

# EXPLORING THE COMPATIBILITY BETWEEN ENGLISH LANGUAGE TEACHER COMPETENCY FRAMEWORK AND ENGLISH LANGUAGE TEACHER EDUCATION CURRICULUM OF THE UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES – VIETNAM NATIONAL UNIVERSITY, HANOI

Phung Thi Kim Dung\*

*Faculty of English Language Teacher Education, VNU University of Languages and International Studies, Pham Van Dong, Cau Giay, Hanoi, Vietnam*

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**Abstract:** Quality assurance is always a key issue in any education system. Among many approaches to enhance national education quality, the practice of designing and implementing competency frameworks for quality language teaching has been adopted in countries across the world. The recent passage of the English Teacher Competency Framework (ETCF) in Vietnam in 2012 reflects the government's efforts in defining, promoting, and maintaining education quality. This thereby urges language teacher training programs in the country to meet the national teacher standards. But how can the outcomes of a program be formed and mapped to the national system of teacher standards? Is English Language Teacher Education Program (ELTE) introduced in 2012 at the University of Languages and International Studies – Vietnam National University, Hanoi (ULIS – VNU) aligned with the standards in the national ETCF published in December, 2012 by the Ministry of Education and Training? To answer this important question, a study has been conducted to investigate the level of alignment between the ELTE curriculum and the ETCF. By means of document analysis in which course syllabi are examined side by side with the competencies of the framework, the researcher has reached firm conclusions that there are still mismatches and gaps between the curriculum and the ETCF. Several competencies in the ETCF have not been properly addressed in the curriculum while some courses deal with competencies that are not exactly meant in the ETCF. The author then has proposed suggestions for curriculum designers to bring the courses and ETCF standards together to ensure full compatibility between them.

*Keywords:* English Language Teacher Education Curriculum (ELTE Curriculum), teacher standards, domain (D), compatibility, English Teacher Competency Framework (ETCF)

## 1. Introduction

Vietnam has a long history of English teaching and teacher training. The demand

for foreign languages is stronger than ever before as the nation engages regionally and internationally and English is often used as an official or working language. In the early 21st century, more than ever, students need high quality education, soft skills,

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\*Tel.: 84-943032992

Email: kimdungspata@gmail.com

technology, and the ability to use foreign languages to communicate effectively in a multilingual, multicultural region and world, to connect and contribute to educational and economic advancement of their countries. The connection between English and a nation's economic growth is apparent. Vietnam is not an exception of this current trend.

As one of the leading institutions in foreign language teacher education, ULIS - VNU with its more than 60-year history in the making bears responsibility to provide high quality professional training for both pre-service and in-service teachers throughout Vietnam.

## 2. ELTE Curriculum in ULIS – VNU

ELTE Program is one of the key programs at ULIS – VNU. While the university has more than 60 years in the making, the program has at least 60 years of development. The ELTE Program was initially prepared and implemented in 1958. The first intake graduated around four years later. This program aimed at providing the theoretical knowledge of teaching methodology as mandated by the Ministry of Education and Training, which was transmitted in a traditional didactic manner.

As time went by and together with the development of English into the main working language in international transactions, the need for teaching this language grows. Quality teachers of English are on greater demand throughout the country. Quality assurance is always one of the key points that the program administrators have been striving for. The program has undergone a good number of assessment and review efforts. The latest was in 2012 when huge changes were adopted to make the curriculum more coherent, practical and updated. The objectives were rewritten

to address the development in graduates the appropriate attitudes, knowledge, and skills necessary for their future profession. Essential supplementary skills such as study skills (presentation skills, self-study skills, research skills, critical and creative thinking skills, etc.), soft skills (team work, problem-solving skills, etc.) were also added to the programme.

The new programme thus focuses more on the application in local context of modern English language teaching and learning paradigms such as communicative language teaching (CLT), learner-centeredness and learner autonomy, to reflect the needs of its learner population. The revised program offers a wider range of courses in English teaching and learning methodology, psychology, and research methodology. It aims to help learners develop the capacity for engaging in critical enquiry into various aspects of the study, and the teaching of language. It is composed of both required courses and elective courses providing the learners with options for a broad education in foreign language education, professional development, and an in-depth inquiry into particular areas of interest so as to gain and develop expertise and experience.

The 2012 program also saw the introduction of expected learning outcomes which students must achieve as a requirement for their graduation. In terms of language proficiency, students are expected to reach C1 – the fifth level on the 6-levelled scale of Common European Framework of Language References (CEFR). Regarding teaching, they were initially taught basing on the outcomes set by the course designers because at that time ETCF was little known among the teachers. As a matter of fact, there has been no comparison between ETCF and specialized methodology courses from the beginning of the programme.

In 2015, another attempt was taken to readjust the programme with the first priority given to language proficiency courses. Students need more practice hours in order to develop their language proficiency, thus more credits were added to the English courses.

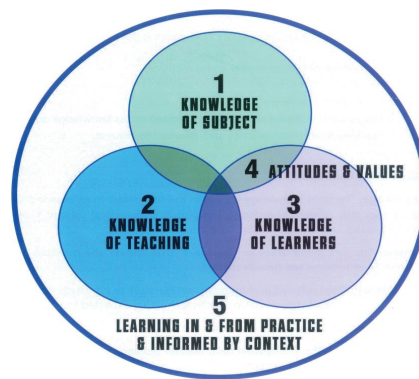
In terms of programme structure, it contains three blocks of knowledge which correspondingly address three areas of competency: language proficiency, language as a system and culture, and teaching methodology. English proficiency courses have primary purposes of developing student competencies in using the language. Language courses such as English Linguistics, cross-cultural communications, etc., go toward providing students with in-depth understanding of English as a language system and at the same time enhancing knowledge about cultures of English language speaking countries. The third block of knowledge is teaching knowledge which consists of four compulsory courses, namely, An Introduction to English Language Teaching Methodology, English Language Teaching Techniques and Practices, English Language Testing and Assessment, Teaching Practice or Practicum, which are mainly responsible for developing teaching competencies.

At the time of the development, these courses, especially those in the third block, are said to be mainly dependent on the feedback of the stakeholders and expertise of the course designers. There was no framework at that time to regulate the benchmarks that student teachers must reach upon their graduation.

### 3. An overview of ETCF

Vietnam’s English Teacher Competency Framework, which is created by Dr. Diana Dudzik – a senior English Language fellow scholar from the United States, is a product of National Foreign Language 2020 Project

(Project 2020). The framework consists of five domains which work to address the question of what Vietnamese teachers of English need to know and be able to do in the 21st century.



AN OVERVIEW OF ENGLISH TEACHER COMPETENCY FRAMEWORK  
(For Pre-service English Language Teacher Education Programs)

#### DOMAIN 1 - KNOWLEDGE OF LANGUAGE, LANGUAGE ACQUISITION, CONTENT & CURRICULUM

Competency 1.1a: Language Proficiency

Competency 1.1b: Knowledge of CEFR

Competency 1.2: Language as a System

Competency 1.3: Second Language Acquisition Theories

Competency 1.4: Target Language Cultures

Competency 1.5a: Literary Content in the Target Language

Competency 1.5b: Academic Content in the Target Language

Competency 1.6: Language Curriculum and Syllabus Design

#### DOMAIN 2 - KNOWLEDGE OF LANGUAGE TEACHING

Competency 2.1: Language Teaching Methodology

Competency 2.2: Planning Lessons, Activities, and Assignments

Competency 2.3a: Building Supportive, Meaningful Learning Environment

Competency 2.3b: Implementing & Managing Language Classroom Activities

Competency 2.4: Assessing Language Learning

Competency 2.5: Using & Adapting Textbooks, Authentic Materials, & Other Resources

Competency 2.6: Using Technology Effectively to Enhance Language Teaching & Learning

#### DOMAIN 3 - KNOWLEDGE OF LANGUAGE LEARNERS

Competency 3.1: Understanding Learners' Development to Motivate & Engage Students

Competency 3.2: Understanding Learners' Language & Using it to Inform Instruction

Competency 3.3: Reflecting on Cultural Values & Prior Language Learning

Competency 3.4: Creativity, Critical Thinking & Innovation in Language Learning

#### DOMAIN 4 - PROFESSIONAL VALUES & PROCESSES IN LANGUAGE TEACHING

Competency 4.1: Demonstrating Professionalism in Language Teaching

Competency 4.2: Practicing & Applying Cooperation, Collaboration & Teamwork

Competency 4.3: Engaging in Professional Development and Pursuing Life-long Learning

Competency 4.4: Contributing to the Language Teaching Profession

Competency 4.5: Modeling Ethical Language Teaching & Testing Behavior

#### DOMAIN 5 - CONNECTIONS TO PRACTICE & CONTEXT OF LANGUAGE TEACHING

Competency 5.1: Connecting Learning beyond the Language Classroom

Competency 5.2: Reflecting on & Researching Language Learning & Teaching

Competency 5.3: Understanding Roles, Uses & Issues of English in Southeast Asia

Competency 5.4: Incorporating Awareness of Global Role of English

*(Vietnam's English Language Teacher Competency Framework: User's Guide)*

Upon approval by the Ministry of Education and Training in December, 2012, the Framework becomes the nation's first subject-specific teacher standards with the vision of building *"the profession of English teaching beyond the level of technicians or teaching machines to practicing teachers with adaptive expertise"*. According to Dr. Diana Dudzik, this is the *"golden principle"* in teacher training, especially when the trend toward regional and international engagement has never been strong as such; Vietnamese teachers should not work as a teaching machine, but professionals with adaptive skills in order to be effectively operational in different teaching contexts in and outside their country. The framework also implicitly employs an *"apprenticeship of observation"* (Dudzik, 2012), which means teacher development needs to be conducted in a way that allows teachers to observe other teachers' teaching processes and activities, and practice the behaviors they are expected to conduct in their future jobs. Thus teacher development programs need to give teacher students the opportunity to experience the values, processes and activities in their training, and enable them to incorporate these practices in their work in the future.

The development of the framework is based upon general teacher education research

(as cited in Dudzik, 2012). This research indicates three major knowledge domains (Domains 1-3) to address the question “What do teachers need to know and be able to do?” Each domain consists of various competencies and each competency is realized into various indicators. The three domains are embedded with a number of professional values and attitudes (Domain 4) and are located within a larger sphere (Domain 5) that reflects a “situative” (local) perspective of effective teacher learning that takes place within the contexts and practice of teaching. The center of the framework is the vision of the ETCF. That vision answers the question “What kind of teachers does Vietnam need in the early 21st century?”

With the above vision, the framework is intended for multi-purposes among which evaluating teacher training program is the most important. According to Dr. Nguyen Vinh Hien – Ex-Deputy Minister, Ministry of Education and Training in Viet Nam, “*Teacher trainers and training providers should use ETCF carefully and wisely to evaluate and improve training curriculum*” (2012, p. 5). There is an increasing need to utilize ETCF in evaluating ELTE curriculum in order to see the level of alignment between these two documents.

The study entitled “Vietnam English Teacher Competency Framework: Implementation Considerations” by Vu Mai Trang & John O’Rourke (2013) confirms that integrating the teacher competency framework into existing teacher training programs to see the level of correlation between them can be relevant as most universities in Vietnam including those delivering teacher education have been restructuring their curricula following outcome-based approaches.

As a teacher training institution, ULIS – VNU needs to put their curriculum and the

framework together to examine whether the outcomes the training program sets for its learners are compatible with the standards that ETCF set for the English teachers of Vietnam. This side-by-side examination may reveal mismatches, which generate certain future implications for revision of courses or national teacher standards. If mismatches occur, which should be changed, the curriculum or the framework’s standards? Which sounds more rational? After all, whatever changes need to be made, compatibility needs to be ensured between ETCF and the ELTE curriculum. Full alignment is a must for the effective implementation of a teacher training program on a national scale.

This study proves to be a very significant preparation for the renovation of the whole curriculum which has been scheduled in 2018 by ULIS – VNU since it provides the kind of information that asks the curriculum developer to make changes such as removing or adding other subjects, adjusting the contents of a particular one, reformulating the learning outcomes of a course. Meanwhile, the information also informs ETCF designers to revisit the framework to make improvements. The same procedures of aligning ETCF’s standards can be applied to other language teacher education programs as well.

#### **4. The research**

##### *4.1. Research method and research questions*

The study was conducted using the method of document analysis through which the outcomes of each course in the ELTE curriculum are compared with the standards of ETCF. Only required courses belonging to the three blocks, namely, proficiency, linguistics and culture, and teaching methodology are studied to the exclusion of some others such as philosophy courses, physical education, etc. since these are





Major competencies that are addressed in the above courses are English proficiency in two streams: social and academic (1.1a) and essential supplementary skills such as creativity, critical thinking (3.4), collaboration and teamwork (4.2). Other competencies concerning methodology or linguistics are all implicitly distributed in the courses. The

delivery of the proficiency courses also reflects the fact that the new apprentice teachers are learning their trade by observing their instructors although these observations are not explicitly carried out.

*4.2.2. The compatibility between the English linguistic and cultural courses and the standards of ETCF*

Table 2. The compatibility between the linguistic - cultural courses and the standards of ETCF

D	Linguistics	English-American Studies	Intercultural Communications
1	[1.1a] 1.2 [1.3]	[1.1a]  1.4	[1.1a]  1.4
2			
3	3.4	3.4	3.4
4	4.3	4.3	4.3
5	[5.2]	5.1 [5.2]	5.1 [5.2]

These courses mainly focus on addressing linguistic elements of the target language (1.2) and target-language cultural understanding (1.4). Like proficiency ones, they also incorporate development of essential skills in service of students’ life-long learning (3.4; 4.3). Experiential learning is promoted through a variety of means such as technology, authentic materials and interactions with target-language communities (5.1). Being theoretical in nature, these three courses can establish a good foundation on which students’ continuous reflection and research in language and culture (5.2) are based.

The specialized methodology courses together with teaching practicum are bound to build up fundamental teaching capacity in teacher candidates. They cover more competencies of ETCF than any other courses. Theses or graduation papers accomplished at the end of the program demonstrate that students have mastered a certain area of knowledge and attained competency 5.2. Even though language proficiency is not the focus in methodology courses, students’ language can be maintained or somewhat upgraded since the courses generally use English as the medium of instructions.

*4.2.3. The compatibility between the English Language Teaching (ELT) courses and the standards of ETCF*

Table 3. The compatibility between the ELT courses and the standards of ETCF

D	An Introduction to English Language Teaching Methodology	English Language Teaching Techniques & Practices	English Language Testing & Assessment	Practicum	Thesis
1	[1.1a] [1.1b] 1.2 1.3	[1.1a]  1.2	[1.1a]	[1.1a]   [1.6]	[1.1a]
2	2.1	2.1 2.2 2.3	2.4	2.1 2.2 2.3 2.4 [2.5] [2.6]	2.1
3	3.1 3.2 3.3 3.4	3.1 3.2  3.4	3.4	3.1 3.2 3.3 3.4	3.4
4	4.1 4.2 4.3 4.4	4.1 4.2	4.5	4.1 4.2 4.3 4.4 4.5	4.1  4.3 4.4
5	5.1 [5.2]	5.1 [5.2]	[5.2]	5.1 5.2	5.2

#### 4.3. Findings

Through examining the compatibility between ETCF and the ELTE curriculum, the author has reached important findings as follows:

Firstly, it is found out that one competency of ETCF is developed in more than one course and one course develops more than one competency. For example, competency 3.4 that develops learners' creativity, critical thinking and innovation is repeated in a number of courses and course of teaching practicum can help enhance several competencies

at the same time. This overlapping is not negative in any way; instead, it creates an effect of reinforcement for a particular area of knowledge or skill. Though present in a number of courses, the competencies are not randomly distributed, but coherently placed in order of development from introduction, reinforcement to mastery. This is positive in the sense that it helps strengthen students' competencies and ensure achievement of the course outcomes.



*Question 1: What domain or domains of ETCF are addressed in the ELTE curriculum?*

Secondly, the ELTE program addresses most of the competencies in the five domains of ETCF and at different levels of explicitness. Some competencies are implicitly mapped with the outcomes of a course, while with another they are explicitly correlated. For example, domain 2 which is about English language methodology is implicitly distributed in courses of proficiency, but expressively taught in ELT options.

*Question 2: What are the major competencies that are addressed in the ELTE curriculum?*

Major competencies being addressed include language proficiency, linguistic knowledge and culture, and teaching methodology – three most fundamental aspects that make up teaching capacity of a language teacher. Among these three components, English proficiency is by far the most intensive of all with greatest amount of time devoted to its delivery. Consensus is that achieving required benchmark C1 according to CEFR is not an easy matter; students need adequate time and sufficient resources for this task. Besides, a body of knowledge about the linguistic elements of the target language system including phonology, morphology, syntax, pragmatics and semantics is also emphasized in the curriculum. In order to learn and communicate in the target language, it is essential that students should understand the target-language cultures. ELTE curriculum reserves a relevant amount of credits to reinforce students' understanding of target cultural practices and perspectives. Methodology courses which aim at providing students with specialized knowledge, skills and attributes for their future profession take up a substantial portion of the program. Competencies such as teaching language skills and elements, class management, lesson planning, creating supportive and meaningful learning environment, etc., are all included

in the program. A large number of attributes or qualities that make up a good teacher such as creativity, innovation, critical thinking, cooperation, professionalism, and pursuing life-long learning also receive considerable attention in the curriculum.

*Question 3: What is in the outcomes of the curriculum that is not yet linked to a competency of ETCF?*

Despite the high correlation between the ELTE curriculum and ETCF, gaps or mismatches do exist between them. Some important competencies in ETCF have not been adequately covered in the curriculum and vice versa, some course outcomes do not match with any indicators in the framework.

Confusion arises over the issue of application of CEFR or Vietnam's foreign language competency framework (VNFLCF) to the benchmarking of the proficiency courses. VNFLCF was promulgated in December, 2014 by MOET to specify the six language proficiency levels for Vietnamese people, thus this framework is situated and more plausible to the local context while CEFR is universally applied. ETCF is exclusively designed for Vietnamese people, thus the question persists with which frame should be at work in Vietnam currently, CEFR or VNFLCF. So far, when it comes to CEFR, the knowledge about this framework (competency 1.1b) is not always the focal point of any course, or not always taught explicitly and systematically, but just a supplementary part of an orientation session at the beginning of the proficiency courses.

Competency 1.5a (Literary content in the target language) is not mapped to any core course. The possibility is that students will have to select one in elective series for the accomplishment of this competence.

Some other significant competencies in the framework concerning language teaching

methodology have not been officially covered in the core curriculum, namely 1.3 (Second language acquisition theories), 1.6 (Language curriculum and syllabus design), 2.5 (Textbook adaptation and material development), 2.6 (ICT in language teaching). If these competencies are to be covered in the electives which are optional in nature, the chance is that not all students can acquire these competencies.

In the curriculum, English methodological course emphasizes the importance of potential teachers being aware of the contextual characteristics of their teaching situations in Vietnam, weighing the strengths and limitations and adopting suitable approaches and methods to their class. This is methodologically relevant in terms of situated teaching and learning. However, in the era of regional and international integration when developing language skills gears towards regional and international mobility and employability of working people, we should look beyond the boundary. ETCF has done a great job by going further to require teacher candidates to understand roles, uses and issues of English in Southeast Asia (competency 5.3) as well as incorporating awareness of global role of English (competency 5.4). Thus rather than merely restricting Vietnamese teachers to the local context, the framework brings them to wider landscapes where English is seen as an international language.

Another discrepancy can be seen between the outcomes of the testing-assessment course and competency 4.5 in ETCF. The framework stipulates that students understand the ethical issues related to language testing and can model ethical language testing behavior that is fair to all students, but ethical standard is not yet a content to be touched upon in the course, not to mention the modeling of this professional quality.

Mismatch is detected in the way competencies are grouped together in both ETCF and the curriculum. ETCF follows a different system of classifying competencies

from the courses in the ELTE program. While the ELTE curriculum contains three distinctive blocks of knowledge, proficiency, linguistics and culture, methodology, the framework covers 5 domains with competencies interwoven between language, culture and methodology. This creates a lot of difficulties for the work of comparing, contrasting and mapping.

## **5. Implications for curriculum development and framework improvement**

As said earlier, the framework is not intended to be a mandate that involves strict compliance, but rather a guide to ensure educational quality assurance on current practices of curriculum planning, course designing and teacher professional development. The document is more of a supportive nature than prescriptive one. It represents a common language to be used in communications among actors involving in language teacher training. Choosing to speak the same language is a matter of choice. However, educational quality or teacher standard is a matter of non-negotiable. Education cannot develop without standard teachers.

Mapping curriculum to the standards of ETCF is only the first step in the process of ensuring a standard teacher development program. The next phase of work is to integrate the standards into the existing curriculum and a specific course. The ultimate purpose of this process is to bring the ETCF and the ELTE curriculum to a point where they can meet and marry well with each other and the product of this marriage is teachers who have standard competencies in order to teach well in their classroom. Does this process face any obstacles? It has been shown from Vietnam's experience that curriculum planning, reviewing, or changing involves a number of factors and actors including circumstance, top-down policies, regulations and stakeholders. The findings of this study are just a result of in-depth examination and the author's practical experience cultivated after

many years working in the field of curriculum and syllabus design. The findings are seen from personal angle to give curriculum planners something to start with in aligning courses with national teacher standards. This is only one source of information. A comprehensive review and revision of the institutional curriculum should also be based on other sources of data such as experts' opinions, stakeholders' feedback as well as alumni's surveys.

Viewing from the findings, the integration can begin almost at any point of time of teaching and does not require a big change in the existing curriculum or courses. This is because gaps are just a few and teachers' educators do not need to cover the entire ETCF document at the same time. Which sections of ETCF to be integrated depends on which contents of the curriculum are being taught at the time. Even gradual integration can be done while the existing program is running, which is another advantage that adds value to the integration. The integration is mostly related to the contents of courses, thus involving only teachers or course designers. This has nothing to do with policy and decision-making or administrative elements.

Another implication is concerned with the elected courses. As the findings indicate, some ETCF's standards are not addressed in the compulsory courses; the possibility is that they are distributed in the optional ones. The introduction of these electives may give students greater freedom in choosing what to learn, but letting students decide which option to choose or which standard should be achieved within their capacity may result in the fact that some outcomes in the curriculum and the framework are left unaccomplished. It is common that students rush to select the subject that gives them greater chance of passing or getting high marks rather than paying attention to considering which standard is necessary for them or helping them to become a good teacher. To limit the problem, curriculum planners should map out

the route which includes the required and the elected which are highly recommended for the students in achieving the desired results. Awareness-raising activities should also be held to increase the popularity of the framework among educators and teachers.

The final implication is for the parallel structure between ETCF and ELTE curriculum in terms of classification of domains. There is no right or wrong structure in terms of arrangement of competencies into domains. However, in order to make the framework well match with its target, similar pattern of division should be adopted. Which document should be subjected to change? This question invites multiple replies, but one thing is obvious. There should be consensus between the authors of the framework and the curriculum designers.

## 6. Conclusion

Applying the English Language Teacher Competency Framework to the development and evaluation of the English Language Teacher Training Program proves to be one of the significant steps in assuring educational quality in general and teacher standards in particular. A teacher development programme that has clear outcomes mapped with the national teacher standards is absolutely beneficial to all actors involved in teacher training sector: schools can take pride in their curriculum; teachers are aware of the destination they are supposed to bring their students to and students at the same time know where and which direction they should go. For the teacher competency framework to work its way into the institution's training system, teachers and educators as well as course/curriculum designers engaged in the application should be provided with optimal conditions so that they are able to actively integrate the standards, readily make changes to improve the curriculum and courses.

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# NGHIÊN CỨU SỰ TƯƠNG THÍCH GIỮA KHUNG NĂNG LỰC GIÁO VIÊN TIẾNG ANH VIỆT NAM VÀ CHƯƠNG TRÌNH ĐÀO TẠO CỬ NHÂN SỰ PHẠM TIẾNG ANH CỦA TRƯỜNG ĐẠI HỌC NGOẠI NGỮ - ĐẠI HỌC QUỐC GIA HÀ NỘI

Phùng Thị Kim Dung

*Khoa Sư phạm tiếng Anh, Trường Đại học Ngoại ngữ, ĐHQGHN,  
Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam*

**Tóm tắt:** Đảm bảo chất lượng luôn là một vấn đề quan trọng đối với một hệ thống giáo dục. Trong các cách tiếp cận nhằm nâng cao chất lượng giáo dục quốc gia, việc xây dựng và áp dụng khung năng lực nhằm đảm bảo chất lượng dạy học đã được nhiều quốc gia trên thế giới thực hiện. Việc thông qua Khung năng lực giáo viên tiếng Anh ở Việt Nam (KNL) vào năm 2012 cho thấy những nỗ lực của Chính phủ trong việc xác định, thúc đẩy và củng cố chất lượng giáo dục. Điều này đòi hỏi các chương trình đào tạo (CTĐT) giáo viên tiếng Anh phải có chuẩn đầu ra tương thích với các chuẩn năng lực trong khung năng lực quốc gia. Tuy nhiên, câu hỏi đặt ra là làm thế nào để có thể xây dựng chuẩn đầu ra của một CTĐT cử nhân sư phạm tiếng Anh có sự tương thích với KNL? Chương trình đào tạo cử nhân sư phạm tiếng Anh của Trường Đại học Ngoại ngữ - Đại học Quốc gia Hà Nội ban hành năm 2012 có đáp ứng chuẩn năng lực trong KNL hay không? Thông qua phương pháp phân tích văn bản nhằm so sánh chuẩn đầu ra của CTĐT với các tiêu chuẩn và chỉ số thực hiện trong KNL, tác giả đã đưa ra một số kết luận liên quan đến sự tương thích giữa chúng. Từ đó, tác giả đã có những đề xuất cho việc cải thiện và phát triển CTĐT cũng như KNL.

**Từ khóa:** Chương trình đào tạo cử nhân sư phạm tiếng Anh, tiêu chuẩn giáo viên, lĩnh vực, sự tương thích, Khung năng lực giáo viên tiếng Anh Việt Nam

## APPENDIX

### ENGLISH TEACHER COMPETENCY FRAMEWORK FOR PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION PROGRAMME

#### DOMAIN 1 - KNOWLEDGE OF LANGUAGE, LANGUAGE LEARNING, AND LANGUAGE CONTENT AND CURRICULUM

##### Competency 1.1a: Language proficiency

Teacher-candidates demonstrate proficiency in the target language at an appropriate level on the Common European Framework of Reference (CEFR) and seek opportunities to strengthen their proficiency - Upper secondary teacher Teacher-candidates, C1; Lower Secondary teacher Teacher-candidates, B2; Primary teacher Teacher-candidates, B1.

##### Competency 1.1b: Knowledge of Common European Framework of Reference (CEFR)

Teacher-candidates understand the Common European Framework of Reference proficiency descriptors at the levels that apply to their students, and are able to apply that understanding to their students and teaching practice.

##### Competency 1.2: Language as a system

Teacher-candidates demonstrate understanding of the linguistic elements of the target language system, including phonology, morphology, syntax, pragmatics and semantics, reflecting on that that knowledge in their own language learning and linking it to student learning at appropriate developmental levels.

##### Competency 1.3: Second language acquisition theories

Teacher-candidates know and are able to apply SLA theories and research to enhance their own language learning and to inform their teaching.

##### Competency 1.4: Target language cultures

Teacher-candidates know and embed knowledge of target-language cultures into their teaching and examine them in light of Vietnamese culture for understanding and empathy.

##### Competency 1.5a: Literary content in the target language

Teacher-candidates demonstrate a basic knowledge of target language literature and cultural texts (other media), including children's literature, and understand how to use those texts to reflect on target-culture perspectives, and apply this knowledge to their lessons and teaching.

##### Competency 1.5b: Academic content in the target language

Teacher-candidates know basic academic subject matter in the target language and understand how to integrate academic content knowledge in foreign language teaching.

##### Competency 1.6: Language curriculum and syllabus design

Teacher-candidates understand a variety of curricular approaches as well as the national foreign language curriculum and are able to design units and course-level syllabus for particular students that incorporate proficiency, content, and national curricular objectives.



## **DOMAIN 2 - KNOWLEDGE OF LANGUAGE TEACHING**

### Competency 2.1: Language teaching methodology

Teacher-candidates know, understand, and demonstrate ability to use evidence-based instructional practices and strategies to integrate target-language academic and social listening, speaking, reading and writing skills for authentic purposes and to address diverse language learners.

### Competency 2.2: Language teaching lesson planning, activities, and assignments

Teacher-candidates know and apply concepts, research, and best practices to plan effective lessons, activities, and assignments that integrate content, four skills, and language forms and functions.

### Competency 2.3a: Building supportive, meaningful learning environment

Teacher-candidates know how to create a supportive learning environment that includes target language input, opportunities for negotiation of meaning, and meaningful interaction.

### Competency 2.3b: Implementing and managing language classroom activities

Teacher-candidates know how to design, implement, and effectively manage a variety of classroom activities to integrate skills and encourage participation among diverse learners, including how to implement flexible groupings, and how to maintain classroom control.

### Competency 2.4: Assessing language learning

Teacher-candidates understand a variety of purposes and forms of formative (ongoing), and summative (progress and proficiency) assessment tools and techniques, including performance-based assessment, and are able to design and use age-level-appropriate assessments to inform instruction, and to measure student progress and proficiency.

Competency 2.5: Using and adapting language learning textbooks, authentic materials and other resources

Teacher-candidates are familiar with, and able to use and adapt required textbooks effectively for language teaching and to locate and adapt materials and resources appropriate for students' age and language level.

### Competency 2.6: Using technology effectively to enhance language teaching and learning

Teacher-candidates have basic computer literacy and are familiar with basic applications and uses of technology for language teaching and learning.

## **DOMAIN 3 - KNOWLEDGE OF LANGUAGE LEARNERS**

Competency 3.1: Understanding learners' cognitive and social development to motivate and engage student interest.

Teacher-candidates understand learners' cognitive and social development, and affective needs, and develop instructional practices that address and motivate diverse learners.

Competency 3.2: Understanding developmental learner language and using it to inform instruction

Teacher-candidates recognize the characteristics of developmental learner language and adapt their instruction and deal with errors appropriately at particular students' developmental stage.

### Competency 3.3: Reflecting on cultural values and prior language learning

Teacher-candidates reflect on their own and their students' cultural values and prior learning experiences and how they shape [affect] their language learning preferences and classroom behaviors.



Competency 3.4: Using language learning as a means of developing creativity and critical thinking

Teacher-candidates practice creativity and critical thinking in their own language learning, and seek to develop and apply creativity, and critical thinking skills in their students.

#### **DOMAIN 4 - PROFESSIONAL ATTITUDES & VALUES IN LANGUAGE TEACHING**

Competency 4.1: Demonstrating professionalism in language teaching

Teacher-candidates know the value of foreign language teaching for their students and society and demonstrate professionalism in their studies and their teaching.

Competency 4.2: Practicing cooperation, collaboration, & teamwork in language teaching

Teacher-candidates know how to work cooperatively, and to collaborate with others in teams to accomplish tasks, and teach students these skills in the language classroom.

Competency 4.3: Engaging in professional language teaching development and lifelong learning

Teacher-candidates develop and practice learner autonomy, and are able to pursue current information about language teaching and research, and develop new skills and competencies.

Competency 4.4: Contributing to the language teaching profession

Teacher-candidates are familiar with ongoing professional development opportunities and contribute to the exchange of ideas within their teaching community, enhancing the quality of teaching by sharing knowledge and learning from others at a local, district, national level and beyond.

Competency 4.5: Modeling ethical language teaching and testing behavior

Teacher-candidates understand the ethical issues related to language teaching and testing, and model ethical professional behavior.

#### **DOMAIN 5 - CONNECTIONS TO PRACTICE & CONTEXT OF LANGUAGE TEACHING**

Competency 5.1: Connecting learning beyond the language classroom

Teacher-candidates understand the importance of connecting their own learning and their students' language learning to other students, classes, school, and relevant contextual issues.

Competency 5.2: Reflecting on and researching language learning and teaching

Teacher-candidates practice ongoing reflection and conduct small-scale, reflective, action and classroom-based research to examine their own language learning, and their own teaching questions, and use their findings to inform their own practice.

Competency 5.3: Understanding roles, uses & issues of English in Southeast Asia

Teacher-candidates understand the roles and uses of English and issues of teaching and learning English in SE Asia and begin to apply these understandings to their lessons, assignments, materials' selection, and activities.

Competency 5.4: Awareness of issues related to the role of English as a global language

Teacher-candidates understand issues related to English as an international language and use those understandings to inform choices of methodology, materials, content, and assessment standards.