Teachers' and Students' Attitudes towards the Implementation of Content-Based Instruction in Higher Education in Ho Chi Minh City

Bui Phu Hung[1] & Tran Thi Hai[2]

[1] Faculty of Foreign Languages and Cultures, Van Hien University, Vietnam (Currently as a doctoral candidate at College of Foreign Languages, Hue University, Vietnam)

[2] Division of English Language, Ho Chi Minh City University of Fine Arts, Vietnam

Correspondence: Bui Phu Hung, Faculty of Foreign Languages and Cultures, Van Hien University, 613 Au Co St, Tan Phu Dist, Ho Chi Minh City, Vietnam. Tel: 84-906-623-973. E-mail: buiphuhung@yahoo.com

Abstract

Content-based instruction programs carried out in higher education in Ho Chi Minh City rests against national language-in-education policy and planning. However, in the first phase of implementation, this kind of courses proves problematic. This present study investigated teachers' and students' opinions on the implementation of content-based instruction (CBI) courses at three universities to make necessary recommendations for institutional developments. More than half of the students found the curricula problematic and thought their teachers should develop themselves more. In addition, teachers believed the institutions which they were working for should offer them opportunities to study overseas. The one thing which most of the teachers and students agreed on was that CBI was a good language-in-education policy.

Keywords: content-based instruction, policy implementation, English language education

1. Introduction

1.1 Background of the Study

The importance of English has continually improved in Vietnam for several reasons after a decline in Russian and French in the late 1900s (Branigin, 1994; World Press Review, 1988, p. 26; Denham, 1992). First, the adoption of the Act for foreign investments in Vietnam has urged it to expand its relations with other countries, including English speaking and non-English speaking ones. Secondly, the development of the tourist industry has required those working in relevant sectors to enhance their conversational English. In term of academic issues, updating information as well as desiring for overseas studies in countries where English is spoken as a second or the native language has led many scholars to take courses in English. In particular, many foreign language centers were established, mainly in Ho Chi Minh and Hanoi City (Denham, 1992).

The model of content-based instruction (CBI) applied to higher education in Ho Chi Minh City is the Sheltered Model, in which the teachers use English to teach major-related courses. However, new enrollees are not fluent at English enough to join courses, so the curriculum in use has two main parts: English and content. Different from curriculum applied by foreign universities, like RMIT and HELP in Vietnam, these institutions require students to take content and English courses separately and simultaneously. The materials used for the content courses are written in English and teachers, mostly Vietnamese, also use English in instruction. Courses in English are distributed from the first to the final year.

Efficiency of these programs is in doubt. One of the problems is if teachers of academic subjects are proficient at English enough to perform their lessons. Another problem is how much students make sense of foreign teachers' instructions. In addition, it is worth considering if students are satisfied with the educational programs which they have received.

This first CBI research study would bring several benefits to the development of CBI. In the first place, the institutions currently implementing CBI courses would know more about what their teachers and students expected. Secondly, thanks to the recommendations from the study, those schools which were planning to launch this program would take this paper as a reference to develop their programs to the most. Finally, the teachers and students would benefit the most from the study as these institutions made renovations to their policies.

1.2 Hypotheses

A number of hypotheses have been made on the introduction of CBI in higher education in Ho Chi Minh City:

1)   The curriculum that requires students to take courses in English and content separately and simultaneously creates difficulties for students to understand subject matters.

2)   Some Vietnamese teachers are not competent at English enough at deliver lectures in English.

3)   A shortage of content references cause barriers to both teachers and students.

1.3 Research Questions

1)   What are students' attitudes to the CBI programs they are involved in?

2)   What do teachers think of the CBI programs they teach?

3)   What difficulties do students have taking CBI programs?

4)   What difficulties do teachers have performing their academic duties?

2. Literature Review

2.1 The Place of Language-in-Education Policy in Second Language Acquisition

Language-in-education policy refers to attempts made consciously and thoughtfully to influence language varieties (Ferguson, 1968), which can be done at either macro or micro level; that is, the policy approach can provide guidelines for language evolutions and solve language problems, using available resources. In order to implement this successfully, the government and institutions play significant roles in different phases of action (Fishman, 1972a).

Schumann (1976b) introduces four sets of variables called input, learner, learning and learned variables, which can be affected by language planning process with a set of intermediary variables. The process of language planning is demonstrated in Figure 1.
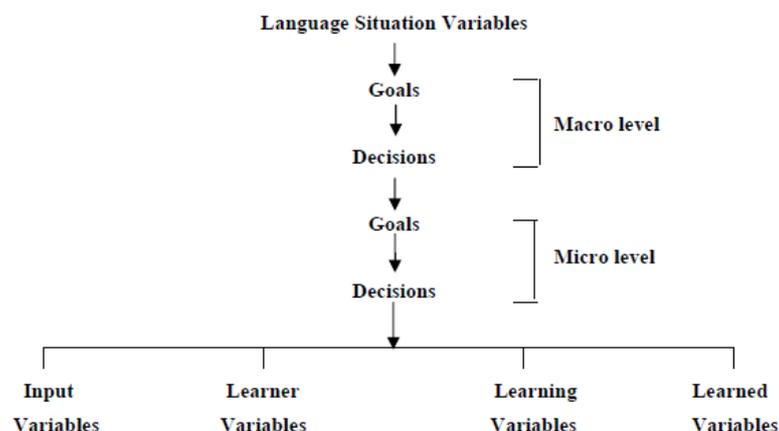

Figure 1. Process of policymaking

It can be seen from Figure 1 above that the policymaking process includes both macro- and micro-levels, at each of which goals should be set in advance of decision making. Micro-level goals and implementation of language policy cannot go beyond the framework of macro-level ones.

2.2 Interrelated Policy Dimensions

The policymakers need to clarify and facilitate individuals' expectations and desires. Simultaneously they have to guarantee the general education benefits. The accomplishment of the policy depends on a number of factors. There are eight interrelated dimensions of the success of the policy (Kaplan & Baldauf, 1997).

First, it is important that the policy discuss what language to be studied at what level of education and at what age. This is called access policy. In educational environments, language should be taught systematically. That is, language acquisition and learning should be set up for learners' progress at different levels. The duration of learning should also be considered carefully.

Secondly, there should be a place for policies regarding how teachers are recruited, what qualifications recruited teachers need to have and the training courses they have to take for their professional development. This policy is defined as personnel policy. In case of there is a shortage of teachers, recruitment of qualified ones should be done in advance to the implementation of the project and long-term contracts can guarantee the permanent commitment of the new recruits, which is essential when foreigners are required.

As crucial as the personnel policy, the curriculum needs to satisfy the community's needs and how students will be accessed as well as how the courses are evaluated. In other words, the educational objectives of language teaching and learning should be stated in detail. Surveys can be conducted in advance of the development of the policy in order to understand students' needs and abilities. Unrealistic objectives cannot generate the expected outcomes.

In addition, the materials applied should be outlined and are in line with the course objectives. Any material-related information should be given to teachers and students. Teachers should also be provided with how to use the available materials effectively. In other words, the teachers should be informed of the methods they are supposed to apply to the course they are in charge of.

To complete a policy effectively, resourcing policy cannot be missing. The institution which sets the policy should supply fund appropriately. For instance, in terms of policies for implementing foreign languages in education, teachers' pay, facilities and curricula should be taken into account. Without such financial plans, there is usually little chance for a policy to be successful.

During the development and maintenance of a language-in-education-policy, the consulting community is crucial; they are the ones to give advice in case of problems arising. Therefore, those who involved can know who they should get advice from or who is responsible for the project and who they are responsible to. In societies where student care is critical, the availability of the assisting community can satisfy and encourage both teachers and students involved.

What is more, the evaluation policy should obviously state how students are assessed and the assessment system has to go in line with the teaching methods, educational objectives and the materials applied. In case the evaluation policy does not reflect these aspects, all the people involved in the project, especially teachers and students, must get lost since students' language competencies acquired from the project are not properly measured.

Last but not least, the policy should mention the influence of teachers. In other words, teachers' opinions should be collected, respected and in turn lead to changes. This is defined as the teacher-led policy.

In summary, to carry out a language-in-education policy successfully, the eight dimensions should be prepared and outlined beforehand (Baldauf, Li, & Zhao, 2008). The application of this model systematically to the analysis of language acquisition management shows the interrelations of the varied aspects.

2.3 The Sheltered as a CBI model

Content-based instruction is the use of a foreign or second language in teaching particular contents (Brinton, Snow, & Wesche, 1989). Most CBI programs in the world now are in English. In contexts where objectives are to master knowledge, two models called Sheltered Model and Adjunct Model are used. For practical purposes, this present study is to present the Sheltered Model.

This is so-called Sheltered Model because students are assisted in understanding subject matter courses. The teachers are content lecturers, not language instructors; in fact, these content teachers are to aim at subject-matter knowledge rather than English proficiency. There should be language courses to accommodate students' learning. These language courses should be done before students are required and allowed to take content courses. Another approach is students are not required to take language courses prior to taking content courses, but content instructors are to help students with their language development where relevant (Brinton, Snow, & Wesche, 1989; Gaffield-Ville, 1996).

One of biggest difficulties for the implementation of courses of this kind would be finding instructors or specialists with enough content background and language proficiency to teach real content disciplines at the tertiary level. Another problem would derive from challenges of content-based instruction in a language rather than students' mother tongue in that subject-matter content at the tertiary level can be hard to master to some students and the CBI can make it harder (Dueñas, 2003). Finally, it would be hard to find teachers experienced in CBI courses to handle problems emerging from the classroom (Richard & Rogers, 2001).

2.4 Current Perspectives on Language Acquisition Management

By and large, contemporary policy makers view education as a vital instrument to gain cultural integration and preservation, economic development and social links, in which language is central to the curriculum (Karlfried & Seidlhofer, 2009). Lo Bianco and Slaughter (2009) provides a more detailed description of the role of formal education in obtaining the goals of linguistic socialization, of which there are three main goals related to second language acquisition. In particular, it is to improve the standard language literate capacity of the country, for majority and minority language speakers, new immigrants and children in need. It is also to embed and promote linguistic registers and styles through social values. Thirdly, it is to teach prestigious and strategic languages for academic purposes. From this perspective, most countries have chosen English since most well-reputed publications, including books and journal articles, are written in English.

However, some other theorists disagree with a functionalist approach to language acquisition planning. North and Jones (2009) argue that not all learners benefit from foreign language instruction. In his research conducted in Switzerland, he used CEFR to measure Swiss students' English proficiency after a period of instruction and concluded that their English levels developed to three different levels. That the teachers fail to understand students' needs and expectations is a serious challenge to students' language progress.

Cha and Ham (2008) believe that the inclusion of foreign languages in curricula does not only reflect conversational needs of society but also show the prestige of a foreign language adopted. For instance, although Korea has some regional economic connections with Japan and China, it has recently selected English as a required foreign language course at basic levels.

Spolsky (2004) challenges the long-term influence of language policymaking. He considers schools as the place for teachers and students to acquire language; therefore, schools should have freedom in making policies for language acquisition. From his perspective, the community's willingness to learn a foreign language can even outrun official policy.

2.5 CBI Programs Implemented in the World

Content-based language teaching programs have been implemented in several countries in the world. Conclusions made experts in education have given implications for what to do for success. First, a clear curricular framework and models should be established to facilitate teaching. Teachers, as a result, are able to become familiar with CBI. They will, to a certain extent, understand its place in transforming language through education and implementing it in their educational context (Davis, 2010). Second, curriculum content chosen can be a instrument for language learning and scaffold academic skills and knowledge (Crandall, 1993 & Stoller, 2004). Thirdly, students have opportunities to synthesize content and language with the view that language is a means to learn academic content and academic content is to enhance language skills. Finally, as classroom assignments and activities in certain majors can be challenging, CBI can help obtain the objectives established with less effort (Stoller, 2002).

In 2004, content-based instruction teaching was implemented in two sixth-grade Spanish classes and students showed their improved in their course-end test; however, the two interviewed teachers revealed that a lack of materials was a serious problem during the course (Pessoa, Hendry, Donato, Tucker, & Lee, 2007). CBI programs, such forms as Canadian or US immersion programs for EFL and ESL learners, all show their importance in second language acquisition (Snow, 1993). Implications from these programs have revealed the learners' significant development, particularly academic vocabulary of relevant studies, from formal education (Swain, 1993, 1995a).

3. Research Methodology

The study was conducted at three different institutions of higher education in Ho Chi Minh City, Vietnam, at each of which 20 teachers and 50 students' opinions were collected.

The administrative barrier to the research was the biggest problem; in fact, at first, they did not want their own status to be investigated. Finally, the school boards and the researchers reached a mutual agreement that the researchers was allowed to do their study at school, but the findings would be sent to the administrators before any submission or publication. Any publication of the findings would have their schools' names kept confidential. These institutions hereby are labeled Institution A specializing in social sciences, Institution B in technology and Institution C in economics.

60 copies of the Questionnaire 1 in Vietnamese (Appendix 1) were delivered to teachers and 150 copies of Questionnaire 2 in Vietnamese (Appendix 2) were delivered to students to collect their opinions on the implementation of CBI they were involved in. the questionnaires were adapted from Nguyen Thi Thuy Trang

(2012).

There are 26 questions in each of the questionnaire. The first part has 24 questions to each of which there are five responses labeled SA=strongly agree, A=agree, U=unsure, D=disagree and SD=strongly disagree. Scoring system was used to explain the result of responses as SA=5, A=4, U=3, D=2, SD=1. The questions corresponding to the eight dimensions of language-in-education policy management is as follows:

Table 1. Question distribution for each policy dimension

Dimension	Questions
Access policy	1, 2, 3
Personnel policy	4, 5, 6
Curriculum policy	7, 8, 9
Methodology and materials policy	10, 11, 12
Resourcing policy	13, 14, 15
Community policy	16, 17, 18
Evaluation policy	19, 20, 21
Teacher-led policy	22, 23, 24

In addition, in each of the questionnaire, Question 25 asks students or teachers about any difficulties they have in the educational contexts. Question 26 asks them to make suggestions to the CBI project at each institution of tertiary education.

Mean scores were used to determine teachers' and students' assessments of the policies and how they were carried out at each school.

4. Findings and Data Analysis

4.1 Teachers' and Students' Assessments of the Policies for the CBI Programs

Data was first analyzed to discover what teachers and students thought of the policies implemented at institutions A, B and C each. The mean score was used to determine teachers' and students' attitudes to the implementation of the policy. Figure 2, 3 and 4 shows teachers' and students' attitudes at Institution A, B and C respectively. Table 2 compares students' attitudes at Institutions A, B and C and Table 3 demonstrates teachers' attitudes at Institutions A, B and C.
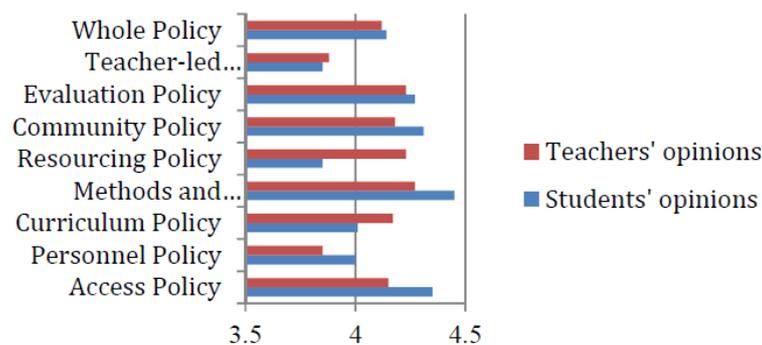
Figure 2. Teachers and students' attitudes to CBI Program at Institution A

As can be seen from the chart, both teachers and students have similar opinions of most dimensions of the CBI programs at Institution A, except for the resourcing policy. In particular, teachers generally agree with the financial issues of the program, but students show their uncertainty of the matter. This is explainable as these questions ask about tuition fees and how they are distributed. Not only did students disagree that opinions from the bottom-up approach are significant to the programs, but teachers also are unsure of their contributions to the

program. This is common in centralized contexts (Harris & Hopkins, 1999).

Another point to note is evaluation policy, community policy, methodology and materials policy and access policy was considered the best that most teachers and students were satisfied with. The overall mean score was slightly over 4; that means, the majority of teachers and students agreed with the CBI program policies in general.

Figure 3. Teachers and students' attitudes to CBI Program at Institution B

By and large, students did not really agree with the entire policy implementation at Institution B. They least agreed on how much they had to pay and if their opinions were appreciated and contributed to changes. The only aspect they agreed on was the assistance received from the staff on campus. Teachers, nevertheless, generally believed most areas of the programs were good enough. They thought the policy for methodology and materials was the best of all. Agreeing with the students, the teacher-led policy was the worst.
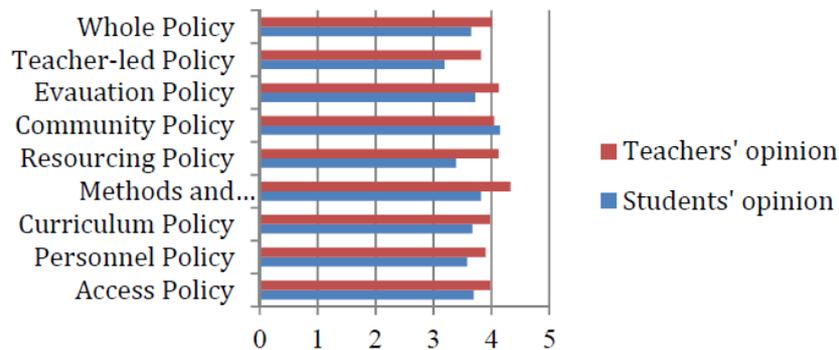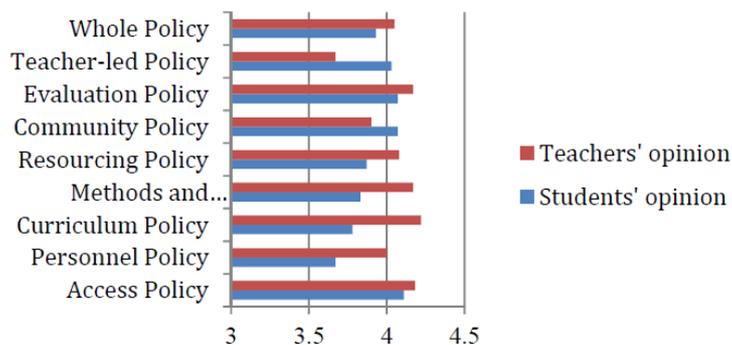

Figure 4. Teachers' and students' attitudes to CBI Program at Institution C

There were mismatches between teachers' and students' attitudes to the CBI programs implemented at Institution C. For instance, teachers believed the curricula were the best; nonetheless, this was an area which students were nearly least agreed with. This is, students were provided with considerably less information about the curricula than teachers. Secondly, the big gap in their opinions of the methods and materials policy may be partly they had been asked about different aspects of this policy. More specifically, items 10 and 12 in Questionnaire 1 ask teachers about if there is a methods and materials policy respectively, but these items in Questionnaire 2 ask students about the extent to which they are interested in the materials and teaching methods. Finally, the difference in teachers' and students' attitudes might have meant that teachers' opinions were more respected and welcomed than students'.

However, they agreed on the access policy and evaluation policy. In other words, they assumed it was a good idea to apply content-based instruction to the programs they were involved in. In addition, the ways of assessing students' abilities and skills and determining their final scores are satisfied both the teachers and students.

Table 2. Teachers' attitudes towards CBI Programs at the three institutions

	Access	Personnel	Curriculum	Methods/ materials	Resourcing	Community	Evaluation	Teacher-led
Ins. A	4.15	3.85	4.17	4.27	4.23	4.18	4.23	3.88
Ins. B	3.98	3.90	3.97	4.33	4.12	4.05	4.13	3.82
Ins. C	4.18	4.00	4.22	4.17	4.08	3.90	4.17	3.67
Mean	4.10	3.92	4.12	4.26	4.14	4.04	4.18	3.79

Of all the three institutions, Institution A was evaluated the best by students. For most areas, except for the personnel policy, responses made up the mean scores above the average scores of all the three schools. The teaching staff at Institution A was less satisfied with the seminars, training courses. By contrast, responses show teachers at Institution B disagreed with the policies the most. However, its methods and materials policy was considered to be better than those implemented at Institution A and C.

The teacher-led policy at Institution C was supposed to be the worst (3.67), which was below the mean score (3.79). This can be explained that teachers' opinions at this school were not respected and welcomed for renovations. It can also be seen from Table 2 that office staffs here offered less assistance than those at the other two schools. Nevertheless, the curriculum policy was thought better than those at Institution A and B and also the best of all policy dimensions on the campus.

Table 3. Students' attitudes towards CBI Programs at the three institutions

	Access	Personnel	Curriculum	Methods/ materials	Resourcing	Community	Evaluation	Teacher-led
Ins. A	4.35	4.00	4.01	4.45	3.85	4.31	4.27	3.85
Ins. B	3.69	3.58	3.67	3.82	3.39	4.15	3.72	3.19
Ins. C	4.11	3.67	3.78	3.83	3.87	4.07	4.07	4.03
Mean	4.05	3.75	3.82	4.03	3.70	4.18	4.02	3.69

Table 3 illustrates students' views of the entire policy management. In general, Institution A proves above the best, the mean scores of the three institutions in each dimension, except for the teacher-led policy.

Of all the areas, teaching methods and materials used at Institution A received the most appreciation from respondents. They also highly evaluated the application of content-based instruction and support from the available staffs in need. However, tuition fees were regarded very high and students thought their opinions were not welcomed and led to institutional renovations.

Another important point from the table is all the areas of the policy implemented at Institution B were the least agreeable, always below the mean scores, of all the three institutions. The only thing that met the standard from students' views was support from the relevant offices.

Respondents disagreed with policy for the teaching staff at Institution C the most. In other words, teachers' qualification was considered worse than the other policies and the teachers needed more training and improvement.

4.2 Difficulties to and Suggestions by Teachers and Students Involved

4.2.1 Difficulties to and Suggestions by Teachers and Students at Institution A

Opinions expressed by teachers and students show teachers suffered fewer problems than students at all of the three institutions. It is explainable in developing countries where student enrollments were subject to institutional economic developments (OECD, 2005).

Most teachers at Institution A were concerned with facilities and support from departments related to their jobs. In particular, approximately more than 40% of respondents thought there should be more investments on the library, sports center and classroom aids. They believed the existing library was based on print books. An e-library would be more convenient for them. At the time, the school was in contact with community sports

centers and the access time was fixed and limited; a sports center connected to the campus would give them more opportunities to practice physical exercise. In addition, the computer and stereo system in each classroom was not really old, but it did not work well. Most teachers had to bring their laptops to school.

They also desired for better personnel policy; funds for further training and education in developed countries would significantly enlarge their knowledge. The seminars and workshops held by the school did not really contribute greatly to their expertise.20% of the teacher respondents left questions 25 and 26 unanswered.

Differently, the student sample at Institution A was more concerned with their tuitions. The applied tuition rate was too high for them; a decrease of 10% would be appreciated. Secondly, they wanted the school to lower course requirements. Some courses, particularly, required students to achieve 60% as the final score. Finally, marginally over 24% made suggestions on further facility investments, like the teacher sample.

4.2.2 Difficulties to and Suggestions by Teachers and Students at Institution B

The teachers at Institution B mainly had trouble with students' understanding of their instruction, but problems which students had to deal with were diverse, on almost all areas apart from support from school staffs.

Language barrier was believed to be the biggest problem in the classroom, with around 45% of the responses. Students' English was considered too low to make sense of the teachers' instruction. They suggested students learn English up to the intermediate level prior to taking their major-related courses instead of taking the two types of courses at the same time. A small percentage, 15% out of 45%, wanted the school to offer them courses in English free of charge. This was understandable since students proved unsatisfied with teachers' qualification.

Like those at Institution A, students at Institution B thought the tuition was very high. They were primarily concerned about education quality. They wanted to fluent enough at English before studying content-based lessons rather than learning English and content simultaneously. In addition, 11 respondents were unsatisfied that their teachers did not speak English in classroom, but the PowerPoint files were written in English and teachers' words of mouth were in Vietnamese. Finally 28% thought the tests were very difficult for them. This can make sense that those without thorough understanding of lessons usually find tests are of difficulty.

4.2.3 Difficulties to and Suggestions by Teachers and Students at Institution C

Teachers' comments at Institution C were in line with those made by students. Like teachers at Institution A, 40% Institution C wanted to have their further training and education financed by the school. They believed the high tuition fees should have been used to invest in the personnel policy as this was the main part of the whole policy maintenance. They hoped to receive funds from the school for taking courses overseas. In addition, 35% commented the shortage of references written in English was a barrier to their updating information and enlarging knowledge.

Students at Institution C also wanted their teachers to be further educated. Approximately 34% of them revealed that they did not really understand teachers' words. This might be due to teachers' knowledge of the field they were in charge of, language competencies and teaching techniques. 26% respondents were unsure about the course objectives and were not informed adequately about their courses. Finally, like those at Institution A and B, the students at this school wanted the school to reduce tuition rates.

5. Conclusion

5.1 General Discussion

The section first revisits the research questions of this present study presented at the beginning, finds matches between the results and hypotheses and finally makes recommendations on how to development the existing CBI programs at the three institutions investigated. Research Questions 1 and 2 are answered by Figure 2, 3 and 4 and Table 2 and 3 in Section 4.1. Research Questions 3 and 4 are answered by the discussion on teachers' and students' answers to questions 25 and 26 in Questionnaires 1 and 2, presented in Section 4.2. Since the survey was conducted at three institutions, the findings of each school are presented separately to convenience the recommendations.

From the data collected, Institution A was considered the most successful by teachers and students. The area that teachers liked the least was the personnel policy. The teachers believed to receive school-funded training courses in other countries where they could learn in an English speaking environment. However, the teachers' qualification satisfied students' needs and expectations. The only problem at this school was its teacher-led policy, which was the worst area of the project.

The institution supposed to have the most problems was Institution B. The mean scores demonstrate students did not agree with most areas of the program at this school, except that they could receive support from relevant

offices on campus. Collected opinions from teachers and students proposed changes to the curriculum, facilities and personnel policy. Students assumed their teachers were not qualified enough for the job, but teachers believed students are not fluent at English enough to participate in content-based instruction courses.

From students' view, Institution C was just average. Four out of eight categories were satisfactory in their assessments; nonetheless, in teachers' assessments, the language-in-education policy management met the standard, apart from support from departments responsible. English competencies were the main barrier to the classroom activities. In addition, a lack of references mainly restricted teachers' lectures' contents.

5.1.1 Strengths of the Study

That the research was conducted at three different institutions provides the whole picture of different educational contexts in Ho Chi Minh City. These institutions specialized in different fields of studies: Institution A in social sciences, B in technology and C in economics. Secondly, the study collected opinions not only from teachers but also from students as reflections to these institutions about their policies. This may be the first research study conducted on getting teachers' and students' attitudes to the CBI programs in tertiary education in Ho Chi Minh City.

5.1.2 Limitations of the Study

The samples of 50 students and 20 teachers at each of the institutions may not highly generalize all the teachers' and students' opinions. In addition, the managerial barrier did not let the researcher have any opportunity to interview the students at these schools. The use of questions 25 and 26 on Questionnaires 1 and 2 might give respondents little chance to reflect their ideas and explanations.

5.2 Recommendations

The application of CBI in higher education is a new trend in Ho Chi Minh City. Of all the three models of CBI called the Adjunct, Sheltered and Theme-Based model, the one implemented in Ho Chi Minh City is the Sheltered Model. However, this model is applied to those who use English as a second language such as Canada and United States because in this model the teachers focus on the content rather than language objectives. Those who are not proficient enough may not be able to take part in English speaking lessons. Students had better be required to take courses in English before content courses. Taking language and content courses separately in the Sheltered Model creates challenges to students and teachers (Banegas, 2012).

Secondly, the school board should pay more attention to the community policy. In other words, there should be sufficient support from relevant offices of the schools. In the context where students have choices of what school to enroll to, the community policy can help maintain teachers' and students' satisfaction, contributing to the development of the school reputation.

Teachers in a language-in-education policy play the main part, including personnel policy, methodology policy, evaluation and teacher-led policy. There should be training for teachers as to prepare for the implementation and management of the policy. In order to get involved in CBI, teachers need specific skills and training because students in Vietnam only use English as a foreign language. Without sufficient training and experience, students do not understand or misunderstand teachers' instruction. At institutions of tertiary education, courses are specialized, CBI requires both teachers' and students' language fluency for profound understanding.

The curriculum of a CBI program needs to be particularly designed to suit students' level and abilities. Without a careful design, a curriculum causes a tremendous number of barriers to teachers and students. Before introducing a CBI program, institutions should consult with specialists of the field to best facilitate teaching and learning.

In addition, these schools institutions should take models of CBI in other countries as references as to construct appropriate curricula to fit students' needs and abilities as well as cause less trouble to teachers. In case students' proficiency level is not in line with content requirements, content instructors and professors should be informed of their role as to facilitate students' understanding by explaining terms where relevant.

In context where English is used as a foreign language, insufficiency of references may be a big problem. The school board should order books from recognized publishers, such as Routledge, Sage, Oxford and Cambridge. Alternatively, institutional professors can together write books specifically fitting students' needs and abilities.

Acknowledgement

programs.

References

Baldauf, R. B., Li, M., & Zhao, S. (2008). Language acquisition management inside and outside the school. In B. Spolsky, & F. M. Hult (Eds.), *The handbook of educational linguistics* (pp. 233-250). Oxford: Blackwell Publishing. http://dx.doi.org/10.1002/9780470694138.ch17

Banegas, D. L. (2012). Integrating content and language in English language teaching in secondary education: Models, benefits and challenges, *Studies in Second Language Learning and Teaching, 2*(1), 111-136.

Branigin, W. (1994). As trade opens, a war closes. *The Washington Post*, A22.

Brinton, D., Snow, M., & Wesche, M. (1989). *Content-based second language instruction*. New York: Newbury House.

Cha, Y-K., & Ham, S-H. (2008). The impact of English on the school curriculum. In B. Spolsky, & F. Hult (Eds.), *The handbook of educational linguistics*. London: Blackwell. http://dx.doi.org/10.1002/9780470694138.ch22

Crandall, J. A. (1993). Content-centered learning in the United States. *Annual Review of Applied Linguistics, 13*, 111-126.

Davis, J. F. (2010). *World Language Teacher Education: Transitions and challenges in the twenty-first century.* Charlotte, NC: Information Age Publishing.

Denham, P. (1992). English in Vietnam. *World Englishes, 11*(1), 61-69. http://dx.doi.org/10.1111/j.1467-971X.1992.tb00047.x

Dueñas, M. (2003). Description of prototype models for content-based language instruction in higher education. *Barcelona English Language and Literature Studies, 12*.

Ferguson, C. A. (1968). Language development. In J. A. Fishman, C. A. Ferguson, & J. Das Gupta (Eds.), *Problems of developing nations* (pp. 27-36). New York: Wiley.

Fishman, J. A. (1972a). *Language and nationalism: two integrative essays*. Rowley, Mass: Newbury House.

Gaffield-Ville, N. (1996). Content-based second language instruction at the tertiary level, *ELT Journal, 50*(2), 108-114. http://dx.doi.org/10.1093/elt/50.2.108

Harris, A. & Hopkins, D. (1999). Teaching and learning and the challenge of educational reform. *School Effectiveness and Improvement, 10(2),* 257-267. http://dx.doi.org/10.1076/sesi.10.2.257.3506

Kaplan, R. B., & Baldauf, R. B. (2005). Language-in-education policy and planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 1013-1034). Mahwah, NJ: Lawrence Erlbaurn Associates.

Karlfried, K., & Seidlhofer, B. (2009). *Handbook of foreign language communication and learning*. Berlin: Mouton de Gruyer.

Lo Bianco, J. & Slaughter, Y. (2009). *Second Languages and Australian Schooling*. Camberwell: Australian Council for Education Research.

Nguyen, T. T. T. (2012). English language policies for Vietnamese primary schools and issues of implementation in rural settings. *The Journal of Asia TEFL, special Issue,* 115-134.

North, B., & Jones, N. (2009). *Further material on maintaining standards across languages, contexts and administrations by exploiting teacher judgment and IRT scaling*. Strasbourg: Council of Europe.

OECD. (2005). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. OECD Report, Paris. http://dx.doi.org/10.1787/annrep-2005-en

Pessoa, S., Hendry, H., Donato, R., Tucker, G. R., & Lee, H. (2007). Content-based instruction in the foreign language classroom: A discourse perspective. *Foreign Language Annals, 40*(1), 102-121. http://dx.doi.org/10.1111/j.1944-9720.2007.tb02856.x

Richard, J. C., & Rogers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511667305

Schumann, J. H. (1976b). Second language acquisition: The pidginization hypothesis, *Language Learning, 25*, 209-235. http://dx.doi.org/10.1111/j.1467-1770.1975.tb00242.x

Spolsky, B. (2004). *Language policy*. Oxford: Oxford University Press.

Stoller, F. (2002). Promoting the acquisition of knowledge in a content based course. In J. Crandall, & D. Kaufman (Eds.), *Content-based instruction in higher education settings* (pp. 109-123). Alexandra, VA: TESOL.

Stoller, F. (2004). Content-based instruction: perspectives on curriculum planning, *Annual Review of Applied Linguistics, 24*, 261-283. http://dx.doi.org/10.1017/S0267190504000108

Swain, M. (1993). The output hypothesis: Just speaking and writing aren't enough. *The Canadian Modern Language Review, 50*(1), 158-164.

Swain, M. (1995a). Three functions of output in second language learning. In G. Cook, & B. Seldlhofer (Eds.), *Principles and practice in applied linguistics: Studies in honor of H. G. Widdowson* (pp. 125-144). Oxford: Oxford University Press,.

World Press Review. (1988). *Hanoi looks for the right stuff: a formal leader shakes up the bureaucracy, 32*, 25-26.

Appendix

Appendix 1. Questionnaire for teachers

No	Statement	SA	A	U	D	SD
1	It is relevant to apply CBI to the programs you have been engaged in.					
2	Your students understand your instructions in English.					
3	Your students are interested in the program they are pursuing.					
4	You are able to use and regularly use available facilities (projectors,…) in your teaching.					
5	You totally use English in your teaching and communication with students.					
6	The school organizes good seminars, workshops and training courses for teachers.					
7	You have received enough information about the curriculum of the CBI program you engage in.					
8	You are sure about the objectives of the course you are teaching.					
9	The course objectives are realistic.					
10	You know about what materials need to be employed.					
11	You are sure about the duration of the courses you have been in charge of.					
12	Your head teacher has told you about what teaching methods should be employed.					
13	You are satisfied with the pay received for the course you are teaching.					
14	Students' tuition fees deserve the education quality they have received.					
15	All aspects of your educational setting are sufficiently funded.					
16	You have been given sufficient support in need and you give sufficient support to your students and those in need.					
17	You know who you should contact or are directed to the person responsible in a certain situation.					
18	All the people responsible are sure about what they are supposed to do.					
19	Students know how they will be assessed and how their final scores will be determined.					
20	You are sure about how your students will be assessed.					
21	The tests are standardized.					
22	You influence aspects of the CBI program you engage in.					
23	Your opinions on relevant issues are welcomed and respected.					
24	Teachers have contributed significantly to the implementation of the program.					

Question 25: What difficulties do you have taking the courses?

....
....
....
....

Question 26: What suggestions would you like to make to your program?

....
....
....
....

Appendix 2. Questionnaire for students

No	Statement	SA	A	U	D	SD
1	It is a good idea that teachers use English in their instruction and materials be written in English.					
2	You understand your teachers' instruction thoroughly.					
3	The contents of books and other materials are easy to understand.					
4	Your teachers use available teaching aids (projectors, computers,..) in their teaching.					
5	Your teachers use English in their instruction and communication with you.					
6	Your teachers are qualified.					
7	You have received enough information about the curriculum of the CBI program you engage in.					
8	You are sure about the objectives of the courses you are taking.					
9	The course objectives are realistic.					
10	The materials (textbooks, workbooks,….) used are good, relevant and sufficient.					
11	You are recommended extra available references.					
12	The teaching methods are interesting and relevant.					
13	The tuition fees are appropriate for the courses you are taking.					
14	Your tuition fees deserve the education quality you have received.					
15	All aspects of your educational context are sufficiently funded.					
16	You have been given sufficient support in need.					
17	You know who you should contact or you are directed to the person responsible in a certain situation.					
18	All the people responsible are sure about what they are supposed to do.					
19	You are informed of how they will be assessed and how your final scores will be determined.					
20	The evaluation methods are appropriate.					
21	The tests are standardized.					
22	Your teachers have contributed greatly to your development.					
23	Teachers' opinions on relevant issues are respected and led to institutional changes.					
24	Several renovations have been made to facilitate your learning.					

Question 25: What difficulties do you have taking the courses?

....
....
....
....

Question 26: What suggestions would you like to make to your program?

....
....
....
....