

The English Language Teacher Education in Vietnam: challenges for all stakeholders

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ABSTRACT

The English Language Teacher Education (ELTE) in the South-East Asian countries and in Vietnam is undergoing rapid change in response to the requirements of a rapidly evolving socioeconomic context. The government of these countries are playing a leading role in overseeing these changes. It has made many changes to educational policy to prepare for the development of English Language Teacher Education in the globalisation and socialisation contexts. The issue is that in these countries, included Vietnam, there are still significant disparities between the institutional curriculum, their intended outcomes, and the national standards requires for ELTE graduates. The project to investigate the fundamental challenges of improving the alignment between curriculum and the national standards, which will provide tertiary pedagogical institutions in Vietnam with a deeper view on the alignment between and among key element of ELTE programs in an era of regional and international integration. It will also help to develop the English teaching profession in Vietnam in a systematic way, from the program policy makers to implementers, and from educators to learners.

Keywords: alignment; curriculum; English Language Teacher Education; pedagogy; standards