TEACHING OUTSIDE AREA OF EXPERTISE: A BARRIER TO OR ENABLER OF TEACHERS' SENSE OF COMPETENCE?

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Abstract: For a majority of academics, it has become an increasingly common reality to teach outside their area of expertise. However, there has been little discussion on the impact of out-of-field teaching on teachers and their teaching. The current study examined Vietnamese English as a Foreign Language (EFL) teachers' perceptions and attitudes towards teaching outside their area of expertise, and the influence of out-of-field teaching on teachers' sense of competence through the lens of Self-Determination Theory. Data were collected through semi-constructed interviews carried out by 15 Vietnamese EFL university teachers. Findings revealed that out-of-field teaching can be either a barrier to or an enabler of the satisfaction of teachers' need for competence. The study found that lack of content knowledge did not always prevent teachers from seeing themselves as effective teachers and enhancing their need for competence. Teachers' senses of effectiveness, confidence, motivation, and enjoyment of teaching depend largely on how they conceptualise their roles in teaching. Particularly, those with a high level of self-efficacy and did not consider themselves as a knowledge expert in teaching were more likely to see out-of-field teaching as an opportunity for their knowledge enhancement. The study suggests that different stakeholders (e.g., educators, policy makers, school leaders and administrators, and teachers) should develop an understanding of how teachers conceptualise their roles in teaching and what makes them feel competent to provide teachers with need-supportive environment.

Keywords: out-of-field teaching, teacher area of expertise, teacher competence, self-determination theory, expert teachers

1. Introduction

Teaching courses in which teachers are expert is an ideal working condition for teachers and also important for a high-quality education system (Hobbs & Torner, 2019). Research has shown that expert teachers with a deep understanding of subject-content knowledge can impart knowledge to students in more accurate and effective ways than novice teachers can do (Auerbach et al., 2018; Riordain et al., 2019; Tsui, 2009). Expert teachers' lesson plans are usually well-structured and consistent with curricular and learning outcomes (Tsui, 2009). Apart from subject-content knowledge, teachers with rich teaching experience in a specific domain tend to have a deep understanding of their students. They are also aware of critical points in content learning on which they need to pay more attention and provide students with more detailed explanations (Berliner, 2004; Wolff et al., 2016). Teaching within an area of expertise also allows teachers to be more effective in making decisions and solving issues related to classroom management (Ibrahim et al., 2013; Wolff et al., 2021). These teachers often interpret classroom events in the most critical ways and respond to these events in ways that

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support learning objectives (Berliner, 1988; Palmer et al., 2005; Wolff et al., 2016).

However, due to teacher shortages (Luft et al., 2020), teaching outside an area of expertise has become "an increasingly common reality for a majority of academics" (Huston, 2009, p. 9). The term *teaching outside area of expertise* is used to describe the situation when teachers are assigned to teach courses that they are not qualified for, or for which they do not have sufficient subject knowledge (Ingersoll, 1999; Tucker, 2012). In the context of the current study, teaching outside area of expertise refers to the practice of EFL teachers instructing students in courses that fall beyond their specialised knowledge or training. For example, teachers might be assigned to teach Business English, or Medical English, or Legal English, which they have never taught before. These courses require not only language proficiency but also a solid understanding of subject-specific content.

Pillay et al. (2005) found that teaching courses outside of teachers' knowledge base could compromise teachers' sense of competence. Teachers must work intensively on their speciality to sharpen teaching skills and deepen subject-knowledge (Robbs & Broyles, 2012). To become experts in a specific field or domain teachers must engage intensively in that field or domain for at least thousand hours (Berliner, 1986; Sternberg, 1998). When it comes to teaching unfamiliar courses, teachers might have to spend more time on learning new content and put more effort into lesson preparation (du Plessis, 2015). These activities might prevent them from developing their area of expertise (Hobbs, 2013; Riordain et al., 2019). Increased time and effort on teaching novel content and learning new materials increases teachers' workload, which can cause teachers job stress and dissatisfaction (du Plessis, 2015). Pillay et al. (2005) conducted a quantitative study on teaching out-of-field in Australia and found that teachers who were assigned to teach courses outside their area of expertise reported high levels of burnout and emotional exhaustion. They also reported low levels of self-rated competence and ability to control their internal state.

Teachers' instructional quality and students' achievement can be affected by teachers' limited knowledge of subject matter (Darling-Hammon, 2010; Williams, 2009). According to Baumert et al. (2010), teachers' content representation and explanations in classroom "are largely dependent on the breadth and depth of their conceptual understanding of the subject" (p. 138). Teachers' incapacity to provide students with subject matter support reduces their sense of effectiveness in teaching (Pillay et al., 2005). Dee and Cohodes (2008) demonstrated a correlation between teachers' qualifications and students' test scores in mathematics. Students taught by subject-qualified teachers got higher test scores than those taught by out-of-field teachers. du Plessis (2015) raised a concern about teachers' lack of a deep understanding of content knowledge and low level of self-efficacy in teaching. Accordingly, out-of-field teachers report high levels of anxiety and incompetency. They are more likely to avoid complex subject concepts and in-depth subject discussions with students.

Nevertheless, teaching outside one's *comfort zone* is not always problematic. Previous studies have shown that teaching unfamiliar courses can be an opportunity for teachers' professional development (Hobbs, 2013; Zaid et al., 2021).Teachers can broaden their content knowledge and pedagogical content knowledge of courses outside their area of expertise. New knowledge can be used to support teachers' in-field teaching and "give [teachers] a sense of renewal and reflection on practice" (Hobbs & Torner, 2019, p. 12). Findings of Zaid and colleagues' study (2021) showed that teachers did not always find out-of-field teaching to be a burden. Rather they could enjoy teaching as a content novice. Teaching unfamiliar courses was stressful for teachers who considered themselves as content experts and focused on transmitting

knowledge to students.

There has been increasing interest in examining the impacts of teaching unfamiliar courses on the quality of teaching and learning (Hobbs & Torner, 2019). However, most of this research has focused on secondary and high school teachers who were required to teach mathematics and science courses for which they were not trained (Dee & Cohodes, 2008; du Plessis, 2015; Hobbs, 2013; Ingersoll, 1999; Jacob et al., 2017; Nixon et al., 2017; Robbs & Broyles, 2012). Less attention has been paid to tertiary teachers, particularly those working in language teaching contexts when they are required to teach courses outside their specialisation. Apart from the quality of the learning and teaching, how teachers' motivation and well-being are affected when teachers are required to teach unfamiliar courses should be taken into consideration. Research on teaching out-of-field also needs a stronger theoretical base (Hobbs, 2013). Hobbs and Torner (2019) aware that more elaborated theories will be needed to analyse the complexity of teaching outside area of expertise. To add to the literature, the current study employed the concept of need for competence within Self-Determination Theory (Deci et al., 2017) as a theoretical framework to examine teachers' perceptions of and attitudes towards teaching outside their specialisation. It can be hypothesised that Vietnamese EFL teachers might have different experience and attitudes towards teaching outside their area of expertise. To provide a thorough understanding of teachers' sense of competence when they are required to teach unfamiliar courses, the following question will be answered in this study:

What do teachers perceive as the obstacles to and enablers of teaching outside their area of expertise?

2. Self-Determination Theory and Teachers' Need for Competence

Self-Determination Theory, with the inclusion of intrinsic and extrinsic motivation, was developed by Deci and Ryan (1991) to explore the integration of human behaviour. They also proposed that social conditions may either support or thwart human growth or intrinsic motivation (Deci & Ryan, 2000). Social and cultural contextual variables must satisfy three basic psychological needs (for autonomy, competence, and relatedness) to optimise human healthy development and psychological wellness (Ryan & Deci, 2016).

Due to the scope of the current study, only the need for competence is discussed. Need for competence refers to the desire to feel effective and masterful when individuals interact with their social environment (Baumeister & Leary, 1995; Deci & Ryan, 2000). This psychological need can affect individuals' motivation and the amount of effort that they exert in an action. In the education field, fulfilment of teachers' need for competence has been linked to students' motivation and academic achievement (Ashton & Webb, 1986). Previous studies found that when teachers felt competent in teaching, they provided their students with autonomy-supportive teaching strategies, and persisted in supporting students and dealing with teaching challenges (Woolfolk et al., 1990). Teachers with a high level of satisfaction of the need for competence also experienced lower levels of job stress and reported a higher level of teaching enthusiasm in comparison to those who saw themselves as incompetent (Caprara et al., 2006; Skaalvik & Skaalvik, 2010). Given the context of the current study, it is proposed that teachers achieve a sense of satisfaction of their need for competence when they feel confident, capable, and effective in their instructional role. On the other hand, teachers may find their need for competence unmet when they perceive a gap between their knowledge and the demands of teaching or when they question their abilities to effectively adapt to new content, prepare materials, and manage diverse students' needs.

Teachers' need for competence can be undermined by external influences, including difficult challenges, negative feedback, negative perceptions of person-focused criticism, or sense of inferiority (Cuevas et al., 2015; Ryan & Deci, 2017). Fernet et al. (2013) found that teachers' motivation and enthusiasm are threatened by job ambiguity. Insufficient information and unclear requirements about the job may make teachers feel unconfident and unsure of their performance. When facing such influences, teachers can withdraw from teaching or expend less effort on teaching to avoid a sense of incompetence and failure (Korthagen & Evelein, 2016). However, teachers might have different experience when they expose the same contextual condition (Deci et al., 2017). From the perspective of Causality Orientations Theory, Deci et al. (2017) suggest that:

People actively interpret and give psychological meaning to contexts and then act in accordance with their interpretations rather than with objective characteristics of the context. To a significant extent, these interpretations are affected by people's personalities – including both classic traits and individual differences in causality orientations. (p. 219)

3. Research Contexts

English language teaching at the higher education level in Vietnam is divided into two categories: English major programs and non-English major programs. English major students must take the National High School Graduation Examination and have the results of three subjects (Maths, Literature, and English) meet the standard score of the university to which they are applying. English major programs include integrated skills courses, linguistics, English literature, Western culture, translating, interpreting, and English language teaching methodology courses. Students who graduate from the English major programs can become teachers of English, interpreters, and translators (Hoang, 2010). On the other hand, non-English major programs are compulsory for students in other majors. There are two courses in this program, including General English (GE) and English for specific purposes (ESP). Students take the GE courses in their first two academic years and the ESP courses in their third year (Trinh & Mai, 2018). The GE courses are designed to develop students' integrated skills, including Listening, Speaking, Reading, and Writing. The ESP courses are designed to develop students' specific knowledge and vocabulary related to their majors, for example, English for Business, English for Engineering, English for Laws, etc. (Pham & Bui, 2019).

4. Method

This report is part of a larger project investigating the motivation of Vietnamese university EFL teachers. Data reported in this paper were drawn from interview data collected for the larger project, focusing on teachers' perceptions of and attitudes towards teaching outside their area of expertise. Face-to-face semi-structured interviews were used as the data collection instrument. Interviews have been widely considered as a powerful tool to develop a comprehensive understanding of others' life experience and worldviews (Jamshed, 2014; Qu & Dumay, 2011). Regarding the context and objectives of the current study, semi-structured interviews allowed us to examine teachers' feelings, perceptions, and attitudes when they taught courses that they did not know.

5. Participants

Data were gathered from in-depth interviews with 15 EFL teachers from 6 universities across Vietnam. Two thirds of the participants were female. Teachers' experience as English

language teachers (ELT) ranged between 4 to 22 years. The majority of participants (n = 10) had from 10 to 20 years of ELT experience. Three teachers had been teaching EFL for less than 10 years and two had been EFL teachers for more than 20 years. The number of teachers from provincial areas outweighed their counterparts from metropolitan areas (n = 9 and n = 6 correspondingly). Two thirds of the participants were working in the public sector. To protect participants' confidentiality, names were changed to pseudonyms. Appendix provides a summary of the characteristics of participants.

6. Data Collection and Analysis

An ethics approval was obtained from the institution where the researchers were based. Convenience sampling was used as a strategy for obtaining data in the current study. Universities were selected in terms of ease of access, willingness by administrators to allow EFL teachers to participate in the current study, and availability of EFL teachers. The researchers contacted leaders of the participating university to seek permission to conduct the current research project. After receiving approval, the researchers were allowed to access EFL teachers working at these universities. An invitation email, a participant information sheet, and a link to the online survey were emailed to teachers. Those who were interested in the project could complete the survey. At the end of the survey, teachers were invited to participate in follow-up interviews. Those who showed interest were asked to provide their contact details. The researchers contacted those who indicated their interest to schedule times and venues for the interview. Interviews were conducted in Vietnamese – the mother tongue of participants and the first researcher. Each interview lasted between 60 and 90 minutes. The following questions were used during the interview: *"Are any of the courses you have been teaching outside of your area of expertise?"; "If yes, please describe your feelings and experience when teaching courses outside of your area of expertise".*

At the beginning of each interview, the researcher explained the objectives of the project, the interview process, participants' rights, benefits, and risks when participating in the interview. Participants' confidentiality was also discussed. Participants could skip questions they were not comfortable to answer and withdraw their participation at any time. Those who agreed to participate in the interview were asked to provide a written consent form for their responses to be audio-recorded and for their data to be used in research reports.

The researcher used the six-step thematic analysis method developed by Braun and Clarke (2006) to analyse interview data. Member checking and an audit trail were used as the main validating strategies of the current study. Interview transcripts were transcribed and emailed to each interviewee and encouraged them to verify the quality and accuracy of the transcribed data. The interviewees were also encouraged to provide extra information and explanations for what they said in the interviews. An audit trail was created to record all components, steps, decisions, and rationales for these decisions during the research process. The researcher then translated the verified transcripts from Vietnamese to English before importing them into NVivo 12 software. The coding process involved two phases: initial coding – getting familiar to participants' language, perspective and worldviews, and pattern coding – developing a sense of categorical, thematic conceptual and theoretical organisation from the initial codes (Saldana, 2009). Coded data were merged to create themes and sub-themes. Two themes and three sub-themes related to teachers' attitudes and perceptions of teaching outside their area of expertise emerged for further analysis. The following section will present results of the data analyses.

7. Findings

7.1. Out-of-field Teaching as an Enabler of Teachers' Need for Competence Satisfaction

Data analysis of interview transcripts revealed that teachers reported different perceptions and attitudes towards teaching outside their area of expertise. More than half of teachers (n = 9) indicated positive attitudes towards teaching outside their area of expertise. For example, five teachers said that it was a chance to enhance their knowledge. My commented that experience she gained from the new courses would increase the quality of her teaching in general:

It [the new course] allows me to learn more. When I had to teach the topic of diplomacy, I read everything related to the topic. I found many interesting things. No matter what the topic is, the more you explore and learn about it, the more interesting and attractive things you will find. It makes me love my profession. Knowledge that I gained from new courses might be useful for my daily teaching, too.

Hoang said that taking on a new challenge prevented boredom in teaching:

Obviously, it's hard when we teach a totally new course, but it changes the working climate. If we teach the same courses every year to such an extent that we know them by heart, it's definitely tedious. Teaching new courses brings something new and interesting.

Gam described herself as a curious and studious person. Teaching courses out of her "comfort zone" helped her to satisfy her need to explore and acquire new knowledge, *"I now know a lot about concrete, constructing bridges and roads, and so on. I found that new knowledge so interesting. My peers tell me that I'm versatile. I'm curious, too. I want to know everything about this planet".*

When it came to teaching, these teachers perceived themselves as confident and comfortable during lessons. Vo reported that she was aware that she was not an expert on the course that she was assigned to teach. However, she was authentic and open-minded to be a learner and a teacher simultaneously.

I was not stressed when I taught that course [out-of-field course]. I was not afraid to say, "I don't know" to my students. When I didn't know about something, I would tell the truth to my students that I didn't know. Then I would learn more about it together with my students. I felt comfortable and ready to learn new knowledge and take on new challenges. (Vo)

These teachers also reported a high level of self-efficacy. They believed that they could perform the teaching tasks well. They also worked hard to overcome difficulties. Teachers noted that they spent a large amount of time preparing the course, for example, looking for textbooks and reading materials in both English and Vietnamese (n = 4), reading and studying the textbook carefully (n = 3), and discussing with peers who used to teach the course (n = 4). Gam described how hard she had been working to prepare for her content knowledge and lesson plan:

In 2005, I taught an automotive and mechanic course. It took me a long time to learn about automobiles and mechanics. I understood the terminologies, but I didn't know how these terms were used. I decided to learn to drive a car and learn the structure of a car. It consists of more than 7000 elements. After all, I felt that I was confident to teach the course to my students.

7.2. Out-of-field Teaching as a Barrier to Teachers' Need for Competence Satisfaction

On the other hand, six teachers reported negative attitudes towards teaching outside their

area of expertise. They found it "challenging, pressured and difficult" (Chi). Teachers faced challenges and difficulties when teaching out of their "comfort zone":

I don't have much time to prepare for it [the course] and I have no experience in teaching it. It's one of the difficulties when I teach outside of my expertise. (Bich)

I taught an MBA course in the past. I could check the meaning of the economic vocabulary, but I didn't even understand these terms in Vietnamese. I didn't know how they were using them in economics. (Tuan)

Teachers reported negative feelings when teaching out-of-field courses. Nam described his teaching as "faking" because of "the lack of foundation, deep understanding and real experience of the subject". Vu said that "teaching becomes a heavy burden". While Tuan said that he felt nervous when giving lectures. When teachers experienced the lack of confidence in the subject knowledge, they tended to restrict the scope to the content provided in textbooks. They avoided introducing new knowledge that did not come from textbooks:

There were some terms that I couldn't understand. So I avoided them in class. When I didn't know or understand something, I introduced it quickly to my students and avoided talking too much about it. (Cam)

I tried my best, but I couldn't understand everything. So I just focused on what I knew and what I was confident about. The other things, I would do them in a perfunctory manner. (Chi)

Nam described his lack of confidence when teaching a course unfamiliar to him:

Students would ask questions beyond your knowledge. They would ask me about a tourism topic, like being a tour guide. Or they would ask me about the structure of a restaurant or a hotel. Their major was tourism, not an English-major. I was very careful when I taught them. I had to get my lesson well prepared. When they asked me and I was unable to answer their questions, they would laugh and no longer respect me. They were thinking that I was a teacher, but I knew nothing.

Similar to Nam, Nga pointed out that teachers' image was very important. These teachers reported that a good teacher should have deep and profound knowledge of the topics that they taught. Consequently, they attempted to protect their image in front of students:

When I realised that I didn't know much about a specific topic, ... I avoided deepening it. Because I'm a teacher, I have to create an image of me in students' minds: "oh, she is a good teacher. She has broad knowledge". (Nga)

8. Discussion

The current study aimed to examine Vietnamese EFL teachers' perceptions and attitudes towards teaching outside their area of expertise, and the influence of out-of-field teaching on the satisfaction of need for competence. Findings revealed that teaching outside teachers' area of expertise can be either an obstacle to or an enabler of the satisfaction of teachers' need for competence and motivation for teaching. Teachers can have either positive or negative attitudes towards out-of-field courses which they had no teaching experience.

In line with previous research, teachers in this study agreed that teaching courses that they were not qualified to teach was challenging (du Plessis, 2015; Pillay et al., 2005). However, teachers' attitudes towards these challenges varied. For those who showed positive attitudes, these difficulties appeared not to deter them. They were not only confident that they could teach well but were also excited to explore new knowledge. Working on unfamiliar teaching content

satisfied their curiosity and desire to broaden knowledge. Teaching courses outside area of their expertise allowed teachers to refresh their teaching and avoid enthusiasm erosion. These findings are in contrast with previous results reported in the literature that teaching out-of-field had a negative impact on teachers' specialisation (Hobbs, 2013; Riordain et al., 2019; Robbs & Broyles, 2012). Teachers in the current study found that knowledge and experiences they gained from teaching out-of-field courses were helpful for their general teaching practice.

When it came to teaching, teachers with positive attitudes towards teaching unfamiliar courses showed high levels of excitement and confidence in their ability to teach. They felt comfortable to teach an unfamiliar course and willing to tell their students that they did not know everything (Zaid et al., 2021). They also showed a "can-do" attitude and were willing to explore the unknown areas of knowledge with their students. These findings suggested that these teachers considered themselves as a facilitator rather than an expert in one area (Phan, 2013). Their sense of competence was enhanced when they were able to help students to learn and able to develop their subject content knowledge and pedagogical skills. Therefore, a lack of subject knowledge did not threaten the satisfaction of their need for competence and their motivation for teaching.

On the other hand, there were teachers who found teaching outside their specialisation as a barrier to their performance and the fulfillment of their need for competence. These teachers also spent time and effort on learning new content and preparing their lesson plans as their counterparts did, but they did not enjoy their work. Learning new knowledge and getting familiar with novel courses was a "must-do" task in teaching, but not for purposes of exploratory or knowledge improvement. These teachers reported a low level of self-efficacy and a high level of anxiety in classrooms because of their lack of subject content knowledge (du Plessis, 2015; Hobbs, 2013; Zaid et al., 2021). They blamed their lack of self-efficacy in teaching on their limited subject matter knowledge. From their perspectives, teachers should know everything related to the content and be able to answer every single question raised by students, if not they would lose students' respect and fail to become a good teacher (Zaid et al., 2021). This finding emphasises the strong influence of Confucian ideology on Vietnamese teachers' conceptualisation of their role and sense of competence in English language teaching (Nguyen, 2015). Particularly, teachers are positioned as 'the transmitter of knowledge', 'knowledge provider' or 'knowledge expert', which shapes teachers' beliefs that "they are the most reliable source of knowledge and the one responsible for construction knowledge for their student" (Nguyen, 2015, p. 206). This also supports Le & Pham's findings (2013) that English language teachers' traditional identity as a 'knowledge expert' should be redefined in order to improve the quality of English language teaching and learning in Vietnam.

Findings revealed that when teachers felt uncertain of their subject knowledge, they tend to stay focused on the content covered in textbooks which they already knew and prepared. They tended to avoid discussing knowledge outside teaching materials or engaging in in-depth discussions with students on what they were not certain about (du Plessis, 2015). Their sense of competence was enhanced only when they were able to impart content knowledge and were able to deal with subject-matter related questions. These findings confirm previous research that teachers can withdraw from teaching or expend less effort into teaching to avoid a sense of incompetence or failure (du Plessis, 2015; Korthagen & Evelein, 2016; Phan, 2013). In line with previous studies, the current study found that teachers' low self-efficacy and self-doubt restrict their perceived satisfaction of the need for competence (Chen et al., 2015; Ebersold et al., 2019).

Findings of the current study supports the application of SDT and basic psychological needs (for autonomy, competence, and relatedness) (Ryan & Deci, 2017) to examine teachers' motivation for teaching. Contextual conditions can affect teachers' motivation by supporting or thwarting their psychological need satisfaction (Deci et al., 2017). In line with Causality Orientation Theory – one of six mini theories of SDT, this study found that there were individual differences in teachers' perceptions and interpretation of contextual conditions, and these differences affected the satisfaction or frustration of teachers' needs. Given the context of the current study, teaching courses outside teachers' area of expertise is considered as a contextual condition. Teachers could see this condition as either a barrier to or an enabler of their sense of competence in teaching. Findings of the current study revealed that teachers' self-efficacy – the extent to which they believe that they can perform well (Bandura, 1977), and their identity – how they conceptualise their roles in teaching (Beijaard, 1995) would determine whether teachers consider out-of-field teaching supported or thwarted their need for competence. This, in turn, would affect teachers' attitudes and behavioural tendencies in teaching.

9. Conclusion

Research in the field of education has shown that knowledgeable teachers are a crucial element of a high-quality education system (Berliner, 2004; Johnson, 2011; Schieman & Plickert, 2008; Wolff et al., 2016). Problems may arise when teachers are required to teach courses outside their area of expertise (Huston, 2009). This did not imply that teachers' content knowledge and pedagogical content knowledge are not important for high-quality teaching. Rather, educators, administrators and teachers should accept the fact that teachers are not knowledge experts when they teach courses outside their specialisation. Findings of the current study showed that lack of content knowledge did not prevent the same teachers from seeing themselves as effective teachers and enhancing their need for competence. Teachers' senses of effectiveness, confidence, motivation, and enjoyment of teaching depend largely on how they conceptualise their roles in teaching. The study argues that if teachers were not concerned with seeing themselves as "knowledge experts", they would be more confident about teaching courses outside their specialisation and experience a high level of their satisfaction of the need for competence (Nguyen & Hall, 2017).

The current study suggests that to promote teachers' need satisfaction and well-being, it is important to understand what they need in teaching and how they interpret teaching conditions (Chen et al., 2015). Most importantly, teachers can have different opinions and experiences even when they expose to the same condition (Deci et al., 2017). Regarding the current study, the study suggests that different stakeholders (e.g., educators, policy makers, school leaders and administrators, and teachers) should develop an understanding of how teachers conceptualise their roles in teaching and what makes them feel competent (Phan, 2008). These understandings are crucial in providing teachers' need-supportive environment and promoting the satisfaction of teachers' psychological needs and motivation for teaching.

Findings of this study add to a growing body of literature on out-of-field teaching and the application of SDT in examining teachers' motivation and need satisfaction. However, two limitations need to be considered. The first limitation was that of a small sample size, which might reduce the generalisation of the findings beyond the context of this study. Further studies should recruit a larger sample to enhance the representation of the population and provide more accurate results. Another limitation was due to the use of interview as the main data collection

instrument. To provide a comprehensive understanding of teachers' perceptions, motivation, and behaviour when teaching courses outside their specialisation, future research should collect data from survey, classroom observation, and teachers' diaries.

Studies of out-of-field teaching tend to focus on the negative effects of this occurrence on teachers' performance and students' achievement (Dee & Cohodes, 2008; du Plessis, 2015; Hobbs, 2013; Hobbs & Torner, 2019; Ingersoll, 1999; Johnson, 2011; Luft et al., 2020; Pillay et al., 2005; Zaid et al., 2021). However, teaching is not only about knowledge, knowledge transmission and students' outcome. It is also necessary to understand teachers' experiences and emotions in teaching because they are the most important determinants of teaching and students' learning outcomes. Consequently, future work should focus on understanding teachers' perceptions, needs, and motivation when they are required to teach unfamiliar courses. Besides, further work needs to be done to provide teachers with professional and personal support to help them to build their self-efficacy and improve their performance in both in-field and out-of-field teaching.

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APPENDIX

DEMOGRAPHIC INFORMATION OF INTERVIEWEES

Interviewees	Gender	ELT experience (years)	Course taught*	Geographical location		Institution	
				Metropolitan	Provincial	Public	Private
Vu	M	6	GE, ESP	X			X
Tuan	M	14	ESP	X			X
Bich	F	15	ESP		X	X	
Cam	F	22	ESP	X			X
Hoang	M	21	ESP		X	X	
My	F	16	ESP		X	X	
Gam	F	18	ESP GE		X	X	
Nga	F	9	ESP GE		X	X	
Nam	M	4	ESP, GE		X	X	
Doan	F	16	ESP, GE		X	X	
Chi	F	16	ESP GE		X	X	
Tien	F	20	ESP	X			X
Vo	M	10	ESP	X		X	
Lien	F	10	ESP		X	X	
Oanh	F	14	ESP	X			X

* Note. ESP: English for Specific Purposes; GE: General English

GIẢNG DẠY NGOÀI LĨNH VỰC CHUYÊN MÔN: RÀO CẢN HAY YẾU TỐ THÚC ĐẨY NHẬN THỨC VỀ NĂNG LỰC GIẢNG DẠY CỦA GIẢNG VIÊN?

Trần Hương Linh

Bộ môn Tiếng Anh, Đại học FPT, Hà Nội, Việt Nam

Tóm tắt: Đối với phần đông giảng viên, giảng dạy ngoài lĩnh vực chuyên môn ngày càng trở nên phổ biến. Tuy nhiên, những nghiên cứu về ảnh hưởng của giảng dạy ngoài lĩnh vực chuyên môn đối với giảng viên và đối với hoạt động giảng dạy của họ vẫn còn hạn chế. Nghiên cứu này khảo sát thái độ của một số giảng viên tiếng Anh đối với việc giảng dạy ngoài lĩnh vực chuyên môn, và sự ảnh hưởng của hoạt động này đối với nhận thức của giảng viên về năng lực giảng dạy của họ qua góc nhìn của thuyết Tự quyết. Thông qua phỏng vấn 15 giảng viên tiếng Anh đại học ở Việt Nam, kết quả nghiên cứu chỉ ra rằng giảng dạy ngoài lĩnh vực chuyên môn có thể là rào cản hoặc là yếu tố thúc đẩy sự thỏa mãn nhu cầu về năng lực của giảng viên. Việc thiếu kiến thức về nội dung giảng dạy không phải lúc nào cũng là rào cản đối với nhận thức về năng lực giảng dạy của giảng viên và nhu cầu nâng cao năng lực giảng dạy của họ. Nhận thức của giảng viên về sự hiệu quả, sự tự tin, động lực và sự thích thú trong quá trình giảng dạy phụ thuộc phần lớn vào cách họ khái niệm hóa vai trò của mình trong công việc giảng dạy. Đặc biệt, giảng viên có mức độ tự tin cao về năng lực giảng dạy của mình và không coi mình là chuyên gia trong quá trình giảng dạy thường nhìn nhận giảng dạy ngoài lĩnh vực chuyên môn là cơ hội để nâng cao kiến thức. Nghiên cứu này cũng đưa ra một số đề xuất cho các bên liên quan, bao gồm: các nhà phát triển giáo dục, các nhà hoạch định chính sách, lãnh đạo và quản lý trường học, và giảng viên. Các đề xuất này đề cập đến việc nâng cao nhận thức của giảng viên về khái niệm hóa vai trò của họ trong giảng dạy và phát triển những điều kiện thúc đẩy nhận thức về năng lực giảng dạy của họ.

Từ khóa: giảng dạy ngoài lĩnh vực chuyên môn, lĩnh vực chuyên môn của giảng viên, năng lực giảng dạy, thuyết Tự quyết, giảng viên chuyên ngành