

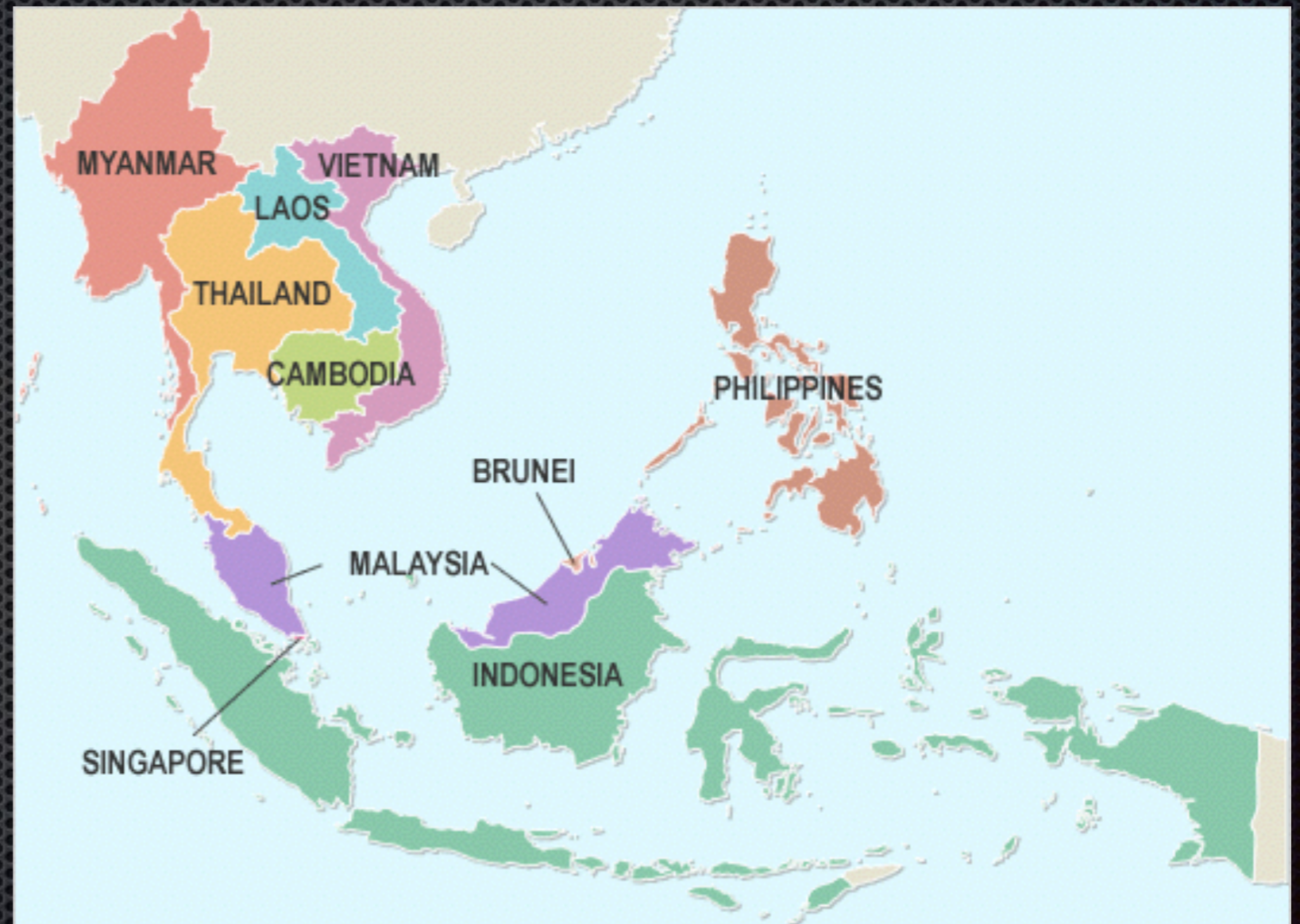
Language Teacher Education in the Context of Regional Economic Integration: Vietnam

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ASEAN:

Association of SE Asian Nations

- ✦ Political and economic cooperation
- ✦ Peace and security
- ✦ Social and cultural exchange
- ✦ **AEC - Economic integration**
December 31, 2015



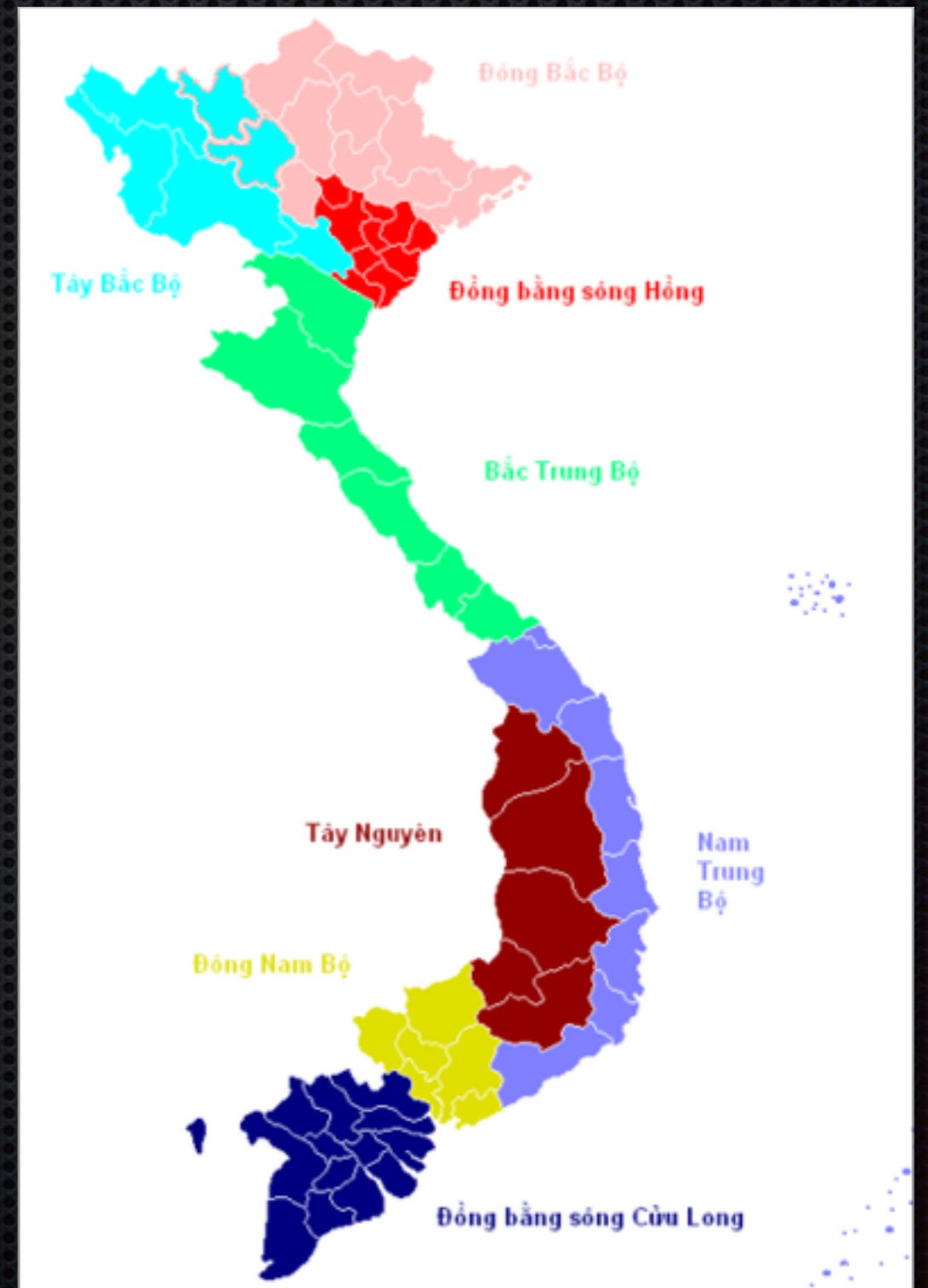
ASEAN Integration and English

- “**Soft borders**”, free movement of laborers, building competent regional working professionals
- **Official language** of ASEAN administration
 - “..the language of our competitive global job market, the *lingua franca* of ASEAN” (ASEAN Secretary General Le, 2013)
- ASEAN Free Trade Area (AFTA) links English competency to hopes for regional prosperity
 - “...an **indispensable tool**..[enabling] us to interact with other ASEAN colleagues in our formal meetings...[and the] **imperative**” to provide opportunities to master English (Secretary General Le, 2013)

Vietnam's Goals re: ASEAN 2015

- educational quality
- human resources
- universal primary ed
- development of teachers & managers
- vocational & continuing ed
- **improved FL competency**
- technology

MOET 2013a



“The country does not have a qualified labor force to meet investors’ needs” and workers “do not have the language skills needed to communicate effectively in an international working environment”.

Nguyen Ngoc Hung
Founding Director National Foreign Language 2020 Project
(interview, June 20, 2013)

English capacity of it's citizens is among Vietnam's
“biggest limitations”

Nguyen V. Hien
Vice Minister of Education
(interview, June 18, 2013)

Vietnam's response:

Foreign language policy changes

“To **renovate thoroughly**...teaching and learning [of] FLs...at every school level...by...2015...vivid progress on **professional skills, language competency for human resources**...by...2020 [producing graduates with] the **capacity to use a FL independently**...be **more confident in communication** [and able to] **study and work in an integrated and multi-cultural environment with a variety of languages** [with the] goal to make **language an advantage for Vietnamese people**, serving the cause of industrialization and modernization of the country.”

Government Decision 1400 (2008)

Policy changes include:

- ✦ **Starting Earlier**

- ✦ English in Grade 3 (rather than Grade 6) by 2018-19

- ✦ **Developing a Proficiency Framework**

- ✦ CEFR-based

- ✦ **Setting Benchmarks** for teachers and students

- ✦ B2 (primary & lower secondary Ts)
 - ✦ C1 (upper secondary & university Ts)

- ✦ **Creating a National Foreign Language Project**

National FL 2020 Project: Capacity-building challenges

- ✦ Improve teachers' FL proficiency [English]
- ✦ Develop 21st C. teaching capacity
- ✦ Deliver effective teacher development to 80,000 ETs



Teacher Proficiency:

- ✦ **Widespread assessment** since 2011 (44,000+)
 - ✦ 83% primary Ts below provisional B1
 - ✦ 87% lower secondary Ts below B2
 - ✦ 91% upper secondary Ts below C1
 - ✦ 44% college & university ETs below C1

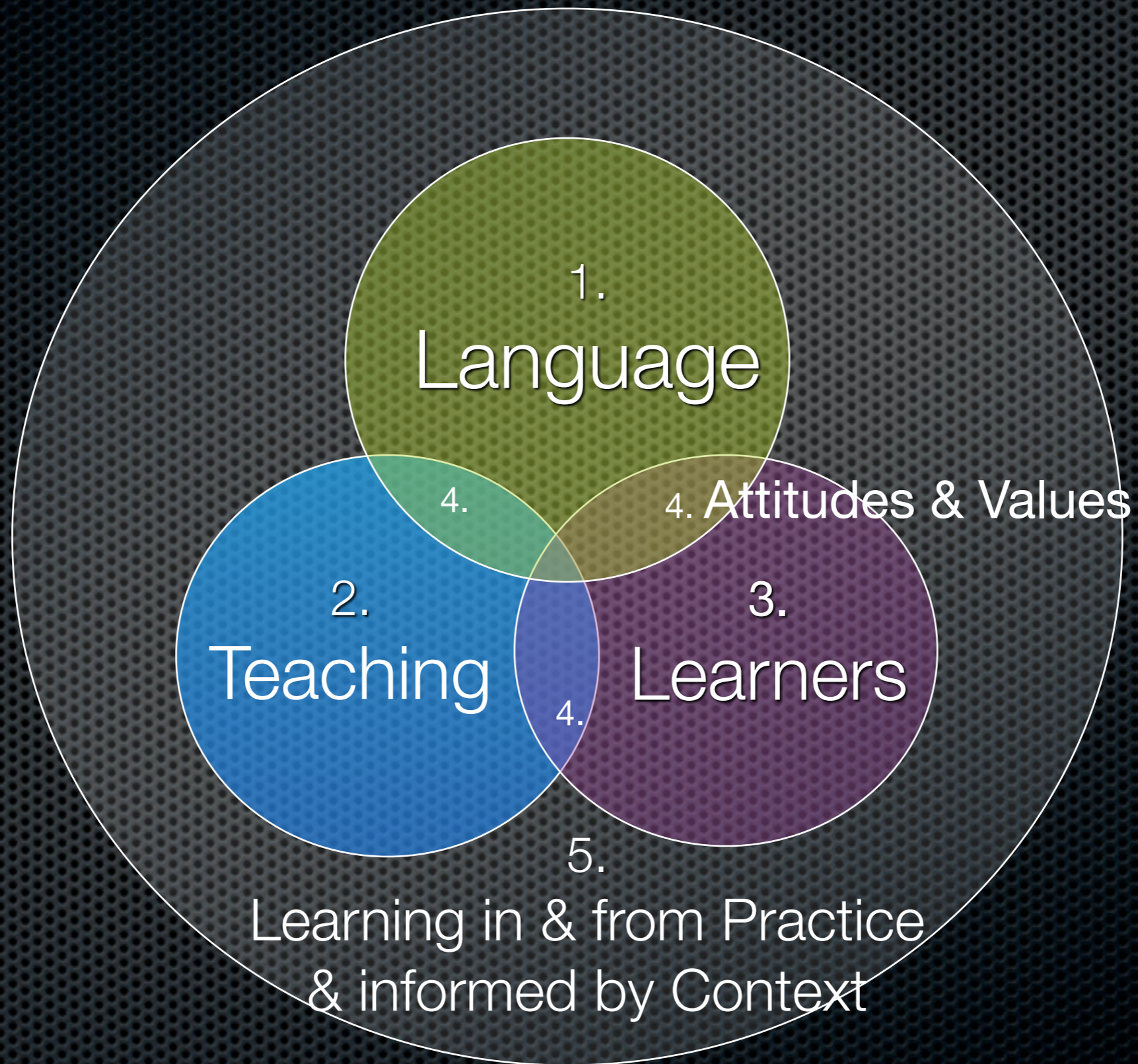
(Nguyen Ngoc Hung, 2013, September 19-20)

Teaching Capacity

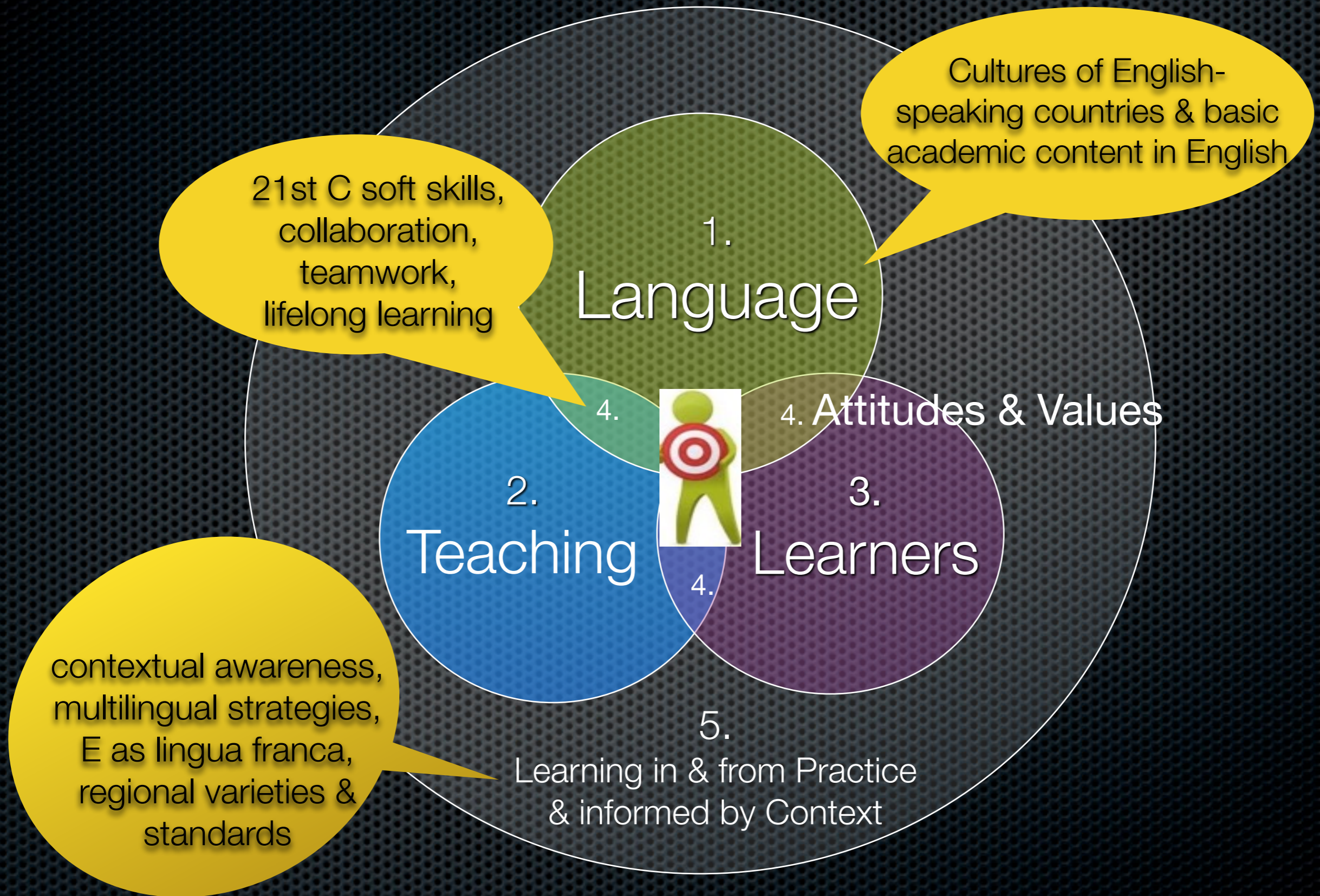
“What kind of English teachers does Vietnam need for the early 21st C?”

English Teacher Competencies Framework (2012)

English Teacher Competencies Framework



English Teacher Competencies Framework



Initiatives

- ✦ **Establish regional FL centers**
- ✦ **Assess Teachers' Proficiency & Provide TD**
 - ✦ General proficiency & ESP for Teaching
- ✦ **Introduce ETCF uses** (User's Guide/ bilingual edition)
- ✦ **Evaluate & Improve Pre-service TE curriculum**
 - ✦ streamline theoretical content & add new courses (World Englishes; EIL; Intro to SE Asian Cultures)
- ✦ **Align Pre-service TE courses to ETCF**
- ✦ **Provide widespread in-service teacher development**
- ✦ **Improve in-service TD curriculum**
 - ✦ 5 modules based on 5 domains

Initiatives

- **Widespread proficiency assessment & development**

- **General proficiency** courses (400 hours per level) for thousands of teachers

- **ESP for Teaching** proficiency course

- **Pre-service TE curriculum evaluation & improvement**

- streamline theoretical content;

- add new courses (World Englishes; ELL; Intro to SE Asian Cultures)

- **In-service teacher development curriculum**

- 5 modules based on 5 domains

soft borders,
regional workforce, English
as lingua franca

“teaching of common values and cultural heritage in school curricula...and developing materials...for this purpose”
(ASEAN Socio-Cultural Blueprint (2009,p.2))

proficiency, content in E, soft skills, technology, regional & international role of E, regional context

Issues

- Capacity of national FL project & regional FL centers
- Validity of proficiency assessment tools
- Application of CEFR benchmarks to courses, materials, assessments
- Diffusion of ETCF
 - Development of ETCF-based teaching assessments & observation protocols
 - Broader use of ETCF to teacher education and teacher development curricula, courses, trainings, and criteria for international English resources
- Role of international partners
- Role of other international and regional languages

ASEAN integration goals are supported by promoting English language use (over knowledge about English), building English capacity, enhancing human resource development and preparing a competent, well-qualified work force through integration-enabling policies and investments in teacher proficiency and teaching capacity.

Dudzik & Nguyen, 2015

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