| **RESEARCH ARTICLE**

Critical Review of Common Issues in Classroom Procedure of Vietnamese Classroom in The New Era

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| **ABSTRACT**

Lessson planning is fundamental to the success of classroom procedure and teaching practices. The current context of Vietnamese education is still constrained by various issues. From the perspective of lesson critiques, this article highlights the limitations of teacher-centered approaches and grammar translation methods, which hinder active student participation and communicative competence development. The paper critiques the excessive focus on rigid curriculum design and passive learning, advocating for a shift towards functional, communicative, and learner-centered methodologies. The core content covers the limited exposure to language practice, unequal student engagement, and the lack of personalized feedback. The paper also emphasizes the benefits of cooperative learning, which promotes interaction, peer assessment, and contextual language use. Recommendations include adopting more varied classroom activities, enhancing student motivation, and encouraging active learning strategies that cater to diverse learner personalities.

1. Introduction
Lesson planning has long been regarded as one of the most fundamental guidance for teaches prior to classroom practices. The careful construction of a lesson plan can entail the successful teaching activities. In the context of Vietnam, certain limitations can be observed which constrains the active participations of learners to foster their communicative competence.

2. Content development
In terms of the lesson's substance, the main goals are to provide students an understanding of modals, give them practice using them, and practice giving advise to others. Before moving on to speaking exercises, the session provided a thorough analysis of the language component of grammatical structures, preparing students for additional practice. But with only one exercise consisting of a few sentences to practice the grammatical rules of three typical modal verbs—must, could, and should—the emphasis is placed too much on the book material. This is deemed insufficient for students to comprehend how to apply these modalities. Interrogative forms can be used in additional tasks to assist students grasp the various ways that modals are used. Furthermore, using just modal verbs when applying advise in practice could result in a formulaic understanding of the word as indicating an entity. It is recommended that teachers prepare a range of expressions that have similar functions in communicative contexts in order to vary the way in which grammar is used to enhance learners' performance. It is a well-established fact that certain educators frequently concentrate on the how and what to say, while neglecting the why behind it. Therefore, it is possible to encourage the usage of functional syllabuses in order to improve learners' communication skills.

According to White (1988), a lesson that is specifically planned to assist students in meeting certain language learning objectives through the use of language is known as a functional lesson. The conventional approach to teaching language is centered on a rigid curriculum that aims

to impart a great deal of vocabulary and grammar knowledge about the language while leaving little room for comprehending the functions and objectives of these instructional components. As a result, when audio-lingual or grammar-translation methods are employed, students attend lectures in a passive way that is well beyond their comprehension level. In contrast, the functional technique helps learners understand their own utterances in communication by using communicative functions like requests, compliments, or recommendations (Richards, 2001). Additionally, it is believed that language serves as a vehicle for conveying the functional meaning (Richards & Rogers, 2001). In order to take social and cultural elements into consideration, the functional approach emphasizes the importance of discourse in context (Malinowski, 1923). The ultimate goals of language development are to be able to express oneself meaningfully and correctly and to analyze the views of one's partners. Meaning can be used for many various things throughout genres, including requests, compliments, apologies, agreements, and flexible recommendations. Different social and cultural factors affect how people react to one other and change how people engage with each other in different adjacency pairings with different goals. Grammatical structures are defined by Halliday (1985) as the interpretation or figuration of grammar based on the configurations of functions in clauses or sentences, within the framework of systemic functional grammar theory. To determine the functional meanings of word choices and norms, they are semantically encoded inside the structural framework of grammatical restrictions (Crystal, 2003). The way speakers choose their words and word orders with both denotations and connotations depending on whether the comprehension is positive or negative determines how much meaning is understood.

3. Teacher-centered learning style

Some speaking programs continue to prioritize the grammar-translation method within a teacher-centered model over other learning styles. But given the contemporary worldwide environment, this strategy is viewed as antiquated (Richards & Rodgers, 2014). These classes have many shortcomings because the lecturers usually focus on the content and mostly use question-and-answer sessions aimed at certain pupils. First of all, in large classrooms, individual exposure time is not long enough to improve speaking abilities. Only a small percentage of students interact with the teacher throughout a typical 45-minute session, depriving others of the chance to practice (Brown, 2007). Second, teachers who concentrate posing questions to more proficient students while ignoring those who might require additional assistance risk alienating their pupils. Participation in class activities decreases as a result of this selective engagement, which diminishes the class's general motivation (Dörnyei, 2001).

4. Active procedure for adoption

It is recommended that the instructor switch the class from deductive to inductive versions. Instead of aiding in the learners' acquisition, it was more like lecturing. The teacher used a direct introduction to the lesson's topic and usage-related grammatical structures at the start of the class, which helped the students adopt a passive learning approach. It may be made better if the instructor created some modal-related questions and asked the pupils to provide examples. Vietnamese students are highly aware with grammatical rules, particularly those pertaining to modal verbs, therefore if they can provide an example, it indicates that they comprehend that portion of the courses. After that, she may suggest a few scenarios so that students could practice offering guidance in various contexts and improve their speaking grammatical range.

According to Richards and Schmidt (2002, p. 275) personality is defined as "those aspects of an individual's behavior, attitude, beliefs, thoughts, actions, and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others." Those components are only available to specific people. People's personalities have an impact on how they express who they are in particular contexts. Learning a language does not stop when students discuss their own characteristics in social interactions. According to Brown (2000), a variety of personality traits, including extroversion and introversion, inhibition and risk-taking, self-esteem, anxiety, and empathy, may have an impact on learning a second language. As a result, teachers' ability to adapt their language skills to the personalities of their students and their learning methodologies goes hand in hand with their ability to teach languages effectively. In order to establish a good learning atmosphere where students view the classroom as their enjoyment of the learning process rather than as a place where they must tolerate their teachers, I always encourage positive thinking in my classroom. The efficacy of lesson plans is directly correlated with the comprehension of students' personalities, as demonstrated by teachers' ability to anticipate, create, and assess students' potential responses to various activities. Consequently, control over classroom management is preserved.

5. Sensitivity for classroom rapport

The degree of anxiety associated with learning a second language is also correlated with personality. Learning is a source of anxiety when students strive to reach higher levels of proficiency. In particular, language learning is a form of self-expression; as such, the degree of anxiety is typically higher than other forms of learning. The desire to communicate with others is ultimately influenced by external factors like the subject matter, prior knowledge, expressive difficulty, and formality level (Brown, 2000). The degree of anxiety is higher for introverts because they have fewer opportunities to interact with others. For this reason, it is crucial to determine the reasons for anxiety in order to tailor lessons to students' behaviors and promote participation in class activities.

Another important point to analyse is the learning strategies of the learner in the speaking class. A lot of exercise is assigned individually within a limited amount of time. This may pose some danger to the teaching effectiveness. Some of the exercises are too difficult of easy for certain learners to finish. In case, the assignment is too difficult, they may give up immediately. On the other hand, too easy exercises are not challenging enough to motivate learners' competitiveness in class. Thus, cooperative

learning strategies of pair work or group work can be applied for learners to interact with each other and they can communicate, share ideas, and learn from each other to foster the learning effectiveness.

6. Limited classroom interactions

With certain advantages, cooperative learning enables students to take part in a variety of assignments and activities in an EFL classroom (Richards & Rodgers, 2014). Learners are first provided with opportunities to optimize their efficiency in learning. When it comes to students' individual levels and interests, traditional teaching approaches often give them the same materials and opportunities as "equality." They can't therefore provide their best effort in EFL classes. But in order to benefit from cooperative learning in groups, students must understand their roles in the assignments and be free to bargain with their peers to select task segments that most closely match their level of competency (Artz & Newman, 1990). As a result, although while each learner's tasks fall into a different category, the overall workload is roughly the same, and each learner's unique abilities may be supported and leveraged to help them complete the tasks. Second, the cooperative learning model fosters learner interdependence. There is a fair amount of instructor dominance reduction in EFL classrooms. I believe that there are certain communication issues in an EFL classroom because of the reasonably large age, cognitive, and personality gaps between teachers and students (Campbell, 2008). Cooperative learning is therefore more advantageous for fostering closeness between adolescent students. I am more comfortable suggesting questions to my companions than to lecturers because I am also apprehensive about making careless errors. There is a strong correlation between academic output and the ease of learning. Peer corrections are also improved to indicate individual errors. High school classes with large class sizes and little time do not allow for the customisation of learning methodologies. I would not have had the chance to talk with professors and get their comments. Therefore, through peer corrections, cooperative learning is essential to extending individual learning times. Through group activities, students can voice their opinions, resolve conflicts, and get team feedback and corrections to overcome personal inadequacies (Slavin, 1995). As a result, through the opinions of other students from various social and cultural backgrounds, students' social competency is developed.

Interactions in groups boost functional language. Rather than taking into account the goals of language learning, traditional schools frequently focus on teaching language rules. Students strive to reach specific language competency levels so they may interact dynamically in both academic and everyday settings. Conventional classrooms, on the other hand, are limited to "giving" and rarely analyze how well students apply what they have learned. All of the functional language needed to complete an act is used during group talks. In order to meet communication objectives during group discussions and debates, students must use discourse markers and functional expressions. As a result, they will have a better understanding of the functions of language learning and the methods for using language in various settings and for certain goals. Regretfully, while speaking English to others, EFL students usually assume the wrong things (Hancock, 2004). It is impossible to guarantee that listeners or partners will comprehend what speakers intend to say the first time. Due to insufficiencies in language proficiency, discourse proficiency, and intercultural communication proficiency, they could misunderstand the meaning contained in the language. Therefore, cooperative learning has value in lowering the likelihood of misinterpretation and promoting the opportunity for clarification and expression change.

7. Lack of personalised feedback

The limited amount of time of the class did not allow the teacher to give feedback for all members, which reduced the observation of the teacher throughout the course to provide immediate support for students. Additionally, when the teacher invited some students and give feedback directly in front of the class, it may discourage learners' willingness to answer the questions in the future if they make mistake as the gap between teachers and students are huge to some extent. Hence, peer assessment is more suitable in classes of several learners as learners can receive feedback from their friends and sharing ideas with each other via negotiation.

According to Topping (2008), peer assessment is an alternative formative assessment in which learners evaluate the academic performance of other learners of the same level in the same academic context by providing feedback (Topping, 2008). It is also referred to as the chance for students to actively participate in the sharing of insightful criticism during the educational process (Cho & Cho, 2011). It asks students to evaluate the performance shown in the product for their friends using a specific holistic or analytical grading system.

Furthermore, throughout the communication process within and outside of the classroom, peer assessment is used synonymously with related terms like peer evaluation, peer review, and critique (Liu & Carless, 2006). This quickens the pace at which students work together to negotiate one another's performance and suggest the best course of action for the product version. Thus, to optimize the efficiency of acquiring a second language, the amount of language exposure might be increased (Van et al., 2010). This theory is related to Vygotsky's Zone of Proximal Development since peer support allows students to perform at a higher level (Vygotsky,1978). Numerous elements, such as anonymity, scaffolding, feedback timing, quality, and elaboration, have been demonstrated to affect the success of peer evaluation (Yu & Liu, 2009). These elements play a pivotal role in ascertaining the

efficacy of peer evaluations in diverse educational environments. Additionally, by analyzing the merits and demerits of other students' work, students can reflect on their self-control and grow more conscious of their own learning responsibilities (Chew et al., 2014; Mo, 2007; Wu, 2013). By going through this procedure, students will be able to: (1) comprehend speaking rubrics more thoroughly in order to reach particular competence levels; and (2) identify typical mistakes committed by their colleagues that they can steer clear of in their own work. Peer review is also a useful method for clearing up misconceptions about how to apply lexical resources and grammatical structures, which improves learners' linguistic accuracy. Additionally, by increasing students' self-assurance in their capacity to track and evaluate their learning, this method lessens their reliance on instructors and promotes increased introspection and learning autonomy (Carnell, 2016; Liu & Carless, 2006). Students gain critical thinking abilities and the capacity to offer helpful criticism through frequent peer assessments, which enhances both their own and their peers' work.

8. Conclusion

The current context of education in traditional classroom in Vietnam still achieve certain expected learning outcomes. Several challenges have limited the teachers from assisting learners to foster their personal strength in communication. The ultimate goal of language education is mostly for enhancing personal interactional practices to be confident in communication and idea exchange across the globe. Further remedies should be taken into consideration to minimise the current challenges from the general picture this article tend to generalise.

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