

## Background of the Study



## Research Inquiry

This study explores the lived experiences of non-native speakers working as English teachers in Vietnam, and the meanings ascribed to these experiences.

### DATA GATHERING

#### PHASE 1: Sending communication/ email

- Selection of informants
- Sending emails for participation
- Seeking of approval and consent from informants
- Setting schedule, venue, and mode for interview

#### PHASE 2: Doing the first and second phase of interview

- Signing of informed consent form
- Doing the first phase of interview (45 mins to 1 hr)
- Transcribing the interview
- Doing the second phase of interview (20 to 30 mins)

#### PHASE 3: Revising and editing the manuscript

- Edit and revising manuscript
- Making of Teaching-Learning Continuity Plan

### DATA ANALYSIS

(Van Manen 6-step approach)

- Turning to the nature of lived experience
  - Formulating research inquiry
- Investigating experience as we live it
  - Using in-depth interview
- Reflecting on essential themes
  - Using of coding to highlight emerging themes
- Hermeneutic phenomenological writing
  - Organizing themes, writing concepts and sub-themes
- Maintaining a strong and oriented relation to lived experiences
  - Relating themes to T-L experiences
- Balancing the research context by considering parts and whole
  - reviewing transcripts, meaningful units, themes and concepts and making a continuity plan

## References

Serin, H. (2017). The Effects of Teaching Abroad on Personal and Professional Development. *International Journal of Social Sciences & Educational Studies*, 4(1), 113-114. doi:10.23918/ijsses.v4i1p110

Skapinakis, P., Bellas, S., Oikonomou, A., Dimitriadis, G., Glikas, P., Perdikiari, E., & Mavreas, V. (2020). Depression and its Relationship with Coping Strategies and Illness Perceptions during the COVID-19 Lockdown in Greece: a Cross-sectional Survey of the Population. *Depression Research and Treatment*, 2020. <https://doi.org/10.1155/2020/3158954>

Ulla, M. B. (2019). Filipinos as EFL teachers in Bangkok, Thailand: Implications for language education policy in the ASEAN region. *RELJ Journal*, 9033688219879775.

# Teaching English in Vietnam: Voices of Non-native English Speakers

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## RESULTS AND DISCUSSION

### The 5 P's of Being a Non-native English Teacher in Vietnam

#### Theme 1: Professional rewards and development

The joys of teaching stem as well from the personal gains that a teacher can obtain while performing his or her job. To be specific, the semi-structured interview exhibited that teachers acquire valuable developments and respect as they work in Vietnam. Specifically, teachers experience improvement in their pedagogical knowledge and teaching strategies being exposed to the series of professional development afforded to them. Further, as teachers engage in pedagogical practice, they have developed the necessary knowledge and skills they need to do their jobs effectively.

#### Theme 3: Promotion and Career Opportunities and Support

One of the biggest advantages of non-native speaking English teachers in Vietnam is the vast employment opportunities available for qualified employees. Vietnam has become one of the top destinations for EFL job seekers. As revealed, the participants mentioned the high demand for EFL jobs, easier hiring and employment processing, and several training opportunities and promotions in Vietnam that provided them with employment, professional development, and career advancement. Due to the popularity of English as a medium of instruction around the world especially in Asia, many native and non native English teachers migrated to different parts of Asia with Vietnam being one of them.

#### Theme 5: Personal Drive

The NNESTs personal drive to cope with the difficulties they experienced in Vietnam includes enhancing their qualification, maintaining a positive mindset, cultural adaptation, flexibility in teaching, collaborating with peers. These coping strategies are series of psychological actions taken when one feels threatened by something and these actions are taken to reduce this feeling of threat, loss, and stress (Skapinakis, et al., 2020). To maintain a competitive edge in the EFL market, non-native teachers expressed in their responses the need to be certified and qualified to teach. Similarly, Serin (2017) mentioned that passionate educators who teach with enthusiasm can lead to significantly increase their motivation and dedication and their belief in the importance of their profession.

#### Theme 2: Personal Growth and Contentment

One of the driving forces that led to a major diaspora of non-native teachers in Vietnam can be attributed to the growth and satisfaction of personal demands. Such personal contentment has been highlighted social and emotional development brought about by the relationship built with colleagues, the promises of adventure, the financial stability, and the comfortable lifestyle as revealed during their interview. Teacher-participants who have teacher assistants (TA) aiding them in their lesson delivery find it easier to manage their classes and collaborating with them made it easier to effectively teach. Such a level of the dynamic between teachers and teaching assistants is highly valued by the participants.

#### Theme 4: Professional Predicaments

Despite the numerous professional rewards and personal growth that non-native English teachers obtain from working in Vietnam, they also expressed their pain related to the profession. Cultural difference is a major cause that made the teachers experienced difficulty in managing their classrooms, and high expectations from the parents. Professionally, instructors cited classroom management as among the most challenging elements of the New educational systems to cope with. Despite having years of teaching expertise in their native countries, they struggled to handle behavior issues in their classrooms. Similarly, classroom management and fulfillment of teaching roles have been considered as the stressors expressed by the teacher participants.

## Conclusion and Recommendations

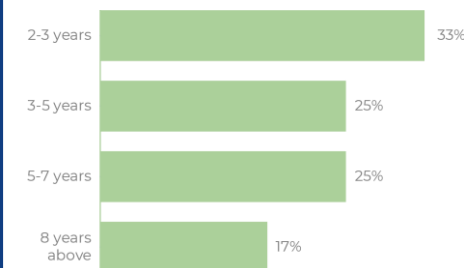
According to the findings of the descriptive phenomenological research, the significant experiences of the teacher participants in Vietnam revealed that while working abroad can provide benefits to both the individual and the family, it also comes with a number of drawbacks, particularly for those who are teaching English but were not born as native speakers of the language. Despite these hurdles, non-native English educators overcome obstacles, overcome problems, and strive for success, which is a frequent reality that jobseekers and dreamers, in general, encounter throughout life.

## RESEARCH PARTICIPANTS AND ENVIRONMENT

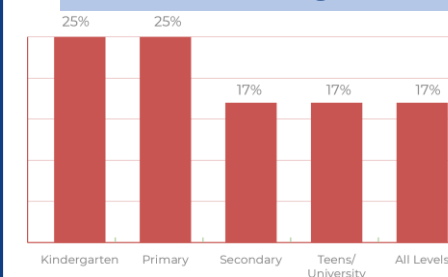
### Participants' Profile

Country Of Origin	Nationality	First Language Spoken
	Netherlands	Dutch
	Philippines	Filipino
	Indian	Indian
	Ukrainian	Russian
	Spanish	Spanish
	Polish	Polish
	Ghanaian	Twi
	Brazilian	Portuguese
	French	French
	Russian	Russian
	Vietnamese	Vietnamese
	Venezuelan	Spanish

### Teaching Experience



### Levels Taught



### Cities Taught

