Collaboration between English Teacher and Specialized Teacher Solutions to Increase Efficiency and Improve the Quality of Teaching Our Specialized

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The teaching and learning of specialized English at universities in Vietnam has been and still exists many inadequacies, difficulties and challenges related to issues such as training objectives, entrance qualifications of students, the development of curricula, textbooks, materials, facilities and teaching methods. Although the teaching staff is considered one of the very important factors in the training process, the concept of the direct object of specialized English teaching is still controversial with different opinions and consensus has not yet been reached. Specifically, the question is, is a specialized teacher or an English teacher to teach specialized English better? To answer this question, it is necessary to have a thorough analysis of what the goals and characteristics of specialized English teaching are as well as the necessary requirements for teachers in charge of this work. The cooperation in teaching specialized English between English teachers and specialized teachers has also been proposed by some authors as a necessary solution to this problem. However, not many authors have delved into the study of the characteristics of English teachers and specialized teachers as well as the principles of collaborative teaching implementation of the two groups of teachers.

Therefore, first of all, this paper briefly describes the core characteristics of teaching English for specialties based on research results. Next, the author presents issues related to two groups of teachers such as their professional characteristics as well as their role in the process of teaching specialized English. Finally, propose a solution to raise improve the effectiveness and quality of specialized English teaching and learning through the collaboration of two groups of teachers on the principle of close coordination and promote the strengths of teachers so that teaching and learning achieve high results.

I. Objectives and main characteristics of specialized English teaching

The teaching of specialized English is considered an integral part of the teaching of English in general, but the difference is in the direction of communication in order to serve a certain profession or a particular specialty, something [1]. Therefore, the teaching of specialized English is not outside the goal of developing the four skills of Listening, Speaking, Reading and Writing for students, but depending on the discipline, the skills have different levels of focus.

The reality shows that the main goal of teaching English for majors today at Vietnamese universities is mainly to provide students with some common grammatical structures and equip them with a large amount of vocabulary, specialized to serve the reading comprehension of specialized documents. It can be seen that the teaching goals and methods have not really been derived from the analysis of learners' needs in order to adjust accordingly and help meet the learners' work practices. According to Barron (1992), the combination of professional knowledge and linguistic knowledge in a classroom will create a real language environment where learners can develop their ability to use the language in a specialized context. specific industry.

In addition, according to the theory of specialized English teaching, which has been confirmed by experts in English teaching in the world, the goal of specialized English teaching needs to have some other important skills to master. supporting and supplementing specialized foreign language learning, in which at least 3 additional skills are required: learning how to learn (study skills, here is learning how to learn a foreign
language effectively); learn how to present and express English in accordance with technical style; and learn skills to search for information related to the profession they are studying. Having these skills, learning English becomes not only more effective, but at the same time more attractive and interesting, improving learning motivation, making learning results and teaching effectiveness even higher. more.[4]

Basically, it can be said that the main goal of teaching specialized English requires a combination of three factors: target groups of (1) language knowledge, (2) specialized knowledge, plus with training (3) the above-mentioned supporting study skills.

II. Some problems about specialized English teaching staff
- The majority of teachers teaching specialized English have not been trained in specialized English teaching methods because they have few opportunities to participate in training related courses. As a result, the capacity to select curricula and design teaching materials to suit different students is still limited.

- The qualifications of the classroom teachers are not uniform, the teaching methods are not uniform. There are no specific standards for the qualifications of specialized English teachers, so there is one Faculty of specialized teachers who directly teach, while another faculty is in charge of English teachers.

- Specialized lecturers are people who have a lot of professional knowledge and if they have good English ability, they can express that knowledge in English. So they often get lost in explaining the content and forget about the language transmission. Most of them have never been trained in foreign language teaching methods and their English level is not up to standard (pronunciation and grammar errors), so it is difficult to help develop good language skills for people learn.

- Meanwhile, English teachers do not have much experience and extensive knowledge about the subject they are teaching, so they are under pressure to both teach and learn more about the subject content and lack of knowledge. confidently while conveying specialized content to students. One of the questions raised is what level of specialized knowledge English teachers need to have to teach specialized English. To answer this question, some linguists such as Schachter (1984) or Taylor (1994) argue that English teachers do not need to know and teach specialized knowledge but should aim to develop the ability to use language for learners, from which learners can apply to their major. Makay (1981) and Ferguson (1997) said that English teachers need to know some basic knowledge about the subject they teach. Meanwhile, Troike (1994) emphasized that English teachers also need to be trained to become experts in that field if they don't want to become "idiots" on the podium [5].

We can see that the strengths of specialized teachers are the weaknesses of English teachers and vice versa. Therefore, the close combination between foreign language teachers and specialized teachers so that teaching can achieve the highest results is an issue that needs to be studied in order to improve the effectiveness and quality of language teaching.

III. Collaboration between language lecturers and specialized teachers
1. About how to implement collaboration
1.1. About the selection of lecturers
Specialized trainers should be selected on the basis of:
- have the right qualifications for the teaching major
- have good English ability (eg teachers are trained from English-speaking countries or equivalent to C1 level or higher).
- Have a desire to improve your own level by learning English teaching methods from colleagues.

English teachers should be selected on the basis of:
- have some basic knowledge and experience in the subject they teach.
- Have a desire to improve your own level by learning some specialized knowledge from colleagues.
- have the ability to develop other supporting learning skills for learners such as how to learn English, how to express, present and find information

In addition, both groups of teachers need to have some skills and attitudes such as:
- have skills to work cooperatively
- have communication skills
- Ability to select textbooks and compile teaching materials.
- Have a spirit of seeking to listen and respect the opinions of colleagues
- Willing to share help and support colleagues
- Have time to discuss and prepare the lesson together

1.2. About the preparation before conducting the teaching
In order to achieve the highest effectiveness in teaching, which means that both students and teachers are satisfied with the lesson, two teachers must pay attention to the following points:

- Plan specific times for meetings before class
- Agree on the selection of curricula and teaching materials (share related materials and support each other in the preparation of lectures).
- Unify the teaching schedule together, clearly assigning each person's work to avoid the situation that both teachers want to teach a part of the lesson.
- Clearly assign time to work in class, avoid the situation where both people talk at the same time.
- Make sure that the roles of both teachers in the classroom are equal.
- Both of you can discuss and agree on the roles and responsibilities of both of you in the classroom, how to test and evaluate students.
- English teachers need to consult specialized teachers about some content related to the lecture, especially technical terms in Vietnamese. Ask the specialized teacher to provide additional documents, reference books or websites in English for students to refer to.
- Specialized teachers can learn from English teachers how to use English in the classroom, grammar and vocabulary content, or learn how to teach language skills to students.
- Support each other in guiding the implementation of group activities as well as testing and evaluation.

1.2. About the preparation before conducting the teaching
To achieve the highest effectiveness in teaching, which means that both students and teachers are satisfied with the lesson, two teachers must pay attention to the following points:

- Plan specific times for meetings before class
- Consistency in the selection of curricula and teaching materials (sharing resources)
- Related materials and support each other in the preparation of lectures.
- Unify the teaching schedule together, clearly assigning each person's work to avoid the situation that both teachers want to teach a part of the lesson.
- Clearly assign time to work in class, avoid the situation where both people talk at the same time.
- Make sure that the roles of both teachers in the classroom are equal.
- Both of you can discuss and agree on the roles and responsibilities of both of you in the classroom, how to test and evaluate students.
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- Specialized teachers can learn from English teachers how to use English in the classroom, grammar and vocabulary content, or learn how to teach language skills to students.
- Support each other in guiding the implementation of group activities as well as testing and evaluation.

1.3. About cooperative teaching methods to improve effectiveness
Co-teaching means that two teachers work together to teach a lesson. Together, they prepare lesson plans for class, coordinate teaching, and use classroom tools to serve their lectures. They have equal responsibilities to the students in the class.

Many studies such as Flowerdew & Peacock (2001), Hayland (2002), Johns & Swales (2002), Owl (2003), Street & Verhoeven (2001) and Warschauer (2002) emphasize the importance of appropriate teaching cooperation between specialized teachers and language teachers in teaching specialized English. Some authors pointed out that the teaching of specialized English is relatively complex, so it can be difficult to do well by one of the two groups of teachers. If students study specialized English with an English teacher, they will not be able to meet their professional understanding needs when faced with many types of texts that go into specific areas of
knowledge. On the contrary, if they only study with specialized teachers, their language skills are limited. Therefore, cooperative teaching is very necessary in specialized teaching when one of the two groups of teachers cannot well meet the needs of the students.

Learn while teaching alone. For example, the role of an English teacher is to focus on training students in language skills, for example, reading comprehension and translating professional documents so that students can self-study and self-study more specialized documents, subject in English. Focus on developing communication skills so that students can use English confidently and handle jobs. Meanwhile, specialized lecturers can choose content related to the discipline so that students can acquire a certain amount of professional knowledge after completing the course. The allocation of lessons must also be based on a reasonable distribution of subjects in the specialty and topics that are close to real-life situations in the major. In each lesson, two teachers need to integrate all skills, practice exercises, and communication situations at work. It is recommended to design a separate appendix on vocabulary for each lesson. If possible, teachers should suggest websites or reference materials, so that students can create a habit of self-study at home or introduce and provide specialized dictionaries for students to refer to.

Some ways of cooperative teaching can be applied in the classroom:
1. One preacher and one writer
In this way, one teacher can teach by speaking and lecturing to students, while the other can jot down important ideas on the board for students to follow. By this specialization, the teacher will not lose inspiration or slow down during the lecture due to having to pause to write on the board. Plus, each teacher works with the whole class, and students can follow lessons in both different ways - speaking and writing - seamlessly and consistently.

2. Parallel teaching
The class is divided into two groups at two different levels: one better and one worse - each teacher teaches one group. In this way, you will be able to leverage the strengths of group teaching. It's the students in the class that will be taken care of and more closely tutoring, as well as being taught and studied according to their own level, avoiding the situation that good students have to wait or study programs that are lower than their ability to absorb, and poor students I have to learn to catch up with my good friends in the class.

3. staggered teaching
This method can be used when both teachers agree to divide the lesson together. Each person will teach each part of the lesson. The strength of this method is that each teacher will be taught the part that he specializes in or loves the most. This method is quite encouraging for teachers because they can choose to teach the parts they like and can apply to one or more lessons in a semester. However, this method requires close coordination between two teachers to avoid overlapping lectures.

4. One lecturer works with one teaching assistant
This method can also be applied in classes with foreign experts. The teaching assistant will act like an interpreter, helping the main lecturer and students overcome language barriers when exposed to difficult terms or concepts.

It should be noted that no teaching method is optimal, depending on the needs of the students and the conditions of the teaching context as well as the specifics of the teaching discipline, two teachers can adjust and coordinate together to meet the needs of the learners. In addition, both groups of teachers need to establish a good relationship, work closely together to overcome difficulties and time constraints, and work together to find the most effective way to coordinate to improve quality teaching and meeting the diverse needs of learners.

IV. Conclusion
It can be said that to improve the quality of specialized English teaching requires a multi-dimensional analysis and a synchronous combination of many different factors, in which the cooperation between English teachers in teaching English is required. Professional English is seen as a good solution to this problem. By promoting their own strengths and working closely with other teachers, complementing each other's learning, and sharing experiences in the process of cooperation, teachers not only develop the professional qualifications of their
teachers. but also meet the diverse needs of learners, contributing to enhancing the effectiveness and improving the quality of specialized English teaching.

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References


[4] Dr. Vu Thí Phuong Anh, Director of the Center for Testing and Quality Assessment Training National University HCMC


