

Exploring Strategies for Promoting Engagement in EFL Primary Classrooms: Insights from Vietnamese Teachers

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This study delves into the strategies employed by English as a Foreign Language (EFL) primary school teachers to promote engagement among young learners, exploring variations across different dimensions of learner engagement. Six EFL teachers from diverse primary schools in Vietnam participated in the study. Their approaches to fostering engagement were examined through a combination of classroom observation, stimulated recalls, and semi-structured interviews. Two 35-40-minute videos capturing whole-class interactions for each teacher were analyzed. Findings reveal a diverse range of strategies utilized by teachers to enhance various dimensions of engagement. However, emphasis was predominantly placed on behavioral and emotional dimensions, with comparatively less attention directed towards other components. These results offer insights into the practices employed by teachers to cultivate engagement among young learners in primary school classrooms and underscore the importance of raising awareness regarding the balanced utilization of strategies across all dimensions of engagement.

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