

A Call for Collaboration: Vietnam's National English 2020 Initiatives

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Vietnam's Decision 1400

■ Goal

“To renovate...teaching and learning foreign language within the national education system to achieve...vivid progress on professional skills, language competency for human resources”

■ Task

- Unified language proficiency framework (CEFR or KNLNN)
 - Primary graduate KNLNN 1 (A1)
 - Secondary graduate KNLNN 2 (A2)
 - High school graduate KNLNN 3 (B1)
 - College degree KNLNN 4 (B2)
 - University degree KNLNN 5 (C1)

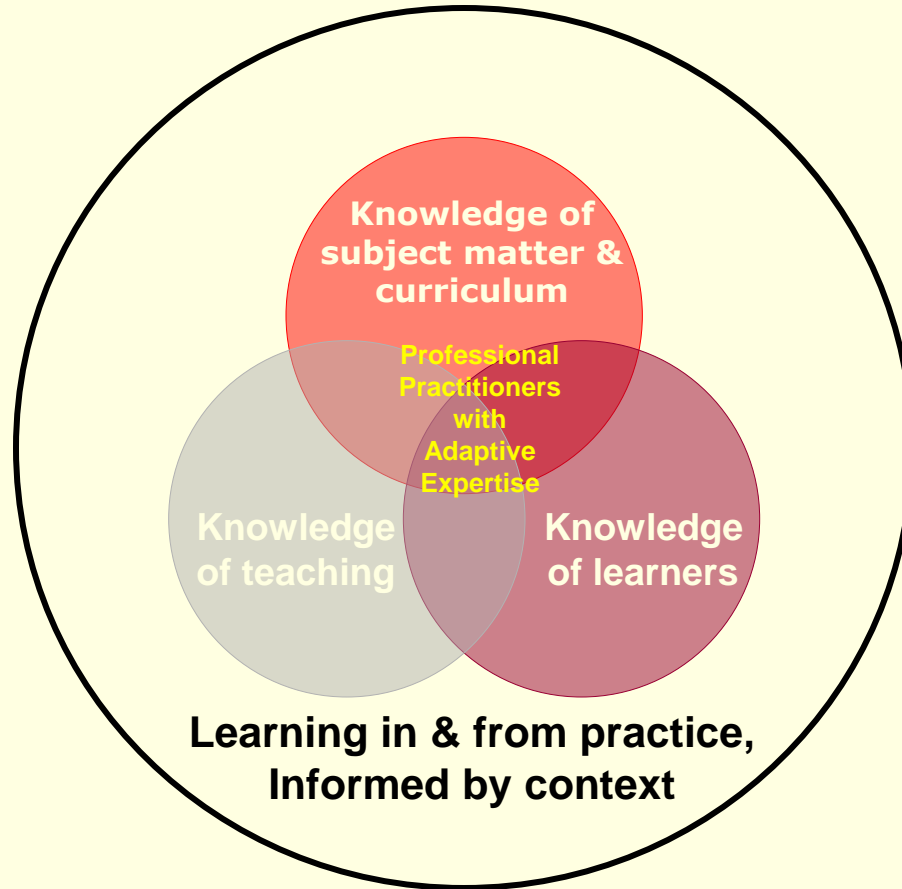


62,000

English 2020: Addressing English Teaching Quality

- Foreign language (FL) teacher credential policies
- National FL teacher standards
- Regional resource centers
- Implications

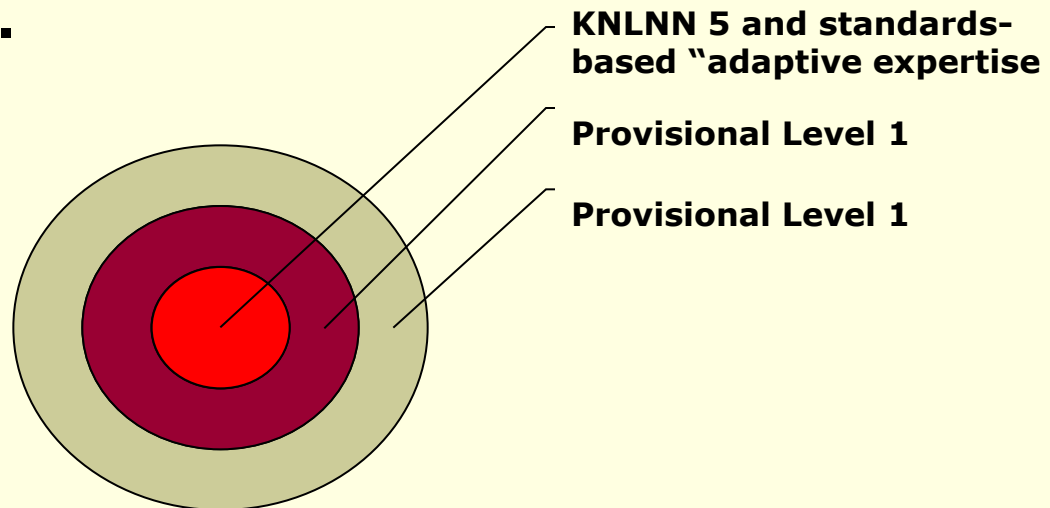
The Goal: Professional Practitioners with adaptive expertise



Dudzik (2010) adapted from Bransford, Darling-Hammond & LePage (2005) & Ball & Cohen (1999)

Policy Implications

- IF KNLNN Level 5 (C1) FLT proficiency is the mandated standard &
- Developing “professional practitioners with adaptive expertise” is the goal,
- THEN policies and programs must be put in place that will help teachers to move toward the center of the target.



Action Steps

- National FL teacher qualifications (credential)
- FL teacher standards
- Needs assessment of FL teachers'
 - proficiency (stage 1)
 - knowledge base (stage 2)
 - performance (stage 3)
- “flagship” training universities (TTUs)
 - English Resource and Research Centers
 - provide standards-based FL teacher development
 - build capacity of provincial TTUs & TTCs

FL Teacher Credential Policies

A. Degree

- ELT (3 yr)-primary
- ELT (4 yr)-secondary
- English + FL credential + practicum
- Degree + experience working in English + FL credential + practicum

B. English Proficiency

KNLNN 5 (C1); Provisional KNLNN 4 (B2)

C. Demonstration of Knowledge

3 domains of knowledge

FL Teacher Standards

DOMAIN 1 KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM	
Standard 1.1	Language Proficiency
Standard 1.2	Language as a System
Standard 1.3	Second Language Acquisition and Development
Standard 1.4	Culture
Standard 1.5	Content
Standard 1.6	Curriculum and Syllabus Design
DOMAIN 2 KNOWLEDGE OF TEACHING	
Standard 2.1	Teaching Methodology
Standard 2.2	Planning Effective Lessons, Activities, and Assignments
Standard 2.3	Managing Classroom Activities
Standard 2.4	Understanding and Using Formative and Summative Assessment
Standard 2.5	Using and Adapting Materials, Resources and Technology
Standard 2.6	Learning from and Contributing to the Profession
DOMAIN 3 KNOWLEDGE OF LEARNERS	
Standard 3.1	Demonstrating Positive Attitudes, Motivating and Engaging Student Interest
Standard 3.2	Understanding Learner Language and Using it to Inform Instruction
Standard 3.3	Using Assessment to Inform Instruction
Standard 3.4	Reflecting on Students' Cultural Values and Prior Learning Experiences
Standard 3.5	Developing Self-Directed Learning, Creativity, and Critical Thinking Skills
Standard 3.6	Connecting Student Learning Beyond the Classroom

62,000 ELTs

**Secondary Teacher Leaders,
NES volunteers, Others**

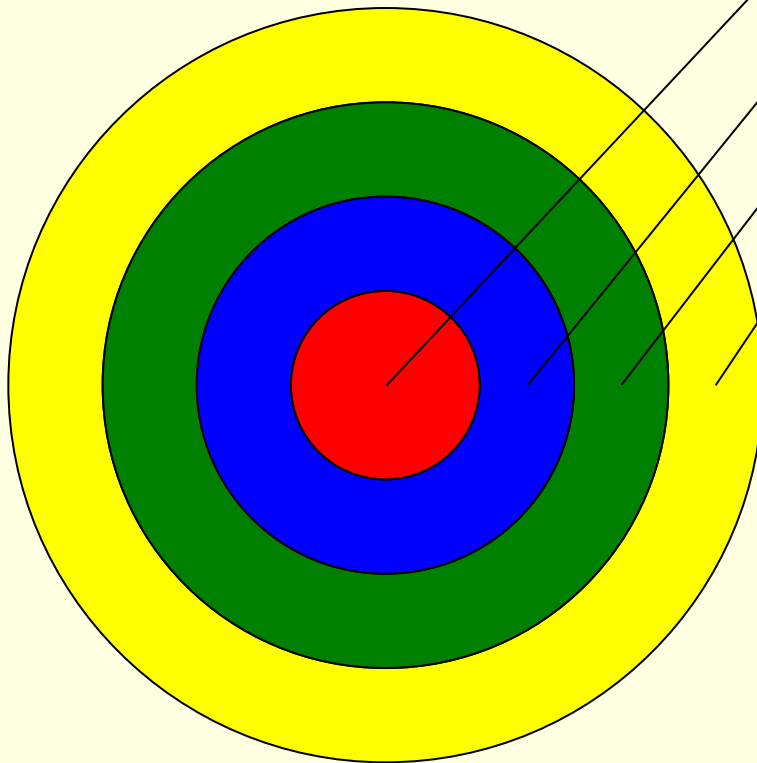
DOETs, Provincial TTUs & TTCs

6 Flagship ERRCs

**Expert Working Group
National Steering Committee**

**FL Teacher Standards
& Credential Policies**

**MOET English 2020
SR Vietnam's Decision 1400**



REGIONAL ERRC

DOET, TTUs, TTCs

TEACHER LEADERS

SOME OF THE 62,000

Who, What, Where, and How About You?

- Training secondary teacher leaders
- Connecting DOETs, TTCs, TTUs, MOET
- Piloting ERRCs
- Piloting standards'-based teacher development
- Funding
- Policies
- Research
- Resources

Let's collaborate to lift
up the 62,000!

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