular training abroad shall be granted exception to the abovementioned regulations on requirements for foreign language proficiency.

2. Learners must gain proper certificates of foreign language proficiency as a prerequisite for their participation in training programs or subjects designed in a foreign language as well as are required to follow the 6-level Framework for foreign language proficiency applicable in Vietnam or the like

Article 5. Equipment and facilities

Educational establishments that offer the academic program designed in a foreign language must provide necessary equipment, facilities, libraries, course books, academic materials in order to meet the requirements of training programs or subjects for teaching and learning in a foreign language (even foreign education and training programs are not exceptions).

Article 6. Examination and evaluation, recognition of graduation, award of diplomas or certificates

1. As for general education level, the final examination and test at the end of an academic year or grade of training programs or subjects designed in a foreign language must be designed in Vietnamese language. Learners shall be able to take more examinations in a foreign language in order to be entitled to incentives in accordance with instructions of the Ministry of Education and Training.

2. As regards higher education and vocational education, examinations, tests and any form of academic evaluation for the purpose of graduation recognition, award of diplomas or certificates in all of the training programs designed in a foreign language shall conform to Vietnamese laws if Vietnamese diplomas or certificates are conferred.

Article 7. Assessment of educational quality

1. The assessment of educational quality for training programs offered by Vietnam's educational institutions in a foreign language shall comply with legal regulations.

2. Assessment of educational quality for foreign-developed training programs shall be carried out by educational assessment agencies or organizations in overseas countries, recognized by the Ministry of Education and Training and the Ministry of Labor, War Invalids and Social Affairs.

Article 8. Tuition fee, use and management of tuition fee

1. Based on the correct calculation of tuition fee, balancing of revenues and expenditures as well as common consent from learners, educational institutions shall prepare the amount of tuition fee in each academic year and specific course in terms of each training program or subject designed in a foreign language for submission to competent authorities and give public notice to learners before enrollment as follows:

a) Amounts of tuition fee for general education, professional and vocational secondary education programs designed in a foreign language at local educational institutions shall be approved by the provincial People's Committees.

b) Amounts of tuition fee for vocational education and university education programs designed in a foreign language must be reported to governing bodies, the Ministry of Education and Training and the Ministry of Labor, War Invalids and Social Affairs before being brought into effect.

2. Using tuition fee to pay expenses incurred by the teaching and learning in a foreign language, even to pay remuneration to teachers and other costs associated with tuition fee must be detailed in the Proposal for implementation of training programs designed in a foreign language.

3. The management of tuition fee, bookkeeping activities, statistics and reporting of revenues and expenditures derived from tuition fee into annual accounting statements of an education establishment must conform to regulations laid down in applicable laws, ensure disclosure and transparency. Educational institutions are required to follow the request for inspection and examination carried out by financial institutions and competent educational authorities.

Chapter III

PROCEDURE, PROCESS AND AUTHORITY TO GRANT APPROVAL FOR THE TEACHING AND LEARNING IN A FOREIGN LANGUAGE

Article 9. Procedure and process

1. Procedure, process for the teaching and learning in a foreign language shall enclose:

a) A written request for grant of approval for the Proposal for implementation of training programs designed in a foreign language;

b) Proposal for implementation of training programs designed in a foreign language whereby the information below must be specified such as study program and materials; teachers, learners and facilities; examination, test, evaluation, graduation recognition, award of diplomas, certificates; assessment of educational quality; tuition fee, management and use of tuition fee and implementation of such Proposal;

c) Quality evaluation certificate granted to the training program derived from overseas countries (if any) by foreign quality assessment organizations and accredited by competent authorities in Vietnam.

2. Procedure and process for approval:

a) Educational institutions are required to submit 01 (one) set of documents to the competent authority in accordance with regulations set out in Article 10 hereof. Within a period of 05 (five) working days as from the receipt of such documents, the competent authority shall be responsible for take it into account and notify these educational institutions of any supplement or amendment to their application dossiers (whenever applicable);

b) Within a period of 20 (twenty) working days as from the date of fully receiving and completing the documentation regulated in Clause 1 of this Article, the competent authority shall be responsible for approving this application or notifying in writing the result of processing that Proposal to these educational institutions if the Proposal has not been approved yet.

Article 10. Authority to grant approval

1. The Director of the Department of Education and Training shall grant approval to the Proposal for implementation of training programs designed in a foreign language in respect of secondary educational institutions and professional secondary education establishments under his/her management.

2. The Director of the Department of Education and Training shall grant approval to the Proposal for implementation of training programs designed in a foreign language in respect of vocational secondary schools under his/her management.

3. The Head of the Division of Education and Training shall grant approval to the Proposal for implementation of training programs designed in a foreign language in respect of primary and secondary schools under his/her management.

4. The President (Head) of universities (especially, universities as members of National University, Regional University of which organization and operations

conform to the Charter of National University and Regional University), vocational colleges, professional secondary schools affiliated to Ministries and Ministerial-level agencies, shall be responsible for approving the Proposal for implementation of training programs designed in a foreign language at educational institutions of this type under his/her management.

Chapter IV

IMPLEMENTATION

Article 11. Responsibilities of Ministries and regulatory bodies

1. The Ministry of Education and Training and the Ministry of Labor, War Invalids and Social Affairs shall, within their delegated authority, direct the implementation of this Decision; conduct comprehensive guidance, inspection and supervision over the teaching and learning in a foreign language at localities, educational establishments under their state management; and send an annual report to the Prime Minister.

2. The Ministry of Finance shall preside over and cooperate with the Ministry of Education and Training, the Ministry of Labor, War Invalids and Social Affairs, and relevant Ministries and regulatory bodies as well as the People's Committee of centrally-affiliated cities and provinces in providing guidance on management and use of tuition fee of educational institutions that offer the training program designed in a foreign language, and in ensuring the compliance with applicable laws.

3. Relevant Ministries and regulatory bodies shall, within their delegated authority, cooperate with the Ministry of Education and Training in directing, inspecting and supervising implementation of training programs designed in a foreign language within their management; submitting an annual report to the Ministry of Education and Training for the purpose of compiling the general report to the Prime Minister.

Article 12. Responsibilities of the People's Committee of central-affiliated cities and provinces

Exercise the power delegated by the State to manage educational issues at localities under their management, approve amounts of tuition fee that learners have to pay to take part in the training programs designed in a foreign language at educational institutions under their management as well as submit an annual report to the Ministry of Education and Training, the Ministry of Labor, War Invalids and Social Affairs for the purpose of compiling the general report to the Prime Minister.

Article 13. Implementary provisions

1. This Decision shall take effect as from February 20, 2015.

2. The Minister, Heads of ministerial-level agencies, Heads of Governmental agencies, the President of the People's Committee of centrally-affiliated cities and provinces shall be responsible for enforcing this Decision./.

THE PRIME MINISTER

Nguyen Tan Dung

Appendix 4 - QUESTIONNAIRE ON THE TEACHING AND LEARNING IN A FOREIGN LANGUAGE AT HIGH SCHOOL

I am doing a PhD research project on the CLIL practice in Vietnam. My colleagues and I have elaborated this questionnaire. The aim of this questionnaire is to find out about the CLIL practice at your school. All information that is collected in the study is for research purposes only. Thank you very much for answering honestly the following questions. Your collaboration is essential to the project.

Group: _____ Gender: _____

Part 1: Student profile

1. When did you start learning English at school?

- ☐ Kindergarten ☐ Primary school ☐ Secondary school ☐ High school ☐ Other (specify.....)

2. Was English the first foreign language you studied at school?

- ☐ Yes ☐ No, I have studied first.

3. Are you taking any out-of-school English courses this year?

- ☐ Yes, I study hours/week. ☐ No

4. Have you studied a content subject in English ever before?

- ☐ Yes ☐ No

- (If yes) I studied(subject) in English(when) for.....(how long) because.....

5. Indicate how often you do the following activities in English

Activities	Often	Sometimes	Rarely	Never
Watching films, videos, etc.				
Listening to music, to the radio, etc.				
Reading books, newspapers, etc.				
Browsing webs				
Writing postcards, letters				
Speaking				
Other activities implying the use of English.....				

Part 2: Perceptions about English learning

1. Please indicate the degree you agree or disagree with these statements

1. Totally agree 2. Agree 3. Undecided 4. Disagree 5. Totally disagree

	1	2	3	4	5
1. I'm learning English because it's obligatory.					
2. Although it's obligatory, I like English.					
3. I like English because it will help me to find a good job.					
4. I like music in English and I want to understand it.					
5. I like watching films in English and understanding them.					
6. Knowing English will help me to understand video games.					
7. I do not like English.					
8. I like English, but I do not like the English subject.					
9. I get good marks in English.					
10. I want to travel/study abroad and knowing English will help me.					
11. I want to know English to be able to communicate with people from other countries.					
12. I'm interested in learning other languages.					
13. If I could, I would learn another FL apart from English.					
14. Speaking English is difficult.					
15. Reading English is difficult.					
16. Writing texts in English is difficult.					
17. Understanding spoken English is difficult.					
18. I get nervous when I have to speak English.					
19. I get nervous when I have an EFL class.					
20. I would like to get to know more English speakers.					
21. I try very hard in EFL class.					
22. Broadly speaking, I think learning English is important.					
23. In Hanoi, knowing English is necessary.					

Part 3: Perceptions about CLIL

1. Totally agree 2. Agree 3. Undecided 4. Disagree 5. Totally disagree

	1	2	3	4	5
1. I like English, but I do not like CLIL class.					
2. Explanations provided by the CLIL teacher are clear.					
3. I do not like taking the content subject in English.					
4. I get good marks in CLIL.					
5. I like taking mathematics (physics, chemistry...) in English					
6. I would be happy with taking another subject in English, apart from EFL.					
7. I get nervous when I have CLIL class.					
8. I try very hard in CLIL class.					
9. My level of English has improved thanks to the CLIL class.					
10. Taking content subject in English is easier than I thought.					
11. I work hard in CLIL class, but my level of English is not improving much.					
12. Having a high level of English is crucial for understanding content subject in English.					
13. The materials in CLIL are very useful.					
14. The CLIL teacher helps us very much to follow the subject.					
15. Taking the content-subject is important, regardless of the subject taught.					
16. I find it difficult to understand the content of the subject in English.					
17. I understand globally the content of the subject in English.					
18. I understand what the CLIL teacher explains, but cannot express myself in English.					

Choose only ONE answer for each question below:

19. Do you do best in your CLIL class?

☐ Yes (answer Q20, leave Q21)

☐ No (leave Q20, answer Q21)

20. I do my best in the CLIL class because

☐ It is a requirement.

☐ I like the concept of CLIL.

☐ I like English.

☐ I like that content subject.

☐ I want to study abroad.

☐ I want to participate in the international competitions.

☐ Other reason (specify.....)

21. I do not do my best in the CLIL class because...

- ☐ I am only interested in the entrance examination. ☐ There is no benefit in doing it.
- ☐ CLIL is too difficult. ☐ CLIL is too easy.
- ☐ Other reason (specify.....)

22. In the CLIL class, I have learned...

- ☐ A lot. ☐ Quite a lot. ☐ Neither a lot nor little. ☐ Little. ☐ Not at all.

23. What motivates me most in the CLIL class is...

- ☐ The way it taught ☐ The activities we do ☐ The amount of work we do ☐ Working in groups ☐ The marks

24. What motivates me least in the CLIL class is...

- ☐ The way it taught ☐ The activities we do ☐ The amount of work we do ☐ Working in groups ☐ The marks

25. My motivation in the CLIL class is...

- ☐ Very high ☐ High ☐ Neither high nor low ☐ Low ☐ Very low

26. I am happy with the CLIL courses because...

(Please list at least THREE reasons)

.....

.....

27. I am not happy with the CLIL courses because...

(Please list at least THREE reasons)

.....

.....

.....

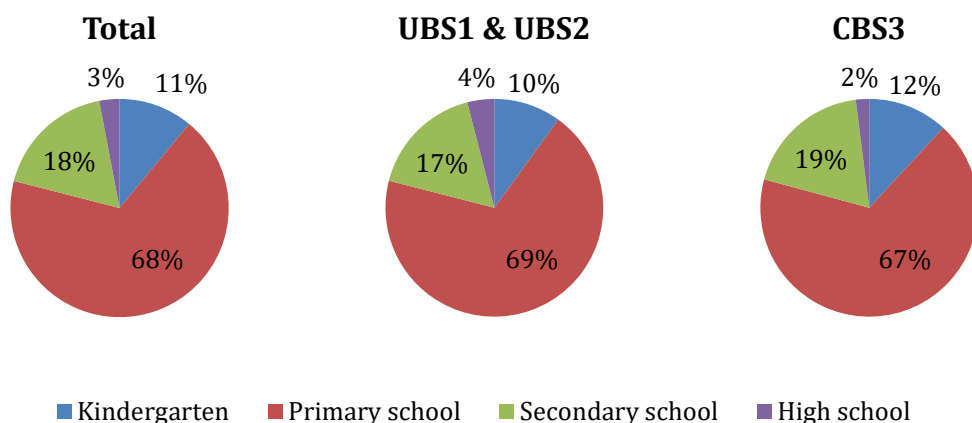
28. Do you have any other comments?

.....

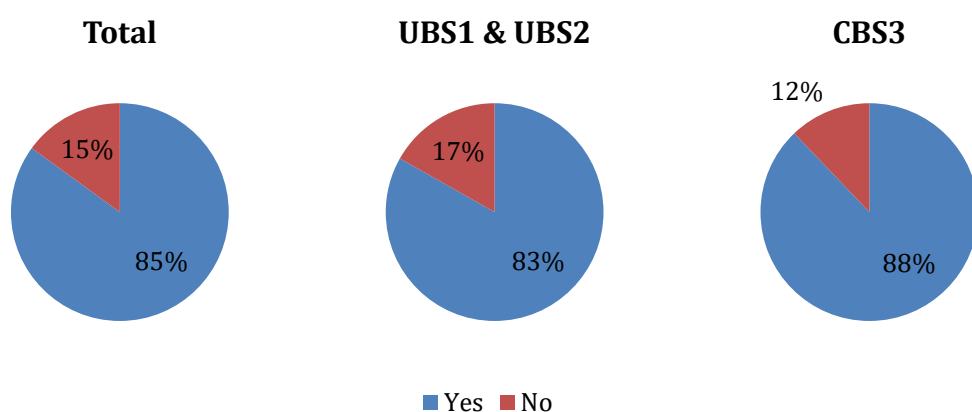
.....

Thank you very much

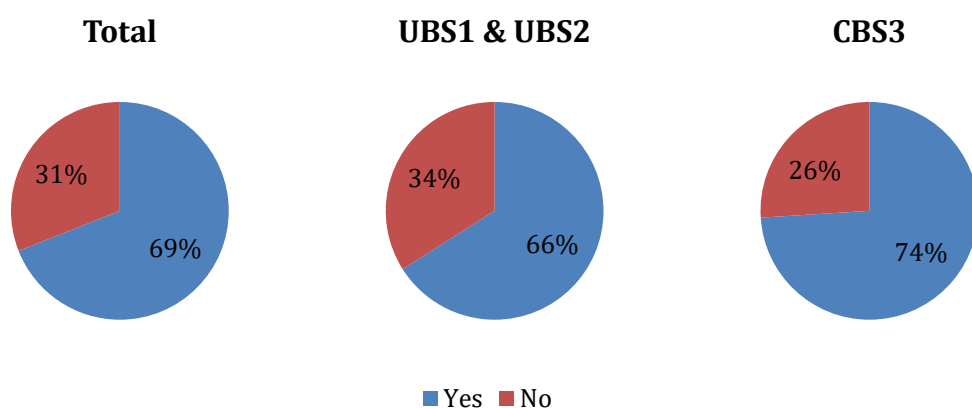
Appendix 5 - Results from the first student questionnaire: early perceptions



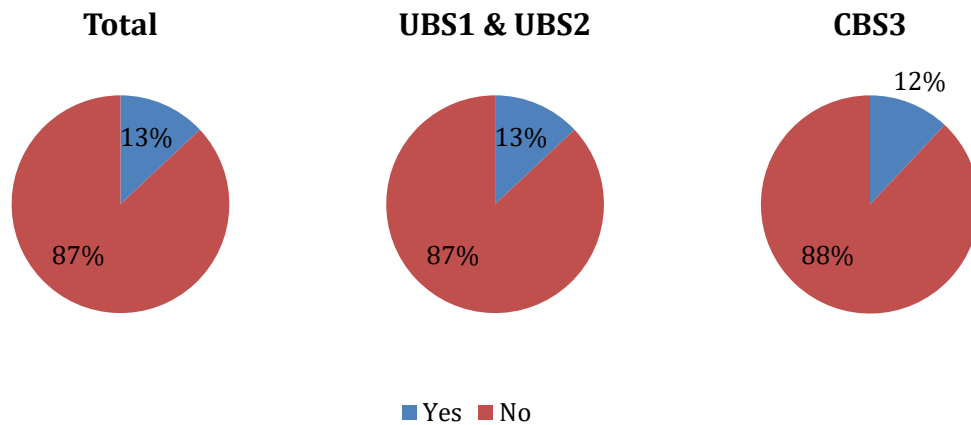
Q.1.1 - When did you start learning English?



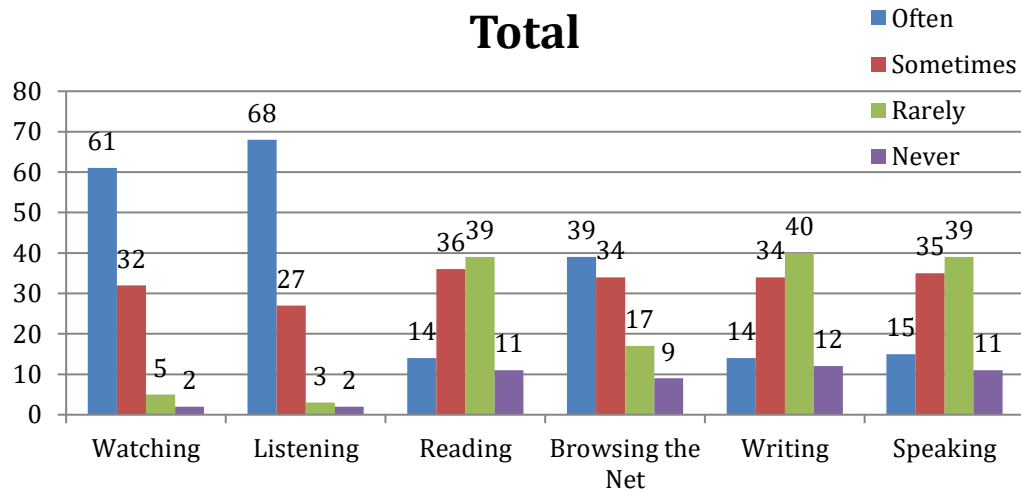
Q1.2 - Was English the first foreign language you studied at school?



Q1.3 - Are you taking any out-of-school English courses this year?

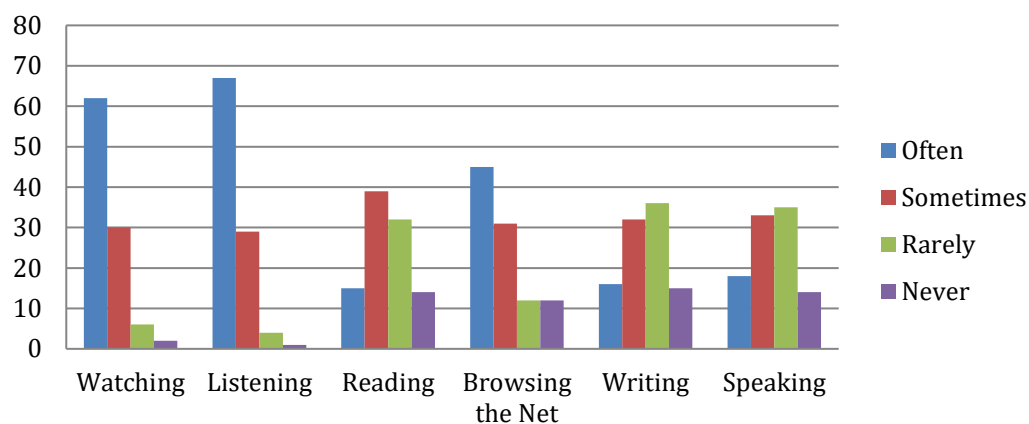


Q.1.4 - Have you studied a content subject in English ever before?

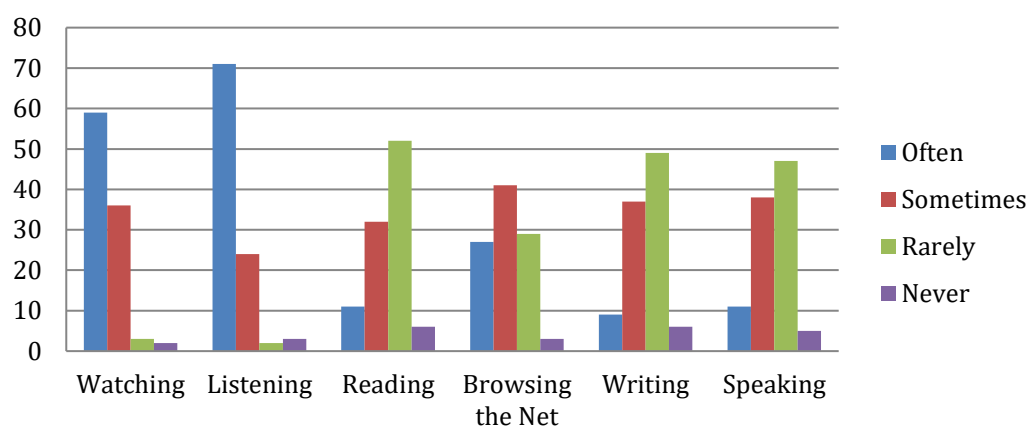


Q.1.5. Indicate how often do you do the following activities in English

UBS1 & UBS2

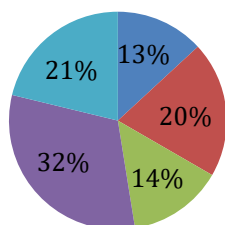


UBS3

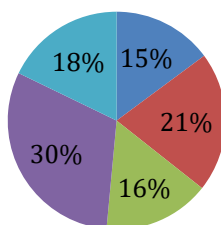


Q.1.5. Indicate how often do you do the following activities in English

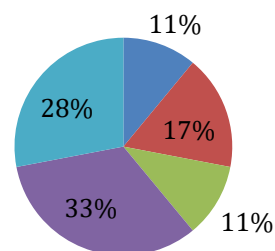
Total



UBS1 & UBS2

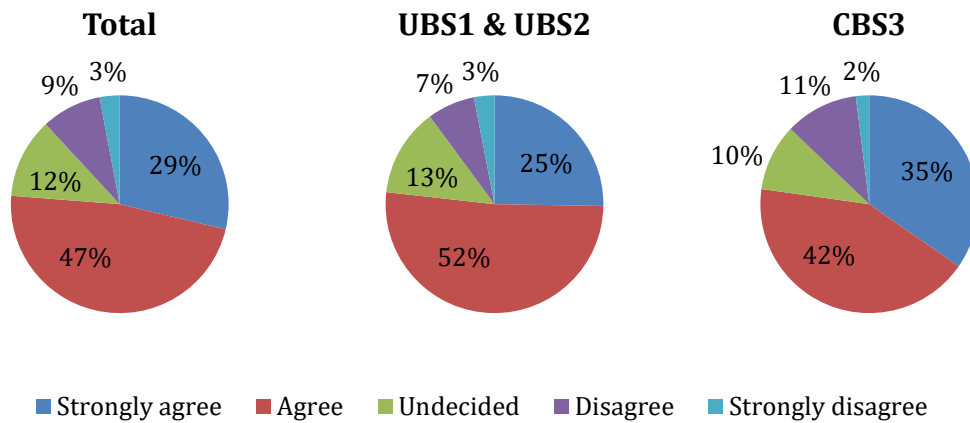


CBS3

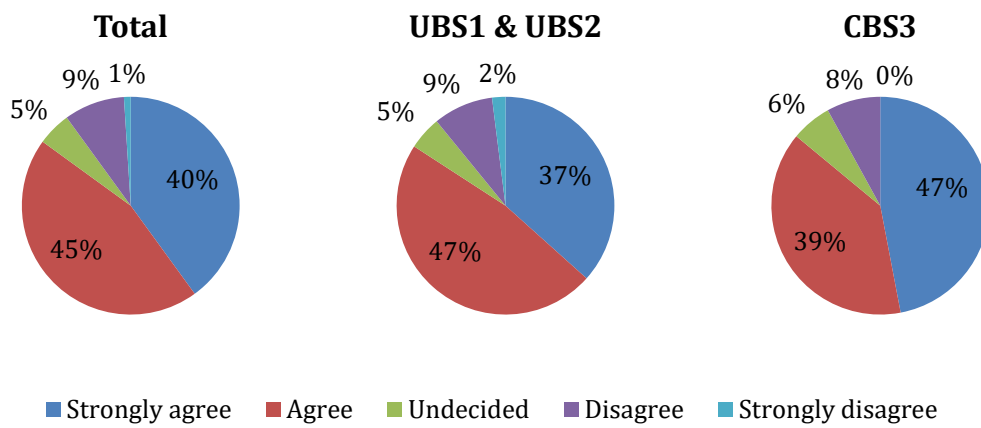


■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

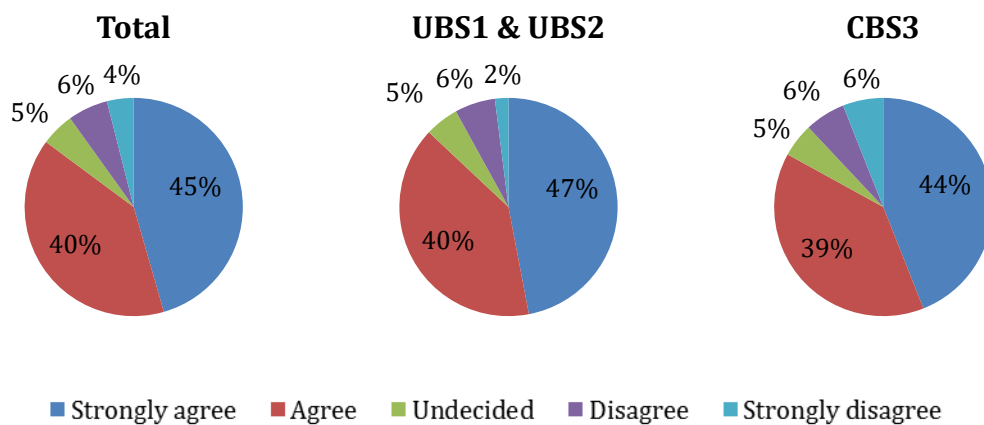
Q.2.1 - I'm learning English because it is obligatory.



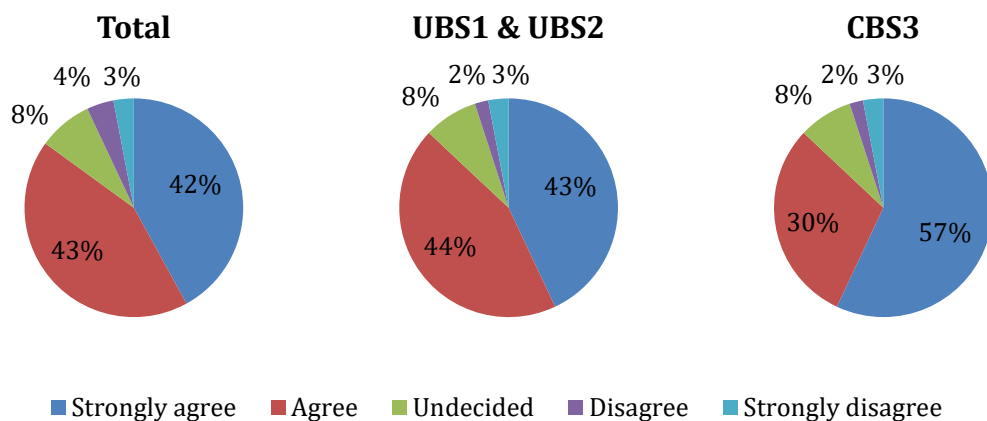
Q.2.2 - Although it is obligatory, I like English.



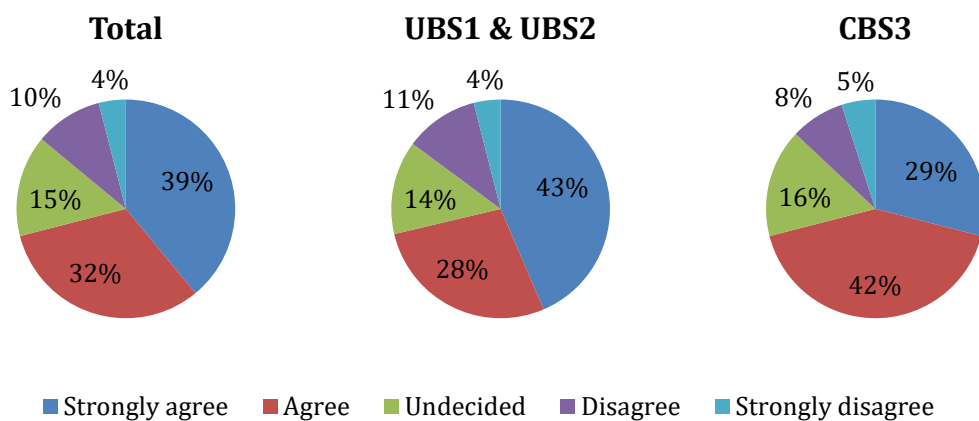
Q2.3 - I like English because it will help me to find a good job.



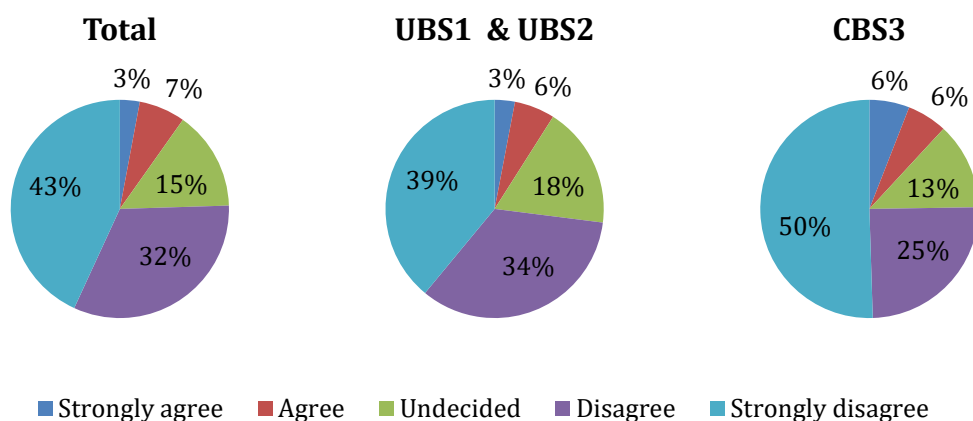
Q.2.4 - I like music in English and I want to understand it.



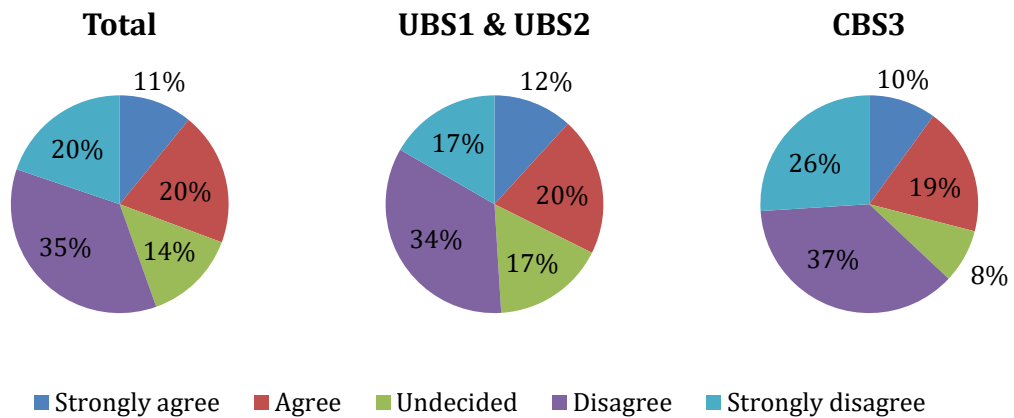
Q.2.5 - I like watching films in English and understanding them.



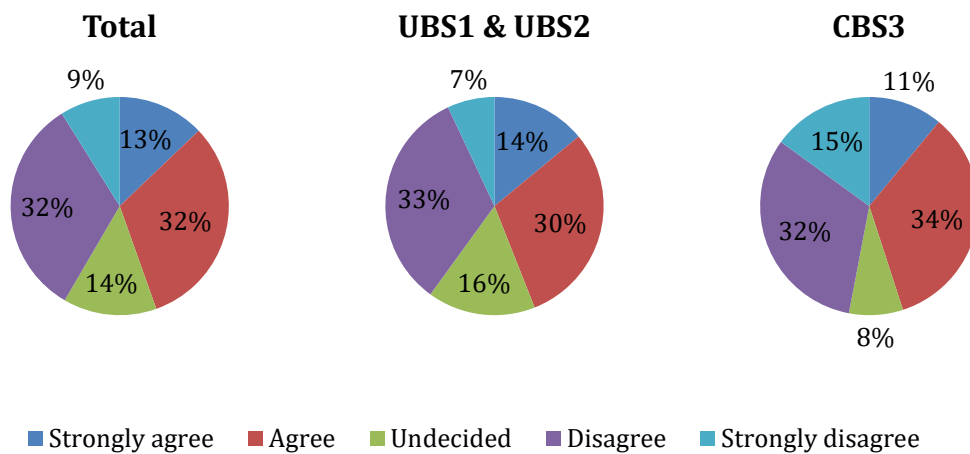
Q.2.6 - Knowing English will help me to understand video games.



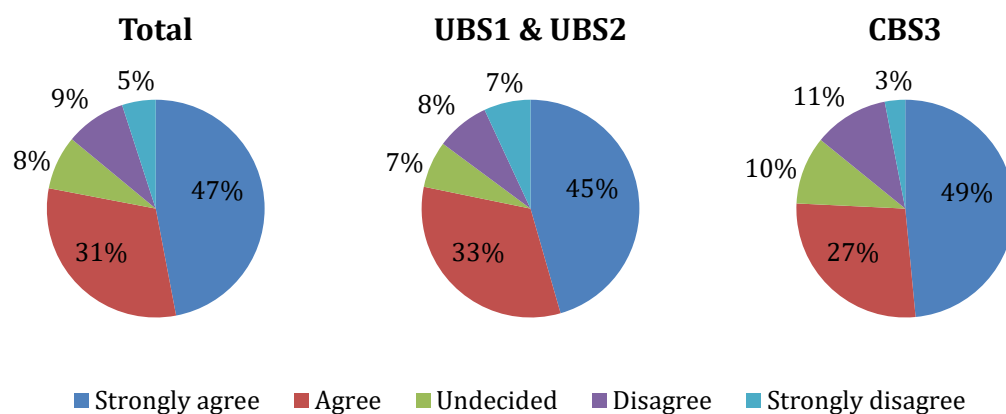
Q.2.7. I do not like English.



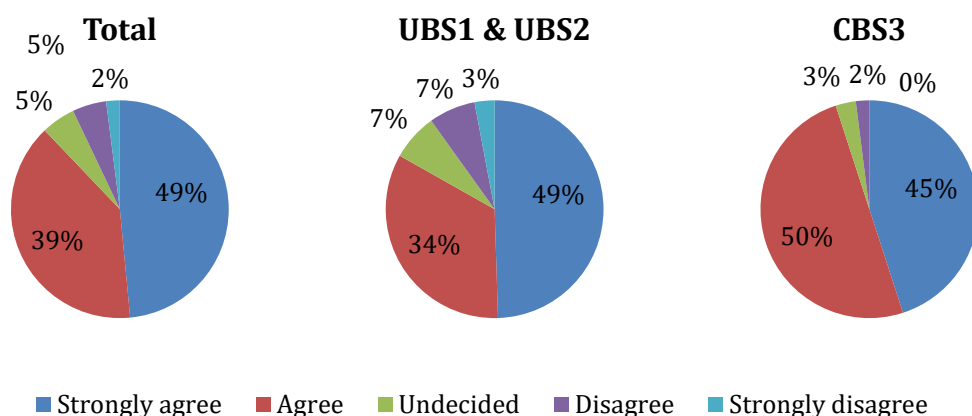
Q.2.8 - I like English, but I do not like the English subject.



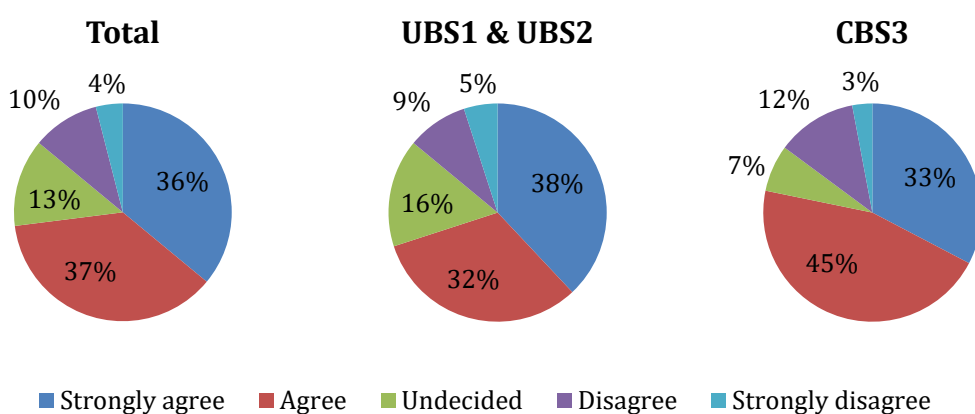
Q.2.9. I get good marks in English.



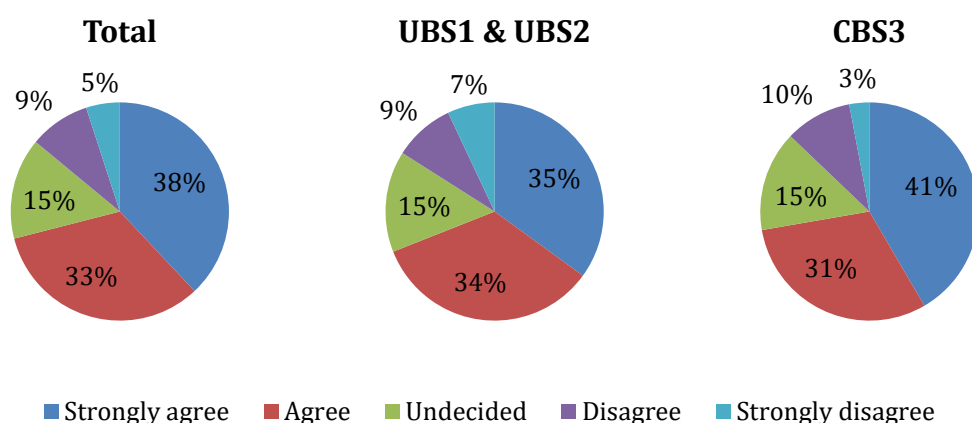
Q.2.10 - I want to travel/study abroad and knowing English will help me.



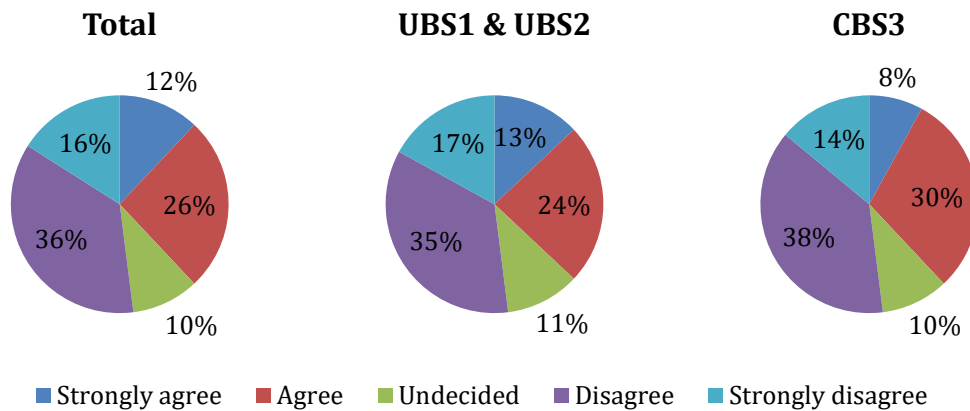
Q.2.11 - I want to know English to be able to communicate with people from other countries.



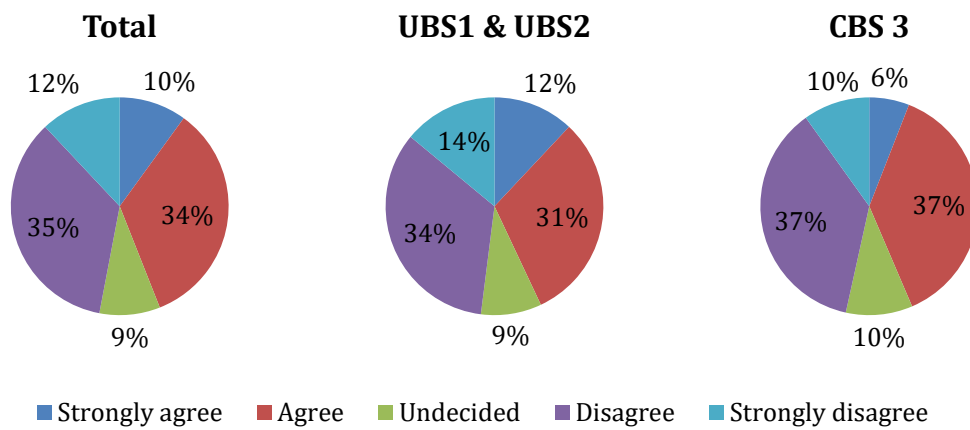
Q.2.12 - I'm interested in learning other languages



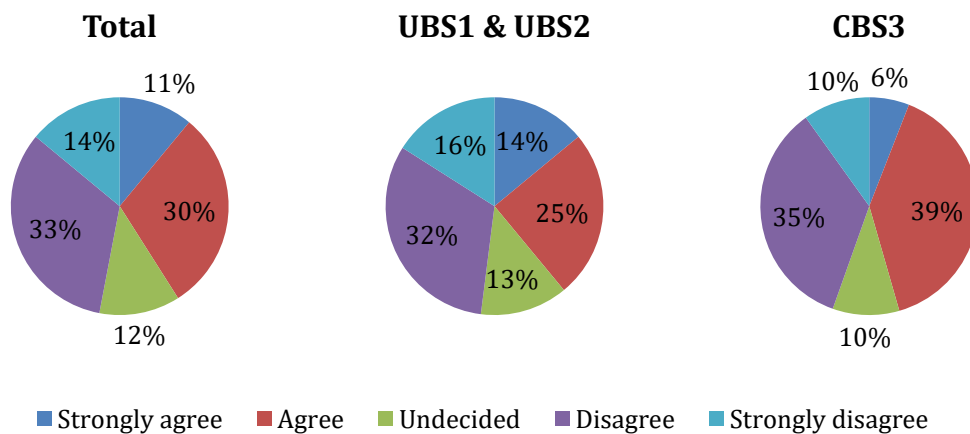
Q.2.13. If I could, I would learn another FL apart from English.



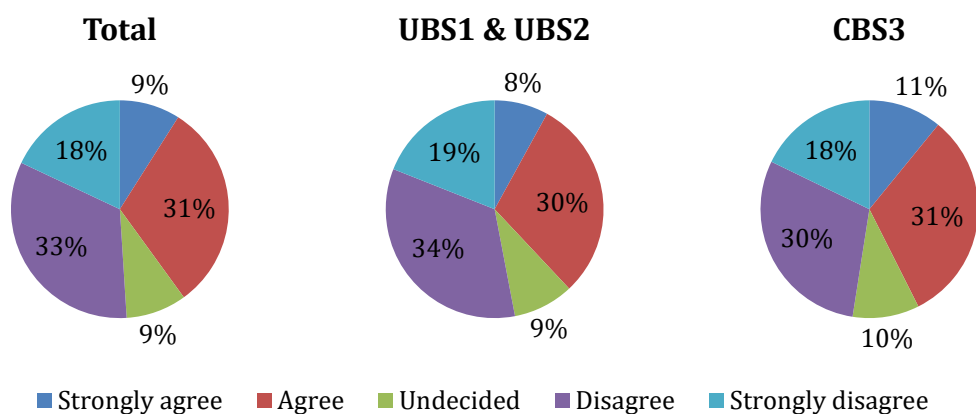
Q.2.14 - Speaking English is difficult.



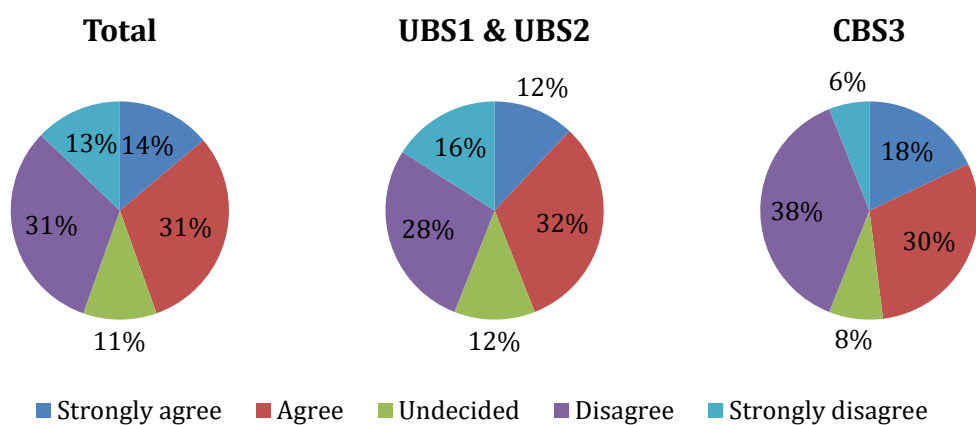
Q.2.15 - Reading English is difficult.



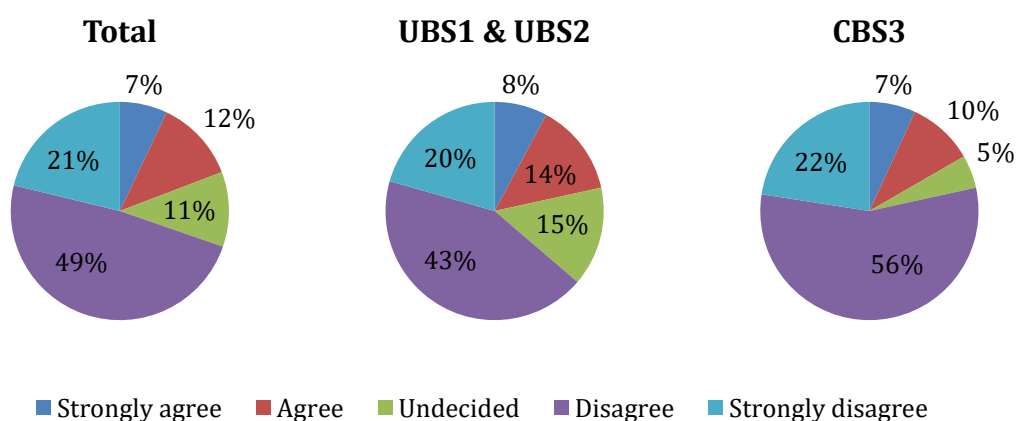
Q.2.16 - Writing texts in English is difficult.



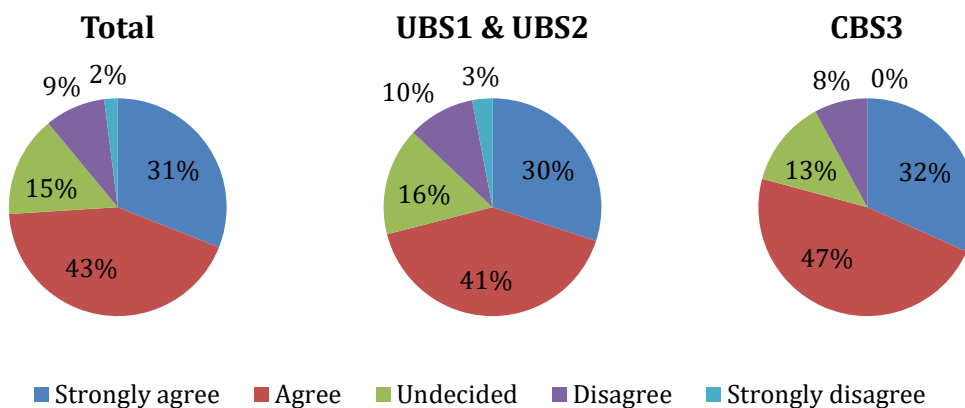
Q.2.17 - Understanding spoken English is difficult.



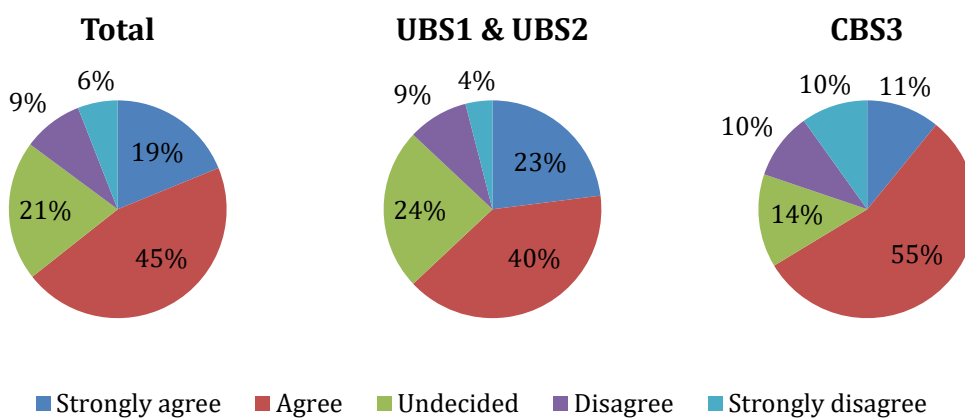
Q.2.18 - I get nervous when I have to speak English.



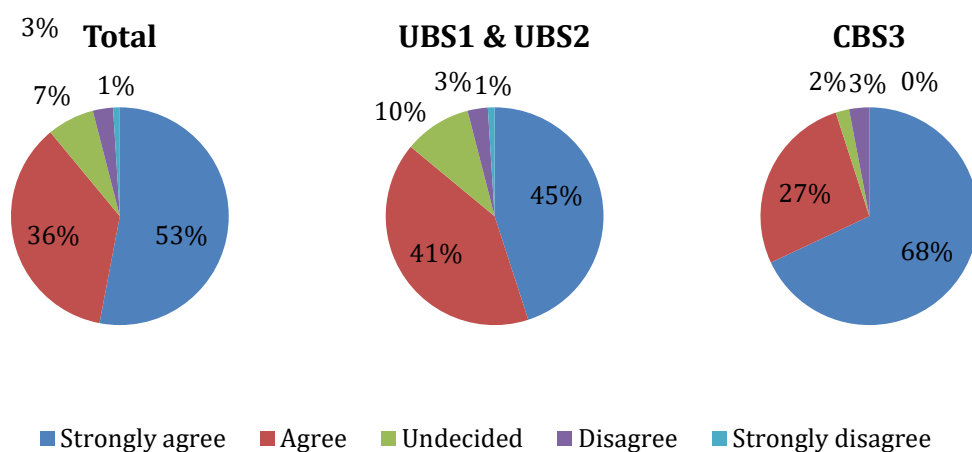
Q.2.19 - I get nervous when I have an EFL class.



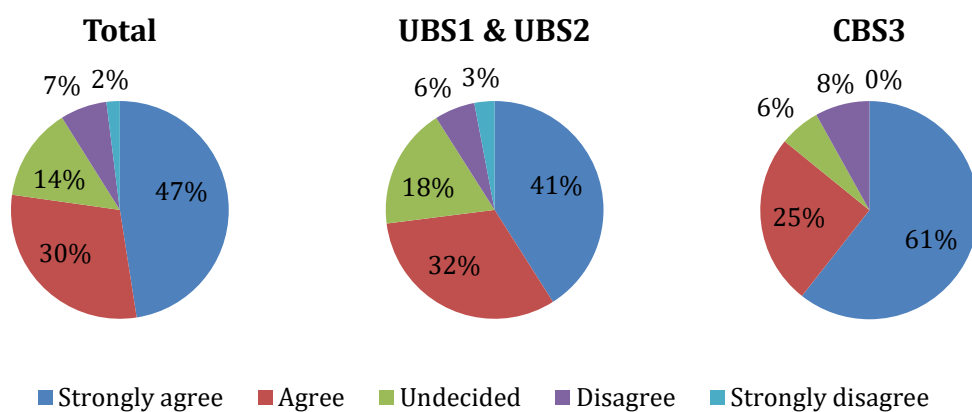
Q.2.20 - I would like to get to know more English speakers.



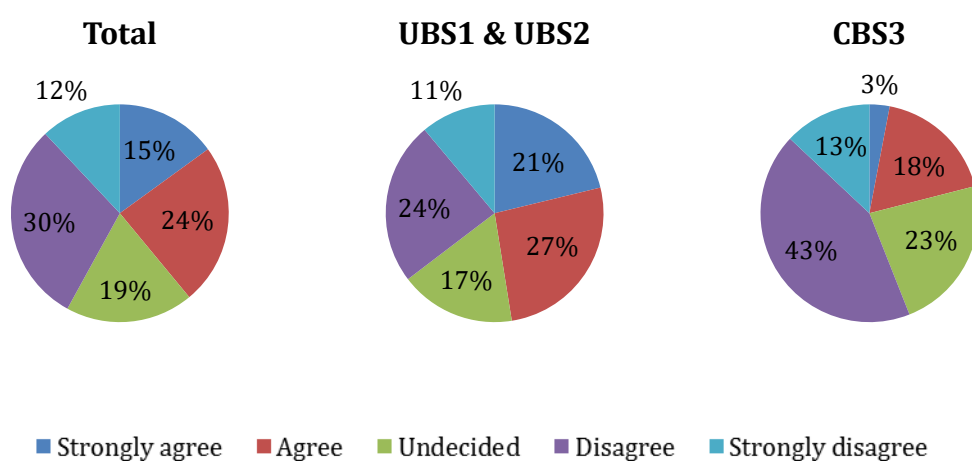
Q.2.21 - I try very hard in EFL class.



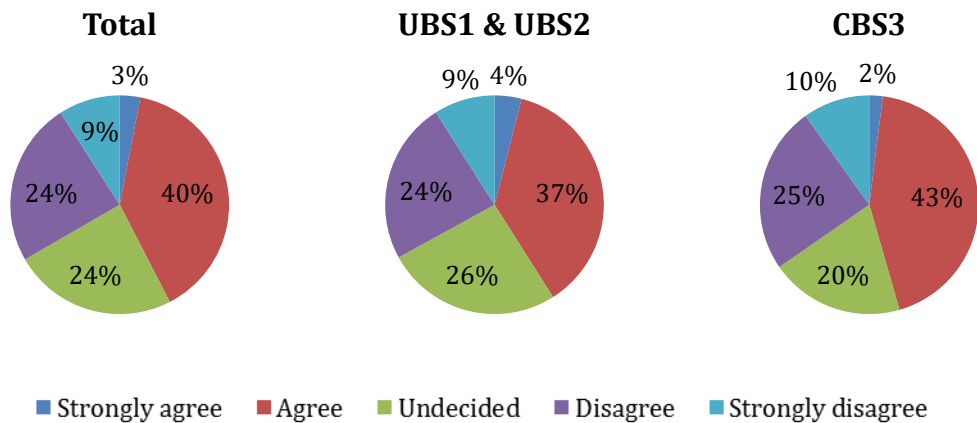
Q.2.22 - Broadly speaking, I think learning English is important.



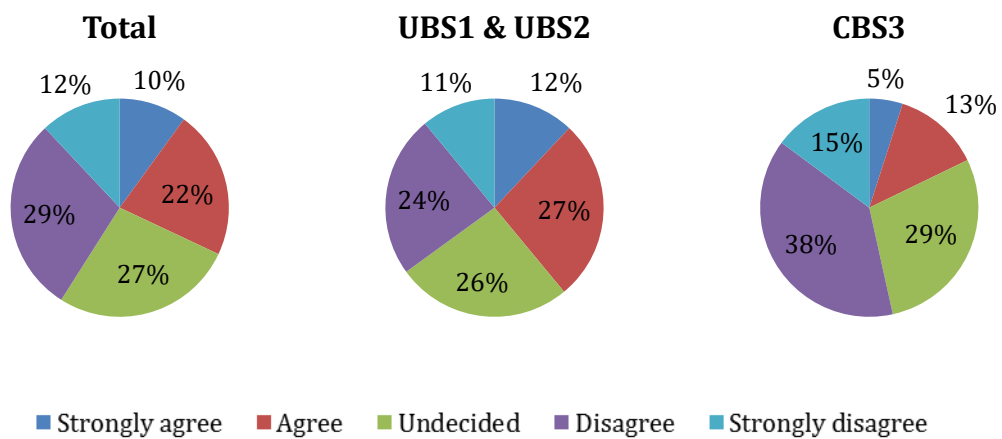
Q.2.23 - In Hanoi, knowing English is necessary.



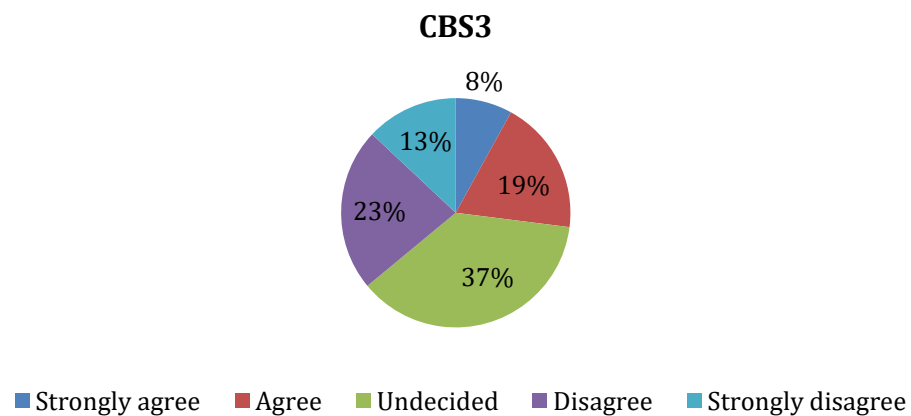
Q.3.1 - I like English, but I do not like CLIL class.



Q.3.2 - Explanations provided by the CLIL teacher are clear.

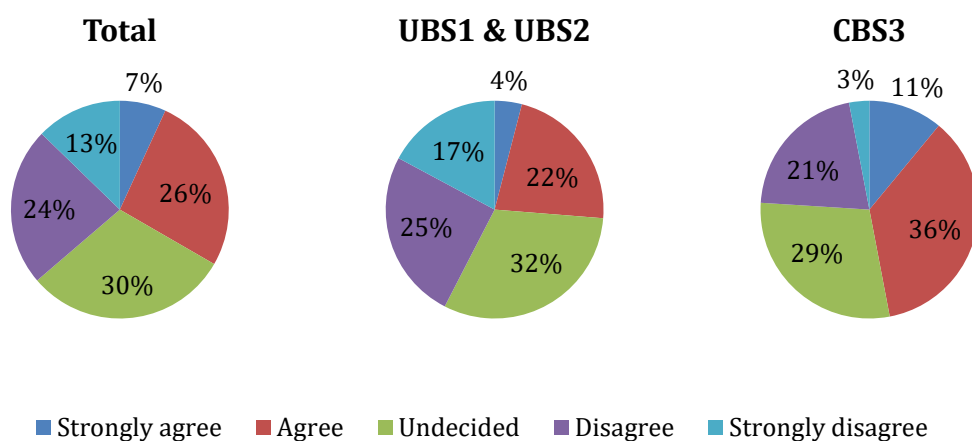


Q.3.3. I do not like taking the content subject in English.

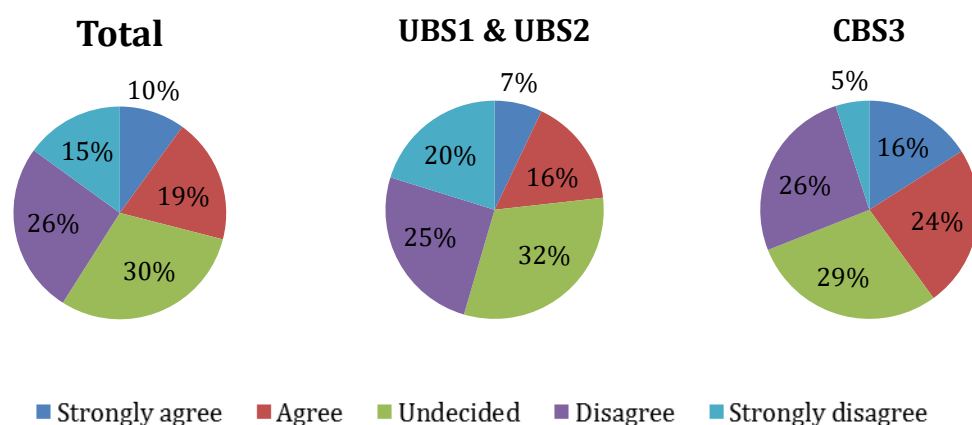


Q.3.4. I get good marks in the CLIL class.

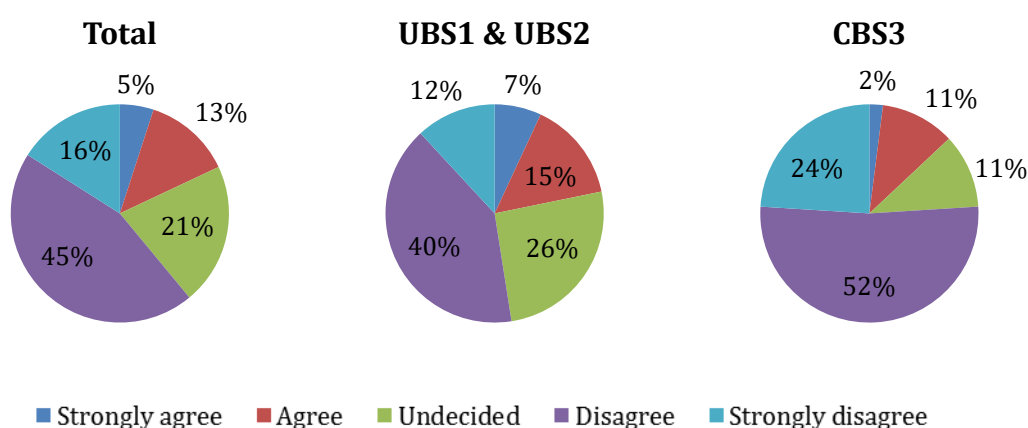
(This question is not applicable for UBS1 and UBS2 because there was no evaluation in the CLIL courses at these schools.)



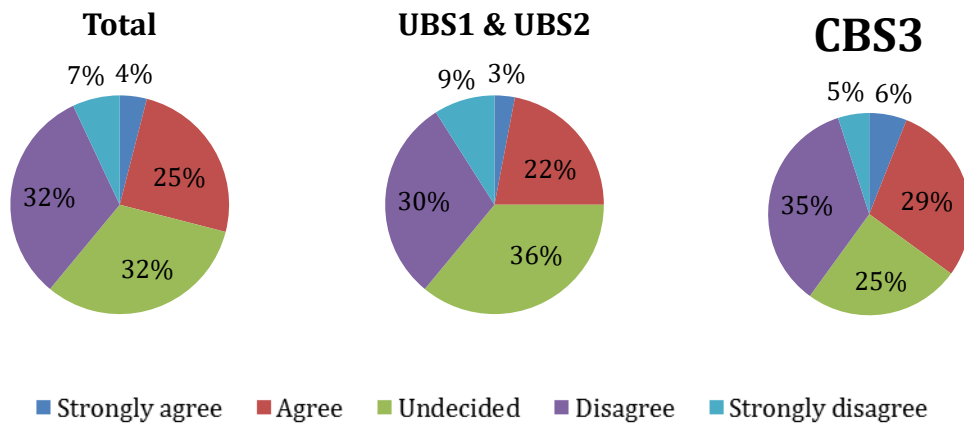
Q.3.5 - I like taking mathematics (physics, chemistry...) in English.



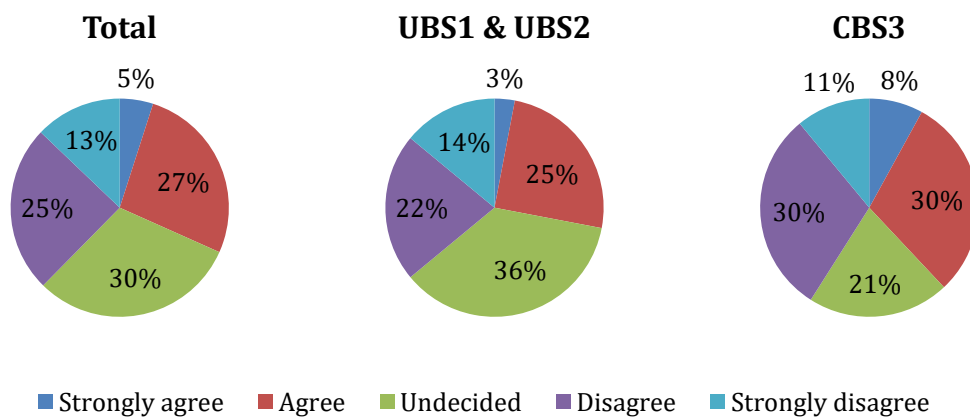
Q.3.6 - I would be happy with taking another subject in English, apart from EFL.



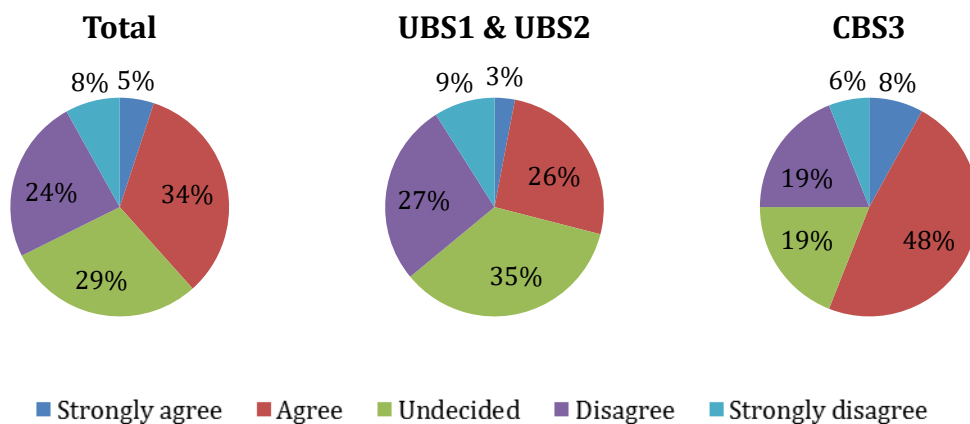
Q.3.7 - I get nervous when I have CLIL class.



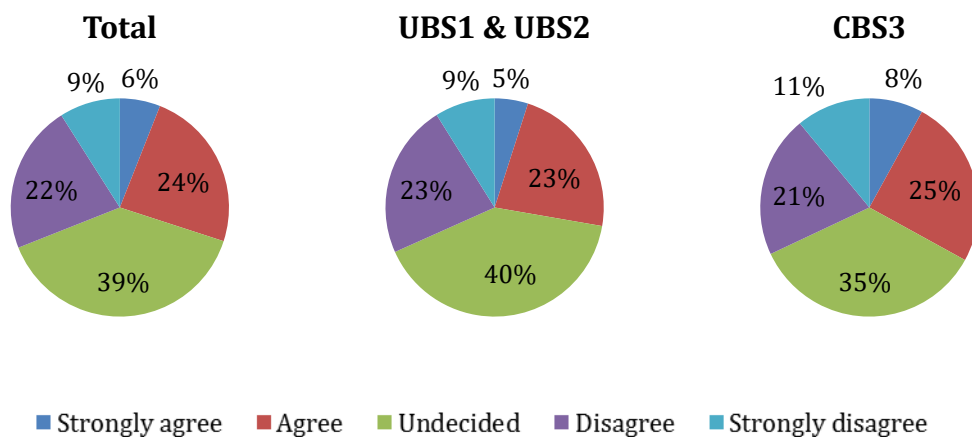
Q.3.8 - I try very hard in CLIL class.



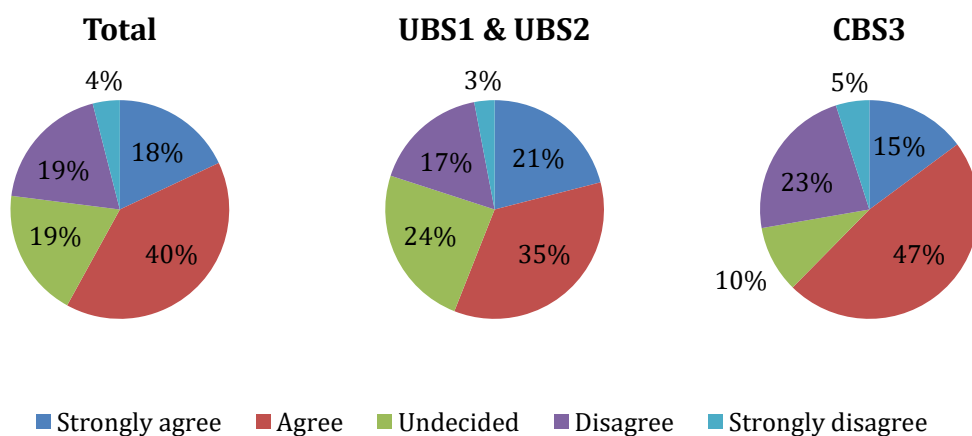
Q.3.9 - My level of English has improved thanks to the CLIL class.



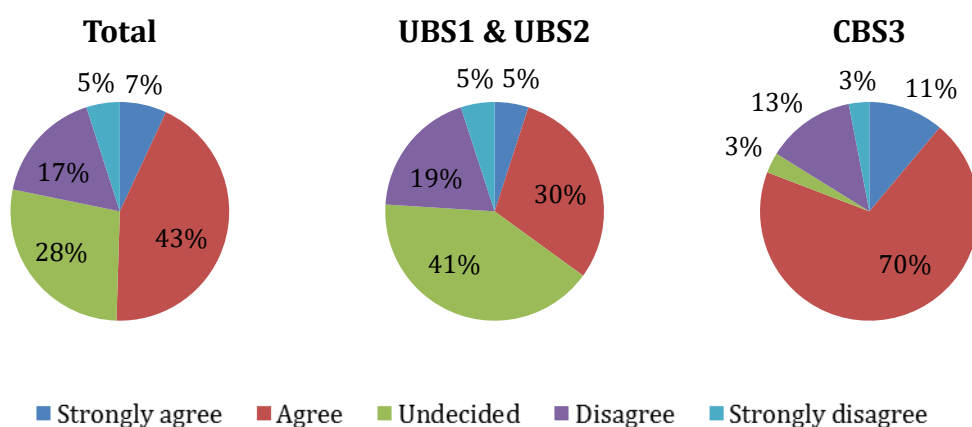
Q.3.10 - Taking the content-subject in English is easier than I thought.



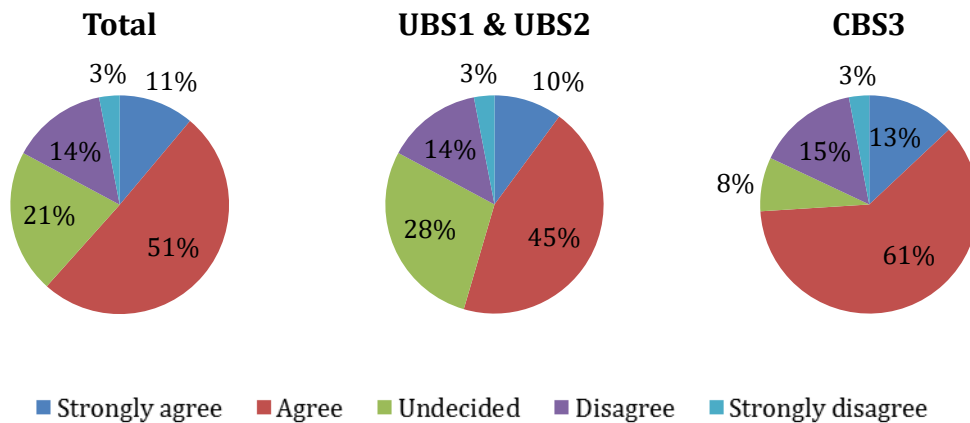
Q.3.11. I work hard in CLIL class, but my level of English is not improving much.



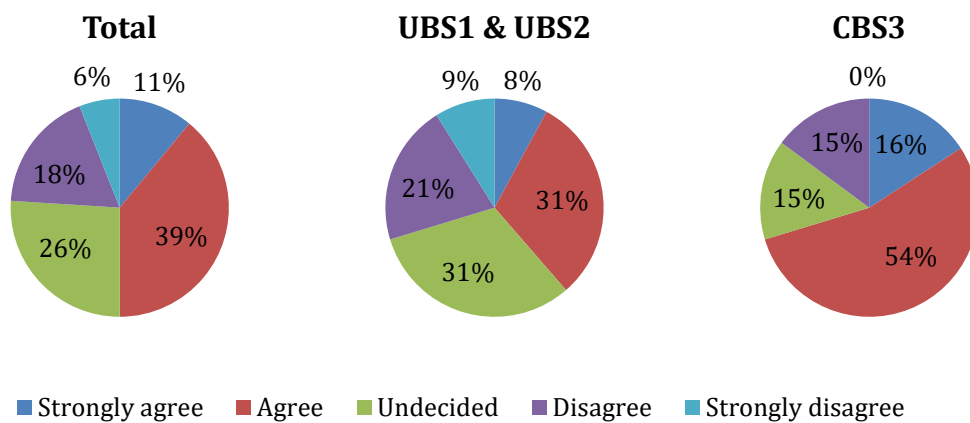
Q.3.12 - Having a high level of English is crucial for understanding content-subjects in English.



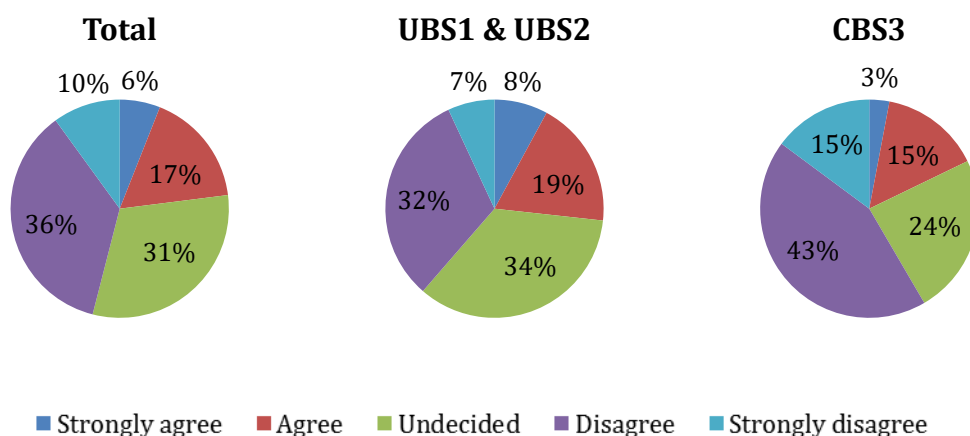
Q.3.13 - The materials in CLIL are very useful.



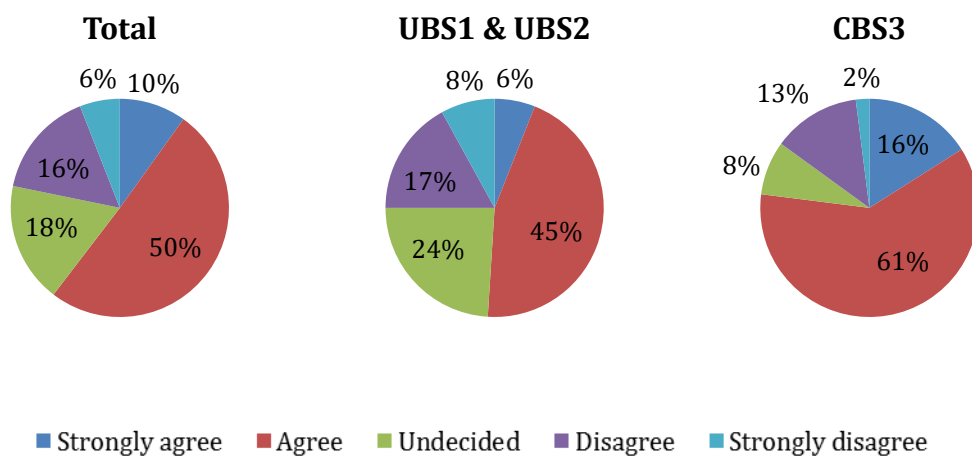
Q.3.14 - The CLIL teacher helps us very much to follow the subject.



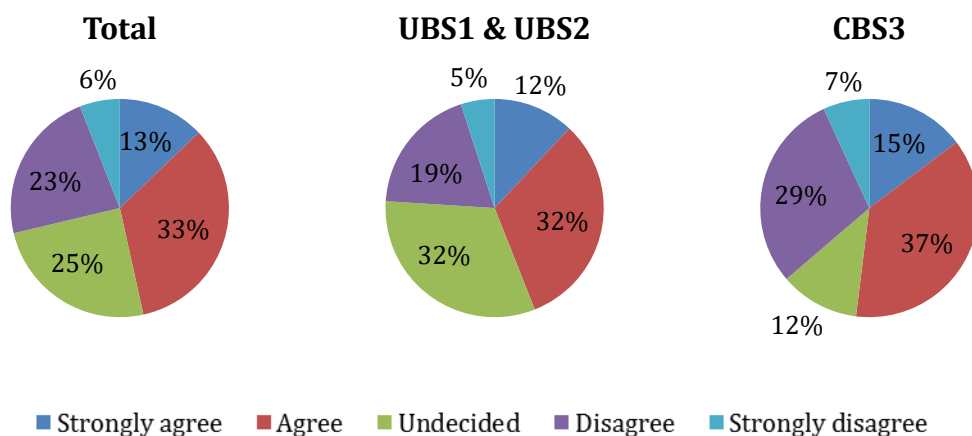
Q.3.15. Taking content subject in English is important, regardless of the subject taught.



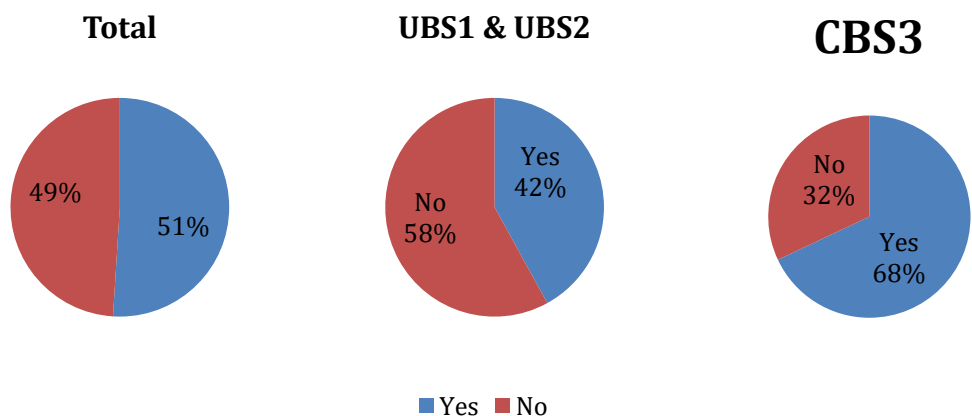
Q.3.16. I find it difficult to understand the content of the subject in English.



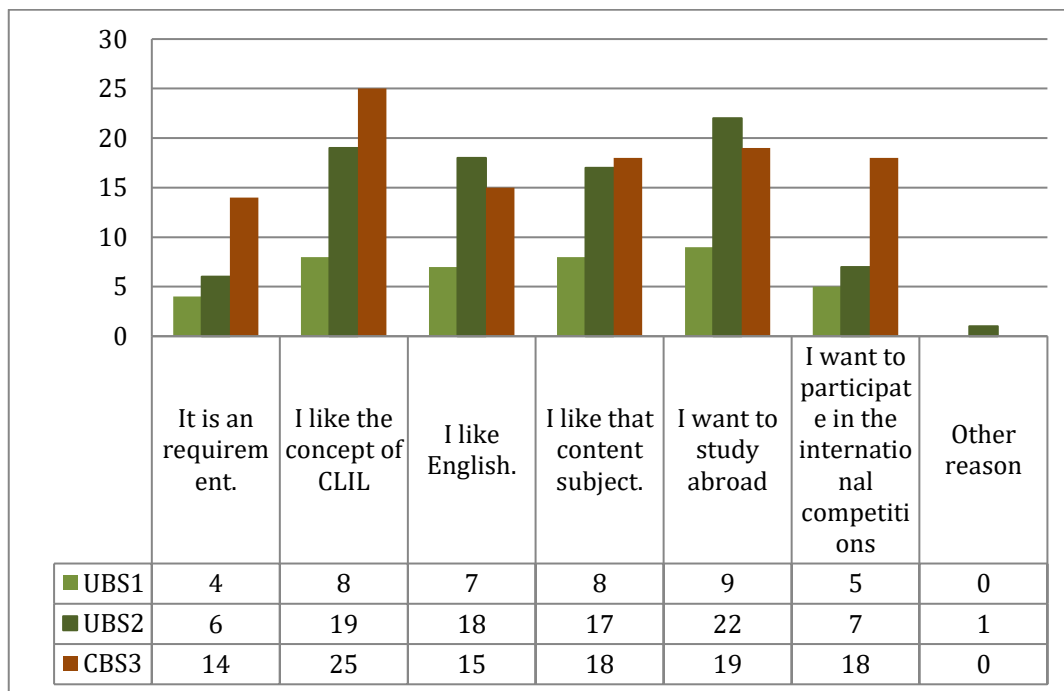
Q.3.17 - I understand globally the content of the subject in English.



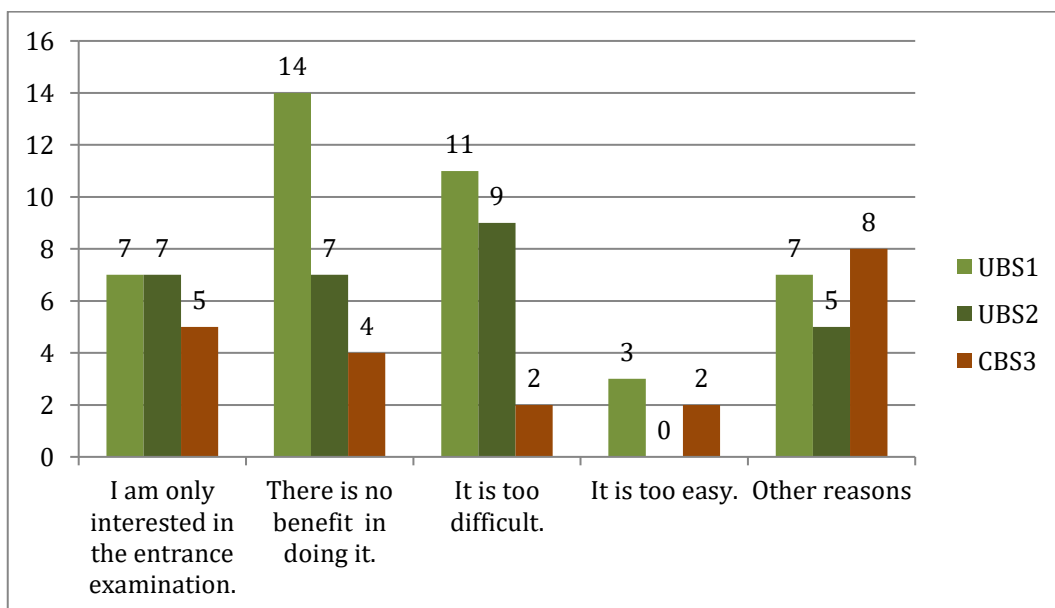
Q.3.18. I understand what the CLIL teacher explains, but I cannot express myself in English.



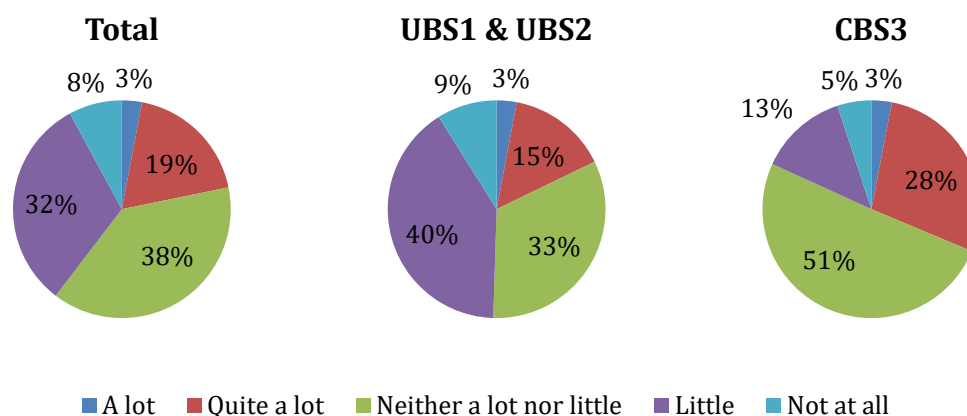
Q.3.19 - Do you do best in your CLIL class?



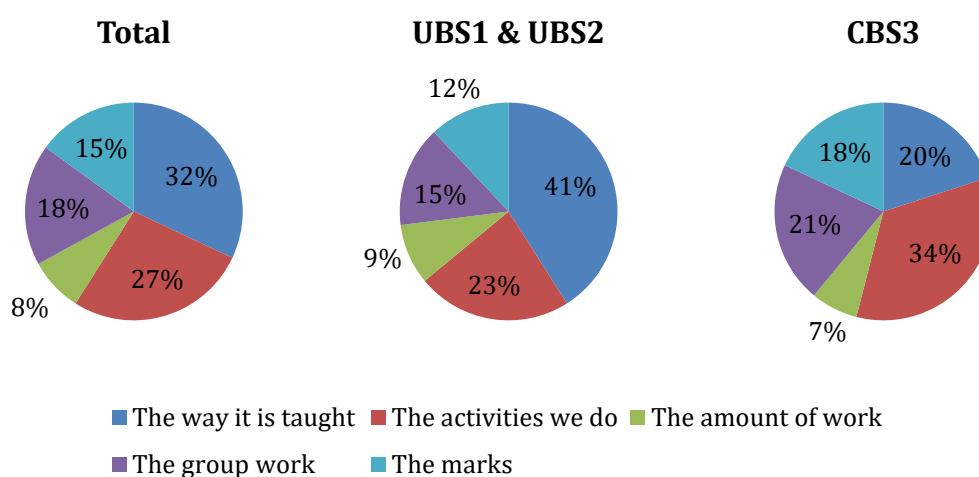
Q.3.20. I do my best in the CLIL class because...



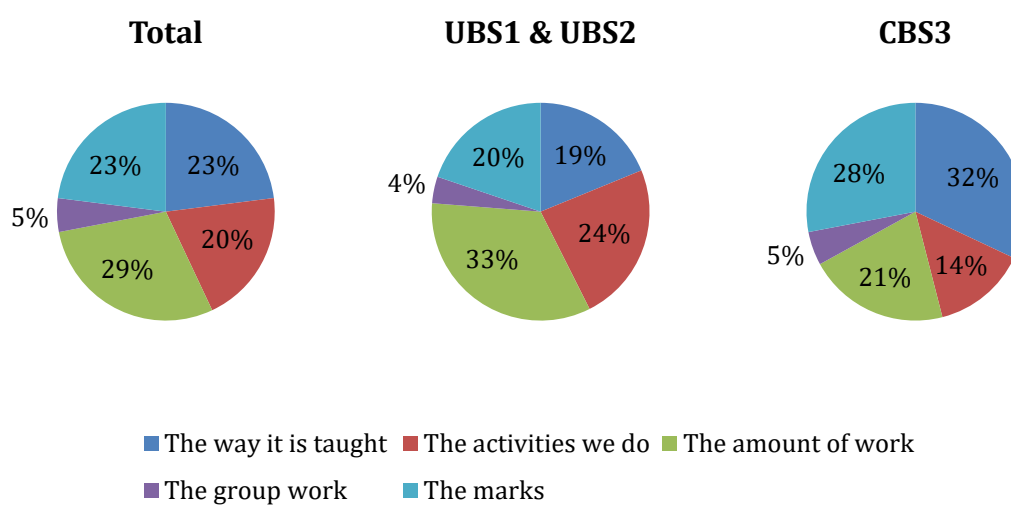
Q.3.21. I do not do my best in the CLIL class because...



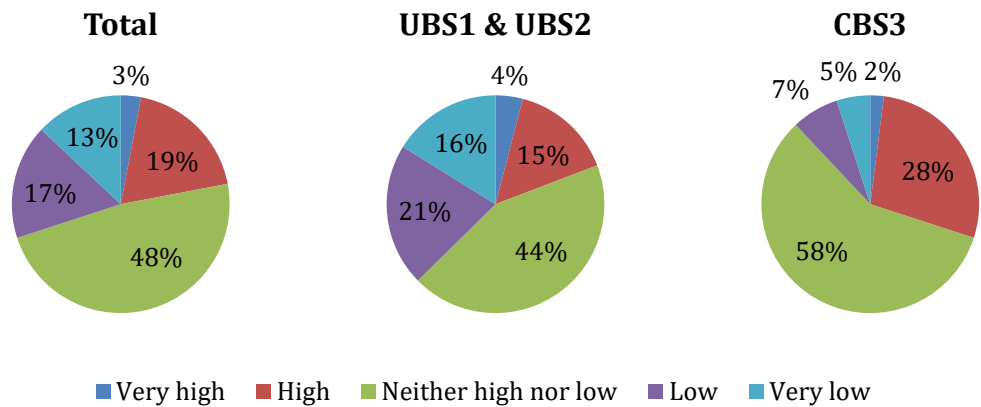
Q.3.22 - In the CLIL class, I have learned...



Q.3.23 - What motivates me most in the CLIL class is...

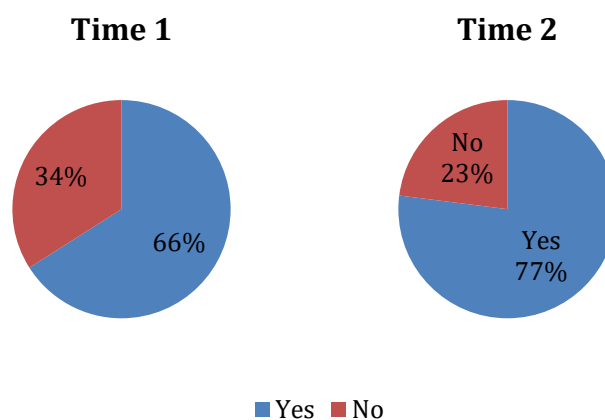


Q.3.24 - What motivates me least in the CLIL class is...



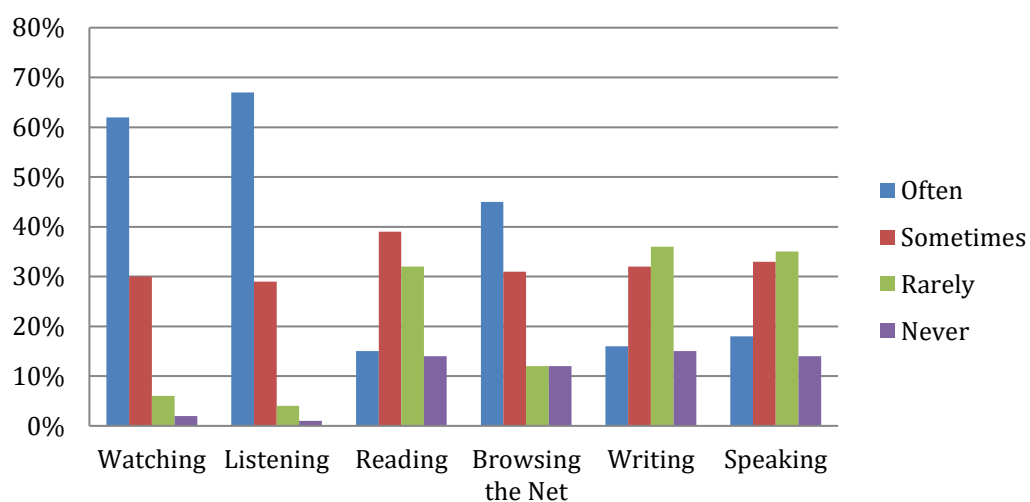
Q.3.25 - My motivation in the CLIL class is...

Appendix 6 - Results from the second student questionnaire: evolution of the students' perceptions



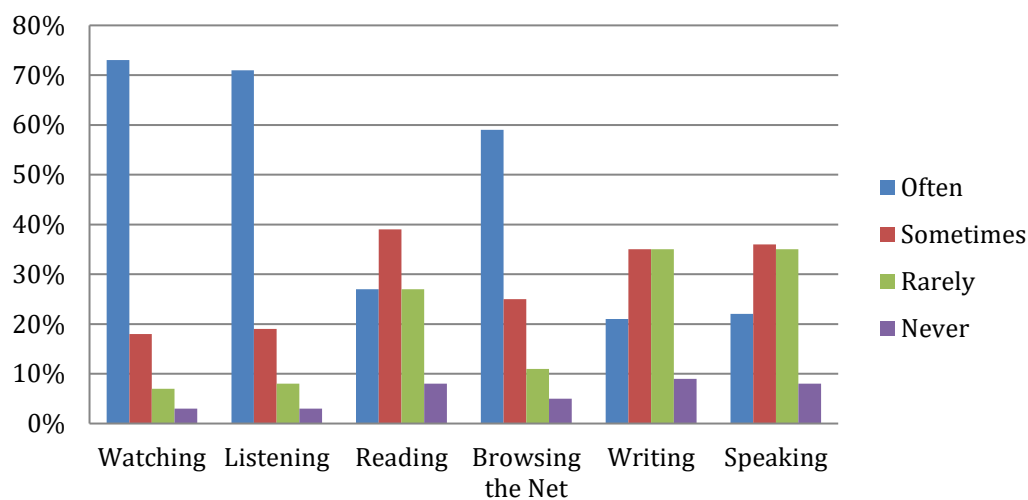
Q.1.3. Are you taking any out-of-school English courses this year?

Time 1



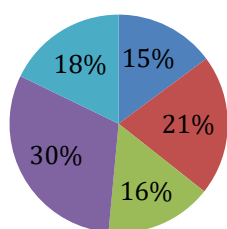
Q.1.5. Activities implying the use of English outside school

Time 2

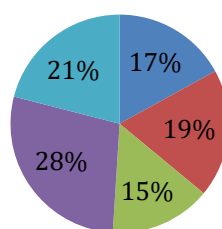


Q.1.5. Activities implying the use of English outside school

Time 1



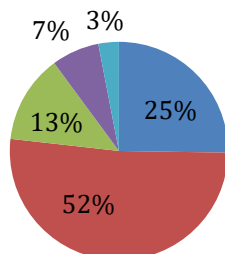
Time 2



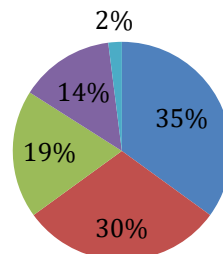
Strongly agree Agree Undecided Disagree Strongly disagree

Q.2.1. I'm learning English because it is obligatory.

Time 1

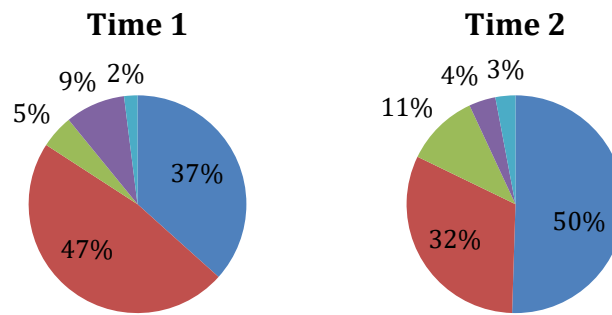


Time 2



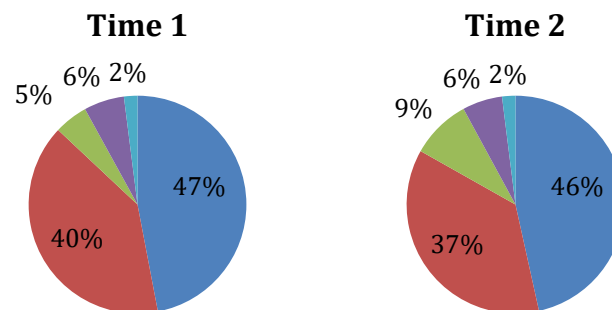
Strongly agree Agree Undecided Disagree Strongly disagree

Q.2.2. Although it is obligatory, I like English.



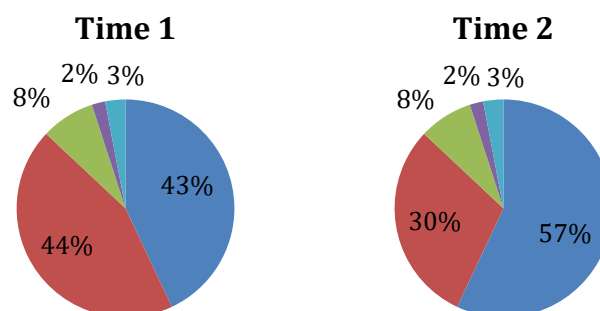
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.2.3 - *I like English because it will help me to find a good job.*



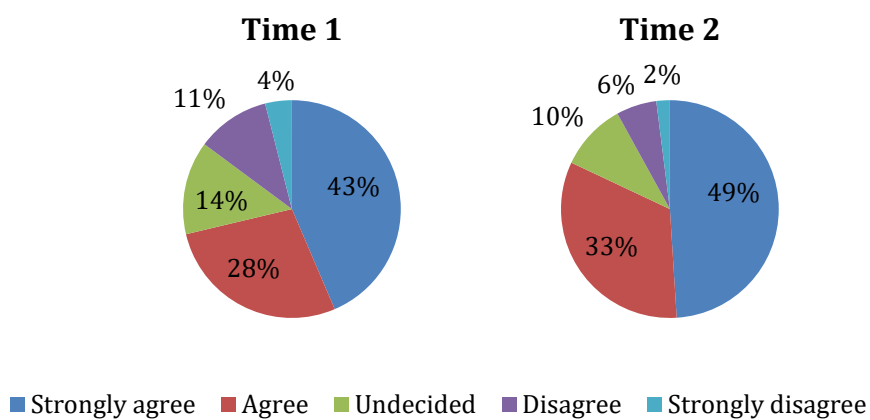
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.2.4 - *I like music in English and I want to understand it.*

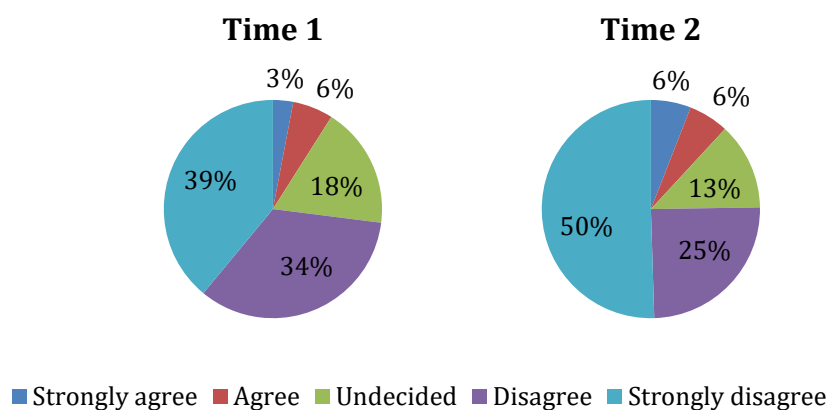


■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

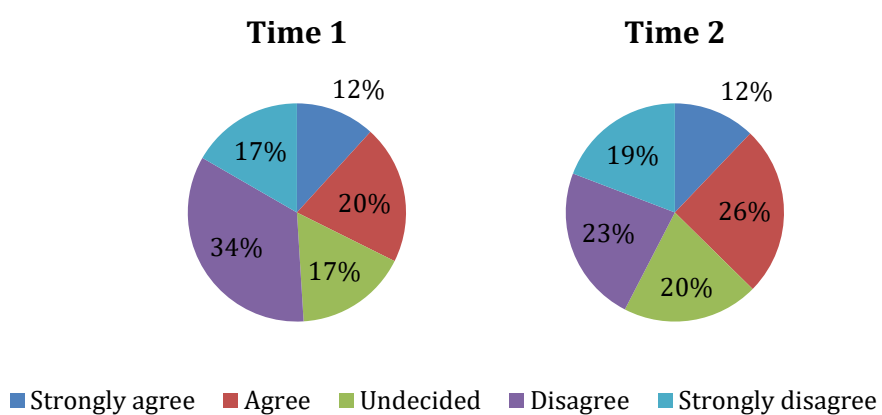
Q.2.5 - *I like watching films in English and understanding them.*



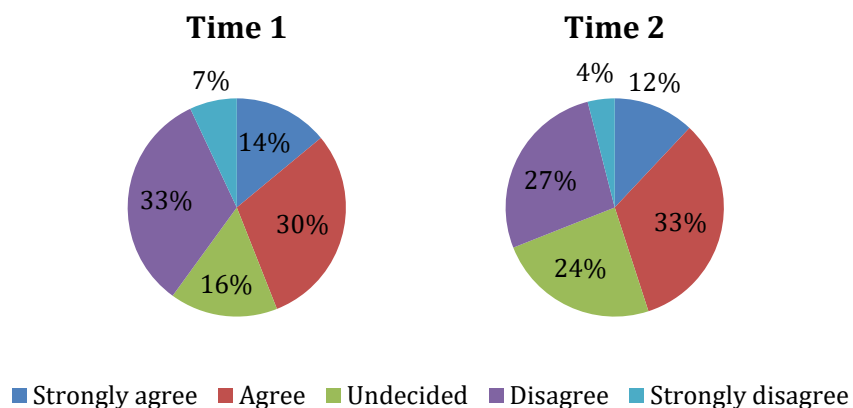
Q.2.6 - Knowing English will help me to undersand video games.



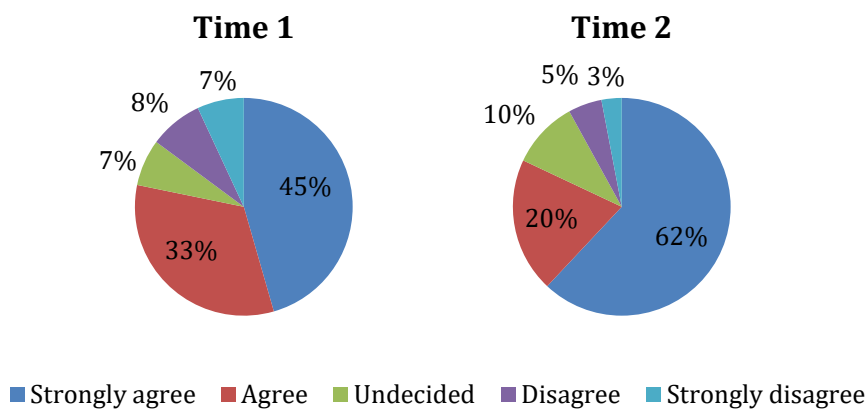
Q.2.7. I do not like English.



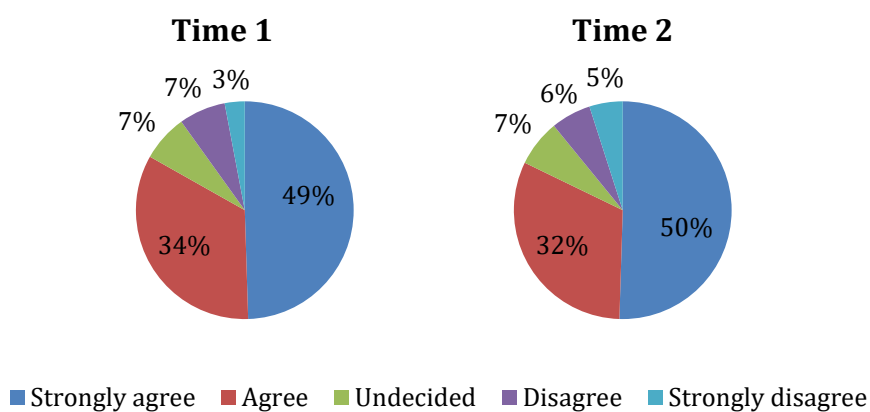
Q.2.8. I like English, but I do not like the English subject.



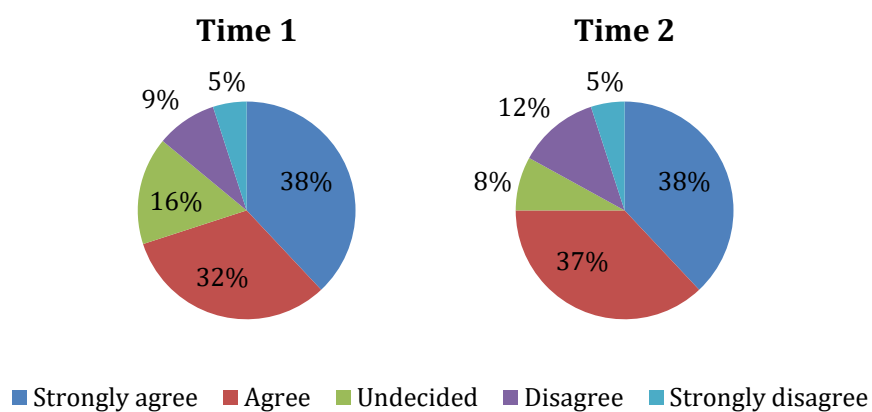
Q.2.9. I get good marks in English.



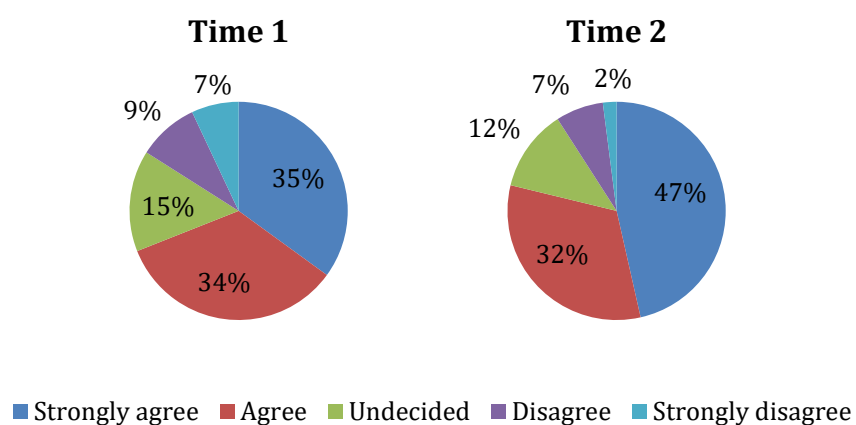
Q.2.10 - I want to travel/study abroad and knowing English will help me.



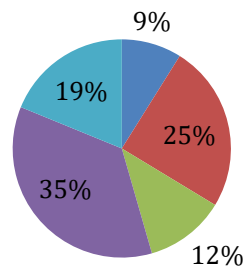
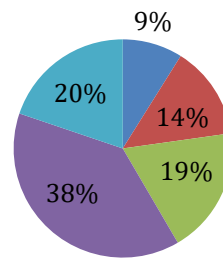
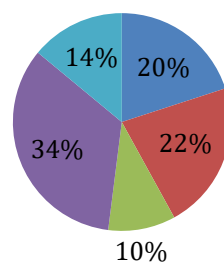
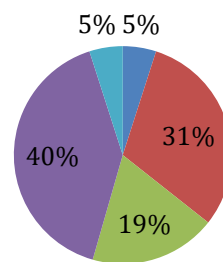
Q.2.11 - I want to know English to be able to communicate with people from other countries.



Q.2.12 - I'm interested in learning other languages

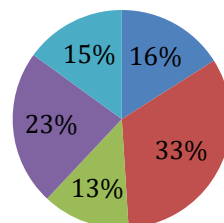
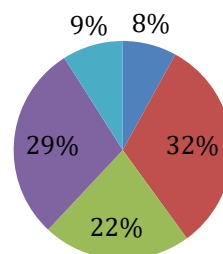
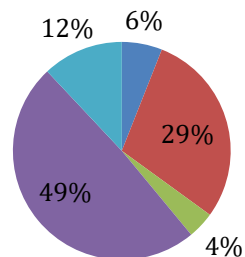
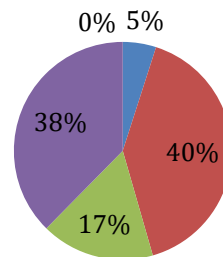


Q.2.13. If I could, I would learn another FL apart from English.

UBS1-Time 1**UBS1-Time 2****UBS2-Time 1****UBS2-Time 2**

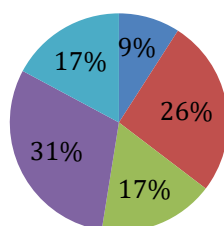
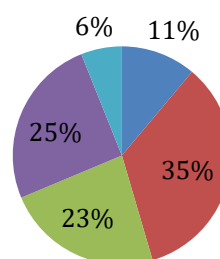
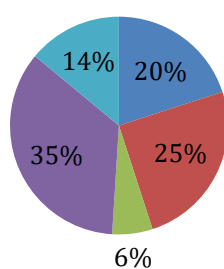
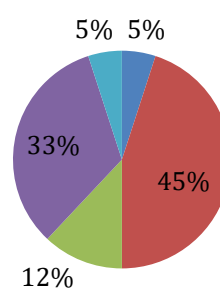
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.2.14 - Speaking English is difficult.

UBS1-Time 1**UBS1-Time2****UBS2-Time 1****UBS2-Time 2**

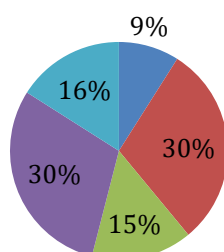
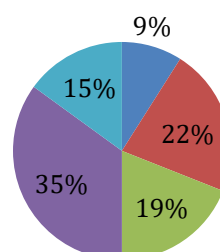
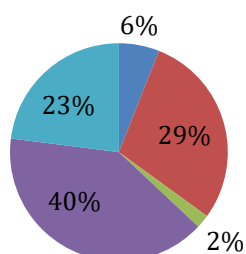
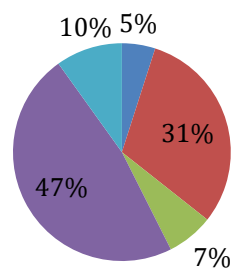
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.2.15 - Reading English is difficult.

UBS1-Time 1**UBS1-Time 2****UBS2-Time 1****UBS2-Time 2**

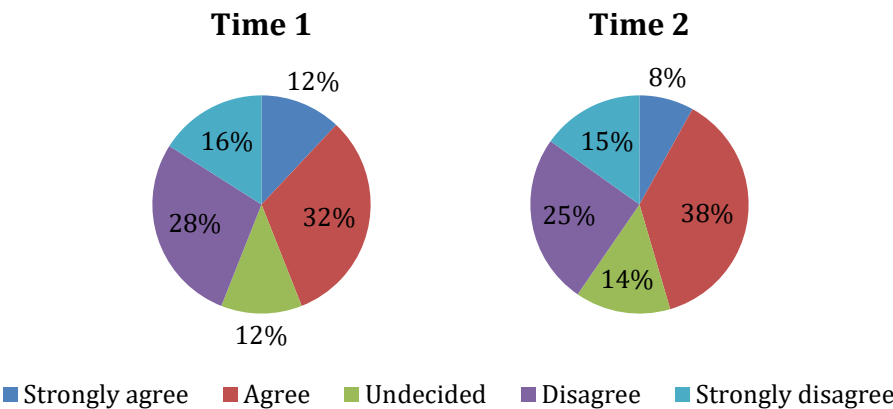
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.2.16 - Writing texts in English is difficult.

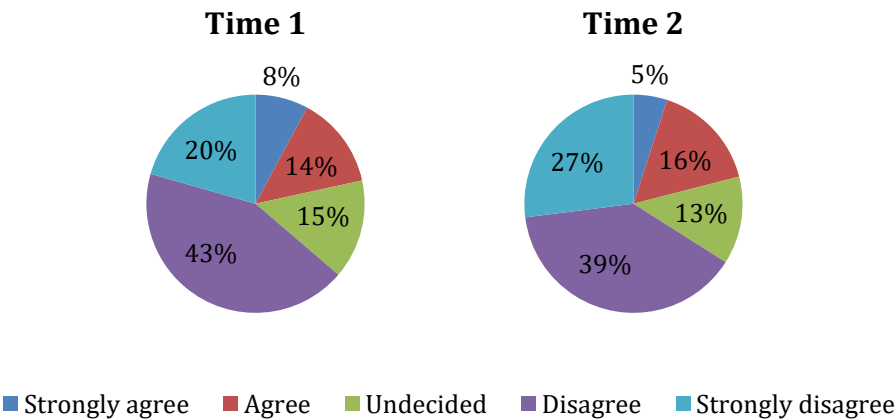
UBS1-Time 1**UBS1-Time 2****UBS2-Time 1****UBS2-Time 2**

■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

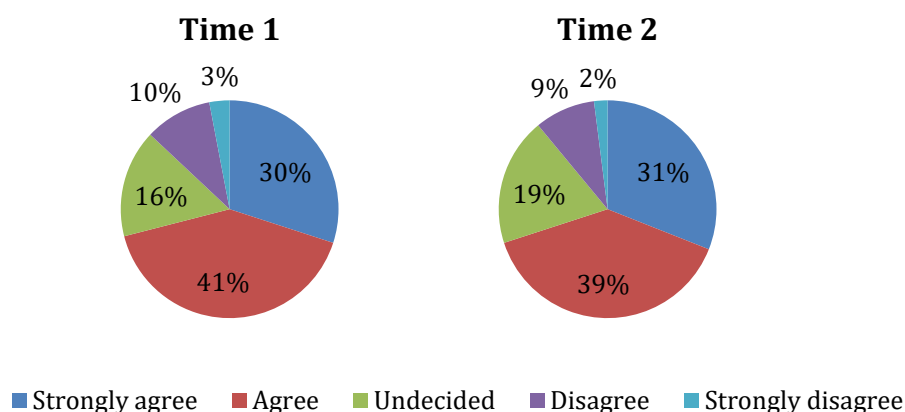
Q.2.17 - Understanding spoken English is difficult.



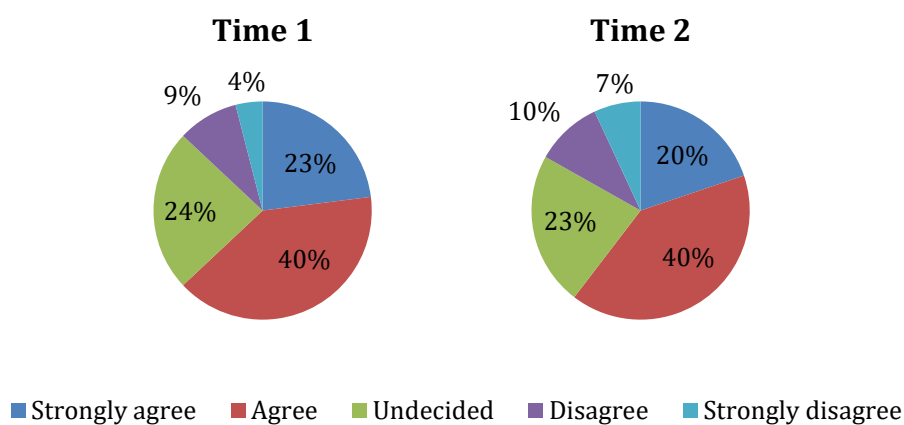
Q.2.18. I get nervous when I have to speak English.



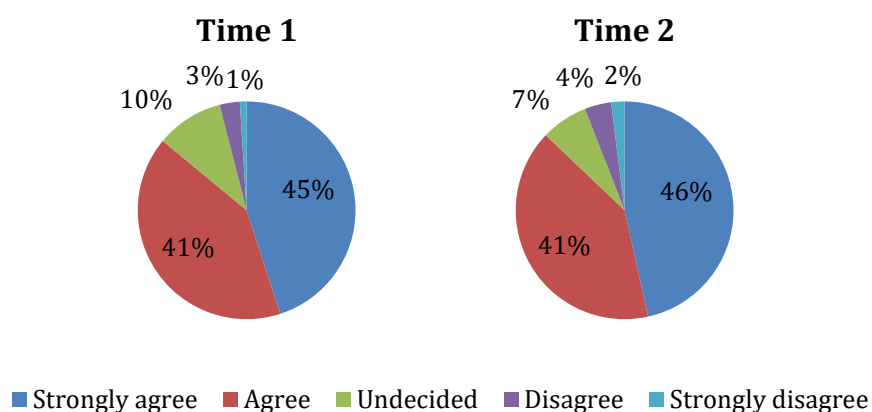
Q.2.19. I get nervous when I have an EFL class.



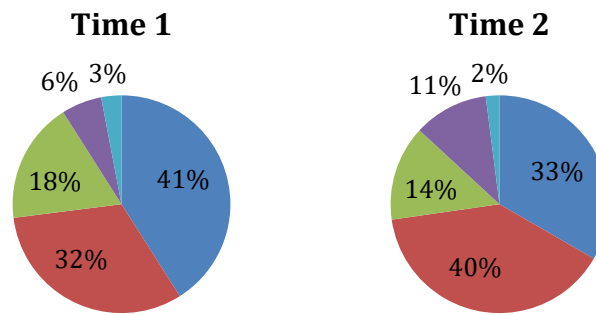
Q.2.20 - I would like to get to know more English speakers.



Q.2.21. I try very hard in EFL class.

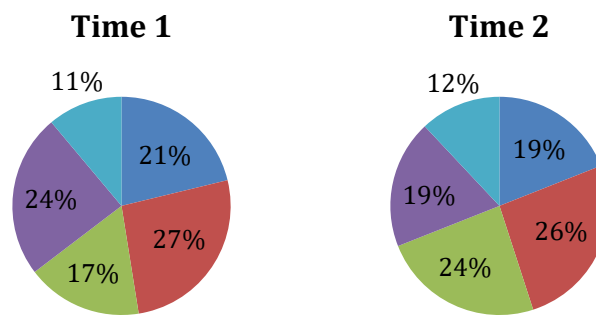


Q.2.22 - Broadly speaking, I think learning English is important.



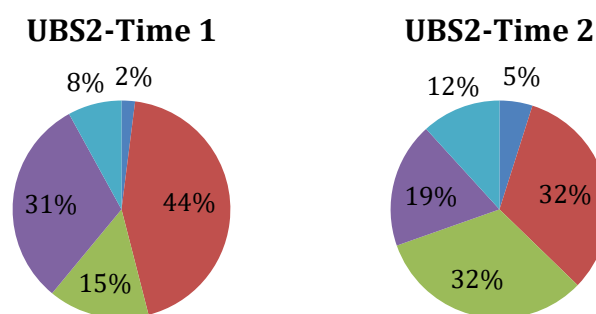
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.2.23 - In Hanoi, knowing English is necessary.



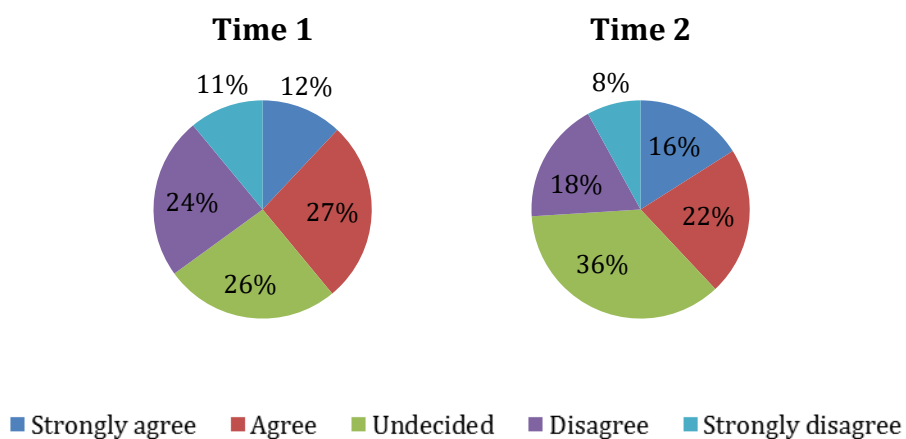
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.3.1. I like English, but I do not like CLIL class.



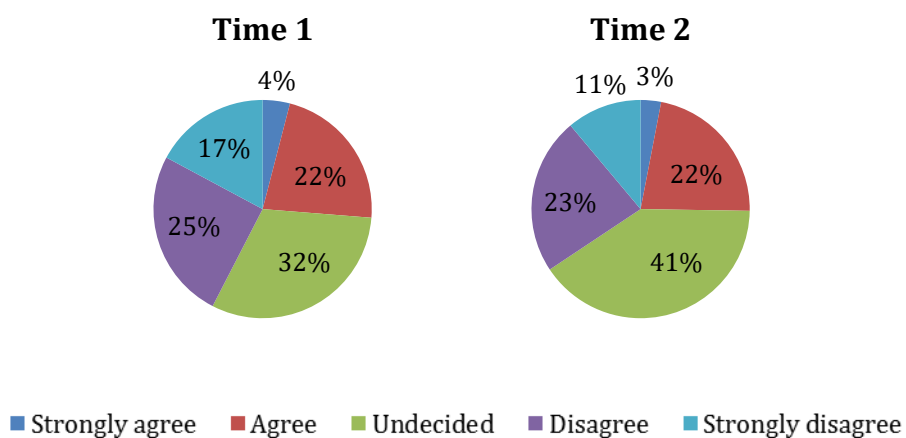
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.3.2 - Explanations provided by the CLIL teacher are clear.



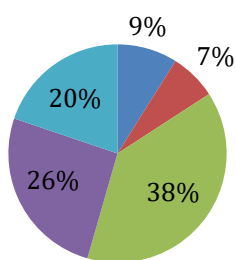
Q.3.3. *I do not like taking the content subject in English.*

Q.3.4. *I get good marks in CLIL classes - Not applicable for UBS1 and UBS2*

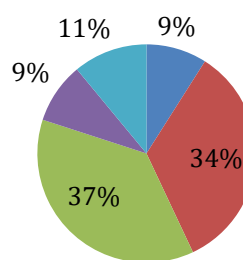


Q.3.5. *I like taking mathematics (physics, chemistry...) in English.*

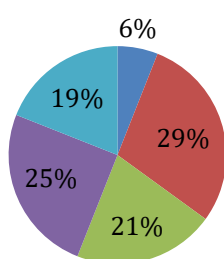
UBS1-Time 1



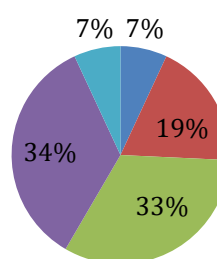
UBS1-Time 2



UBS2-Time 1



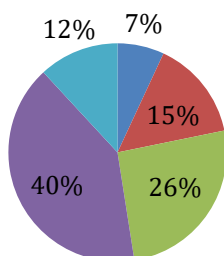
UBS2-Time 2



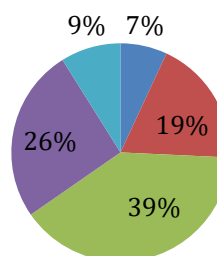
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.3.6 - I would be happy with taking another subject in English, apart from EFL.

Time 1

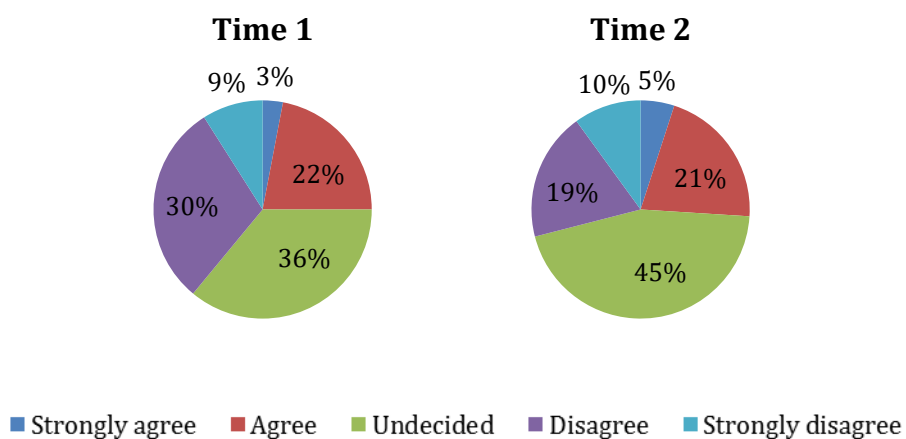


Time 2

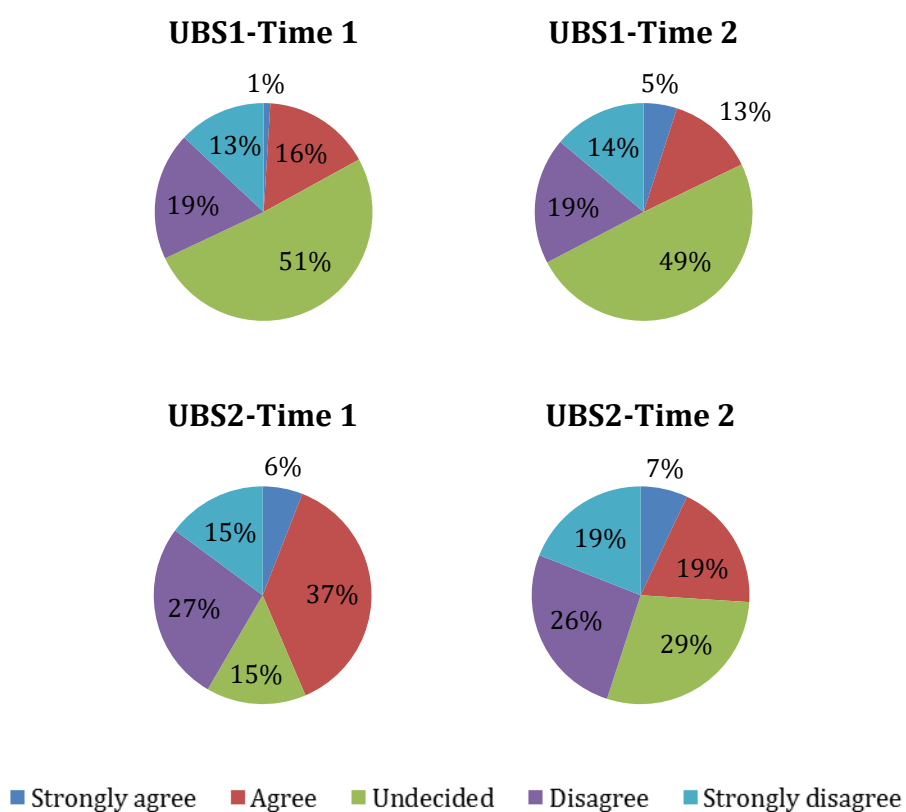


■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

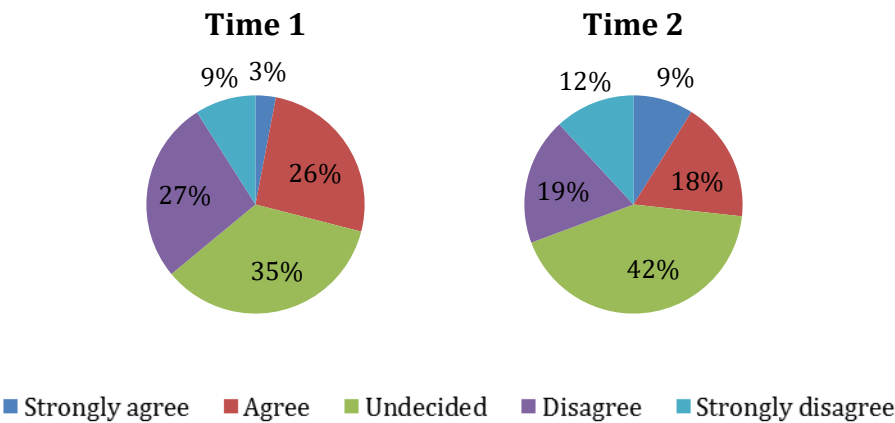
Q.3.7. I get nervous when I have CLIL class.



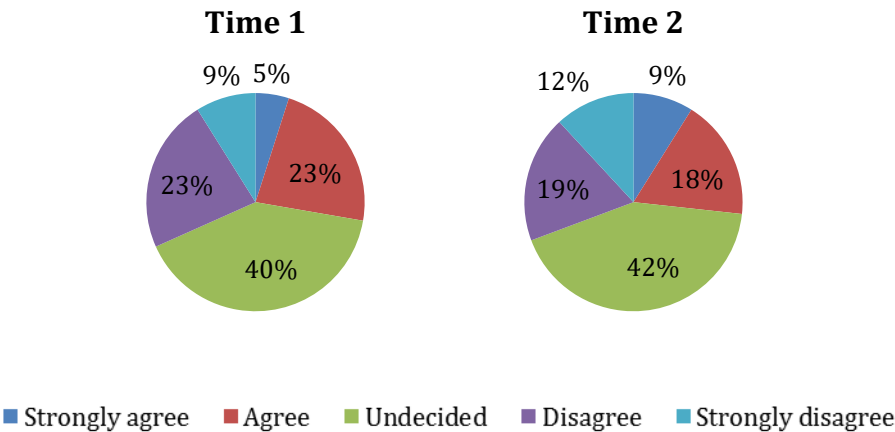
Q.3.8. *I try very hard in CLIL class.*



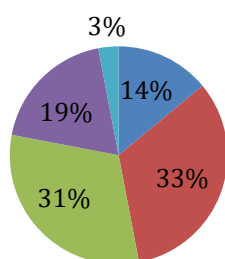
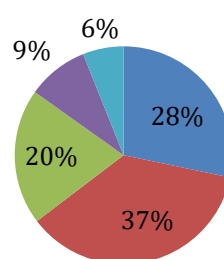
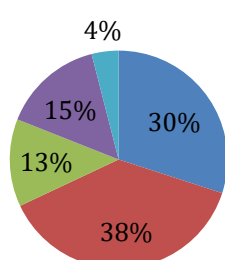
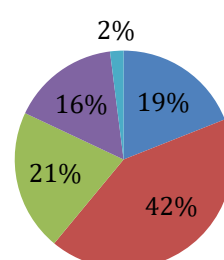
Q.3.9 - *My level of English has improved thanks to the CLIL class.*



Q.3.10. Taking content subject in English is easier than I thought.

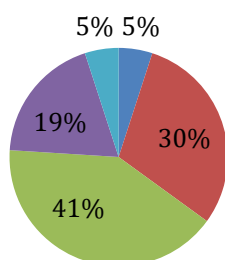
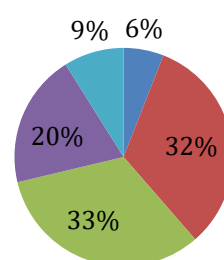


Q.3.11. I work hard in CLIL class, but my level of English is not improving much.

UBS1-Time 1**UBS1-Time 2****UBS2-Time 1****UBS2-Time 2**

■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

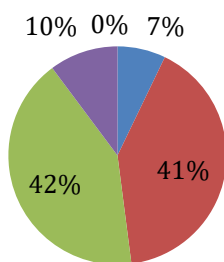
Q.3.12 - Having a high level of English is crucial for understanding content subjects in English

Time 1**Time 2**

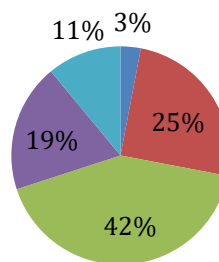
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.3.13. The materials in CLIL are very useful.

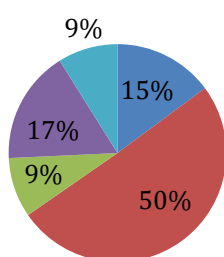
UBS1-Time 1



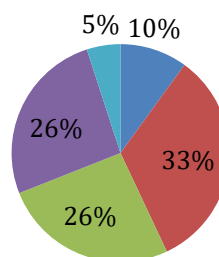
UBS1-Time 2



UBS2-Time 1



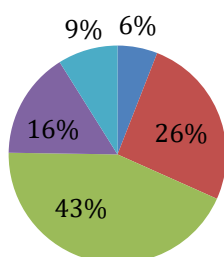
UBS2-Time 2



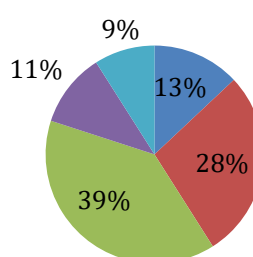
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.3.14 - The CLIL teacher helps us very much to follow the subject.

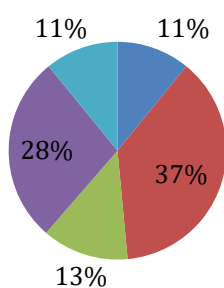
UBS1 - Time 1



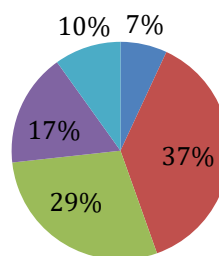
UBS1 - Time 2



UBS2 - Time 1

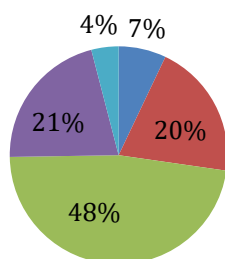
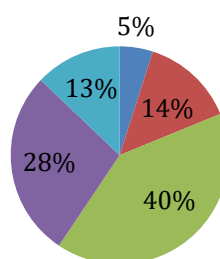
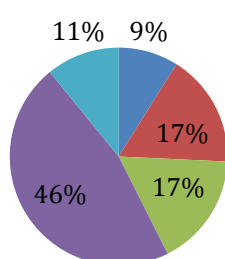
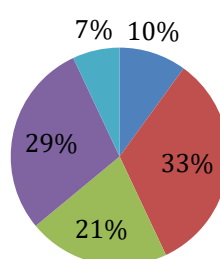


UBS2 - Time 2



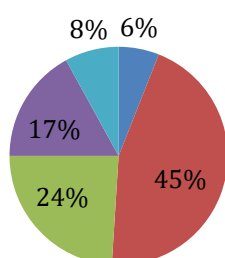
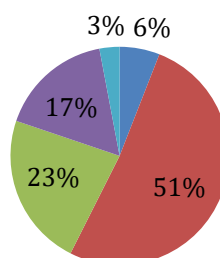
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.3.15 - Taking the content-subject in English is important, regardless of the subject taught.

UBS1-Time 1**UBS1-Time 2****UBS2-Time 1****UBS2-Time 2**

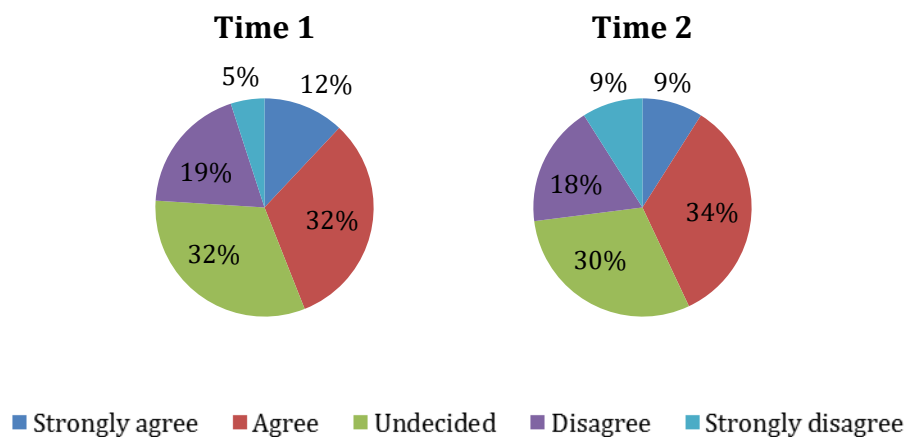
■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Q.3.16 - I find it difficult to understand the content of the subject in English.

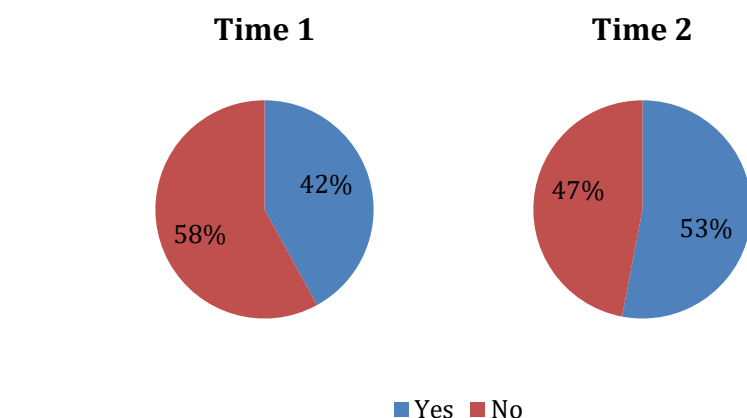
Time 1**Time 2**

■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

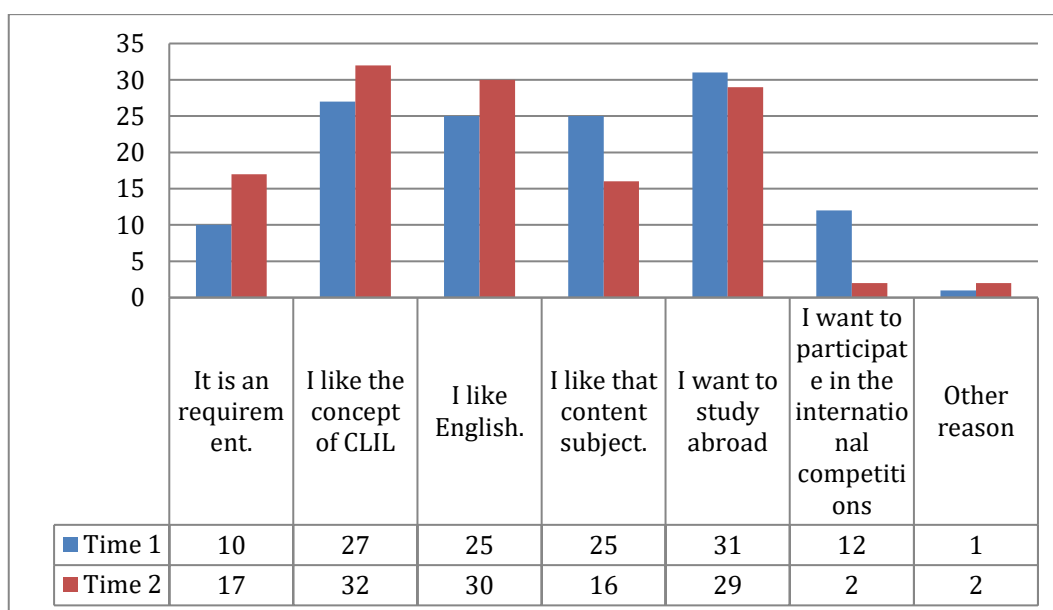
Q.3.17. I globally understand the content of the subject in English.



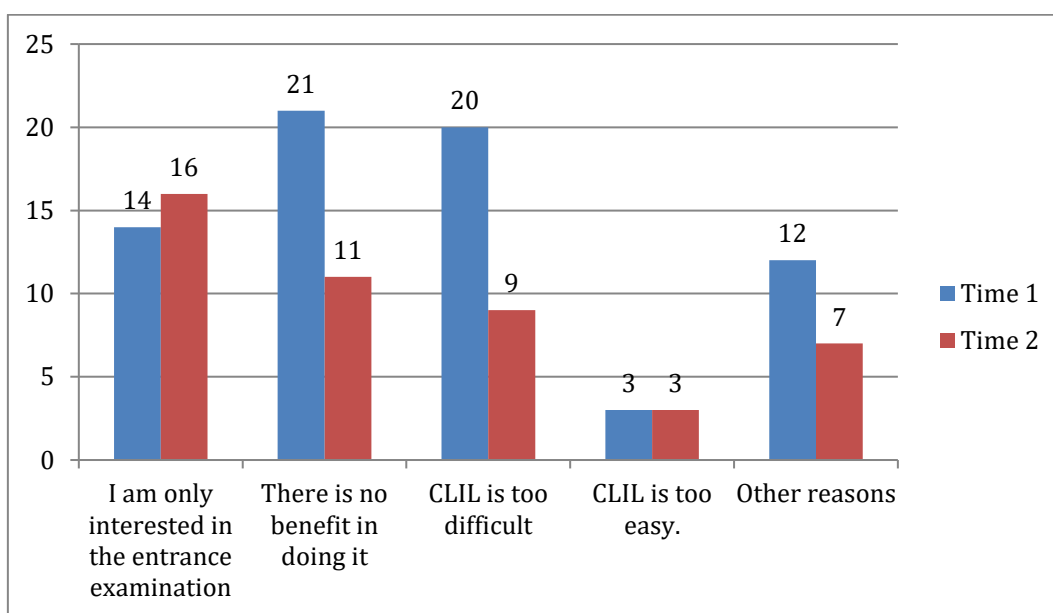
Q.3.18. *I understand what the CLIL teacher explains, but I cannot express myself in English.*



Q.3.19. *Do you do best in your CLIL class?*

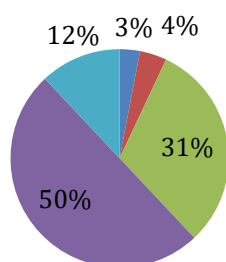


Q.3.20. *I do my best in the CLIL class because...*

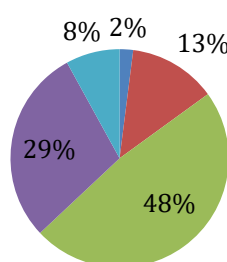


Q.3.21. I do not do my best in the CLIL class because...

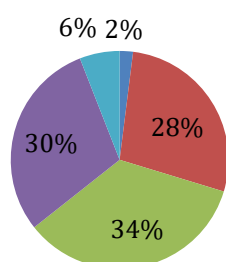
UBS1-Time 1



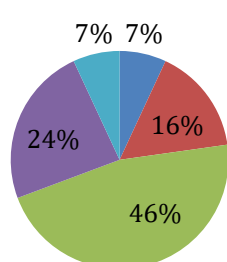
UBS1-Time 2



UBS2-Time 1

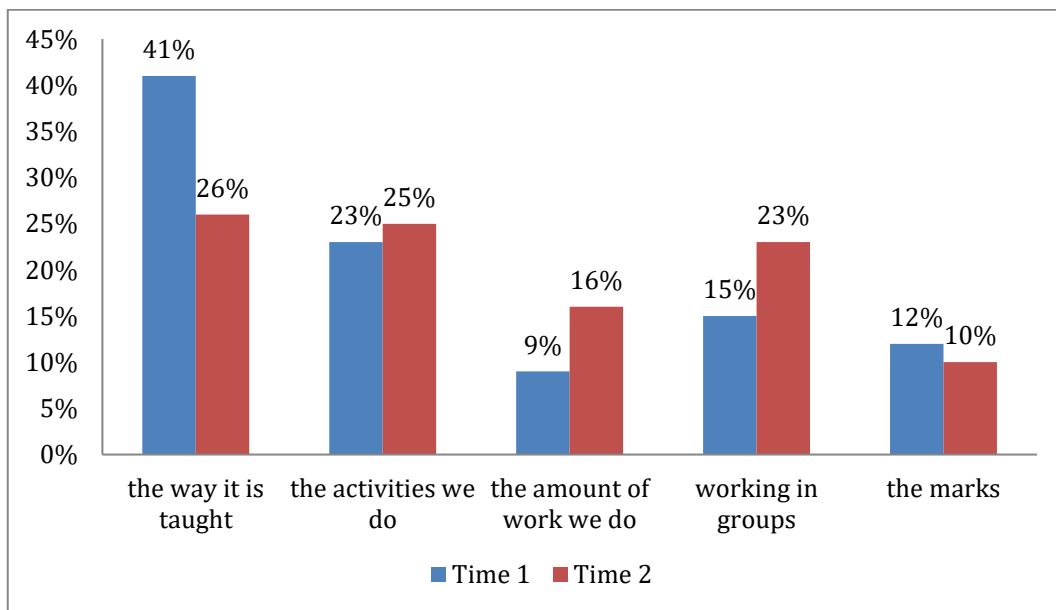


UBS2-Time 2

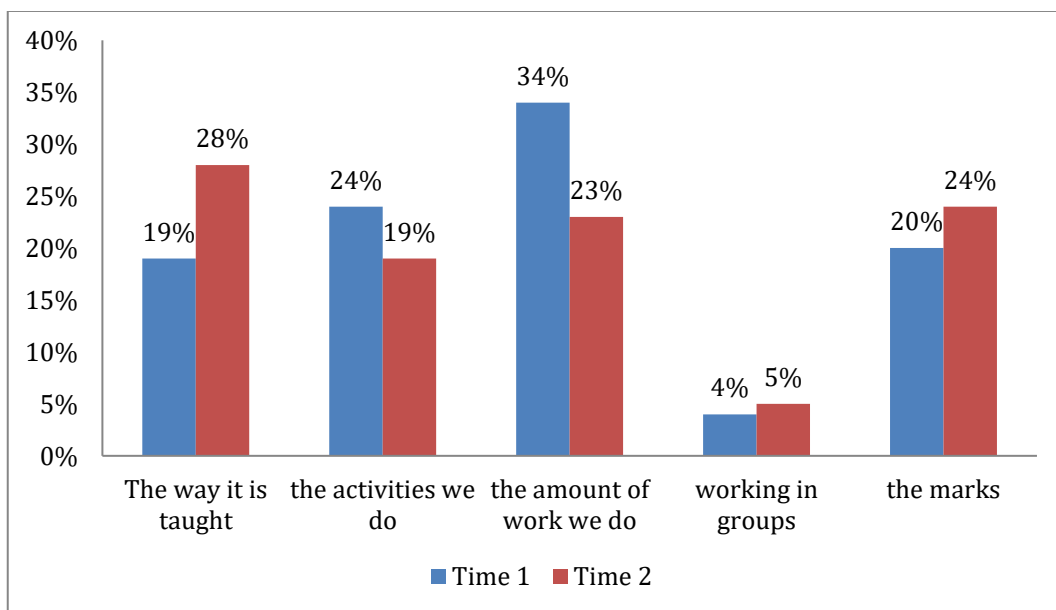


■ A lot ■ Quite a lot ■ Neither a lot nor little ■ Little ■ Not at all

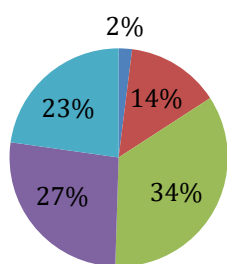
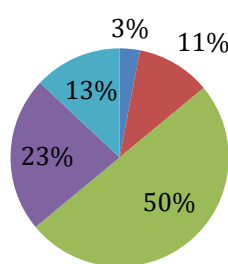
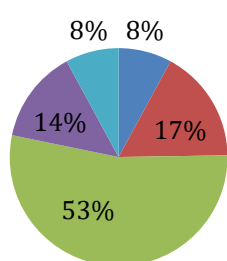
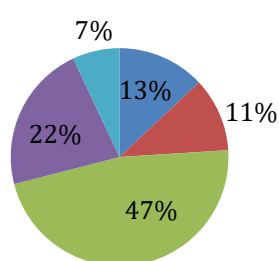
Q.3.22 - In the CLIL class, I have learned...



Q.3.23 - What motivates me most in the CLIL class is...



Q.3.24. What motivates me least in the CLIL class is...

UBS1 - Time 1**UBS1 - Time 2****UBS2 - Time 1****UBS2 - Time 2**

■ Very high ■ High ■ Neither high nor low ■ Low ■ Very low

Q.3.25 - My motivation in the CLIL class is...

Appendix 7 - Examples of students' comments

7.1. PERCEIVED VALUE OF THE COURSE

7.1.1. Possitive comments

7.1.1.1. *Language gain*

“I have more chance to use English.”

“I have learned a lot of English terminologies for Maths.”

“CLIL helps me improve my English skills.”

7.1.1.2. *Content gain*

“CLIL helps me improve mathematics.”

“I understand the *content-subject* more deeply.”

“I understand the nature of maths, physics, and chemistry.”

“I find it easier to understand the content subject in English. The exercises are more interesting.”

“CLIL classes provided me with English terminologies so that I can read materials in English.”

7.1.1.3. *Study skills*

“Think in English”

“Improve study skills”

“It’s a new way of studying maths.”

“Helps my thinking faster and more logical”

7.1.1.4. *Attitude/Motivation*

“CLIL have changed my attitudes towards Maths.”

“English has become very important.”

7.1.1.5. Cultural awareness

“Know how maths is taught in USA/England”

7.1.1.6. Specific purposes

“Helps us do SAT exercises”

“Useful to those who want to study abroad”

“Helps preparing for international competitions”

7.1.2. Negative comments (amotivation)

“CLIL is not useful; especially for those who don’t intent to study abroad.”

“It might be useful in the future, but not now.”

“I am Vietnamese. I won’t study abroad. I find the course useless.”

“I find no benefits in doing CLIL. I would rather use that time to study ‘normal’ English.”

“I haven’t learned much because there is only one period a week. It’s too little.”

“I don’t know what the purpose of this unprofitable learning is.”

“Useful for those who will study abroad, but irrelevant for me”

7.2. TEACHERS

7.2.1. Teacher competence

7.2.1.1. Positive comments

“The teacher’s explanations are clear.”

“I like the teaching methods of the Physics teacher.”

“The teacher slows down when it gets difficult.”

“The teacher provides a lot of interesting examples.”

“The group work activities are very effective.”

“The teacher translates into Vietnamese, which makes it easier to understand.”

“The teacher speaks English rather well.”

7.2.1.2. Negative comments

“The teacher is too fast sometimes.”

“The teacher’s teaching is too boring.”

“The teacher does not organise or link the knowledge for students. Most of the time, she only deals with certain exercises without any connections.”

“The teacher has a monotone voice. The class is inactive.”

“There is no interaction with the students.”

“There is no group work.”

“The teacher does not create motivation for students.”

“She is boring. She did not give a detailed answer to an exercise.”

“Instead of translating every single word in the question, the teacher should teach us how to present the answer correctly to each type of SAT question.”

“I think that the teacher should be more active in explaining in English. Her use of English is very limited. She often only gives the answer to the True/False questions and then explains the answers in Vietnamese.”

“The teacher’s pronunciation is poor.”

“The teacher cannot speak English, let alone teach in English.”

7.2.2. Teachers’ personality

7.2.2.1. Positive comments

“The teacher is nice.”

“The teacher is enthusiastic.”

“The teacher is easy-going.”

“The physics teacher cares about the students.”

“I like CLIL physics class. The physics teacher’s teaching method is good, easy to understand. He is approachable, and he pays good attention to the students. In contrast, I don’t like the CLIL chemistry class. The teacher’s teaching method is not suitable. There are too many difficult exercises. The teacher does not pay attention to the students.”

“I prefer the teacher sharing her life experiences rather than doing exercises.”

“The teacher often shares her life experiences.”

“The teacher provides some useful information [that is not subject-related].”

7.2.2.2. Negative comments

“The teacher is absent too often.”

“The teacher is not professional.”

“The teacher is over easy-going.”

“The chemistry teacher is too talkative.”

“The teacher does not pay attention to the students.”

“The teacher hates our class, so she is not enthusiastic. She didn’t explain things clearly.”

7.3. COGNITIVE ASSESSMENT

7.3.1. Positive comments

“It’s quite easy, at least for me.”

“The content is reasonable, easy to understand.”

“The content of the CLIL lesson is quite similar to that in Vietnamese, so it’s quite easy to understand.”

[I am happy with CLIL course because] “it’s quite difficult.”

“It’s difficult sometimes, but I am contented with the course in general.”

7.3.2. Negative comments

“Too difficult”

“The course is discouraging because it is too difficult. It makes me hate English.”

“It’s too difficult. It’s not suitable for my ability.”

“I’m not good at English, so I find it difficult to understand what the teacher is saying.”

“I’m not good at English. I don’t understand any CLIL lesson. CLIL is useless for me. I would rather study all the subjects in Vietnamese.”

“It’s too difficult. I don’t understand English. There are too many difficult terminologies.”

“The content subject should not be taught in English. I don’t like CLIL because I understand nothing.”

“The course is unorganised. The objective of the course is not clear. There is no textbook. I don’t understand anything.”

7.4. LEARNING EXPERIENCES /INTRINSIC MOTIVATION

7.4.1. Positive comments

“It’s interesting.”

“The exercises are interesting.”

“The examples are interesting, and the illustrations are nice.”

[I am happy with CLIL course because] “It’s new.”

“It’s good to try something new. I get to now science outside the textbooks.”

7.4.2. Negative comments

“It’s boring.”

“It’s tiring.”

“I don’t like English, so I don’t like CLIL.”

“I have studied SAT outside the school, so I find the lessons boring.”

“I am not familiar with CLIL.”

“The types of exercises are unrelated to those in Vietnamese.”

7.5. EVALUATION AND CONTROL

7.5.1. Positive comments (but not necessarily motivating factors)

[I’m happy with CLIL course because] “there is no stress.”

“There is no attendance check.”

“I don’t have to take notes. I can do whatever I want.”

“The teacher is absent sometimes, and I don’t have to work.”

“There is no evaluation, so no stress.”

7.5.2. Negative comments

“I don’t work much because there is no evaluation.”

[I’m not happy with CLIL course because] “I got bad mark in CLIL.”

7.6. OTHER COMMENTS

“CLIL lessons are at noon, I cannot concentrate on the lessons.”

“We can say whatever we want.”

“CLIL lessons make me feel that I am more intelligent than my international peers.”

Appendix 8 - Translation of teacher interviews

8.1. TEACHER 1

Interviewer: Thank you very much for arranging for this interview. As I've told you before, in this interview, I want to listen to your ideas about CLIL and CLIL practice in your school. First of all, where was your first information on CLIL acquired from?

Teacher: I took part in a project of teaching mathematics in French in 2001. Then, French lost its popularity, so I thought of teaching in English as I also know English. In 2011, I began teaching in English for this school as part of Project 2020.

I: Did you receive any training in CLIL?

T: I have no training in CLIL. In fact, I am a CLIL trainer. I studied English as a major at this school. When I entered the university, I was in the French AUF [Agence Universitaire de la Francophonie] programme, and got a certificate of teaching mathematics in French. I had some years' experience in teaching mathematics in French. So when the MOET launched this project, I began teaching in English. I have been asked by the MOET to be a CLIL trainer since December 2011.

I: In your school, how are students selected for a CLIL programme? How are teachers selected in a CLIL programme?

T: In 2009, CLIL courses were selective. Anyone who wanted to take the course paid the tuition fee and then it was arranged according to their level. But, since 2011, CLIL mathematics has become obligatory for students in the 10th and 11th grades. Students also have to pay for the courses; it is part of the tuition fee. But there are no scores or evaluations for these courses. CLIL teachers are required to have at least a B1 level of English and at least a master's degree in mathematics. They are also evaluated by the students. If students do not like the teacher, he/she cannot continue the programme.

I: How many hours per week do students study maths in English and in Vietnamese? Are there any similarities/differences in the contents of the two programmes?

T: Students have one period of 45 minutes per week. There are similarities and differences in the contents of the two programmes. Teachers decide what to teach, and they themselves choose the contents.

I: What percentage of English do you use in a CLIL lesson?

T: It depends on the content; it varies from periods to periods. Using 100% English is impossible. About 50% I guess. If the content is too difficult, I have to speak Vietnamese so that the students can understand. The students cannot understand some of the content of mathematics even when I speak Vietnamese, let alone English. In fact, I could teach totally in English if we had enough time. But the teaching time is too short – only one period of 45 minutes per week, I cannot. Even you, you teach the language... language is even easier than mathematics... and still students do not understand sometimes. And I think in the end, in order to understand anything deeply, one needs to be taught in their mother tongue. Whatever language you use to teach, you always have to conclude things in Vietnamese. English [in CLIL lessons] is only for improving listening skills and vocabulary, etc. In order to understand and remember things, Vietnamese is inevitable. There are very few students, if not none, who can think in English. Even when you read a whole booklet in English, what you can remember is what you think in Vietnamese. That's been my experience of teaching for years. People say that students should be taught to think in English – that's nonsense, except when they were born in England. You are a teacher of English, do you agree with me? I agree that English is important, but with natural subjects like mathematics, which require a high level of thinking, teaching totally in English is impossible. If anyone has taught totally in English, he/she was not teaching, he/she was just giving a show. The bottom line is what is learnt – English or Vietnamese is just a means. If teacher and students speak English without understanding, then it is necessary to speak in Vietnamese. The importance is the effectiveness of the lessons. I think it's nonsense to ask about the percentage of English use.

I: And what about the students? What percentage of English do they use in a CLIL lesson?

T: Of course, most of the time, students answer in Vietnamese, and then I help them to use English to express themselves. When they have a group discussion, they also use Vietnamese. However, when they write, they are required to write in English.

I: Which language could be used by students to do class activities, homework, projects, and tests?

T: As I've said, students often speak in Vietnamese and write in English. I use exercises from SAT tests in CLIL lessons. Students have to write the answers in English. Then I call up some students to write the answer on the backboard. I correct their answers and help them use correct English. What is important for students is that... it is not that students cannot use English, but they cannot use the correct scientific words. For example, in mathematics, we do not use 'cause' or 'because', we use 'since' instead. Or there are some words which have different meanings: the everyday meaning and the mathematical meaning. For example, the word 'slope', for you, means '*do doc*' [a surface of which one end or side is at a higher level than another; a rising or falling surface], but for us it means '*he so goc*' [a measure of the steepness of a line, or a section of a line, connecting two points]. What I teach students regarding English is mathematical terminology and the way to use English for mathematics.

I: Is students' language competence evaluated when assessing the subject?

T: No, there are no evaluations or tests at all.

I: Some people say that the use of L1 should be banned in CLIL lessons. Do you agree?

T: No, of course not. If L1 was banned, then lessons would be like a show. If you teach English, Vietnamese may be banned, but if you teach scientific subjects, it's not ok [to ban Vietnamese] at all. The purpose of the teaching is for students to understand. English is just a means [a tool] of communication.

I: Do you agree that the use of L2 should be encouraged in CLIL lessons?

T: Yes, of course. English should be encouraged because it's important, that's why we teach mathematics in English.

I: Do you have any kinds of language support for students in order to help them overcome difficulties posed by English?

T: I myself compiled a dictionary for the students, in which there is the pronunciation and the meaning of the word in both English and Vietnamese. Besides this, I send the materials to the students to help them with their reading comprehension. The students' English level is quite good, but their 'English for mathematics' is not so good. However, they can understand the materials. In other words, CLIL helps the students understand mathematical materials in English. The students already have some knowledge of mathematics. The one period of CLIL is not only for acquiring new knowledge. In the one period of teaching, there is new knowledge, but also old knowledge.

I: What strategies did you use to integrate students with more difficulties in terms of language?

T: Actually, how students understand the lessons depends on the speed of the teacher's speech. If the teacher speaks too fast, students understand little. So I evaluate the understanding of the students and adjust the speed of my speech. This is well discussed in a book called *Teaching Today*, which presents techniques to help students with more difficulties, whether you teach in English or in Vietnamese.

I: What strategies did you use to integrate students with more difficulties in terms of content?

T: Actually, to say that 100% of students understand the lesson is impossible. My objective is for 70% of students to understand. The rest, they have to try themselves. In other words, I teach for about 50% of the students with average ability. Students who are worse have to try their best, and students who are better have to find additional work themselves. I do not teach for the worst students. That way, I would ruin the whole class.

I: What do you find most difficult as a CLIL teacher?

T: I find it particularly difficult to find colleagues who are also interested in CLIL.

I: Do you think that students can achieve the course objectives even when being taught in English?

T: Yes, it depends on the students' level of English. It depends on many factors, the students' level of English and the teacher's level of English also. I can

check it [whether students understand or not] easily. I can tell that through their body language.

I: In general, how would you evaluate learners' responses to CLIL lessons?

T: I find students respond well to CLIL lessons, because students here [in this school] are quite good students.

I: Did you notice any changes in the learners' grades in a foreign language and in other subjects after you had begun using CLIL in your lessons?

T: They can do SAT tests more easily, and they understand what is taught in foreign countries better. These are the benefits of CLIL lessons. There is no effect on their English subject or any other subjects. It benefits students who want to study abroad.

I: Do you know how many students in your classes have the intention to study abroad?

T: In my classes, about 50% of students want to study abroad.

I: Did you notice any changes in the learners' attitude towards the foreign language subject or the content subject after they had begun the CLIL programme?

T: There is no relation between these subjects. The purpose of CLIL in this school is to prepare students who want to study abroad. Also, CLIL helps students know the maths programmes in the foreign countries and compare them with that of Vietnam.

I: Do you notice any differences between students who participated in the CLIL programme and the ones who did not in terms of their attitude, language competence, knowledge of the content subject, and learning strategies?

T: Of course there are differences. In fact, CLIL helps improve learning strategies. CLIL teaches students how to think. It is different from maths in Vietnamese, which teaches students skills: step 1, step 2, etc. In fact, the 'skill' of mathematics concerns a low level of thinking, whereas 'thinking' mathematics concerns a higher level of thinking.

I: How would you evaluate your first impression and experience of your first year with CLIL?

T: [*Laughs*] Uhm, worried, nervous, I had to ‘feel my way’, without any instructions... like someone who is walking in a cave without knowing what is inside the cave. But then I felt that I could do it, and that I knew some ways to do it. For example, I understood that CLIL is not like teaching mathematics in English. The first thing is to make students know what we learn in Vietnam and what they learn in other countries, and how we study and how they study. It is very meaningful to answer these questions. It is not like the teacher is showing off. Students will never understand anything if the teachers speak English all the time. The teachers should speak both English and Vietnamese.

I: Has your attitude to CLIL changed in any way over the years?

T: Yes. Now I’m not worried and nervous about myself anymore, but I’m worried for other teachers. I want to help other teachers so that they won’t feel worried. CLIL mathematics is very special; how it is realised depends on many factors: teachers, students, and the curriculum. CLIL in this school may not be applied in other schools, because students have only one period per week, and more importantly the students in this school are good students, they are very hard-working. The teachers in this school are also different. Now I am not worried about myself, but I am still finding ways for other teachers, to find something general for all the teachers, but of course this should be based on the particular cases.

I: If it were up to you to decide, would you teach CLIL these days?

T: Of course, it has always been my choice whether or not to teach CLIL.

I: Can you give your personal opinion about the strengths of CLIL?

T: It is very good for the teachers as they have to be very active. CLIL is good for so-called ‘continuing education’. In Vietnam, that you have studied for four years at a pedagogical school doesn’t mean that you can become a teacher. You can have a certain knowledge of the field, but not the ‘teaching skills’. To be able to teach, you need to have two more years of teacher training, and then you have to be continuously trained and retrained weekly, monthly. But in Vietnam, there are no such things. CLIL forces teachers to self-study. Regarding the

students, they have a chance to know what they are learning, how they are learning and what and how their peers in other countries are learning. Without CLIL, students never know what is happening out there. Moreover, CLIL helps students better integrate into the outside world.

I: And what about the weaknesses?

T: There are many weaknesses. The root of all of them is the motivation of the teachers and of the students. Teachers do not have the motivation to teach CLIL and students do not have the motivation to learn CLIL either. When you don't have the motivation, you cannot do anything. Teachers in general, not me, do not receive decent salaries or any incentives when teaching CLIL, so why waste their time and energies to study and teach CLIL? For me, for example, I could earn much more if I gave preparation courses for the entrance exam, whereas the time and the amount of work needed for CLIL is much more. When you do just fine to teach just mathematics in Vietnamese, you won't bother learning new things without better income or incentives. When teachers don't have the motivation, they won't learn to teach CLIL, and they cannot teach CLIL as a matter of fact. Students don't have the motivation to study either. They do not know why they should study mathematics in English. Not all students have the intention to study abroad, huh? Also, if the teachers do not have the motivation to teach, how can they motivate their students? So the bottom line is the policy. In Vietnam, what matters is the policy. CLIL teachers do not receive any incentives. Then they have to train themselves for CLIL, improve their language skills. Only the mad do so. Therefore, it is very hard to find CLIL teachers. So we often call CLIL the 'solitude subject'. I have only love for it. But it is only when we have good [financial] conditions that we can afford to pursue our love. But the thing is that it is when we are old, and when we are old, we cannot study languages. I know there are a lot of teachers who want to do CLIL, but they are too old to study a foreign language. The younger teachers need to earn money to support themselves, and they cannot earn money by doing CLIL, huh?

I: Can you see direct evidence of a positive influence of CLIL on the quality of teaching at your school?

T: They [the students] improve their SAT score considerably. They now know different types of mathematical problems. And of course, if they study abroad, they won't find it too strange.

I: Can you see direct evidence of a negative influence of CLIL on the quality of teaching at your school?

T: No, I don't think there is any negative influence. In fact, there is not much time for CLIL. Students do not even have to do homework. There is no assessment either. Of course, there is no negative influence.

I: Do you plan to keep teaching CLIL in the coming years?

T: Of course, like when you've fallen in love, you just continue, you don't know any other way.

I: Have you taken part in an event (workshop, seminar, training, conference) of further education on CLIL?

T: I have taken part in a lot of events. Most of the time, I am the trainer.

I: Does the school management support you when you participate in these events?

T: Yes, when I was invited, the school allowed me to go. But the participating fee is paid by the Ministry of Education and Training, not by the school.

I: What would you recommend to improve CLIL practice at your school?

T: I think that creating a financial advantage for teachers that teach through CLIL is the most important thing. Without this step, all the other steps are not useful any more. To be honest, retraining the current teachers is just a 'surface' step. In order to improve the situation, it is important to train new teachers from the start. That is the root. The current teachers are 'hard'. They are 'permanent' teachers; they themselves do not have the need to change. And in fact, it is impossible to change them, so it is important to train new teachers. The pedagogical colleges need to recruit students and train them so that they can become CLIL teachers for the future. Each college even needs to open a specialised class in mathematics in English [from high school level], everyone is interested in specialised classes. Then, these students need to continue being trained at the college level. Secondly, in the national examination, there should be some kind of 'incentive' for students who do mathematics in English. This is important because the Vietnamese education system is examination-oriented.

When CLIL is part of the national examination, then all students have the need to study it. Teachers also have the need to improve themselves for it.

I: Do you think that our interview covered all relevant fields? Would you like to add anything?

T: Yes, I think that the interview covered all the fields, but it is too long and repetitive.

I: Thank you very much!

8.2. TEACHER 2

Interviewer: Thank you very much for arranging for this interview. As I've told you before, in this interview, I want to listen to your ideas about CLIL and CLIL practice in your school. First of all, where was your first information on CLIL acquired from?

Teacher: The headmaster of the school, who is also my ex-colleague, invited me to teach in English for students in his school.

I: Have you received any training in CLIL?

T: No. In fact, I was once invited to be a CLIL trainer, but at that time I was busy, so I refused.

I: In your school, how are students selected for a CLIL programme?

T: It was at first a selective subject for 10th grade students. Recently, as the school have two teachers (there was only one at first), it has become a compulsory subject for both 10th and 11th grade students, but there is no evaluation for the courses.

I: And how are CLIL teachers selected?

T: There is no requirement for CLIL teachers. I studied abroad for seven years, and I used to teach mathematics in English at university, so when the project was launched, he [the headmaster] invited me to teach maths in English for his school.

I: How many hours per week do students study maths in English and in Vietnamese? Are there any similarities/differences in the contents of the two courses?

T: Students studied for one period [45 minutes] per week. The curriculum is not fixed; it changed from year to year. At first, we [the teachers] were required to train 10th grade students to do SAT tests, so the content of the CLIL lessons did not match the content of the maths lessons in Vietnamese. There are some [mathematical] contents which are not in the Vietnamese mathematics textbook for 10th grade students... but the main objective was for students to do as many

SATs questions as possible, so some content of the 11th or 12th grade are also introduced. Of course, that content is not very difficult, because SATs are not very difficult; it does not explore a problem very ‘deeply’. But this year, things are different. Now that both 10th and 11th students have CLIL lessons, the CLIL curriculum is more or less closer to the Vietnamese curriculum. But again, we have only one period per week, the curricula cannot be the same... and of course, knowledge outside the Vietnamese curriculum is also introduced.

I: What percentage of English do you use in a CLIL lesson?

T: I use 100% English in CLIL lessons.

I: And the students, what percentage of English do they use in a CLIL lesson?

T: Students also use 100% English in CLIL lessons. It is a requirement of CLIL courses.

I: And for class activities, homework, projects, and tests?

T: They have to use 100% English for all activities in the CLIL course.

I: Is students’ language competence evaluated when assessing the subject?

T: No, there is no evaluation.

I: Some people say that the use of L1 should be banned in CLIL lessons, do you agree?

T: I would prefer to use the word ‘encourage’ to ‘ban’ because there are certain situations in which the use of Vietnamese is better. For example, when the use of English is too time-consuming, students can use Vietnamese instead. After all, the important thing is that students understand the lesson. After that, the teacher can help them express the ideas in English.

I: Do you have any kinds of language support for students in order to help them overcome difficulties posed by English?

T: I often help students prepare for the lessons beforehand. For example, before the lessons, I give them the reading text, so that they can prepare at home,

and they can use a dictionary and the Internet to understand the text. During the lesson, I introduce the simple points first and then move on to the more difficult ones, and I try to encourage them to speak in English.

I: What strategies did you use to integrate students with more difficulties in terms of language?

T: The students' level of English is mixed. However, their reading skills are good, because they are gifted students. So I can solve the problem easily by giving them the reading text and learning materials beforehand. Often they don't have any difficulty in understanding the reading texts. Of course, their speaking skills are varied. Some of them speak very well, others not so well.

I: What strategies did you use to integrate students with more difficulties in terms of content?

T: The content of CLIL lessons is not as difficult as the content of mathematics lessons in Vietnamese.

I: In your opinion, what aspects of teaching promoted students' learning most?

T: In my class, I find working in groups and giving presentations are most effective. With these kinds of activities, I can integrate students of different levels. They can help each other and learn from one another.

I: What do you find most difficult as a CLIL teacher?

T: I find it difficult to motivate students because, in Vietnam, CLIL is not obligatory in the sense that there are no incentives for students who do CLIL. So there need to be some policies in order that students have a need to do CLIL. I also find explaining the subject matter in English extremely difficult. This is because of a number of reasons: how a teacher can say it, how students can discuss it, how a teacher can guide students, how students can understand it. All these things together make teaching CLIL difficult. The biggest difficulty is to 'run' the whole lesson smoothly, completely and effectively. This depends on many factors: the teacher, the students and the content also.

I: Do you think that students can achieve the course objectives even when being taught in English?

T: It depends on the lessons and the topics. With easier content, students can understand easily. With more difficult topics, the better students can understand and of course there are some students who do not fully understand. I am still satisfied with that.

I: In general, how would you evaluate learners' responses to CLIL lessons?

T: I find learners' responses to CLIL lessons just average. As I said before, students lack motivation for CLIL so their responses to CLIL lessons are not as good as lessons in Vietnamese.

I: Did you notice any changes in the learners' grades in a foreign language and in other subjects after you had begun using CLIL at your lessons?

T: No, I don't think that there has been any change.

I: Did you notice any changes in the learners' attitude towards the foreign language subject or the content subject after they had begun the CLIL programme?

T: No, I don't think there were any.

I: Do you notice any differences between students who participated in the CLIL programme and the ones who did not in terms of their attitude, language competence, knowledge of the content subject, and learning strategies?

T: Yes, of course there are differences. Students who do CLIL have better access to materials. They can understand a topic more deeply and profoundly.

I: How would you evaluate your first impression and experience of your first year with CLIL?

T: I felt normal [*laughs*].

I: Has your attitude to CLIL changed in any way over the years?

T: No, I still feel normal.

I: If it were up to you to decide, would you teach in English these days?

T: Yes, of course. As I said before, I thought of teaching in English long ago. I find it new and attractive.

I: Can you give your personal opinion about the strengths of CLIL?

T: Besides the fact that students have better access to materials, they also enjoy more class activities than in traditional lessons. For the teachers, they have to improve themselves to respond to the new challenges.

I: And the weaknesses?

T: The lesson preparation is time-consuming.

I: Can you see direct evidence of a positive influence of CLIL on the quality of teaching at your school?

T: Is this question the same as previous ones?

I: And the negative influences?

T: No, there aren't any.

I: Do you plan to keep teaching in English in the coming years?

T: Yes, of course, as I've already told you.

I: Have you taken part in an event on CLIL like a workshop, seminar, training, or conference?

T: Yes, I have attended two conferences organised by the MOET.

I: Have you actively contributed to some of these events with your experience of CLIL?

T: No, I haven't.

I: Does the school management support you in your further education in the field of CLIL?

T: Yes, the school supports me to attend the conferences.

I: What steps would you recommend taking to extend CLIL practice at your school?

T: Train the teachers, improve English skills for both students and teachers... better equipped classrooms and libraries... all these steps are important.

I: Do you think that our interview covered all relevant fields? Would you like to add anything?

T: That's enough, even too much [*laughs*].

I: Thank you very much!

8.3. TEACHER 3

Interviewer: Thank you very much for arranging for this interview. As I've told you before, in this interview, I want to listen to your ideas about CLIL and CLIL practice in your school. First of all, where was your first information on CLIL acquired from?

Teacher: In fact, I myself see the need for CLIL among students first. In Singapore or some other countries which follow the educational system of the UK, students have to get A-level certificates in order to enter a university. I opened a centre that trains the students who wish to study abroad for that examination. So, in fact, I had started CLIL even before Project 2020 was launched.

I: And CLIL in this school?

T: In 2012. It is a policy from the MOET. This school is a gifted school, so we need to do it [CLIL] first. As far as I know, it is obligatory for all other gifted high schools from this academic year.

I: Did you receive any training in CLIL?

T: No, in fact, I am a CLIL teacher-trainer. I have given five training courses for teachers who have to do CLIL physics. Each year, the MOET offered two training courses; each course lasts for one week [about 40 hours]. I used foreign-produced books and materials from the internet for these training courses.

I: How are students selected for a CLIL programme?

T: All students from the 'high-quality' classes have to take a CLIL class as part of the curriculum. However, there are no assessments at all.

I: And how are teachers selected for a CLIL programme? Are there any requirements for the teachers?

T: Any teacher who wishes to do CLIL can do it. In fact, teachers are encouraged to do CLIL because it is considered to be an opportunity to improve themselves.

I: How many hours per week do students study maths, physics, chemistry, etc. in English and in Vietnamese? Are there any similarities/differences in the contents of the two programmes?

T: Students have two hours per week for each subject [CLIL mathematics, CLIL physics, CLIL chemistry]. The content is very flexible. Teachers themselves decide what to teach. It is not necessarily similar to the Vietnamese programme, because it would bore students. However, as the curricula in high schools are quite similar all over the world, there are a lot of similarities in the content of the Vietnamese programme and CLIL. The teaching and learning methods are different. The content may be more practical. In a word, CLIL in this school is very flexible.

I: What percentage of English do you use in a CLIL lesson?

T: I used 100% English in CLIL lessons.

I: And the students? Do they use 100% English?

T: It depends on each student. Some students are capable of communicating in English with the teacher. Others have difficulties in speaking English. So let's say from 0 to 100%. In fact, the students who cannot speak English remain silent in the lesson. Students who have some ability in English may speak both Vietnamese and English. There are a few students whose English is very good who can use 100% English in the lessons. When students have a group discussion, they often speak Vietnamese. When they speak to me and I refuse to listen to Vietnamese, then they are obliged to speak English, but this rule is applied to only some capable students.

I: Which languages could be used by students to do class activities, homework, projects, and tests?

T: Students can speak both English and Vietnamese. I encourage students to speak English, but using the mother tongue is unavoidable. They have been using their mother tongue for years, so it is very difficult to use a foreign language.

I: Is students' language competence evaluated when assessing the subject?

T: There is no assessment at all.

I: Some people say that the use of L1 should be banned in CLIL lessons, do you agree?

T: No, the use of L1 should not be banned, as it depends on the students' English level. The use of L1 cannot be banned.

I: Do you agree that the use of L2 should be encouraged?

T: Yes, of course, because English is the international language. In comparison with other languages, English is quite easy to learn to speak, and it is rich enough for scientific descriptions. For scientific purposes, using English is quite simple. It is not as complicated as French or Russian, which are suitable for literature.

I: Do you have any kinds of language support for students in order to help them overcome difficulties posed by English?

T: We have only one period of 50 minutes per week, so I help students 'on the spot' during the lessons. To help them with the vocabulary and grammar, at first, instead of speaking English... For the terminology, for example, I give them the Vietnamese terminology. Sometimes, I choose exercises with the purpose of learning English rather than learning science, gap-filling exercises for example. Sometimes, the IELTS and TOEFL training strategies are included [*laughs*].

I: What strategies did you use to integrate students with more difficulties in terms of language?

T: I can only provide general help for that. For certain students, it is impossible. They have to try hard themselves. I can only fulfil all my own responsibilities within 1-2 hours per week like that.

I: What strategies did you use to integrate students with more difficulties in terms of content?

T: The content of the CLIL programme is in fact not more difficult than that of the Vietnamese one, so it is not a problem for my students.

I: In your opinion, what aspects of teaching promoted students' learning most?

T: It really depends on specific situations and students. For example, the use of authentic materials and working in groups are used best for students whose English is very good. With students whose English is not so good, the teachers cannot speak English to them all the time. The teachers have to give them more exercises on vocabulary and grammar. The teachers should have more contact with them and correct the scientific expressions they get wrong. With the 'good' students, they are capable of self-studying.

I: Where do you find your materials and inspiration for CLIL lessons?

T: I do not use materials made by Vietnamese teachers or the MOET as they are not reliable. I depend more on foreign-made, authentic materials.

I: What do you find most difficult as a CLIL teacher?

T: Preparing for CLIL activities is difficult because students have mixed ability. One activity may be suitable for one group, but it may not be suitable for another group. This demands a lot of effort from the teachers. It is most difficult to motivate students to study as the students themselves do not feel the urgent need to study in English. There are only a few students who wish to study abroad who are motivated to do CLIL. In a class of 30-40 students, there are about 4-5 students who have that intention. Others, although they know the importance of English, think that it is not urgent. They can study later, when they are at college. Now, the most important goal is to enter university. Another difficulty is that students have quite mixed levels of English, so the lesson preparation and design is also difficult.

I: Do you think that students can achieve the course objectives even when being taught in English?

T: It is very difficult to evaluate. There are groups of students who study very well; they actively participate in the lessons. There are also other groups who do not study. It is difficult to evaluate this group. Also, there are times when the lessons involve a 'hot topic', and then students participate actively. Anyway, mathematics, physics and chemistry are 'dry' subjects [boring subjects].

I: In general, how would you evaluate learners' responses to CLIL lessons?

T: If the learners' responses to lessons in Vietnamese is rated 10/10, then I would give their responses to CLIL lessons 3/10. This is because not all students are motivated to study in English, and also their English level is mixed.

I: Did you notice any changes in the learners' grades in a foreign language and in other subjects after you had begun using CLIL in your lessons?

T: I really don't know. Maybe there have been changes, but we haven't done a survey, so we can't know. We cannot guess.

I: Did you notice any changes in the learners' attitude towards the foreign language subject and the content subject after they had begun CLIL programme?

T: I really don't know. We don't do surveys or research on that. They just have to study both. One thing I can tell you is that students in my private centre [this teacher owns a private centre which provides CLIL courses for high school students] improve both their mathematics and English after a course. Of course we cannot compare students in my private centre with students at this school because students in my centre have a specific goal of studying abroad, and they pay for the courses and are motivated.

I: Do you notice any differences between students who participated in the CLIL programme and the ones who did not in terms of attitude, language competence, knowledge of the content subject, and learning strategies?

T: In fact, students in this school are gifted students; they already have good learning strategies. CLIL is just like a normal subject but in a different language. The students are quite hard-working, and each one has their own way of studying. I don't change their studying strategies.

I: How would you evaluate your first impression and experience of your first year with CLIL?

T: I felt normal. No problem. I didn't feel anything. I didn't feel sad or happy, just normal.

I: Has your attitude to CLIL changed in any way over the years? If yes, in what way?

T: No, there have been no changes. [It has been] very consistent.

I: If it were up to you to decide, would you teach CLIL these days?

T: Doing CLIL has always been my own decision.

I: Can you give your personal opinion about the strengths of CLIL?

T: English is a popular language. People have been using English to do science for a long time. So it is simpler to use English to describe a scientific phenomenon. Vietnamese is more suitable for literature and poems; it is not suitable for scientific purposes. It is better to think directly in English. Also, most of the scientific materials are written in English. If you know English, you have good access to sources of knowledge. There are very few materials in Vietnamese. Some students whose English is good find a lot of useful material and information from the Internet for themselves. They really have a broader horizon than those who only rely on very few Vietnamese books. In fact, most of the books in Vietnamese are books translated from English. We are not good enough to think of anything new. Therefore, students who are good at English have good access to knowledge.

I: And what about the weaknesses of CLIL?

T: Vietnamese people are not good at English because the natures of the two languages are so different. So English can become a barrier.

I: Do you see any evidence of a positive influence of CLIL on the quality of teaching at your school?

T: CLIL is beneficial to a small group of students who do research. These students are able to do research on a subject or a project on the Internet – of course, in English. However, I cannot take the credit because there is only one period of 45 minutes per week. It is too little to have an effect. There is a high possibility that these students' English level is already good and they can take the initiative.

I: And are there any negative influences?

T: No, there aren't. There are only benefits, more or less.

I: Do you plan to keep teaching in English in the coming years as well?

T: Yes, I will. In fact, CLIL in this school is quite relaxing. There are no evaluations at all. The payment for CLIL lessons is twice as much as Vietnamese lessons, but in fact, I don't care much about the money.

I: Have you taken part in an event of further education on CLIL like a workshop, seminar, training, or conference?

T: Yes, I have been invited to many training workshops as a trainer. After the workshop, I often write reports or papers on those training courses.

I: Does the school management support you in your further education in the field of CLIL?

T: Yes, the school works with the Ministry of Education and Training on the project. The school pays the travel fee, the accommodation, and the meals during those business trips. The school also helps to find substitute teachers during my absence.

I: What steps would you recommend to take to extend CLIL practice at your school?

T: The most important step may be to organise a school competition with CLIL tasks. As for Vietnamese people, examinations and competitions are important factors to motivate learning. Vietnamese people study to be tested and to take exams. In my private centre, students have the intention to study abroad, so they study hard to take the test [SAT].

I: Do you think that our interview covered all relevant fields? Would you like to add anything?

T: Ah, I think that the interview should include questions about the macro-policies. In the near future, CLIL will be taught on a large scale in Vietnam. This is a good trend. The policies have been applied in the gifted schools first, which is also good because, in gifted schools, students are intelligent and they have good study skills; the policies, therefore, are applicable. However, in order to promote CLIL, as I said before, Vietnamese students only study what will be tested, so it is important that the Ministry of Education and Training and the schools also organise CLIL competitions and examinations. The prizes

should be recognised. In fact, I have presented my ideas at conferences that, in the national examinations, there should be 1/10 point for CLIL questions. In that way, students would be motivated to do CLIL. However, CLIL cannot be applied on a large scale right now because, you know, the quality of the teachers, students, and facilities do not allow that. At the moment, we do CLIL in the gifted schools first, we cannot rush it.

8.4. TEACHER 4

Interviewer: Thank you very much for arranging for this interview. As I've told you before, in this interview, I want to listen to your ideas about CLIL and CLIL practice in your school. First of all, where was your first information on CLIL acquired from?

Teacher: In 2008, I was assigned to teach maths in English by the school. Teaching maths in English was the policy of the school. And the school chose me to do the task.

I: Did you receive any training in CLIL?

T: No, I haven't received any training yet.

I: How are students selected for the CLIL programme?

T: CLIL is obligatory for a special class for gifted students at school. Students in this class have to study CLIL mathematics, CLIL physics, CLIL chemistry, and CLIL biology.

I: How are teacher selected for the CLIL programme? Are there any requirements?

T: I actually don't have any qualifications in English. However, through the seminars at the school, people know each teacher's strong points and weak points. I was chosen to teach CLIL. You can say that CLIL teachers are chosen by their professional knowledge and communication skills.

I: How many hours per week do students study maths, physics, chemistry, etc. in English and in Vietnamese? Are there any similarities/differences in the content of the two programmes?

T: Students study for 1-2 hours per week for CLIL mathematics. Some classes have 2 hours, others have 1 hour. Of course, there are similarities and differences between the two programmes.

I: What percentage of English do you use in a CLIL lesson?

T: I used English about 70% of the time in CLIL lessons. When I introduce new concepts or when I explain something very difficult, I still have to use Vietnamese. Or when I explain the ways to solve a difficult maths problem, I use Vietnamese.

I: And what about the students?

T: For students, they are required to write 100% in English. But when they speak, or have group discussions, they only use English 30-50% of the time. Their ability to use English is quite limited. Some students are very good at English, others are not. Mathematics is difficult in and of itself. There is not much time for CLIL lessons. In fact, it is not obligatory to speak English all the time.

I: Which language could be used by students to do class activities, homework, projects, and tests?

T: When students have group discussions, they can use Vietnamese. However, when they do written exercises or tests, they are obliged to use 100% English.

I: Is students' language competence evaluated when assessing the subject?

T: In our school, teachers can set small tests just to know how well students are working, but in the end, there are no official assessments at all.

I: Some people say that the use of L1 should be banned in CLIL lessons, do you agree?

T: That depends on the students' ability. I don't think that English should be banned.

I: Do you agree that the use of L2 should be encouraged in CLIL lessons?

T: It's obvious. If not, why do we bother studying English or CLIL?

I: Do you have any kinds of language support for students in order to help them overcome difficulties posed by English?

T: In fact, our duties are quite limited. You know, we have a very short amount of time in class. For students with more difficulties in terms of English, I

provide them with more learning materials, more homework. We also encourage them to speak more, even though their English is not perfect.

I: What strategies did you use to integrate students with more difficulties in terms of language?

T: I encourage students to speak even when their English is not perfect. Then I will help them correct their mistakes. I always tell them that it's ok to make mistakes. The important thing is that they raise their voices.

I: What strategies did you use to integrate students with more difficulties in terms of content?

T: We have to choose the themes, topics and contents very carefully. Also, we have to teach students the skills to solve the maths problems – and the skills to present their answers – very carefully. First, we choose a topic that the whole class can follow. Then, for that topic, we choose certain exercises and help students do them very carefully. Anyway, English for maths is not too complicated unlike other subjects, which need a lot of words and expressions.

I: In your opinion, what aspects of teaching promoted students' learning most?

T: It really depends on each topic. Some aspects work best for certain topics but not for others, and vice versa. Again, the step of choosing suitable topics is very important. In our school, it's the teachers who decide the topics and content to teach. For each topic chosen, I plan the lessons with suitable activities.

I: Where do you find your materials and inspiration for CLIL lessons?

T: I use the Vietnamese mathematics curricula of our school to plan CLIL lessons. The Vietnamese mathematics curricula in our school are special, because they are for gifted students. Of course, the basics are based on the official textbook. We cannot teach A in Vietnamese and B in English. That would be 'warped'. All the content of CLIL lessons is taken from the maths lessons in Vietnamese. The differences are the warm-up activities, where I help students get used to new words and pronunciations.

I: So the CLIL lessons always follow the lessons in Vietnamese?

T: Yes, that's right. In fact, some selected content in Vietnamese lessons is enhanced in CLIL lessons. Thus, the content of CLIL lessons is somewhat more difficult.

I: What do you find most difficult as a CLIL teacher?

T: I find it most difficult to motivate students to do CLIL because not many students have the need to study mathematics in English. Only the ones who have the intention to study abroad have the need to do CLIL. In my class, about 20% of the students have the intention to study abroad. The others, at first, may be interested in CLIL. However, in the long term, they will lose their interest when there is no demand. It is like when you buy some item of warm clothing. You find it beautiful. You wear it when it is cold. At first, you might also wear it when it is not very cold. However, some days later, when it is not very cold either, you won't wear it. So, in order to motivate students, I have to choose the topics very carefully. The content of CLIL lessons must be necessary for students. Also, I create a friendly and relaxing learning environment. Sometimes, I have to change class activities to motivate students. Explaining subject matter in English is difficult. Just like teaching in Vietnamese, with the more able students, they just understand right away. But with the less able students, you have to repeat it again and again. Searching for the correct ratio of English to Vietnamese is also difficult. The objective of CLIL is to help students use English for mathematics, but students also need to understand the lessons and feel interested. Contact with parents is difficult because there are some sensitive issues. Also, I cannot contact parents directly; we contact them via the teacher in charge. The most difficult thing is to motivate students to study in CLIL with CLIL.

I: Do you think that students can achieve the course objectives even when being taught in English?

T: I think that about 50-70% of students can achieve the course objectives. It depends on the lessons.

I: In general, how would you evaluate learners' responses to lessons with CLIL?

T: There seems to be more mathematics than English in CLIL lessons, so learners' responses are quite good. In comparison with lessons in Vietnamese, their responses are similar.

I: Did you notice any changes in the learners' grades in a foreign language and in other subjects after you had begun using CLIL in your lessons?

T: The main objective of CLIL is for students to integrate themselves into the world. It is difficult to evaluate the changes in their English skills or mathematics because, firstly, I am not a teacher of English. Secondly, I do not teach them mathematics in Vietnamese. However, I can see some positive changes in the learners when they get used to my way of teaching.

I: Did you notice any changes in the learners' attitude towards the foreign language subject and the content subject after they had begun the CLIL programme?

T: Again, it is very difficult to say. I only work with them in CLIL classes.

I: Do you notice any differences between students who participated in the CLIL programme and the ones who did not in terms of their attitude, language competence, knowledge of the content subject, and learning strategies?

T: I only teach CLIL so I don't know.

I: How would you evaluate your first impression and experience of your first year with CLIL?

T: At first, I found it very difficult.

I: Has your attitude to CLIL changed in any way over the years? If yes, in what way?

T: Now, I have got used to it. I don't find it so difficult.

I: If it were up to you to decide, would you teach in English these days?

T: I wouldn't do it; I would prefer to focus on teaching mathematics in Vietnamese.

I: Why?

T: Because I would rather do something I'm better at. You know, like, you can use both your left hand and your right hand. But as you are right-handed, you prefer using your right hand and use it more often.

I: Can you give your personal opinion about the strengths of CLIL?

T: First, CLIL improves students' mathematical thinking skills when they have to use many languages. And they understand that mathematics is the same in English or in Vietnamese. Secondly, CLIL helps them better integrate themselves into the world. For the students who have the intention to study abroad, CLIL helps them do better at the foreign schools.

I: And what about the weaknesses of CLIL?

T: The main weakness of CLIL is that it is very difficult to motivate students because CLIL is imposed on the students in our school – there is little demand for it.

I: Can you see direct evidence of a positive influence of CLIL on the quality of teaching at your school?

T: I think that CLIL helps promote the overall learning of English at school. When we increase the use of English, people feel the real demand of English, and thus actively use it.

I: Can you see direct evidence of a negative influence of CLIL on the quality of teaching at your school?

T: In fact, there isn't much time devoted to CLIL lessons, so there aren't any negative influences. Also, although CLIL is obligatory, it is like a relaxing extra-curricular activity as there are no evaluations or notes.

I: Do you plan to keep doing CLIL in the coming years as well?

T: Yes, because it's quite interesting.

I: Are there any influences of CLIL on the teachers themselves?

T: Yes, CLIL is a challenge, and teachers have to try their best to respond to it.

I: Have you taken part in an event of further education on CLIL like a workshop, seminar, training, or conference?

T: Yes, I have taken part in several conferences organised by the Ministry of Education and Training.

I: Have you actively contributed to some of these events with your CLIL experience?

T: Yes, I made two presentations at CLIL conferences organised by the MOET, on request.

I: Does the school management support you in your further education in the field of CLIL?

T: Yes, I took part in those events as a teacher of the school. So the school paid all the expenses and proposed substitute teachers during my absence from the school.

I: Do you think that our interview covered all relevant fields? Would you like to add anything?

T: I think that the interview has covered all relevant fields, but some questions are very difficult to answer.

I: Thank you very much!

8.5. TEACHER 5

I: Thank you very much for arranging for this interview. As I've told you before, in this interview, I want to listen to your ideas about CLIL and CLIL practice in your school. First of all, where was your first information on CLIL acquired from?

T: Three years ago, I got to know about CLIL through my sister who was studying CLIL in the Foreign Languages Specialised School. However, when I was studying at university, I thought about teaching mathematics in English. At that time, no one ever talked about that. I love English and I thought about teaching mathematics in English back then when no one knew about it.

I: Did you receive any training in CLIL?

T: When the Department of Education and Training launched this project, the school encouraged teachers to do CLIL and sent the volunteer teachers to the training courses organised by the Hanoi Department of Education and Training. Each training course lasted for three months, and was divided into two parts: English and English for mathematics. I didn't find those courses very effective because the teachers were just ESP teachers.

I: How are students selected for the CLIL programme? And how are teachers selected for the CLIL programme?

T: CLIL is new in our school. This is the first semester for us. CLIL is obligatory for all students in grade 10. They have only one period [50 minutes] of CLIL lessons per week. CLIL teachers are volunteer teachers who have been trained in the training courses I've just mentioned. There are two teachers for each subject. Each of us takes it in turn to teach one class [specialising in Mathematics].

I: How many hours per week do students study maths in English and in Vietnamese? Are there any similarities or differences in the content of the two programmes?

T: As CLIL is still new in our school, the teachers decide the content of the lessons. We usually choose content that is similar to that of lessons in Vietnamese. However, CLIL lessons cannot cover all the content of lessons in

Vietnamese because there is only one period per week. In fact, the Ministry of Education and Training has just published bilingual textbooks of mathematics for high school students. The content of these books is the same as the Vietnamese textbooks; only the translation has been added. I don't use these books though because I find that the quality of these books is not good, in terms of language.

I: What percentage of English do you use in a CLIL lesson?

T: It depends on the topics or themes. There are times when I used up to 90% English. But sometimes, when the topics are difficult, I have to use Vietnamese. I would say I use from 50 to 90% English in CLIL lessons.

I: And what about the students?

T: I think that the students also use about 50-90% English. Sometimes they use a lot of English. But for example, when they discuss how to find the answer, they have to use Vietnamese first. When students don't know some English terms, they would ask me, in Vietnamese: How do we say this in English? Or for example, when we have difficult mathematics problems, we have to discuss how to find the answer in Vietnamese first, then we write the answer in English later.

I: Which language could be used by students to do class activities, homework, projects, and tests?

T: They often use Vietnamese for group discussions. But when they write the answer, whether it is in class or at home, they have to write in English. Of course, the tests are in English.

I: Is students' language competence evaluated when assessing the subject?

T: The evaluation of CLIL is embedded in the evaluation of mathematics, accounting for 10% – mathematics in Vietnamese accounts for 90%. In fact, the other teacher is in charge of the marking, so I can't say whether language competence is evaluated or not. I think that language competence should be evaluated.

I: Some people say that the use of L1 should be banned in CLIL lessons, do you agree?

T: I think that the use of L1 in English lessons should be banned, but the use of L1 in CLIL lessons should not be banned. There is some difficult content in CLIL lessons. The priority is the students' understanding. The use of English is secondary to this. After all, this is a scientific subject.

I: Do you agree that the use of L2 should be encouraged in CLIL lessons?

T: Yes, of course, because it is the international language. More and more people are using it.

I: Do you have any kinds of language support for students in order to help them overcome difficulties posed by English?

T: I have a lot of methods. In fact, I change my teaching techniques continuously. Sometimes, I teach reading comprehension by finding suitable reading materials. Students already know some of the content. Besides, there are a lot of common mathematical symbols [in English and Vietnamese], so students can easily guess the meaning of the words/expressions they don't know. Sometimes, I find videos of mathematics lectures on the Internet, where a professor explains and writes symbols on the board at the same time. I find that students can understand those lectures and they are also interested in watching them. In that way, students can acquire the language naturally.

I: What strategies did you use to integrate students with more difficulties in terms of language?

T: I always provide students with handouts. After they watch or listen to the lectures, I give them the handout. For students specialised in mathematics, or even Vietnamese students in general, the foreign-made mathematics materials are not very difficult in terms of knowledge, but the language might be difficult. However, as there are a lot of symbols in mathematics, students can understand them easily; even students whose English is not good can understand them.

I: What strategies did you use to integrate students with more difficulties in terms of content?

T: Actually, there is no problem for students in terms of content. The content of CLIL lessons is easy to understand. It is even easier for students specialised in Mathematics. Even the worst students in the class find it easy. Of

course, sometimes I give them some difficult mathematical problems, but most of the time the content of CLIL lessons is easy.

I: In your opinion, what aspects of teaching promoted students' learning most?

T: The only thing I can say is that students are most interested in listening to native speakers, watching videos. Students are also interested in solving mathematics problems from the mathematical Olympiads. So I often find suitable problems from those contests for them.

I: What do you find most difficult as a CLIL teacher?

T: I find preparing CLIL lessons very difficult for many reasons. Firstly, there are very few materials and documents available. I myself am not good enough, and I have little experience. The students are very good, so I have to find materials suitable for their level. Then I have to change my teaching techniques all the time so that students don't feel bored. In short, I find it very difficult. Organising a CLIL lesson is also difficult, only a little less. This CLIL lesson is half-science lesson, half-English lesson. I am just a science teacher – I'm not used to organising language lessons. I think that language lessons have specific features. I am inexperienced in this. Finding materials is also very difficult. In Vietnam, finding materials in English is extremely difficult, even textbooks in English. Oh, I find everything difficult. The most difficult task is preparing lessons.

I: Do you think that students can achieve the course objectives even when being taught in English?

T: No, my objective is make students feel interested, maybe they do not need to fully understand them or learn something new. I have observed many other teachers' lessons. And I found that a lot of students were doing their own things; they didn't pay attention to what the teacher was saying. So at the moment, my objective is to make the students feel interested, pay attention and participate in the lesson.

I: In general, how would you evaluate learners' responses to CLIL lessons?

T: I find that learners' responses to lessons are not very good. They might be interested in the lessons and pay attention, but only some of them really actively participated in the lessons – only about 10%.

I: Did you notice any changes in the learners' grades in a foreign language and in other subjects after you had begun using CLIL in your lessons?

T: I don't know because I only work with them in CLIL lessons. I don't teach them mathematics in Vietnamese.

I: Did you notice any changes in the learners' attitude towards the foreign language subject and the content subject after they had begun the CLIL programme?

T: It is difficult to say. I really don't know.

I: Do you notice any differences between students who participated in the CLIL programme and the ones who did not in terms of their attitude, language competence, knowledge of content subject, and learning strategies?

T: It is difficult to tell. I find that they are the same.

I: How would you evaluate your first impression and experience of your first year with CLIL?

T: At first, I was not very confident, so I used a lot of Vietnamese, say 50-50 English-Vietnamese. Then, I gradually increased the amount of English.

I: Has your attitude to CLIL changed in any way over the years?

T: Now I feel more confident. But sometimes I still find it difficult to explain something in English because my English is still not very good.

I: If it were up to you to decide, would you teach in English these days?

T: Yes, I like it. As I've told you, I have thought about teaching mathematics in English since I was a student at university. But for some other teachers, they have no choice. There are four gifted high schools in Hanoi. In each of these schools, there must be a certain number of teachers who teach CLIL. Some of the teachers are obliged to do CLIL even though they do not like

it. They are not qualified enough. They do not feel comfortable when they are forced to do CLIL; they do not feel confident. Sometimes the students may laugh at the teacher when he/she speaks English badly, not as well as the students. This is a reality.

I: Can you give your personal opinion about the strengths of CLIL?

T: CLIL helps mathematics lessons become less ‘boring’. Mathematics lessons in Vietnamese are quite ‘dry’ [boring]. But in CLIL lessons, students watch videos, which would be more interesting. Students have a chance to compare the two educational systems. They know how something is defined in another language. I find CLIL very interesting and useful.

I: Are there any weaknesses?

T: Yes, CLIL is confusing. Sometimes I am confused. I don’t know whether it is a mathematics lesson or a language lesson.

I: Do you see any direct evidence of a positive influence of CLIL on the quality of teaching at your school?

T: I find that CLIL is useful for students, especially gifted students like in this school. Recently, there have been many contests in English, like the HOMC [Hanoi Open Mathematics Competition], the AMC [American Mathematics Competition] or other international maths contests. CLIL helps them a lot when they take part in these competitions. I think CLIL may also help students improve their English. Students specialising in maths often don’t like English as a subject. So CLIL familiarises them with English. CLIL also brings a lot of benefits for teachers. As for me, I have to read a lot. I have to improve my English skills although it’s also my hobby. I devote more time and effort to it.

I: Are there any negative influences of CLIL on the quality of teaching at your school?

T: Yes, there are. The lesson preparation is very time-consuming. I spend a lot of time thinking, finding materials, and finding suitable teaching techniques, when I also have a lot of other work to do. Sometimes CLIL is very stressful. Sometimes, I cannot prepare the lessons well. CLIL also has some negative influences for students, such as it being part of the overall evaluation for mathematics. So if the mark for CLIL is not good, that can affect their overall

study results. In fact, I have observed a lot of CLIL lessons given by other teachers. I find that a lot of students don't like it and feel bored.

I: Do you plan to keep teaching in English in the coming years as well?

T: Yes, I like it. Also, CLIL motivates me to improve myself. I am forced to study English and English for mathematics.

I: Have you taken part in an event of further education on CLIL like a workshop, seminar, training, or conference?

T: Yes, I took part in a conference on CLIL in November 2014 at the University of Natural Sciences.

I: Have you actively contributed to some of these events with your experience with CLIL?

T: No, I haven't. This is the first time I have taught CLIL. I am inexperienced in CLIL.

I: Does the school management support you in your further education in the field of CLIL?

T: No, there isn't any support from the school.

I: What steps would you recommend taking to extend CLIL practice at your school?

T: I think that there are many obstacles to extending CLIL practice. The biggest obstacle is the teacher. There are very few teachers who are qualified for CLIL. Ideally, the school should send teachers abroad to observe how foreign teachers teach [mathematics]. But what the school can do now is to create a financial advantage for CLIL teachers. Also, the school should have some way of encouraging enthusiastic teachers to continue to be enthusiastic.

I: Do you think that our interview covered all relevant fields? Would you like to add anything?

T: Yes, I think that the interview covered all the relevant fields.

I: Thank you very much!

8.6. TEACHER 6

Interviewer: Thank you very much for arranging for this interview. As I've told you before, in this interview, I want to listen to your ideas about CLIL and CLIL practice in your school. First of all, where was your first information on CLIL acquired from?

Teacher: I was assigned to teach CLIL because I had just got my Master's degree, and they said that my knowledge was still fresh. Also, the other teachers were already old.

I: Did you receive any training hours in CLIL?

T: I was offered a three-month training course from August to October. We only studied general English, because there were no teachers available to teach English for biology. When I was doing the course, I had to start teaching CLIL at the same time.

I: How are students selected for the CLIL programme?

T: All the students have to study CLIL for one period a week for the subject they are specialised in.

I: And how are teachers selected for the CLIL programme?

T: There must be a CLIL teacher. As no one wants to do CLIL, the school subject section has to assign someone who is most suitable.

I: How many hours per week do students study maths, physics, chemistry, etc. in English and in Vietnamese? Are there any similarities or differences in the content of the two programmes?

T: Students specialised in biology have one period [50 minutes] of CLIL biology each week, students specialised in chemistry have one period of CLIL chemistry each week, and so on. Of course there are similarities and differences in the content of the programmes because the amount of lessons for the two programmes is not the same. For the CLIL lessons, most of the content is just taken from the content of Vietnamese lessons – we cannot teach totally new content.

I: What percentage of English do you use in a CLIL lesson?

T: I only use about 30% English in CLIL lessons. I use Vietnamese when I am explaining the meaning of some terminology. The terminology is specific for biology, so they are very difficult [to understand], so I have to use Vietnamese.

I: And what about the students?

T: I find that students can use English quite well. It is only when there are some difficult terms which cannot be paraphrased in other words that students can use Vietnamese.

I: Which language could be used by students to do class activities, homework, projects, and tests?

T: Students can use English or Vietnamese to do class activities as they wish. For homework, project tests, and written exercises, they can also use both English and Vietnamese; it depends on the type of the exercise.

I: Is students' language competence evaluated when assessing the subject?

T: The Hanoi Department of Education and Training does not require students to be evaluated for CLIL lessons. We have two mini-tests for CLIL, but they mostly test their knowledge of biology, not language skills. Language skills are tested in the English subject.

I: Some people say that the use of L1 should be banned in CLIL lessons, do you agree?

T: It would be good to ban L1 in CLIL lessons, but the teachers are not qualified enough to do so [*smiles*]. As you already know, even teachers of English who have been trained for years are not qualified. For us, we have taken only some short training courses for a certificate. Our English may not be as good as the students. Some of them even have IELTS 8.0. It's impossible [to ban L1].

I: Do you agree that the use of L2 should be encouraged in CLIL lessons?

T: Yes, it's possible to encourage the use of English in CLIL lessons. By encouraging the use of English, they can use it better, just like when we study general English.

I: Do you have any kinds of language support for students in order to help them overcome difficulties posed by English?

T: I find that students seem not to have any difficulties when doing CLIL. The terminology might cause a few difficulties. Then, the teacher will help them. In a lesson, the difficult terminology, whose meaning cannot be found anywhere, makes up just about 10%. With the help of the teacher, students can do the tasks easily.

I: What strategies did you use to integrate students with more difficulties in terms of content?

T: This class is the class specialised in biology, so the students are very good at biology. They have no difficulties with the biology part. There may be some students whose English is not as good as the others. However, in general, there is no problem.

I: In your opinion, what aspects of teaching promoted students' learning most?

T: CLIL is brand new for us. We are still puzzled. We are still trying to find the way through. I usually let students work in groups to find the meanings of new words. When they cannot find the meaning, I will give them clues. Then, they present what they understand. That's all.

I: Where do you find your materials and inspiration for CLIL lessons?

T: I only use *Campbell Biology* as the textbook. We have to find the materials ourselves. There are four gifted high schools under the Hanoi Department of Education and Training. Teachers in these schools find the materials and share them. Each teacher is in charge of one part. There is no official curriculum, requirements, or evaluations whatsoever assigned by the Ministry of Education and Training. We have to manage everything ourselves. It is very difficult. For CLIL mathematics, at least there is a textbook. We only have a bilingual book called *Campbell Biology* as a reference. This book is quite famous. It is used by many teachers and students of biology. Besides this, there are some

videos on YouTube, but I rarely use them. Materials prepared by other Vietnamese teachers are very rare also. Our English is not good enough to translate Vietnamese textbooks into English. Other sources mentioned here seem to be inaccessible in Vietnam. In short, we have problems finding teaching materials.

I: What do you find most difficult as a CLIL teacher?

T: Preparing the lessons is very difficult. In short, I find everything very difficult.

I: Do you think that students can achieve the course objectives even when being taught in English?

T: Yes, I think that up to 90% of students do well. In fact, CLIL content is not very difficult. We cannot teach difficult content like in Vietnamese lessons.

I: In general, how would you evaluate learners' responses to CLIL lessons?

T: Students respond well to the lessons. They actively participate in the class.

I: Did you notice any changes in the learners' grades in a foreign language and in other subjects after you had begun using CLIL at your lessons?

T: In my opinion, one obvious change is that students know more English terminology.

I: Did you notice any changes in the learners' attitude towards the foreign language subject and the content subject after they had begun the CLIL programme?

T: I haven't noticed any changes in their attitude or motivation.

I: Do you notice any differences between students who participated in the CLIL programme and the ones who did not in terms of their attitude, language competence, knowledge of content subject, and learning strategies?

T: No, I haven't noticed any differences.

I: How would you evaluate your first impression and experience with CLIL?

T: I find teaching CLIL very difficult. It is a really big challenge.

I: Has your attitude to CLIL changed in any way over the years?

T: No. I still find it very difficult. In fact, I find it more and more difficult as I teach. My English is not good at all.

I: If it were up to you to decide, would you teach in English these days?

T: No. You see, when you teach something, you must be very good at it. You should be very sure about what you are teaching. At the least, you must be better than the students. Now, if we are not even as good as the students [at English], how can we teach them? How can we be confident enough to teach them?

I: Can you give your personal opinion about the strengths of CLIL?

T: CLIL increases students' vocabulary, especially terminology. CLIL helps them understand the questions in international competitions, or the subject material. It is also the objective of this CLIL project of the Ministry of Education and Training.

I: And the weaknesses?

T: The weakness is of course more work for the students.

I: Do you see any direct evidence of a positive influence of CLIL on the quality of teaching at your school?

T: No, I don't see any positive or negative influence.

I: Do you plan to keep doing CLIL in the coming years?

T: If it was up me to decide, I wouldn't do it next year. It is too difficult for me, as I've already told you.

I: Have you taken part in an event of further education on CLIL like seminars, conferences, training, etc.?

T: I only took part in one conference last November, at the University of Natural Sciences.

I: Have you actively contributed to some of these events with your experience with CLIL?

T: No, I haven't.

I: Does the school management support you in your further education in the field of CLIL?

T: No, there isn't any support from the school.

I: What steps would you recommend taking to extend CLIL practice at your school?

T: I think that in order for this CLIL project to work, teachers must be officially trained by the university to teach in two languages. I've heard that Hanoi University of Education has offered this kind of training course from this year. It would be much better. For us, we have to teach and study at the same time, and that just doesn't work.

I: Do you think that our interview covered all relevant fields? Would you like to add anything?

T: Yes, I think the interview covered all the relevant fields.

I: Thank you very much!

8.7. TEACHER 7

I: Thank you very much for arranging for this interview. As I've told you before, in this interview, I want to listen to your ideas about CLIL and CLIL practice in your school. First of all, where was your first information on CLIL acquired from?

T: Eight years ago, I had a chance to observe a CLIL lesson given by my university teacher at Nguyen Binh Khiem high school. He had studied abroad.

I: Did you receive any training in CLIL?

T: When the Ministry of Education and Training launched the project, the school chose the teachers who were willing to do CLIL or who had some English ability to do it. My school often has foreign visitors. Through contact with the visitors, the school can find out the English ability of some teachers. That's how I was chosen. Then I was sent to the training courses every year. I've taken three courses up to now. All the courses are organised by the Department of Education and Training.

I: What percentage of English do you use in a CLIL lesson?

T: I use 50% English and 50% Vietnamese. When there are some abstract concepts, or difficult content, I have to change to Vietnamese so that the students can understand.

I: And what about the students?

T: Students use 100% English. I require them to use English all the time. When they have some problems with the English, I will help them, or I will ask them to find new words on the Internet. Students in this school have access to the Internet.

I: Is students' language competence evaluated when assessing the subject?

T: There is only one mini-test. It is not clear whether language competence is evaluated or not.

I: Some people say that the use of L1 should be banned in CLIL lessons, do you agree?

T: No, I don't think so. At the moment, I think that it's not good to ban Vietnamese in CLIL lessons, as the teachers haven't been trained properly, and the students have just finished secondary school. Their English competence is still limited. But in five years' time, I think that Vietnamese should be banned in CLIL lessons.

I: Do you agree that the use of L2 should be encouraged in CLIL lessons?

T: Of course, L2 should be strongly encouraged. We can see it clearly from the success of Singapore. Singapore is a strong country because its people speak English well. If we do not promote the use of English, we cannot be successful.

I: Do you have any kinds of language support for students in order to help them overcome difficulties posed by English?

T: I think that teachers should encourage students to use their initiative. Students should understand that lessons are not one-way. Teachers act like a guider. Students have to explore the topics by themselves. Then, they have to be able to present the topics in English. In that way, students acquire knowledge and remember [new words in] English.

I: What strategies did you use to integrate students with more difficulties in terms of language?

T: In fact, this is a difficult problem, and I haven't found any solutions yet. It is one of the difficulties when teaching in English. In my class, there are four or five students whose English is very poor. They do not seem to understand anything in my CLIL lessons. I don't know what to do yet.

I: What strategies did you use to integrate students with more difficulties in terms of content?

T: In fact, the content of CLIL lessons is not difficult. I only choose the contents that are taught to normal students, so they are simple for gifted students. Students only have difficulties with English, not with chemistry.

I: In your opinion, what aspects of teaching promoted students' learning most?

T: The teaching techniques are not important. The important thing is that we have to change the methodology, that is, learners must actively participate in the lessons. Learner autonomy is crucial. Whether the teaching is in English or Vietnamese, learners must use their initiative to gain the knowledge themselves. They must be active in the whole teaching process. Teachers only act as the guider. Only in that way can students gain knowledge effectively.

I: Where do you find your materials and inspiration for CLIL lessons?

T: You know, there are a lot of useful video clips of chemistry experiments on YouTube.

I: What do you find most difficult as a CLIL teacher?

T: Preparing for CLIL lessons is very difficult. Contact with parents is also difficult because CLIL is new and the parents don't understand it. They don't care about it.

I: Do you think that students can achieve the course objectives even when being taught in English?

T: I estimate that about 60% of students can fully understand their CLIL lessons, about 30% of students are below average, and 10% do not understand anything at all.

I: In general, how would you evaluate learners' responses to CLIL lessons?

T: Just the same; about 60% of students actively participate in the lessons. Students' responses to CLIL lessons are much poorer than to their lessons in Vietnamese.

I: Did you notice any changes in the learners' attitude towards the foreign language subject and the content subject after they had begun the CLIL programme?

T: I find that students seem to love English more after working with CLIL. They also have better study skills because the teaching methods are totally different [from the traditional class in Vietnamese]. Students prefer the new teaching methods.

I: How would you evaluate your first impression and experience with CLIL?

T: I was quite nervous. I didn't feel as confident as when I teach in Vietnamese.

I: Has your attitude to CLIL changed in any way over the years?

T: That feeling has gone. After just a few lessons, I wasn't nervous any more.

I: If it were up to you to decide, would you teach in English these days?

T: Yes, of course. As I've told you. There must be some change [in the teaching methodologies] so that the next generations will be better.

I: Can you give your personal opinion about the strengths of CLIL?

T: There are three strengths of CLIL. Firstly, for students who will study abroad – about 20% of students in my class –, CLIL helps them a lot. Even if students get a very high score for IELTS, they still have to take a preparation course in which they learn English for mathematics, physics, chemistry, biology, and other academic subjects. If they can prepare themselves in Vietnam, they can shorten their time abroad, and better integrate themselves in the foreign country. Secondly, CLIL helps gifted students better prepare themselves for international competitions. Recently, there have been many competitions. In my class, about 40% of students will participate in one or more international competitions. When students work with CLIL, they have access to more materials. Thirdly, CLIL helps to promote the teaching and learning of English in high schools in general.

I: Can you see direct evidence of a positive influence of CLIL on the quality of teaching at your school?

T: In fact... simply... the purpose of the Ministry of Education and Training... the MOET is very keen on innovating teaching methodology...

Project 2020 is supposed to be quickly applied to all high schools. Those schools who have applied CLIL are considered to be the pioneers in changing teaching methodologies. Apparently, this will have positive effects on other high schools in Vietnam. For the gifted schools themselves, CLIL has many positive effects. In order to teach CLIL successfully, teachers have to apply new teaching methods. If they keep the traditional white chalk and blackboard method, students won't be listening to them.

I: Can you see direct evidence of a negative influence of CLIL on the quality of teaching at your school?

T: No, I don't see any.

I: Do you plan to keep doing CLIL in the coming years as well?

T: Yes, of course.

I: Have you taken part in an event of further education on CLIL like a workshop, seminar, training, or conference?

T: Yes, many. I have attended three training courses. Each one lasted for one week. One was in Singapore, one in Hue, and one in Hai Phong.

I: Have you actively contributed to some of these events with your experience with CLIL?

T: I made one presentation at a workshop in which I shared my personal experience of teaching CLIL, and I also modelled one CLIL lesson.

I: Does the school management support you in your further education in the field of CLIL?

T: Yes, a lot. They provided a substitute teacher while I was away. They also paid all the expenses.

I: What steps would you recommend to take to extend CLIL practice?

T: I think that in order for CLIL to work nationwide, the Ministry of Education and Training has to prepare a good source of CLIL teachers. Also, the

materials must be sufficient. The Ministry of Education and Training must provide a curriculum backbone that teachers can refer to.

I: Do you think that our interview covered all relevant fields? Would you like to add anything?

T: I think that's enough.

I: Thank you very much!

TITRE : Enseignement d'une Matière Intégrée à une Langue Etrangère : Evolution des perceptions des étudiants et des enseignants dans un dispositif innovant

Résumé

Cette recherche porte sur un dispositif d'enseignement d'une langue étrangère innovant au Vietnam, de type EMILE (Enseignement d'une matière intégrée à une langue étrangère) et promu par Le Ministère de l'éducation et de la formation en 2008. IL s'agit d'une recherche exploratoire et qualitative visant à extraire les représentations d'élèves de 1ère et 2ème année au lycée. Un premier questionnaire administré au début de la mise en œuvre de l'EMILE porte sur leurs perceptions/motivations au sujet de l'anglais en général, les cours d'anglais et les cours de type EMILE. Un deuxième questionnaire a été administré après une année et demi de pratique de l'EMILE. Parallèlement, les enseignants de spécialité qui participaient au dispositif EMILE, ont été interviewés. Le traitement des données a permis de confronter les perceptions des élèves et des enseignants à propos du dispositif innovant et d'en identifier les qualités et les défauts. Les résultats soulignent le décalage qui existe entre la perception des potentialités du dispositif et les nombreux obstacles concrets qui entravent leurs réalisations.

Mots clefs : EMILE, English language learning, perceptions, motivation, Asia, innovation

TITLE: Content and Language Integrated Learning in Vietnam: Evolution of Students' and Teachers' Perceptions in an Innovative Foreign Language Learning System

Abstract

The present research examines Content and Language Integrated Learning (CLIL), an innovative language learning system in Vietnam launched by the Vietnamese Ministry of Education and Training in 2008. This exploratory, qualitative investigation was first centred on the perceptions of high school students, obtained through two questionnaires. The first one was administered at the outset of the CLIL implementation, with a view to identifying their perceptions about and motivations for English in general, English as a Foreign Language and CLIL. A second questionnaire was administered after a year and a half of CLIL practice to evaluate potential motivational changes. At the same time, the content teachers of the project who taught their speciality in English were interviewed. Data processing made it possible to cross-check students' and teachers' perceptions of CLIL, its assets and its drawbacks. The results point out the discrepancy which exists between the perceived didactic potentialities of CLIL and the many concrete impediments that hamper their full realization. In the wake of this survey, some recommendations are made to improve CLIL implementation in Vietnam, particularly with regard to the content teachers' training in the foreign language.

Keywords: Content and Language Integrated Learning, English language learning, perceptions, motivation, Asia, innovation

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