

Vietnamese EFL Lecturers' Favored Instructional Strategies for Teaching Productive Skills in Online and Face-To-Face Environments

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This study investigates the instructional strategies preferred by Vietnamese EFL lecturers in both online and face-to-face teaching environments, focusing on the teaching of productive skills. Thirty-eight lecturers from various universities in Vietnam participated, responding to a questionnaire comprising 29 close-ended questions detailing instructional strategies and one open-ended question. Quantitative analysis employing descriptive statistics and qualitative analysis using content analysis were conducted on the collected data. The findings reveal that describing pictures is the most favored strategy in both teaching environments while group discussion is much more favorable in face-to-face than in online teaching. Additionally, certain strategies are preferred in the face-to-face over instruction online setting, but only two strategies are preferred in online teaching. Participants also suggested some interactive games to make the teaching environments more interesting. These findings illuminate EFL lecturers' preferences in selecting instructional strategies for different teaching contexts and underscore implications for popular instructional approaches in teaching English productive skills in Vietnam.

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