Investigating students' perceptions of Vietnamese tertiary English education

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STATEMENT OF ORIGINALITY

I hereby certify that the work embodied in the thesis is my own work, conducted under normal supervision. The thesis contains no material which has been accepted, or is being examined, for the award of any other degree or diploma in any university or other tertiary institutions and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made. I give consent to the final version of my thesis being made available worldwide when deposited in the University's Digital Repository, subject to the provisions of the Copyright Act 1968 and any approved embargo.

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Abstract

The education of Vietnamese English language teaching pre-service teachers (ELTPT) has been at the forefront of ongoing national reforms to improve English teaching pedagogy. Despite its importance and recent government efforts, Vietnamese tertiary initial teacher education (ITE) remains a challenge. ELT pre-service teachers' experience in the preparation of professional competence has been central to the pedagogy of ELT pre-service teacher education. My study investigated ELT pre-service teachers' perceptions of their initial education programs because student voices have been under-researched in the context of Vietnamese higher education.

My study provides an understanding of how Vietnamese ELT pre-service teachers perceived their ITE programs in terms of curriculum, pedagogy and assessment. My research investigated ELT pre-service teachers' relative satisfaction, regard, and expectations for their programs. My research participants were final year ELT pre-service teachers and academic administrators across eight major higher education institutions in three main regions of Vietnam. I employed a mixed methods research design, which involved two phases. In the first phase, I conducted a survey (499 ELTPTs), held focus group interviews (eight groups of six ELTPTs per each group), and programmatic document analysis (Ministry of Education and Training and eight institutions). In the second phase, I conducted interview with eight university administrators, who are responsible for the design, implementation, and revision of their programs at their institutions.

My analysis reveals that Vietnamese ELT pre-service teachers felt generally satisfied with their programs. Three themes emerged in my analysis. Student responses focused on their opportunities to learn, quality, and their preparedness for teaching. My findings revealed some variations in the distribution of ELT pre-service teachers' general satisfaction level across the eight institutions. At seven institutions ELT pre-service teachers expressed high

level of satisfaction and one institution dissatisfied with their programs. But, ELT pre-service teachers expressed differential satisfaction with their programs in terms of in degree and variability. The varied levels of student satisfaction are discussed across three themes. Further, ELT pre-service teachers had varied perceptions to academic administrators regarding programmatic issues, expectations and suggestions for improvement.

I conclude with proposing a model of ELT pre-service teacher professional competence. The model provides an understanding of the interaction between ELT pre-service teachers and the ITE program through context-integrated experience in OTL, affective dispositions, quality, and preparedness. It explains the relationships of these influential components as constituents of ELT pre-service teacher professional competence. My study offers practical implications for ELT pre-service teachers, educators, community, institutions, policy makers, and administrators in improving the ITE.

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List of Abbreviations used in the thesis

AEC	ASEAN Economic Community
ANOVA	One-way analysis of variance
APTS	Australian Professional Standards for Teachers
ASEAN	Association of Southeast Asian Nations Cooperation
AUN-QA	ASEAN University Network-Quality Assurance
CEFR	Common European Framework of Reference
CK	Content knowledge
EFL	English as a foreign language
EIL	English as an international language
ELF	English as a lingua franca
ELP	English language proficiency
ELT	English language Teaching
ELTE	English language teacher Education
ELTPT	English language teaching pre-service teachers
ENL	English as a native language
ESL	English as a second language
ESOL	English to speakers of other languages
ETCF	English language teacher competencies framework
HEI	Higher education institution
ICT	Information and communication technology
INTASC	Interstate New Teacher Assessment Consortium
ITE	Initial teacher education
LTE	Language teacher education
MoET	Ministry of Education and Training
NBPTS	New Board for Professional Teaching Standards
NFLP 2020	National Foreign Languages Project 2020
OTL	Opportunity to learn
PK	Pedagogical knowledge
PCK	Pedagogical content knowledge
TESOL	Teaching English to speakers of other languages
TK	Technological knowledge

TPACK	Technological pedagogical content knowledge
TPP	Trans-Pacific Partnership
WTO	World Trade Organisation

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Chapter 1: Introduction

1.1 Background and rationale

I begin by narrating my experiences as an English as a foreign language (EFL) student, an EFL pre-service teacher, an EFL teacher, and a researcher in the field of English language education with focus on the ITE. During the historical development of foreign language education in Vietnam, English has been regarded as one of four main foreign languages taught at all educational levels. In 1986, the nation's economic reform policy resulted in the boom of English language (Le, 2011). The number of students' enrolling in English classes rapidly increased because of its emergence as the most essential foreign language (V. C. Le, 2007).

Born and educated in Vietnam, my education is representative of many students. In my hometown, a rural coastal town, most of my school life from lower to upper secondary levels was more or less the process of learning by heart or mechanical memorisation of theoretical and factual knowledge taught in class to recall it for examinations. I started studying English when I was in Grade 6 in 1996, and this was 10 years after Doi Moi. Like many other students, it was my first experience in learning a foreign language. We attended two English classes per week during 3 years of lower secondary school. English textbooks were written by Vietnamese scholars and officially published by the Vietnamese Ministry of Education and Training (MoET). We were taught grammar, vocabulary and reading skills. We were expected to learn grammar rules by heart, practice grammar exercises as much as possible, and translate literary texts provided in the textbooks into Vietnamese – our first language. Despite this style of teaching, foreign cultural representations in each English lesson were a great inspiration to me. When I was in Grade 11 in 2001, I was awarded the second prize in English language proficiency (ELP) in our provincial English competition, and I usually achieved good results in English examinations. My passion for English and

good achievements contributed to my determination to pursue further education in English and to become an EFL teacher. I passed the national university entrance examination and enrolled for a 4-year EFL teacher education program at Ho Chi Minh City University of Education. I was an English language teaching (ELT) pre-service teacher there and trained to become an EFL teacher after graduation.

During my time in tertiary education, I was required to take many courses to develop both ELP and English linguistics knowledge. The courses related to ELT methodology major furthered my strong interests. I was taught new knowledge about language and culture, and innovative approaches to ELT (e.g., Communicative Language Teaching, inductive grammar teaching, integrated approaches in English language teaching and learning, task-based and project-based learning). The new teaching styles were highly motivational, which was reflected in my teaching as an English lecturer at tertiary level when I finished my program.

Until I started my PhD study in Australia in early 2016, I had worked as an English lecturer at higher education institutions (HEI). In this role, I applied the knowledge and practices of English language teaching methodology that I had been taught in my initial teacher education program. I was particularly concerned about enhancing my students' English language proficiency. When I think about my teaching, several issues come to mind. One area of concern derives from what I have observed, and my students have talked to me about, after years of teaching English at various tertiary educational institutions.

Students' variable ELP in Vietnam and other Asian countries influences their confidence and motivation (Chang & Goswami, 2011; Chen & Goh, 2011; Hayes, 2014; Nguyen et al., 2014; Tran, 2013). Most students in my classes were ill-prepared for university English language teaching and learning. Many could not write or speak even a single sentence in English correctly. These problems made me consider that years of learning

English at lower secondary schools (Grade 6 to 9) and upper secondary schools (Grade 10 to 12) had not resulted in significant improvements in their English language proficiency.

Recently, I contacted my former students in Vietnam via social networks such as Facebook and Skype to ask them to share their impression and reflections on what they found challenging about their English language learning prior to university. All their names are pseudonyms. Minh Khang, a student majoring in Hotel Administration from a province in central Vietnam, told me the story of his difficult process of English learning. It was not easy for him to re-acquire the foundations of English language from the beginner level after years at secondary schools. He had tried several strategies, such as trying to master at least 10 lexical items daily, reading reference materials of interest, listening to music and watching films in English on YouTube, but all in vain. He also decided to undertake extra English courses at a centre for English language with a hope that his weak ELP, to some extent, would improve. However, once again he felt depressed for the following reasons. There were many students in his class. Teachers were not enthusiastic and did not show respect to him and other students in the class. His classmates were scornful when he did not correctly respond to teachers. Minh Khang also wanted to ask for his teachers' assistance, but he did not dare.

Facing similar problems, My Linh and Xuan Anh, who were originally from the southern provinces displayed entrenched negative attitudes towards studying English. My Linh remembered that she used to feel disappointed because she did not know where to begin re-learning English. She could not remember new words and could not listen or understand what English recordings were about. She used to take many extra English courses at different centres. But, her situation did not improve as the class size was large and teachers concentrated on teaching students who were more proficient. She could not catch up. As a current university student, English leaning is extremely challenging for her and this has

decreased her motivation. However, when entering university Xuan Anh perceived the presence of English in most situations in his everyday life. In some social activities, he witnessed his friends being able to communicate with their foreign friends or visitors in English. He felt confused that he could not speak even a single sentence. He was also refused a good part-time job because of his lack of communicative ability in English. This resulted in his dropping out of English classes. At such times, he wondered why his friends could acquire English, but he could not. He became determined to restart English learning in a serious manner. His English language proficiency gradually improved in the tertiary learning environment.

Many of my former students discussed their poor preparation for tertiary English education. English instruction was highly variable in different institutions across the country, which depended on 7-year or 3-year English education curricula. Students who started English learning from Grade 6 to 12 and from Grade 10 to 12 used two concurrent sets of English textbooks. However, the high school graduation examination focussed on the factual knowledge taught and required by the 3-year set of English textbooks. The grammar-based content in both sets of English textbooks tended to dominate even though they had different designs. In some Vietnamese provinces, English was not even taught, and in others, French or Russian were the only language options. Xuan Quy, a finance and banking major from a mountainous town in a northern province, was taught French for 7 years instead of English. When she commenced her university education in Ho Chi Minh city, she had to begin learning English because this was a compulsory subject. Not surprisingly, she found it very difficult to keep up. She emailed me to express her lack of confidence when studying with better-prepared students in the same class. In contrast, Hoang Long, a business administration major, had more positive feelings about his experience in learning English for 3 years from Grade 10 to 12. Like other students, he was taught basic knowledge to pass the graduation

examination, but later had many problems learning English at university. Hoang Long, Xuan Quy and many other students had to follow the compulsory English education courses for communicative purposes and international ELP examinations because TOEIC certificate (Test of English for International Communication) is a mandatory condition for university graduation.

These students' preparation for tertiary English education was clearly ineffective, specifically in the remote, mountainous or rural areas. When coming to my university English classes, with the same content provided, students who were from cities with better language foundations could easily understand and converse in English. Some of these more proficient students were bored, ignored lessons and perceived them to be a waste of time. Nhat Huy and other information technology majors experienced their discomfort and low motivation when studying in mixed-ability English classes. As I had an obligation to make sure the less-able students were not excluded, the more proficient students did not pay attention to my lectures because they had previously studied or mastered similar content. They only came to my English classes because of the university's attendance checking rules. The better-prepared, therefore, often played with their mobile phones or even slept in my classes. Other students also told me that they sometimes skipped lectures.

As in similar Asian contexts, large class sizes pose a problem for Vietnamese English language teaching and learning (Byun et al., 2011; Chang & Goswami, 2011; Chen & Goh, 2011; Hoang, 2009). A significant number of my students complained that the average class size I taught was between 50 and 60 students. In these classes, students felt worried that their English pedagogy was being negatively impacted by class size. It was also not easy for us, as English lecturers, as we struggled with classroom management to effectively employ interactive learning strategies. Most students felt unmotivated in these crowded and noisy English classes. I have witnessed a phenomenon where English lecturers attempted to engage

students in communicative activities in pairs or small groups, but their students were passive or uncooperative. In my classrooms, I usually organised learning activities which allowed my students to interact with their peers. But, some were not willing to collaborate with their partners. It seems that they preferred to work as individuals or, to some extent, did not recognise the benefits of these collaborative activities. My students were unfamiliar with more interactive teaching styles, which manifested as a lessening of motivation to learn English. In many cases, students did not achieve higher grades or good proficiency in the English learning process because of this attitudinal shift.

In Vietnamese and other Asian EFL classes at a university level, communicative and interactive teaching is not a key focus (Chang & Goswami, 2011; Gao, 2012; Pan & Block, 2011; Tran, 2013) because teachers are under considerable pressure to cover the curriculum requirements. Many of my students reported to me that I, like many other English lecturers, often skipped the communicative activities to practice oral skills in class and asked them to self-study outside the classroom. Inadequate time for communicative and interactive teaching forces teachers to limit the scope of language teaching. Most of my colleagues felt that there was insufficient time for communicative competence although they understood how important these skills were for their students. To meet the content requirements provided under the mandatory English education curricula, we would typically focus on teaching vocabulary, grammar, listening, reading and writing. This was not uncommon in most Vietnamese higher education institutions. Much of our teaching was to prepare our students for their mid-term tests and final examinations, as well as "explaining abstract grammar rules and guiding students in choral readings" (Le, 2002, p. 33). We did not offer many opportunities for students to practise real-life communicative situations in class, and only modelled the format of asking and answering questions. We then required our students to self-practise outside the classroom. We do not know if the unsupervised practice outside the

classroom was beneficial to our students. As a result, the learning atmosphere in class sometimes became quite stagnant and had the effect of decreasing our students' motivation.

Vietnamese traditional language education policy in the "examination-oriented education system" is recognised as both a challenge and an obstruction (Nguyen et al., 2015, p. 32). The "mismatch between testing and teaching" (Hoang, 2009, p. 16) is one of the potential problems preventing teachers from implementing collaborative activities. While some teaching may be oriented to communicative approaches, most of students appear to believe that the assessment of their lexical and grammatical knowledge is the focus of teaching. Approximately 70% of EFL courses are dedicated to instructing our students to practise tasks for the examinations based on the set format instead of emphasising interactive activities to enrich students' communicative competence.

After years of enactment of the "Teaching and learning foreign languages in the national education system in the period of 2008-2020" project with targeted aims, Vietnamese tertiary students still face several challenges regarding their English language proficiency for communicative goals. In my capacity as an English lecturer at tertiary institutions, I also acknowledge the concerns voiced by employers and colleagues that most university undergraduates and graduates lack communicative skills and interactive capabilities in English. During 4 years at university, students are required to experience an 8-week internship with local or international employers. When these employers were later surveyed on the students' performances, they often made negative comments on students' communicative skills in English. English has been long seen as an international language (EIL) or lingua franca (ELF) for international communication, particularly in the context of rapid internationalisation and globalisation. The problems with communicative competence may be partly influenced by the traditional English language teaching culture, which reflected Vietnamese students' attitudes and beliefs towards an English language pedagogy that was

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characterised as teacher-centeredness (Le, 2011; To, 2000). "Classroom instruction is not a dialogue, but the imparting of knowledge by the teacher. The student's job is to internalize what has been taught, regardless of its usefulness" (Chung, 1994, p. 14). This researcher's statement about the lack of dialogue between teachers and students strongly resonates with my personal experience.

My interests and concerns to improve my students' linguistics knowledge and ELP during years of teaching drove me to do research regarding motivating students for active and collaborative English language learning, as a partial requirement for my Masters of TESOL at Victoria University, Melbourne, Australia from 2011 to 2012. In early 2016, I started my PhD study in Australia on a joint scholarship between the Vietnamese government and the University of Newcastle. I decided to investigate the field of English language education at a tertiary level through the perspectives of Vietnamese ELT pre-service teachers. In such a familiar context, my research reflects my both own experience as an insightful EFL learner and lecturer, or as an insider, as well as my own more objective perspective as a researcher.

My research interest in the preparation for ELT pre-service teachers through their professional learning and experience motivated me to embark on this research project. It is significant because ELT pre-service teachers are regarded as education policy implementers in the practices of pedagogy. They are sometimes called policy makers at the micro level. They are agents of change who contribute their engagement and experience in the implementation of initial teacher education (ITE) education policy and program in the pedagogical practices. Their voices are crucial to the informative reception that may contribute to the program revision and pedagogy reform. My research findings may be beneficial to Vietnamese academic administrators of ELT pre-service teacher education or initial teacher education (ITE) sectors, policy makers, and pre-service teacher educators,

which in turn will enrich professional competence and results in better learning outcomes for Vietnamese ELTPTs who are training to become future English teachers.

1.2 Context

My research project was conducted with a group of ELT pre-service teachers at main higher education institutions across Vietnam and is set within the Vietnamese historical and educational context. This section first provides brief information about language education in Vietnam with its associated systematic challenges. Vietnamese teacher education is then described. This section concludes with a critical analysis of Vietnamese English language teacher education.

1.2.1 Vietnamese foreign language education

"Vietnam's linguistic history reflects its political history" (Denham, 1992, p. 61). The many-thousand-year history of the first Vietnamese kingdom of Van Lang established in BC 2879 has witnessed several ups and downs and changes in the history of language education through historical landmarks (Pham & Fry, 2004). Vietnamese history of languages education is outlined in Table 1.1 (Le, 2011; T. L. Nguyen, 2013; Wright, 2002).

Table 1.1

Vietnamese History of Languages Education

Time	Key historical milestones	Major language(s) used
111 BC – 938 AD	Under Chinese colonisation	Chinese
939 AD	Gained independence from Chinese colonisation	Chinese, Nom scripts (Chu Nom) based on Chinese characters for recording Vietnamese speech
1858 – 1945	Under French colonisation; became independent from the French in 1945	Quoc ngu (national language now known as Vietnamese), French
1945 – 1954	Second French War; Geneva Accords success in 1954; the North and South of Vietnam were divided	Vietnamese as national language, French
1954 – 1975	Vietnamese War	Vietnamese as national language, Russian and Chinese in North Vietnam, English and French in South Vietnam
1975	Vietnamese War ended; the country became reunified	Vietnamese as national language; Russian, Chinese, English, French as major foreign languages (Russian remained popular until 1991)
1986 – until present	The Sixth National Assembly of the Vietnamese Communist Party initiated its open-door policy, known as Doi Moi and adopted the market economy.	Vietnamese as national language; English, French and Chinese as main foreign languages with increasing popularity of English

Foreign language education reflects the Vietnamese relationship with the outside world at different historical stages. Chinese language was first used in Vietnam under Chinese colonisation for over 1000 years and remained official in "administration, education, philosophy, historical and medical studies, and literacy creation in cultivated circles" (V. C. Le, 2007, p. 168) until the French colonial government released a legislation against its use in

1920. However, after Vietnam became independent from the Chinese in 939 CE (Common Era), Nom scripts (Chu Nom) based on Chinese characters for recording Vietnamese speech were the second written language used in daily life, literature, and by the ruling government. Since Vietnam gained independence from the French in 1945, the country has witnessed crucial changes in how foreign languages were taught and learned across the educational system. Quoc ngu is a Vietnamese language with a writing system of Roman script that was invented and used in the 17th century by Alexandro de Rhodes and other European missionaries (Do, 2007). Although English appeared in the country during French colonialism, it did not become a popular foreign language taught across the different levels of education. Instead, French was the official language taught throughout the whole colonial region during the French War (1945 – 1954). This period was described as "a mixed education system with French schools, Franco-Vietnamese schools and Confucianist feudalist schools and classes existing side by side" (Pham, 1991, p. 6).

The French army's failure in Vietnam in 1954 resulted in the success of the 1954 Geneva Accords, which emphasised the critical period between 1954 and 1975 when the North and South of Vietnam were divided. French as a medium of instruction was replaced by the Vietnamese language in the educational system. English, Russian, French and Chinese were taught as foreign languages. However, the status of the latter languages was different in two parts of the country. In North Vietnam, namely the Northern Democratic Republic of Vietnam, although four languages were recognised nationally, Russian and Chinese were preferred and taught as required subjects in upper secondary education and tertiary institutions. English was offered as a subject at some higher education institutions but only for limited purposes (Hoang, 2009; V. C. Le, 2007). By contrast, in southern Vietnam, namely the Republic of Vietnam, English and French were regarded as dominant foreign languages and taught from lower secondary level onwards (Do, 2007). Chinese was used in

some secondary schools by a small number of students. After the Vietnamese War ended in 1975, English and Russian became dominant and were prioritised to be taught across the national educational system.

For 10 years after the end of the war, Russian retained its dominant status in secondary schools and tertiary institutions in the North. In the South, Russian language was introduced and taught as the main foreign language in many universities wherein the whole academic staff came from northern Vietnam. The change in the political-economic system after reunification with significant support from the former Soviet Union marked the increasing popularity of Russian and the dramatic decline of English, French and particularly Chinese across the national educational system. Through educational development aid programs, hundreds of Vietnamese educational administers, policy-makers, teachers, and students were sent to Russia on an annual basis for both undergraduate and postgraduate studies (Hoang, 2009; Trinh, 2005). Russian remained popular until 1991, when the Soviet Union and the Eastern Bloc collapsed.

An important milestone for major changes in politics, economy and society in Vietnam occurred in 1986 (V. C. Le, 2007; London, 2006; World Bank, 2016; Wright, 2002). In 1986, the Sixth National Assembly of the Vietnamese Communist Party initiated its open-door policy to the world through a process of overall economic reform, known as Doi Moi. In the context of economic reconstruction and international business development, the crucial status of English language was officially recognised and it usage has increased dramatically (Bui & Nguyen, 2016) and "has thus gained its role as the main foreign language taught and used in Vietnam" (Do, 2007, p. 1). More and more students enrolled in English as a discipline or as a selective foreign language subject or are studying English for vocational purposes. Since the early 1990s, many Vietnamese teachers, researchers and policy-makers have insistently called for an improvement in English language education.

The predominant role of the English language has been considered part of the process of globalization and internationalisation and exists in close relation to many important economic events. In 2007, the country's acceptance into the World Trade Organization (WTO) opened a variety of opportunities for global trade, which significantly contributed to the development of the nation's economy and education in general as well as language education. More recently, since 1995, as a member of the Association of Southeast Asian Nations (ASEAN) established in 1967, Vietnam, along with other member nations, agreed to hasten the establishment of the ASEAN Economic Community (AEC) and to participate in the Trans-Pacific Partnership (TPP) by the end of 2015 bringing many potential opportunities. One of the AEC's key objectives was to create a single market with a free flow of skilled labour force, wherein people could travel to other countries in the community for the sake of skilled employment. To overcome the language barriers resulting from diverse cultural backgrounds, English has been regarded as a common language for international communication (Kirkpatrick, 2007) and retained its importance in the integration of local and global contexts (Le, 2015).

An ever-greater influx of foreign investment, mostly from capitalist countries, into Vietnam dramatically increased the need for English language education in Vietnam during this period (Kirkpatrick, 2012; V. C. Le, 2007; Pham, 2006; Ton & Pham, 2010). English is now a compulsory school subject across all educational levels as well as the main foreign language for both undergraduates and graduates in higher education, which contrasts with the pre-Doi Moi language policies when Russian was the preferred language at that time (Nguyen, 2017). English language proficiency for communicative goals has become an essential passport for better employment opportunities. To meet the social needs of English learners, an increasing number of English language centres, as well as English departments with programs for EFL instruction and English language teaching teacher education

(Etelapelto et al., 2013), have been set up in most public and non-public Vietnamese universities across the country, particularly within Ho Chi Minh City (HCMC). After Hanoi, this large city has attracted a great number of English language learners. It has been estimated that there were approximately 22 million English language learners at all educational levels and types of institutions based on the 2013 statistics from MoET (MOET, 2013a, 2013b). The increasing upsurge of public and private higher education institutions emphasises the governmental recognition of the English language policies and English language teaching practices across these contexts (Tran et al., 2016). The annual number of students enrolling for English language teacher programs has rapidly increased. During a decade since 1996, "English has developed with an unprecedented speed in Vietnam" (Do, 2007, p. 8) and is regarded as the most popular foreign language in the Vietnamese educational system (Nguyen, 2017).

The efficacy of English teaching and learning, as the key to the globalisation and internationalisation of higher education, has attracted much interest, but also concern from policy makers, administers, teachers and students. As in most Asian countries, English in Vietnam is a compulsory subject taught in foreign language classes from primary schools to tertiary institutions. In 2008, Vietnamese MoET's proposal for a project entitled "Teaching and learning foreign languages in the national education system in the period of 2008-2020" or the Vietnam National Foreign Language Project 2020 (hereafter referred to as the Project 2020) was approved by the Vietnamese Prime Minister (The Government of Vietnam, 2008a). The Project outlined the implementation of a foreign language education policy across the national education system from primary to tertiary educational levels. By 2020, the policy aimed for Vietnamese university graduates, to be proficient in a foreign language (the English language), to be able to communicate fluently with other language speakers, or to use foreign language effectively for higher education and job opportunities in integrative,

multilingual and multicultural contexts (The Government of Vietnam, 2008a) . This foreign

language policy adopted the Common European Framework of Reference (CEFR) for

languages (Council of Europe, 2001) as a national reference framework to design a foreign

language curriculum; develop course materials and syllabus, language proficiency, and

teaching and learning plans; assess student outcomes; and evaluate of the compatibility of

different stages of foreign language education across the national educational system (The

Government of Vietnam, 2008b). This policy emphasised the language learners' needs "in

the process of becoming a language user" (Council of Europe, 2001, p. 43) and the

development of their communicative competence through their experiences of languages in

various cultural contexts. Therefore, the process of English language pedagogy to achieve

communicative competence received much government support, with many changes and

reforms from various stakeholders to achieve the stated aims of the project.

1.2.2 Vietnamese teacher education

Since independence from the French colonisation, the Vietnamese government has

stressed the need for education reforms through the implementation of national campaigns

called "'Giao Duc La Quoc Sach Hang Dau' (education is the national priority) and 'Xa Hoi

Hoa Giao Duc' (socialisation of education)" (Nguyen, 2017, p. 1). Under these national

campaigns, teacher education and development in general as well as English language teacher

education and professional development in particular, have been the key to the provision of

human resources for the education reform process.

In Vietnam, teachers are officially trained at major, regional or provincial teacher

training institutes across the country. During the training period, student teachers are required

to accomplish the mandated credits for qualification in relation to foundation knowledge,

subject-matter knowledge, and professional knowledge (Le, 2011). Among these three

strands of knowledge, professional knowledge comprising teaching methodology courses and

practicums is regarded as the most important orientation for teachers' profession after graduation. In an 8-week practicum at secondary schools, preservice teachers are mandated to become familiar with the relevant academic paperwork, conduct peer-observations, and teach about 10 periods in class (one period is 45 minutes) under the supervision and mentorship of the experienced tenured teachers. These school teachers take the roles of supervisors and evaluators of the pre-service teachers' teaching practicum performance. After graduation these student teachers are qualified for teaching at lower and upper secondary schools.

The education policy focus has shifted to qualitative improvements whose centrepiece is the appropriate implementation of the curriculum (Hamano, 2008). Teacher education or pre-service teacher education in Vietnam is the key to achieving the stated target but remains influenced by the positivist paradigm.

L2 teacher education has long been structured around the assumption that teachers could learn about the content they were expected to teach (language) and teaching practices (how best to teach it) in their teacher education program, observe and practice it in the teaching practicum, and develop pedagogical expertise during the induction years of teaching. (Johnson, 2006, p. 238)

Vietnamese teachers' professional development is influenced by the gaps between program coursework and the practices of the authentic schools (Le, 2002) and the recognised inadequacy of pre-service education (Le, 2011). During a short period of an 8-week teaching practicum, pre-service teachers perform what they are required to by the school tenured teachers or mentors who prioritise textbook-based and examination-oriented instruction. They prefer traditional mentoring mode (Çapan & Bedir, 2019) or the directive approach (Ibrahim, 2013) because they thought that ELT pre-service teachers perform a low level of commitment and abstraction during their placement. These pre-service teachers do not dare to negotiate with their mentors the practices of their practicum supervision. They incline to

mimic their school mentors' teaching model (Le, 2014). They begin their early teaching career in such practice. It is seen that they "are unaware of how to exchange their ideas in a democratic and dialogical manner with their colleagues" (Saito & Tsukui, 2008, p. 100) in formal and professional meetings at work. The gaps regarding the relationships between school mentors and the pre-service teachers and the participation of these cooperating teachers in different roles (Clarke et al., 2014; Hastings, 2010; Hoffman et al., 2015; Jaipal, 2009; M. H. Nguyen, 2019d, 2019e; Richards & Crookes, 1988; Russell & Russell, 2011) are not unique to Vietnamese ELT pre-service teacher education but fit in similar contexts. Pressure from paperwork is also a big problem for Vietnamese teachers to have access to additional academic resources and professional development activities. They must suffer mandatory observation and evaluation from the senior inspectors or experienced teachers assigned by the authorities. To some extent, however, this paradigm of observation and evaluation "tends to be subjective, judgemental, and impressionistic" (Le, 2011, p. 27) according to the observers' attitudes and power. The evaluation system in such a local context may impact on not only teachers' teaching practice but also their perceptions of the profession in a negative manner.

1.2.3 Vietnamese English language teacher education

English language teacher education (ELTE) in Vietnam shares a similar context. Vietnamese English instructors are officially trained at the major or regional higher education institutions for foreign language teachers throughout the country, e.g., the University of Languages and International Studies, Vietnam National University, Hanoi; Ho Chi Minh City University of Education; the University of Da Nang; Hue University; Tay Bac University; Thai Nguyen University, and Can Tho University. Vietnamese ELT pre-service teacher education follows the framework for foreign language teachers training issued by the Vietnamese MoET. Shared with ELT pre-service teacher education programs in other

countries, the Vietnamese programs aim to equip the ELT pre-service teachers with three strands of comprehensive knowledge, adequate knowledge and skills for their English language teaching profession (Le, 2011; Nguyen, 2017).

Many Vietnamese teachers, researchers and policy-makers have insistently called for the reform of ELT pre-service teacher education and training with more focus on teaching practice in context (T. P. A. Le, 2007; Le, 2014; Pham, 2001) because the current Vietnamese ITE programs emphasise on English language proficiency and subject-matter knowledge too much (M. H. Nguyen, 2013). Under the implementation of the Project 2020, the English language teacher competencies framework (ETCF) and the CEFR were applied into designing, evaluating and improving both EFL pre-service and in-service teacher education programs, course materials, testing and assessment (Dudzik & Nguyen, 2015; Nguyen, 2017). However, several challenges occurred in the early stages of the Project implementation; for example, there was little innovative and independent adaptation of the frameworks in English teaching and learning across institutions, or teaching methodology training for the ELT pre-service teachers, who were not taught thoroughly ELT methodology-related courses. They did not have many opportunities to practise their learning to teach in contexts. They tended to study prescriptive methods of teaching English (Ha, 2003; Le, 2008). The failure in ELT pre-service teacher education may be partially explained that although the current ELT pre-service teacher education programs in Vietnam introduce and update the contemporary trends in TESOL education, once "they return home from these courses, they continue teaching in their own way, using traditional methods" (Le, 2001, p. 34). Inadequacy in teaching skills and professional development may lead to "the teachers' continual pedagogical uncertainty about implementing change" (Humphries & Burns, 2015).

The teaching practicum in Vietnamese (ELT) pre-service teacher education is one of the widely-held concerns and biggest challenges for "preparing teachers who know theory

and know nothing about practice" (Hartocollis, 2005, p. 2). The duration of the teaching practicum seems to be insufficient and its content is variable across the country. During the practicum, pre-service teachers are often required and expected to learn from the experienced school teachers or mentors through observing their lessons, getting feedback, and collaborating with them (Nguyen & Hudson, 2012). However, their field practicum is regarded as "a process of transferring knowledge and experience from experienced teachers to novice teachers" (Nguyen, 2017, p. 12). The position of the supervising teachers or school mentors is considered as having authority, which is consistent across similar contexts in East and Southeast Asian countries (Brownrigg, 2001; Le, 2004; Nguyen & Hudson, 2012; Phan & Locke, 2016).

1.3 Significance of the study

My study is significant to both theory and practice in Vietnamese ITE and applicable in similar contexts. It fills the research gap in the literature regarding ELT pre-service teacher experience in their professional preparation to meet the current and future needs of the profession in the emerging mobile, diverse, and globalised world. While there have been studies into the impact of globalisation and internationalisation on ELT pre-service teachers' learning as teachers, which is community-situated, justice-centred, and equity-centred in the context of Vietnam, none has investigated their perceptions of and experience in their initial education. My study adds to the scholarship by identifying ELT pre-service teachers' perceptions of and satisfaction and dissatisfaction levels with their opportunity to learn, the quality of their initial preparation program, and their preparedness for teaching. My study reveals administrators' perspectives about their current ITE programs and compares their voices with students' perceptions regarding issues with, expectations around, valuing their initial teacher education, and suggestions in improvements, which has been under-researched in the literature.

My study is significant to the practices of ELT pre-service teacher education. Students' experiences in their initial education contribute to the understanding of how the programs prepare and support ELT pre-service teachers to become professionally competent through their learning to teach associated with the authentic contexts of Vietnam. It allows administrators, learning designers, and educators adjust their practice to better suit ELT pre-service teachers' needs and preferences. The study also contributes implications, which could enable higher education institutions, scholars, researchers, and policy makers to improve their current practice for the enhancement of educational provision and pedagogical innovation in the initial teacher education which may be pivotal to similar contexts.

My study is theoretically significant thanks to its proposal of a framework revisiting ELT pre-service teachers' professional competence through their experiences in their opportunities to learn to teach, and affective dispositions, which shapes their professional identity. The framework in my study has been developed based on the debates on the pedagogy of initial teacher education, the need for the conceptualisation and reconceptualisation of the knowledge base for SLTE to respond to theoretical issues with focus on teacher knowledge in initial teacher education (Freeman, 2018; Freeman & Johnson, 1998; Johnson & Golombek, 2018a; Shulman, 1986a, 1986b, 1987). This framework may be significant in the ITE preparation in similar contexts in shaping ELT pre-service teacher professional competence. The adoption of a mixed methods research design with multiple phases of data collection has ensured the rigour of methodology of my study.

1.4 Research focus

This research focusses on how ELT majors perceive English language education in a Vietnamese tertiary EFL teaching context. It sought to find the answers to the following overarching research question:

How might Vietnamese tertiary ELT pre-service teachers' perceptions of English education be understood?

My project is devoted to constructing knowledge in relation to ELT majors' understanding of the concept of TESOL, as well as their perceptions, and expectations of ELT education programs in a Vietnamese university EFL teaching and learning context. To achieve the stated aim, the study addressed the following sub-research questions:

1. How do Vietnamese tertiary ELT pre-service teachers understand their institutions' rationale for TESOL education in terms of curriculum, pedagogy and assessment?

2. What are Vietnamese tertiary ELT pre-service teachers' expectations for the curriculum, pedagogy and assessment of their ELT education program?

3. What do Vietnamese tertiary ELT pre-service teachers value in their ELT education program?

1.5 Structure of the study

My study is made up of eight chapters: an introduction, literature review, methodology, and four findings chapters preceding the discussion and conclusion. Having presented the contextual background of and rationale for the research before substantiating its significance with focus on my research questions, Chapter 2 presents an overview of existing literature on the conceptualisation of the pre-service teacher education pedagogy. I review a body of research on the pre-service teachers' perceptions of their initial education across contexts with an emphasis on the Vietnamese context. I discuss a theoretical framework which frames and informs my study. Chapter 3 describes the methodology and research

design of my study. I explain an interpretive framework based on the theoretical underpinnings to position my study and as guides for data collection and analysis. I justify the adoption of the mixed methods approach and describe the design of my study, conducted in two phases. I provide a detailed description of data collection methods, instruments, and analysis from multiple sources: a survey, a focus group interview, document analysis, and an individual interview, followed by strategies for data management and storage. I also describe the research sites, participants, and ethical considerations in detail.

Based on the foundation of these introductory chapters, I begin my analysis by discussing my findings regarding ELT pre-service teachers' general satisfaction and dissatisfaction of their initial education programs across all institutions. Chapter 4 is organised in six main sections. The first three sections present the pre-service teachers' general perceptions of and satisfaction with three key themes: their opportunity to learn, the quality of their program, and their preparedness for teaching in terms of curriculum, pedagogy, assessment, and provision. The last three sections discuss their general dissatisfaction with these themes in terms of the same patterns. In Chapter 5 I report and discuss my findings regarding the distribution of ELT pre-service teachers' satisfaction levels of their initial education programs in a cluster of seven institutions. The first section constructs two clusters of institutions. The second section presents my findings based on the three themes that I elaborated in Chapter 4, with focus on the degree of variability in their satisfaction. In Chapter 6 I discuss my findings regarding the case of one institution where ELT pre-service teachers appear to be significantly dissatisfied with their programs. Although, they shared satisfaction in some analytical categories with the cluster of 7 institutions. Chapter 7 is concerned with the academic administrators' perceptions of the current initial teacher education programs across all institutions. Then it presents a

comparison between students and administrators' perspectives about their ITE program issues, expectations and suggestions for improvement.

I conclude with a synthesis of my analyses in previous chapters, addressing my research questions, and make some conclusions. My findings reveal that ELT pre-service teachers' voices contribute to an understanding of a holistic picture of Vietnamese tertiary ELT pre-service teaching education. More specifically, my study provides insights into how ELT pre-service teachers perceive their general satisfaction and dissatisfaction, and how they vary these levels of satisfaction and dissatisfaction. The discussion of student satisfaction and dissatisfaction centres around the opportunity to learn, the quality of the ITE program, and student preparedness to teach. It also highlights the administrators' voices and makes a comparison with students' perceptions to see their similarity and contrast. In Chapter 8, I also discuss implications of my study for stakeholders, acknowledge its limitations, and make recommendations for future research with an overall conclusion.

Chapter 2: Literature review

2.1 Introduction

My study investigated ELT pre-service teachers' perceptions of their initial education. It focussed on exploring understanding about how these pre-service teachers perceive their programs in terms of curriculum, pedagogy, and assessment. To frame the theoretical underpinnings for my study, I present a conceptualisation of pre-service teacher education with a focus on its constituent elements. I also review the debates regarding pre-service teachers' perceptions of their programs across contexts. In Section 2.2, I explore various perspectives on the pedagogy of pre-service teacher education. Pre-service teachers' perceptions are central to Section 2.3. I present pre-service teachers' perceptions of their initial education programs' dimensions across Inner, Outer and Expanding English language countries, including Vietnam in Section 2.3.1, Section 2.3.2, and Section 2.3.3, respectively. In Section 2.4, I conclude this chapter by debating the theoretical discussions regarding pre-service teacher professional competence in initial teacher education and identifying the gaps in the literature which framed my research design, and informed implications of my study.

2.2 The pedagogy of pre-service teacher education

2.2.1 The evolution of research on initial teacher education

How we understand teaching and teacher education has evolved. Research has emerged as a major topic since a call for more research for and on the field (Gage, 1964). Gage (1964) – known as the father of research on teaching – initiated its definition in which he emphasised the correlations between teachers' practices and characteristics and students' learning outcomes. The paradigm of "criterion of effectiveness" (Gage, 1963) investigated the process of teaching practices as predictors towards students' achievements as products, which has been widely known as "process-product" research.

Past foundational conceptions of education research embraced the conceptual philosophies of education science. These philosophies were contrastive between valuing teaching science as a tool for human improvement (Dewey, 1969-1972) and as a technical process with focus on "measurement of educational products" (Thorndike, 1912, p. 289). The argument of these different visions led to a belief that "Thorndike won, Dewey lost" (Lagemann, 2000, p. xi). Earlier formative works were in line with Thorndike's ideas with heavy emphasis on the improvement in instruction by probing models of measurement using standardised tests and scales to measure the index of efficiency in teaching (Ballou, 1916; Buckingham, 1920; Monroe, 1920; Parker & Courtis, 1919). These tests provided information regarding the measurement of students' abilities. Teachers were compelled to learn how to use these standardised educational tests for improving their results of teaching because "the measurement of the abilities of pupils at appropriate intervals and the use of this information in planning future teaching will increase the abilities of the pupils" (Monroe, 1920, p. 97). The change in students' knowledge could be measured objectively by these means of tests and scales that were evident in close relation between "fact and thought scores" (Buckingham, 1920, p. 167). The purpose of educational testing and measurement was to improve the efficacy of instruction and classroom that could be predicted by teachers' behaviours and traits. Twenty years later, teaching science was redefined as a profession for new experiences (Goodykoontz, 1940). Teachers' practices were central to the effectiveness of the classroom. They were responsible for bridging the knowledge-practice gap and solving classroom problems by implementing appropriate processes (Goodykoontz, 1940). This line of research that valued the central role of teachers as whole individuals in the classroom processes concurred with Dewey's tradition of educational philosophy for human betterment (Dewey, 1969-1972) in which teaching was regarded as a tool to improve people's social capacities and capital based on purposeful learning and continuous experiences. The

contrastive argument about "traditional" and "progressive" educational theories (Dewey, 1938) called for a need of a new educational philosophy that shifted from individualities and capacities to empirical and experimental experiences. This new philosophy emphasised "the organic connection between education and personal experience" (Dewey, 1938, p. 25) based on "the principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come later" (Dewey, 1938, p. 35). Dewey's principle of experience has had significant impact on American general education and the context of other places than America, specifically in the field of teacher education and development.

Calls for research on teacher education became more evident in the earlier years. "Over the years, research on teacher education has at least been yearned for, even if too little of it has been done" (Gage, 1964, p. 1). A limited body of research on teacher effectiveness pointed out unsolved problems regarding criteria measurement for teaching efficacy, influence of individual teachers' characteristics or practices, and further, the teacher-student relationship (Barr, 1952; Barr et al., 1953). Public critiques also proposed that teacher education programs should place less emphasis on pedagogy and methods because early career teachers would acquire this category of knowledge in their first year of teaching (Conant, 1963).

In response to a call for more and better research on the "process-product" paradigm (Gage, 1964), a body of research emerged and contributed to obtaining understanding about what modes of teaching practices affected students' learning outcomes regardless of strong or weak influences. This body of research used a variety of methodology designs to generalise the associated correlations between these processes and products. This line has developed as evidence of the consistent connection between teaching processes and students' desired outcomes across diverse contexts (Doyle, 1977; Shulman, 1986a). Teachers' effective

practices and characteristics were identified and applied as classroom situational solvers. The goal of this new research line signified the difference and the development of earlier works on improving instruction efficiency by using means of educational measurement before Gage (1964). The portfolio of process-product research investigated the authentic teaching processes through teachers' traits to support students' learning and predict their outcomes. The teacher education curriculum's content was designed based on research producing scientific knowledge.

> So, what I wish to urge, along with all my predecessors, is a way of proceeding that will base both the content and method of teacher education less on opinion and more on scientific knowledge. And the source of knowledge about the science and technology of teaching must be research – and research on teaching. (Gage, 1964, p. 4)

Gage's research line importantly contributed to the historical development of research on teacher education, which was undeniable, although it was illustrated to be problematic in guiding teacher preparation and development policy (Darling-Hammond, 1996).

2.2.2 The emergence of Knowledge to Teach

While this research line has been dominant since then, there was the emergence of multiple studies using ethnographic paradigms to investigate teachers' thinking and knowledge for teaching. In his most influential and seminal work, Shulman (1986b) – a leading researcher in teacher knowledge base – argued that the subject matter content had been ignored, and how the subject matter was transformed from teacher knowledge into teaching content was still questioned.

> In reading the literature of research on teaching, it is clear that central questions are unasked. The emphasis is on how teachers manage their classrooms, organise activities, allocate time and turns, structure assignments, ascribe praise and blame,

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formulate the levels of their questions, plan lessons, and judge general student

understanding. What we miss are questions about the content of the lessons taught,

the questions asked, and the explanations offered. From the perspectives of teacher

development, a host of questions arise. Where do teacher explanations come from?

How do teachers decide what to teach, how to represent it, how to question students

about it and how to deal with problems of misunderstanding? (Shulman, 1986b, p. 8)

He emphasised "the missing paradigm" problematising conceptions of how students learn to

research-based teaching and evaluations. He argued the blending of knowledge, content, and

pedagogy by conceptualising categories of teacher knowledge base (Shulman, 1986b, 1987)

as a framework for teacher education. Shulman's framework contributed as part to a revision

of theoretical underpinnings for my framework of pre-service teacher professional

competence which is central to this study. I will further my discussion about his seminal

works in Section 2.4 and Section 3.2 regarding the theoretical debates for my interpretive

analytical framework.

Shulman's framework inspired a lot of further research. How teacher education

matters urged on-going calls for its reforms. Voices of dissatisfaction with teacher education

from stakeholders indicated that initial education programs were ineffective in preparing

prospective teachers to be responsive and adaptive to their profession, and hindered the new

recruitment of students into a teaching career (Darling-Hammond, 2000a; Goodlad, 1990).

The conceptions of teacher development have changed recently emphasising the central role

of teachers who "create a bridge between the needs and interests of each learner and the

attainment of challenging learning goals" (Darling-Hammond, 1995, p. 9). Teachers had not

only content, pedagogical, pedagogical content and curriculum knowledge but that of learners

and their learning in contexts. However, this category of knowledge appeared to be ignored

in teacher preparation programs (Darling-Hammond, 1995). Pre-service teachers who were

trained to teach were not licensed or did not become certified and accomplished teachers because they did not meet the standards of practice. The pivotal role of the standards for teacher preparation was to certify the fully prepared and accomplished teachers, for example New Board for Professional Teaching Standards (NBPTS), n.d.; and Interstate New Teacher Assessment Consortium (INTASC), 1992; (Ladson-Billings & Darling-Hammond, 2000). The teacher education reforms attempted to "strengthen its knowledge base, its connections to both practice and theory, and its capacity to support the development of powerful teaching" (Darling-Hammond, 2000a, p. 166). Darling-Hammond emphasised the opportunity to learn that teachers who were fully prepared had more preparedness for teaching. They were more confident and successful with students than teachers who were under-prepared or unprepared (Darling-Hammond, 1996, 2000a).

2.2.3 Rethink a new teacher preparation

But, teacher education was viewed as a problem – certain challenges were raised across diverse contexts. This problem related to training (Cochran-Smith & Fries, 2005) and learning, with attention to how pre-service teachers learned the knowledge, skills, and dispositions to become a teacher (Cochran-Smith, 2005). The need and development of the framework of "new teacher education" regarded teacher education as "a policy problem, research- and evidence-based, and outcomes-driven" (Cochran-Smith, 2005, p. 5). This new model shifted teacher preparation to a neoliberal context in which pre-service teachers were prepared to work in a diverse, dynamic, and expanded market economy of knowledge. Cochran-Smith (2005) argued that the policy problem of new teacher education focussed on the enhancement of teacher quality to bridge students' achievement gap and the schools. The model of new teacher education was based on research and evidence which related to accreditation standards with concentration on the professional knowledge base. It was outcomes-driven with focus on the effects of teacher education programs on student

achievement. The measurement of the effects of teacher preparation illustrated the strong

correlations of teacher quality on student outcomes (Darling-Hammond, 2000b). Policies on

teacher quality had a positive impact on the improvement in student performance. Reforms

regarding teacher education policies needed to place more emphasis on teachers' education to

develop their capabilities to teaching, concluded that, "an important contribution of teacher

education is its development of teachers' abilities to examine teaching from the perspective

of learners who bring diverse experiences and frames of reference to the classroom"

(Darling-Hammond, 2000a, p. 166).

However, the elements of this new teacher education model appeared to be

"problematic, particularly in their narrowest form" (Cochran-Smith, 2005, p. 14). The need to

call for a different new teacher education emerged with attention to changing political and

policy contexts. This change has signified a shift to a neoliberal knowledge economy in

which teachers played a critical role in promoting student outcomes: "Instead, we need a new

teacher education with three somewhat different pieces: teacher education constructed as a

policy problem *and* a political problem, teacher education based on evidence plus, and

teacher education driven by learning" (Cochran-Smith, 2005, p. 14). In comparison with the

previous version of this model, teacher education has developed to prepare teachers to know

how to create and provide optimal opportunities to learn for all students through the

perspective of learning as outcome.

Politics and policy have had significant impact on research on teacher education. The

turn of appropriate policy levers to some extent would be expected to fix the initial teacher

education with focus on the pre-service teacher quality and competence gaps between the

process of education and achievement outcomes (Cochran-Smith, 2016). The evolution of

this body of research has experienced different historical, political, policy, social, and

contextual phases over several decades, which was evident in the earlier formative works on

teacher effectiveness as predictors for student outcomes (Gage, 1964). It has been at the core of the growth of teacher knowledge base with focus on pedagogical content knowledge (Shulman, 1986b, 1987) and opportunity to learn for fully prepared pre-service teachers in policy reforms (Darling-Hammond, 1996, 2000a). It has been central to the formation of a different new teacher education constructed as political and policy problems (Cochran-Smith, 2005). The continuing development of research on teacher education has centred around the associated correlations of these components on the mobility of contexts. The conceptions of teacher preparation have generally developed in three main lines, based on conceptualisation of historically situated social practice as a theoretical framework, regarding (i) accountability, efficacy, and policies; (ii) knowledge transformation into the neoliberal society; and (iii) diversity and equity in quality teacher preparation (Cochran-Smith & Villegas, 2014; Cochran-Smith et al., 2016).

There were important changes in understanding of how pre-service teachers learn, and what they should learn and be able to do to thrive in the neoliberal context. New conceptions of learning "conceptualised as a process of active construction wherein learners drew on prior knowledge and experiences – both individual and sociocultural – as they built new understandings" (Cochran-Smith & Villegas, 2014, p. 10) have framed a dominant model of teacher preparation within institutional contexts. The relative shifts in new understandings of teaching and learning emphasised the essence of powerful opportunities to learn about how to teach through pre-service teachers' professional experiences – the key to teacher education reform. The traditional perspective of pre-service teacher professional learning as an outcome of teacher education has been rethought based on the transformative view of student learning as a desired outcome of instruction. Pre-service teacher learning is at the forefront of any attempt to revise the quality of pedagogy and professionalisation of teacher education with focus on professional competence to prepare for teaching and build personal professional

development identity. Pre-service teachers' learning to teach was understood as a complex

process in which opportunity to learn is regarded as a bridge to connect their pre-professional

preparation to new teaching induction and continuing professional development agency

(Feiman-Nemser, 2001). Knowledge for teaching cannot be obtained from separate

categories but from the combination of university coursework and professional experience

that provide pre-service teachers with opportunities to shift mobility to authentic contexts of

teachers' practices (Feiman-Nemser, 2001; M. H. Nguyen, 2019b).

Teacher preparation policy and practices were in alignment with political power

relations regarding social, economic, and institutional contexts wherein the shift to a

neoliberal knowledge economy placed attention on the quality of education systems in

general and teachers (Cochran-Smith & Villegas, 2014; Cochran-Smith et al., 2016).

Teachers played critical and influential roles in the process of student learning. What, how,

and how much students learned were measured as a desired outcome of instruction. High

expectations for teachers were established through policies, practices, and research on teacher

education linked to political accountability and governance. The effectiveness of teacher

education and the quality of pre-service teachers may be measured through these contextual

policies. The emphasis on outcomes of teacher preparation concurs with previous works

investigating features in programs, including opportunity to learn about content, pedagogical

and pedagogical content knowledge so that pre-service teachers applied for their experiential

classroom teaching and to evaluate their performance on a teacher's duties (Boyd et al., 2009;

Darling-Hammond, 2006). The enhancement of quality teacher education depended on the

outcomes of pre-service teacher learning, programs, and institutional policies (Cochran-Smith

et al., 2017). This assumption was based on the development of conceptions of research on

teacher education accountability, efficacy, and policy problems (Cochran-Smith & Villegas,

2014; Cochran-Smith et al., 2016) which debated that "holding teacher education

accountable" (Cochran-Smith et al., 2017, p. 572) has been at the forefront of American reforms for 20 years. In addition, geographical, social, and political changes in the global economy produced or reproduced diversity and inequity to education policies and practices with attention to a mass and transnational movement of student population (Cochran-Smith & Villegas, 2014; Cochran-Smith et al., 2016).

In response to demographic changes in the student population movement across countries, research on teacher preparation has furthered the conceptions of preparedness for teaching the full diversity of learners in the clinical settings. This research line placed emphases on "how to prepare a teaching force capable of producing equitable learning opportunities and outcomes for diverse students in the contexts of enduring inequalities" (Cochran-Smith et al., 2015, p. 114). Four main clusters of research were identified as a crucial contribution to the nexus of this large portfolio of literature:

> (a) the influence of courses and field-based opportunities on learning to teach diverse
> student populations, (b) strategies for recruiting and preparing a diverse teaching
> force, (c) analyses of the content, structures, and pedagogies for preparing teacher
> candidates for diversity, and (d) analyses of teacher education learning
> for/experiences with diversity. (Cochran-Smith et al., 2015, p. 114)

The development of trends in teacher education brought a need for new research lines: (i) an exploration of broadened and deepened understanding about teacher preparation and pre-service teacher professional learning beyond neoliberal contexts, (ii) longitudinal investigation into how pre-service teachers learn complex categories of knowledge and skills for teaching as part of their reflective professional identity, (iii) an exploration of the connection between program-based and school-based teacher and student learning, and (iv) the power relations of politics and policies on teacher education pedagogy with attention to the impact of sociocultural and institutional factors (Cochran-Smith et al., 2016). More

specifically, these lines may focus on the relationships of pre-service teachers' beliefs and pedagogy as well as their learning to prepare to teach students with varying needs in different conditions, cultures and contexts. The pedagogy of pre-service teacher education supports to maximalise pre-service teachers' opportunity to learn in constructed environments to shape their professional identity. It is doubtful if these trends have intensified in the long run of research on teacher preparation and development. Its attention and calls for more research have centred around struggles over political ideologies, power relations to social justice, and disparate policy moves at different levels (Cochran-Smith, 2016; Darling-Hammond, 2016). What else is there?

As this question suggests, the new era of teacher education looks forward to a new approach namely "democratic accountability in teacher education" (Cochran-Smith et al., 2017, p. 583), which may bring stakeholders' different perspectives, including policy makers, educators, and reformers, together to share accountability in finding solutions for the problems of teacher education. The perspective of democratic accountability was developed based on intelligent professional responsibility for student learning, strong equity in societal and educational systems, and sustainability of ongoing collaborations with stakeholders engaged in the pedagogy of teacher education (Cochran-Smith et al., 2017). The goal is to prepare pre-service teachers to be professionally competent in promoting their students' academic, social, and emotional learning in constructed democratic environments as well as to engage in the neoliberal knowledge economy of a complex, diverse, and democratic society (Cochran-Smith, 2020). The agenda of research on this field continues its development and evolution with attention to the shift to a new generation of "justice- and equity-centered" teacher education in the contexts of neoliberal economies and a powerful transition into private education (Cochran-Smith, 2020, p. 55). The controversy regarding politicisation and policy continues to be central to teacher education, based on debates about

"the impact of the national and international education policy landscape", "new conceptions and beliefs of learning to teach", and "core conceptions of equity, justice, and democracy" (Cochran-Smith, 2020, p. 56). These themes are ongoing and beyond the policy and pedagogy of pre-service teacher education in the neoliberal context.

Research on teaching and teacher education has developed during different historically situated political and social times. The pedagogy has shifted its attention and foci to the construction of opportunity to learn and the perspective of professional competence and identity as a desired outcome of teacher preparation. The debates about politicised power relations and disparate policy are at the forefront of teacher education that are justice-oriented and equity-centred with transition into the neoliberal knowledge economy. The conceptions of learning to teach "as an active and situated process" (Villegas et al., 2018, p. 151) are viewed to be central to initial teacher education programs in terms of curriculum, pedagogy, and assessment. Voices and perspectives of pre-service teachers about their programs who bring varying experiences importantly contribute to the development of professional competence and identity which is accountable into their initial education. Their perceptions and voices are the emphases of discussion in the following sections.

2.3 Experience in the ITE program in terms of curriculum, pedagogy and assessment across contexts

2.3.1 ITE experience in Inner Circle countries

The education of English language and pre-service teachers for English language learners in ENL countries may be understood as literacy instruction for native speakers, and English language learning and teaching for learners whose "first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English" (ACARA, 2014, p. 6). They are multilingual and multicultural learners who may be (i) overseas and Australian-born students whose first language is a

language other than English, and (ii) Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English (ACARA, 2014, pp. 6-7). They may include "immigrants, asylum seekers, refugees, international students, and online learners" (M. H. Nguyen, 2019b, p. 7). This section focusses on the initial teacher education pre-service teachers' perceptions of their programs. Literacy within Australian educational context has been defined as

> the ability to read and use written information, to write appropriately, in a wide range of contexts, for many different purposes, and to communicate with a variety of audiences. Literacy is integrally related to learning in all areas of the curriculum, and enables all individuals to develop knowledge and understanding. Reading and writing, when integrated with speaking, listening, viewing, and critical thinking, constitute valued aspects of literacy in modern life. (DEETYA, 1998, p. 7)

Research on pre-service teachers' perceptions of their preparedness for teaching has been in critical and urgent discussion in both American and Australian contexts of the education of literacy-teachers (Ajayi, 2010; Fang, 2014; Louden & Rohl, 2006; Louden et al., 2005; Milton et al., 2007; Rohl & Greaves, 2005; Swabey et al., 2010). Research revealed that most participants felt confident about their knowledge, content skills, understanding of curriculum, and assessments (Louden & Rohl, 2006). They felt very prepared for teaching metacognitive strategies in reading and writing (Hail et al., 2015; Milton et al., 2007). A lower number of pre-service teachers felt confident in their capabilities to teach aspects which included "viewing, spelling, grammar and phonics" (Louden & Rohl, 2006, p. 66), and to meet students' challenging diversity of learning needs (Louden et al., 2005). In the meantime, senior staff expressed their scepticism about the quality of teacher preparation for teaching literacy and about the beginning teachers' personal literacy skills (Louden & Rohl, 2006; Louden et al., 2005). These findings were inconsistent with earlier research that

indicated many pre-service teachers felt under-prepared for teaching students who had diverse needs (Rohl & Greaves, 2005). They found pedagogical content knowledge of phonics and spelling a concern. The researchers proposed a model of pre-service teacher education in a clinical setting (Rohl & Greaves, 2005).

Most pre-service teachers still felt under-prepared for the models of writing instruction (Hail et al., 2015) although they perceived the consistency of these models and the positive impact of new communication technologies on forms, knowledge, skills practice, and learning and teaching. They had further concerns about how adequately they felt prepared to teach new literacies, and of hindrances from contextual factors regarding schools' and school districts' policies (Ajayi, 2010). These findings related to the discrepancies and relative importance between "structural issues in teacher education and substantive issues concerned with knowledge, skills and dispositions" (Louden & Rohl, 2006, p. 67). Substantive issues including personal competence in literacy, broad knowledge, relevant knowledge, problematic knowledge, preparation for diversity, preparation for rural and remote teaching, and critical reflection are more significant than structural issues comprising stronger links with schools, more content, better induction and mentoring (Louden & Rohl, 2006). The literacy-teacher education program developed pre-service teachers' concepts and skills based on "connections between literacy theory and practice" (Milton et al., 2007, p. 51) or "connections between literacy and content area" (Fang, 2014, p. 447) for them to perceive themselves as teachers of literacy. But, the curriculum also needs to comprise literacy understandings and strategies for teacher preparation to teach students from diverse backgrounds with educational requirements (Milton et al., 2007).

Many studies pointed out that professional standards influenced pre-service teachers' perceptions of their preparedness (Hudson et al., 2016; Rowan et al., 2017; Swabey et al., 2010). Australian pre-service teachers felt that their initial education program prepared them

well regarding most elements of the standards for professional knowledge, relationships, and practice (Swabey et al., 2010). However, they expressed their concerns about a few components of professional knowledge with attention to "knowledge and understanding of numeracy, ICT and literacy" (Swabey et al., 2010, p. 29), and their capabilities to address issues regarding classroom behaviour management (Mergler & Tangen, 2010). This study further indicated a significant increase over time in the pre-service teachers' efficacy in classroom management and personal identity (Mergler & Tangen, 2010). In a recent study, more than 95% of 312 final-year pre-service teachers shared perceptions that they felt confident in areas of The Australian Professional Standards for Teachers (APTS) for their graduate career stage (Hudson et al., 2016). But, about 30% of the participants reported potential gaps in their initial education noting their lack of preparedness regarding a few areas of the standards. They explained reasons for these gaps that included a lack of teaching experience in these areas and a need for professional experience in work placements (Hudson et al., 2016).

Research on pre-service teachers' perceptions placed emphasis on the significance of context and field-based professional experience to obtain understandings about how contextual factors and experiential classroom teaching influenced their preparedness. The pre-service teachers reported feeling more confident and prepared when teaching in a suburban school than in an urban one. But, they felt under-prepared and less confident to teach English language learners regardless of school setting (Siwatu, 2011). This research shared earlier findings that American pre-service teachers did not feel prepared well to teach English language learners in their mainstream classrooms (Durgunoglu & Hughes, 2010), and Australian pre-service teachers felt they had insufficient preparation from their program's categories regarding "catering for individual differences, employing a range of teaching strategies, relating to parents and taking on leadership roles" (Hudson & Hudson, 2006, p. 1).

More specifically, they perceived that their knowledge performance and self-effectiveness affected their preparedness. They appeared to ignore interaction with their English language learners (Durgunoglu & Hughes, 2010). This contradicts with earlier findings indicating that the pre-service teachers were effective in building positive personal relationships with English language learners through culturally responsive instruction (Siwatu, 2007). They reported an emphasis on the connections between their initial education and diverse teaching experience in the clinical contexts (Hudson & Hudson, 2006). The pre-service teachers from an initial preparation program in England indicated their developed perceptions of theoretical and analytical capabilities during their school-based professional experience (Hodson et al., 2012). They reflected a readiness not only for generic teaching competence that was identified in the processes of their program coursework and field experience but also for skilled practice-based classroom assessment abilities (Davin & Heineke, 2016).

The connectedness between contexts regarding student individuals, university, and work placements signified the coherence of pre-service teacher education "as contiguous, continuous and collaborative" (Adoniou, 2013, p. 57) moves. Adoniou (2013) proposed an effective model suggesting an alignment between teacher knowledge and support and contexts wherein pre-service teachers were prepared or oriented to view the teaching of English language learners as the development of language use (Faltis, 2013). The pre-service teachers reflected that they linked their university coursework with authentic professional experience to prepare for their identity when working with the English language learners (Rodríguez, 2013). They valued this collaboration for the connection from the preparation to professional development which was evident through their higher ratings for effectiveness than preparedness components (Coady et al., 2011). In other words, the pre-service teachers' perceptions of their preparedness had positive correlations with their views of their effectiveness.

Numerous studies pointed out that the pre-service teachers perceived their initial education programmatic characteristics as having significant impact on their preparedness for teaching (Akiba, 2011; Daniels et al., 2011; Kolano & King, 2015; Moore-Hayes, 2008; Turner et al., 2004). Australian and Canadian pre-service teachers felt confident that their program dimensions prepared them better for the workforce and the profession (Daniels et al., 2011; Turner et al., 2004), and for the transition from their preparation to professional development identity as beginning teachers (Salazar Noguera & McCluskey, 2017). They felt competent in classroom practices rather than in general tasks in their teaching roles.

These findings suggest whether the initial education programs influence what and how the pre-service teachers feel prepared to teach. Earlier findings revealed that the pre-service teachers who were prepared and supported in their initial education programs felt better prepared than those who began their teaching profession through pathway programs or without sufficient preparation (Darling-Hammond et al., 2002). The pre-service teachers' extent of preparedness had significant correlations with their sense of teaching effectiveness, responsibility, and plans to remain in teaching (Darling-Hammond et al., 2002).

The findings further noted level of preparedness, commitment to profession, students' expectations, self-efficacy, and attribution style as predictors for their emotional exhaustion and sense of preparedness. They reported feeling proactive to overcome hindrances influencing their preparedness (Moore-Hayes, 2008). American pre-service teachers perceived three characteristics of their initial education for diversity including "classroom as a learning community, instructor modelling constructivist and culturally-responsive teaching, and field experience for understanding diverse learners" (Akiba, 2011, p. 688). They reported a significant improvement in their belief in diversity that was generally stronger in professional than personal contexts (Akiba, 2011). In the meantime, the pre-service teachers who came from diverse backgrounds felt that they experienced generative changes in linking

personal and professional knowledge through their program's coursework (Kolano & King, 2015) regardless of their opportunities for prior or concurrent pre-service education experiences (Reeves, 2017). They felt that they could meet the diversity of English language learners' needs. But, less than 50% of the participants pointed that clinical experience and course materials affected their beliefs about working with English language learners (Kolano & King, 2015).

The programmatic and psychological perspectives have been explored critically in an investigation into Canadian pre-service teachers' perceptions of how their initial education program dimensions prepared them for teaching (Daniels et al., 2011). The overall findings revealed that 5 program dimensions that included "classroom dynamics; curriculum, instruction, and assessment; intrapersonal reflection; ethics of teaching; and professional learning community" (Daniels et al., 2011, p. 88) affected Canadian pre-service teachers' preparedness for teaching in terms of anxiety, effectiveness, and commitment. They reported feeling equally prepared on all their program dimensions excluding the communities of professional learning. They further highlighted that the "ethics of teaching" dimension (Daniels et al., 2011, p. 102) had the most influential impact, suggesting the decrease of these pre-service teachers' anxiety and the increase of their effectiveness and commitment.

Previous research on pre-service teachers' perceptions of their program's pedagogy focussed on their knowledge preparation for practice teaching. Pre-service teachers expressed positive perceptions of their personal literacy skills and a high level of confidence to become literacy teachers (O'Neill & Geoghegan, 2011). They felt that their program was effective in preparing them for literacy teaching. They felt confident in having sufficient English language knowledge and appropriate pedagogical tools (Grossman et al., 2000; M. H. Nguyen, 2019f), and valued their lecturers' modelling (Hogg & Yates, 2013) in preparing them to teach. However, a small group of pre-service teachers expressed less positive

perceptions of their communicative skills and less confidence for teaching (O'Neill & Geoghegan, 2011). Shared findings from these studies noted a need for the pre-service teachers' initial preparation to teach students with a diversity of backgrounds (Louden & Rohl, 2006; Rohl & Greaves, 2005).

These pre-service teachers felt confident in their personal literacy and communication skills, pedagogy, and program. Of the two cohorts of participants, 95% and 86% of the participants respectively perceived their pre-service program as being effective in enabling them to work with a diversity of students to improve literacy learning. They reflected that their pedagogy had prepared them to be teacher of reading literacy (Park, 2013) with strong instructional beliefs using effective and research-based strategies (Barnyak & Paquette, 2010). They perceived that their practices affected student learning (Cakiroglu, 2008). These findings further highlighted that the initial preparation program needs to incorporate students' use of English language and literacy skills for pedagogical purposes (Edwards-Groves, 2011). But, other studies have reported that pre-service teachers lacked confidence in their linguistics skills and their identities as teachers (Coleman, 2015), and content knowledge of language constructs to teach literacy skills (Washburn et al., 2016). Knowledge of second language development is important to provide a foundation for the pre-service teachers to understand their English language learners (Bunch, 2013; Villegas et al., 2018).

Previous studies indicated that various modes of assessment had significant impact on pre-service teachers' perceptions of their role and implementation (Biggs, 1993; Karp & Woods, 2008; Kember & Gow, 1994; Volante & Fazio, 2007). The pre-service teachers expressed various perceptions of authentic and traditional assessments (Karp & Woods, 2008). For example, microteaching was utilised as an assessment tool in pre-service teachers' initial education (Mergler & Tangen, 2010). They felt inadequately prepared to assess their student performance (Mertler, 2009). Specifically, most pre-service teachers preferred

assessment for summative rather than formative purposes (Volante & Fazio, 2007). Other researchers have argued that summative should be integrated with formative assessments to promote student learning. These researchers suggested that a balanced approach should be taken in using summative and formative assessments. They contend that summative and formative assessment is often misused in large classes (Broadbent et al., 2018; Poth, 2012). This corroborated earlier literature that student assessments were not only "quantitative" but also "qualitative" (Tang & Biggs, 1996, p. 161). How the pre-service teachers perceive and experience different modes of assessment may inform how well their initial education program can prepare them to implement the assessments. The general assessment has the most ultimate effect when it is used to engage students in productive learning and shifts focus to the support of the promotion of better quality learning outcomes (Boud & Associates, 2010; Brown & Race, 2012; Poth, 2012).

Influenced by the Dewey's (1938), philosophy of education experience continuity, most initial education programs across contexts regarded field experience as a most influential and pivotal component providing opportunities for pre-service teachers to integrate theoretical knowledge into practical professional experience through authentic work placements and to practise the work of teachers with responded feedback (Allen, 2011; Allen & Wright, 2014; Anderson, 2012; Brady et al., 1998; Clarke et al., 2014; Darling-Hammond, 2014; Faez & Valeo, 2012; Farrell, 2007, 2008; Graves, 2009; Grossman et al., 2000; Hodson et al., 2012; M. H. Nguyen, 2019g; Richards & Crookes, 1988). A large body of literature indicated that the pre-service teachers expressed different perceptions of how their programs prepared them for their practicum experience. They reported valuing opportunities for theoretical and practical nexus in their professional experience in an optimum practicum setting whereby they could clearly understand the roles of stakeholders such as the relationships with their school mentors and program supervisors (Allen & Wright, 2014;

Brady et al., 1998). They reflected a lack of understanding about the role of assessment during their work placements to the extent that it had adversely influenced their experiences (Allen, 2011). They suggested an integration of their university coursework assessment in practicum to remove the gap (Allen & Wright, 2014). These findings were in line with the findings of earlier literature on pre-service teachers' changed perceptions of developing their capabilities through their school-based learning to teach, in which they believed to enact the theoretical and analytical components (Hodson et al., 2012), and felt to be effective and prepared for their classroom experience attainment (Coady et al., 2011; Faez & Valeo, 2012).

Pre-service teachers received the best preparation on how to become professionally competent teachers in the clinical setting of classroom (Anderson, 2012) wherein their field experience shaped their development of knowledge, practices, beliefs, and professional identity (Grossman et al., 2000; M. H. Nguyen, 2019a). Several salient factors were identified as important contributions to the preparation for field experience within the initial education programs: interactions between school mentors and the pre-service teachers, and participation of the cooperating teachers in different roles of the mentoring relationships (Clarke et al., 2014; Hastings, 2010; Hoffman et al., 2015; Jaipal, 2009; M. H. Nguyen, 2019d, 2019e; Richards & Crookes, 1988; Russell & Russell, 2011), mentoring strategies and processes (Sheridan & Nguyen, 2015, 2020), diversity of experience (Scherff & Singer, 2012), occasions for observing mentors and peers (Anderson et al., 2005), mentor modelling (Moore, 2003), opportunities for theory and practice nexus, development of university-school partnerships, implementation of performance assessments for capabilities to practice (Allen & Wright, 2014; Darling-Hammond, 2014; Moore, 2003; M. H. Nguyen, 2019a), contextual interconnectedness of the pre-service teachers, university, practicum, and employment recruiter (Adoniou, 2013), strong emotions experience in the sociocultural setting (Nguyen, 2014), international experience for personal and professional changes (Pence & Macgillivray,

2008; Willard-Holt, 2001), cultural immersion (Smolcic & Katunich, 2017), and development of professional identity (H. T. M. Nguyen & L. Sheridan, 2016; M. H. Nguyen, 2019c).

The novice or pre-service teachers are apprenticed to become experienced through the process of learning from, observing, working with, and receiving assessed feedback from the mentors or master cooperating teachers in the contexts of work placements because "the internship field experience plays a significant role in shaping the beliefs and knowledge of prospective teachers" (Russell & Russell, 2011, p. 2). One teacher preparation cannot be effective in one context alone (Adoniou, 2013). The pre-service teacher professional identity is a complex experience constructed from the initial preparation to the ongoing induction development. "Teacher identity, the beginning teachers' beliefs about teaching, learning and self-as-a-teacher, is a vital concern to teacher education as it is the basis for meaning making and decision making" (Bullough, 1997, p. 21). The quality of pre-service teacher learning in the professional experience is constituted from the interconnectedness of affective components. It is also dependent on the chances and kinds of expectations from the mentors on the pre-service teachers. What matters is how the mentoring relationships are built and how effective the mentors are in providing a culturally immersed positive clinical setting for the pre-service teachers' professional experience.

2.3.2 ITE experience in Outer Circle countries

Numerous studies on ESL pre-service teachers' perceptions in Outer Circle contexts placed emphases on the effectiveness of their initial education programs in preparing them for the field-based practicum experience. The ESL pre-service teachers' experience in practice teaching during practicum varied. For example, Hong Kong pre-service teachers felt shocked in bringing the innovative pedagogical practices taught in their university program into authentic classrooms, having poor classroom management skills, and inadequate English

language proficiency for teaching, and maintaining their teacher-student relationships (Gan, 2013). This was in contrast with earlier findings which showed that the ESL pre-service teachers in Taiwan reported a high level of personal teaching efficacy after their classroom experiences (Liaw, 2009) wherein they valued reflective, classroom management skills and relationships (Chiang, 2008). They reflected more understanding of potential authentic situations through group discussions such as "motivating students or dealing with students' family background, parental influence and administrative demands" (Liaw, 2009, p. 179). These findings were supported and furthered in a recent study in which pre-service teachers perceived positively their goal-oriented learning of classroom practices through the appropriation of pedagogical strategies (Gan & Lee, 2016) and their emotional field experiences (Hascher & Hagenauer, 2016). However, they also expressed anxiety, nervousness, and worry (Hascher & Hagenauer, 2016). The pre-service teachers' reflections on their learning to teach were tested in their field experience (Gan & Lee, 2016), which provided opportunities and understandings for them in responding to challenges, dilemmas, and the need to frame or reframe their practicum experience.

The extent of support for pre-service teachers during their field experience was one of their main concerns (Farrell, 2001, 2008). Singaporean ESL pre-service teachers reported receiving most support from their program supervisors compared to none from their school mentors, coordinators or principals during their practicum experience (Farrell, 2008). This corroborated previous findings, highlighting a lack of support for the pre-service teachers at the practicum setting with unclear communications during this socialisation experience (Farrell, 2001). The extent of support may contribute to the success or failure of the practicum because pre-service teachers may not perceive the impact of their experience on teaching. The initial education programs are expected to prepare pre-service teachers to use their prior experience to be aware of the expectations of the practicum before entering their

work placements and for critical reflection throughout this process (Farrell, 2007). This corroborated previous literature on the interrelatedness of the pre-service teachers' expectations and experiences in complex and unexpected ways (Barkhuizen & Feryok, 2006).

International or overseas practicum experience has been at the forefront of initial education programs in preparing pre-service teachers for diversity of experience in multicultural and multilingual contexts. Pre-service teachers reported a variety of mostly benefits from their international practicum experience: development of their English language proficiency, breadth and depth of intercultural understandings, increased perceptions of ESL teaching and learning in diverse contexts, enhancement of their professional development identity (Kabilan, 2013; Lee, 2009; Yang, 2011), understandings of potential pedagogical situations (Liaw, 2009), and opportunities for mentor modelling and peer observation for better classroom practices (Liaw, 2009). By contrast, some pre-service teachers expressed less positive perceptions of their international field experience with particular reference to insufficient support from their school mentors (Yang, 2011).

Overall, these ESL pre-service teachers tended to feel more prepared to be teachers, benefitted from their mentors' modelling and observations, and were aware of the need to be culturally responsive (Yang, 2011). "Cooperating teachers serve as models who guide prospective teachers in the application of theory and instructional approaches introduced in university methods courses" (Anderson et al., 2005, p. 97). They felt appreciated with cultural differences, become more independent and self-reflective, confident in communicating with and teaching in a diversity of backgrounds, and furthered their understandings of English content, and pedagogical and pedagogical content knowledge (Kabilan, 2013; Lee, 2009). This was further illustrated in later research which indicated that across six categories of knowledge taught in the initial education program, the pre-service teachers perceived content knowledge as ranked the highest from their university coursework

but fourth-highest on its practicality in their practicum experience (Tsai & Liu, 2013). Their program appeared not to meet their needs in facing the challenges of their placements.

ESL pre-service teachers expressed diverse perceptions of their programs' pedagogy. The education prepared the pre-service teachers for changes in their perceptions of initial preparation. They reported changed perceptions of language learning during their university coursework with strong beliefs about vocabulary and grammar rules (Peacock, 2001), which resulted in an adverse influence on how they taught and how their students learned language. They valued knowledge change and learning effort rather than innate ability (Cheng et al., 2009). Numerous pedagogies were identified which contributed to the enhancement of pre-service teachers' perceptions of their competence: categories of knowledge regarding the integration of ICT pedagogies into teaching and learning (Ching Sing et al., 2010; Lee et al., 2008), types of written journals which were beneficial in promoting reflective thinking (I. Lee, 2007), simulated practice teaching and oral communication with more attention to knowledge, skills, and less on dispositions (Chien, 2014), service learning as theory and practice nexus (D'Rozario et al., 2012), English language proficiency preparation and assessment using IELTS as a benchmark (Low et al., 2014), and a model of peer group mentoring (Korhonen et al., 2017).

Specifically, pre-service teachers expressed positive perceptions and valued varied experiences of "authentic connections to working life" (Korhonen et al., 2017, p. 160) during their initial preparation. Their experiences varied in the depth and efficacy of modes of learning with attention to socialising, peer-support, professional identity formation, and professional community of practice (Korhonen et al., 2017). They expressed rigid perspectives about their identity construction as teachers (Trent et al., 2014). The pre-service teachers were offered multiple opportunities for teaching, understanding of classroom practices in the clinical setting of practicum and building partnerships with the community

before entering the profession. The connections of prior experience to imagined future shaped their trajectory of identity construction through changes in perceptions. Their reflective experience not only contributed to the preparation of knowledge but also shaped the transition through stages of the profession.

2.3.3 ITE experience in Expanding Circle countries

A large portfolio of literature in the context of EFL countries on EFL pre-service teachers' perceptions centred around their initial education programs' dimensions. The quality of the programs is one of the most influential dimensions. Researchers argued that the quality of the initial preparation programs had significant influence on pre-service teachers' perceptions and understandings of their education and preparedness (Kavanoz et al., 2017). EFL pre-service teachers expressed diverse perceptions of the importance of their program courses. They found literary-related courses less relevant to ELT and suggested that these courses should be replaced with content knowledge ones. They noted a need for the integration of practical components into their programs such as small group teaching and field-based practicum courses (Javad & Isa, 2016; Karatsiori, 2015), and reflective teaching (Fandiño, 2013) to be central to their pedagogy. The connection of initial teacher education programs with policies attempted to provide the improvement in the opportunities to learn English language proficiency to teach it, and address issues with the diversity and inclusion in classes (Gimenez et al., 2016).

EFL pre-service teachers expressed high levels of satisfaction with their programs with focus on their effectiveness and the usefulness of teaching strategies and techniques (Salihoglu, 2012; Wang, 2015). They perceived changes in their programs as advantages for improvement (Banegas, 2016). These finding were consistent with the argument about the important contribution of the EFL pre-service teachers as insiders' perspectives to the evaluation of the initial education programs to identify their strengths and weaknesses for

improvement (Özmen, 2012; Peacock, 2009). These perspectives related to the roles of teachers' practices, classroom management, and pre-service education assessments (He et al., 2011), the effectiveness of microteaching understood as small group teaching (Bağatur, 2015; Barahona, 2017; He & Yan, 2011; Koc & Ilya, 2016) which is similar in the Vietnamese EFL context, and engagement in field experience (Özmen, 2012). In the meantime, Iranian pre-service teachers perceived a need for initial education in teaching and classroom management skills (Ganji et al., 2016).

Likewise, in the contexts of ESL pre-service teacher education, international field experience of intercultural immersion has become a pivotal part of the initial programs in preparing EFL pre-service teachers for "opportunity to improve their language proficiency in the language they will teach, to develop their pedagogical knowledge and to engage with an international sociocultural environment with which they are not familiar" (Barkhuizen & Feryok, 2006, p. 115). EFL pre-service teachers perceived the cross-cultural immersion experience as fruitful to their practices and future profession through their practicum engagement to achieve knowledge, skills, and understandings. They perceived themselves as change agents to become culturally responsive, for personal and professional growth (Ateşkan, 2016; Zhao et al., 2009). They reflected that undertaking two separate placements may result in diverse teaching and learning experiences (Zhao et al., 2009).

The EFL pre-service teacher preparation for domestic practicum experience placed emphases on emergent issues in their work placements influencing their learning to teach in the professional experience. The EFL pre-service teachers complained about the traditional mentoring mode citing inappropriate time allocation for observing their mentors and teaching real classes (Çapan & Bedir, 2019), teaching, managing large mixed-ability classes and unengaged school mentors (S. Lee, 2007). They reported challenges in the significant incongruence between what they were taught in their program and what they observed and

experienced at their placements. They highlighted unexpected classroom obstacles and

situations in their field experience (Cabaroglu, 2014; El-Sawy, 2018; Kaldi & Xafakos,

2017). They identified the need for support to help deal with these dilemmas which had

resulted in physical and emotional tensions, conflicts, and even drop out during their

practicum (Cabaroglu, 2014). These obstacles related to the school students' limited level,

resistance to change and preferential native language use, inadequate class hours and

equipment, and somewhat the EFL pre-service teachers' priority to deploying traditional

grammar-based methods (El-Sawy, 2018). Chinese pre-service teachers reported feeling

shocked with real teaching in authentic settings. They reflected tensions regarding little

opportunity to teach, limited chance for classroom management experience, and failure to

implement quality-oriented pedagogies into practice teaching (Yan & He, 2015). These

findings corroborated with earlier literature on identified issues regarding limited time

allocation for field experience, inappropriate timing when sending the pre-service teachers to

placement, outdated modes of practicum (Manzar-Abbas & Lu, 2013; M. H. Nguyen, 2013;

Phairee et al., 2008), and the EFL pre-service teachers' inclination to mimic their school

mentors' teaching model rather than adapting their coursework knowledge (Le, 2014). By

contrast, some EFL pre-service teachers expressed positive perceptions of their field

experience. They found their work placements successful having made the transition from

idealistic to pragmatic view and coming to believe the teaching profession was worth

pursuing (S. Lee, 2007).

Modes of supervision contributed to the professional preparation for EFL pre-service

teachers and their experience in authentic contexts. The EFL pre-service teachers preferred

the collaborative style of supervision which was utilised by their school mentors. In the

meantime, their program supervisors preferred the directive approach through their beliefs

about the EFL pre-service teachers' low levels of commitment and abstraction during their

practicum (Ibrahim, 2013). Later findings demonstrated that the program supervisors were more knowledgeable and skilful than the school mentors (Mayahia & Mayahib, 2014).

Several factors were identified as making important contributions to the effectiveness of EFL pre-service teachers' professional competence in their field experience across EFL contexts: Turkish pre-service teachers' awareness of competence, school mentors' practices, framed classroom practices, and the practicum clinical settings (Atay, 2007), Chinese pre-service teacher's' engagement with excessive assistance, identity agency, and developed changes in beliefs through different processes of "confirmation, realization, disagreement, elaboration, integration, and modification" during the practicum (Yuan & Lee, 2014, p. 1). Further factors were reported by other Turkish pre-service teachers included observing experienced school mentors, integration of reciprocal mentoring through the provision of opportunity for peer evaluation and observation (Çapan & Bedir, 2019) and formation of professional development identity, classroom management, and future career orientation (Cabaroglu, 2014). The motivation for teaching, institutional support, and social networks (Kaldi & Xafakos, 2017) and globalisation-linked aspects regarding culture-shared learning to teach experience (Dang, 2012) were also contributing factors reported by Greek and Vietnamese pre-service teachers, respectively.

The professional preparation for EFL pre-service teachers has emerged as a key focus in the initial programs. EFL pre-service teachers perceived changes in their professional preparation over different periods of study in their program which shaped and reshaped their practices in response to the demands of contexts (Debreli, 2012; Özmen, 2012; Safari & Pourhashemi, 2017; Yuan & Zhang, 2017). This was illustrated by previous findings on the EFL pre-service teachers' effectiveness with attention to their decrease in the efficacy of instructional strategies and an increase in their engagement and classroom management in their professional experience of practice teaching and work placements (Atay, 2007).

Previous studies indicated that the EFL pre-service teachers perceived issues with their assessment experiences. These issues related to uneven weighting and unstandardised grading (T. P. L. Nguyen, 2019), a preference for knowledge memorisation test and limited modes of assessment (Trần et al., 2014), insufficient knowledge and skills of assessment taught in the program, limited facilities for assessment (Ogan-Bekiroglu, 2009), and large class sizes (T. H. T. Nguyen, 2013; Pham, 2007; Trinh & Mai, 2018).

In congruence with the portfolio of research in the ENL contexts, it matters how the initial teacher education programs prepared and supported EFL pre-service teachers for teaching. The EFL pre-service teachers felt unprepared to teach students who came from a diversity of cultural backgrounds, although they understood the concept of multiculturalism (Magogwe Joel & Ketsitlile Lone, 2015), or they felt under-prepared because of their limited capabilities to engage and motivate students (Nugroho, 2017). Their professional preparation was influenced by factors from inside the initial education programs and outside the class clinical setting. They noted that their professional vision correlated to courses for content knowledge and their level of interest in the program. But, it was not in relation to the practical experience components (Stürmer et al., 2015). This corroborated with earlier findings indicating that practice teaching sessions had an impact on Korean pre-service teachers' personal efficacy but not their professional outcome expectancy (Cheong, 2010). Their effectiveness in classroom management skills had a close relationship with their preparedness (İnceçay & Dollar, 2013).

EFL pre-service teachers perceived many elements as crucial to their professional preparation across diverse contexts. Turkish pre-service teachers reported technological competence (Ekrem & Recep, 2014); programmatic experience in practice teaching, classroom and modelling observations, mentoring, and self-assessment to theory and practice nexus (Canlıer et al., 2020); positive changes in personal motivation and beliefs through

phases of learning to teach and social interactions (Inceçay, 2011; Yuan & Zhang, 2017); and prior experience in teaching (Yüksel & Kavanoz, 2015). EFL pre-service teachers from the context of Chile and United Arabic Emirates, respectively noted small group teaching in collaborative and deep professional learning (Barahona, 2017; Ismail, 2011). Also, Vietnamese pre-service teachers highlighted trends to educational internationalisation, social and community motives, and available resources (Dang et al., 2013); competent English language proficiency, good content and pedagogical knowledge (Dinh, 2020); combination of programmatic theoretical ground into community-based practical experience to teach the diversity of community-located learners (Nguyen & Dang, 2020); and developing beliefs about social justice- and equity-centred teaching (Nguyen & Zeichner, 2019).

EFL pre-service teachers also identified some issues influencing their professional preparation: more theoretical than experiential knowledge taught, limited opportunity for practice and classroom observation in small group teaching, insufficient provision of classroom management training (Ganji et al., 2016; Seferoğlu, 2006), theory-practice disconnection with attention to poor student engagement, under-prepared lesson planning, more power for program supervisors than school mentors in classroom teaching observations, and limited provision of resources (Canlıer et al., 2020; Seferoğlu, 2006), artificiality of small group classroom teaching regarding students as classmates' advanced English language proficiency and their excessive support (He & Yan, 2011), limited programmatic support with emphases on insufficient English language proficiency, theoretical and practical imbalance, inadequate experience in context-integrated learning (Çetinavcı & Yavuz, 2011; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017; Salihoglu, 2012), and financial constraints (M. H. Nguyen, 2013).

Within the limited body of research on the perceptions of TESOL pre-service teacher education in Vietnam, two issues can be identified. First, although increasing research has

documented the inconsistency among the components of initial teacher education programs, divergence and convergence between enacted policy across institutions and what is best thinking in the field have been identified as gaps. These gaps signify what academic administrators of the programs aim for and what researchers theorise about the pedagogy of ELT pre-service teacher education. These gaps should be part of the rationale and value of the programmatic dimensions from the ELT pre-service teachers' voices. Second, there are limited studies which have noted Vietnamese pre-service teachers' perceptions of globalisation and internationalisation influencing their initial education (Dang, 2012; Dang et al., 2013; Lam, 2011), their practicum experience (Le, 2014), characteristics of a good EFL teacher (Dinh, 2020), and their community-located, justice- and equity-centred professional learning to teach diverse learners (Nguyen & Dang, 2020; Nguyen & Zeichner, 2019). There has been little research on Vietnamese ELT pre-service teachers' perceptions of their initial education programs to gain further insights into how they perceived the rationale for their initial education, what they expected, and what they valued in their programs with focus on their opportunity to learn, the quality of their programs, and their preparedness for teaching. My research intended to add to our understanding of Vietnamese pre-service teachers' experiences.

2.4 Theoretical framework

The development of research on teacher education over decades has furthered understanding of how the knowledge base of language teacher education (LTE) was conceptualised. The second language teacher education (SLTE) has noticed its shifts associated with how language teaching is conceptualised. The concept of teaching with emphasis on "comprehension and reasoning, transformation and reflection" has been central to the foundation for teaching reform (Shulman, 1987, p. 1). This concept has been illustrated through the conceptualisation of categories of teacher knowledge base for teaching. Existing

literature on the evolution of teacher education research in the earlier years with focus on the effectiveness of teachers and teaching which required content and pedagogical knowledge and skills was evident in the formation of a knowledge base. It emphasises the competence to teach that teachers must have to ensure that their behaviour and characteristics are present in their practices. Shulman (1986b, 1987) constructed teacher knowledge base into seven categories:

- content knowledge,

- general pedagogical knowledge (general principles and strategies of classroom management and organisation),

- curriculum knowledge (understanding of the materials and programs that serve as "tools of the trade" for teachers,

- pedagogical content knowledge (amalgam of content and pedagogy to teach content knowledge),

- knowledge of learners and their characteristics,

- knowledge of educational contexts (understanding of sociocultural communities for teaching)

- knowledge of educational ends, purposes, and values, and their philosophical and historical grounds

The knowledge of content and pedagogy are blended to inform understand how the instruction is represented, structured, and adapted for a diversity of interests and abilities of students based on the particular issues. These seven categories represented teachers' knowledge that shifts the subject matter content to pedagogical content knowledge for them to know how to teach, adapt content and means of communicating linguistic knowledge to learners to meet their needs. Pedagogical content knowledge is central to identify "the distinctive bodies of knowledge for teaching" (Shulman, 1987, p. 8) which are diverse among

the pedagogues in different contexts. The sociocultural process of learning to teach is critically framed in the process of language teacher education in which teachers are viewed as learners of teaching and teaching practice is at the forefront because "the core of the new knowledge-base must focus on the activity of teaching itself; it should centre on the teacher who does it, the contexts in which it is done, and pedagogy by which it is done" (Freeman & Johnson, 1998, p. 397).

There have been numerous conceptualisations of language teaching in the large body of literature on SLTE. Language teaching has been regarded as the subject matter content of LTE which was defined and redefined as "a decision-making process based on four constituents: knowledge, skills, attitude, and awareness" (Freeman, 1989, p 31), and "constituent domains of knowledge, skill, understanding, and awareness" (Richards, 1998, p. 1). Freeman (1989) illustrated his definition in his descriptive model of teaching: the constituents. Knowledge, skills, and attitude were argued to be within the intertwined teaching process where subject matter content is taught, and to whom and in which sociocultural contexts it is taught. What teachers do to teach this content knowledge successfully indicates skills that they need to be competent: methods and techniques to use tools and materials to perform their practices in teaching and classroom management. The base of knowledge and skills for teaching tends to develop and may be redefined during the continuing formation of teachers' professional identity (Shulman, 1986b). The enhancement of this knowledge base was supported by teachers' interpersonal interactions and individual performance which are attitudinal connections of teacher-student agents regarding their behaviour, characteristics, perceptions, and reflections regarding the process of teaching and learning activity and engagement. The teaching process involves "constant shifts, negotiations, actions, and responses to a myriad of variables" (Freeman, 1989, p. 36). Freeman (1989) added that awareness can be defined as "the capacity to recognize and

monitor the attention one is giving of has given to something" (p. 33) to the integration of three constituents: knowledge, skills, and attitude to illustrate the rationale for the growth and the development of teachers who are able to be aware of both content knowledge and their practices.

Wallace (1991) conceptualised the view of language teaching in three models: the craft, the applied science, and the reflective. The craft model is "essentially static and imitative" (Wallace, 1991, p. 16) wherein students are required to perform mechanically taught how to do it imitatively. This view contradicts with earlier argument that the teaching process "is definitely not static" (Freeman, 1989, p. 36) and fails to regard the role of pre-service teachers as dynamic learners of teaching in the sociocultural context. The applied science model was considered as an alternative which framed the theoretical and practical knowledge of teaching derived from empirical science to achieve the targeted educational objectives. The problem of research and professional practice being separated within the applied science framework regarding teaching as "merely instrumental in its nature" (Wallace, 1991, p. 8) has led to the reflective model viewed as a compromising solution to SLTE. The framework focusses on two dimensions of knowledge: (1) "received knowledge" refers to facts, data, and theories in scientific research of the particular profession of second/foreign language education, (2) "experiential knowledge" relates to the practical experience attained through the action and the reflection of professional practice (Wallace, 1991, p. 52). From what Wallace categorised, ESL/EFL pre-service teachers may attain received knowledge through the content of designed and developed courses, while the growing experiential knowledge involves practice teaching in various contexts. The reciprocal process of continuous reflective practice on received and experiential knowledge in the context of the profession contributes to the frame for ESL/EFL pre-service teachers'

professional competence, which centres the practice element of the knowledge base within the reflective cycle.

These three conceptualisations of language teaching in the SLTE have been further illustrated in later literature (Freeman, 1996; Freeman & Richards, 1993). The argument of language teaching categorised as scientifically based, theory- and valued-based, and art-craft conceptions (Freeman & Richards, 1993) and the behavioural, the cognitive, and the interpretive view (Freeman, 1996) frames the basis for the conceptualisations of SLTE as "the behaviourist, humanistic, and positivist perspectives" (Nguyen, 2016, p. 221). However, these perspectives were problematic in failing to recognise the complexities and multidimensions with emphasis on the influence of personal and contextual factors on the shape of SLTE process. The shortcomings of these traditional conceptualisations suggested the need to address these complexities of second language teacher learning through broader theoretical lenses (Nguyen, 2016; M. H. Nguyen, 2019g).

In response to this need, the reconceptualisation of the knowledge base for SLTE is marked by its influential shifts to a social constructivist perspective in which the construction of knowledge is socially-situated and connected to the practices and contexts of social involvement (Crandall, 2000). How pre-service teachers learn to teach is influenced by the personal and contextual factors of their practices. The constructivist perspective of SLTE views the pre-service teachers' practices "not as a model, or as a 'bolt-on' additional bit of content, but as an experience" (Roberts, 1998, p. 29) in which persons are constructivists for their learning to teach. It is "a long-term, complex, developmental process that operates through participation in the social practices and contexts associated with learning and teaching" (Freeman & Johnson, 1998, p. 402). Driven by a sociocultural perspective, research on SLTE used an interpretive epistemological lens to seek to gain insights into "how teachers participate in and constitute their professional worlds" (Johnson, 2009, p. 9).

In their formative work, researchers argued the reconceptualisation of the knowledge base of SLTE with focus on the activity, the teacher, the contexts, and the pedagogy of teaching (Freeman & Johnson, 1998). They illustrated this reconceptualised knowledge base to address: (a) the nature of teacher as learner, (b) the activity of teaching and learning, and (c) the contexts of the teaching activity. It is

> an epistemological framework that focuses on the activity of teaching itself-who does it, where it is done, and how it is done. Our intention is to redefine that what stands at the core of language teacher education. Thus we argue that, for the purpose of educating teachers, any theory of SLA, any classroom methodology, or any description of that English language as content must be understood against the backdrop of teachers' professional lives, within the settings where they work, and within the circumstances of that work. (Freeman & Johnson, 1998, p. 405)

Although the conceptual framework by Freeman and Johnson (1998) has been in critical argument with controversies in later studies (Tarone & Allwright, 2005; Yates & Muchisky, 2003) and responses from these two authors to answer these criticisms (Freeman & Johnson, 2004, 2005), it has been the most influential in illustrating the interplay of the teacher-learner, the activity of teaching and learning, and the contexts wherein persons participate. It has placed emphasis on the important role of sociocultural practice as a theoretical lens for SLTE research. But, these two researchers proposed a reconceptualisation of the initial knowledge base of SLTE in different formative works two decades later (Freeman, 2018; Johnson & Golombek, 2018a). They argued that the pedagogy of LTE must be paid greater attention and be at the forefront of the new knowledge base. It must meet the needs of language pre-service teachers during their programmatic experience and in their early career professional identity as English teachers in a globalised world of diversity, mobility, and (un)equity (Johnson & Golombek, 2018a).

Twenty years later, we believe a framework for the knowledge-base of LTE must

include greater attention to LTE pedagogy; that is, what teacher educators do and say

in their activities and interactions and the reasoning behind those activities and

interactions. And that attention must be far-reaching (Johnson & Golombek, 2018a, p.

117).

How ESL pre-service teachers learn to teach, positioned by the sociocultural stance

(Johnson & Golombek, 2016, 2018b), has its focus furthered in the pedagogy of SLTE

regarding the programmatic design and implementation. This new 2018 knowledge base has

reconceptualised eight facets as a conceptual framework to constitute the central category of

SLTE pedagogy (Johnson & Golombek, 2018a). The central role of SLTE pedagogy

proposed by Johnson and Golombek (2018a) has a shared view in another formative work

noticing that "while learners were arguably the focus in TESOL in 1998, content is a central

concern of ELT in 2018" (Freeman, 2018, p. 6). This 2018 knowledge base of SLTE needs to

address how the initial teacher education prepares and supports ESL pre-service teachers

through its pedagogy in the sociocultural contexts (Freeman, 2018).

Influenced by formative works by (Shulman, 1986b, 1987), several researchers have

developed and argued views of the knowledge bases of SLTE with focus on categories of

teacher knowledge: received and experiential knowledge (Wallace, 1991), language

proficiency, civilisation and culture, language analysis (Lafayette, 1993), content,

pedagogical, pedagogical content and support knowledge (Day, 1993), content, general

pedagogic, curricular, pedagogical content and contextual knowledge (Roberts, 1998),

theories of teaching, teaching, communication, pedagogical reasoning and decision-making

skills, subject matter and contextual knowledge (Richards, 1998). These views both

contradict and concur with each other in mapping a comprehensive overview of the

constituent core knowledge base of SLTE in the program. Two conceptual frameworks have

been developed to address foci in the SLTE program design and revision: (1) the content of SLTE, (2) the forms and structures most likely to allow student teachers to make best use of this content, (3) the sequencing of content and form that is most conductive to effective learning, and (4) the articulation between teacher education and actual teaching (Johnston & Goettsch, 2000, p.443), and (1) who will be taught, (2) what will be taught, (3) how it will be taught, and (4) how what is learned will be evaluated (Graves, 2009, p. 115). Curriculum context analysis is crucial to curriculum design. These two frameworks reflect the different views of the knowledge base of SLTE and language teacher knowledge in the process of learning-to-teach which is ongoing and developmental. What matters is the understanding of how ESL pre-service teachers learn to teach in their roles as learners of teaching and how they experience their opportunity to learn in their programs.

> These knowledge bases expand far beyond subject matter competence – competence in and knowledge of the target language – and general pedagogic skills. They include pedagogical content knowledge, contextual knowledge – of the learners, the school, and community – and of how the context affects and shapes teaching. They include pedagogical reasoning and decision-making skills, skills in relating to and communicating with learners and colleagues, and skills in inquiry (Graves, 2009, pp. 119-120).

ESL pre-service teachers' competence with focus on their categories of knowledge has expanded and adapted further across diverse contexts. Across these categories, content, general pedagogical, pedagogical content and curriculum knowledge have been adapted to conceptualise interdisciplinary pre-service teacher competence through the integration of affective-motivational characteristics (Blömeke & Delaney, 2012, 2014; Blömeke & Kaiser, 2014). The development of these characteristics based on the knowledge of the learning process, individual student traits (Guerriero, 2013), their professional beliefs and attitudes as

affective-individual facets about the subject matter content and the pedagogy of learning to teach and as the focus of change in the pre-service teacher education programs. Prior language learning experiences shaped the influential cognitions about the language learning underlying the pre-service teachers' initial conceptualisations of target language teaching during their education. The pathways of their individual development and varied outcomes are influenced by the initial teacher education programs in different and unique ways, which underlies their cognitive change (Richardson, 1996).

General pedagogical knowledge was extended to include pedagogical and psychological facets namely general pedagogical/psychological knowledge, defined as "the knowledge need to create and optimize teaching-learning situations, including declarative and procedural generic knowledge of effective teaching that is potentially applicable in a wide variety of subjects" (Voss et al., 2011, p. 953). This category was conceptualised as the knowledge of classroom process regarding classroom management, teaching methods, and classroom assessment and as the knowledge of students' heterogeneity with respect to learning process and individual student characteristics to correspond to the target generation of future teachers. They are in their final year of education and acquire the general pedagogical knowledge, which enables them to structure their preparation and evaluation on lesson planning, to promote their motivation to students and classroom management, to adapt and deal with a diversity of learning groups, and to assess student performance. Highlighted in the conceptual framework by Voss et al. (2011), knowledge of structure and adaptivity are valued (Guerriero, 2013; König et al., 2011; Voss et al., 2011). A six-category teacher knowledge framework for non-native English speaking teachers has been developed recently including content, pedagogical, pedagogical content, contextual and support knowledge, and continuity with past experiences (Zhang & Zhan, 2014).

ESL pre-service teacher competence in the 21st century digital age values the integration of ICT pedagogies in initial teacher education. The Technological Pedagogical Content Knowledge (TPACK) was built from Shulman's notion of pedagogical content knowledge as a theoretical framework for understanding ESL pre-service teachers' technology knowledge use in their preparation. The technology knowledge is situated within the overlap of content and pedagogical knowledge to form four more categories of interrelated knowledge. Among emerged categories, technological pedagogical content knowledge (TPACK) regarding "the knowledge required by teachers for integrating technology into their teaching in any content area" (Schmidt et al., 2009, p. 125) was regarded as the basis of good teaching with effective technology integration (Mishra & Koehler, 2006; Schmidt et al., 2009). The ESL pre-service teachers' acquisition of these domains contributes to their professional competence preparation.

English language proficiency has been regarded as an influential factor on ELT pre-service teachers in the contexts of ESL and EFL. They are non-native English speakers. How proficient their English language is to be able to interact, carry out a lesson fluently, and teach effectively affects their professional capabilities. It is pivotal to the professional preparation for ELT pre-service teachers whose first language is not English (Murdoch, 1994; Richards, 2017). ITE policies across contexts require a threshold level of ELP that these ELT pre-service teachers need to achieve to be capable of teaching effective in English (Richards, 2010). This threshold proficiency level is Level 5 of CEFR required by MoET's ELP standards (The Government of Vietnam, 2008a, Section II, Article 5). ELT pre-service teachers who do not meet the requirements of ELP standards or perceive their ELP insufficient and incompetent will feel unconfident in their teaching capabilities (Richards, 2010), and their involvement in professional development agency (Medgyes, 2001).

The concept of ESL pre-service teacher competence has retained its central and pivotal role in the ITE. It has been furthered and expanded across contexts, driven by earlier formative works by Shulman (1986b, 1987) in a sociocultural perspective (Crandall, 2000; Lantolf, 2000; Vygotsky, 1978), to inform the design, implementation, and revision of the ITE to meet the needs of current and future ESL pre-service teachers in an emerging diverse, mobile, and globalised world (Danielson, 1996, 2007, 2011, 2014; Kelly et al., 2004; Newby et al., 2006; North et al., 2013).

My study has developed a theoretical framework of ELT pre-service teacher professional competence based on the debates on varied teacher knowledge and competence (Blömeke & Delaney, 2014; Shulman, 1986b, 1987) by revisiting categories of knowledge and affective dispositions that constitute the desired professional competence as the outcome of the ITE. These categories are content, pedagogical, pedagogical content, technological, psychological, and contextual knowledge. The dispositional components relate to affective characteristics about professional beliefs, motivational and self-regulated factors. These beliefs are about the teaching, and learning to teach, subject matter content through the professional experience. The theoretical framework places focus on the ELT pre-service teachers' experience in their opportunity to learn categories of knowledge, the quality of their program in preparing and supporting them, and their sense of preparedness for teaching in response to their levels of satisfaction with their initial education programs.

2.5 Chapter summary

To address my research goal about how ELT pre-service teachers perceive their initial education, in this chapter, I discussed the conceptualisation of the ITE pedagogy through its development and evolution since earlier decades. I reviewed a large body of literature on pre-service teachers' perceptions across contexts to identify their sense of preparedness, and the extent of programmatic preparation and support, influential factors, existing issues which

constitute their professional competence and contribute to their experience in the preparation and the formation of professional identity. Their professional experience is understood through their opportunity to learn, the quality of their program, and their sense of preparedness in their programs as they correspond to their satisfaction and dissatisfaction with their program. I developed a theoretical framework of ELT pre-service teacher professional competence by debating the development of the knowledge base of SLTE driven by a sociocultural lens and revisiting categories of teacher knowledge and affective dispositions which constitute desired professional competence. This theoretical framework informed my research methodology and design (Chapter 3), and data analysis (Chapter 4, 5, 6 and 7).

In the next chapter, I will present my research design with its development of research instruments, data collection and analysis.

Chapter 3: Research Methodology

3.1 Introduction

In Chapter 1, I described the political and social changes affecting foreign language education policy in Vietnam. These changes were manifested through the national educational reform campaigns in 1986 (Doi Moi). The National Foreign Language Project (NFLP) 2020 or the Project 2020 was recently adjusted and extended to 2025 under the Vietnamese Prime Ministers' approval (The Government of Vietnam, 2017). The educational reform of 1986 marked the official recognition of English as the main foreign language used in the national educational system. The extended NFLP 2020 focussed on the improvement of the overall quality of English education, specifically enhancing Vietnamese university graduates, EFL pre-service and in-service teachers' English language proficiency. The education of ELT pre-service teachers in Vietnamese higher education has been a key focus in these educational reforms.

The conceptualisation of SLTE pedagogy, its knowledge base, teacher knowledge, and the revisited theoretical framework of professional competence discussed in Chapter 2 informed my research design. Categories of teacher knowledge and affective dispositions are two key components of desired professional competence. My review of literature revealed several concerns about the misalignment between ELT pre-service teacher education, policy goals and their implementation. There is a lack of administrative policy with guidelines on the interrelatedness of different forms of knowledge within the education program. There are issues regarding the teaching practicum including theoretical and practical connections and mentoring with focus on ELT pre-service teacher professional experience. Another issue is the general dissatisfaction with the quality of ELT pre-service teacher education.

Despite strong interest in ELT pre-service teacher preparation in Vietnamese higher education, considerable gaps remain in the understanding of what voices ELT pre-service

teachers contribute towards their initial education program and how important their voices are to the support of the education program reform. In comparison with many European and Asian contexts, little research has been conducted on Vietnamese ELT pre-service teachers' perceptions of tertiary TESOL education; in particular, their initial education program. My research project has sought to fill this gap by investigating how Vietnamese ELT pre-service teachers perceive their TESOL education programs in higher education in terms of curriculum, pedagogy, and assessment. By obtaining insight into key stakeholders' perspectives, perceptions, practices, and beliefs, my study sought to understand the student perception of the need to improve ELT pre-service teachers' professional competence and quality as their initial education outcomes.

In order to answer my research questions, I used a mixed methods research approach (Christensen et al., 2015; Creswell & Creswell, 2017; Johnson & Christensen, 2016). Mixed methods research design involves the combination of quantitative and qualitative data or methods in a single study (Christensen et al., 2015; Creswell & Creswell, 2017; Johnson & Christensen, 2016). When the researcher is unsure that either a quantitative or qualitative approach alone will address the complex nature of research problem (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2003), a mixture of two methods is an appropriate choice to accept weakness, complement strengths and provide greater robustness in analysis (Teddlie & Tashakkori, 2009). Unlike other related studies which mostly utilised the qualitative paradigm (Dang, 2012; Dang, Nguyen, & Le, 2013; Le, 2007; Le, 2014) or the mixed methods research design within a single research site (Lam, 2011), my research is one of the few empirical studies employing the mixed methods research approach in multiple sites representative of three main regions across the country. As such, my study included substantial quantitative and qualitative data components collected in sequence from multiple

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sources representing a large population sample of key stakeholders. These include final year ELT pre-service teachers and academic administrators.

My study had various data collection steps, which were designed to gain insights into how Vietnamese ELT pre-service teachers perceive their initial education programs. I collected the ELTE related program documents issued by Vietnamese MoET and eight institutions from both academic administrators and the institutions' websites. I distributed my survey in hard copy and online form to final year ELT pre-service teachers. From the results of the preliminary survey analysis, I conducted eight focus group interviews with these pre-service teachers at each institution (six participants in each group) to capture further their in-depth understandings, perceptions, and feelings of satisfaction and/or dissatisfaction with their learning to teach as teachers. I interviewed individual academic administrators of ELT pre-service teacher education divisions at these eight institutions.

In the following sections, I present an analytical framework for data collection and analysis (Section 3.2), then discuss my research design (Section 3.3). I provide the procedures of data analysis using an interpretive framework for quantitative and qualitative thematic analysis. Program-related documents are analysed as a reference resource to support the interpretation of quantitative and qualitative data analysis. I present the issues regarding data management (Section 3.4), ethical considerations (Section 3.5), preliminary interpretation of my research findings (Section 3.6), and a summary of this chapter (Section 3.7).

3.2 Analytical framework

The conceptualisation of theoretical underpinnings elaborated in Chapter 2 created a framework of ELT pre-service teacher professional competence with a focus on programmatic experience. To measure ELT pre-service teachers' understandings of their experience in OTL and preparedness for teaching, how their programs prepared and

supported them, I developed an analytical framework from the theoretical framework (See Section 2.4) to inform the data collection and analysis. I adapted 3 sources discussed in the theoretical framework including a framework for language teacher education (Kelly et al., 2004), an instrument toolkit for language teachers' competences (North et al., 2013), and a framework for teaching (Danielson, 2014) as guidelines for data collection and an analytical framework for data analysis.

The framework for language teacher education (Kelly et al., 2004) identifies the major elements in foreign language teacher education, dealing with "the structure of curriculum, the knowledge and understanding central to foreign language teaching, the diversity of teaching and learning strategies and skills and the kinds of values language teaching should encourage and promote" (Kelly et al., 2004, p. 4). The instrument toolkit (North et al., 2013) identifies training experience, key teaching competences and enabling competences regarding interculture, language awareness, and digital media. It serves as a reference for the ITE programs in preparing and supporting ELT pre-service teachers to become professionally competent in the 21st century digital media age, which is pivotal to the formation of ELT pre-service teachers' professional identity because "an important and useful part of teacher development is reflection on professional experiences, especially (but not only) day-to-day teaching" (North et al., 2013, p. 3). The framework for teaching (Danielson, 2014) identifies the aspects of teachers' responsibilities to define what teachers are able to know and do in their profession. This framework offers domains of teacher responsibility with key components, and is in correlation with a set of principles standardised for language teacher competences. Having these frameworks as a point of reference, my research focusses on Vietnamese ELT pre-service teachers' perceptions of innovative ITE practices collaboration, and exchange and mobility among the new generation of pre-service language teachers.

3.3 Research Design

In this section, I begin with my research design. I describe the selection of research sites and participants. I provide the procedures and data collection methods including the details of my design and actual data collection from multiple sources including surveys, program documents, focus groups, and individual interviews in the institutional contexts.

3.3.1 Research Design

My research project's main objective was to investigate ELT pre-service teachers' perceptions of their tertiary TESOL education; in particular, their initial education programs in a Vietnamese sociocultural EFL context. The mixed methods research approach is particularly appropriate to my study to investigate ELT pre-service teachers' perceptions. It provided better insights into the research problems that were identified through the measurement of ELT pre-service teachers' self-reported responses. And, these problems were substantiated and furthered developed through the qualitative analysis because utilising one type of either quantitative or qualitative data to address these problems would not be strongly sufficient (Creswell & Creswell, 2017).

My research employed a quantitatively driven sequential design (Christensen et al., 2015; Johnson & Christensen, 2016). In this design, quantitative data were gathered, and analysed first in sequence to provide context, shape, and inform the development of the qualitative research. My research design was appropriate for obtaining quantitative results measuring how Vietnamese ELT pre-service teachers perceived their initial education program regarding curriculum, pedagogical practices, and assessments among a large number of respondents. The results of the quantitative phase were a part of the answer to the research questions. These findings were then complemented and elaborated "through an in-depth qualitative exploration in the second phase" (Creswell, 2012, p. 543). Following my quantitative data analysis, qualitative data were gathered from semi-structured interviews

including focus groups and individual interviews in a basic interpretive qualitative design using thematic analysis (Braun & Clarke, 2006) as an interpretive framework for the data analysis.

I carried out my research at ELT pre-service teacher education divisions at eight main higher education institutions across Vietnam during the first semester of the academic year 2017-2018. This semester lasted 3 months from September to December in 2017. This was the seventh out of eight semesters in the institutional ELT pre-service teacher education programs because final year ELT pre-service teachers did not take courses on campus in the final semester. They only undertook their field-based teaching practicum at the upper secondary schools and prepared for their graduation examination, which may have made it difficult approaching and inviting them to participate in my research project.

My study involved multiple data collection steps in sequence including a survey, focus groups, program documents, and individual interviews. I obtained a good survey response rate (61%) and a rich data source of interviews and documents, though there were some minor changes to my initial plan prior to my data collection fieldtrip. Six out of eight institutions offered two periods of the field-based teaching practicum which were in semesters six and eight. The other two institutions offered only one period of the field-based teaching practicum which was in the final semester. Therefore, respondents at these two institutions did not provide their responses on the field-based teaching practicum in the surveys and in the further focus group interviews. Table 3.1 outlines the methodology undertaken in my research design.

In order to address the first research question regarding how Vietnamese tertiary ELT pre-service teachers understand their institutions' rationale for TESOL education in terms of curriculum, pedagogy, and assessment, I used three data sources including survey, focus

group interviews and individual interviews. Program documents were used as a reference resource to support interpretation of the data analysis and findings.

I surveyed final year ELT pre-service teachers and used SPSS software to analyse their responses based on the analytical framework described in Chapter 2. The survey asked ELT pre-service teachers to reflect on how they perceive their initial education programs regarding their opportunity to learn in curriculum structure, categories of knowledge, affective dispositions, school-based teaching practicum experience, and assessments of learning. Results from these data sources allowed me to understand their perceptions of initial education programs and identify potential gaps among institutional policies, pedagogical practices, ELT pre-service teachers' voices, and academic administrators' perspectives.

To answer the remaining research questions to obtain understandings of what Vietnamese tertiary ELT pre-service teachers expected and valued in their initial education programs, I collected qualitative data from eight focus groups and analysed them using thematic analysis. My analysis revealed further in-depth understandings of what ELT pre-service teachers voiced their initial TESOL education, expectations and valuing for their programs.

I collected the ITE program-related and policy documents issued by the Vietnamese MoET and eight institutions. I used these documents as a reference in the data analysis and interpretation of findings.

I conducted interviews with individual academic administrators at these eight higher education institutions. A key aspect of the interviews was discovering what the academic administrators voiced about the pedagogy of ITE, and policy at their institutions. I analysed these interviews employing thematic analysis. I aimed to gain understandings of these administrators' perspectives about how their institutional ITE programs prepared and

supported the ELT pre-service teachers, what they expected for improvements and valued for

their institutional ITE.

Table 3.1

Research Design

Research questions	Data	Data sources	Interpretive framework
1. How do Vietnamese tertiary ELT pre-service teachers understand their institutions' rationale for TESOL education in terms of curriculum, pedagogy, and assessment?	ELT pre-service teachers' perceptions of their initial education regarding OTL in curriculum, categories of knowledge and affective dispositions which underlie their professional competence, school-based teaching practicum experience, sense of preparedness for teaching, and satisfaction with their initial education program	Surveys distributed to final year ELT pre-service teachers at eight higher education institutions	A combination of frameworks by Kelly et al. (2004), North et al. (2013), and Danielson (2014)
	Program and policy documents regarding the contribution and distribution of knowledge categories and dispositional components within the program curricula constituting ELT pre-service teachers' professional competence preparation and support	- Higher education framework for English language teachers issued by MoET - ITE education program curricula from U1 to U8 - Institutional ITE education policy documents	Supported by revisited theoretical framework ELT pre-service teacher professional competence
	Academic administrators' perspectives regarding institutional education policy goals and curriculum	Individual interview protocol for academic administrators of ELT pre-service teacher education divisions	- Supported by revisited theoretical framework ELT pre-service teacher professional competence - Thematic analysis (Braun & Clarke, 2006)
2. What are Vietnamese tertiary ELT pre-service teachers' expectations for the curriculum, pedagogy, and assessment of their ELT education program? 3. What do Vietnamese tertiary ELT pre-service teachers value in their ELT education program?	- Further in-depth understandings of ELT pre-service teachers about their initial education - ELT pre-service teachers' unheard perspectives about what they expected and valued in their initial education program, and their levels of satisfaction with their initial education program	Interview protocol for focus groups with ELT pre-service teachers	- Supported by revisited theoretical framework ELT pre-service teacher professional competence - Thematic analysis (Braun & Clarke, 2006)
	Academic administrators' perspectives about the institutional pedagogy of ITE education, its policy intents, program curriculum design and implementation	Individual interview protocol for academic administrators of ELT pre-service teacher education divisions	

3.3.2 Research sites

Vietnamese tertiary education system is highly centralised with three levels of governance - systemic, external, and internal governance (Đỗ, 2014; London, 2010). The higher education institutions operate under the state's centralised governance, Ministry of Education and Training. The controlling role of the state is firmly stated as its "unified management of the national education system regarding objectives, programs, contents, and education plan" (Quốc Hội (National Assembly), 2005, Article 14, p. 5) in the Education Law 2005. MoET has the decisive power on issuing the curricular frameworks and ratifying the education curricular of the higher education institutions (Quốc Hội (National Assembly), 2005, Article 41). The Higher Education Law 2012 provided these institutions with greater power to make decision of their own education curricular and training management with regards to the instruction contents, assessment, quality assurance, and degree awarding (Quốc Hội (National Assembly), 2012, Article 36).

A purposeful sampling approach was chosen, fitting the principle of selection whereby the researcher selects a sample from which the most can be learned (Merriam, 2016). I selected eight main higher education institutions as research sites based on the following shared features. They are major ELT pre-service teacher education higher education institutions in three main regions – the north (three institutions), the centre (three institutions), and the south (two institutions) of Vietnam. They are state and comprehensive institutions with a long history of development. They are representative for training human resources of quality EFL teachers across the country in general and in three main regions. They offer a 4-year Bachelor of Arts (BA) in English Language Teaching program. These programs prepare ELT pre-service teachers for teaching English language in upper-secondary schools. They follow the higher education curriculum framework for ELT pre-service teacher education issued by MoET but decide on their own curriculum dimensions regarding the total

number of credit points ranging between 120 and 150, education content, pedagogical practices, assessments, and administration.

I prepared and sent Heads of eight institutions the research project information statement and consent forms to request their participation. I received eight consent forms for approval before my actual research was conducted. For ethical considerations, the official names of the eight institutions have been de-identified, labelled with numbers from one to eight, and coded as HEI1 to HEI8.

3.3.3 Participants

3.3.3.1 ELT pre-service teachers.

ELT pre-service teachers constituted the main group of research participants in my study. They were at the time enrolled in a 4-year BA in ELT program in the 2013-2017 cohort at eight institutions. They would become English teachers in upper-secondary schools once they had completed their initial education program. They were, at the time of my research conducted, from 21 to 23 years of age, undertaking their final year of studies, of both genders, varied in background and English language proficiency, and had completed the school-based teaching practicum. Some participants were from big cities and urban areas, even from the gifted upper secondary schools specialising in English. Some others came from the rural, isolated, and mountainous regions where English teaching and learning had many difficulties and limitations. Their English language proficiency ranged between intermediate and upper-intermediate levels. Most of the content of courses, lessons, and the ELT major was about English and taught in English. They used mostly English for their learning regarding communicating with instructors and peers, seeking and reading learning materials as well as doing tasks and assignments. I selected these final year ELT pre-service teachers as research participants because of their current and direct engagement in the 2013-2017 initial education programs. The sampling allowed the selected participants to provide their thorough

retrospective reflection and perceptions of their initial education program. A demographic

summary for survey sample is provided in Table 3.2.

I worked with the departmental administrators at the eight institutions to seek their

agreement and recruit the current final year ELT pre-service teachers. There was a total of

768 final year ELT pre-service teachers from the 2013-2017 cohort at the eight institutions at

the time I conducted my data collection. A total of 768 surveys were sent to the final year

ELT pre-service teachers at eight institutions.

Table 3.2

Survey Sample

Sample characteristics	n
Institutions invited to join the research project	8
Achieved sample of institutions	8
Surveys	
Distributed	768
Collected	499
Partial or incomplete responses	33
Usable responses	466
Gender	
Male	61
Female	404
Skipped	1
Periods of studies abroad spent	
No	407
Yes	59

From the final year ELT pre-service teachers who completed the survey, I randomly

chose a group of six members at each institution who volunteered to participate in a follow-

up focus group by providing their contact information at the end of the survey. Six ELT pre-

service teachers joining the focus groups were labelled and coded from number 1 to 6

associated with the coding of focus group interviews. The representation was not equal across

eight research sites, genders, or groups depending on the number of volunteers. The reason

for choosing eight institutions across the country with participants' mixed backgrounds was to explore the differences, if any, in perceptions with regards to the education curriculum, pedagogical practices, and assessments in different contexts from a diversity of participants. It was hoped the differences would help draw a more holistic picture of the field of TESOL education in Vietnamese context, and lead to more thorough answers to the research questions.

3.3.3.2 Academic administrators.

Academic administrators of ELT pre-service teacher education divisions from eight institutions were invited to join individual interviews. These administrators (n=8) were selected because they had extensive experience in ITE education and curriculum development as well as playing important roles in the development and administration of the institutional ITE program curricula under research. They had been working as teacher educators teaching in the programs for years. They had been working on the curriculum innovations, development, design, and revision within their institutional education programs. They had insightful perspectives about the education programs and policy.

After obtaining the Heads' consent, I approached the academic administrators of ELT pre-service teacher education divisions to supply them with the information statements and consent forms. These administrators also held their departments' administrative positions. I granted them opportunities to ask questions regarding my data collection to their satisfaction. They agreed to participate in the individual interviews by signing and returning the consent forms. Eight administrators were labelled and coded from AA1 to AA8, equivalent to the labels of HEI1 to HEI8, for the purpose of ensuring the anonymity of the research participants and convenience of identifying extracts. The participants details are presented as follows in Table 3.3.

Table 3.3

Research Participants for Individual Interviews

Higher education institutions	Academic administrators
HEI1	AA1
HEI2	AA2
HEI3	AA3
HEI4	AA4
HEI5	AA5
HEI6	AA6
HEI7	AA7
HEI8	AA8

3.3.4. Data collection methods

In this study, I collected data over a period of three months, from September 2017 to December 2017. I collected data from four main sources: a survey, a focus group interview with final year ELT pre-service teachers, program documents, and a semi-structured interview with administrators. I describe the details of data collection sequences as below.

3.3.4.1 Survey.

Rationale for employing survey

I chose to conduct a survey because it enabled me to collect a large amount of reliable and valid data regarding the factual, behavioural and attitudinal opinions in a large group (Dörnyei & Taguchi, 2010; Fowler, 2014; Fraenkel et al., 2012). Administering a survey is effective in terms of research cost and time, and allows the researchers to guarantee confidentiality and anonymity as well as process the collected data fast with the aid of computer software (Bryman, 2012; Dörnyei & Taguchi, 2010). Such a survey method is important and popularly used in numerous studies because the researchers can prepare the questions for a well-constructed survey that is useful for the research. In my research, to

investigate ELT pre-service teachers' perceptions of their initial education program at their institutions, I prepared a number of questions to investigate how they understood and perceived their professional competence achievement in terms of OTL in curriculum dimensions, knowledge categories and affective dispositions taught in their program, in practicum professional experience, in what and how they were assessed, and how satisfied and dissatisfied they felt with their initial education program associated with influential factors.

Survey development

My survey was adapted from Kelly et al. (2004), North et al. (2013), and Danielson (2014) (see Appendix H). The framework for language teacher education (Kelly et al., 2004) proposes elements for language teacher education in the 21st century and "has been established as a non-mandatory frame of reference containing examples of good practice and innovation, as well as information about the issues language teacher education programmes encounter" (p. 9). It does not cover a separate section for key elements relating to ELT pre-service teachers' teaching practicum; therefore, these key elements were selected and included in the previous sections (structure of the curriculum, knowledge and understanding, strategies and skills). The instrument toolkit for language teachers' competences (North et al., 2013) describes the key aspects of language teaching competence of foreign language teachers spanning six phases of development ranging from novice teacher or preservice teacher to experienced and expert teacher. This framework is the successor of the framework for language teacher education (Kelly et al., 2004) in supporting the assessment of preparation of language teaching competences for ELT pre-service language teachers in my research with varied opportunities of experience. This framework aims to enhance the quality and efficacy of the language teacher education and professional development from pre-service teachers to in-service and expert ones. The framework for teaching (Danielson, 2014)

identified the aspects of teachers' practices promoting the pre-service teachers' professional learning through a correlation of the framework components and standards for new teachers clustered in four main domains. Among a set of standardised principles, those of the pre-service teacher assessment and reflections on teaching were selected for adaptation. Some original elements irrelevant to my research were removed or modified. Some elements that may confuse Vietnamese ELT pre-service teachers were rephrased.

Because the indicators developed in one context may be used elsewhere for comparative purpose or adapted due to their usefulness (Harkness, 2008), my research used a survey built from these sources to seek the answers for the research questions regarding how ELT pre-service teachers understand the rationale for their initial education. My survey included three main parts and each main part contained sections seeking the final year ELT pre-service teachers' responses. The questions were developed and structured to align with the categories included in the revised interpretive framework. My survey was designed in the form of a 4-point Likert scale from 1 to 4 indicating the different degrees of the intensity (*no opportunity* = 1, *ample opportunity* = 4), opinion (*strongly disagree* = 1, *strongly agree* = 4), and feeling (*very dissatisfied* = 1, *very satisfied* = 4). The *middle* point of *neither little opportunity nor some opportunity*, *neither agree nor disagree*, *neither satisfied nor dissatisfied* as in the 5-point original Likert scale model was purposefully removed from this survey. This removal encourages the final year ELT pre-service teachers to think thoroughly before making their final decision on indicating the extent to how much *opportunity* they were provided to learn, or to which they *disagree* or *agree*, or to how they feel *dissatisfied* or *satisfied* with the questions surveyed because "there is no absolute standard for the number of response options to be used on Likert scales (and on rating scales in general" (Dörnyei & Taguchi, 2010, p. 28). The ELT pre-service teachers may have had difficulty in differentiating degrees of opportunity provided, disagreement/agreement and

dissatisfaction/satisfaction, making the responses unreliable if my survey had used a many-point Likert scale model (Dörnyei & Taguchi, 2010). There were two questions added using multi-item scales to measure ELT pre-service teachers' perspectives on "a range of aspects associated with the target concept" (i.e. purposes for ICT use, to teach students purposes for ICT use) (Dörnyei & Taguchi, 2010, p. 25). Open-ended questions were added to "permit a greater freedom of expression and provide a greater richness" of responses (Dörnyei & Taguchi, 2010, p. 36).

Table 3.4 illustrates how I constructed my survey. The first part collected the demographic data of the respondents. Part one included nine sections covering the key elements in terms of curriculum of pedagogy regarding curriculum structures, key teaching competences and knowledge taught, and assessments used (see Appendix 4). Part two was added to the survey focussing on ELT pre-service teachers' school-based teaching practicum experience. Part three included five sections referring to their preparation for teaching and satisfaction with their education program. The respondents expressed how much opportunity they were provided to learn or whether they agreed or disagreed with the statements by choosing a point on this scale. A summary of the survey is provided as follows in Table 3.4.

Table 3.4

Summary of the Survey

Sections	Content
1. Participants' demographic information	Three questions collecting demographic information on gender, the higher institution the participants are studying at, and the period of studies abroad.
2. Views on curriculum structures	Ten questions addressing the final year ELT pre-service teachers' perceptions of the curriculum structure.
3. Views on curriculum update	One question covering the ELT pre-service teachers' perspectives on their curriculum update. One open-ended sub question was included here inviting their comments on the evaluation and updating of the curriculum.
4. Views on key teaching competences and categories of knowledge taught	One hundred and fifty-three questions covering the pedagogical practices regarding what categories of knowledge and affective dispositions taught.
5. Views on the assessment strategies used	Twenty-three questions exploring what and how the ELT pre-service teachers were assessed in their learning-to-teach.
6. Views on their school-based practicum experience	Fifteen questions examining the ELT pre-service teachers' field-based professional experience.
7. Participants' future plans when finishing their study	One question exploring the ELT pre-service teachers' future plans.
8. Participants' satisfaction about their initial education program	One question covering how satisfied the ELT pre-service teachers felt with their education program. Two open-ended sub questions were included here inviting their comments on the dimensions of their programs they felt satisfied and dissatisfied.

Survey translation and vetting

My survey was written in English, then translated into Vietnamese. The back-translation method was employed to make the translation objective and accurate (Green & White, 1976; Liamputtong, 2010) and assist the researcher "judge the equivalence and quality of the translation" (Liamputtong, 2010, p. 152). The procedure began with the independent translation of the survey from English into Vietnamese by the researcher and two other native Vietnamese current PhD candidates in Australia. Once completed, they met and compared

the translated versions of survey. The survey questions of three translations were highly similar in meaning, with some minor differences in word choice. The translated survey was then completed by three translators. The Vietnamese version of the survey was then sent to my three colleagues who are English lecturers at higher education institutions in Vietnam to ask them to vet and then to translate back to English without sighting the original English survey. The back-translation result was then carefully compared with the original English survey for matches and mismatches, which showed that the survey questions of the back-translation version were about 94% similar in meaning to the original English survey with some minor discrepancies in word use. All documents including the Vietnamese version of the survey, the original English survey, and three English back-translated versions were then thoroughly examined by the two native Vietnamese PhD candidates in Australia. They all agreed the survey questions were about 94% similar in meaning, and some minor amendments were made in the Vietnamese version of the survey for consistency.

Survey distribution and administration

After I gained the approval from Heads of institutions, I worked with each institution's department office staff to distribute the information statements and the surveys in hard copies and online form to 768 final year ELT pre-service teachers at the eight institutions. I put a secured box in front of the department office for the returned hard copies of surveys. The link to the online surveys was included in the information statements. After reading carefully the information statements, the final year ELT pre-service teachers who consented to participate in my research project completed and returned the hard copies of surveys in the secured box located in front of the department office or clicked the link provided to complete and submit online. In total 499 surveys in both forms were collected.

3.3.4.2 Focus groups.

I chose to conduct focus groups because they involve social interactive discussions of small groups between six to eight individuals who are knowledgeable about a specific issue or some particular topics formed by the researcher (Bryman, 2012; Christensen et al., 2015; Hennink, 2014; Lune & Berg, 2017; Merriam, 2016; Morgan, 2001). Focus groups are used as a research technique to collect qualitative data when the researchers want to capture the participants' perceptions, perspectives, beliefs, and attitudes about a particular given theme or topic through interaction within the group from which can emerge the participants' views producing insights and data, rather than in a one-to-one interview (Cohen et al., 2013).

> Perhaps the most unique characteristic of focus group research is the interactive discussion through which data are generated, which leads to a different type of data not accessible through individual interviews. During the group discussion participants share their views, hear the views of others, and perhaps refine their own views in light of what they have heard. (Hennink, 2014, pp. 2-3)

When conducting my focus groups, I attempted not to be intrusive as an interviewer but play the role of a facilitator or a moderator running and guiding the interactive interactions among the participants (Bryman, 2012; Lune & Berg, 2017). The members of focus groups are encouraged to contribute openly both their experiences and opinions with more reference to the contents of discussions (Flick, 2014) , to express their views comfortably, to promote their thinking and reflect on each other's perspectives and experiences (Cohen et al., 2013). Data collected from the focus groups help the researchers capture a range of perspectives and tap into in-depth information about what the participants think about, how they think about, and why they think about the particular research themes or issues.

I conducted eight focus groups with final year ELT pre-service teachers who responded to and provided their contacts after the survey completion and analysis. The use of focus groups was to help me discover the hidden rationales, experiences, perceptions, and perspectives about the themes which emerged from the results of the quantitative data analysis, about ELT pre-service teachers' expectations and valuing of their initial education program. This data source was important for validating the quantitative data analysis results, triangulating the data sources, and identifying further themes of the qualitative data analysis. The rationale was that my research aimed to examine not only ELT pre-service teachers' perceptions of their initial education program but also their attitudes and beliefs when they engaged in the pedagogical process.

I employed focus groups with a group of six final year ELT pre-service teachers at each institution, involving 48 research participants at eight institutions. The topics for focus groups can be seen in Appendix I. The focus groups lasted between 30 and 60 minutes and were all audiotaped fully with the permission of the group members after they read the participant information statement (see Appendix F) and signed the consent form (see Appendix G). During the focus groups, the participants used mostly Vietnamese and sometimes switched to English when they felt comfortable. Eight focus groups were conducted in the classrooms, which was convenient for the participants after their class hours. I transcribed all the focus groups recordings. The focus groups transcripts were then translated into English utilising the back-translation method (Green & White, 1976; Liamputtong, 2010) for data analysis because the final results were to be presented in English. The information about the eight focus groups is provided as follows in Table 3.5.

Table 3.5

Details of Eight Focus Groups

Focus group code	Venue	Time length (in minutes)	Participant code for each group
AF	Classroom at HEI1	44:32	from AF1 to AF6
BF	Classroom at HEI2	37:22	from BF1 to BF6
CF	Classroom at HEI3	34:01	from CF1 to CF6
DF	Classroom at HEI4	58:50	from DF1 to DF6
EF	Classroom at HEI5	33:09	from EF1 to EF6
FF	Classroom at HEI6	41:14	from FF1 to FF6
GF	Classroom at HEI7	56:43	from GF1 to GF6
HF	Classroom at HEI8	59:50	from HF1 to HF6
Total		**364.21**	

3.3.4.3. Document analysis.

Document analysis has been popularly used in numerous mixed-methods studies as a means of research methods to triangulate, validate, and corroborate collected data (Bowen, 2009; Yin, 2009). Written documents provide a useful and rich source of information (Patton, 2002), revealing data "about the program – things that cannot be observed, things that have taken place before the study began" (Merriam, 2016, p. 164), or things "that might be otherwise unknown through direct observation" (Patton, 2015, p. 376).

I collected the ITE program-related and written policy documents from the academic administrators at eight institutions with their permission before I conducted the individual interviews with them. These types of documents were issued at governmental, ministerial and institutional levels. The administrators also asked me to access their institutions' and departments' websites for further documents. These types of documents were useful in corroborating the specific details of the eight institutions and assisted me to "make inferences from the documents" (Yin, 2009, p. 163). The details of documents are presented as follows in Table 3.6.

Table 3.6

Documents of Program and Policy

No.	Documents and kind of information extracted	Sources
1	HE curriculum framework for the ITE. General information, learning outcome standards and content has been extracted.	Vietnamese MoET
2	HEI1-HEI8 ITE program. General information, learning outcome standards and content has been extracted.	HEI1-HEI8

The use of document analysis as a supplementary method and a reference source in my research was aimed at triangulating the data collection methods to increase the objectivity, to breed the credibility and to reduce the bias to the research (Bowen, 2009). Although these types of documents were not the primary data source, they provided me with rich and evident information about the practices of policy-related administration and pedagogy in the existing curriculum, how they shaped the teacher preparation, and what educational perspectives and values were examined. These types of documents also provided useful information for the discussion of the findings.

3.3.4.4. Academic administrator interviews.

I chose to conduct interviews as they are one of the effective, flexible and widely used research methods to collect and interpret qualitative data which can interface with and shed light on quantitative data (Bryman, 2012; Cohen et al., 2013; Merriam, 2016; Neuman, 2011). Interviewing, defined as "a conversation with a purpose" (Berg, 2009, p. 101) is a necessary and important technique to understand "what is on their mind–what they think or how they feel about something" (Fraenkel et al., 2012, p. 451), what insights they contribute, and to find out things regarding behaviour and feelings that cannot be directly observed (Merriam, 2016; Patton, 2015).

> The fact of the matter is that we cannot observe everything. We cannot observe
>
> feelings, thoughts, and intentions. We cannot observe behaviors that took place at
>
> some previous point in time. We cannot observe situations that preclude the presence
>
> of an observer. (Patton, 2015, p. 426)

I employed interviews, specifically semi-structured interviews and focus group interviews, as one of the main methods to collect meaningful and rich responses because they allowed me to approach "closer to an individual's perspective" (Kayrooz & Trevitt, 2005, p. 10) , to capture further in-depth information, to measure attitudes and interests, and to explore perceptions, perspectives, feelings and values (Christensen et al., 2015).

In my study, I used the semi-structured type of interview among the three forms of interview (structured, semi-structured, unstructured). It is "somewhere between the extremes of the completely standardized and the completely unstandardized interviewing structures" (Lune & Berg, 2017, p. 69) and involves "a mix of more than less structured" (Merriam, 2016, p. 110) elements. It focusses on particular themes of the research topic, openly exploring the participants' perceptions, opinions as well as attitudes, what particular issues the participants value, how they look at and feel about the particular issues rather than using structured or standardised interviews (Cohen et al., 2013; Kvale, 2007).

I conducted eight individual semi-structured interviews with eight academic administrators of ELT pre-service teacher education divisions in the follow-up phase to examine their perspectives about their practices of institutional policy-related administration and pedagogy. My study is unique and original in the essence of asking ELT pre-service teachers' perspectives of their education program which were rarely asked in other studies. Then, I was aimed at contrasting the administrators' perspectives to ELT pre-service teachers' perceptions of their program. This contrasting was crucial to provide a great contextualisation of students' opinions and similarities and differences between these two

stakeholders. With a designed interview guide, I asked the interviewees several open-ended

questions which were developed from the results of the quantitative data analysis in the

previous step. I tried to probe the interviewees' perspectives and perceptions of the issues

emerged. These issues mainly related to the institutional policy intent, program curriculum,

pedagogical practices, and assessments, with focus on ELT pre-service teachers' achievement

of professional competence. The individual interview protocols can be seen in Appendix J.

The interviews were all audio-recorded fully to ensure accurate interpretation. Participants

gave permission by reading the participant information statement (see Appendix D) and

signing the consent form (see Appendix E). During the interviews, Vietnamese was used for

the participants to feel comfortable, but they sometimes switched between Vietnamese and

English when talking about their perspectives and sharing with me other ideas, issues, and

relevant experiences. Each interview lasted between 30 and 45 minutes. The interviews were

conducted in the academic administrators' offices or departmental staff rooms or in places

where the interviewees said they felt comfortable and were convenient in terms of travelling

and time arrangement. There was no third person present during these interviews.

I transcribed the interviews. The interview transcripts were then translated into

English employing the back-translation method (Green & White, 1976; Liamputtong, 2010)

for data analysis because the results were interpreted in English. The interviewees were

allowed to read the interview transcripts and make any comments or changes. The

information about these interviews is provided as follows in Table 3.7.

Table 3.7

Individual Interviews

Participant code	Venue	Time length (in minutes)
AA1	AA1's office	44:28
AA2	Staff room	42:48
AA3	AA3's office	37:67
AA4	AA4's office	41:05
AA5	Coffee shop	44:30
AA6	Staff room	32:10
AA7	AA7's office	36:03
AA8	AA8's office	44:50
Total		**322.41**

3.4 Data analysis and management

3.4.1 Quantitative data

The participants were asked to choose their response from the multi-typed options of the survey. Data were analysed utilising IBM SPSS Statistics 25.0. I used descriptive statistics with the closed-ended questions, coded the open-ended responses manually and with the help of NVivo software, and analysed them using thematic analysis (Braun & Clarke, 2006). Prior to analysis, I checked all variables for missing data and consistency, coded for SPSS file, cleaned and screened for fixing errors, and examined for data entry accuracy. In general, I employed the form of frequencies and percentages for simple calculations in order to produce a distribution of ELT pre-service teachers' responses for the discussion of their perceptions, attitudes, and understandings towards the rationale for their initial education in terms of curriculum, pedagogy, and assessment. Depending on different questions, for advanced inferential statistics, assumptions of tests were conducted to examine which tests were appropriate for the data analysis by employing parametric tests (e.g. t-test,

ANOVA, correlations), and which tests were not appropriate by applying non-parametric tests (e.g. chi-square tests, Kruskal-Wallis and Mann-Whitney tests). The parametric tests were to test whether there was any difference between groups. The non-parametric tests were to test if there was any relationship between the survey items and demographic variables.

3.4.2 Qualitative data

I employed thematic analysis to analyse the qualitative data including focus group and individual transcripts, and program documents (Braun & Clarke, 2006; Gibson & Brown, 2009). Thematic analysis is regarded as "a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). It aims to search and investigate the commonalities, relationships, and divergences of the aggregated themes generated within and across the data set (Gibson & Brown, 2009). The themes represent important patterned responses regarding the research question (Braun & Clarke, 2006). The rationale for choosing the thematic analysis method for the qualitative phases related to the advantages as below. Thematic analysis

> can usefully summarize key features of a large body of data, and/or offer a 'thick description' of the data set; can highlight similarities and differences across the data set; can generate unanticipated insights; allows for social as well as psychological interpretations of data; can be useful for producing qualitative analyses suited to informing policy development. (Braun & Clarke, 2006, p. 97)

I followed Braun and Clarke's (2006) six phases for inductive thematic analysis, adopting the data-driven form. My thematic analysis underwent six phases, suggested by Braun and Clarke (2006), and summarised as follows (1) Familiarising the data: Transcribing and translating the data, read and re-read the data; (2) Generating initial codes: Coding systematically features of the data across the entire data set, collating data relevant to each code. The NVivo program was used for qualitative data analysis; (3) Searching for themes:

Collating codes into potential themes, gathering all data relevant to each potential theme; (4)

Reviewing themes: Checking how themes work in relation to the coded extract (Level 1) and

the entire data set (Level 2), generating thematic maps of the analysis; (5) Defining and

naming themes: Refining the specifics of each theme, generating clear definitions and names

for each theme, refining the consistency of the story the analysis tells; (6) Producing the

report: Selecting vivid, compelling extract examples, final analysis of selected extracts,

relating back from the analysis to the research question and literature, producing a scholarly

report of the analysis.

Quantitative analysis informed the theme of OTL and provided the development of

the qualitative analysis. I used thematic analysis to code my qualitative data, aggregate the

coding to patterns and inform the categories to emerge new themes regarding how ELT pre-

service teachers perceive the quality of their program. Their experience in OTL and the

quality of their programs informed how they feel prepared for teaching. The relationship of

these themes was substantiated through ELT pre-service teachers' perceived experience in

their general satisfaction and dissatisfaction.

3.4.2.1. Interviews.

I analysed the qualitative data including the open-ended questions in the survey, the

individual interviews, and the focus groups manually and using the NVivo software. The

NVivo software provides powerful tools for storing, sort, and organising data in one

platform; coding, categorising, classifying, and analysing data; and visualising and reporting

on data. Steps I utilised to analyse the qualitative data with the assistance of NVivo software

are depicted as follows.

Once completion of individual interviews and focus groups transcribing and

translating, I imported the electronic files of these qualitative data sources into NVivo for the

convenient process of coding, generating themes, and searching for relationships among the

themes. I applied microanalysis technique and coded each document file line-by-line, by sentence, and paragraph to "generate initial categories", to "uncover new concepts" and to "develop the relationship among concepts" (Strauss & Corbin, 1998, p. 57). During the process of coding, I also looked back at the data sources in nodes to check, modify and change any coded texts or coded additional texts from the original document files around the initial coding then added these to nodes or even renamed the nodes if necessary. Because of my increasing understanding of the data, I could modify and re-code the data for efficiency.

3.4.2.2. Document analysis.

I utilised the NVivo software to analyse the ITE program and policy documents. I imported the electronic files of these documents into NVivo, then analysed and coded them into the key components of knowledge and affective dispositions. My analysis aimed to explore how the programs operated in the preparation of ELT pre-service teachers. The focus for the documents analysis included two key components of knowledge and affective dispositions. This analysis assisted me to identify what components the program curricula covered to improve ELT pre-service teachers' professional competence preparation. The proportion of each category of knowledge was calculated based on the percentage of the total credit points for each category of knowledge per the total number of credit points for the ELT pre-service teacher education program. Program features emerged and were presented through this analysis process. Comparative relationships were identified among the key components within and across the curricula.

3.4.3. Data management

My surveys were distributed both online using the Survey Monkey service and in the form of hard copies. The hard copies were stored for analysis and reference in a locker at my office at the University of Newcastle, where only I had access. After completion of the thesis,

these copies will be stored in a secure place at The University of Newcastle for 5 years before being destroyed.

I backed up and encrypted the recordings of all interviews, the electronic files of interviews transcriptions and documents of program and policy. These files will be stored at the University of Newcastle for 5 years after the thesis completion.

3.5. Ethical considerations

The ethics application for conducting the present research was reviewed and approved on September 5th, 2017 by The University of Newcastle Human Research Ethics Committee, numbered H-2017-0252 (see Appendix A).

Before my research fieldwork began in September 2017, Heads of eight research sites had signed a consent form allowing me as the researcher to approach academic administrators of ELT pre-service teacher education divisions and final year ELT pre-service teachers to invite them to participate in the fieldwork (see Appendix B for information statement for institutional head, Appendix C for consent form for institutional head). To ensure mutual respect and partnership between the participants and me, I gave the participants the rights to be willing to stay in or withdraw from the research at any time without any reason during the fieldwork. The participants were allowed to choose the venue and time for the interviews. They were provided with detailed information about the nature and purpose of the research, about the benefits and possible risks from joining in the research, and about how to raise a concern or make a complaint. They were also offered an opportunity to check whether their opinions were accurately interpreted and presented by the researcher. All the information statements and consent forms were also translated into Vietnamese so that the research participants were sure to fully understand the content. The academic administrators who agreed to participate in the individual interviews gave their consent by signing a consent form (see Appendix E for consent form for academic administrators) after carefully reading an

information statement on the research provided (see Appendix D for information statement for academic administrators). The final year ELT pre-service teachers consented to join in the fieldwork by completing and submitting the surveys provided online at www.surveymonkey.com and in the form of hard copies that were distributed with an information statement on the research (see Appendix F for information statement for ELT pre-service teachers). The final year ELT pre-service teachers who agreed to participate in the follow-up focus groups interviews gave their consent by signing a consent form (see Appendix G for consent form for ELT pre-service teachers). The signing of the consent forms showed that the research participants were fully aware of all their rights.

In order to ensure their confidentiality, I coded the participants' names with letters and numbers (e.g., AA1 – AA8, AF1 – AF6). I myself conducted all the research processes: obtaining the consent for the fieldwork, recruiting the participants, collecting the data, doing the member-checks, transcribing and translating the data, analysing the data, reporting the results, presenting and discussing the research findings. The anonymity of the respondents of the surveys was also guaranteed because the participants were not required to provide any personal information, including which classes they had been enrolled in. The collected data were not made known to any third party. The summary of the results was sent to the participants who had indicated wanting to receive the findings.

3.6. Initial interpretation of the results

Looking over all my data, I report the major findings. My research focussed on investigating how ELT pre-service teachers perceived and felt satisfied with their TESOL education in their program. It examined factors influencing how and with what they felt satisfied and dissatisfied. My study also analysed missing voices and expectations from ELT pre-service teachers and academic administrators of their initial education programs across eight institutions. I got an interesting split between a set of higher education institutions that

shared ELT pre-service teachers' general satisfaction with their initial education program versus a group of the remaining that did not. Based on the quantitative data analysis and broad categorisation, I can say that a cluster of seven higher education institutions (HEI1, HEI2, HEI3, HEI5, HEI8, HEI4, HEI7) where the ELT pre-service teachers' general satisfaction was high and a cluster of one remaining (HEI6) with a trend of low general satisfaction. This institution is significantly different.

3.7 Chapter summary

In Chapter 3, I presented and justified the methodology undertaken in my research project, which was aimed at investigating how ELT pre-service teachers perceive their initial education programs in terms of curriculum, pedagogy, and assessment. My research embraced pragmatism philosophy as a research worldview and employed an explanatory sequential mixed methods research paradigm. I used multiple data collection methods including a survey, a focus group interview, document analysis, and an individual interview. I included eight main higher education institutions as research sites. The representative diversity of research sites and participants provided me with various and holistic views on the research problem.

I conducted data analysis in sequence in which the quantitative results shaped the qualitative data, and substantiated the research findings. Descriptive statistics was employed to the quantitative data analysis based on the frequencies distribution and the form of response percentage. Inferential statistics was used to conduct the tests regarding the significant difference across groups of participants. Thematic analysis was applied to analyse the qualitative data to validate, to corroborate the research themes emerged in the quantitative data analysis phase, and to create new categories. I utilised the framework of ELT pre-service teacher professional competence as theoretical underpinnings for an interpretive framework as a guide for data collection and analysis.

Also, in this chapter I presented considerations regarding my research design'

significance, confidence and ethics approval.

In the following four chapters, I report the results from the data analysis procedure as

discussed in this methodology chapter. I structure the three chapters of the results accordingly

with the emergence of key themes utilised as major findings to address my research goals on

how Vietnamese ELT pre-service teachers perceive the rationale for their institutions'

TESOL education, what they expect and value in their initial education program. These

research goals underlie my overarching research question.

In Chapter 4, I will present ELT pre-service teachers' general satisfaction and

dissatisfaction with their initial education programs based on three emerging themes: OTL,

the quality of the program, and preparedness for teaching. Their satisfaction was interpreted

in terms of program curriculum, pedagogy, assessment, and provision. Although most of ELT

pre-service teachers responded to be generally satisfied with their program, they reflected

feeling dissatisfied. In Chapter 5, I will present the distribution of their levels of satisfaction

with their initial education across 8 institutions categorised into 2 clusters. In Chapter 6, I will

look at one cluster as a case in which ELT pre-service teachers expressed their significant

dissatisfaction with their program. In Chapter 7, I will present academic administrators'

perspectives about their current program across eight institutions. I then will compare their

perspectives with ELT pre-service teachers' perceptions to identify their issues, expectations

and valuing for improvements in their programs.

Chapter 4: ELT pre-service teachers' general perceptions of the ITE

4.1 Introduction

In Chapter 2, I described an overview of theoretical underpinnings and arguments of these three aspects around Inner Circle, Outer Circle and Expanding Circle contexts (Kachru, 1985). I reviewed previous research regarding pre-service teachers' perceptions of English language teacher preparation programs in terms of curriculum, pedagogy and assessment. I concluded Chapter 2 with a conceptual framework to understand the perception of the interconnectedness around these components and the desirable professional competence in English language initial teacher education. In Chapter 3, I presented my research design through two phases of data collection and data analysis.

My research was aimed at understanding ELT pre-service teachers' perceptions of their initial education. In order to gain an insight into how pre-service teachers regard their initial education, first and foremost, it is necessary to understand their beliefs about their institutions' rationale for initial education. On the whole, the majority of ELT pre-service teachers (77.8%) expressed high satisfaction with initial teacher education (M = 2.82, SD = 0.54), with some exceptions. Of the participants surveyed, 22.2% indicated their dissatisfaction. Twenty-three respondents did not provide a response. Pre-service teachers may be dissatisfied with their programs because they do not really understand or poorly perceive what is their program's rationale. What and how much pre-service teachers know about their programs impact on their satisfaction; in particular their understanding, expectations, and valuing of programs. Table 4.1 presents the students' general perceptions.

Table 4.1

ELT Pre-service Teachers' General Perceptions of ITE

No response	Very dissatisfied		Dissatisfied		Satisfied		Very Satisfied		M	SD	Total	
N	N	%	N	%	N	%	N	%			N	%
23	6	1.4	92	20.8	320	72.2	25	5.6	2.82	0.54	466	100

In this chapter, I discuss pre-service teachers' general satisfaction and dissatisfaction with their initial education programs. Quantitative and qualitative data suggest that pre-service teachers' satisfaction and dissatisfaction can be generally understood around three emerging themes. These three themes are opportunity to learn within the ITE program, quality of the ITE program, and preparedness to teach after the ITE program.

My major findings are that ELT pre-service teachers are both satisfied and dissatisfied with the opportunity to learn within the program, the quality of the program, and their preparedness to teach after the program. The OTL within the program received more ELT pre-service teachers' satisfaction than the quality of the program (n = 112 and n = 104 out of 171, respectively). ELT pre-service teachers were more dissatisfied with the quality of their program than the OTL within their program (n = 98 and n = 73 out of 133, respectively). Both ELT pre-service teachers' least satisfaction and dissatisfaction related to their preparedness for teaching (n = 61 out of 171 and n = 21 out of 133, respectively). I begin this chapter with a discussion of how pre-service teachers are satisfied with three aforementioned themes.

4.2 ELT pre-service teachers' general satisfaction with OTL within the ITE program

Most of the ELT pre-service teachers across all institutions in my research perceived a high presence of OTL within the ITE program (n = 112 out of 171). Responses indicated that OTL in curriculum was most central to students. ELT pre-service teachers were less satisfied

with the OTL in pedagogy and the OTL in the program's provision. The OTL in assessment received the least student satisfaction.

4.2.1 OTL in the ITE program's curriculum

ELT pre-service teachers perceived that the structure of each program's curriculum across all institutions in my study provided them with a high volume of opportunity to undertake initial education and training as an English teacher to obtain recognised qualifications (n = 79). The programs' curricula emphasised OTL content, core courses of ELT major and school-based teaching practicum.

Pre-service teachers reflected that their programs' curricula provided the content OTL with a key focus on professional competence development (n = 46). Responses from the open-ended survey questions and focus group discussions indicated that the programs' curricula across institutions prioritised the development of knowledge base, skills, and attitudes. Survey respondents wrote that their curricula adequately provided both theoretical and practical categories of disciplinary knowledge of their ELT major (n = 30). Specifically, two respondents commented that, "I felt satisfied with my initial education program's curriculum because it provided all essential aspects such as professional knowledge, skills and disposition for teaching profession in order to educate a competent future English teacher" (R044, R149).

Students reported that their curricula provided opportunities to enhance English language knowledge and proficiency in order to meet the requirements for graduation and desired ELP (R001, R083). One central student said that, "The program's curriculum at our institution gave students opportunities to develop CEFR-based English language skills. Most students met the prerequisite that graduates' ELP must reach the C1 level of CEFR" (DF4). Two northern student interviewees agreed that enhancing foundational English language knowledge was one of the key foci in their programs' curricula (AF3, BF5).

Students' responses stated that the programs' curricula emphasised developing students' professional and supplementary skills. ELT pre-service teachers were offered opportunities to experience assessed learning-to-teach practice. Students undertook supervised, observed and assessed small group teaching with classmates. They received constructive feedback and evaluation from both peers and lecturer (see Table 4.2 in Appendix K). Responses from the open-ended survey questions showed that the curricula across all institutions provided ELT pre-service teachers with sufficient professional skills and strategies in order to teach upper secondary students (n = 28). One respondent commented that, "My program's curriculum adequately provided me with essential professional skills for teaching English language" (R112). One northern student elaborated their experiences of professional learning practice in that,

> Students had opportunities to practise professional learning every year. We practised and mastered the process of teaching a lesson step-by-step. We were faced with a variety of given practical pedagogical situations and discussed ways to find appropriate solutions. We found these sessions on professional learning effective and useful for our future teaching profession. (AF5)

How to develop ELT pre-service teachers' positive attitudes towards the learn-to-teach process was also one of the foci in the programs' curricula across institutions. Two open-ended survey responses reported that the curricula aimed to instruct students dispositions for future teaching profession (R112, R149).

The programs' curricula across all institutions provided ELT pre-service teachers with opportunities to learn core courses of their ELT major (n = 29). Respondents pointed out that these core courses equipped and shaped ELT pre-service teachers' professional competence which importantly contributed to their future profession and employability. For instance, some courses were namely ELT Methodology 1, 2, 3, Language Testing and Assessment,

British Culture, American Culture, Professional Learning and Development, Linguistics and Discourse Analysis (R316, R250, R230). One northern student added another course which was Intercultural Communication and agreed about the importance of ELT major's courses in that,

> Personally, courses of my major were interesting, good and useful. I had not expected to learn such professional knowledge and skills before. For example, I perceived that English is an international language at the present. We also had opportunities to learn courses regarding intercultural communication. I found them useful and supportive of my work elsewhere apart from teaching at classes. (CF4)

ELT pre-service teachers noted that their programs' curricula provided them with a great deal of opportunity to undertake teaching practicum not only domestically but also overseas (n = 16). I found that while the domestic teaching practicum was a required component, the overseas practicum, which varied across institutions, opened an exchange and integrated opportunity to prepare ELT pre-service teachers well for their future profession and employability. Students were provided clear and detailed guidelines and requirements for their teaching practicum. Students were instructed to value mentoring and to develop a professional rapport with their school supervising mentors. Students had opportunities to learn about interactive, group and peer-assisted teaching and learning or adopting various approaches to meet personalised learning needs. Students had an incredible number of opportunities to observe real teaching hours performed by their mentors and peers, to gain real teaching experience during their school-based teaching practicum (see Table 4.3 in Appendix K). These hours varied depending on their school mentors' supervision and their peers' approval.

Findings reveal a high volume of OTL in the ITE programs' curriculum in terms of content, core courses of ELT major, and school-based teaching practicum. I will report the presence of OTL in the pedagogical practices in the next section.

4.2.2 OTL in the pedagogical practices

ELT pre-service teachers had a high volume of opportunity to learn professional competence regarding categories of knowledge and disposition (n = 73). Responses from the closed-ended survey reflected that pre-service teachers were taught content knowledge (CK), pedagogical knowledge (PK), pedagogical content knowledge (PCK), technological knowledge (TK), psychological knowledge (PsK), and enabling competences with respect to intercultural competence, language awareness and disposition of English teaching and learning (See Table 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9 in Appendix K). In the meantime, the open-ended survey participants and focus group students asserted that they received ample opportunity to learn professional competence which focussed on core categories of knowledge and skills of their ELT major, experiential and practical experiences inside and outside classroom (n = 48). These core categories of knowledge and skills mainly related to content knowledge, pedagogical knowledge, pedagogical content knowledge and experiential skills. Respondents wrote in the open-ended survey questions that they were taught a focus on content knowledge, pedagogical knowledge, pedagogical content knowledge and crucial skills of their ELT major (n = 37). Some essential skills related to key teaching competences, enabling competences, teacher disposition and quality for teaching profession (R112, R149, R211, R117). One survey respondent commented that, "Categories of knowledge and skills which I was taught were really useful and important for my future employment as an English teacher" (R141). Two students from a northern institution expressed their opinions that,

> Our curriculum structured the pedagogy of content knowledge in the first half of our
>
> program. I meant in the first two years. I thought that it built our firm content

knowledge background which was clearly evident in our opportunities for employment as an English teacher. In the second half of our program, we had opportunities to learn thoroughly pedagogical knowledge and pedagogical content knowledge. We were taught theories of teaching, ELT methodologies, and how to organise classroom activities, etc. I found that when our institutions' students were employed, their professional competence was much better than those at other institutions. (CF3)

CF1 agreed with CF3's opinions about her skilful professional competence gains in that she was competent doing tasks which an English teacher needed to master after graduation. These tasks referred to how to teach effectively and variously, developing curriculum and syllabi, compiling and developing teaching materials, discovering reference resources, designing test and examination papers, and even how to perform board-writing efficiently. This student also admitted that,

I only recognised these competences useful and important when I was employed although I had already been taught. For example, I felt confident of discussing and sharing knowledge of how to teach, theories of teaching and learning, curriculum modification and development with colleagues or administrators in academic meetings. I found it easier and more comfortable communicating with colleagues. Another example was about intercultural communication as aforementioned by CF3. When we worked with foreign teachers, many conflicts between two different cultures occurred. Our institution's students were better at facing, negotiating and dealing with these issues than those from other majors such as economics or social sciences who intended to learn to become a teacher. (CF1)

One central participant thought that her opportunity to learn professional competence was great. In ELT methodology courses, she was taught to plan lessons in English textbooks

which were currently used at the upper secondary schools (EF1). Another southern interviewee participant said that she was educated to become a diversified teacher in today's digital age.

> I had the opportunity to learn not only professional competence but also modern, the latest and trendy educational technologies. For instance, I was instructed how to use computer and digital media technologies for online teaching, digital storytelling, and recording and editing teaching video clips. (GF1)

ELT pre-service teachers reported that they had the opportunity to learn supplementary knowledge and skills in order to support their professional competence (n = 12). Open-ended survey respondents commented that they were taught additional essential soft skills (R055), public presentation skills in public (R080), strategic skills (R081), and social knowledge and skills (R173). One central student added that she had opportunities to learn more societal and cultural knowledge of countries; especially English-speaking countries. (DF3)

Students' responses indicated that they had opportunity to learn English language knowledge and proficiency. One respondent wrote in the open-ended survey questions that, "I found the pedagogical practices of English language skills in my program really good. I had opportunities to learn and practise four English skills comprehensively from the first year. These were important factors influencing an English teachers' language proficiency" (R105). Other survey respondents agreed that they had ample opportunity to acquire foundational English language and linguistic knowledge (R083, R155), to use and develop authentic English language skills effectively (R367), and to enhance English proficiency (R001). A group of student interviewees across regions shared similar opinions about several opportunities to learn English language knowledge and proficiency, that they received adequate pedagogy from not only main English language skills courses but also other

relevant courses. These courses were across majors and helped students develop lexical resources and extensive knowledge of English language and cultures, which enhanced their English proficiency (CF3, DF4, HF1).

Responses from the open-ended survey questions reflected that students had opportunities to practise experiential knowledge both inside and outside the classroom (n = 18). Survey respondents commented that they had ample opportunity to practise small group teaching in class, being supervised, assessed, and given feedback by their lecturers (R100, R322, R449), and even teaching in the community (R031). ELT pre-service teachers experienced continuing professional development (R159) as well as numerous learning and entertainment activities (R213). Students had opportunities to participate in cultural and professional exchange with their institutions' partners (R106), and enhance communicative skills through communicating with foreigners or foreign visiting lecturers; especially native English-speaking ones. (R136, R124)

A few survey respondents reported some OTL in a dynamic education environment at their institutions (n = 8). They judged that positive learning environment and friendly class climate motivated students and promoted their learning autonomy (R155, R177, R001, R009).

I found that ELT pre-service teachers' professional competence was central to shaping their future profession and employability. It involves more than just categories of knowledge as a certain component. Disposition, skills, and OTL also made key contributions to the mastery of teaching and learning capabilities. Competent pre-service teachers need to effectively acquire professional knowledge and knowledge which was derived from experiential and practical experiences in contexts. I will report the presence of OTL in programs' provision in the next section.

4.2.3 OTL in the program's provision

A small number of ELT pre-service teachers reported that their programs provided a moderate volume of OTL regarding the provision of facilities (n = 13). The open-ended survey respondents and focus group students asserted that the facilities at their institutions were adequately resourced and of good quality; in particular, teaching and learning equipment as well as materials. Two students from different institutions across regions shared their perception that, "Generally, the equipment was appropriately resourced. There were projectors, CD players, video recorders, and interactive boards" (DF4 from central Vietnam and GF3 from the South). The survey participants and northern student interviewees also reported that they were provided with various teaching and learning materials as well as supplementary reference resources (R010, R196, CF6, CF3). Most materials were appropriate to the students' competence (R020) and regularly updated (R182). I will report the presence of OTL in assessment in the next section.

4.2.4 OTL in the assessment

A few ELT pre-service teachers had a moderate amount of opportunity to experience both assessment for learning and assessment of learning within their programs (n = 6). Focus group students across institutions indicated that ELT pre-service teachers had opportunities to receive formative and summative assessments. They pointed out flexible types of formative assessment such as self-assessment (DF2), peer-assessment, group-discussion assessments, home-assignment assessments (BF1, BF2), journal reflection assessments (HF6), and quizzes, small-scale projects, and portfolio assessments (CD2, CF4). Student interviewees noted that summative assessments focused on a midterm test, final-course examination and an additional entry-program assessment. Few student interviewees found OTL in assessment essential. Two northern students said that assessment helped students understand their capabilities, ongoing progress and what to improve. Through a skilful use of various

assessments, lecturers were capable of recognising whether their instruction practices were appropriate and effective or not to make prompt modifications (BF1, BF2).

Findings reveal a high presence of OTL within the ITE program in terms of curriculum structure, pedagogical practices, program's provision and assessments. I will report how students perceive the quality of their programs in the next section.

4.3 ELT pre-service teachers' general satisfaction with the ITE program's quality

ELT pre-service teachers across all institutions expressed levels of satisfaction with the quality of their programs based on four aspects (n = 104). Across these four aspects, quality of the pedagogy was central to student satisfaction. Quality of the program's provision and curriculum received less satisfaction. The least was quality of assessment.

4.3.1 Quality of the pedagogy

ELT pre-service teachers were satisfied with the quality of pedagogical practice within their initial education programs, with attention to lecturers' instruction and a whole of quality teaching. (n = 63)

4.3.1.1 Lecturers' instruction.

Most ELT pre-service teachers were satisfied with lecturers' instruction across all institutions (n = 53). Responses from the open-ended survey questions and focus group discussions highlighted students' high satisfaction with lecturers' effective and positive facilitating-teaching methods and practices (n = 45). Survey respondents wrote that their lecturers enthusiastically imparted sufficient knowledge, offered students ample opportunity to practise and enhance skills (R003, R031, R082, R213), and regularly updated with the latest expertise knowledge and methodologies to improve their lectures (R048, R058, R189, R190, R212, R196). Two respondents further commented in the open-ended responses that, "Lecturers provided ELT pre-service teachers with supplementary reference materials and course objectives, were concerned with students' ongoing progress" (R238, R446, R392).

Lecturers deployed various teaching approaches, methodically instructed the lesson planning competence, offered students opportunities to learn cultures and intercultural communication in language teaching; especially in ELT methodology courses (R147, R151, R109, R108), and integrated real-life situations into the lectures (R195). One northern interviewee student noted that,

> Lecturers openly encouraged students to further explore and approach a pedagogical situation under multi-lens views. In addition, I found that my lecturers invested a great deal of time and effort in collecting a variety of resources in order to compile textbooks and reference materials which were really various and of good quality.
> (CF1)

One central student added that her lecturers did quality teaching, shared useful knowledge, implemented attractive methods, and were flexible and friendly with students (DF4). Another central student admitted that,

> I really appreciated a judgement from one of my lecturers who had just finished teaching our class. He said: "We should not focus on marks; lecturers should not be fixed. Both lecturers and students should think about what we learnt and acquired". I just wish that there were more lecturers at our institution who shared such similar opinions. It would relieve us of a lot of pressure. (DF3)

This student also reflected on her significant progress in which she emphasised some of her achievements,

> After a four-year initial teacher education program at my institution, I myself made incredible progress. I achieved the VSTEP[1] 8.5 certificate. I recognised that my lecturers offered ample opportunity to work in teams and perform presentations, which were really useful and effective. I enhanced my presentation, communicative,

[1] Vietnamese Standard Test of English Proficiency

and teamwork skills. My critical thinking and high order thinking skills also

improved. I really liked working in teams. (DF3)

Other students from different regions agreed with the opinions about lecturers' dedicated

instruction that their lecturers were committed to teaching, often encouraged students to think

and discuss the problem-solving of cases, and promoted students' self-study (EF1, FF1,

HF4). Lecturers corrected errors, evaluated and provided constructive feedback in order to

help students improve their teaching capabilities. (DF4, EF5, R033, R038, R127)

Participants' responses indicated that lecturers inspired ELT pre-service teachers to

pursue the teaching profession. Survey respondents commented that their lecturers

thoroughly understood final year students' needs, promoted students' personalised learning

and frequently shared their real-life and profession experiences with students (R128, R053,

R197, R454).

4.3.1.2 Quality teaching.

Students' responses indicated satisfaction with the whole process of quality teaching (n = 21).

A group of northern focus group students from one institution stated a high satisfaction level

with quality teaching. They obtained adequate professional competence to teach at upper

secondary schools (AF4, AF1, AF3). One central student thought that,

In my opinion, quality teaching and learning effectiveness depended on lecturers'

practices. For instance, when we were associated with our lecturers' performance and

styles, we were excited and motivated. After such hours, we learnt much. In the

meantime, there were periods which were ineffective because of inappropriate

lecturer-class collaboration. (DF3)

Survey respondents commented that they experienced quality pedagogical practices which

were systematic and methodical (R094, R147, R312). One southern student said that they

were encouraged to be creative, to give various ideas and feelings about specific discussions (GF2).

Responses from the focus group discussions showed that quality teaching made a significant impact on ELT pre-service teachers' capabilities and learning outcomes. One northern student judged that,

This [quality teaching] directly influenced our learning outcomes. Appropriate and effective pedagogy was a prerequisite factor apart from curriculum design and materials selection. We were able to determine our needs and expected learning outcomes in order to put our effort into that focus. We were able to obtain desirable results. (BF2)

Another northern student added that teaching quality also influenced her acquisition. For example, different lecturers' practices and methods affected their knowledge acquisition (BF1).

Findings reveal ELT pre-service teachers' high satisfaction level with the quality of pedagogy within their programs with reference to lecturers' instruction and quality teaching. I will report students' perception of the quality of the program's provision in the next section.

4.3.2 Quality of program's provision

Nearly half of the ELT pre-service teachers reported that they were satisfied with the quality of their programs' provision, mainly regarding how well-qualified lecturers at their institutions are (n = 51). Lecturers were full of enthusiasm and passion in teaching practices, exhibited high professionalism and responsibility, and dynamism and friendliness. Many of the open-ended survey respondents and focus group students stated that their lecturers were enthusiastic and dedicated to teaching and instructing students (n = 36). Student interviewees from different institutions across regions were very satisfied that lecturers at their institutions were dedicated and committed to their teaching careers. They put great effort in delivering

lectures, which encouraged students to think and helped them understand the lecturers' various teaching approaches with multi-perspectives (BF3, BF6, DF6, FF1). One central student even stated that lecturers at her institution were much more enthusiastic and professional than those at a Malaysian institution where she had undertaken an exchange program (EF1).

Students' responses indicated that lecturers across institutions were highly professional, experienced and responsible (n = 23). The open-ended survey respondents wrote that, "Lecturers were professionally trained and mainly graduated from the English-speaking countries" (R019, R007). Even "Lecturers were of high quality with excellent professionalism" (R160). Also, a few participants thought that their lecturers were dynamic and friendly. (n = 6)

Responses obtained from the open-ended survey questions and focus groups discussions reveal ELT pre-service teachers' satisfaction of the quality of their programs' provision. I will report how students were satisfied with the quality of their programs' curriculum in the next section.

4.3.3 Quality of the program's curriculum

Student's responses indicated that they were satisfied with the quality of the initial teacher education programs' curriculum (n = 34). Student satisfaction focused on the appropriateness of the level of curriculum, the quality of its scope and sequence and a quality teaching practicum.

Open-ended survey respondents reported that their programs' curricula were variously appropriate to the ELT pre-service teachers' capabilities and achieved competence (R392, R024, R066), and societal needs (R028). A group of participant interviewees at a northern institution talked about the appropriateness of the level of their program's curriculum in that,

My opinion was that the initial teacher education program's curriculum at my

institution was really appropriate to most of the current ELT pre-service teachers.

There was an institutional requirement from the first year that we must acknowledge

our four-year initial education program's curriculum in order to have a good

preparation for our experiences. Our curriculum variously served our teaching and

learning needs. (AF5)

Three other northern focus group discussions' students shared a similar perception of

the curriculum's appropriateness at their institution. BF1 said that,

In my opinion, the English language teacher education program's curriculum was

appropriate to our acquired needs. One was about our profession's needs. Another

was about the societal needs. There were good reasons that we were critically

assessed and given constructive feedback, provided with our strengths and

weaknesses, and encouraged to be creative in teaching during our program. We were

also asked to think about our future students' psychology and needs. (BF1)

BF4 and BF2 agreed with BF1's opinions and further expressed their concerns that despite

their curriculum's high level of appropriateness, they had little opportunity for professional

knowledge and skills practice. Although they had enough confidence, they expressed concern

about the amount of effort needed to adapt to the real-life education environment (BF4, BF2).

Focus group students from different institutions shared perceptions of the quality of

their programs' curricula (AF1, AF2, CF3, EF1, FF2, HF1). One northern student said that,

"Personally, I found my curriculum good. We were confident and competent in teaching

upper secondary students immediately upon graduation" (AF1). Another northern student

stated that,

My program's curriculum enabled me to be competent in both English proficiency

and professional competence due to its regular update and modifications. For

instance, my previous curriculum focused on English language skills in each semester during the academic years. My current curriculum modified courses for English language skills in the two first academic years which secured our English language knowledge and proficiency prior to our professional knowledge and skills pedagogy in the last two academic years. I thought that it was appropriate. Level of effectiveness was about 70%. (CF3)

Focus group students perceived that the school-based teaching practicum played a significant role in contributing to their obtaining ELT pre-service teachers' professional competence. One northern student interviewee commented that,

The teaching practicum was a top priority to best serve our future teaching work. It provided ample opportunity to practise real learning-to-teach with diverse students in various contexts. At the time, I acknowledged how to solve the unexpected pedagogical situations and how to manage my classroom practices. I was capable of adapting appropriate methods to teach mixed-ability students. This practical application would not be effective if only based on the theoretical knowledge that I was taught. (AF2)

Another student agreed that, "I found that the periods of teaching practicum provided me the opportunity to get familiar with the practical education environment, enabled me to apply content knowledge, pedagogical knowledge and pedagogical content knowledge into teaching real classes" (AF4). Both students from two different institutions found the teaching practicum very important to their teaching practices. It provided ample opportunity for practice, for ELT pre-service teachers to understand more thoroughly upper secondary students and to have an overall view about how an upper secondary school's structure operated (CF5, FF2).

Two southern students stated that the experiences they obtained during teaching practicum oriented them for their future profession. GF4 said that he found teaching practicum a challenge. Teaching experiences reinforced that he loved the teaching profession. He also shared that many of his friends changed their minds and motivation for becoming an English teacher. He added that he got to know the real education situation in the local contexts and could imagine what a teacher's life would be like through the weeks of undertaking teaching practicum. He wanted to know if the real teaching and learning situation differed from what he had been taught at university. This interesting opinion was supported by another southern student from the same institution who added that,

> I was able to become adaptive in the real contexts. I was quite well-prepared for teaching what I was asked to at the upper secondary schools. In addition, as GF4 mentioned, many of the ELT pre-service teachers changed their mind after their teaching practicum. They weren't sure if they would continue to pursue the teaching profession because it was so different from what they had expected. They became shocked when they were forced to follow their school supervising mentors' modelling. (GF3)

Responses from the focus group discussions indicated that the school-based teaching practicum was highly effective. Student interviewees across regions reflected that they understood more thoroughly the role of an English teacher through a skilful application of professional knowledge and skills in real contexts. One northern student commented that,

> My teaching practicum was more effective than I had expected in comparison with sitting and listening carefully to theoretical knowledge in class. I had opportunities to approach a specific upper secondary environment, which really helped me become adaptive and get well-prepared for my future teaching profession. (AF3)

A group of students at a southern institution emphasised the enthusiastic support and supervision that they received from their supervising school mentors during teaching practicum. One student said that,

I was lucky to work with my supervising school mentor. She was young and graduated from my current institution some years ago. She was really helpful and gave me ample opportunity to get to know her upper secondary students. She gave me so much ample opportunity that I was able to understand every single student's family background. I understood thoroughly what upper secondary students really needed. Therefore, I acknowledged what I need to teach them and to some extent what my professional knowledge base reached. My supervising school mentor allowed me to do all her main duties under her supervision. I learnt so much from her. (GF3)

Another southern student noted that her supervising school mentor had promoted her creativity in teaching. She said,

My supervising school mentor was experienced. She allowed me to be as creative as I could and to get to know her upper secondary students in my own way. After one week, she held a group meeting in which she gave my teammates and me feedback. Her feedback was detailed, both critical and constructive. In addition, my mentor gave me helpful instructions when observing my teaching hours. She helped me recognise errors and gave me constructive assessment. For example, I was assigned to teach a Grade 12 class. My mentor provided me with this class's family backgrounds which were quite detailed. The students were not interested in attending class, often neglected their studies and did not care or prepare anything for their upcoming graduation examination. My mentor analysed and instructed me how to solve such situations. I felt that I became more competent and confident. (GF2)

GF4 reported that his supervising school mentor was patient and promoted his love of the profession. His mentor often shared her experiences related to teaching, possible pedagogical situations and unexpected real-life stories. He found that to work as a teacher you had to be determined and passionate and he wondered whether he had enough determination and passion in order to pursue the teaching profession.

Findings reveal ELT pre-service teachers' high level of satisfaction with the quality of the program's curriculum across all institutions in my research. Students were satisfied with the various appropriateness of the level of curriculum, the quality of the scope and sequence of curriculum and the quality of the teaching practicum component. I will report how students were satisfied with the quality of assessments within the programs across all institutions in the next section.

4.3.4 Quality of the assessment

Not many students expressed their satisfaction with the quality of assessment among four areas: program's curriculum, pedagogy and provision (n = 10). A few ELT pre-service teachers were satisfied with their experiences of quality assessments within their initial education programs. One open-ended survey respondent reflected that student assessments were effective, thorough and various (R147). This perception was supported by a northern student who noted that students' performance was assessed by various flexible forms. This student further noted that, "Despite a final course examination, most of our assessments focused on the ongoing progress. I found this good and flexible" (CF2). CF1 contended that if they had any unexpected incidents when sitting in the midterm tests, their learning outcomes would not become too compromised because their lecturers would use alternative opportunities for assessments. Two central student interviewees stated that their assessments were objective and specific. One of them said that, "After our presentations, lecturers

initiated self-assessment, then peer-assessments. Finally, our lecturers analysed and provided their feedback and assessments" (DF2).

Students suggested that assessment practices at their institutions were regularly updated and modified (R217). Fewer participants noted that the assessment criteria were clear and objective (R210, DF4), and assessment weighting differentiated across institutions (BF2, GF2).

Findings reveal ELT pre-service teachers' high level of satisfaction with the present volume of OTL within the initial education program and its good quality. Students were satisfied with the OTL and the good quality of the pedagogical practices, the program's curriculum, the program's provision and the assessments. I will report whether students felt prepared to teach or not in the next section.

4.4. ELT pre-service teachers' general satisfaction with the preparedness for teaching

Approximately one third of the ELT pre-service teachers expressed positive perceptions of their preparedness to teach after the initial teacher education program (n = 61). Students' preparedness related to how well-prepared they believed they were for becoming competent English teachers, and how successfully their programs had prepared them.

4.4.1 Well-preparedness to teach

Most ELT pre-service teachers reflected that they felt prepared well for obtaining their significant competence regarding their professional knowledge and skills, their English language proficiency, that they had achieved a positive disposition, and confidence in their teaching (n = 44). Survey respondents wrote that their pedagogical capabilities, soft skills and critical thinking were enhanced (R099, R132, R156, R443). Students mastered teaching techniques and even effectively used digital media technologies in English language teaching and learning (R010, R056). One northern student interviewee added that she was able to

understand her students' psychology in communicative tasks, which she found important to a teacher (BF1). One central student asserted that,

> The pedagogy of the ELT major's core courses at my institution enabled me to enhance my professional competence. I could plan lessons, organising and managing classes, designing tests, and assessing students' performance. In addition, I was able to understand and evaluate textbooks thoroughly in order to appropriately adapt, select, add or remove classroom activities in the specific contexts. (EF3)

Students reported that they had become competent in English language proficiency (n = 15). The open-ended survey participants reflected that their four English language skills improved incredibly, which they found very important to a proficient English teacher (R105, R087, R113, R155, R156, R413). One surveyed respondent explained that English usage which accounted for about 70% of time in class promoted students' communicative skills in English (R132). A group of central students agreed that they had gained desirable achievements in ELP which were aligned with their program's policy intent. All group members stated that their ELP had progressed after four academic years (DF1, DF2, DF4, DF5, DF3, DF6). Their program used CEFR as a standard for the pedagogy and assessment. It also suggested that graduates' ELP reach the C1 level of CEFR which was competent enough to teach (DF4). DF2 remembered that,

> In my first academic year, I did not know how to present in class, was not able to use English for group teaching practice or communicate well. I felt very worried, scared and would cry when communicating with my classmates and lecturers. At the present, I have made much better progress in my English proficiency and am confident in teaching classes using English. (DF2)

Two group students added that they even passed the VSTEP at 8.5 (DF3) and the C1 of CEFR (DF4). I felt surprised when these focus group students explained that their ELP

progressed due to their participating in social activities. They used English fluently in communicative talks with foreigners in both international and domestic events. DF3 asserted that she became more confident after such voluntary tasks. She valued participating in social activities.

Southern student interviewees stated that they were confident in their ELP after their program (GF4, GF3, GF2, GF1, GF6). Two of the group members believed that their ELP met the program's learning outcome standards, reaching the C1 level of CEFR. They further explained that the entrance requirements for university examination was very high (GF6, GF4). Especially, GF4 emphasised that she had not studied English prior to university because she had specialised in Maths. However, she contended that she was really satisfied with her ELP and confident in using English in teaching practices or communicative tasks.

ELT pre-service teachers perceived that they had developed a positive disposition of their beliefs in teaching and learning (n = 13). Survey respondents reported that they were satisfied with their interpersonal relationships whereby their classmates, cohorts as well as teaching and support staff were cooperative, collaborative and friendly (R312, R094). Students' responses showed an interesting increase of motivation for self-regulated learning (DF3, HF6, R210, R353), a spirit of respect and optimism (R159), a passion and love of the profession (BF1, BF2, R147), and a determination towards pursuing the profession (BF4, FF1). Students' creativity, dynamism and flexibility were also promoted (R047, R056, R080).

ELT pre-service teachers perceived that they felt satisfied with their personalised needs and the societal needs for graduate employability (n = 9), and the initial teacher education program learning outcome standards (n = 8). Students felt that they were confident of future teaching after graduation (n = 8).

4.4.2 Program success in preparing ELT pre-service teachers

ELT pre-service teachers reflected that their programs were successful in preparing them to become English teachers (n = 40). Students' satisfaction level about their programs was quite high, about 80%. The initial teacher education program success focused on ELT pre-service teachers' satisfaction of quality assurance with a particular attention to graduates' professional competence and learning outcome standards, graduates' employability needs, and effective organisation.

The open-ended survey respondents reflected that their programs guaranteed ELT pre-service teachers' professional competence, enhanced their learning autonomy and self-regulated learning ability (R140, R028, R353). One southern student noted that,

> The initial teacher education program at my institution enabled me to become an independent and competent English teacher. We had sufficient foundation of professional knowledge and skills to teach not only at upper secondary schools but also at private foreign language centres and classes. We felt quite well-prepared. (GF3)

This reflective opinion was supported by other participants who stated that their programs met the learning outcome standards. The surveyed respondents wrote that their programs met the ELT major's professional requirements for becoming an English teacher (R229, R216, R072) and the CEFR outcome standards for English language proficiency (R385). One central student talked about the confidence she had gained in that,

> I myself found that my English skills became more proficient than the first years. I obtained a C1 certificate of the CEFR standard. I felt more confident in communicating with foreigners. I felt well-prepared for teaching upper secondary English textbooks of grade 11 and 12. (DF4)

Another central student said that he felt quite satisfied with his ELP for teaching the upper secondary students. He thought that he could meet the learning outcome standards for ELP although he had not undertaken an official English examination. However, he appeared to be conflicted. He felt suspicious whether the initial teacher education program at his institution could enable students to obtain a required ELP certificate because only an internal certificate for ELP was a must instead of an external accredited certificate such as IELTS (FF2).

Some ELT pre-service teachers reported that their initial education programs met the students' personal and societal needs for graduate employability. The open-ended survey respondents and focus groups students expressed similar perceptions that their programs were appropriate to the students' learning needs and guaranteed their future professional requirements (R182, R028, R141, R216, R026, AF2, AF5, BF1, BF4, CF1). A few surveyed respondents further explained that their programs were organised appropriately and effectively. One respondent commented that the program at their institution deployed an advanced and modified version of their program (R023). The others emphasised that their ELT major education was appropriately sequenced with a flexible learning schedule (R104, R443). One central student interviewee added that the modification of the credit-based course registration was more efficient. This modification made students feel comfortable when choosing which courses and lecturers to undertake. (DF4)

4.5 ELT pre-service teachers' general dissatisfaction with the ITE program's quality

Most of the ELT pre-service teachers across all institutions in my research expressed dissatisfaction of their programs' quality with a reference to four aspects (n = 98 out of 133). Across these four aspects, the quality of the program's curriculum was most important for students. The other concerns included the quality of pedagogical practices and the program's provision. The least important was the quality of assessment.

4.5.1 Quality of the curriculum

The ELT pre-service teachers perceived issues regarding the curriculum quality (n = 54). These issues were about curriculum focus and weighting between courses, the quality of scope and sequence, the quality of practical components within the curriculum and teaching practicum.

4.5.1.1 Curriculum focus and weighting between courses.

More than half the participants perceived an imbalanced curriculum weighting between courses (n = 34). The surveyed respondents and interviewees reported that a number of courses were irrelevant and unnecessary (n = 22). Student interviewees from central and southern institutions named specific courses that they found unneeded. They named General Law (R361), Marxism Philosophy, Ho Chi Minh Ideology (DF3, DF4, DF5, GF2), Cultures of English-speaking Countries (HF6), British Literature, American Literature (R130). As an English lecturer, I find this surprising because some of these courses refer to the core subjects of their ELT major apart from foundation courses. Although, the students appeared to be conflicted in their responses to this question, not all students agreed that these courses were unnecessary. One northern student who suggested that Foreign Language 2 courses were unneeded for their major regarded the courses of British and American Cultures as good and useful.

> In my opinion, some of the current courses are not really necessary after we graduate and are employed. For example, the teacher training higher education institutions require Foreign Language 2 as a compulsory course. At present, we are studying French language as a Foreign Language 2 which becomes unnecessary when we work as English instructors later. In the meanwhile, we are required to study French language during 3 semesters accounting for 9 credit points. I think it is quite heavy.

Besides, there are some interesting courses which help broaden our knowledge, for example, British and American Literatures. (BF2)

Students' responses suggested that these issues hindered their focusing on learning important courses with a reference to their major and becoming English instructors after graduation.

Students' responses showed an uneven curriculum focus. The curriculum overly emphasised theoretical general knowledge and ignored pedagogical practices of the ELT major; in particular related to methodology. Fewer students reflected that there were a few courses which were theoretically laden and impractical. They listed some impractical and "boring" courses namely Psychology, General Education, Public Governance and Education Management (R138, DF3, DF4). One student from central Vietnam explained that, "Although my current curriculum is quite good, it still places too much focus on theoretical courses and ignores practical ones. The teaching and learning are theoretically laden with an overemphasis on courses regarding politics which are too heavy" (EF1).

This perception was supported by one northern student who noted that, "[…] the program's curriculum of ELT major at my institution placed too much emphasis on theoretical components. There were more theoretical courses than practical ones. There were many courses which overly emphasised theoretical knowledge over practical ones [...]" (CF1). Agreeing with this perception of overemphasis on theoretical components within courses, one southern student clarified that the overly theoretical emphasis focused on the ELT methodology courses (GF4).

Another issue raised was that the organisation did not seem to be logical. Content within some course syllabi which was provided in advance for students to register was different from what they were taught later (R001, HF6). Students suggested that teaching content was repeated in some courses. One southern student gave an example,

There were some courses in which content was replicated. For instance, in the second

year, we were taught two courses of Scientific Research Methodology and

Introduction to Sociolinguistics in Vietnamese language. In the third year, we also

studied these two courses with the same content again, but in English language (GF3).

Another southern student from the same institution made a contrasting comment that

this replication was supportive for learning some other courses,

I think this was a mutual support for some courses such as Writing 4 and ELT

Methodology. For example, when I studied Writing 4, I felt that it was convenient and

supportive because I knew some terminologies or phrases in Vietnamese language

well. Or in ELT Methodology courses, if I made a sample in Vietnamese language, it

would be easy for me to make another in English because I just translated from

Vietnamese language. Despite content replication, I found it mutually supported.

(GF1)

Findings obtained reveal issues with an imbalanced curriculum focus and weighting

between courses. ELT pre-service teachers perceived that there were a number of courses

which were irrelevant and unnecessary. Fewer courses were theory-laden and impractical.

Most of these few courses emphasised theoretical components over practical ones. I will

report the students' perceptions of the quality of practical components within the curriculum

in the next section.

4.5.1.2 Quality of the scope and sequence.

Students' responses expressed concern about the quality of scope and sequence of their

curricula (n = 28). The open-ended survey respondents thought that the curriculum frame was

unscientific (R198), problematic (R116), and even "inappropriate for the students' needs with

the learning outcome standards" (R349). One student interviewee from a northern institution

agreed with this thought in that,

In my opinion, the curriculum we are undertaking is not appropriate to our needs and societal needs. Our institution's curriculum is quite different from others with a lack of practice. There was a lack of time allotted for small group teaching practice in class. Therefore, if we are employed after graduation, we must try harder to adapt to the school environment. (BF4)

BF4's perspectives supported the theme about a low volume of OTL for practical components within the curriculum presented in section 4.6.2.1

Focus group students reported that the sequence of core knowledge sections and courses of their ELT major was inappropriate. The teaching of these core knowledge sections and courses was later; in particular, in the second half of their programs. One student from a central institution said that,

We are ELT majors. We think that the institution should focus on the pedagogy of ELT pre-service teaching from the first year so that we are instructed and oriented to have a good preparation. We can understand and decide which knowledge sections and courses are core, important, easy or difficult to acquire. Actually, we were taught the knowledge sections of the ELT major in the second semester of the third academic year. It was too late because the institution's plan for the school-based teaching practicum started shortly after that. We did not have enough experience and were not well-prepared. (EF4)

This perception was supported by another student interviewee from the same institution who narrated their experiences in a Malaysian higher education institution where they had been sent to for one semester in an exchange program,

I studied one semester in a Malaysian university. I felt surprised that ELT methodology knowledge was taught in the first semester of the second year. Those Malaysian junior students were also sent to the primary and lower secondary schools

for teaching practice. In the meantime, we had to wait until the second semester of the third year. It was too late. (EF1)

More specifically, a group of student interviewees from the South shared similar perspectives about the inappropriate sequence of the knowledge sections of their major. One student stated that,

[…] The distribution of courses in the last semester only focused on the school-based teaching practicum. While the last semester lasted 15 weeks, the school-based teaching practicum only lasted 7 weeks. Therefore, the fourth and fifth semesters, I mean the second semester of the second year and the first semester of the third year, were overloaded. So many courses were taught in these two semesters. The distribution was inappropriate. After we finished the school-based teaching practicum in the final semester, we did not undertake any courses. In addition, the teaching of ELT methodology courses finished in the second semester of the third year. When we undertook the school-based teaching practicum in the second semester of the final semester, we had a lot of difficulty because there was a gap of 8 months when we had no opportunity for practice [...]. (HF1)

Other students agreed with HF1's opinions (HF2, HF4, HF6), and suggested some consequences they faced. These consequences referred to the students' motivation and interests towards the teaching profession, their preparation for meeting the requirements for teaching practice, and their quality learning for employment after graduation. HF2 reckoned that, "Personally, I have been motivated to pursue the teaching profession since I was taught the ELT methodology courses and knowledge sections in the third year. It seemed to be quite late." HF4 added that, "It was rather difficult for me to have an overview about what we were prepared to learn and how to meet the mandatory requirements for that teaching." To be more specific, HF6 claimed that,

The core courses of English language skills and ELT methodology were distributed in the periods that were inappropriate. We were taught theoretical courses in this semester but practical courses in the following semester. These practical courses were selective, which might be interesting or uninteresting to students' learning. At that time, the pressure from other courses made the students choose an easier way to try to pass the course examinations. Therefore, we did not learn the major knowledge sections thoroughly and comprehensively. (HF6)

The aforesaid consequences were supported by the emergence of another issue with the inappropriate and imbalanced distribution of the knowledge sections. Students' responses revealed that the general knowledge section occupied the major number of credit points. In other words, there was an overemphasis on the courses regarding the general knowledge section (R214, R244). One central student stated that, "The irrelevant courses which were mainly foundation courses occupied many of the credit points" (FF2). These issues were supported by one student from the South who thought that, "[…] the general knowledge section occupied the greatest number of credit points; especially, in the areas of sociology and philosophy. These courses were not necessary for our professional development" (HF1). Another student interviewee from the same southern institution further noted there were too many credit hours for self-study sections. (HF5)

The respondents and interviewees suggested that the institutions' curricula were theoretically laden (n = 15). The open-ended survey respondents noted that the theoretical components within their curricula were too heavy (n = 11). One norther student interviewee said that, "I found that my institution's curriculum emphasised too much theory over practice" (BF3). Sharing the same perceptions of the theory-laden program's curriculum (HF6, HF2), another southern student further pointed out some irrelevant courses such as Marxism Philosophy and Ho Chi Minh Ideology. (GF2)

A few additional issues were mentioned by some participants who reported that the curriculum update was seldom and superficial. (R086, R353)

Findings reveal some interesting issues with the quality of scope and sequence of curriculum across all institutions. ELT pre-service teachers perceived that the sequence and distribution of core knowledge sections of their ELT major were inappropriate and imbalanced. The curriculum was theoretically laden and only superficial and rarely updated. I will report the informants' reflection on the issues with the curriculum weighting between courses in the next section.

4.5.1.3 Quality of the practical components.

A few students perceived that the quality of practical components was limited or little (n = 7). Surveyed respondents suggested that forms of practice were ineffective and inappropriate. There was a mismatch between what they learned and practical application. One respondent explained, "When teaching at the upper secondary schools after graduation; especially in the remoted and isolated areas, it is very difficult to apply the knowledge of ELT methodology I was taught at my institution" (R005). One student interviewee from the South asserted more forcefully,

> For instance, when we practise small group teaching in class, our students here are
> our classmates. They are more knowledgeable than school students. Therefore, the
> results are different. We cannot face real-life pedagogical situations. Then, we will
> have much difficulty when we teach at the upper secondary schools or at other foreign
> language schools because we have little to no experience. (HF3)

Findings reveal the inferior quality of practical components within the program's curriculum. ELT pre-service teachers perceived that the practical components were ineffective with the unevenness between theory and practice. I will report how ELT pre-

service teachers were dissatisfied with the quality of their school-based teaching practicum in the next section.

4.5.1.4 Quality of the teaching practicum.

A small number of ELT pre-service teachers perceived the issues with the school-based teaching practicum based on two principles (n = 6). One was about the challenges ELT pre-service teachers faced at the upper secondary schools during their field experience. Responses obtained from the focus group discussions highlighted that there was a mismatch between what ELT pre-service teachers were taught at their institutions and their application into real contexts of the upper secondary schools. It was surprising to discover that lesson planning and pedagogical problem-solving were the main challenges. One student from a northern institution emphasised the differences in forms of lesson plans (AF3). Another student from the same northern institution said that,

> My lecturer taught me how to prepare a lesson plan in one way, but my supervising school mentor asked me to compile in another way such as adding, deleting content. For example, my lecturer said that a consolidation section was a must. However, my supervising school mentor told me that it was a selective section which I could leave or remove. I felt confused. While my lecturer used different forms of lesson plan, my supervising school mentor said that a lesson plan could be personalised depending on the students' level. (AF6)

This idea was supported by another southern student who explained that,

> Our supervising school mentor required us to modify our lesson plans that we had made in advance. They also required that the board-writing skill was mandatory so that the school principal or other schoolteachers would know what we were teaching. We were not instructed this skill at our institutions. In addition, we were taught pedagogical content knowledge ideally. For instance, we were instructed to

methodically teach vocabulary applying step by step, such as showing the picture,

eliciting examples. However, because of a shortage of time, our school mentor asked

us to write every word and their meaning on the board. (GF3)

One central student further noted his case that,

My lecturers of ELT methodology courses assigned a group of three students to teach

one lesson. My students were my classmates. It was different from real life. The

school class sizes were bigger. School students were at mixed levels and much

messier. I had more difficulty in teaching a whole lesson by myself. I could not

manage in the early weeks. (DF4)

One southern student regarded their teaching practicum as ineffective. They

commented that,

My first teaching practicum period did not help me much. My supervising school

mentor allowed me to teach but 'not to teach'. After every one of my teaching

periods, she retaught the same lesson. My teaching periods appeared to be artificial. If

there were any unexpected problems, my supervising school mentor was responsible

to solve them. I did not experience the natural reality of a normal class where I knew

that the students would be much messier. (GF5)

Student interviewees reflected that they were required to follow their supervising

school mentors' modelling. One central student said that they were asked to observe and copy

their supervising school mentor's modelling teaching periods (FF3). Sharing similar

perceptions, one southern student contended that, "I found that my teaching practicum was

set in a fixed frame. I was not allowed to give opinions. I felt likely I was controlled, not

instructed. Upon completion of teaching practicum, I gained no pedagogical lessons" (HF4).

Another student from the same southern institution agreed that their first teaching practicum

period was short. They further explained that their supervising school mentors were overly

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well-prepared for their teaching periods which appeared to be idealised. Therefore, when they observed these classes, the classroom climate did not look like 'normal' (HF3).

One student interviewee from another southern institution seemed to suffer much pressure from her supervising school mentor who asked her to teach too much (GF1). She explained that she felt really worried and nervous when first-time teaching real classes at a secondary upper school for the first time.

Location of the upper secondary schools was also one of the challenges that students faced in their practicum. They had to travel a long distance, from twenty to thirty kilometres, to observe or teach a few periods in the morning or afternoon. Students felt insecure and were unable to concentrate on their work (GF3). I felt that these challenges influenced on the quality of ELT pre-service teachers' teaching practica.

The other principle concerned the difficulties the ELT pre-service teachers had with their initial teacher education programs. Some students from a central institution noted that their overseas teaching practicum was not effective (EF1). When I asked them to give the reasons why it was ineffective, EF1 mentioned the difference in the teaching practicum content,

> In my opinion, when we undertook that overseas teaching practicum, we just practised teaching. In the meantime, the students who undertook the domestic teaching practicum were instructed a variety of classroom techniques which were appropriate for the Vietnamese schools' curriculum and contexts. We were not instructed in this content. Therefore, if we teach at the upper secondary schools after graduation, we may have difficulty. In addition, the overseas teaching practicum did not place much emphasis on teaching practice, but on cultural exchanges with many extracurricular activities and festivals […]. (EF3)

Another student from the same central institution agreed with this reason in that, "After graduation, we will teach at the primary, lower or upper secondary schools. However, we practised teaching undergraduates in Thailand with a different curriculum" (EF2).

A few students from the South felt that their teaching practicum was overloaded because they both undertook their practicum and courses at their institution in the same semester. One southern student noted that, "We went to the upper secondary schools in the morning, then came back to our courses in the afternoon on the same day. Some of us felt exhausted with graded teaching periods in our practicum and upcoming courses' examinations" (GF2).

Findings reveal ELT preservice teachers' dissatisfaction of the issues with teaching practicum's quality within their program's curriculum. These issues referred to the challenges that ELT pre-service teachers faced in their practicum and difficulties they had from their initial education program. I will report how students were dissatisfied with the quality of pedagogical practices in the next section.

4.5.2 Quality of the pedagogical practices

Fewer ELT pre-service teachers were dissatisfied with the pedagogy quality within their initial education programs (n = 46). My analysis suggested that issues with the quality of pedagogical practices referred to the quality teaching and learning, and lecturers' practices.

4.5.2.1 Quality instruction.

Surveyed respondents and focus groups students shared perceptions that they experienced a process of teaching and learning which was superficial and theoretically laden (n = 36). Students received the superficial teaching in terms of ELT major's knowledge and skills, English language proficiency, digital media technology, and general knowledge (n = 25). Students' responses from the open-ended survey questions indicated that pedagogical knowledge and pedagogical content knowledge of their ELT major were superficially taught

in both theoretical content and practical application (R095, R017, R054). These knowledge

sections within ELT methodology courses were not adapted thoroughly and selectively

(R010). Students mostly experienced self-study and self-practice (R159). In a survey, one

respondent wrote that, "The knowledge sections I was taught may not be applied into real-life

teaching contexts later. I gained little to no practical knowledge and skills after graduation

(R018). One focus group student from the North said that,

> In my opinion, we were taught a variety of teaching techniques such as posture,
> interaction, body language, eye contact, and resource design. We also experienced our
> lecturers applying technologies into lectures. However, this teaching was superficial
> and unprofessional. (BF1)

Another student interviewee from the South noted that they were shallowly taught knowledge

of how to teach diverse students to meet their personalised needs such as lower, upper

secondary school students, or learners at private classes and foreign language schools (GF2).

This student further added that ELT methodology courses were taught ideally. A real-life

class was much more different. Another southern student agreed that he had to work as a

tutor and teaching assistant to gain more teaching experience because he was only taught

pedagogical content knowledge theoretically (HF1).

Student participants reported that the teaching of English language proficiency

overemphasised grammar and ignored the balance of four skills. Two students from a

northern institution said that their ELP pedagogy was grammar laden (AF1, AF2). All

English language skills were not taught thoroughly. One central student stated more clearly

that,

> English language skills were integrated into one 45-minute teaching period. We were
> superficially taught all skills during that short period. I was not satisfied. Personally, I
> would like to study one skill per period. For instance, today's period focuses on

Listening skill. Other skills will be taught on different days. We will gain much more knowledge and practice. (DF3)

One surveyed respondent commented that English speaking skill teaching did not rouse her interest in using spoken English (R218).

Students' responses indicated that superficial ELP teaching may cause some consequences. Students' English proficiency had not improved (R166). Many of students were not competent in sitting the C1 (CEFR) examinations or did not meet the ELP requirement for graduation. (R093)

A small number of students commented that a few courses were not planned carefully or taught thoroughly. They were courses for technology application in ELT and non-major courses (R222, R137).

Fewer responses from the open-ended survey questions and the focus groups indicated that students' experience in their theory-laden teaching and learning process was another concern related to issues with quality instruction (n = 18). One student interviewee from the North reported that,

[…] In our third year, the pedagogy shifted to our ELT major. The teaching of most courses was too theoretical because of our institution's pedagogical focus. We got messy and confused. Courses that integrated practice also covered most theory. We were not able to practise all the theoretical knowledge that we were taught unless we chose an integral part. After the courses, we just acquired that chosen knowledge thoroughly. We mastered the others superficially. (CF1)

Two central students agreed that the teaching at their institution still placed too much emphasis on theory; in particular, in courses on politics (EF1, EF6). Another central student further added that, "We would like to practise theoretical knowledge in courses of Education

Psychology, Age Education to prepare for our future teaching. At the moment, we were just taught theoretical knowledge without practice" (EF4).

One student from another central institution stated that the theoretical teaching and learning influenced students' creativity (FF3). EF1, an aforementioned student, agreed that,

> In ELT methodology courses, our lecturers gave us opportunity to make lesson plans based on English textbooks which are currently used at the upper secondary schools. However, our lecturers just wanted students to follow their modelling. Our learning was not intensive and lacked creativity. We did not dare to propose our creative initiatives. We were afraid that our initiatives conflicted with our lecturers', which meant we would not obtain high marks. (EF1)

Students' responses from the focus group discussions showed some reasons for the quality of teaching they experienced. First reason was that lecturers imparted knowledge passively. A central student stated that, "We had to listen to and copy what our lecturers lectured during most of the class hours. Our learning was theoretically passive and lacked creativity" (FF3). Second reason concerned the inconsistencies among lecturers' instruction. A group of student interviewees from a southern institution shared their cases. GF6 said that, "I think the teaching in our department was inconsistent. For instance, many lecturers oversaw one course. However, students only liked to choose lecturers who taught dedicatedly or gave high marks easily and ignored the others" (GF6). GF3 agreed with the inconsistent teaching among lecturers and further added that,

> Different lecturers taught well different parts of content. This influenced courses' final examinations. For example, students in class A were not taught knowledge as those in class B, but the final examination focused on the knowledge that was taught in class B. Therefore, it was quite unfair. In the following courses, students only chose class B. (GF3)

GF2 and GF6 thought that they would self-study the missing knowledge or learn it from their colleagues when they were later employed, which would take time and be more difficult. GF4 noted that, "Some lecturers focused on the important, practical content and explored it further. However, there were those who only emphasised the content for examinations because of their annually similar format" (GF4). This student also stated that different lecturers' instruction influenced their teaching practice. The third reason concerned the examination-based teaching. GF2 and GF6, two students from the same institution, reflected that, "Some integral parts of content were important for our teaching practice such as classroom management, board-writing skills, and test design. However, this important content was superficially taught or ignored because the annual examination format did not include it" (GF2). More specifically, GF6 voiced that the examination-based teaching was one of the major factors influencing their future teaching profession and styles. ELT pre-service teachers would tend to teach their future students focusing on the examination. Last reason was that the number of self-study hours increased. However, guidelines and assessments for these self-study hours were superficial and unclear. Students did not know what and how to improve (HF6, HF5).

Findings reveal issues with the quality of teaching that ELT pre-service teachers received within their programs. These issues were about the superficial and theory-laden process of teaching and learning that was delivered to students. I will report the issues regarding lecturers' practices in the next section.

4.5.2.2 Lecturers' instruction.

Students reported that they were not satisfied with lecturers' instruction within pedagogical practices (n = 17). Open-ended survey respondents commented on some issues with lecturers' teaching methods. Lecturers implemented traditional methods (R307, R038), did not invest in courses they lectured (R104), did not inspire students (R230), and appeared to ignore

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updating their teaching methods (R353). One student from a central institution gave an example of a psychology lecturer that,

> Our lecturers appeared to model teaching. Instead of proposing real situations for us
> to discuss and give solutions, our lecturers asked us to present and model teaching.
> We thought that we were not prepared to deal with real-life classroom situations.
> (DF6)

One student interview from the South noted that, "We felt that lecturers' innovations in teaching were applied hurriedly. They often were confused about preparing their lectures. We sometimes found it rather difficult to understand what to do" (HF6).

Focus group discussions showed some additional issues with lecturers' practices. Many of the lecturers did not understand their students' capabilities in order to give constructive feedback or they often avoided giving critical comments. One central student said that, "Our lecturers sometimes did not give straightforward or critical comments so that we could improve something. I felt that our lecturers were rather indulgent and did not want to make us feel dissatisfied" (EF1). This student found that their lecturers' giving feedback was ineffective and did not make students' learning self-reflective. Other students found it difficult to recognise their types of errors and how to correct them. The same central student also commented that, "[…] Lecturers at my institution did not offer students opportunity to think creatively and independently. We were asked to follow their model" (EF1).

Students' responses suggested some reasons for their dissatisfaction with lecturers' instruction. First reason was that lecturers were overloaded with their teaching hours at both their tenured and visiting institutions. They did not spend much time with their students and regularly asked them to self-study outside class (R007, R019, HF1). Second reason was that one lecturer teaching too many courses resulted in ineffective teaching quality (HF1). Last reason concerned the inconsistent assessment practices among lecturers. Many lecturers

teaching the same course used varying assessment criteria and marked differently (R035). Foreign lecturers often gave higher assessment requirements in some courses than the local; in particular, British-American Country Studies, British and American Literatures (R195).

Findings reveal ELT pre-service teachers' dissatisfaction of the quality of pedagogical practices within their programs. They were dissatisfied with the quality of instruction and lecturers' practices. ELT pre-service teachers perceived these as affective factors influencing student engagement in their initial pedagogical practices. I will report how students were dissatisfied with the quality of program's provision across all institutions in the next section.

4.5.3 Quality of the program's provision

One third of the participants perceived issues with the quality of their programs' provision (n = 28). These issues related to facilities, program administration, and unqualified lecturers.

Responses from the open-ended survey questions and focus group discussions highlighted the low quality of infrastructure and equipment. One central student noted that technical problems with projectors influenced the quality of students' presentations (DF3). Another central student agreed that,

> Facilities at our institution were of low quality. We often had problems with digital equipment. It took us much time to move to another room. We sometimes really wanted to learn how to use and troubleshoot the digital equipment. However, our program did not provide this knowledge. (EF1)

The teaching and learning material resources were outdated and uninteresting. One northern student interviewee said that these compiled resources were difficult for students to understand. They had to further search the original materials to reread understanding the content (CF3). Some students from the South added that the current teaching and learning materials were outdated and needed to be updated (GF2, GF3, HF2, HF6). For instance, one

southern student said that her parents were really surprised learn the names of her Speaking textbook because they utilised the same textbook decades ago (GF3).

A few participants reported issues with the program administration. Respondents and interviewees shared perceptions that problematic course registration influenced students' learning. The credit-based management system was weak (R348). Some essential courses could not be chosen to register although they were marked as selective (R068). Two student interviewees (DF6, DF2) discussed some problems when registering courses via online management system in that,

> Our institution's credit registration was overloaded. For instance, last semester's courses that we successfully registered disappeared because of unexpected systemic errors. Then we had to re-register, but these courses were full. We were unable to undertake these courses last semester but lately waited until the following academic year. (DF6)

Another student, DF2, described the difficulty she had when registering for a course Foreign Language 2 that,

> I had some problems with registering for Foreign Language 2. For example, Foreign Language 2 was a selective course which was my favourite. I studied Korean language in advance. It was more popular and easier to learn than other languages such as Chinese, French, and Japanese. Most students registered for the course for Korean as a Foreign Language 2, which resulted in full and overloaded registration as well as a lack of lecturers. However, these problems were not solved. We were asked to re-register in this course next year because of a lack of our institution's support. I suggested that our institution opened more courses to meet students' needs because these courses were not compulsory. We would rather study Korean as a Foreign

Language 2 than other languages. Other institutions were concerned about the lack of students, it was lecturers at mine. (DF2)

One student from the South noted that course registration at their institution was selective. Courses opened based on the number of students who registered successfully. However, students did not have a clear orientation or specific target to choose an appropriate course. Most students just chose course schedules according to their available time or which courses were easy. The students did not have a reference source to tell them what they would learn within courses (HF6).

There were two issues which received students' equal concern. One was that an inappropriate timetable influenced students' learning attitudes. Students felt tired and demotivated with class hours that started in the early afternoon (DF3). Another was assigning lecturers. One southern student reflected that,

One lecturer oversaw many various courses in different knowledge sections. Despite the lecturer's good quality, they should focus on their expertise to gain professional experience to better their teaching practices instead of experimenting by teaching new courses or compiling new teaching materials every academic year. We felt uninterested and demotivated to some extent. This may result in hindering our teaching and learning effectiveness. (HF1)

One surveyed respondent wrote that swapping lecturers every semester made the interactive relationship between lecturers and students unstable and less close (R159).

A few additional issues were mentioned by some participant interviewees. Students' responses indicated that lecturers' lack of teaching experience and their manner influenced students' performance and student-lecturer interactive relationship (R010). Lecturers' unenthusiastic attitude did not also facilitate student-lecturer rapport (DF6, R083, R246).

Findings reveal that issues with the quality of program's provision remained. These issues were about low-quality facilities, inappropriate program administration, and unqualified lecturers. I will report students' dissatisfaction of the quality of assessment in the next section.

4.5.4 Quality of the assessment

The quality of assessment within the program received students' least concern (n = 17). A small number of the ELT pre-service teachers were dissatisfied with their assessment practices in terms of problematic assessment and criteria.

Responses from the open-ended survey questions and focus groups discussions showed some issues with assessments. Survey respondents wrote that the assessment practices were superficial (R217). Students' competence was assessed inaccurately (R091). One northern student interviewee talked about inappropriate assessments in that, "Our professional competence assessment practices were mainly based on theoretical knowledge and ignored teaching practice skills. Our professional learning and training assessments were also pretend and inaccurate. These resulted in inaccuracy and ineffectiveness" (BF2). Another central student voiced her opinions that,

> Our current assessment practices focused on scores. In my opinion, final examination scores do not reflect students' professional competence during the learning process. In the meantime, some lecturers mainly used final examination scores for student assessment. I think it was inappropriate because of students' diverse competence. Lecturers should look at students' whole learning process, their participation and performance to assess more accurately. (DF2)

Another central student from the same institution expressed agreement that,

> Lecturers needed to clarify their marking with specific feedback. We would have enough time to consider our examination results to recognise our errors. If necessary,

we would have our papers re-assessed. In addition, re-assessing seemed to be vague. We only got the total scores after re-assessment. We did not know how our papers were marked. (DF4)

Sharing perceptions, two southern students reflected that,

It was difficult for lecturers to monitor students' performance assessment practices in learning projects such as pair work and groupwork. It depended on students' different contributions in a project product. Although lecturers suggested that we use a peer-evaluation form to monitor group members' contribution. However, group members often helped each other to give good feedback. Therefore, assessment practices were partly inaccurate. (HF2 and HF1)

A few student interviewees reported that their current assessment practices were examination-laden in which the examination protocols were cramming-based. Two central students noted that, "We swotted for the examination papers from an available bank of test items. If we were lucky enough, we would get high scores" (DF4). Another central student further added,

Many of our classmates were so hardworking that they learnt the keys of these test items by heart. On the examination day, they just wrote the answers to get maximum scores without any thought. Generally, in my opinion, final scores did not appear to be meaningful, or to reflect students' professional competence or capabilities. Such assessments were inaccurate. I suggested that students' performance was assessed during the whole learning process. (DF3)

Once again, DF4 gave an example that most students did not need to listen thoroughly and comprehensively, but quickly wrote the answers in their latest final-semester examination of Listening C1 course. One southern student agreed that testing and assessment results tended to be based on students' cramming. For instance, even in the Speaking skill examination,

lecturers provided the available topics. Students tried to learn all by heart in advance to perform on the examination day (GF5).

Students' responses indicated that pedagogical practices were not aligned with assessment. One surveyed respondent wrote that there was no connection between the content that students were taught and examinations (R388). Two northern student interviewees noted that the content they were taught was irrelevant to what was tested in the examination (AF1, AF2). A group of students from central Vietnam stressed that summative assessment was a key focus. Assessment practices were mainly based on the results of final semester examinations. One student noted that, "There were no on-going tests to assess our learning outcomes. Most of our current assessment practices used the results of final semester examinations. We had to put most effort into these important examinations to achieve good results" (DF4).

Responses from the open-ended survey questions and focus group discussions highlighted problems of assessment criteria. Competence assessment scales remained vague and unclear (R027). One student interviewee listed some courses in which assessment criteria were used unclearly such as English B1, B2, and C1 (DF6). The assessment criteria of some courses were too high even to meet, such as British-American Country Studies and British Literature (R091, R195). The assessment criteria were different among lecturers of the same courses (R035). One central student gave an interesting example,

> In our last Speaking skill examination, when some lecturers entered the examination room, many students were really excited and clapped their hands. On the contrary, when other lecturers entered another examination room, students there got depressed. Why? Although students performed similarly, they got different scores. While some students got 9 or 9.5, others only obtained 7 or 8. (DF4)

This student thought that it was unfair because a student with a high score (9) may not be more proficient than one with a lower score (7). The assessment practices depended on individual lecturers. Many students tended to choose courses in which lecturers were known to give high scores (DF4).

Findings reveal ELT pre-service teachers' dissatisfaction with the quality of assessment practices within the institutions' programs. The assessment quality was lowered by superficial assessment and inappropriate assessment criteria. I will report how student were dissatisfied with the OTL within their programs in the next section.

4.6 ELT pre-service teachers' general dissatisfaction with OTL within ITE program

More than half of the ELT pre-service teachers across all institutions in my study expressed dissatisfaction at the opportunity to learn within their programs (n = 73). The dissatisfaction can be understood based on two principles. One is about an absence of OTL within the program. Another is about a low volume of OTL within the program. These two principles referred to four aspects in terms of a program's curriculum, pedagogical practices, program's provision and assessment.

4.6.1 An absence of OTL within the program

Many ELT pre-service teachers perceived OTL was completely absent from their initial education programs with respects to the programs' curriculum, pedagogical practices, provision and assessment (n = 18). The open-ended surveyed respondents and focus group students shared perceptions that there was an absence of OTL for practical components within the programs' curricula. Surveyed respondents wrote that real-life practical experiences were missing (R260, R266). For instance, there were no outdoor activities for students to practise and enhance their English language proficiency (R265). An amount of practical knowledge was absent in the curriculum syllabi (R155). There were no guidelines for self-study hours (HF5, HF6). One central student interviewee noted that there was no

course for students to learn how to deal with real-life pedagogical and psychological situations, even unexpected ones (DF3). Another central student gave an example of how to communicate effectively with students' parents (DF4). Other students from different institutions asserted that they had no opportunity to practise their knowledge in different environments such as teaching or doing voluntary work. (EF4, FF3, HF1)

Focus group students from central Vietnam and the South perceived that the practice of board-writing skills and teaching manner was absent from their programs' pedagogy. They had no opportunity to practise how to present attractively a lesson on the board, or communicate with students by both verbal and non-verbal manners such as gesture and posture, and avoiding backward positions. (DF4, DF3, GF3)

A few student interviewees reflected that there was an absence of the first teaching practicum within their programs' curriculum (BF5, BF2, CF3, CF2). Other central and southern interviewees reported that there were no specific guidelines for their teaching practicum tasks at the upper secondary schools (FF2, HF2). For example, ELT pre-service teachers were not instructed how to write the teaching observation forms (HF1), or how to read the curriculum distribution forms (HF6). Another male student emphasised more strongly his lack of opportunity to teach real classes during his first teaching practicum period.

Actually, our teaching practicum varied across upper secondary schools. In my school, I was not assigned to do anything even teach the students. I was only an observer, not a teacher. I just went to the school to observe my supervising school mentor's teaching hours and then wrote the teaching observation forms. I think there was a lack of teaching practicum hours. She appeared not to trust me enough to assign me duties. In addition, she did not share her experience or stories regarding unexpected classroom situations in teaching. […] (HF6)

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Another student claimed that, "I had no opportunity to raise opinions or give ideas. It was like I was controlled and not instructed. There was no experience sharing meetings. After the teaching practicum, I mostly gained no pedagogical lessons" (HF4).

Students' responses highlighted no OTL within the program's pedagogical practices. ELT pre-service teachers contended that they had no opportunity to learn any aspects of professional knowledge domains and skills of their ELT major. In the open-ended survey questions, informants responded that ELT pre-service teachers were not taught basic skills such as public presentation, PowerPoint or scientific research (DF3, R076), technological knowledge and skills – i.e. searching for learning material resources on the internet (R316), pedagogical content knowledge – i.e. knowledge of how to teach diverse students at different contexts (HF6). This student gave an example,

> My program's curriculum did not provide us with OTL knowledge of how to teach a variety of students in various contexts. It would be difficult for me to teach small groups of personalised individuals at extra private classes or foreign language centres. One of the contemporary problems was that it would be not easy for me to get a job offer as an early career English instructor at a state upper secondary school. (HF6)

Two central students confirmed that they were not taught pedagogical skills for solving real-life classroom situations, "We were not taught teaching manners in class. We did not know how to interact with students flexibly or strictly, how to behave towards their parents, or implement verbal and non-verbal communication in teaching" (DF3, DF4). As a teacher, I felt quite surprised by this. They needed to have acquired these core knowledge sections and skills in order to be well-prepared to teach diverse students in different contexts. One southern student claimed that they were not taught how to teach mixed-ability upper secondary students (GF4). Another southern student gave an example that, "While many of my upper secondary students asked me not to use English but write the lexical items and their

meaning on the board because they did not really understand, others would like me to teach in English" (GF2).

Responses from the open-ended survey questions and focus group discussions indicated that students did not receive opportunities to practise what they were taught within the pedagogical practices. They had no opportunity to practise professional knowledge and skills, or English language proficiency. In particular, they did not experience communicating with foreigners or native speakers (FF1, HF4, R247, R255). One surveyed respondent added that she had no opportunity to experience an English-speaking learning environment (R266).

A few students noted that there was no opportunity for professional exchange provision within their programs. Informants' responses showed no cultural exchange component within the programs, even no professional exchange with the institutions' partners (R316, R322, EF1). Other respondents further confirmed no support provision for students' ELP learning. There were no foreign or even native English lecturers (R246, R255, BF2), or a social learning space for English-speaking practice such as an English club. (R266)

There were a few additional assessments that students had no opportunity to undertake. Focus group students reflected that personalised individual assessments, even for ELP, were missing (DF3). Southern students added that there was no annual assessment for student learning (HF1). The assessment practices for self-study hours were also absent. (HF5, HF6)

Findings reveal OTL completely missing with reference to the program's aspects of curriculum, pedagogy, programs' provision and assessment. However, other students' responses highlighted a low volume of OTL related to these aspects within their programs. I will report it in the next section.

4.6.2 A low volume of OTL within the program

Most of the ELT pre-service teachers suggested that there was a low volume of OTL within the initial teacher education program (n = 68). These rare occasions for opportunity to practise professional knowledge and skills related to the program's curriculum, pedagogical practices, provision and assessments.

4.6.2.1 OTL in the curriculum.

My analysis suggested a low volume of OTL in the initial education programs' curriculum (n = 55). Many ELT pre-service teachers reported that there were insufficient practical components in their programs (n = 47). Responses from both the open-ended survey questions and focus group discussions indicated that the curricula offered little opportunity for students to practise what they were taught both inside and outside the classroom (n = 35). These opportunities included the opportunity to develop students' English language proficiency, their ELT content knowledge, pedagogical knowledge and pedagogical content knowledge. In his survey response, one student reported that, "There was lack of practical activities or plans" (R074). This opinion was supported by other students who reflected, "There was little opportunity to practise and enhance English language skills" (R071, R143), and "little teaching practice" (R111, R362, R431, R432). More specifically, one student noted that "There was little opportunity to apply theoretical knowledge into practice" (R147).

Similarly, when I asked the students what they thought about the curriculum's aspects, the majority perceived that it provided little opportunity for practice. As two final year ELT pre-service teachers at a northern institution said, "[…] We were taught theoretical knowledge in class, but there was very little opportunity for practice […]" (AF2), and "I think I received adequate knowledge, but I need to practise more and more, because the opportunity for practice was limited at my institution […]" (AF3).

ELT pre-service teachers at other institutions across all regions shared perceptions of little opportunity for practice within the initial education program's curriculum. One student from the North voiced, "In my opinion, my current curriculum provides limited opportunity for practice. The proportion for teaching practice is little […]" (BF4). Another northern student added, "[…] I found that small group teaching practice was still lacking in my ELT methodology courses […]" (CF5). One student from central Vietnam further noted, "In my opinion, classroom teaching focused on theoretical knowledge too much. Time for practice was too limited. Most of us have had minimal amount of opportunity for practice in class" (EF6). A student from the South expressed similar opinion, "[…] ELT methodology courses place overmuch focus on theoretical knowledge. We did not have enough opportunity to practise […]" (GF2).

Fewer surveyed respondents and interviewees perceived that the number of opportunities for experiencing real-life practice for both professional knowledge and ELP was limited. One southern student claimed that their institution's curriculum provided students with little opportunity to practise knowledge in real-life contexts. They did not get practical experience until very late in their program; in particular their first school-based teaching practicum wasn't until at the end of the second academic year (HF6).

A few participating students noted a low volume of OTL for ELT major's core courses (n = 11). Surveyed respondents suggested that their program's curriculum provided an inadequate number of credit points for ELT methodology courses (R007, R019, R449), and the professional learning and development course (R250). Agreeing with this suggestion, one northern student added that the professional learning and development course in her curriculum only accounted for 2 credit points, which provided rare opportunity for practice (BF2). One central student further stated that, "Despite a 4-year program, the number of credit points for ELT methodology courses was really limited" (EF3).

Sharing a similar concern about inadequate number of credit points for ELT major's core courses, surveyed respondents and focus groups students emphasised the insufficient number of credit points for English language skills courses and a lack of supplementary courses for real-situation practical skills. One central student interviewee complained that, "The hours for English skills in class were insufficient for learning to obtain a C1 certificate of CEFR. We had to spend much more time self-studying and self-practising outside the classroom" (DF4). One southern student complained about a lack of courses which updated and provided practical education situations and news, or explored further in-depth real-classroom pedagogical situations. She gave an example as being how to motivate and deal with diverse students (GF4).

Some ELT pre-service teachers reported a lack of opportunity for teaching practicum within their programs' curriculum (n = 13). The open-ended survey respondents wrote that they had little opportunity to undertake their teaching practicum although the institutions' curriculum provided two teaching practicum periods (R073, R160, R308, R316). Students at some institutions were even provided with only one teaching practicum (R103, BF5, CF4). In a focus group discussion, one southern student interviewee claimed that, "[…] The first teaching practicum period was too short. We were required to teach only two periods per week […]" (GF5). Other student interviewees from the South added that the number of hours for real teaching in both their teaching practicum periods was too limited (HF6, HF1). One student reported, "Our first teaching practicum period lasted 3 weeks. It took us 2 days to get to know the students. The final week finished early. Therefore, we had around 2 weeks for real teaching practicum" (HF1). Another southern student agreed about their limited first teaching practicum period. This student further explained that their supervising school mentors were overly well-prepared for their teaching practices which appeared to be

idealised. Therefore, when they observed these classes, the classroom climate did not look like 'normal' (HF3).

This idea was supported by a few students from other regions who claimed that their teaching practicum was minimal. However, these focus groups students further advised an interesting issue that they were provided with only one teaching practicum period which was scheduled the second and main one. One northern student said that, […] "There used to be the first teaching practicum period. I do not know why it was removed. This period was very important for ELT pre-service teachers" (BF5). Another northern student agreed that, "Our institution did not offer the first teaching practicum period" (CF2). One northern student at the same institution added that, "[…] Our main teaching practicum period only lasted 6 weeks, which was short. We did not have much experience of real teaching" (CF4).

Focus group students from three central institutions shared perceptions of opportunity for their only teaching practicum. When I asked students about teaching practicum, none from one of three central institutions gave their opinions because they had not undertaken their teaching practicum at that time yet. I obtained no students' voices at this institution. One student from another central institution reported that they had only one teaching practicum period in the final semester. This student also made the comparison,

> […] In other institutions, the students undertook their teaching practicum from the second year. They had very ample opportunity to experience real teaching at primary, lower and upper secondary schools. We had only one period of teaching practicum in the second semester of the fourth year. (EF3)

They further added that their institution offered an overseas teaching practicum in Thailand so they could choose where to undertake their teaching practicum. I found it different from the other seven institutions. One student from the third central institution also gave their viewpoints with reference to their unique teaching practicum period, "Our teaching practicum

was important for teaching students later; especially upper secondary school students. However, we had only one 7-week period of teaching practicum. It was too short and fixed in a specific context with some default school mentors" […] (FF3).

Another central student further claimed they were not well-prepared for their teaching practicum because of this short period of teaching practicum (FF6). I was surprised that the students' teaching practicum varied across institutions. This may be one of the factors that influenced ELT pre-service teachers' learn-to-teach practice.

Responses obtained from the open-ended survey questions and later focus groups discussions revealed limited OTL at upper secondary school during teaching practicum. The students received little support from the upper secondary schools; in particular, their supervising school mentors (R018, R187). A group of southern students from the same institution shared similar perspectives. One female student reported that her supervising school mentor tried to assign her as many duties as possible which were general with limited specific instructions. For example, while she was asked to arrive school to observe and look after the students, her supervising school mentor was absent (HF5). Two other students claimed clearly that their supervising school mentor just asked them to copy the sample teaching observation forms (HF1, HF6). Another female student mentioned she had little opportunity to deal with the real pedagogical situations at an upper secondary school in her first teaching practicum. She said, "I felt like that I was an intern observing classroom activities and extracurricular events. I had little opportunity to experience and cope with pedagogical problems or unexpected situations" (HF2).

One student from another southern institution talked about her 'bad luck' during her first school-based teaching practicum in that,

I was not lucky enough. On the first day, my supervising school mentor asked me:

"What do I have to do?" I replied, "Dear teacher, I also do not know". After that

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meeting, I did everything by myself. I made my lesson plans then submitted. She did

not give me much feedback. I taught the classes. She observed without feedback or

evaluation. I did not know how my teaching was. Generally, I almost learnt nothing.

(GF6)

Findings reveal a low volume of OTL in the programs' curriculum. This amount of

limited OTL referred to opportunity for practical components within the curriculum,

opportunity for core courses of the ELT major, and opportunity for teaching practicum. I will

report how students were dissatisfied with the low number of OTL in the pedagogical

practices in the next section.

4.6.2.2 OTL in the pedagogical practices.

ELT pre-service teachers reported that they received a low volume of opportunity to learn

supplementary knowledge and skills of their ELT major, and to experience practical

application of what they were taught (n = 48). Students' responses suggested that these

knowledge and skills referred to literatures of countries (R166), pedagogical knowledge

(FF1), English language skills (DF3), professional skills (R017), self-study and self-practice

skills (R316, HF5).

Students' responses highlighted a low volume of opportunity to practise what they

were taught within the program's pedagogical practices. The open-ended survey respondents

reported that they had little opportunity to practise English language proficiency (R021), and

knowledge of how to teach English (R033, R035, R053, R075, R098, R103, R176, R217,

R246). A group of student interviewees from a northern institution agreed that they had

limited opportunity to practise small group teaching under their lecturers' supervision and

assessment (BF5, BF1, BF3, BF2). Two central students noted that they were provided with

rare occasions for practising categories of pedagogical knowledge and pedagogical content

knowledge. One student explained that, "[…] We were taught knowledge and skills of how to

teach English in the fourth academic year. I found that we did not have ample opportunity to experience teaching practice in class in such a short last year. […]" (DF3). The other student elaborated that they were assigned to practise teaching in small teams in which each member was required to teach an integral part of the whole lesson. They felt that they received very little opportunity for teaching practice (DF4).

A few participating students reflected that they received limited opportunity to experience the real-life pedagogical environment where they were able to apply the knowledge and skills that they were taught into situational practice; in particular, opportunity to experience interaction exchanges to develop communicative skills. Surveyed respondents wrote that they had little to no opportunity to learn from, to work or to communicate with native speakers and lecturers (R166, R071). One northern student agreed that, "[…] There were quite a few native-English lecturers. Therefore, it was rather difficult to have the opportunity to communicate and work with these lecturers who were originally from English-speaking countries" (BF2).

Findings reveal a surprisingly low volume of OTL that ELT pre-service teachers received from the pedagogical practices in their initial education programs. Students had limited opportunity to learn supplementary knowledge and skills, or to experience practising these acquired knowledge and skills. I will report students' dissatisfaction of a low volume of OTL in the provision of their programs in the next section.

4.6.2.3 OTL in the program's provision.

Some students' responses indicated a low volume of opportunity for OTL in the program's provision across institutions (n = 17). The provision of facilities ranged from infrastructure such as Wi-Fi access or teaching and learning equipment including projectors, microphones, CD players, and various digital media equipment to teaching and learning reference resources at the library. Responses from the open-ended survey questions and focus group discussions

noted that a range of facilities were under-resourced (n = 12 out of 73). There was the lack of modern teaching aids to support effective teaching and learning (R078). There was a shortage of authentic reference materials (R064). Two southern student interviewees shared the realities at their institution's library that, "Reference resources were under-resourced and outdated" (GF5). "We rarely borrowed from our library but went to other institutions' libraries such as RMIT" (GF3).

There were a few additional issues regarding OTL in the provision of programs provision that were mentioned by some respondents. One was that the opportunity for international exchange was limited to a small number of students (R007, R019). Another was about the lack of provision of lecturers (GF6).

Findings reveal a low volume of opportunity for OTL in the programs' provision. The facilities were under-resourced and there was limited opportunity for international exchange, and a lack of lecturers across the institutions. I will report how students were dissatisfied with their limited OTL in assessment in the next section.

4.6.2.4 OTL in the assessment.

A small number of ELT pre-service teachers noted that they had little opportunity to experience the VSTEP for their ELP assessment (n = 2). One central student interviewee said that she had limited opportunity to learn for this test because there were still no courses for the VSTEP's skills until present. This student further asserted that the VSTEP was used as an officially alternative assessment for student's ELP learning outcome standards in which graduates must obtain a C1 certificate equivalent to Level 5 of the six levels of CEFR (DF3).

Findings reveal that ELT pre-service teachers were generally dissatisfied with the quality of the initial teacher education program and the OTL within this program across all institutions in my research. My analysis suggested issues with the quality of the program and students' dissatisfaction of the amount of OTL which was low and even missing within

aspects of the programs. These aspects were about the program's curriculum, pedagogical practices, provision, and assessment. I will report how well students felt prepared for teaching in the next section.

4.7 ELT pre-service teachers' general dissatisfaction with their preparedness for teaching

Approximately one sixth of the ELT pre-service teachers perceived the dissatisfaction in their preparedness for teaching based on two principles (n = 21). One was about the ELT pre-service teachers' ill-preparedness in terms of professional competence as initial teacher education outcomes. Another was that students did not have the right disposition from their initial education.

4.7.1 Ill-preparedness for professional competence

ELT pre-service teachers reported that they were ill-prepared for professional competence attainment with a lack of confidence in ELP and capabilities to teach, and anxiety concerning their attained learning outcomes (n = 14). Focus groups discussions suggested that ELT pre-service teachers were unconfident and unready for teaching a diversity of future students and contexts. A group of student interviewees from a central institution admitted to feeling unprepared for teaching,

> In my opinion, a good teacher needs to master a knowledge base. We were taught categories of knowledge in the first 3 years. I myself realised that the first semester of the final academic year was not enough for us to practise professional competence; in particular small group teaching in class. Our capabilities of teaching and class management were inadequate. Therefore, we were not confident enough in our school-based real teaching practicum in the second semester before graduation. We felt worried and unready for dealing with the classroom situations or other teachers, academic administrators, and school students' parents. (DF3)

Another student added that, "We were capable of teaching real classes. However, we were not prepared to face and solve unexpected classroom situations" (DF6). DF4 agreed that they were not willing to apply what they were taught into real teaching, but they were really eager to experience teaching practices in context.

A group of southern students shared perceptions that they were not confident in teaching real classes although they were about to graduate. HF5 said, "Personally, I felt unconfident of teaching after 4 years. We had many hours for self-study outside the classroom, but not many of us were capable of self-studying. My categories of knowledge and skills did not improve incredibly" (HF5). Another southern student assumed that, "I had similar opinions to him [HF5] about feeling unconfident of teaching. Our program overemphasised theory. More practice needed to be central" (HF2). One male student interviewee of the same group raised his perspectives that,

> Honestly speaking, it was impossible for us to do good teaching job after our 4-year program. The amount of small group teaching and real teaching practice was limited and impractical. We just acquired professional knowledge and skills through theoretical hours in class. We had to do some part-time work such as teaching assistant or private tutor to gain more experience. By doing that, we may dare to teach real classes of Grade 10 and 11 after 4 years. We were incapable of teaching classes of Grade 12. (HF1)

One student from another southern institution further noted that, "After graduation, I knew how to plan and teach a basic lesson. However, I was unconfident of deploying more advanced pedagogical knowledge. For instance, I did not know how to manage a class of mixed-level and mixed-character students" (GF4).

Surveyed respondents and focus group students indicated that they felt unconfident in their English language proficiency for teaching. Student interviewees reflected that although

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their English skills had improved accordingly, their capabilities of using English were still limited, which was a key focus for continuing development (DF1, DF4, FF2, FF6). One survey respondent reported that many ELT pre-service teachers were not capable of sitting the C1 examinations (CEFR) and did not meet the ELP requirement for graduation (R093). A few participants admitted that they were unable to meet the ELP learning outcome standards (FF5, HF5).

Students' responses highlighted their anxiety concerning their attainment of professional competence as an initial teacher education outcome. Their pedagogical practices did not meet the societal needs for employability. One southern student noted that they were not taught pedagogical content knowledge for various contexts, such as private foreign language centres or schools. The pedagogical practices were unaligned with the learning outcome needs (HF2). One central student assumed that while her lecturers' methods were frequently upgraded and more modern, her school supervising mentor instructed traditional methods (FF1). One northern student thought that, "As a future English teacher, I would have difficulty in applying approaches and techniques in teaching upper secondary students. I had to follow the textbooks' guidelines which were inflexible in teaching and lacked creativity for adaptation" (CF3). Expressing an agreement, one surveyed respondent strongly stated that such teaching practices would be even much more difficult in the remote and isolated regions (R005). Another central student further explained that,

> We were taught various categories of knowledge. However, I felt that I was unable to understand them comprehensively until I was employed after graduation. When working with colleagues and observing their teaching performance, I then realised that I had been taught those categories of knowledge at tertiary level. Then I understood how to apply them into real teaching at upper secondary school level. I

suggest that my initial education program needed to place more emphasis on teaching how to variously apply knowledge into practice. (CF1)

4.7.2 Unpreparedness for disposition

A few ELT pre-service teachers perceived that they were unprepared for a right disposition of teaching profession (n = 11). Respondents and interviewees shared perceptions that their learning motivation decreased during their engagement with the initial education program. Two survey respondents wrote that they lost interest in learning; in particular their love of English, and gradually became more passive (R408, R113). One central student said that she spent most of the time on theoretical courses to achieve high scores which distracted her from learning core courses of her ELT major (EF2). While lecturers' superficial instruction and students' different levels demotivated a southern student (HF6), lack of self-awareness of learning and research was an affective factor on one northern student's motivation (AF4).

Some students admitted that they were unwilling to build any interactive interpersonal relationships. Survey respondents reported that the competition among students was too critical (R027). The friendships as well as interactive rapport were superficial (R083). Even any social interaction between staff and students appeared to be missing (R224). One central student noted that regardless of their positive attitude with future students, it was still difficult to promote a close and communicative relationship with these future students as well as their parents (DF4).

Findings reveal ELT pre-service teachers' dissatisfaction of their preparedness for teaching. They felt ill-prepared and lacked the professional competence expected as an outcome of teacher preparation and to some extent they lacked the right disposition for the tracing profession.

4.8 Chapter summary

In this chapter, I focused on a general understanding of Vietnamese tertiary ELT pre-service teachers' perceptions of English education. More specifically, I presented ELT pre-service teachers' insights into the rationale for TESOL education in terms of curriculum, pedagogy, and assessment across all the higher education institutions I studied. My major findings included ELT pre-service teachers' general satisfaction and dissatisfaction with their OTL, the quality of their initial teacher education programs, and their preparedness to teach. My analysis highlighted a correlation among three themes emerging around the program's aspects. They were curriculum, pedagogical practices, program's provision, and assessment. Many ELT pre-service teachers voiced that they had a high volume of OTL within their programs. They further perceived that their initial education programs were of good quality. They believed that they felt well-prepared to teach.

The participants indicated the constraints of their degree program; particularly in relation to their dissatisfaction of three related themes. A few ELT pre-service teachers shared concern regarding a low volume, even an absence of OTL within their initial education programs. They noted that the issues with the quality of their programs remained. They asserted that they felt ill-prepared for teaching.

In the next chapter, I will discuss the distribution of students' satisfaction level of OTL within the initial education program, quality of the program, and their preparedness to teach, across a cluster of seven higher education institutions that showed a high satisfaction level. I will present and compare how they were similar and different in satisfaction levels. I will conclude the next chapter with a discussion about the degree of variability in students' satisfaction level.

Chapter 5: Distribution of ELT pre-service teachers' levels of satisfaction with the ITE

5.1 Introduction

In the previous chapter, I discussed ELT pre-service teachers' perceptions of their programs; in particular their insights into the rationale for TESOL pre-service teacher education. My analysis suggested that ELT pre-service teachers' perceptions centred around three emerging themes: ELT pre-service teachers' OTL, quality of the program, and their preparedness to teach. My findings suggest that most ELT pre-service teachers were generally satisfied with their programs. Specifically, they stated that their programs were of good quality and provided them with multiple opportunities to learn in their classes and field professional experience. They felt well-prepared to be competent English instructors. However, some ELT pre-service teachers provided contrasting narratives of dissatisfaction. These students were dissatisfied with the minimal or non-existent opportunities to learn; these perceptions affected their assessment of the overall quality of their programs. They felt ill-prepared to teach.

In this chapter, I discuss the level of ELT pre-service teachers' satisfaction across these eight institutions using three themes that I elaborated on in Chapter 4, with a focus on the degree of variability in their satisfaction. My key findings were that (1) students in seven of these eight institutions were statistically similar in their satisfaction, which I will call Cluster 1; but (2) this cluster's students varied in degrees of satisfaction across my analytical categories. In Chapter 6, I will discuss the one institution whose students appeared to be significantly dissatisfied with their programs (Cluster 2).

I begin this chapter with a discussion of how I determined these two clusters of general satisfaction. In my preliminary analysis, I initially constructed three clusters. However, subsequent analysis suggested that two clusters were a more effective and accurate

representation of the difference between students' perceptions of satisfaction across these eight institutions. I will discuss the factors influencing ELT pre-service teachers' satisfaction in Cluster 1 and their engagement in their initial education programs. Although these institutions were generally satisfied, there were some more satisfied institutions than others. I, then, present the findings about the range of satisfaction across these seven institutions. I conclude this chapter with a discussion of the two most variant aspects in these students' perceptions. Cluster 1 ELT pre-service teachers' participation in overseas or domestic professional experiences appears to have affected these students' perceptions of satisfaction the most. I note that there appeared to be a significant difference between students who experienced professional learning overseas and those who did not.

5.2 Constructed clusters of ELT pre-service teachers' satisfaction level

Two differentiated clusters of institutions can be identified in my quantitative analysis. One cluster of seven institutions showed high student satisfaction level which is statistically significant; and one institution where students were significantly less satisfied with their programs. My initial null hypothesis for a one-way analysis of variance (ANOVA) test was that ELT pre-service teachers across these eight institutions would show an equal level of satisfaction regarding their initial education programs. But, my ANOVA test showed a statistically significant difference in ELT pre-service teachers' general satisfaction (Welch's $F (7, 143.735) = 4.74$, $p < .05$). My analysis revealed that ELT pre-service teachers at HEI3 expressed the highest satisfaction level ($M = 3.03$), while those at HEI6 showed the lowest ($M = 2.42$). Means values for eight institutions were compared with the overall mean using Means plots and Means ratings (overall $M = 2.82$), which is representative of the students' general satisfaction (Appendix L). This comparison was made in order to classify the clusters across eight institutions.

My initial classification constructed three clusters. These three clusters included high level of satisfaction (HEI1, HEI2, HEI3, HEI5, HEI8), moderate satisfaction (HEI4, HEI7), and low (HEI6). Upon inspection, standard deviation error bars in Cluster 1 and 2 overlap quite a bit (HEI4 and HEI1, HEI2, HEI3, HEI5, HEI8), even less (HEI7 and HEI1, HEI2, HEI3, HEI5, HEI8), I decided that the difference is not statistically significant. Figure 5.1 which illustrates the Means plots of eight institutions also shows that the standard deviation error bars seem not to overlap between HEI6 and HEI4, or between HEI7 and HEI3. This suggests that the difference may be statistically significant. However, my ANOVA test rejected this conclusion. The Means ratings classify the Means value for HEI6 as a dissatisfied scale. I, therefore, reconstructed my initial three clusters into two. For the purposes of my analysis, Cluster 1 of seven institutions (HEI1, HEI2, HEI3, HEI5, HEI8, HEI4, HEI7) was identified as the satisfied cluster. Cluster 2 of a unique institution (HEI6) was namely the dissatisfied cluster.

Figure 5.1

Means Plots of Students' General Satisfaction Level across Eight Institutions
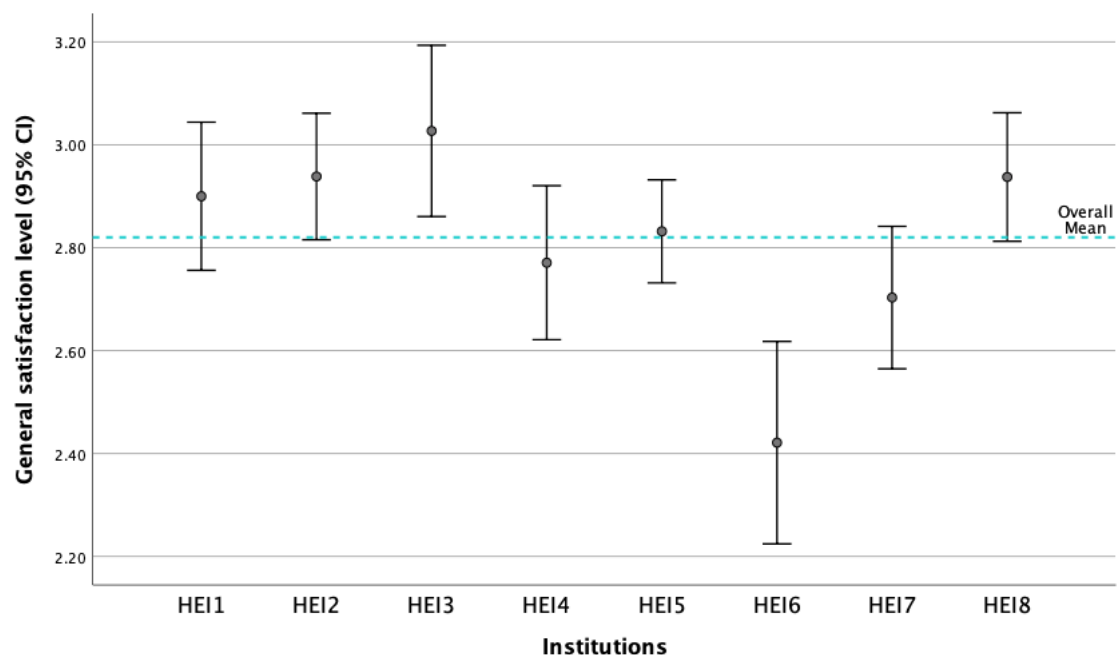
My ANOVA test indicated no statistically significant difference across seven institutions in Cluster 1 in satisfaction level of their initial education. However, this test highlighted a statistically significant difference across these seven institutions in their satisfaction of OTL within their programs. My analysis suggests that the variability of student satisfaction centres around three related themes. They are ELT pre-service teachers' OTL within the ITE program, quality of the ITE program, and ELT pre-service teachers' preparedness for teaching. More specifically, my analysis further focused on and substantiated how ELT pre-service teachers in both clusters were similar and different in their satisfaction.

5.3 Distribution of ELT pre-service teachers' similar satisfaction across Cluster 1

Generally, ELT pre-service teachers across seven institutions in the satisfied cluster were not very different in their satisfied perceptions of their initial teacher education programs. They expressed a similarly high satisfaction level with OTL within their programs, quality of their programs, and how they felt well-prepared for teaching. ELT pre-service teachers at HEI1, HEI2, HEI3, HEI5, and HEI8 were highly satisfied with their programs, while those at HEI4 and HEI7 showed moderate satisfaction.

Across three related themes, OTL within the ITE program received a various satisfaction level across two clusters of institutions. OTL in the ITE program's curriculum and assessment was not favourably perceived as OTL with pedagogical practices for professional competence and the school-based professional experience. OTL in the teaching practicum is a common category that the satisfied institutions shared with the unsatisfied one. ELT pre-service teachers in both clusters of institutions expressed significantly high satisfaction with their learning in their field professional experience. The difference between the highest and lowest Means values of HEI8 and HEI4 respectively in Cluster 1 was not large (M = 3.24 and M = 2.93). Student satisfaction level of Cluster 2 is even higher than that

of some institutions of Cluster 1. Table 5.1 presents the Means values of two clusters of institutions for OTL in four categories.

Table 5.1

Means of Two Clusters for OTL in Four Categories

	OTL in the curriculum	OTL in the professional competence pedagogy	OTL in the assessments	OTL in the teaching practicum
HEI1	2.77	2.98	2.93	3.16
HEI2	2.78	2.89	2.89	3.14
HEI3	2.84	3.01	2.83	3.12
HEI5	2.74	2.74	2.70	3.21
HEI8	2.78	2.86	2.86	3.24
HEI4	2.56	2.62	2.40	2.93
HEI7	2.57	2.64	2.34	3.07
HEI6	2.24	2.50	2.42	3.15
Grand Mean	**2.66**	**2.78**	**2.67**	**3.13**

Findings obtained from the quantitative and qualitative analysis reveal that most ELT pre-service teachers across seven satisfied institutions tended to express great satisfaction of their initial education (n = 405 out of 428) (M = 2.86, SD = 0.52); in particular, the OTL within their program, the quality of their program, and their preparedness for teaching (n = 110, n = 102, n = 57, respectively). They were highly satisfied with the multiple opportunities to learn that their programs provided in terms of the program's curriculum, pedagogy, provision and assessment. The ITE program's curriculum provided ELT pre-service teachers with a great number of opportunities to complete their initial education through learning-integrated academic studies and practical professional experiences to obtain teaching experience in diverse educational contexts. In particular, the program's curriculum focused on the professional competence of the ELT major based on principles for knowledge, skills

and attitude that were integral in ELT methodology courses. Students' responses highlighted an alignment between the program's curriculum foci and pedagogical practices. ELT pre-service teachers stated that they had multiple opportunities to learn categories of knowledge and dispositional components, to practise these knowledge domains inside and outside the classroom environment within their pedagogical practices. These categories of knowledge include content knowledge, pedagogical knowledge, pedagogical content knowledge, technological knowledge, contextual knowledge, and psychological knowledge. However, high student satisfaction centred around the PCK, PK, CK, TK rather than the other two. Students reported that the provision of facilities at their institutions provided a moderate number of OTL. These facilities included teaching and learning equipment and sources of reference materials. They were sufficiently resourced with good quality. The teaching and learning materials were compiled from a variety of references which were regularly updated. A few students asserted that they had opportunities to experience assessment strategies within their programs. These assessment strategies referred to various forms of grading and communication between the institutions and students' families about student performance and progress.

Respondents reported their greatest satisfaction in the OTL in teaching practicum in both two clusters. ELT pre-service teachers had opportunities to undertake both domestic and overseas teaching practica in which the former was mandatory, and the latter was optional. They had many opportunities to practise and obtain teaching experience in real-life education environments through the supervision and mentoring of the experienced professionals. Their practice teaching was observed and assessed by their mentors and classmates who provided critical and constructive feedback.

ELT pre-service teachers in this cluster were satisfied with the quality of their programs' pedagogy, in particular their lecturers' teaching and classroom practices. They

recognised their lecturers' multiple roles as inspiring teacher, mentor, and facilitator. Students' high satisfaction with their curriculum's quality concentrated on its appropriateness and scope and sequence. ELT pre-service teachers responded that their school-based teaching practicum was effective and played a significant role in preparing them to teach. Students across these seven institutions also expressed similar satisfaction with the quality of their programs' provision with attention to the professionalism of teaching staff. They said that their lecturers were well-qualified and responsible. Many respondents from HEI5 and HEI8 reflected that their lecturers were skilful and experienced in their breath and depth of knowledge (R006 [HEI8], R031, R140 [HEI5]). A small number of students in this cluster noted in their interviews that they were quite satisfied with the quality of assessment practices at their institutions. A group of northern students stated that assessments were thorough and appropriate with clear and objective criteria (CF1, CF2, BF2, AF5).

ELT pre-service teachers across seven institutions shared high satisfaction with their preparedness to teach. They felt confident of having sufficient English language proficiency and being well-prepared to be employed. They further asserted that their programs had been successful in promoting ELT pre-service teachers' positive dispositions to meet the essential needs for graduate employability.

5.4 Discrepancy in ELT pre-service teachers' satisfaction level across Cluster 1

My analysis suggested that although ELT pre-service teachers across seven institutions in this cluster shared similar satisfaction with their programs, they expressed some discrepancies in their opportunity to learn, the quality of their programs and their preparedness for teaching. Their different levels of satisfaction focused on their OTL in their programs' curriculum, pedagogical practices for professional competence with a focus on categories of knowledge and dispositional components, assessment and teaching practicum. They were differently satisfied with the quality of their programs' pedagogy, curriculum,

provision and assessment. They further highlighted their well-preparedness to teach regarding sufficient professional competence gains and developed positive dispositions. ELT pre-service teachers' different satisfaction was statistically significant across pairs of institutions. (see Appendix M)

5.4.1 Different satisfaction with OTL within the ITE program

ELT pre-service teachers across these seven institutions reported different degrees of satisfaction regarding the OTL in their program's curriculum, pedagogical practices, provision, and assessment. OTL in their programs' curriculum and teaching are two categories that received the most satisfaction from the ELT pre-service teachers at HEI3, while those at HEI4 reported their least satisfaction with these categories. Students at HEI1 expressed the most satisfaction about how they were assessed within their program in contrast to those at HEI7.

5.4.1.1 Different satisfaction with OTL in the curriculum.

ELT pre-service teachers' satisfaction with OTL in the program's curriculum is statistically different across two pairs of institutions. They are HEI3 and HEI4, HEI3 and HEI7. Figure 5.2 illustrates the means plots of statistically significant difference in OTL in the program's curriculum across seven institutions.

Figure 5.2

Means Plots of the Statistically Significant Difference in OTL in the Curriculum in Cluster 1
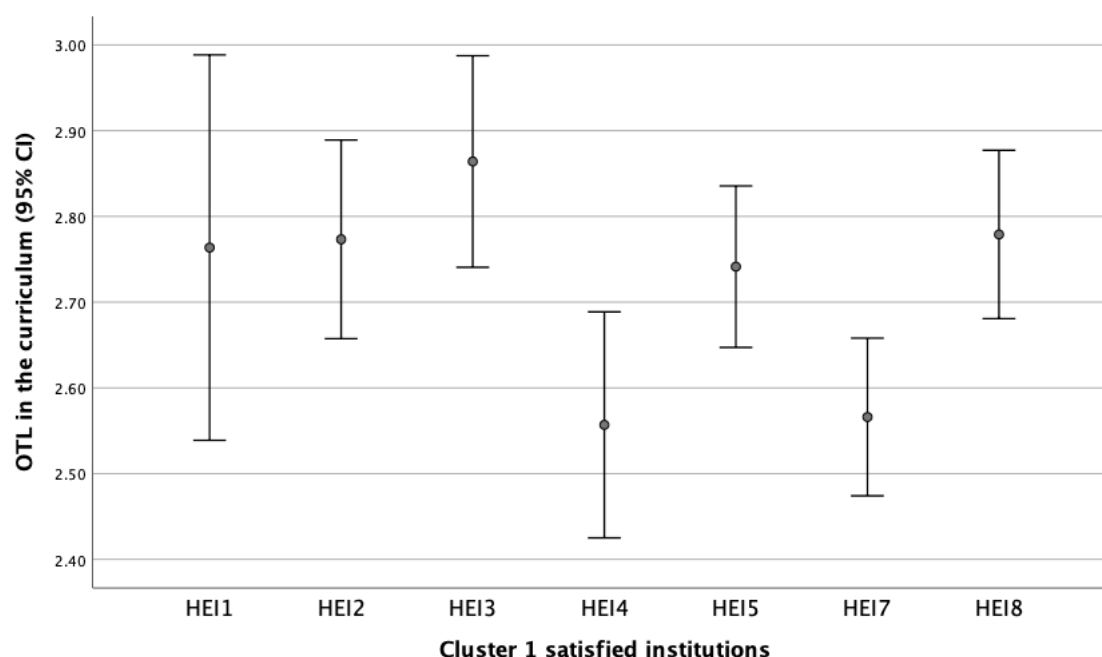
ELT pre-service teachers across these two pairs of institutions shared various views about their experience of assessed teaching practice in diverse educational contexts, professional exchange and learning as well as curriculum evaluation and update. ELT pre-service teachers at HEI3 had a range of some to ample opportunity to obtain experience of teaching practice from different forms. These forms varied from teaching individual lessons under lecturers' supervision and assessment, conducting small group teaching with classmates to documented and assessed teaching practice at various levels. In the meantime, ELT pre-service teachers at HEI7 indicated that they had little opportunity to gain experience from these forms but some opportunity for small group teaching. (see Table 5.2 in Appendix M)

ELT pre-service teachers at HEI3 also asserted that they had some opportunity to pursue further training after graduation as well as learn about different cultures, but little opportunity to promote professional exchange with, and learn from, pre-service teachers who

were being educated to teach other foreign languages. Their curriculum was often evaluated and updated. ELT pre-service teachers at HEI4 shared their contrasting perceptions of having minimal opportunity for professional exchange and learning. They had no opportunity to learn from pre-service teachers of other foreign languages. The curriculum at HEI4 was seldom updated. (see Table 5.3 in Appendix M)

Responses from the open-ended survey questions and focus groups discussions further highlighted various perspectives of OTL in the program's curriculum. The HEI3's curriculum provided ELT pre-service teachers with multiple opportunities for professional competence development (R149, R155, R158). Two participating interviewees said that their curriculum structured the first two academic years for English language proficiency education. Students had ample opportunity to have sufficient ELP for learning categories of knowledge and skills of their ELT major in the last two academic years of their program, and for future employability (CF1, CF3). Another student added that the ELT major's courses; in particular ELT methodology courses, were important in preparing professional competence for teaching (CF4). Focus groups students at HEI4 asserted that their curriculum provided opportunities to develop ELP using CEFR as a standard prerequisite for graduates' learning outcomes. They also noted that their opportunities to learn how to deal with unexpected real-life educational situations were still limited (DF4, DF3). No participating interviewees from HEI7 shared thoughts of OTL in their program's curriculum.

5.4.1.2 Different satisfaction with OTL in the pedagogy of professional competence.
My analysis suggests that there is a statistically significant difference in how satisfied ELT pre-service teachers across seven institutions were satisfied with the pedagogy of professional competence. The ELT pre-service teachers' professional competence is constituted from two key components of knowledge categories and dispositions. Categories of knowledge are content knowledge, pedagogical knowledge, pedagogical content knowledge, technological

knowledge, contextual knowledge, and psychological knowledge. Across these analytical categories, my qualitative analysis indicated ELT pre-service teachers' similar satisfaction with the contextual factors which might indirectly or directly impact on their professional competence preparation within their programs. Dispositions refer to the professional beliefs and affective-motivational characteristics. My ANOVA test indicated that HEI4 and HEI7 are different from HEI2 and HEI3 although Mean value for HEI2 is lower than the one for HEI1. Therefore, HEI2 and HEI3, HEI4 and HEI7 are clustered respectively. My ANOVA test also highlighted that student satisfaction is statistically significant different between HEI3 and HEI5. These are two significant single cases across five institutions showing the great satisfaction. There is no statistically significant difference across the remaining of institutions. Figure 5.3 shows the means plots of statistically significant difference in OTL in the pedagogy of professional competence across seven institutions.

Figure 5.3

Means Plots of the Statistically Significant Difference in OTL in the Pedagogy of

Professional Competence in Cluster 1
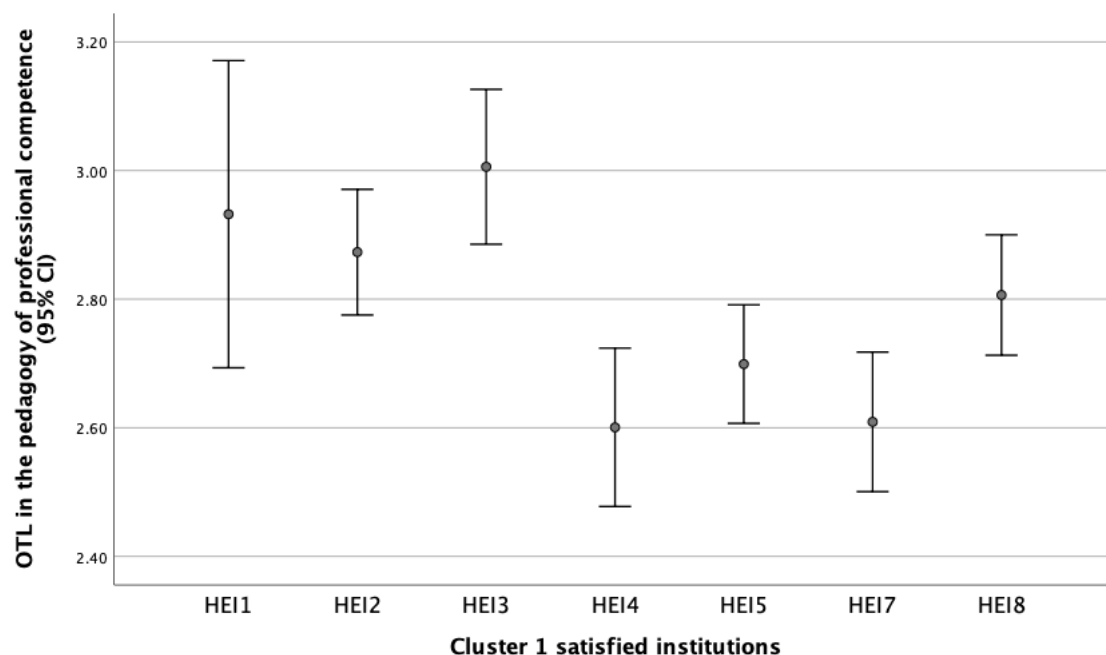
The categories of knowledge and dispositions that ELT pre-service teachers across these pairs of institutions were differently satisfied with are presented below.

OTL content knowledge

ELT pre-service teachers across the pairs of institutions expressed various perceptions of their OTL knowledge of ELT methodology, English language and skills. ELT pre-service teachers at HEI2 and HEI3 had some to ample opportunity to learn about the content knowledge, strategies and skills of ELT methodologies. They learned about the different language learning styles and the critical and enquiring approaches to English teaching and learning. They learned about a variety of classroom techniques, activities, materials, and implicit instruction. They were taught practitioner research, how to incorporate research in teaching, and the content and language integrated learning educational approach. ELT pre-service teachers' OTL at HEI4 and HEI7 was less.

Students across pairs of institutions shared their agreement about their English language proficiency education. Students at HEI2 and HEI3 more strongly agreed that their ELP had improved, especially Speaking and Writing skills. Their programs referred to and used the CEFR for their courses. (see Table 5.4 in Appendix M)

Across a cluster of five institutions showing greater satisfaction, HEI3 and HEI5 mainly illustrate the statistically significant difference about the number of opportunities to learn sufficient English language knowledge and proficiency; followed by OTL knowledge and understanding, strategies and skills of content knowledge. ELT pre-service teachers at HEI3 indicated stronger agreement with having enough knowledge of English language and proficiency in comparison to those at HEI5. Students' four skills of English language had improved significantly. Students were provided ELP training using CEFR as a standard for a C1 certificate. They reported that their ELP reached C1 level. Students at HEI3 were provided with ample opportunity to learn about the different language learning theories and

methods. They learned about the knowledge of critical evaluation of the nationally or regionally adopted curriculum. They learned about the knowledge of teaching techniques, implicit instruction, and the task-based language teaching methodologies. Their program promoted reflective practice and self-evaluation. ELT pre-service teachers at HEI5 noted less opportunity. (see Table 5.5 in Appendix M)

OTL pedagogical knowledge

ELT pre-service teachers' positive perceptions of OTL pedagogical knowledge across the pairs of institutions were significantly different about their volume of OTL a range of key competences. ELT pre-service teachers at HEI4 and HEI7 had minimal OTL the key teaching competences in comparison with those at HEI2 and HEI3. These competences refer to lesson and course planning, assessment, interaction management and monitoring.

The lesson and course planning competences are diverse. They include using a syllabus and materials in preparing lesson plans which are balanced and meet the current and future needs of students' personalised learning; comparing and referring to these needs in planning main and supplementary objectives for lessons; designing tasks to exploit the linguistic and communicative potential; using analysis of student difficulties to decide on action points for upcoming lessons; and how to review and negotiate the curriculum and syllabi for different courses.

The assessment competences vary. They are preparing for and coordinating placement testing; selecting, developing and conducting progress assessment tasks for all English language skills and language knowledge at any level as well as to verify the future students' progress; using rubrics to assess different types of errors in written work; using video recordings of the future students' interaction to help individuals recognise their strengths and weaknesses; reliably applying CEFR criteria to assess the future students' ELP; creating valid

formal tests to determine whether the future students reach a given CEFR level; and teaching to CEFR standards.

The competences regarding interaction management and monitoring are various. They included monitoring the future student performance both in groups and in individuals accurately, thoroughly, and effectively; using a wide range of techniques to provide and elicit clear feedback; and using monitoring as well as feedback for designing further activities. (see Table 5.6 in Appendix M)

Across two specific cases, ELT pre-service teachers' different satisfaction levels mainly focused on the assessment competences followed by some competences with regards to lesson and course planning as well as interaction management and monitoring. ELT pre-service teachers at HEI5 had less OTL than those at HEI3. Students learned a variety of assessment competences. These competences refer to selecting, developing, and conducting regular assessment tasks for all English language skills and language knowledge at any level in order to verify students' progress; using rubrics for written work assessments; using video recordings for student-student interaction assessments; using CEFR standards for students' ELP assessments; creating valid formal tests referring to CEFR to determine students' given CEFR level; and conducting teaching practices to CEFR standards. The lesson and course planning competences include using analysis of students' problems for planning upcoming lessons; reviewing and negotiating the program's curriculum and syllabi for different courses. Across the competences regarding the interaction management and monitoring, students at HEI5 had less OTL about monitoring student performance effectively and monitoring individual and group performances accurately and thoroughly. However, they had more OTL about managing teacher-class interaction, alternating between teaching the whole class and pair or group practices giving clear instructions, and involving the students in pair and group work using a variety of activities in course books. (see Table 5.7 in Appendix M)

OTL pedagogical content knowledge

ELT pre-service teachers' different satisfaction level across the pairs of institutions relates to their OTL the pedagogical content knowledge's patterns. While students at HEI4 and HEI7 had minimal to non-existent OTL, those at HEI2 and HEI3 received more. ELT pre-service teachers learned about a wide range of methods to teach their students the knowledge of critical and enquiring approaches in English language learning, the critical evaluation of the nationally or regionally adopted curriculum, and how to refer to the CEFR and enhance their ELP in order to gain a given CEFR certificate. ELT pre-service teachers learned about how to pedagogically teach their students the understanding, strategies and skills of English language learning. These skills included identifying techniques and materials for different learning contexts; evaluating the suitability of techniques and materials for different learning contexts; personalising students' own learning; selecting new techniques and materials for students' own learning; managing students' own learning better; monitoring students' ongoing personal language competence; and being self-reflective and self-evaluating students' own learning using external resources. ELT pre-service teachers were also taught how to teach their students the task-based language learning methodologies, implicit learning, cooperative and collaborative language learning methods, and independent language learning strategies. (see Table 5.8 in Appendix M)

ELT pre-service teachers' different satisfaction level across two specific institutions is central to the pedagogical content knowledge of how to teach English language proficiency. ELT pre-service teachers at HEI3 had much more opportunity to learn. They learned about how to teach their students to enhance all four English language skills in order to obtain a CEFR examination certificate. They also learned about how to teach their students understanding of the various content knowledge and skills. These knowledge and skills referred to the critical evaluation of the adopted curriculum; the identification, selection and

evaluation of techniques and materials for various learning contexts; the implicit learning and the content and language integrated learning educational approach; and the awareness of the students' special learning needs. (see Table 5.9 in Appendix M)

OTL technological knowledge

ELT pre-service teachers positively perceived their diverse OTL the 21st century enabling competences and skills. These skills refer to the digital media technology competences and knowledge of how to teach their students these competences. ELT pre-service teachers at HEI4 and HEI7 had less OTL than those at HEI2 and HEI3 with some exceptions. ELT pre-service teachers learned about selecting and using online exercises appropriate to their individual needs; setting and supervising online work for their personal needs; and troubleshooting most problems with classroom digital equipment. They learned about how to teach their students digital media skills. These skills included organising computer files in logically ordered folders, using any standard Windows/Mac software, setting and supervising online work for the future students' individual needs, selecting and using online exercises appropriate to the students' individual needs, coordinating project work with digital media, troubleshooting most problems with classroom digital equipment, using any available classroom digital equipment profitably for the students' English language learning, and undertaking blended learning modules using a learning management system. However, ELT pre-service teachers at HEI4 and HEI7 had more OTL using word-processing software to write worksheet following standard conventions and using digital software for handling images, video and sound files. (see Table 5.10 in Appendix M)

Across two specific institutions, ELT pre-service teachers at HEI3 indicated that they had more OTL in comparison to those at HEI5. They learned about information and communication technology (ICT) pedagogies, using word-processing software to write a worksheet following standard conventions; searching for potential teaching and learning

materials on the internet; downloading resources from websites; creating lessons with downloaded texts, pictures, graphics, and so on; setting and supervising online work for their personal needs; troubleshooting most problems with classroom digital equipment; and designing blended learning modules using a learning management system. ELT pre-service teachers additionally learned about how to teach their students digital media competence. (see Table 5.11 in Appendix M)

OTL psychological knowledge

ELT pre-service teachers were differently satisfied with the components of learning process and individual students' characteristics. These components underly the ELT pre-service teachers' heterogeneity or psychological knowledge. Across these features, ELT pre-service teachers at HEI2 and HEI3 had more opportunity to learn the learning strategies and the potential knowledge to foster their engagement. These strategies were to meet the needs of individual students. ELT pre-service teachers also learned about the independent language learning strategies and monitoring ongoing personal language competence. (see Table 5.12 in Appendix M)

ELT pre-service teachers across two institutions had different levels of satisfaction mainly with the learning strategies. Students at HEI3 had more OTL the independent language learning strategies in comparison to those at HEI5. (see Table 5.13 in Appendix M)

OTL dispositional components

ELT pre-service teachers' different satisfaction focused on their volume of OTL the dispositional components. Language awareness and values were two of these components' attributes. ELT pre-service teachers at HEI2 and HEI3 noted more OTL in comparison to those at HEI4 and HEI7. ELT pre-service teachers learned about giving correct models of language form and usage appropriate for the level concerned. Their programs' curriculum provided more opportunity to value foreign languages teaching and learning as well as

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encouraging professional networking outside the educational contexts. (see Table 5.14 in Appendix M)

ELT pre-service teachers across HEI3 and HEI5 were differently satisfied with the intercultural competence awareness and values. Students at HEI3 had significantly more OTL the importance of the relationship between language and culture in language teaching and learning, and the relevance of cultural issues in language teaching. However, the program's curriculum at HEI3 provided ELT pre-service teachers with less opportunity to value foreign languages teaching and learning. (see Table 5.15 in Appendix M)

5.4.1.2 Different satisfaction with OTL in the assessment.

My ANOVA test revealed the statistically significant difference in ELT pre-service teachers' satisfaction between the pairs of institutions. These pairs were HEI4 and HEI1, HEI4 and HEI2, HEI4 and HEI3, HEI4 and HEI5, HEI4 and HEI8, HEI7 and HEI1, HEI7 and HEI2, HEI7 and HEI3, HEI7 and HEI5, HEI7 and HEI8. Therefore, these pairs of institutions were clustered into two clusters to make a comparison of different student satisfaction, namely Cluster 47 and Cluster 12358. ELT pre-service teachers' satisfaction significantly differs about their instructors' assessment practices, forms of assessment used in their programs, their reflective self-assessment, and instructors' partnership with ELT pre-service teachers' parents. Figure 5.4 illustrates the means plots of statistically significant difference of OTL in the assessment across seven institutions.

Figure 5.4

Means Plots of the Statistically Significant Difference of OTL in the Assessment in Cluster 1
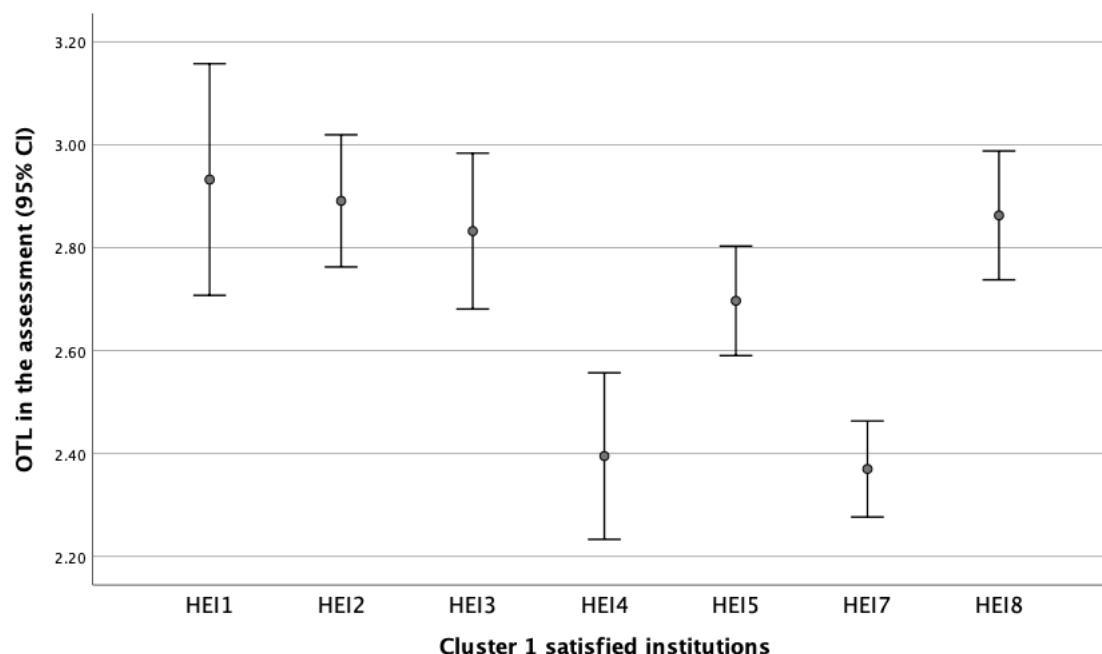
ELT pre-service teachers at the cluster of five institutions tended to express their agreement about the strategies the lecturers used for assessments. The lecturers monitored the progress of the class, effectively maintained information on the students' progress in learning and on non-instructional activities. They seized a major opportunity to enhance the students' learning and engagement built on their interests and used the assessment results to plan future instruction for the class. ELT pre-service teachers at these five institutions even more strongly agreed that their lecturers recognised the value of understanding students' interests and culture. This strategy received the lower satisfaction from the ELT pre-service teachers at HEI4 and HEI7, who also reported that they were in disagreement about their lecturers' assessment practices.

ELT pre-service teachers at the more satisfied five institutions expressed stronger agreement about the use of formative assessment within their programs than those at HEI4 and HEI7. They also agreed with how they were instructed with the reflective self-

assessment. They frequently assessed and monitored their own work quality against the assessment criteria and performance standards. They utilised their lecturers' feedback to personalise their own learning. ELT pre-service teachers at the other two institutions indicated their disagreement.

ELT pre-service teachers in Cluster 47 shared stronger disagreement about the partnership between the lecturers and students' parents about the instruction and student learning than those in Cluster 12358. The lecturers did not handle and respond to the students' family concerns with great professional and cultural sensibilities. They frequently did not provide information about the student progress as well as the instructional program to the students' parents. However, ELT pre-service teachers in this five-institution cluster agreed that their lecturers only provided the information regarding instructional program to their parents. ELT pre-service teachers were not encouraged to share their progress with their parents. (see Table 5.16 in Appendix M)

5.4.1.3 Different satisfaction with OTL in the teaching practicum.

ELT pre-service teachers' satisfaction level with their teaching practicum is significantly different across two pairs of institutions. They are HEI4 and HEI5, HEI4 and HEI8. Figure 5.5 illustrates the means plots of statistically significant difference in OTL in the teaching practicum across seven institutions.

Figure 5.5

Means Plots of the Statistically Significant Difference in OTL in the Teaching Practicum in
Cluster 1
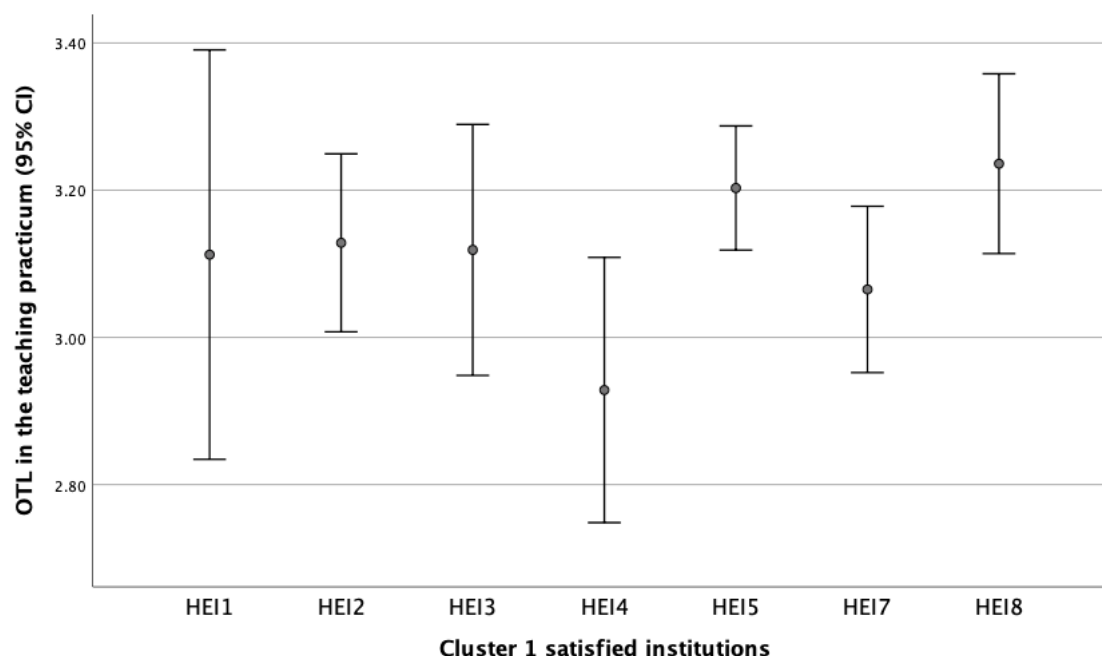
ELT pre-service teachers across these pairs of institutions showed different

perceptions of their institutions' teaching practicum policy, the importance of mentoring

practices, the professional relationship with mentors, and their professional experiences of

real teaching. ELT pre-service teachers at HEI4 showed a tendency to agree they had OTL in

aspects of their teaching practicum. Their program provided an explicit framework for a

school-based teaching practicum with clear guidelines and policy. ELT pre-service teachers

understood and valued the mentoring process at upper secondary schools. ELT pre-service

teachers worked well with their mentors by developing a positive relationship with their

mentors built on trust, openness, professionalism, and mutual respect. Their mentors were

supportive, friendly, flexible, and professional in modelling their instruction. ELT pre-service

teachers at HEI4 also agreed that they had existent opportunities to obtain professional

experience during their school-based teaching practicum. They were instructed classroom

approaches and strategies at the upper secondary schools. They had opportunities to observe real teaching hours before teaching their own classes under their school supervising mentors' observation and assessment. They received constructive feedback from their mentors. In the meantime, ELT pre-service teachers at HEI5 and HEI8 expressed their totally stronger agreement. (see Table 5.17 in Appendix M)

5.4.2 Different satisfaction with the quality of the ITE program

ELT pre-service teachers across seven institutions in Cluster 1 had different satisfaction levels with the quality of their programs in terms of pedagogy, curriculum, provision and assessment. I discuss the students' different satisfaction levels utilising the coded frequencies of open-ended survey respondents and focus groups students who shared perceptions of analytical categories.

5.4.2.1 Different satisfaction with the quality of the pedagogy.

ELT pre-service teachers' different levels of satisfaction with the quality of the pedagogy referred to the lecturers' instruction and the quality teaching process as illustrated in Figure 5.6. ELT pre-service teachers at HEI5 expressed the highest satisfaction with their lecturers' practices with attention to the lecturers' facilitating and teaching methods. Students at HEI8 and HEI2 showed a lower level and those from HEI3, HEI4, HEI1 and HEI7 the lowest. Open-ended survey respondents from HEI5, HEI8 and HEI3 wrote that they were satisfied with their lecturers' methods (R002, R006, R017, R021, R022, R029 [HEI8], R164, R144, R116, R125, R126, R091, R103, R085, R081 [HEI5], R146 [HEI3]). Another respondent from HEI5 reflected that, "My lecturers were enthusiastic about teaching, methodically instructed us how to teach, encouraged us to practise as much as possible in class, offered us ample opportunity to experience teaching practice as well as voluntary teaching in the community" (R050 [HEI5]). These perceptions were supported by two northern student interviewees who said that, "Our lecturers helped us to recognise strengths and weaknesses,

promoted our creativity in teaching, instructed us how to care for future students' psychology and learning needs" (BF1), and "showed us how good teaching could be" (BF4).

Students at HEI2, HEI4, HEI5 further noted that their lecturers provided constructive feedback, inspired and motivated them (BF1, DF4, R033, R038, R127 [HEI5]). One focus group student from HEI5 stated that, "Our lecturers often gave feedback, strengths and weaknesses to help us improve our teaching capabilities after small group teaching practice activities" (EF5). Another student from the same institution added that her lecturers often encouraged students to think critically in many ways such as giving bonus marks for finding the solutions for the pedagogical situations (EF1).

Students' responses indicated that ELT pre-service teachers at HEI5 were most satisfied with the quality teaching that they experienced in comparison with students at the other six institutions (EF1, R058, R081, R094, R106, R120, R125, R126, R132). Two students from HEI2 reflected that, "The quality teaching at our institution helped us think about various language teaching methodologies and lecturers' diverse methods from multiple perspectives" (BF3, BF6). Another student from HEI3 emphasised that he was taught academic integrity which was really helpful for further higher education after graduation. He thought that the pedagogy at his institution was effective and typical because he was able to foresee his future teaching profession and what type of teacher he would become (CF1).

Figure 5.6

ELT Pre-service Teachers' Different Satisfaction with the Quality of the Pedagogy in Cluster 1
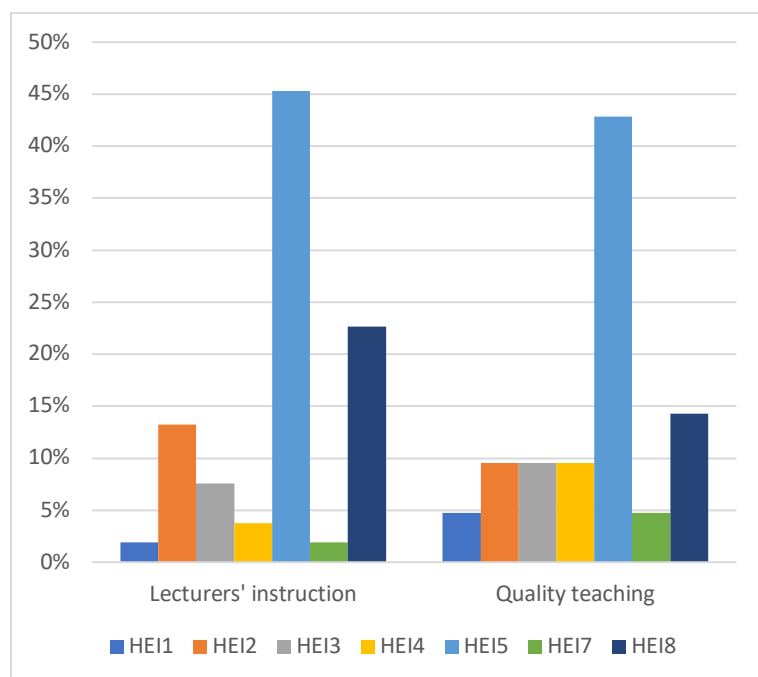
5.4.2.2 Different satisfaction with the quality of the program's curriculum.

ELT pre-service teachers in Cluster 1 were differently satisfied with the quality of their programs' curriculum with respects to the appropriateness of curriculum, its quality scope and sequence, and the quality teaching practicum as illustrated in Figure 5.7, Figure 5.8, and Figure 5.9. ELT pre-service teachers at HEI5 expressed greatest satisfaction with the appropriateness level of their program's curriculum. Students at HEI8, HEI1 and HEI2 showed a similarly moderate level, and those at HEI3 the lowest. Students at HEI4 and HEI7 did not provide responses. One open-ended survey respondent at HEI5 wrote that, "The program's curriculum at our institution was really appropriate to the students' competence" (R128). ELT pre-service teachers at HEI2 and HEI8 expressed a lower satisfaction level in that, "It [curriculum] was appropriate, with the balance among categories of knowledge by major sections, major groups and specific majors which focused on our ELT major" (R214

[HEI8]). Two focus groups students at HEI2 evaluated their curriculum's appropriateness

level at approximately 80% and 70% (AF2 and AF3, respectively).

Figure 5.7

ELT Pre-service Teachers' Different Satisfaction of the Appropriateness of the Curriculum in

Cluster 1
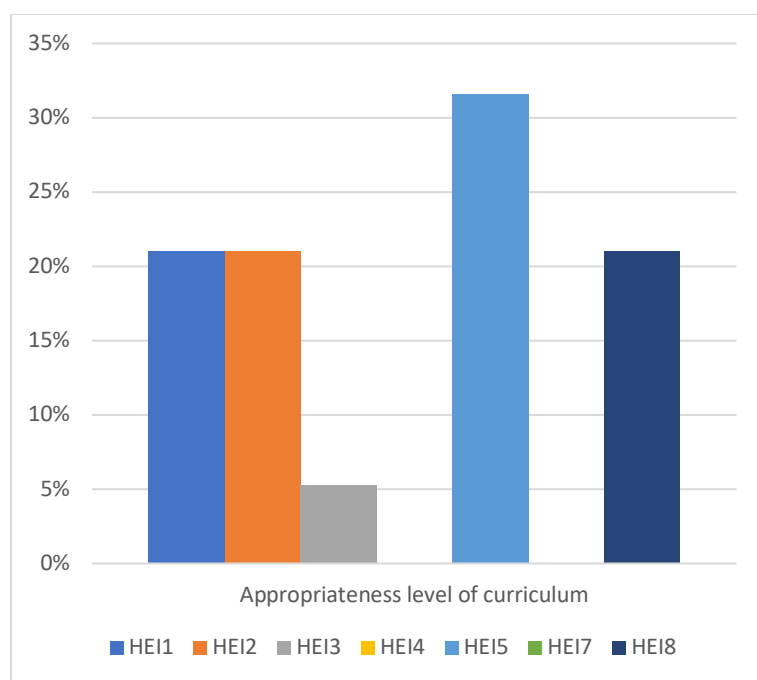
ELT pre-service teachers at HEI2 and HEI3 expressed a similar, highest level of

satisfaction with the quality scope and sequence of their curriculum. Students at HEI5 and

HEI8 were similar with a moderate level of satisfaction. Those at HEI4 and HEI1 were

similar with the lowest level. Students at HEI7 did not provide the responses. Responses from

the open-ended survey question from HEI2, HEI3, HEI5 and HEI8 perceived that the

programs' curricula at their institutions were of good quality (R192 [HEI2]), flexibly adhered

to required standards (R159 [HEI3], R091 [HEI5]), were designed comprehensively,

intensively and variously (R161 [HEI3], R119 [HEI5]), and were regularly updated and

modified (R066 [HEI3], R173, R181, R440 [HEI2]). One respondent from HEI8 thought that,

"My program's curriculum guaranteed sufficient amount and quality of the provided

categories of knowledge and skills" (R028). One student interviewee from HEI2 further noted the diversity of their curriculum in preparing graduates for working in the field in various contexts (AF2).

Figure 5.8

ELT Pre-service Teachers' Different Satisfaction of the Quality Scope and Sequence of the Curriculum in Cluster 1
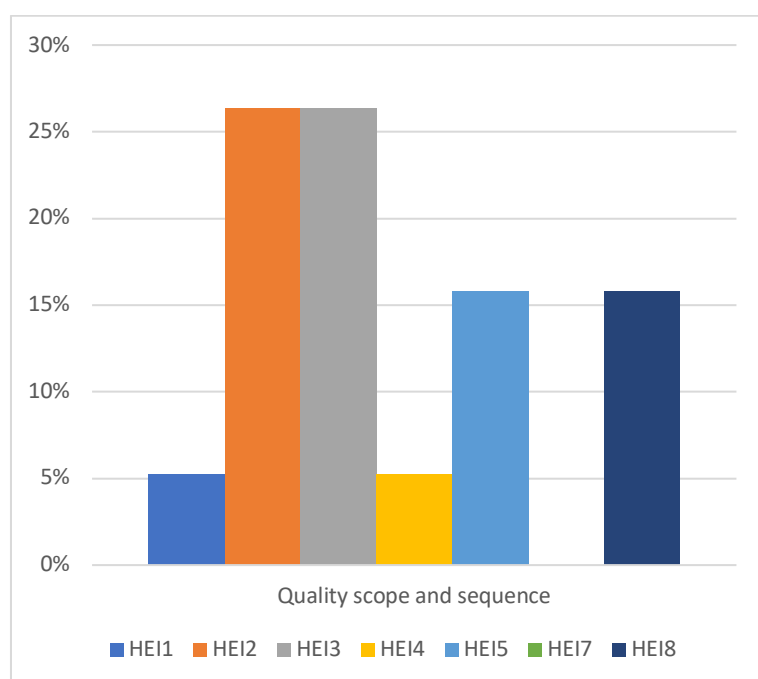
While ELT pre-service teachers at HEI3, HEI1 and HEI7 perceived their teaching practicum similarly at the highest level of satisfaction, those at the other institutions did not provide responses. One student from HEI2 noted the significant role of school-based teaching practicum in that, "Teaching practicum was highly important to our future teaching career. We had opportunities to practise teaching upper secondary students who may be at mixed level in a real pedagogical environment" (AF2). Another student added that she gained valuable teaching experience which her school supervising mentors instructed. She also obtained a more basic professional knowledge base during the periods of real teaching practice (AF5). This perception was supported by a student from HEI3 who reflected that, "I

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gained more understanding of how to manage classes of mixed-ability students in order to apply appropriate teaching approaches and techniques" (CF5). One student interviewee from HEI7 focused on her professional experience with particular attention to her school supervising mentors' enthusiastic support and supervision. She found her teaching practicum effective and shared an interesting story. Her supervising school mentor directly showed her the realities of current education which challenged her although her mentor was really helpful and nice. She narrated,

At our first meeting, my supervising school mentor asked me: "Do you plan to become a teacher after graduation?". I was surprised and asked her: "Teacher? What do you mean? It is obvious that I want go to teach because I undertook initial teacher education." Then she said: "I think you should not become a teacher". I felt very confused when listening to her at that time. She told me the education environment was really harsh with a large number of students, teachers' heavy workload, and low income. I did not know what type of teacher I would be like after 10 or 20 years. Personally, I have always found that I liked learning. For me, teaching practice was a passion not a compulsion. I experienced a fruitful teaching practicum. However, I have been thinking about what my mentor said and still cannot find answers even now. I am afraid that it is too late to restart. (GF1)

Figure 5.9

ELT Pre-service Teachers' Different Satisfaction with the Quality Teaching Practicum in

Cluster 1
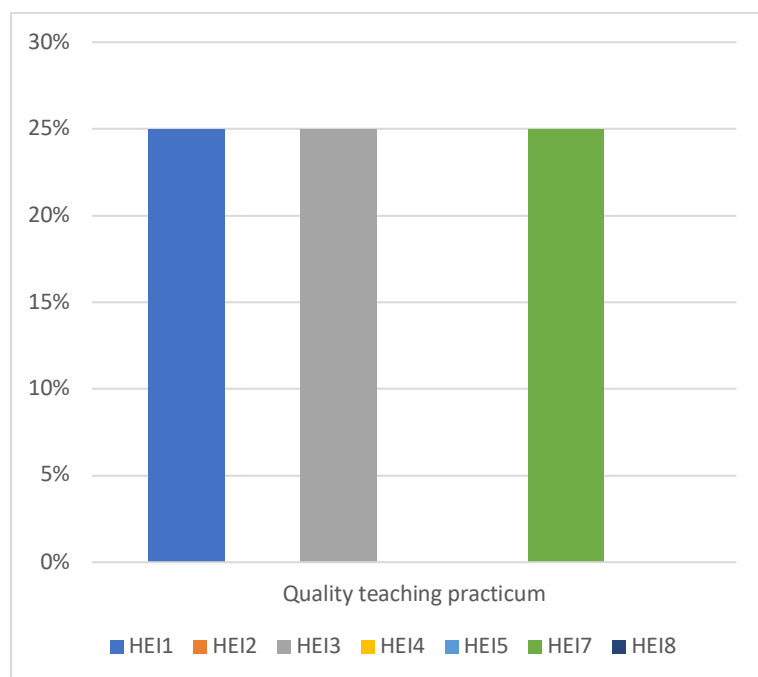
5.4.2.3 Different satisfaction with the quality of the program's provision.

ELT pre-service teachers were differently satisfied with the quality of their programs'

provision with respects to their lecturers' good qualifications, as illustrated in Figure 5.10.

Students' satisfaction level at HEI5 was the highest. The satisfaction level at HEI2 and HEI8

was moderate. It was the lowest at HEI7 and there were no responses from HEI1. ELT pre-

service teachers across these six institutions were satisfied with how well-qualified their

lecturers were despite the different frequencies of responses. They noted that their lecturers

were enthusiastic and passionate in their teaching practices (R031, R033, R038 [HEI5], R164

[HEI2], R003 [HEI8], R064 [HEI3], R349 [HEI4]), highly professional and responsible

(R031 [HEI5], R175 [HEI2], R019 [HEI8], R160 [HEI3], R340 [HEI4], R238 [HEI7]), and

friendly and dynamic (R094, R127, R140 [HEI5], R417 [HEI3]).

Figure 5.10

ELT Pre-service Teachers' Different Satisfaction with the Quality of the Programs' Provision in Cluster 1
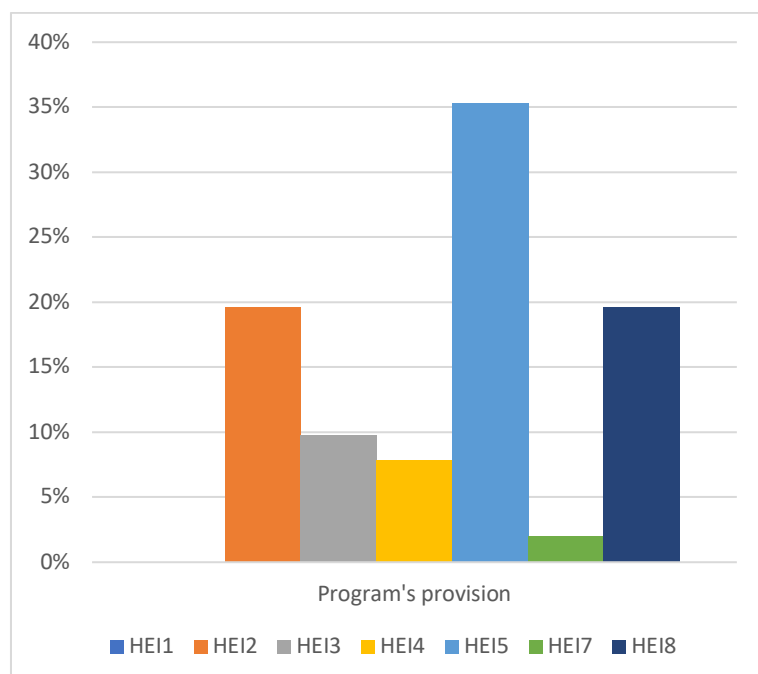
5.4.2.4 Different satisfaction with the quality of the assessment.

ELT pre-service teachers' different satisfaction with the quality of their institutions' assessment focused on their experiences of quality assessments as illustrated in Figure 5.11. ELT pre-service teachers at HEI8 indicated the highest level of satisfaction, followed by HEI3. While students at HEI1, HEI2, HEI4 and HEI7 showed the lowest level, those at HEI5 did not provide responses. Despite these different satisfaction levels, ELT pre-service teachers across these institutions perceived that the student assessments were thorough, effective and various (AF5, BF2, CF2, CF1, GF1). One student interviewee from HEI8 said that, "Our lecturers used a variety of forms to assess our performances such as a reflection journal, group work participation, portfolios, and formative and summative assessments" (HF6). Other students also highlighted the objective marking and examination regulations

with clear criteria (R210 [HEI8], DF4, BF2) as well as the annual update and modifications

for more appropriate and effective assessment practices (R217 [HEI8]).

Figure 5.11

ELT Pre-service Teachers' Different Satisfaction with the Quality of the Assessment in
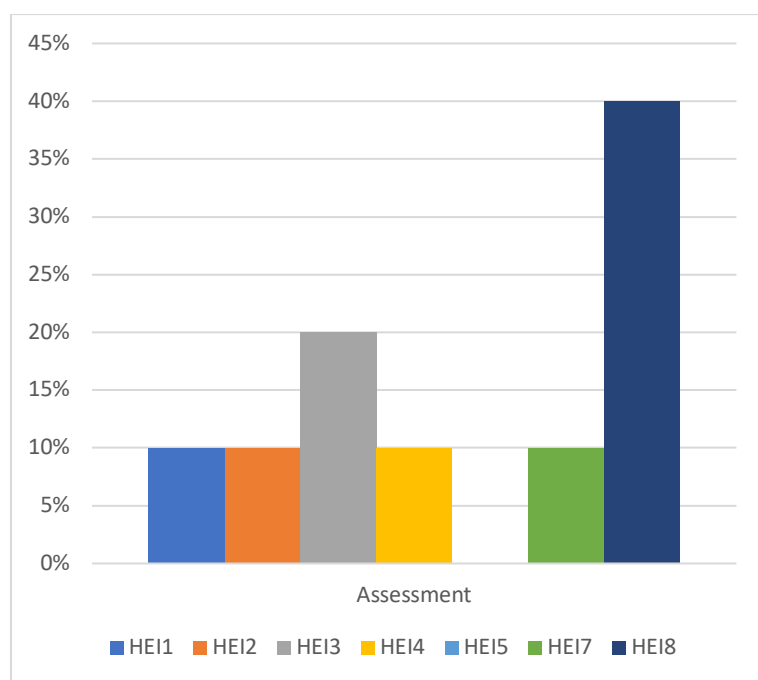
Cluster 1

5.4.3 Different satisfaction with ELT pre-service teachers' preparedness for teaching

ELT pre-service teachers across the seven institutions in Cluster 1 were differently

satisfied with their preparedness for teaching in relation to how well-prepared they felt in

having sufficient competence to become English teachers, and how successful their programs

were in preparing graduates. Students' different satisfaction levels are illustrated in Figure

5.12 using the coded frequencies of open-ended survey respondents and focus groups

students.

ELT pre-service teachers at HEI5 expressed the highest satisfaction level of how they

are well-prepared for obtaining professional competence. Students at HEI8 were satisfied to a

moderate level. While students at HEI1, HEI2, HEI3 and HEI7 indicated a lower level which

was slightly different, those at HEI4 showed the lowest level. Overall ELT pre-service teachers were satisfied with having adequate competence in professional knowledge and skills (AF3, DF4, GF3). One student interviewee from HEI7 added that, "At least, we mastered how to teach a whole lesson with different sections" (GF4). These perceptions were supported by the open-ended survey respondents who noted that they felt competent in pedagogical skills through ELT methodology courses; particularly in lesson planning competence (R060, R077, R087 [HEI5], R156 [HEI3]), critical thinking skills (R132, R143 [HEI5]) and soft skills such as time management (R443 [HEI8]).

Students' responses indicated that ELT pre-service teachers felt competent in their English language proficiency (AF6, AF2, CF2, CF3, CF4). A group of student interviewees at HEI2 shared perceptions that their obtained ELP was enough to teach at upper secondary level. They were confident in using English for communicative purposes and for seeking additional reference resources. Even two students confidently stated that their ELP was able to reach C1 level of CEFR (BF4, BF5, BF2, BF1). ELT pre-service teachers at HEI7 contended that they felt confident of their ELP for teaching practices (GF2, GF3, GF4).

Students reflected that they constructed positive dispositions of teaching and learning. They became more motivated for self-regulated learning (HF6, R353 [HEI7]), passionate about the teaching profession (R147 [HEI3]), and dynamic and creative in teaching and learning (R047, R056, R080 [HEI5]). ELT pre-service teachers expressed their further satisfaction that they met the societal needs for graduates' employability (AF2, AF5, CF1, R028, R216 [HEI8], R182 [HEI2], R141 [HEI5]).

Responses from the open-ended survey questions and focus group discussions revealed that ELT pre-service teachers at HEI5 were most satisfied with their program's success. Students at HEI2, HEI3 and HEI8 held moderate satisfaction. Among the three institutions which showed a low level of student satisfaction, those at HEI4 indicated the

lowest. Even so, the ITE programs across these seven institutions were successful in preparing ELT pre-service teachers for becoming competent English teachers. ELT pre-service teachers were satisfied with quality assurance within their programs with a focus on graduates' professional competence (CF1, GF3, R028 [HEI8], R140 [HEI5], R353 [HEI7]), learning outcome standards (DF4, R385, R394 [HEI1]), and employability needs (BF1).

Figure 5.12

ELT Pre-service Teachers' Different Satisfaction with their Preparedness for Teaching in Cluster 1
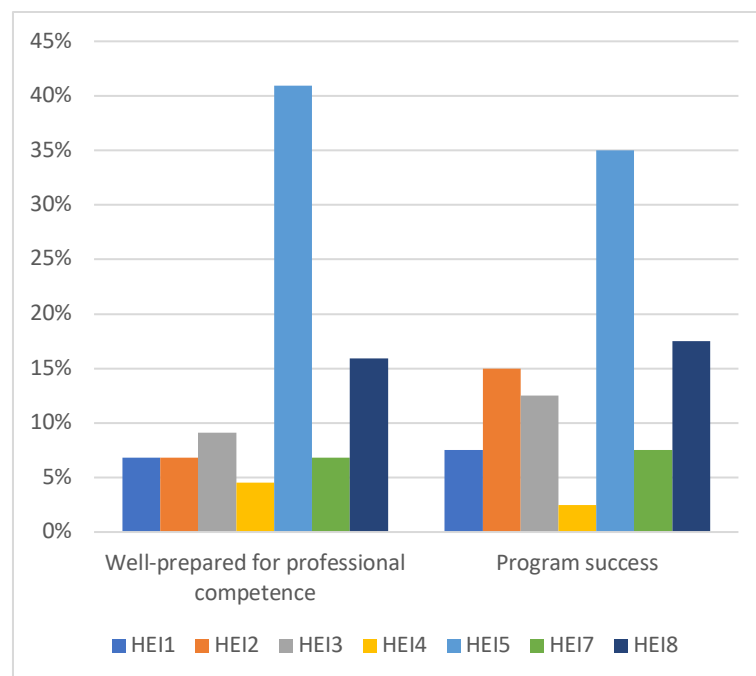
5.5 Chapter summary

In this chapter, I focused on the distribution of ELT pre-service teachers' satisfaction levels across all eight institutions. My ANOVA analysis revealed a statistically significant difference in ELT pre-service teachers' general satisfaction across these eight institutions. My Independent-Samples T test also highlighted a statistically significant difference in general satisfaction between ELT pre-service teachers who participated in the overseas professional experience and those who did not; and no statistically significant difference in

general satisfaction between male and female ELT pre-service teachers. I discussed how these eight institutions were clustered into two levels of satisfaction: Cluster 1 of seven more satisfied institutions and Cluster 2 of one institution lesser. I also presented how ELT pre-service teachers across the seven institutions in Cluster 1 were similarly and differently satisfied with their OTL and the quality of their programs and their preparedness for teaching.

ELT pre-service teachers at HEI3 indicated the highest satisfaction level of the OTL in their program's curriculum and pedagogical practices in comparison with those at HEI4 with the lowest. While students at HEI4 were the least satisfied with the OTL in assessment and teaching practicum, those at HEI1 and at HEI8 were the highest. ELT pre-service teachers at HEI5 expressed the greatest satisfaction with the quality of their program in terms of its curriculum, pedagogical practices and program's provision; and their preparedness for teaching. Students' satisfaction levels at other institutions were quite varied, and slightly higher or lower across my analytical categories.

In the next chapter, I will discuss ELT pre-service teachers at one institution of Cluster 2 who appears to be significantly dissatisfied. Their dissatisfaction centres around three related themes that I elaborated on Chapter 4 and Chapter 5, Section 5.3 and 5.4. These themes included ELT pre-service teachers' OTL within their program, the quality of their program and their preparedness to teach.

Chapter 6: A case of significant dissatisfaction with the ITE program

6.1 Introduction

In the previous chapter, I discussed the distribution of ELT pre-service teachers' satisfaction with their initial teacher education programs across the seven institutions in Cluster 1. My analysis suggested that ELT pre-service teachers across these institutions were satisfied in similar and different ways regarding their OTL and the quality of their programs, and their preparedness to teach. The degrees of these ELT pre-service teachers' satisfaction varied across my analytical categories.

In this chapter, I discuss the case of another single institution (HEI6), which I have termed Cluster 2, to gain insights into its ELT pre-service teachers' perceptions of dissatisfaction with their program. My major finding is that these ELT pre-service teachers expressed significant dissatisfaction, with some exceptions (M = 2.42, SD = 0.60). They were dissatisfied with the OTL and the quality of their program, and their preparedness to teach (see Figure 5.1 and Table 5.1 in Chapter 5). But, these students shared satisfaction in some analytical categories with Cluster 1's students.

6.2 OTL within Cluster 2

ELT pre-service teachers at HEI6 expressed dissatisfaction with their OTL in terms of their program's curriculum, assessments, and provision. They shared satisfaction with the OTL in pedagogy (M = 2.50) and teaching practicum (M = 3.15) with Cluster 1's ELT pre-service teachers. However, this satisfaction was narrowed to technological knowledge and dispositions. They showed most dissatisfaction with content knowledge (M = 2.46), pedagogical knowledge (M = 2.42), pedagogical content knowledge (M = 2.46), and psychological knowledge (M = 2.36). In this section, I will focus on students' dissatisfaction within my analytical categories.

6.2.1 OTL in the curriculum

Most Cluster 2 ELT pre-service teachers reported minimal and non-existent opportunities to learn in their program's curriculum. Students felt that they had little opportunity to begin teaching English language. They reported that they experienced few chances to be assessed in small group teaching practice. They noted there were limited occasions for them to learn about other cultures and have further training after graduation. There was no opportunity to participate in international professional experience or learn from current pre-service teachers of other foreign languages. (see Table 6.1 in Appendix N)

Cluster 2 students' open-ended survey responses and focus group discussions further highlighted a low volume or an absence of practical components in their curriculum. The curriculum provided students with limited or no opportunity to practise knowledge inside or outside the classroom, in particular, ELT content, pedagogical, pedagogical content knowledge, and English language proficiency (R246, R250, R260, R265, R266). Two student interviewees clarified that they were only instructed in theoretical knowledge in class within their 2-credit point courses; such as, ELT methodology, because of limited course hours. In addition, their Professional Learning and Development course, in that semester, had limited opportunities to practise teaching in class before they undertook their teaching practicum in upper secondary schools (FF1, FF3). Another student emphasised, "[…] Actually, we had very little opportunity for practice; especially [in our] English speaking course" (FF4). Their program's curriculum also did not provide opportunities to practise their ELP and teaching in authentic situations (FF3, FF4).

Cluster 2 students perceived limited OTL in the core courses of their ELT major. They noted very few credit points awarded for key courses such as ELT methodology and Professional Learning and Development in contrast to non-major courses (R250, FF3). For example, four ELT methodology courses accounted for 2 credit points per course, and the

Professional Learning and Development only accounted for 1 credit point. In the meantime, Communism Ideology accounted 3 credit points, or four Foreign Language 2 courses accounted for at least 3 credit points per course. FF3 asserted that there was an insufficient number of credit points for English language skills courses, stating, "Practising English skills ranging from a few to tens of days was not enough for us to enhance our English language proficiency. I myself was not satisfied with the requirements for [a] future teaching job" (FF3).

6.2.2 OTL in the program's provision

A few respondents to the open-ended survey questions noted that there was little to no opportunity in their program's provision of facilities such as teaching and learning equipment and books and reference materials which were under-resourced (R246). They also indicated there were no native English-speakers on staff and no English-speaking club had been organised to support students' practice to enhance their ELP (R255, R266).

6.2.3 OTL in assessment as learning

ELT pre-service teachers in this cluster reported a limited or absent opportunity to experience assessment as learning through their instructors' monitoring their progress, timely and consistently high-quality feedback, promoting learning by building on their interests, and effectively maintaining assessment records. Students also noted that they were given little guidance in how to make use of their instructors' feedback, monitor the quality of their own work against the assessment criteria and performance standards, and share their progress with their parents. They stated that their instructors rarely provided information to their family about the instructional program or their learning progress, or responded to their families concerns. (See Table 6.2 in Appendix N). But, these students' open-ended survey responses and focus group discussions did not provide additional data about their dissatisfaction with regard to assessment as learning within their program.

6.2.4 OTL in the pedagogical practices

These ELT pre-service teachers were dissatisfied across four categories of teacher knowledge: content, pedagogical, pedagogical content and psychological.

6.2.4.1 OTL content knowledge.

HEI6 ELT pre-service teachers noted limited or no opportunity to learn about language learning styles, the critical and enquiring approaches to English teaching and learning, evaluating the suitability of techniques and materials for different teaching contexts, task-based language teaching methodologies, implicit instruction, cooperative/collaborative teaching and learning methods, practitioner research, incorporating researching in teaching, the CLIL educational approach, reflective practice and self-evaluation. These students also asserted that their courses did not refer to the CEFR. They were not confident that their ELP had attained the C1 level. This cluster's students added that they had no OTL how to critically evaluate curriculum in terms of its theoretical and practical components. (See Table 6.3 in Appendix N)

6.2.4.2 OTL pedagogical knowledge.

Cluster 2 ELT pre-service teachers indicated limited opportunities to learn pedagogical knowledge with respects to lesson and course planning, assessment, interaction management and monitoring competences. They had little OTL how to interpret a syllabus and use materials to prepare lesson plans and design tasks that are balanced to meet students' personalised needs, how to use analysis of student difficulties to decide on actions for upcoming lessons, or to negotiate and review the curriculum and syllabi for different courses. These students noted that they had few chances to learn how to prepare for and coordinate placement testing, how to select, develop and conduct regular assessment tasks to tack learners' progress in language and oral and writing skills at any level, or to use rubrics to assess different types of errors in written work. They also reported few occasions to learn

how to use video recordings of learners' interactions to help individuals recognise their

strengths and weaknesses, apply CEFR criteria reliably to assess ELP, create valid formal

tests to determine whether learners had reached a given CEFR level, or teach to CEFR

standards. This cluster's students further stated that they had limited OTL how to monitor

effective and accurate learner performance in individuals and groups, how to use a wide

range of techniques to provide and elicit clear feedback, and how to use the monitoring and

feedback in designing further activities. (See Table 6.4 in Appendix N)

6.2.4.3 OTL pedagogical content knowledge.

HEI6 ELT pre-service teachers highlighted a low volume or an absence of opportunity to

learn knowledge of English language aspects regarding knowledge, strategies and skills,

proficiency, assessments, and dispositional component. These student respondents reported

that they had few chances to learn how to teach prospective learners critical and enquiring

approaches in English language learning, to critically evaluate the curriculum, to refer to the

CEFR, and to enhance their ELP to gain a CEFR certificate. They also responded that they

had little OTL how to teach students to identify techniques and materials and to evaluate their

suitability for different learning contexts. They had minimal OTL how to personalise their

learning through selecting new techniques, task-based and cooperative/collaborative language

learning methodologies. They reflected limited OTL implicit and independent language

learning strategies and CLIL educational approach. They also asserted that they had few

occasions to learn how to teach students to be self-reflected and self-evaluative, to monitor

ongoing personal language proficiency, to use tools for self-evaluating language learning, to

be aware of their students' learning needs and the performance criteria or standards by which

their work will be evaluated, or to help their prospective students to assess and monitor the

quality of their own work against the assessment criteria and performance standards. ELT

pre-service teachers in this cluster further noted that they had limited opportunities to learn

how to teach students to use correct models of language form appropriate for the level concerned, and how to encourage students to develop intercultural competence and establish external academic networking. (See Table 6.5 in Appendix N)

6.2.4.4 OTL psychological knowledge.

ELT pre-service teachers at HEI6 reflected limited opportunities to learn psychological knowledge with reference to their ELT major. They had little OTL how to select new techniques and materials for their personalised learning, to manage their learning better, to apply independent learning strategies or monitor their ongoing language proficiency. (See Table 6.6 in Appendix N)

6.3 Quality of Cluster 2 ITE program

Responses from the open-ended survey questions and focus group discussions indicated that fewer ELT pre-service teachers in Cluster 2 were dissatisfied with the quality of their program with respects to its curriculum, pedagogy, provision and assessment. But, they were most dissatisfied with the quality of the program's curriculum.

HEI6 students related several issues regarding the quality of their program's curriculum. One student interviewee noted that the curriculum course weighting was imbalanced; there were irrelevant and unnecessary courses (FF2). One survey respondent added that non-major courses were overemphasised, which diminished the weighting of the core courses of their major (R244). In the meantime, the number of credit points for ELT major courses was limited (FF3).

Other students highlighted in their interviews issues with their curriculum's scope and sequence. Their curriculum was overly focused on general knowledge. Some students added that their curriculum was theory-laden (R246, R247), and rarely updated or reformed (FF3). There was unevenness between theoretical and practical components within their program's

curriculum. One student clearly reflected his/her real teaching experiences at an upper secondary school,

> I found that teaching practice in my courses was boring and different from real classroom experience. For example, in my current ELT methodology course, I recognise what I was instructed was different from what I taught at upper secondary school. I felt confused and had difficulty in applying what I had been taught to real teaching. However, I had to follow what my lecturer taught because of the examinations. I will self-study further if I work as an English instructor later. (FF5)

Although there was not a statistical difference with this cluster's satisfaction with their OTL in their teaching practicum from the Cluster 1's institutions, one student interviewee noted challenges with the quality of their teaching practicum, stating,

> Our teaching practicum was important for teaching later; especially upper secondary school students. However, we had only one 7-week period of teaching practicum working with the same supervising school mentors. It was too short and fixed at a specific upper secondary school. We expected to work with some more mentors. […] (FF3)

Cluster 2 pre-service teachers were dissatisfied with the quality of their instructors' teaching, which was superficial and theory-laden, especially regarding pedagogical and pedagogical content knowledge. One student related that,

> Our two-credit ELT methodology course lasted only seven and a half weeks in class. Most of the time, our lecturer just provided some instructions and reference materials, asked students to further self-study or self-practise outside classroom. It was difficult for us because many students lacked self-study skills. Most of us assumed that it was enough for us to study in class. To be specific, in this semester's Professional Learning and Development course, we were asked to work in groups of three for

teaching practice. However, the number of class hours was too few for us to have

opportunity to practise more. It influenced our school-based teaching practicum after

Tet holiday. (FF1)

Other students added that the teaching was boring. How their lecturers taught was different

from teaching in upper secondary schools. Students spent most of their class hours listening

and copying what their lecturers imparted. These students believed that the limited course

hours compelled the instructors to teach in this manner. They described their learning as

passive with limited opportunity to practise and develop teaching skills (FF5, FF3). In

addition, some respondents noted that their lecturer's English pronunciation was difficult to

understand (R246, R266).

Two respondents responding to the open-ended survey questions noted some issues

with their program's administration. The timetable merged inappropriately some course

schedules with their examination schedules (R246, R256).

A few students in this cluster suggested that how they were assessed was superficial

and unclear. The assessments were examination-laden (R256). One student said that, "We felt

pressured in our examinations. The knowledge we were taught was mainly for these

examinations and not for practical application" (FF6). Other students added that their

program mainly used summative assessment based on the results of final semester

examinations. They asserted that,

In our first year, assessment rate was 30% for attendance, participation and practice,

and 70% for final examination. In the second year, this rate changed to 10% for the

former and 90% for the latter without prior notice (FF4).

We felt really shocked. Our outcomes got worse (FF3).

It was also difficult for us to have our examination papers re-assessed if we got low

scores (FF5).

We felt that 10% was too little to focus on practice. Therefore, our practical

knowledge application was worse. Our learning seemed only theoretical. Our learning

outcomes were seriously influenced. (FF2)

6.4 Cluster 2 ELT pre-service teachers' preparedness for teaching

HEI6 students' focus group discussions indicated that they were dissatisfied with their

preparedness to be professionally competent. These students felt that their relative ELP

affected their capability to teach. One student said that,

We were taught insufficient knowledge and skills in the first years. We were not

offered opportunity for professional exchange. When teaching, I just applied similarly

our upper secondary school teachers' modelling. I decided not to pursue the teaching

profession after graduation. (FF5)

Another student noted that, "I was not prepared and had no plan to become an English

instructor after graduation. I intended to pursue higher education because my current program

did not help orient me to my future profession" (FF6). FF2 further stated, "I think I did not

meet the requirements for teaching in terms of ELT methodology knowledge and

professional competence" (FF2).

This cluster's student interviewees asserted that they felt unconfident in their ELP for

teaching although their English skills improved accordingly to some extent (FF5, FF2, FF3,

FF4, FF6), for example, FF5's Listening and Speaking, FF6's Reading skills. FF1 added that,

"Only some of my classmates managed to gain a C1 certificate equivalent to IELTS 7.0. I

myself failed to reach that level" (FF1).

6.5 Chapter summary

In this chapter, I presented a discussion of the case of one institution. My analysis

revealed Cluster 2 ELT pre-service teachers' significant dissatisfaction with their initial

education with some exceptions. These students were dissatisfied with the OTL, the quality

of their program, and their preparedness for teaching. However, they shared perceptions of satisfaction in some analytical categories with Cluster 1's students.

In the next chapter, I will discuss academic administrators' perceptions of their ITE programs across institutions and pre-service teachers' perceived issues with regards to their ITE. The administrators expressed similarities and differences with the pre-service teachers' voices. The issues emerged from the three related themes that I presented in Chapter 4 and earlier in Section 6.2, 6.3 and 6.4. They were OTL and quality of the ITE program, and pre-service teachers' preparedness for teaching.

Chapter 7: Academic administrators' perceptions of the ITE programs

7.1 Introduction

In the previous chapter, I discussed the case of one institution in Cluster 2 in which ELT pre-service teachers expressed statistically significant dissatisfaction of three related themes with some exceptions: OTL and the quality of program, and their preparedness to teach. My analysis also highlighted that Cluster 2 ELT pre-service teachers shared perceptions of satisfaction in some analytical categories with Cluster 1's institutions.

In this chapter, I present academic administrators' perceptions of the current initial teacher education programs across all institutions. Key findings include (1) the administrators' perspectives about the impact of their programs on ELT pre-service teachers' professional competence education, influential contextual factors and their valuing, (2) a comparison between students and administrators' perspectives about their ITE program issues, expectations and suggestions for improvement in the ITE. Both Cluster 1 and Cluster 2 administrators expressed agreement in sharing and contrasting the students' perspectives. This was evident in their discussions regarding what issues the students identified and felt dissatisfied with, what they valued and expected in their programs.

7.2 Impact of ELT program

Most academic administrators perceived that their programs made a significant impact on ELT pre-service teachers' professional competence experience. In this section, I describe and analyse administrators' perceptions of their programs' curriculum, pedagogy, assessment, and provision.

7.2.1 Curriculum

Academic administrators reflected that their programs' curriculum placed an emphasis on ELT pre-service teachers' professional competence through their professional learning and experience, and graduates' diverse employability (n = 8 out of 8). The initial

teacher education programs' curricula across institutions structured knowledge sections similarly which related to the MoET's general education program's curriculum framework. These knowledge sections centred around general and professional knowledge. However, the total number of credit points and their distribution varied within categories of knowledge across these institutions. One northern administrator said that his current curriculum structure prepared the students well for the teaching profession. ELT major core courses provided students with sufficient domains of knowledge and skills. In addition, crucial courses regarding teaching practice such as Professional Development and Learning offered students the opportunities to practise teaching in small groups with their university student friends. Students felt more confident when undertaking teaching practicum in upper secondary schools (AA2). One Dean of ELTE faculty at HEI3 thought that,

> Our curriculum foci are based on several factors: number of credit points, lecturers' practices, and students' performance. I found that some courses in the general knowledge domain accounted for as many credit points as courses in pedagogical or pedagogical content knowledge. However, our faculty's investment still focused on two current objectives: ELP and ELT methodology. (AA3)

This Dean also asserted that more recently added elective courses helped students have more options to shape their career orientation in teacher preparation. For example, students confirmed their major and then chose appropriate selective courses. This positively affected their perceptions of their initial education. These perceptions were supported by other administrators who stated that these two main objectives were clearly described in their program documents. One is that ELT pre-service teachers have adequate professional competence for teaching. Another is that their ELP reaches the MoET's ELP standards and the ELP produces ELT pre-service teachers who are proficient to teach. In particular, their 4-year programs' curriculum provided a balance of credit points for ELP learning in the first 2

years, and categories of knowledge and skills of their ELT major in the last half of the program (AA4, AA5, AA6, AA7, AA8).

These administrators shared perceptions that the distribution of credit points focused on ELP to prepare ELT pre-service teachers for reaching ELP proficiency towards their curricula's learning outcome standards. These standards required graduates' ELP to be level 5 out of 6, equivalent to C1 based on CEFR. They are prospective English teachers who must be proficient in ELP. The requirements for ELP learning outcome standards varied across institutions. However, some administrators reflected that these ELP learning outcome standards were unattainable (AA2, AA4, AA5). Vietnamese ELP tests were unstandardised and compiled from multiple sources including TOEFL, IELTS or TOEIC. It was not easy for pre-service teachers to get 85 points of level 5 (AA4). This Dean added that ELT pre-service teachers were provided alternative pathways for these ELP standards by submitting a IELTS 6.5 certificate (AA4) or reaching a lower B2 level (AA2, AA5), teaching sufficient ELP within their program without a certificate (AA6), and requiring a compulsory C1 certificate or equivalent (AA7, AA8). AA7 added that most ELT pre-service teachers at his institution attained IELTS 7.0, 7.5, 8.0 and 8.5 certificates. A few received IELTS 6.5. The large number of credit points for ELT knowledge domains prepared these students for mastering a firm foundation about school students' psychological issues and understanding about how they learn, classroom management and interaction, lesson plan and design, material adaptation, and teaching techniques and approaches (AA4, AA5, AA6, AA7, AA8).

However, AA4, a Dean of ELTE faculty from central Vietnam, regarded dispositional components important to prospective teachers apart from their professional knowledge and skills, stating,

Although we do not have a course for teacher disposition knowledge, we encourage lecturers to integrate this knowledge domain and awareness of their responsibility

awareness into their instructions. This is the spread of our program's curriculum in which lecturers felt that their instructions need to integrate teacher's dispositional components and promote students' love of their career. (AA4)

She further noted that her curriculum also taught entrepreneurial education and business communication. She described how the Business Communication course not only taught knowledge of business but communication in business. Students' views about caring for customers may be different in order to understand the globalisation of education. Also, lecturers regarded students as educational entrepreneurs and customers (AA4). Another Dean of ELTE faculty in the South added contextual and research knowledge, noting that ELT pre-service teachers gained insights into the local community where they are teaching when undertaking teaching practicum in upper secondary schools. Lecturers provided English language education policy through the real situations of English language teaching and learning in the country generally and in the local community particularly. Their alumni were also invited to share their understanding about diverse contexts with these students. In addition, ELT pre-service teachers understood the classroom practitioner research for their preparedness to teach (AA8).

Two central administrators reported that their programs' curriculum viewed teaching practice as important. AA5 shared that when he developed the program's curriculum, he thought about graduates' real teaching community of practice. The curriculum at his institution was aimed at practical teaching at lower and upper secondary school levels. At the time of interview, this Dean proposed to offer one compulsory course of Teachers' Language in Classroom in his curriculum. He assumed that this course would make a great impact on classroom teaching and interaction which would enhance the effectiveness of quality teaching. Students would understand and interact with lecturers more effectively in classroom practices. He also suggested an elective course of Issues in Language Teaching and Learning

which would cover the issues and influence of social context. When students undertake small group teaching and prepare for their school-based teaching practicum, lecturers often invite school teachers to give lectures about real situations and the social context of English teaching and learning in upper secondary schools to help students be aware of these contexts (AA5). AA4 added that the structure of knowledge domains centred around ELT pre-service teachers' teaching practice. These students were offered ample opportunity to practise small group teaching in a specialised classroom in which chairs and tables were movable for pair and group classroom practices. Assessments were on-going with various forms: projects, active learning products, portfolios. These ELT graduates were well prepared to be professionally competent in teaching (AA4).

The academic administrators noted that their curricula emphasised the diversity of graduates' employability opportunities. These graduates would be able to teach at different levels from primary to tertiary (AA3, AA4, AA5). But, the majority would teach in upper secondary schools. One central Dean highlighted that her program's curriculum offered flexible pathways by developing selective courses for students to undertake to obtain essential certificates. Therefore, the graduates' employability opportunities are broadened. They can work at different education providers, consultancy services, centres and schools for foreign languages. In the local community, many English teachers in upper secondary schools and lecturers in higher education institutions graduated from her institution (AA4).

These administrators shared perceptions that the teaching practicum component within their curricula played a significant role in ELT pre-service teachers' professional learning and experience (n = 8). Modes of teaching practicum varied across institutions. There was compulsory domestic work placement (HEI1, HEI2, HEI3, HEI4, HEI5, HEI6, HEI7, HEI8) and additional overseas practicum (HEI4, HEI5, HEI8). ELT pre-service teachers were provided either one period of practicum (HEI2, HEI3, HEI4) or two (HEI1,

HEI5, HEI6, HEI7, HEI8). They undertook their practicum within at least 6 weeks in upper secondary schools in the local community or 29 days at a higher education institution in Thailand. One northern Dean of ELTE faculty thought about the nature of practicum that,

> ELT pre-service teachers' teaching practice in the context of Vietnam has been viewed as a weakness for different reasons although stakeholders have been aware of its importance. Teaching practicum is clearly important in that students are offered multiple opportunities to practise what they have been taught within their program and recognise gaps between 'greenhouse' [theoretical] and real environments. These graduates would have a transition and not feel disappointed when beginning their early career as English language teachers. The Vietnamese teaching profession is strenuous and challenging. If students are not well prepared, they will soon quit. Therefore, I find the teaching practicum crucial and an essential apart of student professional learning. These pre-service teachers have opportunities to train and build career dispositions and attitudes. (AA3)

Other administrators also emphasised the teaching practicum's positive influence on student professional learning within their programs. Students had opportunities to shape and enhance their teaching practice capabilities in their professional experience which was an essential component in the initial teacher education program (AA5). Another Dean judged the teaching practicum's important role in that an initial teacher education program would not be complete without the teaching practicum component. Students were taught theoretical and practical knowledge within their curriculum but did not have the opportunity to experience teaching in authentic environments. When undertaking teaching practicum in upper secondary schools, students had opportunities to get to know the realities and teach real school students in order to thoroughly understand and shape their profession (AA7).

All administrators reflected that the teaching practicum at their institutions were effective. They received positive feedback and evaluation from school supervising mentors and ELT pre-service teachers. One Dean in the South shared the school supervising mentors' comments that students at his institution were more confident and mature than pre-service teachers of other majors. However, some of his students also received complaints regarding soft skills, collaboration and interaction with colleagues and other school teachers, displaying confusion and passive attitudes (AA7). Other administrators revealed ELT pre-service teachers' constructive feedback, indicating that these students completed given tasks and satisfied their school supervising mentors' requirements (AA1). They gained more understanding about teaching realities in upper secondary schools which differed from what they were taught within their program. Also, they were instructed in teaching techniques and classroom practices which were different from their coursework (AA2, AA6). They had opportunity to face challenges in the real classroom situations, improve ELP, enhance their profession dispositions and motivation (AA4, AA5), and have a positive orientation for their future career journey (AA8) when working with a variety of school supervising mentors.

These administrators further said that one of the reasons for the effective internship was the productive university-school cooperation and collaboration in organising teaching practicum activities. One Dean in central Vietnam noted that students received a detailed plan, clear guidelines regarding teaching practicum policy: how many periods students are required to teach, complete paperwork, or which school supervising mentors students would work with. Lecturers were asked to participate during these periods of teaching practicum to support and help students prepare well, and provide advice on how to work in upper secondary schools to avoid being shocked and confused when changing into a new environment. In addition, the school supervising mentors were invited to talk with ELT pre-service teachers with respect to the realities, issues and requirements of their upper secondary

schools. For example, issues with school students' psychology, how to deal with unexpected issues, or how to work with mentors. While the school supervising mentors thought that ELT pre-service teachers were novices and needed to be further instructed, these ELT pre-service teacher themselves noted that what they had been taught within their programs was up to date and the English taught at the upper secondary level seemed to be easier and rarely updated. Therefore, these ELT pre-service teachers experienced difficulties and pressure when working with their school mentors. However, if these students prepared well, they would learn further from these real environments (AA5). Sharing similar perspectives with AA5, another southern Dean added that he regarded the upper secondary schools' roles important in the initial teacher education (AA8). One female Dean from a central institution noted that,

> […] Our lecturers in ELT methodology courses were asked to model teaching at the institution's upper secondary school so that ELT pre-service teachers had opportunities to observe. They gained more understanding about how similarly and differently a lecturer and a school teacher taught a real class in upper secondary schools. (AA6)

Most administrators reported that their programs' curriculum development and revision were influenced by MOET's general education program's curriculum guidelines. Their curricula were structured and revised based on the learning outcome standards (AA1, AA4, AA5, AA7, AA8). These standards were outcomes-based and issued by external quality assurance organisations such as ASEAN University Network-Quality Assurance (AUN-QA) (AA4) or built and developed for internal use (AA5). One central Dean stated that they surveyed the lower and upper secondary schools in the local community to listen to both school teachers and students' voices and needs as internal evidence. They set up objectives, modified content, built and wrote a set of learning outcome standards which indicated essential and crucial skills for prospective English teachers. For example, they

established a set of nine main criteria to design and revise their education program's curriculum and its areas of content to prepare ELT pre-service teachers' knowledge, skills, attitudes and dispositions (AA5). The curricula across institutions were differently updated: annually (AA4, AA8), biannually (AA5, AA6), or every 4 years (AA7). Each curriculum's compulsory and elective courses were removed or added to create diversity. However, these administrators shared agreement that they regularly revised curriculum courses. They modified and updated, or renewed course content, teaching and learning materials, lectures and academic activities (AA4, AA8). Lecturers held meetings each semester to discuss updating teaching content and courses for that semester (AA5). For example, ELT methodology courses were modified to decrease theoretical knowledge, increase practical components and use a task-based teaching and learning approach. Students were offered opportunities to explore a variety of online reference resources, practise immediately after they were taught theoretical knowledge, and promote self-assessment and peer-assessment. These courses effectively integrated formative and summative assessment. This course revision personalised students' learning (AA4). Sharing perceptions, another central Dean further highlighted some emerging issues with gaps between cohorts regarding consequences of the course revision. There were some courses or content that some students had not been taught before. These students had difficulty in re-taking different courses in the upcoming semesters (AA6).

7.2.2 Pedagogy

Academic administrators stated that the pedagogical practices within their programs differentiated and personalised ELT pre-service teachers' professional learning. One northern Dean shared that,

> In my faculty, I appreciate lecturers' autonomy and innovation. Lecturers negotiate
> the course objectives and learning outcome standards, innovatively compile teaching

and learning resources, and teach course content without using fixed course books. In my opinion, teaching is an art. Every lecturer has their own identity and agency. They are allowed to personalise their instructions within principles and standards. For example, lecturers in ELT methodology courses are innovative in conducting projects and recording modelling videos. Students both observe lecturers' instructions and watch these simulated videos. Therefore, I think that there is an alignment between our program's curriculum and pedagogical practices, and appropriate gaps for lecturers' innovations. (AA3)

Another central Dean noted that her curriculum inspired and taught professional knowledge and skills, disciplines and mindset, and made use of societal resources to provide students opportunities for practice. The students could practise by working as tutors and teaching assistants at the schools of foreign languages. Learning is social constructivism, which takes place inside and outside the classroom (AA4). AA7, a Dean of ELTE faculty from a southern institution, added that the pedagogical practices shifted to blended teaching and learning which changed students' learning styles. Students were trained more in critical thinking and analysis skills than memorisation and application. Lecturers used multiple resources across contexts to help students change their perceptions and shape their teaching practice.

The effective pedagogy across institutions made a positive impact on students' professional learning. The administrators received constructive feedback and evaluation (AA1, AA4, AA5). One central Dean said that she listened to her students' comments and found that these students developed various teaching styles under their lecturers' supervision (AA4).

7.2.3 Assessment

Academic administrators suggested that assessment practices had significant influence on ELT pre-service teachers' professional learning and experience. The curricula across institutions used both formative and summative assessments. Assessments varied within curriculum courses and were aligned with curriculum and learning outcome standards (AA3, AA4). Two northern Deans noted that each course used different forms of assessment: projects, reflective journals and reports, active or problem-based learning products, presentation performances, video recordings and portfolios (AA2, AA3, AA4). AA4 added that,

> We use different forms of assessment to encourage students, check their attendance and commitment. We use assessment rates of 20% for attendance and class participation, 30% for mid-term tests and 50% for end-of-term examination. But, each course had different requirements. For example, ELT methodology 2 course covered 20% for lesson plan, 30% for small group teaching and 50% for end-of-course examination. We changed these rates recently. They used to be 30% and 70%, 40% and 60%. (AA4)

The assessment rates varied across institutions. They covered 50% for formative and 50% for summative assessments (AA2, AA4), 40% for the former and 60% for the latter (AA5), 10% and 90% (AA6), 30% and 70% (AA1), respectively. One central Dean noted that the assessment rates at her institution partly negatively influenced students' learning and the quality of pedagogy. Students ignored the on-going learning process during the semester or skipped class. They tried to cram for the end-of-course examinations or even cheated in the exam rooms. The examination cheating had increased dramatically since the new assessment rate was implemented. Students did not recognise how their learning process was more important than the end-of-course examination results (AA6).

Some administrators regarded formative or on-going assessment practices important. These practices were objective and effective, promoted on-going student learning, and met pre-service teachers' needs. One northern Dean said that, "It [formative assessment] motivated students' continuous learning. We did not know how they had learned during the semester before" (AA2). AA3 reported that students felt more secure and interested in various assessment experiences. They also felt their professional learning and experience were not only for grading but for preparing for future employability. Another central Dean further emphasised that

> This assessment form promoted students' classroom engagement. Students systematically mastered knowledge and skills. Lecturers used formative assessment to monitor students' learning process and progress as well as these lecturers' instruction. They made some essential adjustments for the rest of the course or upcoming ones. We found it important, effective and successful. (AA5)

AA7 from the South added that they used an online assessment system for blended or purely online courses. Various forms of assessment promoted students' depth and breadth of knowledge. They read and engaged in classroom discussions more and accrued on-going participation grades.

7.2.4 Provision

Academic administrators reflected that effective program administration and provision of resourced facilities promoted students' professional learning and attitudes. Students' university-entry proficiency was high (AA4, AA5). There was one institutional centre for ELP assessment (AA8). One central Dean said that they often organised career orientation activities inviting employers to give talks at the end of the academic year: Service of Education, upper secondary school and education providers in the local community (AA5). Another central Dean added that a specialised room for teaching practice was built and

equipped with movable chairs and tables and digital devices. There was also a centre for online education provided with digital resources. One institution planned to open a digital library. (AA4)

7.3 Academic administrators' perceptions of the contextual factors

The academic administrators perceived that the pre-service teaching education across institutions were influenced by a variety of contextual factors. These factors included the ITE policies, societal and community needs, administrative practices, graduates' employability, institutional programs, teaching resources and learning attitudes.

These administrators reported that their programs' curriculum development and implementation were influenced by MOET's on-going education reforms and institutional policies. The institutional curricula shifted from the course-unit-based to the credit-based education system (Decision No.43/2007-QD-BGD DT, 2007). These curricula were evaluated and revised after every cohort, following the ministerial and institutional policies, and teaching and staff resources (AA6). One central Dean stated that the MOET's general education program's curriculum framework required that the institutional curricula reduced their total number of credit points. They had to move some compulsory courses such as Grammar 1, 2 to elective ones. If students requested and registered, they would consider opening these courses as a mode of service provision (AA4). Another southern Dean said that the call for education reforms placed an emphasis on ELTE programs' important and pioneer roles across ELTE institutions. These institutions were required to design their programs' curricula consistently across the nation. They organised academic meetings and discussed how to appropriately add, remove, modify, or integrate the distribution of credit points (AA7). Other administrators emphasised the National Foreign Language Project 2020's influence in that the curricula's revision and the distribution of credit points for courses was based on the MOET's standards for prospective English teachers within the Competency

Framework for English Language Teachers. The credit points for core courses of the ELT major were distributed to align with the criteria within this framework as learning outcome standards (AA3, AA6, AA5). AA4 gave an example at her institution that,

> The Project 2020 started a professional development program for in-service teachers in upper secondary schools across the country regarding assessment and testing. We attended a seminar for assessment and testing with lecturers from 18 higher education institutions in 2014. After this seminar, we modified the Assessment and Testing course content which shifted the focus on summative to formative assessment. (AA4)

This Dean further noted that they suffered much pressure at the institutional level when designing and revising their program's curriculum. They had difficulty in removing or reducing courses. Lecturers assumed that some courses that they taught were important and essential. In addition, the lecturers were not empowered to implement the curriculum or innovate instructional methods. Students were not provided opportunities for fieldtrip activities or real-life experiences, e.g. Intercultural Communication course. There were gaps between theoretical and practical knowledge. The institutional obligations made lecturers hesitant to remove these gaps and decreased their creativity in teaching which had been really important (AA4). These administrators also pointed out that their institutional polices regarding ELP learning outcome standards and assessment practices partly influenced the ITE across institutions (AA2, AA7, AA8, AA6, AA4).

The academic administrators reported that societal and community factors made a significant impact on the ITE. They listened to alumni's voices, feedback and comments with respect to their programs' aspects: the quality of program, teaching, and practicum (AA1, AA3, AA4, AA5). The societal and market competition impacted the effective administration of the program and curriculum implementation. There was competition about employability opportunities between graduates and other overseas English teachers at centres for foreign

languages. The curricula were regularly revised to meet societal needs (AA5). In agreement, a southern Dean highlighted the cultural values in the community that,

> When we designed our program's curriculum, we aimed at serving students and meeting the societal needs. We integrated contextual knowledge of the local community into course content. We used practical teaching and learning resources to teach students how to deal with the pedagogical situations at upper secondary level, e.g. how to deal with school teachers' comments on sensitive photos on social networks. We chose lecturers who flexibly helped first-year students ensure transition from upper secondary to tertiary environments. We often provided ELT pre-service teachers with a variety of contextual knowledge regarding the realities of English language teaching and learning in upper secondary schools, school teachers and students for their preparedness to undertake teaching practicum. For example, how to work with strict school supervising teachers and respond to their requirements about instructional methods. (AA8)

Some administrators regarded administrative practices as influential factors on the ITE. The administration of teaching staff resources was one of the concerns (AA3, AA4, AA6, AA7, AA8). Most lecturers held a Doctor of Philosophy or Masters of TESOL, were educated in developed countries such as The United Kingdom, Australia, New Zealand, or the United States of America. These teaching staff often paid attention to personal professional development, were dedicated to teaching, listened to students' voices and offered them multiple opportunities for learning development (AA4). One southern Dean shared the realities of teaching staff at his institution in that their ELP was rather lower than required. The need for graduates being proficient in ELP was essential. This factor influenced the distribution of more credit points for ELP courses (AA7). Another southern Dean believed that,

The ELTE program administrator needs to understand categories of knowledge, roles of teaching staff more thoroughly. These staff strongly affect the quality of teaching. They must be professionally competent. The lessons from developed countries clearly showed that people's resources and the role of education are really important to the development of a country. (AA8)

While one central Dean was concerned about the limited partnership between her institution and upper secondary schools in the local community (AA4), AA3 from the North thought about financial issues in administering the ITE practices. Another northern Dean also had issues with organising teaching practicum which conflicted with the teaching and learning schedule at his institution. (AA2)

A few administrators thought that graduates' employability affected ELT pre-service teachers' professional learning. The opportunities for graduate employability were limited. Students found it difficult to look for a teaching job in the upper secondary schools because of the civil examination required by local Services of Education. The majority worked as English teachers at centres for foreign languages or opened private classes at home (AA4). In addition, the employers' requirements of teaching profession became more demanding. Positive feedback from the employers created a belief in the institutions' ITE and trust in communities of practice (AA5). For example, the Services of Education in southern provinces offered priorities for graduates with standard ELP, C1 level (AA8). This administrator responded to using the recruiters' evaluation by inviting stakeholders including administrators of Departments of Education and Training in three provinces where ELT pre-service teachers were sent for teaching practicum and school supervising mentors in the upper secondary schools to participate in a colloquium. He received both consistent and inconsistent feedback and perspectives from the insiders and outsiders. Overall, these

participants were satisfied with ELT pre-service teachers' teaching practices and adaptive capabilities (AA8).

Half of the administrators found their institutional programs an influential factor on pre-service teachers' professional learning. One central Dean noted that her program provided multiple opportunities for graduates' professional development undertaking a higher degree program. She found that recent graduates at her institution often pursued a Master's program overseas to achieve higher qualifications for future employability opportunities (AA4). To diversify students' needs as described by AA4, the administrators' roles in leading the revision and update of their programs were decisive. The teaching staff who oversaw writing the course content had to design appropriate forms of assessment to measure the courses' learning outcome standards (AA3), and added new selective courses such as Curriculum Development to provide pre-service teachers with knowledge of how to design, modify and revise a curriculum, syllabus or course (AA7). Two other administrators reflected that when they revised their programs, they thoroughly researched other institutions' programs, legal and practical principles to maximise students' needs (AA6, AA8).

Across the factors described earlier, teaching resources and learning motivation importantly contributed to pre-service teachers' professional learning. Teaching and learning equipment, and reference materials were resourced such as CD players, projectors, digital media devices, and Wi-Fi access (AA3, AA4, AA6, AA7). Course books were updated to enhance interactive activities (AA7). Pre-service teachers' personalised needs and dispositions for the teaching profession shaped their career (AA4).

7.4 What did the academic administrators value?

My analysis indicates that the academic administrators emphasised the significance of pre-service teachers' professional learning and experience that prepared the prospective teachers to be professionally competent in teaching, and influenced the success of the ITE (n

= 8). They valued ELT pre-service teachers' professional competence as an outcome of English language teacher education. The administrators stated that their curricula's foci were categories of professional knowledge and skills, and ELP, which accounted for more credit points. One northern Dean advised that his faculty's investment still focused on two current objectives as described in the curriculum documents: ELP and ELT methodology. This Dean added that teaching in Vietnam is hard with many challenges. If the pre-service teachers did not prepare well, they would soon quit. Therefore, he valued the teaching practicum in the professional experience. ELT pre-service teachers would be trained in the dispositions and attitudes of this profession. (AA3). Another Dean from central Vietnam noted the significance of the professional competence, stating,

> Obviously, the pre-service teachers must be proficient in ELP to practise effective teaching. In addition, I want to signify the teaching practice which is integrated in the practical ELT methodology courses. For example, the pre-service teachers are taught how to design a test, monitor the class, practise teaching and use education technologies in language teaching. (AA5)

> These perceptions were supported by one Dean from the South who clearly believed

that,

> The ideal emphasis is on the pre-service teachers' capabilities to use English language and their teaching methods. Therefore, I found ELP and ELT methodology most important. It is certain that there will be additional factors regarding professional values, professional dispositions, and learning motivation. (AA8)

> Another southern Dean added that learning and working environments are changing

and mobile. It is essential to promote students' life-long learning. They need to be aware of regular updating knowledge and trends because what they were taught in their program

would soon be outdated and insufficient. In addition, the pre-service teachers need to master the soft skills which are crucial to their teaching career and interaction with the others (AA7).

In the next section, I will discuss the contrast between the administrators' and the pre-service teachers' perceptions of issues and expectations within their programs.

7.5 Comparing the academic administrators' and the ELT pre-service teachers' perspectives

In this section, I discuss how pre-service teachers' perceptions are shared by academic administrators. I focus on areas where they provided similar perspectives on programmatic issues, expectations, and suggestions for improvement in terms of curriculum, pedagogy, assessment and provision. Although the ELT pre-service teachers in Cluster 1 and Cluster 2 shared different levels of general satisfaction and dissatisfaction with their initial education programs across categories (See Chapter 5 and Chapter 6), their perspectives that have presented in this section appeared to be similar. Therefore, I integrated their voices when comparing them with the administrators' perspectives.

In this section, I have referred to the administrators and pre-service teachers as the participants. These participants expressed similar and contrasting perspectives by degree and category. The comparison of these participants' perspectives signifies the contribution of their voices regarding ELT pre-service teacher experience in the ITE. The administrators confirmed their ELT pre-service teachers' perspectives and provided further reflection to make proper modifications when revising the ITE programs. The categories included the ITE program issues, the participants' expectations and suggestions. Although they raised similar concerns, their perspectives were often emphasised to a different degree. These perspectives centre around the related themes of OTL and quality.

7.5.1 Shared perspectives

The ITE program issues

Both participant groups noted that the opportunities for professional learning and experience were limited or even non-existent. The pre-service teachers reflected that their curricula provided insufficient practical components, few credit points for ELT major's core courses, ELP and teaching practicum courses. At some institutions there was even only one period of teaching practicum. One central Dean stated that the knowledge of assessment and evaluation accounted for few credit points although it was quite important. She gave an example that her pre-service teachers felt confused with the English tests' foci in upper secondary school textbooks, and with understanding which of the textbooks' exercises to use to test which content when writing the test items. They had difficulty in designing a complete test. This Dean felt that they had not yet solved these challenges completely (AA6). The programs' curriculum provided limited practical components (AA3) and lacked professional development content (AA1). Lecturers and students were not offered opportunities for fieldtrips or real-life experiences (AA4). The time for school-based teaching practicum was short, lasting only 5 weeks (AA4), 7 (AA2), and 8 (AA3). AA4 added that the time for overseas teaching practicum only lasted 29 days because of the visa length. These administrators also said that the pre-service teachers were asked to teach from 4 to 6 periods (one period equivalent to 45 minutes) depending on the school supervising mentors (AA4, AA3, AA2). One of the reasons may be because upper secondary schools only arranged about 8 weeks for the pre-service teachers' teaching practicum (AA2), and the number of pre-service teachers undertaking teaching practicum at the same schools was large (AA3).

These participants agreed that their programs' provision was limited regarding the facilities and resources of teaching staff. The pre-service teachers reported the under-resourced teaching and learning equipment, books and reference materials, the lack of both Vietnamese and native English lecturers, and no English clubs for speaking practice. These perspectives were supported by some administrators who emphasised a shortage of highly

professional teaching staff and under-resourced facilities. One northern Dean complained that they had about 40 teaching staff, who had to teach four cohorts with an increasing number of nearly 2000 students. At the same time, these lecturers had to do other assignments: the Project 2020's tasks, research projects, second-degree projects and professional development activities. They felt overloaded with their teaching tasks, and some of them even ignored their professional development. These issues influenced lecturers' effective and quality teaching (AA2).

Students and administrators agreed that the quality of their programs was challenged by the imbalanced curriculum weighting between courses, and uneven curriculum foci between theory and practice. The administrators observed that their curriculum foci and the distribution of credit points were still uneven. One northern Dean said that her institutional curriculum directed a large number of credit points to ELP and ELT methodology courses which accounted for about 70 credit points for the former and 20 for the latter, respectively, out of 150 total credit points (AA1). In the meantime, another southern Dean reported that the credit points for ELP courses in his curriculum were limited (AA8). The courses in the general knowledge section accounted for many credit points but were theoretical and ineffective. These courses were compulsory from MOET's top-down policy (AA2).

Both agreed that the teaching practicum did not fulfil its purpose within the program. One common challenge that concerned these most was the mismatch between their programs' pedagogy and the pre-service teachers' teaching in upper secondary schools. One northern Dean reported their pre-service teachers' complaints that what they were taught in their program appeared to be different from and inconsistent with their school supervising mentors' requirements. It was quite difficult for pre-service teachers to adapt to teaching in schools as their supervising teachers used various unfamiliar materials and teaching methods. Although they had been prepared for teaching practicum in their ELT Methodology courses,

they were not sufficiently flexible to teach across the variations in upper secondary schools (AA1). Another central Dean supposed that their ELT pre-service teachers were taught updated and new categories of knowledge in their program and the school supervising mentors recognised the gap between the school textbooks' unit structure and the pre-service teachers' knowledge.

This Dean added that these pre-service teachers found it difficult to apply what they were taught in their program into teaching in the upper secondary schools. Their mentor teachers sometimes taught in a very different manner to what had been presented in their program. Students felt compelled to mimic what their mentors modelled because the mentors directly assessed their teaching practicum. However, some mentors allowed the pre-service teachers to be innovative while some did not support the pre-service teachers, adding to their stress and anxiety. ELT pre-service teachers were influenced by their school teachers' teaching methods. In imitating traditional methods, they came into conflict with their programs' instructional curriculum. Although the pre-service teachers had mastered and practised the professional knowledge and skills taught in their program, they reverted to dominant traditional teaching methods in their professional experience (AA4).

Both participant groups noted to an equal degree that the quality of pedagogy was superficial and theory-laden. Some administrators agreed that the pedagogical practices were still unprofessional and influenced by teaching staff's instructions (AA5, AA8). The curriculum teaching was overloaded and theory-laden (AA2, AA6). One southern Dean asserted that curriculum design and implementation were two different stories. The curriculum was ideal, but its implementation related to teaching staff's practices. The majority effectively transferred the curriculum's ideology. However, some lecturers were not good exemplars in teaching. He believed that teacher educators should be good models of teaching methods regardless of whether they taught ELT Methodology courses or not. About

30% of his staff failed to manage this. He gave an example about teaching a Speaking course for pre-service teachers where these pre-service teachers had opportunities to learn not only English knowledge and speaking skills but also how to teach Speaking skills. This Dean believed that,

> If the administrators did not perceive the policies thoroughly, the receivers would not employ and transfer these policies effectively. Until now, I felt quite satisfied. I found that there was a big gap between the curriculum development and its implementation because its implementation depended on the teaching staff as implementers. For example, the leader of an academic division who oversaw administering the ELT major curriculum had the power to assign lecturers to teach ELT Methodology courses. What would happen if this leader had different perspectives about lecturers' professional competence? Another big issue was students' perceptions. How students perceived why they studied this course, and its roles in their future careers during a 15-week semester required that the lecturers clearly explained the learning outcomes and course objectives. (AA8)

Both highlighted that the assessments were superficial and examination-based. There was no connection between the content taught and testing. A few administrators further emphasised the ineffective assessment practices. The assessment rate was overly focused on the end-of-course examinations: 90% (AA6) and 70% (AA1). This rate indicated that the end-of-course examinations were more important than the pre-service teachers' on-going learning process, which greatly dissatisfied most of the lecturers. But, AA6 also supposed that her lecturers were over empowered in assessment of student learning. They used this empowerment inappropriately. They were irresponsible when grading students and giving 'fake' scores. Her management board thought that their graduates achieved high results but failed to meet the essential requirements for professional competence (AA6). Another

northern Dean added that, "The institution's academic department oversaw writing and organising the end-of-course examinations. Although these examinations were objective, they were rather difficult to exactly assess the ELP pre-service teachers' competence. Our institutional policy was similar for all faculties" (AA1).

These administrators explained that there was a misalignment between teaching and testing. AA1 added that they were not test-item writers when they developed their program's curriculum. Their teaching staff just compiled the tests from various sources of reference materials. Sometimes these tests did not test the content foci that the ELT pre-service teachers were taught in their program. Another southern faculty Dean felt doubtful about the reliability and validity of assessment results although there were clear assessment criteria and rubrics (AA8).

The provision of low quality of teaching and learning facilities and unqualified lecturers received additional complaints from the students and administrators. Some early career teaching staff lacked experience and appropriate attitudes towards their teaching and the interactive relationships (AA2).

The participants' expectations and suggestions for improvement

Both participant groups shared expectations and suggestions for their ITE programs. They expected that their curricula would provide more credit points for the professional learning and experience. There would be an increase in the credit points for core courses of the ELT major: ELT Methodology and ELP (DF1, EF1, FF3, GF2), and a decrease in those for general knowledge courses (BF2, DF1, EF1, FF4). One northern student interviewee hoped that their program's curriculum would provide more hours for ELP courses and reduce the unnecessary courses, for example, Foreign Language 2 (BF2). Other students across institutions added other unnecessary courses, namely, Principles of Marxist and Leninist theory, Revolution Lines of the Vietnam Communist Party, Ho Chi Minh Ideology, State and

Education Management (DF2, DF3, EF1). A few students identified that their programs need to provide more courses regarding practical pedagogical situations (EF3) and soft skills such as public presentation, interaction and teamwork (DF6, BF2).

Many focus group students expected that their programs would increase the hours for professional experience through the practical components and teaching practicum. They wished to have more opportunities to practise knowledge taught in their programs: content, pedagogical, psychological, pedagogical content, and ELP (AF4, CF1, EF4, FF1, HF2). One northern student said that, "I felt satisfied with about 70% or 80% of the provided knowledge. I wish that there were more opportunities for practice" (AF3). Another central student added that, "We expected that we would have more opportunities to practise the psychological knowledge taught in Psychological Education and School-Aged Education courses. We were taught only theory and had no opportunity to deal with the practical situations" (EF4). Two northern student interviewees hoped that their teaching practicum would be organised more appropriately. They wanted more opportunities to undertake initial teaching practicum in their major's courses with their lecturers' observation. They would experience various teaching contexts and learn from different supervising mentors (CF1, CF4).

Sharing agreement with these students, the administrators also expected that the credit points for ELT major's core courses would increase (AA2). Time for teaching practicum should increase to be more than 8 weeks (AA5), to around half or even a whole academic year (AA3). One central Dean also suggested to her management board that there should be two periods of teaching practicum (AA4). The pre-service teachers' opportunities for teaching practice in both their program and other environments need to be greater (AA8). One northern university Dean supposed that,

> I hope that our pre-service teachers will have more opportunities for practice so that
> they feel more confident and autonomous in learning. For example, they should have

more elective courses which help them re-orient their personal development. The graduates' employability opportunities are various - not only becoming English teachers in the upper secondary schools. They could orient towards their future careers and their professional competence should be respected and appropriately developed. (AA3)

Both groups of participants believed that the lecturers' instruction need to be improved. The pre-service teachers recommended that the lecturers should focus on their continuing professional development. They need to regularly update and modify their teaching methods and open their perspectives in response to the students' needs and opinions. For example, the lecturers of general knowledge courses should not provide knowledge repeated from course books but use various methods to present the knowledge, such as mind maps (DF2, FF6). One central student further expected changes in the lecturers' assessment practices, stating,

> We hope that the lecturers' assessments will refer to the students' creativity and ideas rather than theoretical knowledge in the course books. The lecturers will innovate their teaching methods through the implementation of different models of learning and classroom techniques, for example, project-based learning. Another expectation is that the lecturers will update and explore external reference materials resources such as video clips or websites in English skills courses. (DF3)

Some focus group students also hoped for innovations in quality teaching. The programs' pedagogy would focus on the implementation of ICT and education technologies in teaching and learning (DF3), and relate to the students' needs, practical job market and societal needs. (CF1, BF1)

Some administrators expected an improvement in the professionalism in their programs' pedagogy (AA5) and in their teaching staff's practices (AA8). One northern Dean encouraged the application of various models of teaching and learning, stating,

> We can try different models of teaching and learning. We can offer opportunities for the pre-service teachers to practise at different levels through observation, reflective reports, classroom practice, imitation and role play and video recordings. These forms help the pre-service teachers practise their knowledge in different contexts. (AA3)

These participants hoped that the assessment would be competence-based and more objective with clear and appropriate criteria. It would be in alignment between the curriculum and the pedagogy (AF2, DF3, GF3). Forms of assessment would be various, for example, open examinations, formative and summative assessment, self-assessment and peer-assessment (DF2). A few administrators proposed that the testing and assessments should be more differentiated, objective and independent. One central Dean supposed that the assessment rate for the end-of-course examination should be divided into more various forms of assessment to balance the students' learning assessment practices. These practices would assess the student's whole learning process and may have a positive impact on their learning. She added that the teaching staff need to master the knowledge of testing and assessment. The assessment content should diversify the percentage of theoretical and practical knowledge, which clearly indicates how the assessment practices impact the student's professional learning (AA6). Another southern Dean assumed that the curriculum courses were standard-based designed. The curriculum implementation was proved through the learning assessment practices. There should be independent assessing staff or an assessment centre to assure the overall quality of the initial teacher education (AA8).

Pre-service teachers and administrators hoped for more attention to the provision of infrastructure. The students expected that there would be more investment into the facilities

and teaching and learning materials, for example, creating space for learning groups, quality digital teaching and learning equipment, Wi-Fi access (BF2, BF5, EF6, EF5). There would be digital teaching and learning resources which are regularly updated and various (AF6, HF2, AA7, AA8).

7.5.2 Contrasting perspectives

The ITE program issues

Both participant groups expressed contrasting perspectives about their issues with the ITE program. The ELT pre-service teachers placed more emphasis on the low volume and even absence of OTL within their programs' curricula and provision. They added that they received a limited pedagogy of supplementary and pedagogical knowledge and skills of their major, and practical application of what they were taught. They also reported limited experience of assessment as learning and little opportunity for ELP assessments.

The students emphasised a great amount of common issues concerning the quality of their curricula compared to the administrators' perspectives. They further noted their different voices adding the inappropriate scope and sequence of core curriculum knowledge and courses, the superficial curriculum update and revision, and the limited quality of practical components. In the meantime, more than half of the administrators believed that their curricula did not even partly meet the program's learning outcome standards (n = 5). They reported that they suffered pressure from their institutions' board of management in revising their programs' curriculum. They were required to reduce the total credit points, and had difficulty in decreasing those for some courses or even removing courses. One central Dean shared that she had to reduce the course length but could not decrease its teaching content because the pre-service teachers need to be provided sufficient theoretical and practical knowledge. And they needed more practice. The management board wanted to reduce the curriculum loading while still setting high requirements for students' graduation.

For example, a level 5 for ELP which was unattainable (AA4). Another central Dean added that with a shortened program's curriculum, ELT pre-service teachers had to prepare their ELP well prior to university (AA6). These perceptions were supported by a northern Dean who noted that,

> Actually, I disagreed with this [reducing the total credit points] requirement for a few reasons. Firstly, our resources of teaching staff were adequate while there were few students. Secondly, our institution is located in a mountainous region. The students' level of ELP was really low. I suggested that we should keep our current program which had been allowed to maximise its total credit points by MoET. I did not know whether my suggestion would be accepted because the management wanted to balance the total number of credit points across faculties. (AA1)

Both groups of participants showed an equal degree of issues with the school-based teaching practicum. Agreeing with the pre-service teachers' perspectives about one of the challenges that they faced in the upper secondary schools, the administrators added that their pre-service teachers felt confused with the multiple types of English textbooks currently used: the current and pilot ones. The pre-service teachers also suffered much pressure when working with the old tradition school supervising mentors. The administrators further commented that how the mentors allowed the pre-service teachers to apply new pedagogical knowledge and skills would help these pre-service teachers avoid their experience of confusion and pressure. They believed that there was a need for academic exchange between higher education institutions and upper secondary schools to enhance their partnership and better organise the teaching practicum (AA5, AA8).

While the pre-service teachers reflected that they suffered pressure from undertaking their curriculum courses and practicum in the same semester, a few administrators reported additional issues with organising the work placement. One northern faculty administrator

shared obstacles experienced in selecting the upper secondary schools to send their ELT pre-service teachers, stating,

> One of the issues was the pre-service teachers' financial hardship. They wanted to undertake teaching practicum in the nearby upper secondary schools. However, there was a shortage of upper secondary schools in the local community. We sometimes send the students to the farther or even the lower ones. Another issue was about some mentors' professional competence. Some schools only had two or three English teachers in which each was able to supervise a maximum of five or six pre-service teachers. The English school teachers' limited professional competence partly influenced their supervision capabilities. For example, their English pronunciation was difficult to understand. They used tradition teaching methods. Our pre-service teachers did not dare to respond or raise opinions because these mentors had decisive power on their practicum outcomes. (AA2)

Another northern university Dean added that a large number of ELT pre-service teachers undertook their teaching practicum in the same upper secondary schools. Many pre-service teachers were supervised by one school teacher. As a result, the quality of teaching practicum was partly affected (AA3).

A few pedagogy issues received both participant groups' contrasting perspectives. While the students were dissatisfied with their lecturers' practices, one administrator from a central institution highlighted a gap between pre-service teachers' learning ELP and how to teach. The pre-service teachers undertook ELP and linguistic courses such as syntax, morphology, and semantics with those of Translation and Interpretation or Business English majors. They did not understand how to analyse, present and apply the knowledge of ELP and linguistics into teaching English language skills, or effectively use language in the classroom and in interaction with school students (AA5).

Neither group expressed further contrasting perspectives about the assessment issues but did about their programs' provision. The pre-service teachers noted that their resources of reference materials were outdated. Their institutions' student management system was inappropriate with a problematic course registration. Meanwhile, a few administrators reported some issues regarding their program administration. One was that they faced challenges in lowering proficiency standards for higher education entry to attract more school students. They explained that there were more institutions than the number of school students and the education market was highly competitive with more provision than needs. Their institutions were situated in the mountainous or high land regions (AA2, AA6). One northern faculty administrator added that their students could not obtain the B1 level when taking the English entry examinations. The majority achieved the A1 level (AA1).

Another issue was large class sizes. There were about 40 to 50 students in each class (AA7), or more than 30 (AA2), which caused the lecturers inconvenience in organising classroom activities. AA2 added that his management board did not want to reduce the current class sizes because of financial issues and more expenses would be spent on teaching staff. Another central university Dean mentioned a lack of professional development cooperation between lecturers and school teachers; for example, annual professional training about changing English school textbooks before every new school year organised by local Departments of Education and Training. These activities were only for the English teachers in the upper secondary schools. There was no similar professional training for the lecturers or teacher educators so that they could stay updated with trends and change in a timely fashion (AA6).

The participants' expectations and suggestions for improvement

Both participant groups expressed contrasting perspectives about their expectations and suggestions. The ELT pre-service teachers expected more appropriate distribution of the

curriculum courses. A group of central students suggested that the core courses of their major should be delivered in the early years of their program with both academic studies and practical integration. They compared their program with an initial teacher education program at an overseas institution where they had participated in an exchange program. This overseas program provided the pre-service teachers with opportunities to learn the major's courses in the first and second academic years. Their institution's program delivered these courses in the other half of their academic years. They felt that they had more free time in their earlier years. This curriculum load was heavy and did not prepare them well for their professional experience and career orientation (EF4, EF1, EF3). Some other students added that their programs' curriculum should diversify the elective courses to meet their personalised interests and needs (GF4, BF4).

In the meantime, the administrators expected that their curricula would structure a pre-service teachers' differentiated professional learning personalisation and orientation for the pre-service teachers. There should be quality assurance for the professional knowledge domains within the curriculum (AA8). One central university Dean noted that initiatives were suggested in faculty's academic meetings to support their pre-service teachers' mastery of their professional knowledge and practice teaching. They initiated a model of community service learning which connected their pre-service teachers' professional learning to the societal needs of the community. For example, in ELT Methodology courses, their pre-service teachers were assigned relevant projects. Their pre-service teachers conducted fieldtrips to assess the needs around how the locals used English language in the community. They were instructed to design and compile English common phrases for communication. Their pre-service teachers practised in small groups that taught learners and assisted the local English language learning needs. They also taught people who needed to use English language for communicative purposes in tourism services and provision. Therefore, they

could practise with various learners and contexts. They had opportunities to apply their knowledge taught in their program effectively into practice. These projects met the pre-service teachers' personalised learning needs in connecting their program's pedagogy to societal and practical needs. They also help the pre-service teachers attain appropriate categories of knowledge and skills. This Dean added that they would revise their curriculum and modify these ELT Methodology courses to better match the needs of diverse pedagogical environments in which their pre-service teachers would be employed (AA5).

The majority expected to modify the mode of teaching practicum within their curricula. One southern faculty Dean reflected a mode of teaching practicum from an overseas university where he had visited, stating,

> I found their model of teacher education quite effective. They sent the pre-service teachers to the upper secondary schools annually. These pre-service teachers both undertook their program's courses and practised some hours per week in the upper secondary schools. They efficiently acquired both theoretical and practical knowledge. Also, the upper secondary schools were willing to welcome these pre-service teachers because they needed staff for organisational activities. (AA7)

This proposal was supported by another southern Dean who planned to cooperate with the local upper secondary schools to pilot a new model of teaching practicum. He thought that the first teaching practicum would offer the pre-service teachers with opportunities to understand and observe the activities that they will engage with the upper secondary schools. He expected that this first placement would run two semesters for one day a week. There would be specific guidelines and activities each semester. For example, the pre-service teachers would observe interactions and communication. They would note classroom organisation activities, teaching methods, techniques and strategies. They would explore the school education program and resources of materials. These activities would be consistent in

the first practicum which would be longer than the second one. The pre-service teachers would expose their potential knowledge, skills and confident psychology when teaching in the same schools. The second placement would focus on official teaching. The pre-service teachers' competence would be evident and recognised. Their practices would improve and become more professional because their professional competence assessments would not be effective and accurate when they teach new students in unfamiliar environments for the short time (AA8).

Other administrators agreed that the teaching practicum should be in the earlier academic years to help the ELT pre-service teachers become familiar with practical teaching sooner. This mode may be practice-theory-practice (AA3, AA5, AA4). AA4 also assumed that there should be an upper secondary school under the higher education institution. The pre-service teachers would integrate their theoretical professional learning and regular teaching practice in that school. The administrators would also be flexible in researching, noting comments and evaluation so that they could propose prompt, appropriate and effective modifications (AA4).

A half of the administrators expected that the regular evaluation and revision would assure the quality of their programs. The education programs need to be revised and reformed to meet the requirements for external quality assurance: AUN (AA1, AA8). Regular updating curriculum courses would improve their quality, keep the content fresh and diversify their resources of materials. It would also create multiple professional development opportunities for teaching staff. This regular update would meet the needs of the professional market in the globalisation and internationalisation of education. For example, some course components that are updated may include classroom management skills, technology-assisted language teaching and learning, or teachers' language awareness and its use in the classroom. There is still a lack of competent and qualified teaching staff resources (AA5). One central university

Dean said that she would prefer to update and compare the annual education trend across institutions; especially, in the current continuous reforms (AA6). Another northern faculty administrator also expected to receive the support and consultancy from experts in curriculum design for her program's curriculum revision (AA1).

Neither elaborated their expectations or provide suggestions regarding their programs' pedagogy. The control of curriculum implementation would assure the validity and reliability of assessments. For example, the administrators would monitor the instruction to see if the outcome standards are being met, check the students' learning outcomes and examination results (AA8). This Dean further emphasised that there must be effective cooperation between the higher education institutions and the upper secondary schools in providing the assessment criteria for the teaching practicum. These criteria should be consistent between the two parties and provided to the pre-service teachers in advance (AA8).

Students' and administrators' expectations and suggestions for their program administration varied to some extent. A few students hoped that the management of the credit-based system would be improved (DF6). The timetable would be modified more appropriately to avoid the examination schedules (DF3). There would be an orientation section for tertiary study skills in the first academic year (FF2, HF6). They also expected that their programs would provide more well-being and welfare services. There would be extra-curricular activities regarding graduates' career orientation (AF1, AF3, FF5), experience sharing (HF2, AF3), socialising and English clubs (DF4), or student exchange and network programs across institutions. (DF3)

The program administrators proposed some suggestions for improvement to the initial teacher education. The management boards across institutions should issue institutional policies for continuing professional development for teaching staff to catch up with new trends and teach updated programs. For example, a new and good course may be considered

to be added to the program's curriculum, but cannot be if there is a lack of lecturers to oversee designing, developing and teaching the course content (AA3). One southern faculty Dean expected that the teaching staff need to be thorough in understanding the programs. They should be dedicated and aware that they are teaching human resources. These are core prospective teachers who will teach the next generation. "It is easy to invest billions of Vietnam dongs into infrastructure and facilities, but, it is a tough challenge to have excellent lecturers to teach the given programs" (AA8). This thought was supported by another northern administrator who suggested assigning the enthusiastic, dedicated and experienced lecturers to teach the core courses of the ELT major instead of increasing their credit points (AA2). This Dean also believed that the lecturers complained that they did not have enough class hours, when actually they did. However, the ELT pre-service teachers' learning English skills did not still improve (AA2).

One female faculty Dean from central Vietnam proposed that there should be continuing professional development for the teachers in the upper secondary schools, stating,

There have been professional training programs for school teachers in recent years. For example, we provided service contracts to the local Departments of Education and Training and organised training workshops under the Project 2020. However, we had difficulties with the school teachers' lack of cooperation. The school teachers who attended our professional training courses had opportunities get to know the new approaches. The others assumed that the Project 2020 was only for monetary purposes. When we invited them to attend these courses, they expressed negative attitudes. They did not recognise the positive aspects of further intensive professional training. (AA4)

She added that this continuing professional development would connect the academic partnership between the institutions and the upper secondary schools. This cooperation and

collaboration would bridge the theoretical and practical gaps of the pre-service teachers' professional learning and organise their school-based professional experience effectively.

Some administrators suggested that there should be differentiated policies in pre-service teaching education. The university entry standards should increase (AA2, AA6). The class size should be smaller (AA2, AA7). The pre-service teachers need to better prepare their prior ELP (AA6). There should be further professional development orientation for graduates (AA5). A high-quality education program existing with the current one is another suggestion about the enhancement of quality pedagogy. The pre-service teachers should have more choice about their learning and career orientation (AA2).

7.5.3 What did ELT pre-service teachers value?

The ELT pre-service teachers expressed similar perceptions of values in their programs by different degrees and categories. Agreeing with the administrators' perspectives to a higher degree, the ELT pre-service teachers valued their professional learning and experience. The focus group students placed an emphasis on categories of knowledge and skills, dispositions which constituted their desired professional competence, ELP, multiple opportunities for practice, and quality pedagogy. These categories framed ELT pre-service teachers who felt well-prepared to teach. They also acknowledged their qualified lecturers' practices.

The administrators further emphasised the significance of contextual knowledge, life-long learning and additional soft skills in their programs. The prospective teachers need to master these components to prepare well for their future teaching careers.

7.6 Chapter summary

In this chapter, I discussed the academic administrators' perceptions of their programs. My analysis revealed that the administrators across institutions perceived the significant impact of their programs on the ELT pre-service teachers' professional learning

and experience, the contextual factors influencing the ITE, and their valuing of the ELT pre-service teachers' professional competence as an outcome of the ITE, which influenced its success. I also compared the groups of participants' perspectives with respect to the issues in their programs, their expectations and suggestions for improvement in the ITE.

In the next chapter, I will synthesise my findings that I have elaborated in this and previous chapters. These findings include ELT pre-service teachers' general satisfaction and dissatisfaction, the distribution of Cluster 1's general student satisfaction levels in similar and different ways, Cluster 2's significant level of dissatisfaction with their initial education, the academic administrators' perceptions of their programs and a comparison of their perspectives. I will address my research questions through this synthesis. I will discuss implications for stakeholders including the policy makers, the academic administrators across ELTE higher education institutions, and the ELT pre-service teachers.

Chapter 8: Discussion and Conclusion

8.1 Introduction

The aim of my study was to understand how Vietnamese tertiary ELT majors perceive their English education program. To address my research aims, I asked three questions. I wanted to explore pre-service teachers' understandings of their institutions' initial teacher education program's rationale, their expectations for and how they valued their program. To answer my research questions (See Section 1.6 and Section 3.2.1), I reviewed relevant studies regarding pre-service teachers' perceptions of their initial education programs across Inner, Outer and Expanding Circle English language countries, including Vietnam (See Chapter 2). I also presented the debates for second language teacher education with attention to pre-service teacher professional competence across these national contexts.

To answer my research questions, I employed a mixed methods research approach in multiple sites which are representative (See Chapter 3). My study involved the combination of quantitative and qualitative data components collected from several sources representing a large sample participant population. I utilised a purposeful sampling approach to select eight main higher education institutions as research sites. They are major ELTE institutions across three main regions of Vietnam. They are state run and have a long history of development. They are representative for providing the education for human resources of quality ELT prospective teachers across these regions and the country. They each provided a 4-year ITE program which prepares pre-service teachers to become English teachers as an outcome of their initial education. My participant population included final year ELT pre-service teachers and academic administrators across these eight institutions. These pre-service teachers were undertaking their final academic year of their current programs at the time I conducted my

study. They provided insightful retrospective reflection and perceptions of their programs. The administrators, teacher educators and implementers that I interviewed were knowledgeable about the breadth and depth of their programs' design, implementation and administration. Their perspectives provided insights into their programs, which I then contrasted to the students' perceptions.

I used multiple data collection instruments and frames for data analysis to explore how ELT pre-service teachers perceived their programs' curriculum, pedagogy, and assessment. I also wanted to gain insight into what they expected from and how they valued their program. I began my study by collecting and analysing the national and institutional ELT related program documents. I aimed at understanding an overview of the ITE across institutions. It related to the programs' principles, objectives, implementation, outcomes and standards with attention to curriculum structure, pedagogy and assessment practices. I used these documents to deepen my analysis of students' perceptions when compared to administrators' perspectives about their programs.

Next, I constructed and administered a survey with all final year ELT pre-service teachers at the eight institutions to measure how they perceived their OTL in curricula, OTL categories of knowledge, skills and dispositional components, professional experience in their practicum, and experiences of assessment as learning. I wanted to see how prepared they felt to become professionally competent. I sent a survey to 768 pre-service teachers and received 499 responses of which 33 were invalid. I collected a total 466 valid survey responses accounting for 61%.

In addition, I conducted eight focus group interviews with eight groups of six participants in each. I aimed to capture further understandings of their perceptions and perspectives about three related themes which emerged from my data analysis. These themes related to their OTL, the quality of their programs, and their preparedness for teaching.

I concluded my data collection by conducting eight semi-structured interviews with eight administrators to investigate their perceptions of their programs. I aimed to explore how they perceived the impact of their programs on students' professional learning and experience, contextual knowledge influencing the ITE and how they valued their programs. My aim was to compare students' perceptions with administrators' perspective about issues with their programs, their expectations for their programs, and their suggestions for improving their ITE. I felt confident that my large sample participant population across purposefully selected major institutions would provide a fair representation of Vietnamese pre-service teacher education students' perceptions. Quantitative data provided me with preliminary understandings of students' responses regarding the volume of OTL within their programs. Qualitative data substantiated these understandings by providing further in-depth insights into emerging themes. The combination of comprehensive data helped me achieve deeper understandings in terms of curriculum, pedagogy and assessment.

To assist me in my analysis, I used IBM SPSS Statistics 25.0. I aimed to analyse the survey to identify patterns and correlation which were explained, confirmed and informed by further qualitative data analysis in form of interview responses. I employed a revised frame of pre-service teacher professional competence (Blömeke & Delaney, 2014; Shulman, 1986b, 1987; Voss et al., 2011), a combination of frameworks for language teacher education from North et al. (2013) and Kelly et al. (2004), and Danielson's framework for teaching (Danielson, 2007, 2011, 2014) (See Section 2.5). Open-ended questions and interviews were coded manually and with the assistance of NVivo 12 using thematic analysis (Braun & Clarke, 2006), which provided me with the percentage of responses and means values of the surveyed items. From this analysis, I gained understandings about the pre-service teachers' self-reported opportunity to learn categories of knowledge, skills and dispositions which

constituted their desired professional competence, and their experiences of assessment as learning within their program.

I also conducted advanced inferential analysis to investigate the statistically significant difference in these students' general satisfaction levels across eight institutions, which were formed into two clusters (See Section 5.2). These tests indicated the statistically significant difference in general student satisfaction level in terms of institution and professional experience. They also showed no statistically significant difference in this satisfaction level in terms of gender (See Chapter 5 and 6). Also, I analysed multiple data sources through an iterative process which provided emerging themes of pre-service teachers' OTL, the quality of their programs and their preparedness for teaching. My analysis helped me gain insights into both students' and administrators' perceptions of their programs, their shared and contrasting perspectives about these related themes (See Chapter 4 and 7).

I begin this chapter with a discussion about the extent to which the overarching research aim was addressed. My study reveals ELT pre-service teachers' general satisfaction and dissatisfaction with their programs across all institutions I studied. My findings indicate a statistically significant difference in these students' general satisfaction levels. My findings also reveal academic administrators' perceptions of their programs, and highlight shared and contrasting perspectives between both participant groups. I discuss my major findings in the existing literature in Section 8.2, which sheds light on the contribution of my study. In Section 8.3, I propose practical implications for associated stakeholders including policy makers, administrators, curriculum designers and students. Section 8.4 presents limitations and contribution of my research. My recommendations for further research conclude my study in Section 8.5.

8.2 Major findings

My study sought to answer the questions of how Vietnamese tertiary ELT pre-service teachers understand their institutions' rationale for TESOL education in terms of curriculum, pedagogy, and assessment; what they expect and value for their programs. A composite picture of Vietnamese tertiary ELT pre-service teacher education can be composed through their voices of experience; how they perceive their general satisfaction and dissatisfaction, how their significant satisfaction and dissatisfaction levels vary. Perspectives from administrators as educators contribute with their sharing and contrasting voices. My study suggests major findings related to three emerging themes: OTL, the quality of the ITE program, and ELT pre-service teachers' preparedness to teach. This may have some significance in so much as they provide insight into Vietnamese pre-service teacher education students' voices.

8.2.1 General student satisfaction

My data analysis revealed an overarching understanding of how ELT pre-service teachers perceive their initial education programs. Their perceptions may be understood through their general satisfaction and dissatisfaction around three related themes.

ELT pre-service teachers were satisfied with their OTL, the quality of their program and their preparedness to teach. The OTL received their most satisfaction in contrast to their preparedness for teaching. The majority highlighted a high presence of OTL in which OTL in curriculum was most central, followed by pedagogy and provision. OTL in assessment was the least. Their curriculum provided a high volume of opportunity to undertake initial education and training with key focus on OTL content, ELP, professional-supplementary skills, attitudinal dispositions, ELT major courses and work placement. These pre-service teachers received the most OTL professional competence in terms of knowledge domains and dispositional components. They had multiple opportunities to enhance their ELP, and

professional experience both inside the classroom and outside pedagogical environments. This is inconsistent with a previous finding noting that pre-service teachers did not have enough opportunity for small group teaching practice with their classmates (Seferoğlu, 2006).

Their program increased OTL with the provision of quality, resourced facilities ranging from teaching and learning equipment to reference resources. They were offered moderate opportunities to experience both assessment for learning and assessment as learning through various modes: formative and summative assessments. The types of formative assessment that they experienced included self-assessment, peer-assessment, group discussion, home assignment, journal reflection, quizzes, small-scale projects, and portfolios. The summative assessments were midterm tests and end-of-course examinations. Their experience in both flexible modes of assessments varied their OTL and preparedness (See Section 4.2). Several researchers have argued that a diversity of assessment forms have significant influence on how pre-service teachers perceive the roles of assessments and understand their implementation (Biggs, 1993; Karp & Woods, 2008; Kember & Gow, 1994; Volante & Fazio, 2007). Other researchers have suggested a balanced integration of summative and formative assessments to promote student professional learning (Broadbent et al., 2018; Poth, 2012; Tang & Biggs, 1996). ELT pre-service teachers' perceptions of and experience in various forms of assessments may inform the extent of their program preparation for them to implement the assessments because the focus of assessment is to involve students in productive learning and to promote quality outcomes (Boud & Associates, 2010; Brown & Race, 2012; Poth, 2012).

ELT pre-service teachers' professional competence is central to shaping their future teaching profession and employability. It involves more than just categories of knowledge which are a certain component. OTL knowledge, skills and dispositions are also key contributions to the mastery of teaching and learning capabilities. Competent pre-service

teachers need to incorporate effective professional knowledge and knowledge derived from experiential and practical experience in authentic contexts. ELTE institutions structure pre-service teacher competence as an outcome of initial teacher education through their provision of OTL to an extent that is consistent with the philosophy of the articulation between ITE education and actual teaching (Blömeke & Delaney, 2014; Blömeke & Kaiser, 2014; Johnston & Goettsch, 2000). This philosophy that has been dominant in guiding teacher education reforms in the past decades emphasises the need to enhance teacher knowledge preparation in which teachers are viewed as learners of teaching, what they need to know and can do (Shulman, 1987). My findings indicate that the provision of OTL is an important dimension of the quality assurance of the ITE program.

Pedagogy was at the forefront of students' satisfaction with the quality of their program. The program's provision and curriculum were less with the assessment the least. ELT pre-service teachers felt most satisfied with the quality of instruction with attention to lecturers' effective and positive facilitating-teaching practices. The quality teaching made a direct and significant influence on ELT pre-service teachers' capabilities and learning outcomes (See Section 4.3.1). My findings are consistent with previous research indicating the efficacy of teaching techniques and strategies (Salihoglu, 2012; Wang, 2015). Many researchers have argued that the programmatic characteristics have an important impact on the pre-service teachers' sense of preparedness to teach (Daniels et al., 2011; Kolano & King, 2015). Previous findings indicate that the ITE program dimensions have a positive influence on how the pre-service teachers are prepared and supported for the workforce, their affective dispositions, responsibility, and commitment (Daniels et al., 2011; Turner et al., 2004), and transition into professional identity (Salazar Noguera & McCluskey, 2017). These dimensions are regarded as the constituent quality of the program.

Students perceived a high level of curriculum appropriateness, its scope and sequence, and the efficacy of teaching practicum as an integral part, assuring the quality of the ITE program. The curriculum was appropriate to the various needs of their capabilities and achieved competence: employability, professional and societal needs. ELT pre-service teachers felt that their curricula guaranteed an adequate amount and quality of professional knowledge, skills, experience, and ELP for them to become competent English instructors working in diverse contexts. Their perceptions confirm previous studies that found ELT pre-service teachers felt more effective, responsible, and committed to teaching when they were prepared and supported in their initial programs (Darling-Hammond et al., 2002). They perceived the developed beliefs about the connections of personal and professional knowledge to meet the diversity of students' needs (Akiba, 2011; Kolano & King, 2015). They reflected a high level of confidence in their knowledge, pedagogical skills, and ELP for teaching (Grossman et al., 2000; M. H. Nguyen, 2019f; O'Neill & Geoghegan, 2011).

ELT pre-service teachers regarded the important role and effectiveness of teaching practicum experience as the top priority which contributed to their opportunities for professional development and identity (See Section 4.3.3). Their account corroborates large body of longstanding international and Vietnamese research showing that ELT pre-service teachers obtain valuable teaching experience through the various application of theoretical professional knowledge in their lecture hall into the practices of teaching diverse students, real classes in authentic education contexts (Adoniou, 2013; Allen, 2011; Allen & Wright, 2014; Anderson, 2012; Brady et al., 1998; Clarke et al., 2014; Darling-Hammond, 2014; Faez & Valeo, 2012; Farrell, 2007, 2008; Graves, 2009; Grossman et al., 2000; Hodson et al., 2012; Karatsiori, 2015; Le, 2014; M. H. Nguyen, 2019g; Phairee et al., 2008; Richards & Crookes, 1988). And that they received effective, enthusiastic professional support and supervision from mentors (Clarke et al., 2014; Hoffman et al., 2015; H. T. M. Nguyen & L.

D. Sheridan, 2016; M. H. Nguyen, 2019d; Sheridan & Nguyen, 2015, 2020). To some extent, Vietnamese ELT pre-service students' perceptions contradict what Singaporean ESL pre-service teachers contend, that their practicum supervisors gave them positive encouragement, not their school mentors (Farrell, 2007, 2008). But, it may confirm the generally held perception among pre-service teachers of a lack of support in their placement (Farrell, 2001), which is important because professional experience helps increase their awareness of English teachers' work and professionalism.

ELT pre-service teachers noted that the provision of well-qualified teaching staff contributed to the enhanced quality of their program. Effective, thorough and various assessments with clear criteria were also a contributing factor (See Section 4.3.2 and 4.3.4). This confirms earlier research that suggests that assessment focuses and enhances student learning (Boud & Associates, 2010; Brown & Race, 2012).

ELT pre-service teachers valued their professional learning and experience. They felt well prepared for becoming competent English teachers. They were satisfied with their professional competence attainment (See Section 4.4.1 and 7.5.3). This finding is consistent with research that suggests that pre-service teachers often feel that they are ready and capable for the classroom (Davin & Heineke, 2016). ELT pre-service teachers felt competent in professional knowledge and skills: teaching capabilities, soft skills, critical thinking, and psychological interaction (Hail et al., 2015; Louden & Rohl, 2006; Milton et al., 2007; Wang, 2015).

They felt confident of using effective digital media technologies or ICT, technological knowledge in learning subject-matter and teaching that content. They could teach their students how to use these technologies for their learning personalisation. These findings reflect research that suggests that technological competence is a pivotal element contributing to the professional preparation for ELT pre-service teachers (Ekrem & Recep, 2014).

Researchers have argued that categories of technological knowledge regarding effective ICT integration into teaching and learning make an important contribution to the ITE in the 21st century digital age (Ching Sing et al., 2010; Lee et al., 2008; Mishra & Koehler, 2006; Schmidt et al., 2009).

The ELT pre-service teachers reported feeling competent in having sufficient ELP for both communicative purposes and teaching. They had obtained desirable achievements in ELP reaching C1 level of CEFR or VSTEP, which met MoET's ELP standards. This finding seemingly contradicts previous research indicating that ELT pre-service teachers ELP was low, inadequate, and decreasing (Çetinavcı & Yavuz, 2011; Gan, 2013; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017). But, it may corroborate other research that suggests ELT pre-service teachers are competent in ELP (Dinh, 2020) and utilise IELTS as a benchmark for their ELP preparation and assessment (Low et al., 2014).

These participating pre-service teachers also felt positive about teaching. They reported being self-regulated, motivated and passionate towards the profession. This finding illustrates previous studies, which suggest that ELT pre-service teachers' personal motivation and beliefs grow in strength through their experience in learning to teach and social interactions (Inceçay, 2011; Yuan & Zhang, 2017), in the social justice-centred and equity-centred instruction (Nguyen & Zeichner, 2019), in different phases of "confirmation, realization, disagreement, elaboration, integration, and modification" (Yuan & Lee, 2014, p. 1), and during their field practicum with strong emotional feelings (Hascher & Hagenauer, 2016; Nguyen, 2014). These attachments and feelings contribute to their professional preparation.

Student satisfaction signified how successful the ITE programs were in preparing and supporting pre-service teachers to become English teachers. ELT pre-service teachers felt that their programs' quality was assured with key foci on standards, graduates' professional

competence, learning outcomes and employability needs. Possible explanations that were noted by the participating pre-service teachers were the effective organisation of the programs, the implementation of an advanced version and appropriate sequences with flexibility (See Section 4.4.2). These findings seemingly concur with several studies into program characteristics' strong and crucial influence on ELT pre-service teachers' preparedness (Akiba, 2011; Daniels et al., 2011; Kavanoz et al., 2017; Moore-Hayes, 2008; Turner et al., 2004), and the quality of program effectiveness in preparing and supporting ELT pre-service teacher learning in the professional experience (Banegas, 2016; Gan, 2013; Özmen, 2012; Peacock, 2009). The intertwined dimensions of ELTE value ELT pre-service teachers' engagement in their initial education as agents of change, their professional agency, and "professional confidence as a measure of outcome" (Freeman, 2018, p. 5).

8.2.2 General student dissatisfaction

Although most ELT pre-service teachers expressed great general satisfaction with their programs in terms of their OTL, quality and preparedness, several students showed dissatisfaction. The quality of program received the most dissatisfaction, followed by OTL and readiness. Their general dissatisfaction with the quality of their programs was identified by issues with curriculum, pedagogy, provision and assessment. These issues were ranked from students' most to least important concerns.

The quality of the ITE programs' curriculum was challenged by students' self-reported issues (See Section 4.5.1). They felt that the imbalanced weighting between curriculum courses indicated several which were perceived as unnecessary. These courses related to general knowledge which accounted for more credit points than the core courses of the ELT major. A few students found some courses regarding the culture and literature of English-speaking countries unnecessary. This issue hindered pre-service teachers' concentration on learning the core courses of their major. These students also reported that

the uneven curriculum foci over-emphasised theoretical professional knowledge and ignored practical pedagogical practices for ELT major courses; for example, ELT Methodology. This is consistent with previous research that suggests that ELT pre-service teachers are taught more theoretical than experiential knowledge and offered limited opportunity to practice teaching in small groups or for classroom observation (Ganji et al., 2016; Seferoğlu, 2006). In other words, they have insufficient experience in their context-integrated learning (Çetinavcı & Yavuz, 2011; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017; Salihoglu, 2012)

The ELT pre-service teachers reflected that they were concerned about the inappropriate scope and sequence of the curricula with attention to the imbalanced distribution of core knowledge in their major. They reported that the instruction of these knowledge sections within courses was inappropriate and conducted in the second half of their programs. They pointed out that this distribution caused curriculum unevenness and ill-preparedness for most pre-service teachers. These students noted that while they found their curricula to be theory-laden with an emphasis on theory over practice, the quality of these practical components was limited. One of the students' major concerns was about the ineffective forms of practice which they identified as a mismatch or gap between what they learned and its practical application within their programs. This gap has been discussed as programmatic inconsistency between theory and practice (Canlıer et al., 2020; Seferoğlu, 2006; Wang, 2015). Several researchers have argued that the balance of theoretical and practical connections in the ITE program are at the core of ELT pre-service teachers' professional competence (D'Rozario et al., 2012; Javad & Isa, 2016; Karatsiori, 2015); for example, the integration of small group teaching, classroom and modelling observations, mentoring in collaborative learning (Barahona, 2017; Canlıer et al., 2020; Ismail, 2011), and

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programmatic theoretical components into community-based practice to practice teaching community-located learners (Nguyen & Dang, 2020).

Other students' major concern was about issues with their work placements (See Section 4.5.1.4). They highlighted a mismatch between what they were taught within their programs and what they practised teaching in authentic contexts in the upper secondary schools. They identified lesson planning and pedagogical problem-solving competences among the main challenges. They felt challenged by both managing and teaching a whole class of many school students. These findings are congruent with literature on emerging issues in the field practicum that ELT pre-service teachers had experienced: teaching and managing large classes of mixed-ability school students (S. Lee, 2007); gaps between their program coursework and classroom observations, and challenges in unexpected obstacles and situations (Cabaroglu, 2014; El-Sawy, 2018; Kaldi & Xafakos, 2017); and tensions regarding limited opportunity for teaching, classroom management experience, and failure to adapt quality-oriented teaching practices (Gan, 2013; Yan & He, 2015). Pre-service teachers need to be well-prepared to teach the diversity in the authentic contexts (Zhao et al., 2009) to achieve the goals of their professional experience. However, these findings contradict some studies that found that ELT pre-service teachers reflected a high level of professional effectiveness after their field experience (Liaw, 2009), found classroom management skills and interactions pivotal (Chiang, 2008), valued their classroom practices through the adaptation of appropriate pedagogical knowledge (Gan & Lee, 2016), and experienced positive emotions (Hascher & Hagenauer, 2016).

These ELT pre-service teachers felt compelled to follow their mentors' modelling. These mentors' exemplary teaching periods appeared to be 'artificially' perfect for students' observations, which differed from classroom climate of normal practices. This seemingly confirms that ELT pre-service teachers tend to mimic their school mentors' modelling rather

than adapt their program-related knowledge (Le, 2014). They usually adopt their school mentors' style and methods regardless of whether they are conflicted with the theoretical or practical components suggested in the lecture hall (Moore, 2003). They do not dare to risk their mentor teachers' disapproval.

In contrast, previous research has pointed out that ELT pre-service teachers felt beneficial from observing their school mentors' modelling (Yang, 2011) because these mentors were models who framed the ELT pre-service teachers' teaching practices in the clinical settings through guidelines in how to apply their coursework (Anderson et al., 2005). Several researchers have argued that the school mentors' engagement in various roles of the mentoring processes and their relationships with ELT pre-service teachers (Clarke et al., 2014; Hastings, 2010; Hoffman et al., 2015; Jaipal, 2009; M. H. Nguyen, 2019d, 2019e; Richards & Crookes, 1988; Russell & Russell, 2011) and their mentoring strategies (Sheridan & Nguyen, 2015, 2020) contributed to the success of the preparation for teaching practicum.

These ELT pre-service teachers reported another issue with difficulties that they had from their initial education program during their practicum. Some reflected that their domestic internship was different from the overseas one. They thought that while the domestic practicum placed an emphasis on teaching school students in upper secondary contexts, the overseas one did not focus much on teaching practice but on cultural exchanges with tertiary students and their contexts. Most Vietnamese ELT pre-service teachers were unfamiliar with cross-cultural experiences when working with non-English speaking students in similar contexts. They felt that the inappropriate sequence of curriculum content caused the practicum to be overloaded because they undertook both program courses and their internship in the same semester. These findings are incongruent with earlier studies into ELT pre-service teachers' positive perceptions of their international practicum experience

(Ateşkan, 2016; Barkhuizen & Feryok, 2006; Kabilan, 2013; Lee, 2009; Yang, 2011; Zhao et al., 2009).

ELT pre-service teachers identified superficial, theory-laden instruction and lecturers' ill-preparedness as issues regarding their dissatisfaction with the quality of their programs' pedagogy (See Section 4.5.2). They received superficial teaching of professional knowledge, skills, ELP, digital media technology and general knowledge, which made adversely influenced their creative capabilities. Common factors that they perceived as negative experiences were their lecturers' passive imparting of knowledge, inconsistency of their instruction, and examination-based teaching. They reflected that their lecturers were ill-prepared for lectures, unwilling to innovate their methods and understand students. These lecturers were overloaded with teaching. They were required to teach too many courses and conducted student assessments which appeared to be different from others. The instruction of professional knowledge and skills was inconsistent in both theoretical content and practical application (Wang, 2015). These findings confirm issues related to a theory and practice imbalance in the pedagogy (Canlıer et al., 2020; Ganji et al., 2016; Seferoğlu, 2006), and insufficient instruction of context-integrated practice (Çetinavcı & Yavuz, 2011; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017; Salihoglu, 2012).

The students noted that the teaching of ELP emphasised grammar structures over the balance of four skills. Their responses indicated some consequences of this superficial teaching. Their ELP had not improved and was still low or not enough to sit the C1 examinations. They felt sceptical of their ELP for teaching. A few of them admitted that they could not meet the MoET's ELP standards for graduation. There is a threshold level of ELP for non-English speaking pre-service teachers to reach for their effective and quality teaching (Richards, 2010). It is Level 5 of CEFR according to MoET's ELP standards (The Government of Vietnam, 2008a, Section II, Article 5). The outcomes of ELT pre-service

teachers' ELP reflect the Project 2020's falling short of reaching its goal (Le & Nguyen, 2017), and are consistent with what many researchers have pointed out regarding ELT pre-service teachers' low and inadequate ELP (Çetinavcı & Yavuz, 2011; Gan, 2013; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017). But, another researcher has suggested that ELT pre-service teachers' ELP does achieve a proficient level (Dinh, 2020).

The programs' pedagogy may not prepare ELT pre-service teachers with sufficient knowledge, skills, and dispositions to become professionally competent. The intertwining of these categories of knowledge with ELP and dispositional components constitutes pre-service teachers' professional competence. These categories of knowledge are interconnected in complex and multifaceted ways (Johnston & Goettsch, 2000) because "knowledge of the core does not guarantee that one will become a good teacher" (Yates & Muchisky, 2003, p. 145). Levels of ELP influence pre-service teachers' confidence in their capabilities. ELT pre-service teachers who perceive their ELP as inadequate or weak will downgrade their confidence in their teaching ability (Richards, 2010) and their engagement in creative professional activities (Medgyes, 2001). Several researchers have regarded language proficiency as the pivotal foundation of teaching ability and professional identity for ESL/EFL pre-service and in-service teachers who are non-native (Murdoch, 1994; Richards, 2017).

Students highlighted that the provision of low-quality infrastructure, teaching and learning equipment, and outdated resources of materials contributed to their dissatisfaction with the quality of their program. They added additional issues with the institutional program administration. The credit-based learning management system was problematic. Students felt it was difficult to register for courses. The organisation of the learning timetable and course schedules was inappropriate, sometimes merging with their examination dates. They also felt demotivated with their lecturers' unwilling manner in conversational interactions (See

Section 4.5.3). These findings corroborate the ITE programs' inadequate provision (Hadi, 2019) and financial constraints (M. H. Nguyen, 2013) previously found in supporting student learning.

ELT pre-service teachers reported their concerns about superficial and inappropriate assessments. The grading was biased. The assessment of their performance and professional learning was questionable and inaccurate. The lecturers did not monitor their contribution and workloads in learning project products. Feedback was inadequate, vague and unconstructive. Examination-driven, students crammed from the banks of test items provided in advance. They only needed to memorise items and reproduce them on their examination papers. Students' responses also highlighted a perceived misalignment between the pedagogy and assessment. They contended that there was no link between content taught and examinations. They felt that summative assessment with an emphasis on end-of-course examinations was preferential and formative assessment appeared to be ignored and even non-existent at some of their institutions (See Section 4.5.4).

My findings appear to confirm previous Vietnamese research that reported that assessment weighting is uneven and grading unstandardised (T. P. L. Nguyen, 2019). The assessments test students' knowledge memorisation rather than their capabilities in applying knowledge in authentic problem-solving situations (Trần et al., 2014). There is a lack of assessment knowledge and skills taught in the ITE program and facilities for assessment (Ogan-Bekiroglu, 2009). The need for balanced assessment purposes is of the essence in which a combination of both formative and summative modes is intertwined and aligned (Broadbent et al., 2018; Poth, 2012; Tang & Biggs, 1996) because the lack of flexible and diverse forms of assessment has an adverse impact on Vietnamese tertiary education (Trần et al., 2014). Students are assessed in not only "quantitative" but "qualitative" forms (Tang & Biggs, 1996, p. 161). Students should experience assessment for their learning as an "integral

part of the process of learning" rather than as a "measurement of the outcomes of learning" (Brown & Race, 2012, p. 74). Effective assessments engage students in their productive learning in which their knowledge and achievements are improved and enhanced (Boud & Associates, 2010; Brown & Race, 2012; Poth, 2012).

ELT pre-service teachers' general dissatisfaction with their OTL can be understood through two foci: an absence or a low volume of OTL. A few students indicated non-existent OTL for practical components within their programs. Forms of practice or practical knowledge were missing. Students at some institutions reported that their first teaching practicum had been removed. They perceived little OTL professional knowledge-related content and pedagogical skills for authentic environments, and few opportunities for professional and cultural exchanges, no support regarding learning and practising ELP, and no annual assessments for student learning (See Section 4.6.1). These findings may differ from previous studies that emphasised the significance of OTL in the ITE program and its extent in the preparation for ELT pre-service teachers' professional competence (Blömeke & Delaney, 2012, 2014; Blömeke & Kaiser, 2014; Darling-Hammond, 1996, 2000a; Feiman-Nemser, 2001).

As well, a larger number of students highlighted a low volume of OTL regarding supplementary knowledge, experiential knowledge and the skills of their major. They noted insufficient practical components. They felt that their curricula provided limited opportunities to practise what they were taught both inside the university classroom and outside in authentic environments: content, pedagogical, pedagogical content knowledge and ELP. They also reported that the credit points for the core courses of their major were inadequate; specifically, courses related to ELT Methodology, Professional Learning and Development, and ELP. The distribution of minimal credit points affected their opportunity for practice. These findings seemingly reflect previous studies that pointed out that ELT pre-service

teachers' university-coursework lacked practical experience (Adoniou, 2013; Anderson, 2012; Ganji et al., 2016; Grossman et al., 2000; Seferoğlu, 2006).

These pre-service teachers suggested a lack of opportunity for work placement. Their internship was short with a provision of limited hours for real teaching. The institutions which provided two periods of practicum offered a 3-week first placement. The second practicum was similar in length with a few institutions offering a unique internship lasting 5, 6 or 7 weeks. The limited opportunity for practicum made adversely influenced these pre-service teachers' professional experience. They reflected further the minimal OTL in the upper secondary schools during their work placement (See Section 4.6.2.1 and 4.6.2.2). Their perceptions corroborate previous studies reporting the inadequacy of context-integrated practical experience (Çetinavcı & Yavuz, 2011; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017; Salihoglu, 2012) and suggesting that undertaking two separate practica may differentiate pre-service teachers' teaching and learning experiences (Zhao et al., 2009). Scholars have argued that teacher preparation needs to provide ample opportunity for pre-service teachers to practise teaching both in their lecture hall and in the real classroom during their work placements (Anderson, 2012; Grossman et al., 2000).

Students' responses indicated that the under-resourced provision of infrastructure and facilities ranging from equipment to resources of materials affected their dissatisfaction with OTL. There was a shortage of authentic materials, a lack of modern teaching and learning aids, and a lack of teaching staff, all of which have been identified as huge challenges that influence the instruction conditions and the quality of pedagogy (Trinh & Mai, 2018; Zhao et al., 2009). My informants also noted little opportunity to experience assessments for their ELP in taking courses related to MoET's ELP standards and sitting these tests (See Section 4.6.2.3 and 4.6.2.4). Other researchers have observed that the facilities for assessment are limited (Ogan-Bekiroglu, 2009).

Limited OTL within programs has significant impact on how ELT pre-service teachers perceived their preparedness for teaching. A small number of pre-service teachers perceived that they felt ill-prepared to become professionally competent. They felt unprepared for having the correct dispositions to teach. They felt unconfident in having sufficient competence and were therefore unwilling to teach for diversity. They felt anxious about their attained professional learning and experience as an outcome of their initial education. But, as noted earlier, these perceptions are somewhat incongruent with previous studies indicating pre-service teachers' confidence in being well-prepared to teach, which is connected with their assuredness in their professional competence (Davin & Heineke, 2016; Hail et al., 2015; Louden & Rohl, 2006; Milton et al., 2007), belief in their programs' preparation for the occupational workforce (Daniels et al., 2011; Turner et al., 2004) and faith that they will move into their first teaching assignment with ease (Salazar Noguera & McCluskey, 2017). Darling-Hammond et al. (2002) argued that the extent of preparedness was correlated with how effective, responsible, and committed to teaching the pre-service teachers felt. But, these findings are consistent with other research suggesting that pre-service teachers felt under-prepared or ill-prepared (Ajayi, 2010; Durgunoglu & Hughes, 2010; Nugroho, 2017; Rohl & Greaves, 2005), unprepared (Magogwe Joel & Ketsitlile Lone, 2015, and inadequate in their initial education program (Hudson & Hudson, 2006). In some studies, ELT pre-service teachers reflected that their programs' pedagogy was not in alignment with their learning outcome needs and did not meet the societal needs for graduate employability. These concerns reflect stakeholders' disbeliefs about the quality of ITE (Louden & Rohl, 2006; Louden et al., 2005).

Some pre-service teachers felt that their learning motivation decreased gradually during their program. They tried to study for examinations to obtain high scores but appeared to ignore core values of their learning. They found the instruction in mixed-ability classes

superficial, which left them unmotivated. They reported a lack of self-awareness of learning and professional orientation. They felt unready for networking and building interpersonal relationships. They reflected that socialising interactions appeared to be missing (See Section 4.7.2). This reported loss of motivation appears to contradict previous studies suggesting that ELT pre-service teachers' enthusiasm increases through learning to teach and engaging in classroom interactions (Inceçay, 2011; Yuan & Zhang, 2017), and connecting to their experience prior to learning to teach (Yüksel & Kavanoz, 2015). These characteristics are identified as systemic, cultural, and personal constraints that affect students' engagement in their learning process (Pham, 2007; Trinh & Mai, 2018).

8.2.3 Variations in general student satisfaction levels

My analysis suggested a statistically significant difference in students' general satisfaction. Two clusters of general satisfaction levels were constructed. One cluster of 7 institutions expressed high satisfaction level, namely Cluster 1; and one institution where students showed less satisfaction, which I call Cluster 2. Although my analysis revealed no statistically significant difference in general student satisfaction level in Cluster 1, it indicated a statistically significant difference in their satisfaction with OTL. My analysis also highlighted that Cluster 1's students were satisfied with their programs in similar and different ways. The distribution of similarities and discrepancies in this clusters' general student satisfaction levels varied around three related themes across analytical categories. Cluster 2 students were significantly dissatisfied with these three related themes, with some exceptions. They shared satisfaction in some analytical categories with Cluster 1 students (See Chapter 5 and 6). My findings are different from and contribute to the existing literature that student experience varies across levels of satisfaction and dissatisfaction with the ITE program. The similarity and significant difference in how ELT pre-service teachers felt satisfied and dissatisfied with emphases on degree and variability are pivotal parts of the ITE

in preparing and supporting them for obtaining professional competence as an outcome of their preparation.

From my initial proposal of a framework of ELT pre-service teacher professional competence as theoretical underpinnings for my data collection and analysis (see Section 2.4), I reframe a model of ELT pre-service teacher professional competence with new attachments to student experience in OTL, the quality of the ITE program, and preparedness that is the elaboration of a revised framework based on the theoretical framework, analytical framework and the development of themes as visualised in Figure 8.1.

Figure 8.1

The ELT Pre-service Teacher Professional Competence Model
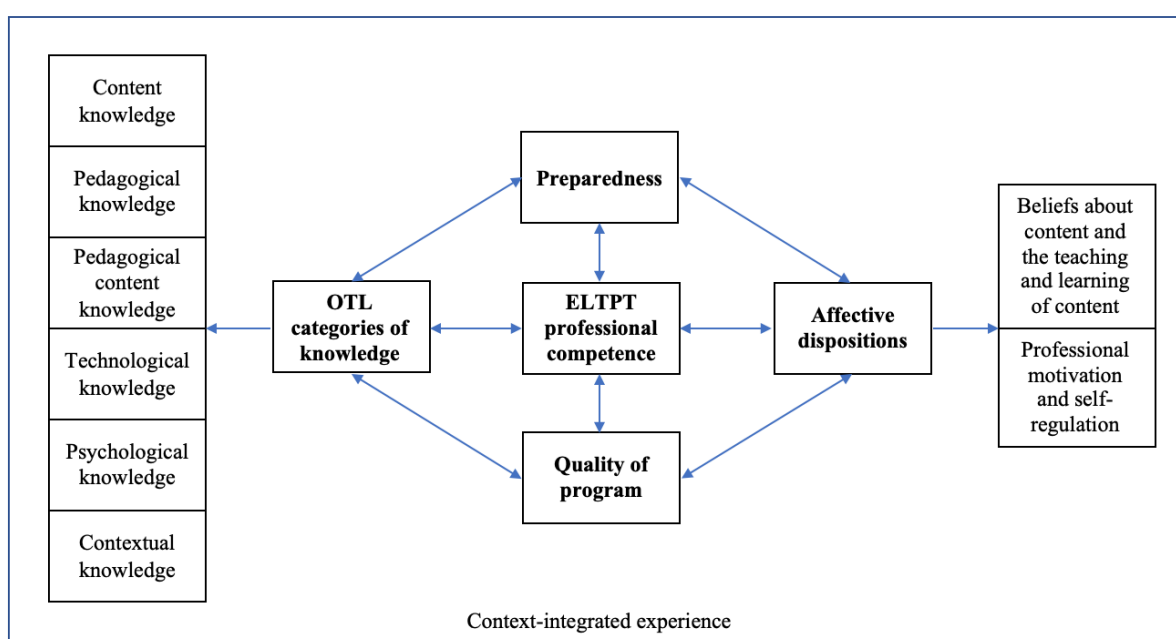
8.2.4 Impact of the ITE program on student learning

Most academic administrators perceived that their current programs were important to ELT pre-service teachers' learning to teach. These administrators played multiple key roles in the ITE education: program designer, administrator, implementer, educator, and evaluator. They valued professional competence as an outcome of the initial teacher education.

Administrators believe that their programs' intended curricula emphasised students' professional learning and experience and their ELP for teaching. They felt that the distribution of categories of knowledge and skills and opportunities for practice teaching were sufficient. They contended that the revision of selective courses personalised students' learning needs and career orientations. In addition, they argued that the distribution of more credit points to ELP courses prepared pre-service teachers to secure a required level of ELP for teaching. But, some noted that the learned curriculum did not meet expectations. A few administrators noted that their pre-service teachers' ELP outcomes did not meet the ministerial and institutional ELP standards. They contended that these ELP standards were unattainable (See Section 7.2.1). Several studies have suggested that ELT pre-service teachers' ELP is weak and insufficient (Çetinavcı & Yavuz, 2011; Gan, 2013; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017), and the Project 2020's goals for ELP standards appear to be unsuccessful (Le & Nguyen, 2017). Yet, English language and proficiency are foundational for ELT pre-service teachers to understand and work with their English language learners (Bunch, 2013; Villegas et al., 2018).

Administrators regarded dispositional components, contextual knowledge, life-long learning, and teaching practicum as important apart from professional knowledge. They felt that the practicum played an important role in students' professional learning within their programs (See Section 4.3.3, 7.2.1 and 7.4). ELT pre-service teachers had opportunities to engage in practice teaching and develop their capabilities in the contextual professional experience and communities of practice (Graves, 2009). The administrators considered that their institutions' internships were effective based on the positive feedback and evaluation that they received from the school mentors and the ELT pre-service teachers. A large body of research has placed emphasis on the crucial nature and influential role of work placement on pre-service teachers' professional experience in their initial education (Adoniou, 2013; Allen,

2011; Allen & Wright, 2014; Anderson, 2012; Brady et al., 1998; Clarke et al., 2014; Darling-Hammond, 2014; Faez & Valeo, 2012; Farrell, 2007, 2008; Graves, 2009; Grossman et al., 2000; Hodson et al., 2012; Karatsiori, 2015; Le, 2014; M. H. Nguyen, 2019g; Phairee et al., 2008; Richards & Crookes, 1988).

The administrators also noted that their programs' pedagogy differentiated the students' professional learning with attention to personalisation (See Section 7.2.2). They suggested that this personalised pedagogy provided ELT pre-service teachers with multiple opportunities to position who they are in their learning and who they will become when they leave their programs. Research has confirmed that teacher knowledge and the pedagogy of language teacher education has been reconceptualised (Freeman, 2018; Freeman & Johnson, 1998; Johnson & Golombek, 2018a). ELT pre-service teachers' preparation meets their personalised and sociocultural needs of professional competence for the occupational workforce "in an increasingly diverse, mobile, unequal, and globalised world" (Johnson & Golombek, 2018a, p. 117).

Administrators noted that various forms of assessment and the alignment with curriculum and learning outcome standards were contributing factors to students' professional learning. Although the assessment rates varied across institutions, formative and summative assessments were used to assess both students' university-course learning and their professional experience. A few administrators contented that the overemphasis on summative assessment caused adverse influence on the student learning and the quality of pedagogy at their institutions. They added that the students at their institutions tended to neglect their coursework. These students preferred to swot for the end-of-course examinations and even cheat to pass these courses (See Section 7.2.3). Previous studies have indicated that the pre-service teachers' perceptions of their learning approaches were influenced by different modes of assessment (Biggs, 1993; Karp & Woods, 2008; Kember &

Gow, 1994; Volante & Fazio, 2007). Many administrators viewed formative or on-going assessments as important. They noted that the students felt more secure and involved in their learning process in which their performance, progress and the instruction were monitored and recorded. Research has claimed that student learning was assessed not only quantitatively but also qualitatively (Tang & Biggs, 1996).

The administrators identified contextual factors on different levels that influenced the pre-service teaching education. On the national level, policies contributed to their programs' curriculum development and implementation. On the institutional level, administrative practices, institutional program, teaching resources, learning attitudes, and graduate employability were influential factors. These institutional factors connected to societal needs for employability, which plays an important role in sociocultural contexts and communities of practice. Previous Vietnamese research has identified ELT pre-service teachers' low ELP, national expectations, ITE-related polices and financial constraints as contextual factors influencing Vietnamese ELTE programs' curriculum design and implementation (M. H. Nguyen, 2013). But, my study has highlighted further contextual factors as presented in Section 7.3. Contexts of learning and working are changing and mobile. The interconnectedness of these contextual dimensions frames the ITE program in preparing ELT pre-service teachers with sufficient professional competence as an outcome of their initial education. My study is congruent with research on the importance of how context-integrated teaching experience impacted preparedness (Siwatu, 2011), and Adoniou's (2013) proposed model of effective teacher preparation with focus on the connectedness between contexts: "the personal, the university, the practicum and the employment" (p. 47).

8.2.5 Programmatic issues and expectations

Students and administrators shared and contrasted their perspectives about their programmatic issues and expectations for the ITE. Both participant groups shared agreement

across some common issues with their programs. They agreed that the volume of opportunities for professional learning and experience was low and even absent. The provision of facilities, resources, and teaching staff was limited. The curriculum weighting between courses was imbalanced. The curriculum focus between theory in the lecture hall and practice in the authentic contexts was uneven. The pedagogy was superficial and theory-laden. The assessments were superficial and examination-based with a disconnection between teaching and testing. (see Section 7.5.1)

But, both contrasted programmatic issues in terms of degree and category. The students placed more emphasis on the common issues regarding OTL and the quality of curricula. These OTLs were elaborated in my analysis and discussion about their programs' curriculum, provision, pedagogy, and assessment. They also expressed different perspectives about the inappropriate curriculum scope and sequence, its superficial revision, and the limited quality of practical components. Administrators suggested that their curricula partly did not meet the required standards (See Chapter 4, 6 and Section 7.5.1). These findings reflect research on emerging problems within the programs where pre-service teachers reported the lack of OTL content, pedagogical content, and assessment knowledge (Ogan-Bekiroglu, 2009; Tigert & Peercy, 2018), practical experience (Çetinavcı & Yavuz, 2011; Ganji et al., 2016; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017; Salihoglu, 2012; Seferoğlu, 2006), and limited opportunity for small group teaching practice which was artificial and excessively supported (He & Yan, 2011). They found some courses less relevant to their major and suggested an equivalent replacement (Javad & Isa, 2016; Karatsiori, 2015). Their assessments were unstandardized (T. P. L. Nguyen, 2019), and placed emphasis on testing knowledge memorisation (Trần et al., 2014). My findings differ from previous studies when noting the shared and contradictory perspectives from both

students and administrators on diversifying the student professional learning experience in the ITE programs.

Students and administrators expressed equal concern about their issues regarding teaching practicum. The placements failed to fulfil their role. Listening to what the students had voiced, the administrators noted additional issues that they had observed and experienced. These related to the confusion of multiple types of official English textbooks in current use and pressure when working with old-tradition school mentors. The pre-service teachers may have had greater difficulty managing and undertaking their placements (See Section 7.5.2). Previous reveal have revealed that ELT pre-service teachers felt inconsistent with adapting their programmatic professional knowledge into classroom practices (Gan, 2013), faced unexpected challenges in classroom practices (Cabaroglu, 2014; El-Sawy, 2018; Kaldi & Xafakos, 2017), and experienced negatively emotions and tensions (Hascher & Hagenauer, 2016; Yan & He, 2015). They received insufficient support from the placement schools (Canlıer et al., 2020; Farrell, 2001, 2008) specifically from their school mentors who were unengaged (S. Lee, 2007), and inappropriate time allocation for classroom observations and teaching (Çapan & Bedir, 2019). In the Vietnamese context, the school mentors have a most decisive influence in supervising and grading students' practicum.

However, administrators believed that the school mentors' practices would help release or remove the pressure that the pre-service teachers suffered from (see Section 7.5.2) . School mentors, cooperating teachers, have been the major source of support for the pre-service teachers' practicum experiences (Farrell, 2008). They have the most influential power on "a learner teachers' time during teaching practice" (Farrell, 2008, p. 226) and on their practicum outcomes. The cooperating teachers provide guidelines for ELT pre-service teachers' field experience to shape their practices (Anderson et al., 2005).

Both also shared expectations regarding the ITE that may transpire. They expected a larger distribution of credit points for professional learning and experience. They hoped that the number of credit points for the core courses of ELT major would increase and those for the general knowledge courses would decrease. They expected that there would be more hours for professional experience in university-related courses and authentic contexts (See Section 7.5.1). This finding confirms research that suggests that ELT pre-service teachers wish to spend more time in classroom teaching experience because they receive observed feedback from experienced school teachers (Anderson, 2012).

While students perceived their dissatisfaction with the instruction in their programs' pedagogy, administrators reported issues regarding a gap between the students' English learning and their ELP for teaching. These administrators noted that although the pre-service teachers were provided ample ELP and English linguistics coursework, they appeared not to understand how to present ELP knowledge in their teaching and use language effectively in classroom interactions. Previous studies have revealed that ELT pre-service teachers' ELP was low and inadequate for effective teaching (Çetinavcı & Yavuz, 2011; Gan, 2013; Hadi, 2019; Le & Nguyen, 2017; M. H. Nguyen, 2013; Nugroho, 2017). Low levels of ELP affect ELT pre-service teachers' confidence in their teaching capabilities (Richards, 2010, 2017).

The students complained about the limited quality of materials and a problematic student management system. The administrators reflected on further issues with their program administration. While the students reported difficulties in undertaking their coursework and practicum in the same semester, the administrators experienced obstacles in organising the internships such as selecting the venues and monitoring the number of pre-service teachers supervised by one school mentor. The administrators reported feeling challenged with lowering university-entry proficiency standards, which enabled student recruitment in the competitive education market. They also noted that financial constraints

prevented them from downgrading large class sizes (See Section 7.5.2). Many researchers

have asserted that over-crowded classes adversely affect the quality of teaching and effective

assessments (Broadbent et al., 2018; Chang & Goswami, 2011; T. H. T. Nguyen, 2013; Trinh

& Mai, 2018; Zhao et al., 2009). The administrators further indicated that they were

concerned about their university-school partnerships with attention to the professional

development for both lecturers as pre-service teacher educators and school teachers. This

finding may reflect research that suggests that there is an essential need for stakeholders to

find means for open discussion about student learning situations and experience (Moore,

2003).

8.3 Implications and contribution of the study

My overarching findings reveal a diversity of ELT pre-service teachers' experience in

their initial education with focus on their levels of satisfaction and dissatisfaction variability,

and their common and contradictory perspectives with the administrators of their programs.

ELT pre-service teachers provided insightful understandings of their experience in their

preparation programs with emphases on their OTL, the quality of their program, and their

sense of preparedness. Although my research focussed on the Vietnamese context, it revealed

that ELT pre-service teachers' experiential perceptions of their professional competence

preparation corroborated with previous studies, which suggests that ELT pre-service teachers

from various sociocultural contexts may have similar experiences in their initial education. In

other words, my research findings may be of some relevance across educational and

sociocultural settings. My study, therefore, suggests a range of implications for stakeholders.

ELT pre-service teachers could be helped to reflect critically on their initial education

programs, which may provide more incentive for them to take advantage of OTL and

instruction generally. Informed by the students' voice, teacher educators may be able to better

scaffold instruction and curriculum to meet the diverse needs of pre-service teachers. More

appropriate approaches and strategies for creating teacher professionalism that is context-integrated and personalised may lead to improved student experiences. Institutions similar to those in Cluster 1 and Cluster 2, who had many under-satisfied students, may benefit from interactions that promote professional agency through attention to current trends in the field and more emphases on preparation for employability needs and societal expectations; for example, as they relate to the use of ICT and digital media technology. These initiatives will assist in keeping program content fresh and enhance its quality assurance, especially when validated by more authentic assessment practices.

Specifically, my findings suggest that curriculum weighting may require greater attention to the sequence of knowledge domains and courses. There may be a re-structure to enhance pre-service teachers' professional personalisation and orientation. The teaching practicum could be organised earlier. Programs might consider extending a combination of coursework and work placement in schools during the whole academic year. Closely monitoring student experience may assist in managing and evaluating the quality of the student professional experience placements.

Further professional development may help to improve pre-service teacher education pedagogy. When considering innovations to improve the quality of ELT programs, independent, objective and competence-based assessment should take note of student perspectives. Student perspectives may provide important information when evaluating the upgrading of infrastructure and facilities, and reconsidering the allocation of credits and schedules. Importantly, in any program renewal, the provision of more opportunities for student learning, graduate professional development, well-being, and welfare will need to consider student perspectives, which may affect partnerships with schools. University-school academic collaborations, focussed on narrowing theory and practice appear crucial to effective ELT student learning. Further, taking ELT student voices into consideration may

help administrations rethink university-entry proficiency standards, class sizes and students' ELP preparation.

My study aims to contribute to an under-researched aspect of Vietnamese pre-service teacher education. Researching Vietnamese ELT pre-service teachers' perceptions and experience contributes to our developing understanding of learning experience in pre-service teacher education. This comprehensive analysis of the aspects influencing ELT pre-service teachers' satisfaction with their professional learning and experience has added to the fragmented literature with its focus on the perceptions and voices of Vietnamese ELT pre-service teacher education students. While previous research focussed on individual or various elements (see Section 2.3.1, 2.3.2 and 2.3.3), my study systematically identified relevant categories related to a frame of ELT pre-service teacher professional competence (see Section 2.4), which centred on the impact of OTL categories of knowledge and affective disposition and the quality of the preparation and professional learning experience. My study emphasised the variations in levels of general student satisfaction across purposefully selected institutions to further the level of student satisfaction with these categories. It also focussed on a case of significant student dissatisfaction to diversify ELT pre-service teachers' perceptions. My findings reveal shared and contrasted voices of students and administrators as insightful considerations for English language teacher education in the context of Vietnam, thus contributing to the scholarship on ELT pre-service teacher experience in professional preparation, a topic with an observed lack of research in the existing literature. Specifically, my study indicates significant categories of ELT pre-service teachers' satisfaction and dissatisfaction with their initial education that may be applicable to wider educational contexts.

My study also may contribute with its proposed theoretical framework of ELT pre-service teacher professional competence using a social constructivist stance. I have tried to

respond to theoretical debates on ITE pedagogy regarding the conceptualisation and reconceptualisation of the SLTE knowledge base with the focus on categories of teacher knowledge (Freeman, 2018; Freeman & Johnson, 1998; Johnson & Golombek, 2018a; Shulman, 1986a, 1986b, 1987).

8.4 Limitations and recommendations for future research

My study adopted a mixed methods research design with multiple data sources from purposefully selected institutions representing a large sample participant population. Sequential phases of data collection and analysis ensured the rigour of methodology and results. My study had some limitations in terms of selection criteria for research sites and participants and data collection. I only selected eight major higher education institutions in three main regions across the country due to limited time and scope, although their purposive selection was representative and provided a large potential participant population. If it was possible to look at a larger number of institutions from different backgrounds, I might have seen a greater variety and slightly different results. I did find a high degree of agreement across institutions, but it may be a reflection in part of my selection criteria. If I changed the selection criteria to a kind of median institution, I might have found greater variation in the student perception. Future studies may look at the institutions more broadly, not just top ranked and/or larger institutions. It might be a case that students from middle ranked and smaller have differing satisfaction with their programs. And, other researchers could focus on some of issues raised by the ELT pre-service teachers from Cluster 2, which were significantly dissatisfied.

There were obstacles in recruiting student participants across institutions due to their schedules. This resulted in quite an imbalance in the number of student participants across institutions, which limits the generalisability of results regarding the distribution of general student satisfaction levels in Cluster 1 of seven institutions. Future researchers may approach

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gate keepers of student services at institutions individually or via email so that the notice for participant recruitment may reach a greater balance in sample participant population.

It was difficult to travel to all regions across the country. It is a challenge to do a national kind of study in terms of time and resources for any one researcher. I know that probably students are often asked their opinions about their programs.

Also, informants may have been reticent about voicing their perceptions of their programs. Vietnamese students are rarely surveyed. Their unfamiliarity with surveying and the rare experience of being asked to voice their opinions may have affected my research.

During my data collection and analysis, surveying played a pivotal role in identifying ELT pre-service teachers' general satisfaction and dissatisfaction, how they were similar and different, and the significance of OTL in their ITE programs. Future studies could employ more advanced statistical methods and computerised algorithms to conduct a predictive model of student satisfaction and dissatisfaction. Alternatively, future studies may also use ethnographic observations to gain insight into the educators' practices in the ITE programs' pedagogy, which complement the quantitative focus in my study.

My research only focussed on the Vietnamese sociocultural context and my findings may or may not be applicable in other countries. As discussed in Chapter 8, ELT pre-service teachers' perceptions may be varied and fluid in different contexts because they may be mobile from their original hometown to the big cities in three main regions across the country to pursue their higher education. Future research may be conducted in other educational settings, which may result in new variability in student perception.

There may be a possible future research direction relating to the topic. My study reveals a diversity of tertiary ELT pre-service teacher perceptions of the ITE. However, this experience perception appeared to insufficient in significant ICT and digital media competences for future professionally competent English teachers in the 21st century digital,

globalised, mobile, diverse and neoliberal world. It is suggested that this study is conducted on the preparation for ICT pedagogies and community-integrated professional experience for various sample participant populations of ELT pre-service teachers to obtain broader and global student perception, which would contribute to the fragmented body of research.

8.5 Conclusion

In conclusion, to gain insightful understanding of a holistic picture of Vietnamese tertiary ELT pre-service teacher education, my study identified ELT pre-service teachers' varied perceptions through the variations in their significant satisfaction and dissatisfaction levels with their experience in the ITE programs, and their shared and contrasting voices with the academic administrators. Student experience was found make a pivotal contribution to the professional preparation for ELT pre-service teachers to move into their first professional identity as early career English teachers. My findings offer significant insight into Vietnamese tertiary pre-service teacher education students' voices. My study contributes to the construction of new theoretical concepts and framework regarding ELT pre-service teacher professional competence, provides practical implications for stakeholders, and fills the gaps in the existing literature relating to the perception of ELT pre-service teachers' experiences.

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Appendices

Appendix A: Ethics approval form

THE UNIVERSITY OF NEWCASTLE
AUSTRALIA

Notification of Expedited Approval

To Chief Investigator or Project Supervisor:	**Professor Jim Albright**
Cc Co-investigators / Research Students:	**Mr Luan Nguyen** **Doctor Rachel Burke**
Re Protocol:	**Investigating Students' Perceptions of Vietnamese Tertiary English Education**
Date:	**05-Sep-2017**
Reference No:	**H-2017-0252**
Date of Initial Approval:	**05-Sep-2017**

Thank you for your **Response to Conditional Approval (minor amendments)** submission to the Human Research Ethics Committee (HREC) seeking approval in relation to the above protocol.

Your submission was considered under **Expedited** review by the Ethics Administrator.

I am pleased to advise that the decision on your submission is **Approved** effective **05-Sep-2017**.

In approving this protocol, the Human Research Ethics Committee (HREC) is of the opinion that the project complies with the provisions contained in the National Statement on Ethical Conduct in Human Research, 2007, and the requirements within this University relating to human research.

Approval will remain valid subject to the submission, and satisfactory assessment, of annual progress reports. *If the approval of an External HREC has been "noted" the approval period is as determined by that HREC.*

The full Committee will be asked to ratify this decision at its next scheduled meeting. A formal *Certificate of Approval* will be available upon request. Your approval number is **H-2017-0252**.

If the research requires the use of an Information Statement, ensure this number is inserted at the relevant point in the Complaints paragraph prior to distribution to potential participants You may then proceed with the research.

Conditions of Approval

This approval has been granted subject to you complying with the requirements for *Monitoring of Progress*, *Reporting of Adverse Events*, and *Variations to the Approved Protocol* as detailed below.

PLEASE NOTE:
In the case where the HREC has "noted" the approval of an External HREC, progress reports and reports of adverse events are to be submitted to the External HREC only. In the case of Variations to the approved protocol, or a Renewal of approval, you will apply to the External HREC for approval in the first instance and then Register that approval with the University's HREC.

- *Monitoring of Progress*

Other than above, the University is obliged to monitor the progress of research projects involving human participants to ensure that they are conducted according to the protocol as approved by the HREC. A progress report is required on an annual basis. Continuation of your HREC approval for this project is conditional upon receipt, and satisfactory assessment, of annual progress reports. You will be advised when a report is due.

- ***Reporting of Adverse Events***

1. It is the responsibility of the person **first named on this Approval Advice** to report adverse events.
2. Adverse events, however minor, must be recorded by the investigator as observed by the investigator or as volunteered by a participant in the research. Full details are to be documented, whether or not the investigator, or his/her deputies, consider the event to be related to the research substance or procedure.
3. Serious or unforeseen adverse events that occur during the research or within six (6) months of completion of the research, must be reported by the person first named on the Approval Advice to the (HREC) by way of the Adverse Event Report form (via RIMS at https://rims.newcastle.edu.au/login.asp) within 72 hours of the occurrence of the event or the investigator receiving advice of the event.
4. Serious adverse events are defined as:
   - Causing death, life threatening or serious disability.
   - Causing or prolonging hospitalisation.
   - Overdoses, cancers, congenital abnormalities, tissue damage, whether or not they are judged to be caused by the investigational agent or procedure.
   - Causing psycho-social and/or financial harm. This covers everything from perceived invasion of privacy, breach of confidentiality, or the diminution of social reputation, to the creation of psychological fears and trauma.
   - Any other event which might affect the continued ethical acceptability of the project.

5. Reports of adverse events must include:
   - Participant's study identification number;
   - date of birth;
   - date of entry into the study;
   - treatment arm (if applicable);
   - date of event;
   - details of event;
   - the investigator's opinion as to whether the event is related to the research procedures; and
   - action taken in response to the event.

6. Adverse events which do not fall within the definition of serious or unexpected, including those reported from other sites involved in the research, are to be reported in detail at the time of the annual progress report to the HREC.

- ***Variations to approved protocol***

If you wish to change, or deviate from, the approved protocol, you will need to submit an *Application for Variation to Approved Human Research* (via RIMS at https://rims.newcastle.edu.au/login.asp). Variations may include, but are not limited to, changes or additions to investigators, study design, study population, number of participants, methods of recruitment, or participant information/consent documentation. **Variations must be approved by the (HREC) before they are implemented** except when Registering an approval of a variation from an external HREC which has been designated the lead HREC, in which case you may proceed as soon as you receive an acknowledgement of your Registration.

Linkage of ethics approval to a new Grant

HREC approvals cannot be assigned to a new grant or award (ie those that were not identified on the application for ethics approval) without confirmation of the approval from the Human Research Ethics Officer on behalf of the HREC.

Best wishes for a successful project.

Associate Professor Helen Warren-Forward
Chair, Human Research Ethics Committee

Linked University of Newcastle administered funding:

Funding body	Funding project title	First named investigator	Grant Ref

Appendix B: Information statement for Heads of institution

FACULTY OF EDUCATION AND ARTS
Professor James Albright
School of Education
Faculty of Education and Arts
The University of Newcastle
University Drive, Callaghan, NSW 2308, Australia

Phone: +61 2 4921 5901
Fax: +61 2 4921 7818
Email: james.albright@newcastle.edu.au

Information Statement for the Research Project:
Investigating Students' Perceptions of Vietnamese Tertiary English Education
(for Head of Institution)

Professor James Albright	Dr. Rachel Burke
Project Supervisor	Project Co-supervisor
	Mr. Thanh Luan Nguyen
	Research Student

Document Version 3; dated August 23, 2017

Dear the Institution Head,

Your university is invited to participate in the research project identified above which is being conducted by Mr. Thanh Luan Nguyen from the School of Education, Faculty of Education and Arts at the University of Newcastle. The research is part of Thanh Luan Nguyen's studies for the degree of Doctor of Philosophy in Education at the University of Newcastle, under the supervision of Professor James Albright and Dr. Rachel Burke from the University of Newcastle.

Why is the research being done?
The purpose of the research is to examine how Vietnamese tertiary ELT majors perceive their initial education program in terms of curriculum aspects, pedagogy practices, and assessment strategies and its impact on their teaching practice to teach a diversity of students from various contexts. Previous research has shown that Vietnamese ELT major education program is to emphasise on English proficiency and subject-matter knowledge too much. The preservice EFL teacher quality with the focus on teaching practice has been the key to the calls for reform in EFL teacher education in Vietnam. The research outcomes are expected as a source of information which provides the significant implications for improving the efficacy and quality of preservice EFL teacher education in the local context.

Who can participate in the research?
We are seeking the participation of Vietnamese tertiary final year ELT majors and Administrator of preservice EFL teacher education department at your university.

What would Administrator of preservice EFL teacher education department and final year ELT majors be asked to do?
The research project consists of four components: documents of ELT major education curriculum and EFL teacher education policy, a survey, an individual semi-structured interview with

administrator, and a focus group semi-structured interview with final year ELT majors. We would like to collect the documents from your institutional department. We would like consenting final year ELT majors to complete the anonymous survey, which will be provided online or will be hard copies in case they have no access to the internet. We hope the administrator will consent to participate in the individual semi-structured interview. We also hope some final year ELT majors volunteer to join the follow-up semi-structured focus group after their survey completion.

The focus of all four components will be ELT majors' perceptions of their initial education program and its impact on their teaching practice.

If the administrator consents to an interview, he/she will be invited to take part in an audio-recorded individual semi-structured interview. The interview will be conducted by Thanh Luan Nguyen in a room at the university. The interview will be conducted at a time that suits the administrator, with some snacks and drinks provided by the researcher.

If the ELT majors consent to the follow-up interview, they will be invited to participate in an audio-recorded focus group semi-structured interview of approximately six Vietnamese final year ELT majors. The interview will be conducted by Thanh Luan Nguyen in a room at the university. The interview will be conducted at a time that suits the students, with some snacks and drinks provided by the researcher.

It is possible that not all ELT majors who volunteer for an interview will be interviewed. If more than six ELT majors volunteer, we will randomly select six final year ELT majors. The focus group interview will be conducted in one session by Thanh Luan Nguyen.

What choice do Administrator of preservice EFL teacher education department and final year ELT majors have?
Participation in this research is entirely their choice. Only those people who give their informed consent will be included in the project. Whether or not they decide to participate, their decision will not disadvantage them in anyway and will not affect their course assessments or relationship with their educational institutions or its staff. Submission of the completed survey constitutes implied consent. Participants can withdraw consent from the project at any time without giving any reason for withdrawing.

How much time will it take?
The survey should take approximately 35 minutes to complete.
The individual interview should last approximately 45 minutes in one session.
The focus group should last approximately 45 minutes in one session. The proposed topics for the semi-structured focus group should take approximately 10 minutes per topic, approximately 45 minutes. If the interviewees say something interesting, the research student will follow up for more details. If there are any follow-up questions via email it should take the maximum amount of time 10 to 30 minutes to answer.

What are the risks and benefits of participating?
There are no obvious risks or benefits to participants in this research. We can email participants upon request a research report discussing implications and findings once the data analyses are complete. The research findings might be beneficial as a reference for their future education and training. We are confident that the research offers educational administrators, policy-makers, preservice EFL teacher educators, and stakeholders an opportunity to rethink their current

preservice EFL teaching education and issue the appropriate policies of the pedagogy and preparation of preservice EFL teachers for their future teaching profession in contexts.

How will participants' privacy be protected?
Confidentiality will be maintained at all times. The survey is anonymous. It will not be possible to identify participants from their answer. The research student Thanh Luan Nguyen will record and transcribe the individual and focus group interviews.

Initially, it will be possible to identify participants from the audio recording of the interviews but all information will be kept confidential and will not be disclosed to others. When we transcribe the audio tapes, participants' names will be replaced with a numerical code. References to people or organisations will be de-identified. The research student is the only one who will transcribe all interviews. Participants will have an opportunity to review, edit or erase their contribution. If they wish to do so, they can send us a request for the transcript of their contribution via email at luan.nguyen@uon.edu.au. After the data analysis is completed, all hard copies of the data will be disposed using a paper shredder. The audio tapes will then be wiped and the list of codes will be securely destroyed.

Participants in the individual and group interviews are requested to maintain the confidentiality of the interview discussion and not divulge the specific contents to outside parties.

Any information collected by the researchers which might identify administrator and students will be stored securely and only accessed by the Project Supervisor, Co-supervisor and Thanh Luan Nguyen, the research student, for research purposes except as requested by law. Data will be retained for five years at the Callaghan Campus of the University of Newcastle.

How will the information collected be used?
Information will be used in a thesis to be submitted for Thanh Luan Nguyen's degree, in papers published in academic journals, and presentations at conferences. A summary of the results of the research will be available for participants at the end of the project and for you as the Head of Institution via email if you would like to receive a copy. Individual participants will not be identified in any reports arising from the project. Your university will not be identified.

What further assistance is requested?
We hope you will agree to allow members of your staff and students to consider participating in the research project. We hope you will assist Thanh Luan Nguyen forward the invitation to participate in the research project with the Information Statement and Consent Form to the Administrator of ELT major education department through the university mailbox on the researcher behalf. We hope you will allow Thanh Luan Nguyen to have access to your institutional data. We also hope you will allow Thanh Luan Nguyen to make use of a small room for the individual and focus group interviews. We also hope you will allow him to put a small secure collection box in front of the staff common room so that the administrator can return the consent form and the final year ELT majors who complete the hard copies of survey can hand them in as well as hand in consent forms for the follow-up focus group interview.

If you are happy to proceed, please sign the attached Consent Form and send it back to the researcher Thanh Luan Nguyen using one of the following two methods:

1. By post: using the attached paid envelope to: Thanh Luan Nguyen, Faculty of Foreign Languages, Nguyen Tat Thanh University, Vietnam, 331 Highway 1A, An Phu Dong Ward, District 12, Ho Chi Minh city.
2. Via email: sending a scanned copy of the Consent Form to luan.nguyen@uon.edu.au

Further information

If you would like further information before you make a decision, please contact Thanh Luan Nguyen (luan.nguyen@uon.edu.au) or Professor James Albright on +61 2 4921 5901 or email james.albright@newcastle.edu.au.

Thank you for considering this invitation.

Professor James Albright   Mr. Thanh Luan Nguyen
Project Supervisor   Research Student

Complaints about this research

This project has been approved by the University's Human Research Ethics Committee, Approval No. H-2017-0252

Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Services, NIER Precinct, The University of Newcastle, University Drive, Callaghan NSW 2308, Australia, telephone +61 2 4921 6333, email Human-Ethics@newcastle.edu.au, or Dr. Le Kieu Van, Dean of Faculty of Foreign Languages, Nguyen Tat Thanh University, Vietnam, 331 Highway 1A, An Phu Dong Ward, District 12, Ho Chi Minh city, telephone +84 903 909699, email ltkvan@ntt.edu.vn.

Appendix C: Consent form for Heads of institution

FACULTY OF EDUCATION AND ARTS
Professor James Albright
School of Education
Faculty of Education and Arts
The University of Newcastle
University Drive, Callaghan, NSW 2308, Australia

Phone: +61 2 4921 5901
Fax: +61 2 4921 7818
Email: james.albright@newcastle.edu.au

<div align="center">

Consent Form for Head of Institution
Research project:
Investigating Students' Perceptions of Vietnamese Tertiary English Education

</div>

Professor James Albright	Dr. Rachel Burke
Project Supervisor	Project Co-supervisor

<div align="center">

Mr. Thanh Luan Nguyen
Research Student
Document Version 2; dated August 14, 2017

</div>

I grant the researcher permission to approach administrator and final year ELT majors of preservice EFL teacher education department for data collection.

I agree to allow the administrator and final year ELT majors of preservice EFL teacher education department to release information to the researcher concerning their perspectives and perceptions that is needed for this research project. I understand that such information will remain confidential.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand that all personal information will remain confidential and secure with the researchers.

I understand that I can withdraw consent for my institution to participate in the study or any information I have provided for this research project at any time without giving any reason. I have had the opportunity to have questions answered to my satisfaction.

A summary of the results will be provided to the institution and the participants via email. Participants will be provided opportunity to review the interview recordings to edit or erase their contribution.

Print Name:

....

Name of Institution:

....

Institution address:

....

Institution contact details:

Phone number: ………………………   Email: …………………………
Position: ………………………
Signature: ………………………   **Date**: …………………………

Appendix D: Information statement for academic administrators

FACULTY OF EDUCATION AND ARTS
Professor James Albright
School of Education
Faculty of Education and Arts
The University of Newcastle
University Drive, Callaghan, NSW 2308, Australia

Phone: +61 2 4921 5901
Fax: +61 2 4921 7818
Email: james.albright@newcastle.edu.au

Information Statement for the Research Project:
Investigating Students' Perceptions of Vietnamese Tertiary English Education
(for Administrator of preservice EFL teacher education department)

Professor James Albright   Dr. Rachel Burke
Project Supervisor   Project Co-supervisor
                  Mr. Thanh Luan Nguyen
                  Research Student
          Document Version 3; dated August 23, 2017

Dear Administrator of preservice EFL teacher education department,

You are invited to participate in the research project identified above which is being conducted by Mr. Thanh Luan Nguyen from the School of Education, Faculty of Education and Arts at the University of Newcastle. The research is part of Thanh Luan Nguyen's studies for the degree of Doctor of Philosophy in Education at the University of Newcastle, under the supervision of Professor James Albright and Dr. Rachel Burke from the University of Newcastle.

Why is the research being done?
The purpose of the research is to examine how Vietnamese tertiary ELT majors perceive their initial education program in terms of curriculum aspects, pedagogy practices, and assessment strategies and its impact on their teaching practice to teach a diversity of students from various contexts. Previous research has shown that Vietnamese ELT major education program is to emphasise on English proficiency and subject-matter knowledge too much. The preservice EFL teacher quality with the focus on teaching practice has been the key to the calls for reform in EFL teacher education in Vietnam. The research outcomes are expected as a source of information which provides the significant implications for improving the efficacy and quality of preservice EFL teacher education in the local context.

Who can participate in the research?
We are seeking the participation of Vietnamese tertiary final year ELT majors and administrators of preservice EFL teacher education departments at eight major EFL teacher training institutions across the country. You have received this letter because we asked the Head of Institution to pass this invitation letter to you in the role of an Administrator of preservice EFL teacher education department. We do not have your personal information or contact details.

What would you be asked to do?

The research project consists of four components: documents of preservice EFL teacher education curriculum and EFL teacher education policy, a survey, an individual semi-structured interview with the administrator of preservice EFL teacher education department, and a semi-structured focus group with final year ELT majors.

We ask that you assist Thanh Luan Nguyen forward the invitation to participate in the research project with the Information Statement and Consent Form to your final year ELT majors on the researcher behalf. With the permission of your Head of Institution, we ask that you allow Thanh Luan Nguyen to collect the current documents of preservice EFL teacher education curriculum and EFL teacher education policy at your department.

You are also invited to take part in an audio-recorded individual face-to-face interview with Thanh Luan Nguyen. The interview will be conducted in a room at the university at a time that suits you, with some snacks and drinks provided. Thanh Luan Nguyen will ask your perspectives about (1) Structure of the curriculum covering six domains of knowledge; (2) Impact of different foci in the domains of knowledge across the curriculum on ELT majors' teaching practice and how they perceive; (3) Contextual factors influencing the structure of curriculum and ELT majors' teaching practice; (4) Impact of the process of pedagogy under task-based and outcomes-based perspectives on ELT majors' teaching practice; (5) Impact of assessing domains of knowledge on ELT majors' teaching practice. The interview will flexibly switch language use (English or Vietnamese) depending on your preference. You are encouraged to use the language you feel comfortable with, either English or Vietnamese. The interview recording will be transcribed. You can request to review and edit the transcript should you wish to do so.

What choice do you have?
Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you in anyway and will not affect your relationship with your educational institution or staff. You can withdraw consent from the project at any time without giving any reason for withdrawing.

How much time will it take?
The individual face-to-face interview should last approximately 45 minutes in one session. If the interviewees say something interesting, the research student will follow up for more details. If there are any follow-up questions via email it should take the maximum amount of time 10 to 30 minutes to answer.

What are the risks and benefits of participating?
There are no obvious risks or benefits to participants in this research. We can email you upon request a research report discussing implications and findings once the data analyses are complete. The research findings might be beneficial as a reference for your future education and training activities. We are confident that the research offers educational administrators, policy-makers, preservice EFL teacher educators, and stakeholders an opportunity to rethink their current preservice EFL teaching education and issue the appropriate policies of the pedagogy and preparation of preservice EFL teachers for their future teaching profession in contexts.

How will participants' privacy be protected?
Initially, it will be possible to identify participants from the audio recording of the interviews but all information will be kept confidential and will not be disclosed to others. When we

transcribe the audio tapes, participants' names will be replaced with a numerical code. References to people or organisations will be de-identified. The research student is the only one who will transcribe all interviews. You will have an opportunity to review, edit or erase your contribution. If you wish to do so, you can send us a request for the transcript of your contribution via email at luan.nguyen@uon.edu.au. After the data analysis is completed, the audio tape will then be wiped and the list of codes securely destroyed.

You are also requested to maintain the confidentiality of the individual discussion and not divulge the specific contents to outside parties.

Any information collected by the researchers which might identify you will be stored securely and only accessed by the Project Supervisor, Co-supervisor and Thanh Luan Nguyen, the research student, for research purposes. Data will be retained for five years at the Callaghan Campus of the University of Newcastle.

How will the information collected be used?
Information will be used in a thesis to be submitted for Thanh Luan Nguyen's degree, in papers published in academic journals, and presentations at conferences. A report will be provided to participating universities via email. If you wish to obtain this report via email, please provide the researcher your email address at luan.nguyen@uon.edu.au. A summary of the results of the research will be provided to your university at the end of the project. You may request a copy of the summary. Individual participants will not be identified in any reports arising from the project. Universities will not be identified.

What do you need to do to participate?
Please read this Information Statement and be sure you understand its contents before you consent to participate. If there is anything you do not understand, or you have questions, please contact the researcher.

If you would like to participate in an individual face-to-face interview, please complete and return the attached consent form to the secure collection box located in front of the common room. The consent form collection box will be removed by the researchers within two weeks after initial contact. Thanh Luan Nguyen will contact you to arrange a time convenient to you for the interview.

Further information
If you would like further information before you make a decision, please contact Thanh Luan Nguyen (luan.nguyen@uon.edu.au) or Professor James Albright on +61 2 4921 5901 or email james.albright@newcastle.edu.au.

Thank you for considering this invitation.

Professor James Albright   Mr. Thanh Luan Nguyen
Project Supervisor   Research Student

Complaints about this research

This project has been approved by the University's Human Research Ethics Committee, Approval No. H-2017-0252

Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Services, NIER Precinct, The University of Newcastle, University Drive, Callaghan NSW 2308, Australia, telephone +61 2 4921 6333, email Human-Ethics@newcastle.edu.au, or Dr. Le Kieu Van, Dean of Faculty of Foreign Languages, Nguyen Tat Thanh University, Vietnam, 331 Highway 1A, An Phu Dong Ward, District 12, Ho Chi Minh city, telephone +84 903 909699, email ltkvan@ntt.edu.vn.

Appendix E: Consent form for academic administrators

FACULTY OF EDUCATION AND ARTS
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Faculty of Education and Arts
The University of Newcastle
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Phone: +61 2 4921 5901
Fax: +61 2 4921 7818
Email: james.albright@newcastle.edu.au

Consent Form for Administrator of Preservice EFL Teacher Education Department
Research project:
Investigating Students' Perceptions of Vietnamese Tertiary English Education

Professor James Albright　　　　　　Dr. Rachel Burke
Project Supervisor　　　　　　　　Project Co-supervisor
Mr. Thanh Luan Nguyen
Research Student
Document Version 3; dated August 23, 2017

I agree to participate in the above research project and give my consent freely.
I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.
I understand that all personal information will remain confidential and secure with the researchers.
I understand I can withdraw consent from the research project at any time without giving any reason for withdrawing.
I consent to (please tick):
- allow the researchers to collect the current documents of preservice EFL teacher education curriculum and EFL teacher education policy at my department;
- participate in an individual interview session and having it recorded;
  ☐ Yes　　　☐ No
- answer additional questions through emails if required by the researcher.
  ☐ Yes　　　☐ No
I have had the opportunity to have questions answered to my satisfaction.
I wish to receive a summary of the findings.　　　☐

Print Name:
....
Name of Institution:
....
Signature: …………………………　　　　　**Date:** …………………………
Please provide you contact details below for the arrangement of interview.
Phone number: …………………………　　**Email:** …………………………

Appendix F: Information statement for ELT pre-service teachers

FACULTY OF EDUCATION AND ARTS
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The University of Newcastle
University Drive, Callaghan, NSW 2308, Australia

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Fax: +61 2 4921 7818
Email: james.albright@newcastle.edu.au

Information Statement for the Research Project:
Investigating Students' Perceptions of Vietnamese Tertiary English Education
(for final year ELT majors)

Professor James Albright   Dr. Rachel Burke
Project Supervisor   Project Co-supervisor
                Mr. Thanh Luan Nguyen
                Research Student
Document Version 3; dated August 23, 2017

Dear final year ELT major,

You are invited to participate in the research project identified above which is being conducted by Professor James Albright from the School of Education, Faculty of Education and Arts at the University of Newcastle. The research is part of Thanh Luan Nguyen's studies for the degree of Doctor of Philosophy in Education at the University of Newcastle, under the supervision of Professor James Albright and Dr. Rachel Burke from the University of Newcastle.

Why is the research being done?
The purpose of the research is to examine how Vietnamese tertiary ELT majors perceive their initial education program in terms of curriculum aspects, pedagogy practices, and assessment strategies and its impact on their teaching practice to teach a diversity of students from various contexts. Previous research has shown that Vietnamese ELT major education program is to emphasise on English proficiency and subject-matter knowledge too much. The preservice EFL teacher quality with the focus on teaching practice has been the key to the calls for reform in EFL teacher education in Vietnam. The research outcomes are expected as a source of information which provides the significant implications for improving the efficacy and quality of preservice EFL teacher education in the local context.

Who can participate in the research?
We are seeking the participation of Vietnamese tertiary final year ELT majors and administrators of preservice EFL teacher education departments at eight major EFL teacher training institutions across the country. Your class was selected from the list of final year classes provided by the Administrator of preservice EFL teacher education department at your university.

What would you be asked to do?

If you agree to participate, you will be asked to complete a survey in your own time. In the survey, you will be asked your demographic information, your thorough retrospective reflection of the preservice EFL teaching education program implemented in terms of curriculum aspects, pedagogy practices, and assessment strategies.

We would be grateful if you would complete the survey which is provided online or in the format of hard copies and deposit it in the secure collection box located in front of the English staff common room.

If you wish to volunteer in the next phase of the research, you will be invited to participate in an audio-recorded focus group of approximately six students. The focus group will be conducted in a room at the university, and at a time that suits all the students, with some snacks and drinks provided by the researcher.

It is possible that not all final year ELT majors who volunteer for a focus group will be interviewed. If there are more volunteers for focus group than can be accommodated by the researcher, the researcher will select those whose availability matches that of other students.

The focus group will be conducted by Thanh Luan Nguyen. You will be asked about your further in-depth perceptions of your initial education program and recommendations for improving the quality initial preservice EFL teacher education program. The language use will be in Vietnamese. However, you can use any English words or phrases to express your perspectives during the focus group. The focus group recording will be transcribed by Thanh Luan Nguyen. You can request to review and edit the transcript should you wish to do so.

What choice do you have?
Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you in anyway and will not affect your course assessments or relationship with your educational institutions or its staff.

If you do decide to participate, you may withdraw from the project at any time without giving any reason for withdrawing. You also have the option of withdrawing any data which identify you. However, if you choose to participate in the anonymous survey, please note that you will not be able to withdraw your data once the survey has been returned.

How much time will it take?
The survey should take approximately 35 minutes to complete.
The focus group should last approximately 45 minutes in one session. The proposed topics for the semi-structured focus group should take approximately 10 minutes per topic, approximately 45 minutes. If the interviewees say something interesting, the research student will follow up for more details. If there are any follow-up questions via email it should take the maximum amount of time 10 to 30 minutes to answer.

What are the risks and benefits of participating?
There are no obvious risks or benefits to participants in this research. It is hoped that the research findings might be beneficial as a reference for future education and training activities. We are confident that the research offers educational administrators, policy-makers, preservice EFL teacher educators, and stakeholders an opportunity to rethink their current preservice EFL

teaching education and issue the appropriate policies of the pedagogy and preparation of preservice EFL teachers for their future teaching profession in contexts.

How will participants' privacy be protected?
Confidentiality will be maintained at all times. The survey is anonymous. It will not be possible to identify you from your answer. The research student Thanh Luan Nguyen will record and transcribe the focus group interview.

Initially, it will be possible to identify participants from the audio recording of the interviews but all information will be kept confidential and will not be disclosed to others. When we transcribe the audio tapes, participants' names will be replaced with a numerical code. References to people or organisations will be de-identified. The research student is the only one who will transcribe all interviews. You will have an opportunity to review, edit or erase your contribution. If you wish to do so, you can send us a request for the transcript of your contribution via email at luan.nguyen@uon.edu.au. After the data analysis is completed, all hard copies of the data will be disposed using a paper shredder. The audio tapes will then be wiped and the list of codes securely destroyed.

You are also requested to maintain the confidentiality of the group discussion and not divulge the specific contents to outside parties.

Any information collected by the researchers which might identify you will be stored securely and only accessed by the Project Supervisor, Co-supervisor and Thanh Luan Nguyen, the research student, for research purposes. Data will be retained for five years at the Callaghan Campus of the University of Newcastle.

How will the information collected be used?
Information will be used in a thesis to be submitted for Thanh Luan Nguyen's degree, in papers published in academic journals, and presentations at conferences. A report will be provided to participating universities via email. If you wish to obtain this report via email, please provide the researcher your email address at luan.nguyen@uon.edu.au. A summary of the results of the research will be provided to your universities at the end of the project. You may request a copy of the summary. Individual participants will not be identified in any reports arising from the project. Universities will not be identified.

What do you need to do to participate?
Please read this Information Statement and be sure you understand its contents before you consent to participate. If there is anything you do not understand, or you have questions, please contact the researcher.

If you would like to participate, please access the provided link of the anonymous survey online (https://www.surveymonkey.com/r/GJ77B7K) and complete it or complete the attached anonymous survey in hard copies and return it to the secure collection box located in front of the staff common room. Returning the completed survey will be taken as implied consent to participate.

If you wish to volunteer to participate in a focus group interview, please complete and return the consent form to above-mentioned box. You can contact the researcher via his contact details separately provided at the end of the online survey or provide your contact details at the end of the Consent Form. The survey and consent form collection box will be removed by

the researchers within two weeks after initial contact. We will contact you to arrange a time convenient to you for the interview.

Further information
If you would like further information before you make a decision, please contact Thanh Luan Nguyen (luan.nguyen@uon.edu.au) or Professor James Albright on +61 2 4921 5901 or email james.albright@newcastle.edu.au.

Thank you for considering this invitation.

Professor James Albright   Mr. Thanh Luan Nguyen
Project Supervisor   Research Student

Complaints about this research
This project has been approved by the University's Human Research Ethics Committee, Approval No. H-2017-0252

Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Services, NIER Precinct, The University of Newcastle, University Drive, Callaghan NSW 2308, Australia, telephone +61 2 4921 6333, email Human-Ethics@newcastle.edu.au, or Dr. Le Kieu Van, Dean of Faculty of Foreign Languages, Nguyen Tat Thanh University, Vietnam, 331 Highway 1A, An Phu Dong Ward, District 12, Ho Chi Minh city, telephone +84 903 909699, email ltkvan@ntt.edu.vn.

Appendix G: Consent form for ELT pre-service teachers

FACULTY OF EDUCATION AND ARTS
Professor James Albright
School of Education
Faculty of Education and Arts
The University of Newcastle
University Drive, Callaghan, NSW 2308, Australia

Phone: +61 2 4921 5901
Fax: +61 2 4921 7818
Email: james.albright@newcastle.edu.au

<div align="center">

Consent Form for Final Year ELT Majors
Research project:
Investigating Students' Perceptions of Vietnamese Tertiary English Education

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Professor James Albright   Dr. Rachel Burke
Project Supervisor   Project Co-supervisor
              Mr. Thanh Luan Nguyen
              Research Student
          Document Version 3; dated August 23, 2017

I agree to participate in the above research project and give my consent freely.
I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.
I understand I can withdraw consent from the project at any time without giving any reason for withdrawing.
I consent to (please tick):

- participate in a focus group interview session and having it recorded;
  ☐ Yes   ☐ No
- answer additional questions through emails if required by the researcher.
  ☐ Yes   ☐ No

I understand that my personal information will remain confidential to the researchers.
I have had the opportunity to have questions answered to my satisfaction.
I wish to receive a summary of the findings.   ☐

Print Name:
....
Name of Institution:
....
Signature: …………………………   **Date:** …………………………
Please provide you contact details below for the arrangement of interview.
Phone number: …………………………   **Email:** …………………………

Appendix H: Survey and coding

H1. Survey

Investigating Students' Perceptions of Vietnamese Tertiary English Education

The purpose of this survey is to investigate your perceptions of your initial education programs in the Vietnamese tertiary EFL context. Your responses to this survey will assist to identify how Vietnamese tertiary ELT pre-service teachers perceive their initial education programs in terms of curriculum, pedagogy, and assessment. The results made and formed will be used to reflect on the improvement in the ELT pre-service teacher education.

This survey is comprised of three sections:
Section one: Curriculum of pedagogy
Section two: School-based teaching practicum
Section three: Preparation for teaching

For each item in the sections, either mark the response that best suits by choosing a point in the scale, or provide your answer in your own words where necessary. Participation in this study is voluntary and you are free to discontinue at any time. The survey takes about 30 minutes to complete and is anonymous. All of your responses will be kept confidential. I would appreciate your spending time completing the survey.

If you would like further information before you make a decision, please contact Thanh Luan Nguyen (luan.nguyen@uon.edu.au) or Professor James Albright on +61 2 4921 5901 or email james.albright@newcastle.edu.au.

Thank you for your cooperation.

Demographic information
1. Gender (please tick): ☐ Male ☐ Female
2. Your university:
☐ Tay Bac University
☐ Thai Nguyen University
☐ Vietnam National University, Hanoi University of Languages and International Studies
☐ University of Foreign Language Studies, The University of Da Nang
☐ University of Foreign Languages, Hue University
☐ Tay Nguyen University
☐ Ho Chi Minh City University of Education
☐ Can Tho University
3. Have you spent a period of studies abroad?
a. No ☐ b. Yes, I have participated in an exchange program ☐
c. other …………………………
If yes, had you had the opportunity to observe school-based teaching by other students or to participate in teaching yourself?
a. Yes ☐ b. No ☐

Section one: Curriculum of pedagogy
This section asks your perspectives about what you are being taught in your initial education program.
1a. Curriculum structure
Questions 1a.1 to 1a.10 ask your perspectives about your program's curriculum to the following parameters, which concerns your initial education as English teachers. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
1a.1	There is opportunity to the integration of academic study and the practical experience of teaching in my program.				
1a.2	My program provides me with opportunities to complete initial education and training of ELT pedagogy to begin teaching English language without yet gaining the degree.				
1a.3	My program provides me with opportunities to gain experience by teaching parts of lessons.				
1a.4	My program provides me with opportunities to have experience of being supervised, observed and positively assessed while teaching individual lessons.				
1a.5	My program provides me with opportunities to have experience of running teaching activities with small groups of students or fellow ELT majors (micro-teaching).				
1a.6	My program provides me with opportunities to have documented, assessed teaching practice at not less than two levels.				
1a.7	My program provides me with opportunities to learn about other cultures.				
1a.8	My program provides me with opportunities to participate in professional international experiences (i.e. visits, exchanges, teaching internship or ICT links).				
1a.9	My program provides me with opportunities to have further training after graduation.				
1a.10	My program provides me with opportunities to learn from preservice teachers who are being educated to teach other foreign languages (i.e. Chinese, Korean, Japanese, French, Russian).				

1b. Knowledge and Understanding
Questions 1b.1 to 1b.17 ask your perspectives about what knowledge and understanding competences are being taught in your initial education program. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
1b.1	My program provides me with opportunities to learn about different language learning theories and methods.				
1b.2	My program provides me with opportunities to learn about different language learning styles and strategies.				
1b.3	My program provides me with opportunities to learn about ELT methodologies: classroom techniques and activities.				
1b.4	My program provides me with opportunities to learn about the critical and enquiring approaches to English teaching and learning.				
1b.5	My program provides me with opportunities to learn about critically evaluating the nationally or regionally adopted curriculum in terms of aims, objectives and outcomes.				
1b.6	My program provides me with opportunities to learn about evaluating the theory and practice of internal and external programs.				
1b.7	My program provides me with opportunities to learn about information and communication technology (ICT) pedagogies.				

1b.8. I (have opportunities to) use information and communication technology (ICT) for these purposes: (tick any applicable)
☐ development of pedagogical material
☐ archiving lessons
☐ information exchange
☐ communication with colleagues
☐ personal planning
☐ organisation
☐ resource discovery
Other: ………………..

Please indicate how you agree with these statements. Please choose the most appropriate choice according to your point of view.
1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

No.	Survey items	1	2	3	4
1b.9	My English proficiency to Listening skill is enhanced by my program.				
1b.10	My English proficiency to Speaking skill is enhanced by my program.				
1b.11	My English proficiency to Reading skill is enhanced by my program.				
1b.12	My English proficiency to Writing skill is enhanced by my program.				
1b.13	Reference is made to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) in my courses.				
1b.14	My program uses the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) assessment for my courses.				
1b.15	My program provides me with English proficiency training to gain a C1 examination certificate (CEFR).				
1b.16	My English proficiency reaches C1 level (CEFR).				

1b.17. My program is regularly evaluated and updated.

a. Never   b. Seldom   c. Often   d. Always

Please specify your opinions about evaluating and updating your program:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

1c. Strategies and Skills

Questions 1c.1 to 1c.21 ask your perspectives about what strategy and skill competences are being taught in your initial education program. Please choose the most appropriate choice according to your point of view.

1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
1c.1	My program provides me with opportunities to learn about differentiating my own teaching approaches to teach in the different educational contexts.				
1c.2	My program provides me with opportunities to learn about identifying techniques for different teaching and learning contexts.				
1c.3	My program provides me with opportunities to learn about identifying materials for different teaching and learning contexts.				
1c.4	My program provides me with opportunities to learn about evaluating the suitability of techniques for different teaching contexts.				
1c.5	My program provides me with opportunities to learn about evaluating the suitability of materials for different teaching contexts.				
1c.6	My program provides me with opportunities to learn about using a wide variety of teaching techniques, activities, and materials.				
1c.7	My program provides me with opportunities to learn about selecting and creating appropriate tasks and materials for any level for use.				
1c.8	My program provides me with opportunities to learn about personalizing my learning.				
1c.9	My program provides me with opportunities to learn about selecting new techniques for my learning.				
1c.10	My program provides me with opportunities to learn about selecting new materials for my learning.				
1c.11	My program provides me with opportunities to learn about managing my learning better.				
1c.12	My program provides me with opportunities to learn about task-based language teaching methodologies.				
1c.13	My program provides me with opportunities to learn about implicit instruction.				
1c.14	My program provides me with opportunities to learn about cooperative/collaborative teaching and learning methods (i.e. negotiation, interactional modification).				
1c.15	My program provides me with opportunities to learn about independent language learning strategies.				
1c.16	My program provides me with opportunities to learn about monitoring ongoing personal language competence.				
1c.17	My program provides me with opportunities to learn about practitioner research.				
1c.18	My program provides me with opportunities to learn about incorporating research in teaching.				
1c.19	My program provides me with opportunities to learn about Content and Language Integrated Learning (CLIL) educational approach.				
1c.20	My program promotes reflective practice and self-evaluation.				

1c.21. Are you aware of the European Profiling Grid (EPG) for evaluating your education program?
a. Yes   b. No

1d. Lesson and course planning

Questions 1d.1 to 1d.11 ask your perspectives about what lesson and course planning competences are being taught in your initial education program. Please choose the most appropriate choice according to your point of view.

1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
1d.1	My program provides me with opportunities to learn about providing students with supplementary activities.				
1d.2	employ reference activities to supplement those in the textbook.				
1d.3	My program provides me with opportunities to learn about ensuring coherence between lessons by taking into account previous lessons.				
1d.4	My program provides me with opportunities to learn about adjusting lesson plan as instructed to take account of learning success and difficulties.				
1d.5	My program provides me with opportunities to learn about using a syllabus and materials to prepare lesson plans that are balanced and meet the needs of groups and individuals.				
1d.6	My program provides me with opportunities to learn about planning phases and timing of lessons with different objectives.				
1d.7	My program provides me with opportunities to learn about comparing students' needs and refer to these in planning main and supplementary objectives for lessons.				
1d.8	My program provides me with opportunities to learn about designing tasks to exploit the linguistic and communicative potential of materials.				
1d.9	My program provides me with opportunities to learn about designing tasks to meet individual needs as well as course objectives.				
1d.10	My program provides me with opportunities to learn about designing different tasks based on the same source material for use with students at different levels.				
1d.11	My program provides me with opportunities to learn about using analysis of student difficulties in order to decide on action points for upcoming lessons.				

1e. Assessment competences

Questions 1e.1 to 1e.10 ask your perspectives about what assessment competences are being taught in your initial education program. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
1e.1	My program provides me with opportunities to learn about preparing and conducting appropriate revision activities.				
1e.2	My program provides me with opportunities to learn about preparing for and coordinating placement testing.				
1e.3	My program provides me with opportunities to learn about selecting and conducting regular assessment tasks to verify learners' progress in language and skills areas (oral and written).				
1e.4	My program provides me with opportunities to learn about designing materials and tasks for progress assessment (oral and written).				
1e.5	My program provides me with opportunities to learn about developing assessment tasks for all language skills and language knowledge at any level.				
1e.6	My program provides me with opportunities to learn about using rubrics to assess different types of errors in written work.				
1e.7	My program provides me with opportunities to learn about using video recordings of learners' interactions to help individuals recognize their strengths and weaknesses.				
1e.8	My program provides me with opportunities to learn about applying CEFR criteria reliably to assess learners' language proficiency.				
1e.9	My program provides me with opportunities to learn about creating valid formal tests to determine whether learners have reached a given CEFR level.				
1e.10	My program provides me with opportunities to learn about teaching to CEFR standards.				

1f. Assessment strategies

Questions 1f.1 to 1f.23 ask your perspectives about what and how you are assessed in your initial education program. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to experience
2. Little opportunity: You have limited opportunity to experience
3. Some opportunity: You have a few or some opportunities to experience
4. Ample opportunity: You have many opportunities to experience

No.	Survey items	1	2	3	4
1f.1	My instructors display extensive and subtle understanding of how ELT majors learn and apply this knowledge to the class.				
1f.2	My instructors display understanding of ELT majors' skills, knowledge, and language proficiency and have a strategy for maintaining such information.				
1f.3	My instructors recognize the value of understanding ELT majors' interests and culture and display this knowledge for the class.				
1f.4	My instructors are aware of ELT majors' special learning needs.				
1f.5	My program uses the proposed approach to assessment which is fully aligned with the instructional outcomes in both content and process.				
1f.6	My program uses the clear assessment criteria and standards.				
1f.7	My program uses formative assessment.				
1f.8	My instructors use assessment results to plan future instruction for the class.				
1f.9	I am fully aware of the criteria and performance standards by which my work will be evaluated.				
1f.10	My instructors monitor the progress of the class.				
1f.11	My instructors' feedback to ELT majors is timely and of consistently high quality.				
1f.12	I am instructed to make use of my instructors' feedback in my learning.				
1f.13	I am instructed to frequently assess and monitor the quality of my own work against the assessment criteria and performance standards.				
1f.14	My instructors successfully make a major adjustment to a lesson when needed.				
1f.15	My instructors seize a major opportunity to enhance my learning, building on my interests.				
1f.16	My instructors help ELT majors using a repertoire of strategies and additional resources.				
1f.17	My instructors effectively maintain student assignment completion information.				
1f.18	My instructors effectively maintain information on student progress in learning.				
1f.19	My instructors effectively maintain information on noninstructional activities.				
1f.20	My instructors frequently provide information to my family, as appropriate, about the instructional program.				
1f.21	I am encouraged to share my progress with my family.				
1f.22	My instructors frequently provide information to my family about my progress.				
1f.23	My instructors handle and respond to my family concerns with great professional and cultural sensitivity.				

1g. Interaction management and monitoring

Questions 1g.1 to 1g.10 ask your perspectives about what interaction management and monitoring competences are being taught in your initial education program. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
1g.1	My program provides me with opportunities to learn about giving clear instructions and organizing an activity with guidance.				
1g.2	My program provides me with opportunities to learn about managing teacher-class interaction.				
1g.3	My program provides me with opportunities to learn about alternating between teaching the whole class and pair or group practice giving clear instructions.				
1g.4	My program provides me with opportunities to learn about involving learners in pair and group work based on activities in a course book.				
1g.5	My program provides me with opportunities to learn about setting up, managing pair and group work efficiently in order to meet the lesson objectives and bringing the class back together.				
1g.6	My program provides me with opportunities to learn about organizing task-based learning.				
1g.7	My program provides me with opportunities to learn about monitoring learner performance effectively.				
1g.8	My program provides me with opportunities to learn about monitoring individual and group performances accurately and thoroughly.				
1g.9	My program provides me with opportunities to learn about using a wide range of techniques to provide and elicit clear individual feedback.				
1g.10	My program provides me with opportunities to learn about using the monitoring and feedback in designing further activities.				

1h. Dispositions

Questions 1h.1 to 1h.13 ask your perspectives about what disposition competences are being taught in your initial education program. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
1h.1	My program provides me with opportunities to learn about the importance of relationship between language and culture in language teaching and learning.				
1h.2	My program provides me with opportunities to learn about the relevance of cultural issues in teaching.				
1h.3	My program provides me with opportunities to learn about the relevant differences in cultures and traditions.				
1h.4	My program provides me with opportunities to learn about the importance of avoiding intercultural problems in the classroom and promoting mutual respect.				
1h.5	My program provides me with opportunities to learn about integrating into lessons key areas of difference in intercultural behavior (i.e. politeness, body language, etc.).				
1h.6	My program provides me with opportunities to learn about selecting materials that well matched to the cultural horizon of learners.				
1h.7	My program provides me with opportunities to develop my ability to analyse and discuss social and cultural similarities and differences.				
1h.8	My program provides me with opportunities to learn about giving correct models of language form and usage appropriate for the level concerned.				
1h.9	My program provides me with opportunities to learn about giving answers to questions appropriate for the level concerned.				
1h.10	My program provides me with opportunities to value foreign languages teaching and learning.				
1h.11	My program promotes team-working and collaboration inside the university educational context.				
1h.12	My program encourages professional networking outside the educational context (i.e. joining associations or professional community).				
1h.13	My program encourages life-long learning.				

1i. Digital media

Questions 1i.1 to 1i.14 ask your perspectives about what digital media competences are being taught in your initial education program. Please choose the most appropriate choice according to your point of view.

1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
1i.1	My program provides me with opportunities to learn about using word-processing software to write a worksheet, following standard conventions.				
1i.2	My program provides me with opportunities to learn about searching for potential teaching materials on the internet.				
1i.3	My program provides me with opportunities to learn about downloading resources from websites.				
1i.4	My program provides me with opportunities to learn about creating lessons with downloaded texts, pictures, graphics, etc.				
1i.5	My program provides me with opportunities to learn about organizing computer files in logically ordered folders.				
1i.6	My program provides me with opportunities to learn about using software for handling images, DVDs, and sound files.				
1i.7	My program provides me with opportunities to learn about using any standard Windows/Mac software, including media players.				
1i.8	My program provides me with opportunities to learn about using a data projector for lessons involving the internet, a DVD, etc.				
1i.9	My program provides me with opportunities to learn about setting and supervising online work for learners.				
1i.10	My program provides me with opportunities to learn about selecting and using online exercises appropriate to my individual needs.				
1i.11	My program provides me with opportunities to learn about coordinating project work with digital media (i.e. using a camera, the internet, social networks).				
1i.12	My program provides me with opportunities to learn about troubleshooting most problems with classroom digital equipment.				
1i.13	My program provides me with opportunities to learn about using any available classroom digital equipment, my mobile, tablet, etc. profitably for language learning.				
1i.14	My program provides me with opportunities to learn about designing blended learning modules using a learning management system (i.e. Moodle).				

Section two: School-based teaching practicum

Questions 2.1 to 2.15 ask your perspectives about your school-based teaching practicum instructed in your initial education program. Please choose the most appropriate choice according to your point of view.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

No.	Survey items	1	2	3	4
2.1	My program provides me with an explicit framework for school-based teaching practicum with clear guidelines and policy (i.e. mentoring, doing, monitoring, reflecting and assessing the teaching practicum).				
2.2	My program instructs me to value mentoring.				
2.3	I am instructed how to provide future students with understanding of mentoring.				
2.4	My mentors are supportive, friendly, flexible and professional.				
2.5	I work well with mentors by developing a professional relationship with mentors built on trust, openness and mutual respect.				
2.6	My school-based teaching practicum provides me with professional experiences in the different school educational contexts.				
2.7	My mentors model instruction.				
2.8	My program provides me with opportunities to observe real teaching hours and assess positive feedback during my school-based teaching practicum.				
2.9	My program provides me with opportunities to have experience of real teaching hours being observed and assessed during my school-based teaching practicum.				
2.10	My program provides me with opportunities to teach my own class(es) during my school-based teaching practicum.				
2.11	My mentors provide me with constructive feedback.				
2.12	I am instructed in classroom approaches and strategies during my school-based teaching practicum.				
2.13	I am instructed in interactive, group and peer-assisted learning and teaching during my school-based teaching practicum.				
2.14	I am instructed how to adopt teaching approaches to meet personalized learning needs during my school-based teaching practicum.				
2.15	I am instructed in peer observation and peer review during my school-based teaching practicum.				

Section three: Preparation for teaching
This section asks your perspectives about how you are prepared to teach your students in your initial education program.
3a. Knowledge and Understanding
Questions 3a.1 to 3a.12 ask your perspectives about how you are instructed in your initial education program to teach your students knowledge and understanding competences. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
3a.1	I am instructed how to teach students about different language learning theories and methods.				
3a.2	I am instructed how to teach students about different language learning styles and strategies.				
3a.3	I am instructed how to teach students critical and enquiring approaches in English learning.				
3a.4	I am instructed how to teach students to critically evaluate the nationally or regionally adopted curriculum in terms of aims, objectives and outcomes.				
3a.5	I am instructed how to teach students information and communication technology (ICT) pedagogies.				

3a.6. I am instructed how to teach students to use information and communication technology (ICT) for these purposes: (tick any applicable)
☐ development of pedagogical learning materials
☐ archiving lessons
☐ information exchange
☐ communication with classmates
☐ personal planning
☐ organization
☐ resource discovery
Other: ………………

No.	Survey items	1	2	3	4
3a.7	I am instructed how to teach students to enhance their English proficiency to Listening skill.				
3a.8	I am instructed how to teach students to enhance their English proficiency to Speaking skill.				
3a.9	I am instructed how to teach students to enhance their English proficiency to Reading skill.				
3a.10	I am instructed how to teach students to enhance their English proficiency to Writing skill.				
3a.11	I am instructed how to teach students to refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).				
3a.12	I am instructed how to teach students to enhance their English proficiency to gain a CEFR examination certificate.				

3b. Strategies and Skills

Questions 3b.1 to 3b.16 ask your perspectives about how you are instructed in your initial education program to teach your students strategies and skills competences. Please choose the most appropriate choice according to your point of view.

1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
3b.1	I am instructed how to teach students to identify techniques for different learning contexts.				
3b.2	I am instructed how to teach students to identify materials for different learning contexts.				
3b.3	I am instructed how to teach students to evaluate the suitability of techniques for different learning contexts.				
3b.4	I am instructed how to teach students to evaluate the suitability of materials for different learning contexts.				
3b.5	I am instructed how to teach students to personalize their learning.				
3b.6	I am instructed how to teach students to select new techniques for their learning.				
3b.7	I am instructed how to teach students to select new materials for their learning.				
3b.8	I am instructed how to teach students to manage their learning better.				
3b.9	I am instructed how to teach students task-based language learning methodologies.				
3b.10	I am instructed how to teach students implicit learning.				
3b.11	I am instructed how to teach students cooperative/collaborative language learning methods (i.e. negotiation, interactional modification).				
3b.12	I am instructed how to teach students to be self-reflected and self-evaluated.				
3b.13	I am instructed how to teach students independent language learning strategies.				
3b.14	I am instructed how to teach students to monitor ongoing personal language competence.				
3b.15	I am instructed how to teach students Content and Language Integrated Learning (CLIL) educational approach.				
3b.16	I am instructed how to teach students to use the European Profiling Grid (EPG) for self-evaluating their language learning.				

3c. Assessment strategies

Questions 3c.1 to 3c.4 ask your perspectives about how you are instructed in your initial education program to teach your students assessment strategies. Please choose the most appropriate choice according to your point of view.

1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
3c.1	I am instructed how to teach students to be aware of their special learning needs.				
3c.2	I am instructed how to teach students to be aware of the criteria and performance standards by which their work will be evaluated.				
3c.3	I am instructed how to teach students to make use of their instructors' feedback in their learning.				
3c.4	I am instructed how to teach students to frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.				

3d. Dispositions

Questions 3d.1 to 3d.13 ask your perspectives about how you are instructed in your initial education program to teach your students disposition competences. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
3d.1	I am instructed how to teach students the importance of relationship between language and culture in language teaching and learning.				
3d.2	I am instructed how to teach students the relevance of cultural issues in language teaching and learning.				
3d.3	I am instructed how to teach students the relevant differences in cultures and traditions.				
3d.4	I am instructed how to teach students the importance of avoiding intercultural problems in the classroom and promoting mutual respect.				
3d.5	I am instructed how to encourage students to integrate into lessons key areas of difference in intercultural behavior (i.e. politeness, body language, etc.).				
3d.6	I am instructed how to encourage students to select learning materials that well matched to the cultural horizon.				
3d.7	I am instructed how to encourage students to develop their ability to analyse and discuss social and cultural similarities and differences.				
3d.8	I am instructed how to teach students to use correct models of language form appropriate for the level concerned.				
3d.9	I am instructed how to teach students to give answers to questions appropriate for the level concerned.				
3d.10	I am instructed how to encourage students to enjoy learning English.				
3d.11	I am instructed how to encourage students to employ team-working and collaboration inside the school educational context.				
3d.12	I am instructed how to encourage students to establish academic networking outside the educational context (i.e. joining associations or professional community).				
3d.13	I am instructed how to encourage students to be life-long learners.				

3e. Digital media
Questions 3e.1 to 3e.14 ask your perspectives about how you are instructed in your initial education program to teach your students digital media competences. Please choose the most appropriate choice according to your point of view.
1. No opportunity: You do not have opportunity to learn
2. Little opportunity: You have limited opportunity to learn
3. Some opportunity: You have a few or some opportunities to learn
4. Ample opportunity: You have many opportunities to learn

No.	Survey items	1	2	3	4
3e.1	I am instructed how to teach students to use word-processing software to write a worksheet, following standard conventions.				
3e.2	I am instructed how to teach students to search for potential learning materials on the internet.				
3e.3	I am instructed how to teach students to download resources from websites.				
3e.4	I am instructed how to teach students to create lessons with downloaded texts, pictures, graphics, etc.				
3e.5	I am instructed how to teach students to organize computer files in logically ordered folders.				
3e.6	I am instructed how to teach students to use software for handling images, DVDs, and sound files.				
3e.7	I am instructed how to teach students to use any standard Windows/Mac software, including media players.				
3e.8	I am instructed how to teach students to use a data projector for lessons involving the internet, a DVD etc.				
3e.9	I am instructed how to teach students to set and supervise online work for their individual needs.				
3e.10	I am instructed how to teach students to select and use online exercises appropriate to their individual needs.				
3e.11	I am instructed how to teach students to coordinate project work with digital media (i.e. using a camera, the internet, social networks).				
3e.12	I am instructed how to teach students to troubleshoot most problems with classroom digital equipment.				
3e.13	I am instructed how to teach students to use any available classroom digital equipment, their mobiles, tablets, etc. profitably for language learning.				
3e.14	I am instructed how to teach students to undertake blended learning modules using a learning management system (i.e. Moodle).				

4. Upon graduation, what are your plans?
a. I will teach English in the private sector.
b. I will teach English in the public sector.
c. I will undertake a Master course.
d. Other ……………….
If you choose b, please specify your choices: (tick any applicable)
☐ I will teach English at the primary schools.
☐ I will teach English at the junior secondary schools.
☐ I will teach English at the senior secondary schools.
☐ I will teach General English at the tertiary institutions.

5. To what extent, do you feel satisfied with your institutional ELT major education program?

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

In what aspects of your institutional ELT major education program do you value and feel satisfied?

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

In what aspects of your institutional ELT major education program do you feel dissatisfied?

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

Thank you for your cooperation!

H2. Survey coding

Categories	Coded variables	Survey items
Curriculum	CU1	There is opportunity to the integration of academic study and the practical experience of teaching in my program.
	CU2	My program provides me with opportunities to complete initial education and training of ELT pedagogy to begin teaching English language without yet gaining the degree.
	CU3	My program provides me with opportunities to gain experience by teaching parts of lessons.
	CU4	My program provides me with opportunities to have experience of being supervised, observed and positively assessed while teaching individual lessons.
	CU5	My program provides me with opportunities to have experience of running teaching activities with small groups of students or fellow ELT majors (micro-teaching).
	CU6	My program provides me with opportunities to have documented, assessed teaching practice at not less than two levels.
	CU7	My program provides me with opportunities to learn about other cultures.
	CU8	My program provides me with opportunities to participate in professional international experiences (i.e. visits, exchanges, teaching internship or ICT links).
	CU9	My program provides me with opportunities to have further training after graduation.
	CU10	My program provides me with opportunities to learn from preservice teachers who are being educated to teach other foreign languages (i.e. Chinese, Korean, Japanese, French, Russian).
	CU11	My program is regularly evaluated and updated.
Content knowledge	CK1	My program provides me with opportunities to learn about different language learning theories and methods.
	CK2	My program provides me with opportunities to learn about different language learning styles and strategies.
	CK3	My program provides me with opportunities to learn about ELT methodologies: classroom techniques and activities.
	CK4	My program provides me with opportunities to learn about the critical and enquiring approaches to English teaching and learning.
	CK5	My program provides me with opportunities to learn about critically evaluating the nationally or regionally adopted curriculum in terms of aims, objectives and outcomes.

Categories	Code variables	Survey items
	CK6	My program provides me with opportunities to learn about evaluating the theory and practice of internal and external programs.
	CK7	My English proficiency to Listening skill is enhanced by my program.
	CK8	My English proficiency to Speaking skill is enhanced by my program.
	CK9	My English proficiency to Reading skill is enhanced by my program.
	CK10	My English proficiency to Writing skill is enhanced by my program.
	CK11	Reference is made to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) in my courses.
	CK12	My program uses the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) assessment for my courses.
	CK13	My program provides me with English proficiency training to gain a C1 examination certificate (CEFR).
	CK14	My English proficiency reaches C1 level (CEFR).
	CK15	My program provides me with opportunities to learn about differentiating my own teaching approaches to teach in the different educational contexts.
	CK16	My program provides me with opportunities to learn about identifying techniques for different teaching and learning contexts.
	CK17	My program provides me with opportunities to learn about identifying materials for different teaching and learning contexts.
	CK18	My program provides me with opportunities to learn about evaluating the suitability of techniques for different teaching contexts.
	CK19	My program provides me with opportunities to learn about evaluating the suitability of materials for different teaching contexts.
	CK20	My program provides me with opportunities to learn about using a wide variety of teaching techniques, activities, and materials.
	CK21	My program provides me with opportunities to learn about selecting and creating appropriate tasks and materials for any level for use.
	CK22	My program provides me with opportunities to learn about task-based language teaching methodologies.
	CK23	My program provides me with opportunities to learn about implicit instruction.
	CK24	My program provides me with opportunities to learn about cooperative/collaborative teaching and learning methods (i.e. negotiation, interactional modification).

Categories	Code variables	Survey items
	CK25	My program provides me with opportunities to learn about practitioner research.
	CK26	My program provides me with opportunities to learn about incorporating research in teaching.
	CK27	My program provides me with opportunities to learn about Content and Language Integrated Learning (CLIL) educational approach.
	CK28	My program promotes reflective practice and self-evaluation.
Pedagogical knowledge	PK1	My program provides me with opportunities to learn about providing students with supplementary activities.
	PK2	employ reference activities to supplement those in the textbook.
	PK3	My program provides me with opportunities to learn about ensuring coherence between lessons by taking into account previous lessons.
	PK4	My program provides me with opportunities to learn about adjusting lesson plan as instructed to take account of learning success and difficulties.
	PK5	My program provides me with opportunities to learn about using a syllabus and materials to prepare lesson plans that are balanced and meet the needs of groups and individuals.
	PK6	My program provides me with opportunities to learn about planning phases and timing of lessons with different objectives.
	PK7	My program provides me with opportunities to learn about comparing students' needs and refer to these in planning main and supplementary objectives for lessons.
	PK8	My program provides me with opportunities to learn about designing tasks to exploit the linguistic and communicative potential of materials.
	PK9	My program provides me with opportunities to learn about designing tasks to meet individual needs as well as course objectives.
	PK10	My program provides me with opportunities to learn about designing different tasks based on the same source material for use with students at different levels.
	PK11	My program provides me with opportunities to learn about using analysis of student difficulties in order to decide on action points for upcoming lessons.
	PK12	My program provides me with opportunities to learn about preparing and conducting appropriate revision activities.
	PK13	My program provides me with opportunities to learn about preparing for and coordinating placement testing.

Categories	Code variables	Survey items
	PK14	My program provides me with opportunities to learn about selecting and conducting regular assessment tasks to verify learners' progress in language and skills areas (oral and written).
	PK15	My program provides me with opportunities to learn about designing materials and tasks for progress assessment (oral and written).
	PK16	My program provides me with opportunities to learn about developing assessment tasks for all language skills and language knowledge at any level.
	PK17	My program provides me with opportunities to learn about using rubrics to assess different types of errors in written work.
	PK18	My program provides me with opportunities to learn about using video recordings of learners' interactions to help individuals recognize their strengths and weaknesses.
	PK19	My program provides me with opportunities to learn about applying CEFR criteria reliably to assess learners' language proficiency.
	PK20	My program provides me with opportunities to learn about creating valid formal tests to determine whether learners have reached a given CEFR level.
	PK21	My program provides me with opportunities to learn about teaching to CEFR standards.
	PK22	My program provides me with opportunities to learn about giving clear instructions and organizing an activity with guidance.
	PK23	My program provides me with opportunities to learn about managing teacher-class interaction.
	PK24	My program provides me with opportunities to learn about alternating between teaching the whole class and pair or group practice giving clear instructions.
	PK25	My program provides me with opportunities to learn about involving learners in pair and group work based on activities in a course book.
	PK26	My program provides me with opportunities to learn about setting up, managing pair and group work efficiently in order to meet the lesson objectives and bringing the class back together.
	PK27	My program provides me with opportunities to learn about organizing task-based learning.
	PK28	My program provides me with opportunities to learn about monitoring learner performance effectively.
	PK29	My program provides me with opportunities to learn about monitoring individual and group performances accurately and thoroughly.

Categories	Code variables	Survey items
	PK30	My program provides me with opportunities to learn about using a wide range of techniques to provide and elicit clear individual feedback.
	PK31	My program provides me with opportunities to learn about using the monitoring and feedback in designing further activities.
Pedagogical content knowledge	PCK1	I am instructed how to teach students about different language learning theories and methods.
	PCK2	I am instructed how to teach students about different language learning styles and strategies.
	PCK3	I am instructed how to teach students critical and enquiring approaches in English learning.
	PCK4	I am instructed how to teach students to critically evaluate the nationally or regionally adopted curriculum in terms of aims, objectives and outcomes.
	PCK5	I am instructed how to teach students to enhance their English proficiency to Listening skill.
	PCK6	I am instructed how to teach students to enhance their English proficiency to Speaking skill.
	PCK7	I am instructed how to teach students to enhance their English proficiency to Reading skill.
	PCK8	I am instructed how to teach students to enhance their English proficiency to Writing skill.
	PCK9	I am instructed how to teach students to refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).
	PCK10	I am instructed how to teach students to enhance their English proficiency to gain a CEFR examination certificate.
	PCK11	I am instructed how to teach students to identify techniques for different learning contexts.
	PCK12	I am instructed how to teach students to identify materials for different learning contexts.
	PCK13	I am instructed how to teach students to evaluate the suitability of techniques for different learning contexts.
	PCK14	I am instructed how to teach students to evaluate the suitability of materials for different learning contexts.
	PCK15	I am instructed how to teach students to personalize their learning.
	PCK16	I am instructed how to teach students to select new techniques for their learning.
	PCK17	I am instructed how to teach students to select new materials for their learning.
	PCK18	I am instructed how to teach students to manage their learning better.
	PCK19	I am instructed how to teach students task-based language learning methodologies.
	PCK20	I am instructed how to teach students implicit learning.

Categories	Code variables	Survey items
	PCK21	I am instructed how to teach students cooperative/collaborative language learning methods (i.e. negotiation, interactional modification).
	PCK22	I am instructed how to teach students to be self-reflected and self-evaluated.
	PCK23	I am instructed how to teach students independent language learning strategies.
	PCK24	I am instructed how to teach students to monitor ongoing personal language competence.
	PCK25	I am instructed how to teach students Content and Language Integrated Learning (CLIL) educational approach.
	PCK26	I am instructed how to teach students to use the European Profiling Grid (EPG) for self-evaluating their language learning.
	PCK27	I am instructed how to teach students to be aware of their special learning needs.
	PCK28	I am instructed how to teach students to be aware of the criteria and performance standards by which their work will be evaluated.
	PCK29	I am instructed how to teach students to make use of their instructors' feedback in their learning.
	PCK30	I am instructed how to teach students to frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.
	PCK31	I am instructed how to teach students the importance of relationship between language and culture in language teaching and learning.
	PCK32	I am instructed how to teach students the relevance of cultural issues in language teaching and learning.
	PCK33	I am instructed how to teach students the relevant differences in cultures and traditions.
	PCK34	I am instructed how to teach students the importance of avoiding intercultural problems in the classroom and promoting mutual respect.
	PCK35	I am instructed how to encourage students to integrate into lessons key areas of difference in intercultural behavior (i.e. politeness, body language, etc.).
	PCK36	I am instructed how to encourage students to select learning materials that well matched to the cultural horizon.
	PCK37	I am instructed how to encourage students to develop their ability to analyse and discuss social and cultural similarities and differences.
	PCK38	I am instructed how to teach students to use correct models of language form appropriate for the level concerned.

Categories	Code variables	Survey items
	PCK39	I am instructed how to teach students to give answers to questions appropriate for the level concerned.
	PCK40	I am instructed how to encourage students to enjoy learning English.
	PCK41	I am instructed how to encourage students to employ team-working and collaboration inside the school educational context.
	PCK42	I am instructed how to encourage students to establish academic networking outside the educational context (i.e. joining associations or professional community).
	PCK43	I am instructed how to encourage students to be life-long learners.
Technological knowledge	TK1	My program provides me with opportunities to learn about information and communication technology (ICT) pedagogies
	TK2	My program provides me with opportunities to learn about using word-processing software to write a worksheet, following standard conventions.
	TK3	My program provides me with opportunities to learn about searching for potential teaching materials on the internet.
	TK4	My program provides me with opportunities to learn about downloading resources from websites.
	TK5	My program provides me with opportunities to learn about creating lessons with downloaded texts, pictures, graphics, etc.
	TK6	My program provides me with opportunities to learn about organizing computer files in logically ordered folders.
	TK7	My program provides me with opportunities to learn about using software for handling images, DVDs, and sound files.
	TK8	My program provides me with opportunities to learn about using any standard Windows/Mac software, including media players.
	TK9	My program provides me with opportunities to learn about using a data projector for lessons involving the internet, a DVD, etc.
	TK10	My program provides me with opportunities to learn about setting and supervising online work for learners.
	TK11	My program provides me with opportunities to learn about selecting and using online exercises appropriate to my individual needs.
	TK12	My program provides me with opportunities to learn about coordinating project work with digital media (i.e. using a camera, the internet, social networks).

Categories	Code variables	Survey items
	TK13	My program provides me with opportunities to learn about troubleshooting most problems with classroom digital equipment.
	TK14	My program provides me with opportunities to learn about using any available classroom digital equipment, my mobile, tablet, etc. profitably for language learning.
	TK15	My program provides me with opportunities to learn about designing blended learning modules using a learning management system (i.e. Moodle).
	TK16	I am instructed how to teach students information and communication technology (ICT) pedagogies.
	TK17	I am instructed how to teach students to use word-processing software to write a worksheet, following standard conventions.
	TK18	I am instructed how to teach students to search for potential learning materials on the internet.
	TK19	I am instructed how to teach students to download resources from websites.
	TK20	I am instructed how to teach students to create lessons with downloaded texts, pictures, graphics, etc.
	TK21	I am instructed how to teach students to organize computer files in logically ordered folders.
	TK22	I am instructed how to teach students to use software for handling images, DVDs, and sound files.
	TK23	I am instructed how to teach students to use any standard Windows/Mac software, including media players.
	TK24	I am instructed how to teach students to use a data projector for lessons involving the internet, a DVD etc.
	TK25	I am instructed how to teach students to set and supervise online work for their individual needs.
	TK26	I am instructed how to teach students to select and use online exercises appropriate to their individual needs.
	TK27	I am instructed how to teach students to coordinate project work with digital media (i.e. using a camera, the internet, social networks).
	TK28	I am instructed how to teach students to troubleshoot most problems with classroom digital equipment.
	TK29	I am instructed how to teach students to use any available classroom digital equipment, their mobiles, tablets, etc. profitably for language learning.
	TK30	I am instructed how to teach students to undertake blended learning modules using a learning management system (i.e. Moodle).
Psychological knowledge	PsK1	My program provides me with opportunities to learn about personalizing my learning.
	PsK2	My program provides me with opportunities to learn about selecting new techniques for my learning.

Categories	Code variables	Survey items
	PsK3	My program provides me with opportunities to learn about selecting new materials for my learning.
	PsK4	My program provides me with opportunities to learn about managing my learning better.
	PsK5	My program provides me with opportunities to learn about independent language learning strategies.
	PsK6	My program provides me with opportunities to learn about monitoring ongoing personal language competence.
Dispositions	D1	My program provides me with opportunities to learn about the importance of relationship between language and culture in language teaching and learning.
	D2	My program provides me with opportunities to learn about the relevance of cultural issues in teaching.
	D3	My program provides me with opportunities to learn about the relevant differences in cultures and traditions.
	D4	My program provides me with opportunities to learn about the importance of avoiding intercultural problems in the classroom and promoting mutual respect.
	D5	My program provides me with opportunities to learn about integrating into lessons key areas of difference in intercultural behavior (i.e. politeness, body language, etc.).
	D6	My program provides me with opportunities to learn about selecting materials that well matched to the cultural horizon of learners.
	D7	My program provides me with opportunities to develop my ability to analyse and discuss social and cultural similarities and differences.
	D8	My program provides me with opportunities to learn about giving correct models of language form and usage appropriate for the level concerned.
	D9	My program provides me with opportunities to learn about giving answers to questions appropriate for the level concerned.
	D10	My program provides me with opportunities to value foreign languages teaching and learning.
	D11	My program promotes team-working and collaboration inside the university educational context.
	D12	My program encourages professional networking outside the educational context (i.e. joining associations or professional community).
	D13	My program encourages life-long learning.
Assessment	A1	My instructors display extensive and subtle understanding of how ELT majors learn and apply this knowledge to the class.

Categories	Code variables	Survey items
	A2	My instructors display understanding of ELT majors' skills, knowledge, and language proficiency and have a strategy for maintaining such information.
	A3	My instructors recognize the value of understanding ELT majors' interests and culture and display this knowledge for the class.
	A4	My instructors are aware of ELT majors' special learning needs.
	A5	My program uses the proposed approach to assessment which is fully aligned with the instructional outcomes in both content and process.
	A6	My program uses the clear assessment criteria and standards.
	A7	My program uses formative assessment.
	A8	My instructors use assessment results to plan future instruction for the class.
	A9	I am fully aware of the criteria and performance standards by which my work will be evaluated.
	A10	My instructors monitor the progress of the class.
	A11	My instructors' feedback to ELT majors is timely and of consistently high quality.
	A12	I am instructed to make use of my instructors' feedback in my learning.
	A13	I am instructed to frequently assess and monitor the quality of my own work against the assessment criteria and performance standards.
	A14	My instructors successfully make a major adjustment to a lesson when needed.
	A15	My instructors seize a major opportunity to enhance my learning, building on my interests.
	A16	My instructors help ELT majors using a repertoire of strategies and additional resources.
	A17	My instructors effectively maintain student assignment completion information.
	A18	My instructors effectively maintain information on student progress in learning.
	A19	My instructors effectively maintain information on noninstructional activities.
	A20	My instructors frequently provide information to my family, as appropriate, about the instructional program.
	A21	I am encouraged to share my progress with my family.
	A22	My instructors frequently provide information to my family about my progress.
	A23	My instructors handle and respond to my family concerns with great professional and cultural sensitivity.

Categories	Code variables	Survey items
Teaching practicum	TP1	My program provides me with an explicit framework for school-based teaching practicum with clear guidelines and policy (i.e. mentoring, doing, monitoring, reflecting and assessing the teaching practicum).
	TP2	My program instructs me to value mentoring.
	TP3	I am instructed how to provide future students with understanding of mentoring.
	TP4	My mentors are supportive, friendly, flexible and professional.
	TP5	I work well with mentors by developing a professional relationship with mentors built on trust, openness and mutual respect.
	TP6	My school-based teaching practicum provides me with professional experiences in the different school educational contexts.
	TP7	My mentors model instruction.
	TP8	My program provides me with opportunities to observe real teaching hours and assess positive feedback during my school-based teaching practicum.
	TP9	My program provides me with opportunities to have experience of real teaching hours being observed and assessed during my school-based teaching practicum.
	TP10	My program provides me with opportunities to teach my own class(es) during my school-based teaching practicum.
	TP11	My mentors provide me with constructive feedback.
	TP12	I am instructed in classroom approaches and strategies during my school-based teaching practicum.
	TP13	I am instructed in interactive, group and peer-assisted learning and teaching during my school-based teaching practicum.
	TP14	I am instructed how to adopt teaching approaches to meet personalized learning needs during my school-based teaching practicum.
	TP15	I am instructed in peer observation and peer review during my school-based teaching practicum.

Appendix I: Protocol for focus group interview

Guidelines for the Semi-structured Focus Group with ELT pre-service teachers

Investigating Students' Perceptions of Vietnamese Tertiary English Education

Start time of interview: … … … … …   End time of interview: … … … … …

Date of interview: … … … … …   Venue of interview: … … … … …

Interviewer: … … … … …

Participant code: … … … … …

Introduction:

Thank the interviewees for agreeing to participate in the interview. To get the meaningful data, the researcher may switch the language use (English or Vietnamese) if necessary with each participant.

Proposed topics for the focus group:

ELT majors' recommendations for improving the preservice EFL teacher education program:

1. Structure of the ELT major education program

a. Initial ELT major education program in general;

b. Appropriateness of the initial ELT major education program for future career as an English teacher;

c. Specific issues related to courses, practices, assessment strategies, school-based teaching practicum, and other aspects of the program;

d. ELT majors' expectations and valuing of their initial education program.

2. Quality teaching in the ELT major education program

3. English proficiency

4. ELT majors' welfare issues (aid from the insitution for finalcial hardship, facility service, soft skills, solving skills, teamwork, social organisations, future career orientation, spiritual and cultural activities)

Closing:

Thank the interviewees for their time and participation. Ask if they have any further questions.

Appendix J: Protocol for individual interview

Guidelines for the Semi-structured Interview with Administrator

Investigating Students' Perceptions of Vietnamese Tertiary English Education

Start time of interview: … … … … …   End time of interview: … … … … …

Date of interview: … … … … …   Venue of interview: … … … … …

Interviewer: … … … … …

Participant code: … … … … …

Introduction:

Thank the interviewees for agreeing to participate in the interview. To get the meaningful data, the researcher may switch the language use (English or Vietnamese) if necessary with each participant.

Proposed topics for the individual interview:

1. Structure of the curriculum covering six domains of knowledge including (1) theories of teaching, (2) teaching skills, (3) communication skills, (4) subject-matter knowledge, (5) pedagogical reasoning skills and decision making, and (6) contextual knowledge;

2. Impact of different foci in the domains of knowledge across the curricula on ELT majors' teaching practice and how they perceive;

3. Contextual factors influencing the structure of curricula and ELT majors' teaching practice;

4. Impact of the pedagogical practices on ELT majors' teaching practice;

5. Impact of school-based teaching practicum role and nature on ELT majors' teaching practice;

6. Impact of assessing domains of knowledge and assessment strategies on ELT majors' teaching practice;

7. Administrators' expectations and valuing of their education program.

Closing:

Thank the interviewees for their time and participation. Ask if they have any further questions.

Appendix K: ELT pre-service teachers' general perceptions of OTL

Table 4.2

ELT Pre-service Teachers' General Perceptions of OTL in the Curriculum

Coded variables	M	SD	N		
			Valid	Missing	Total
CU1	3.03	0.69	442	24	466
CU2	2.82	0.83	456	10	466
CU3	2.97	0.71	463	3	466
CU4	2.70	0.82	463	3	466
CU5	3.13	0.77	462	4	466
CU6	2.49	0.91	458	8	466
CU7	2.80	0.88	454	12	466
CU8	2.12	0.92	463	3	466
CU9	2.65	0.99	455	11	466
CU10	1.97	1.01	464	2	466
CU11	2.81	0.62	461	5	466

Table 4.3

ELT Pre-service Teachers' General Perceptions of OTL in the Teaching Practicum

Coded variables	M	SD	N		
			Valid	Missing	Total
TP1	3.18	0.79	420	46	466
TP2	3.23	0.72	420	46	466
TP3	2.97	0.82	419	47	466
TP4	3.27	0.72	417	49	466
TP5	3.21	0.72	418	48	466
TP6	3.04	0.77	417	49	466
TP7	3.23	0.74	417	49	466
TP8	3.29	0.70	413	53	466
TP9	3.29	0.68	415	51	466
TP10	3.20	0.71	414	52	466
TP11	3.17	0.73	415	51	466
TP12	3.05	0.73	414	52	466
TP13	3.02	0.75	415	51	466
TP14	3.01	0.70	415	51	466
TP15	3.04	0.78	414	52	466

Table 4.4

ELT Pre-service Teachers' General Perceptions of OTL CK

Coded variables	M	SD	N		
			Valid	Missing	Total
CK1	3.02	0.84	466	0	466
CK2	2.63	0.84	465	1	466
CK3	3.37	0.68	466	0	466
CK4	2.57	0.89	466	0	466
CK5	2.16	0.92	466	0	466
CK6	1.99	0.92	466	0	466
CK7	3.08	0.66	466	0	466
CK8	3.18	0.62	466	0	466
CK9	3.14	0.60	463	3	466
CK10	3.11	0.63	465	1	466
CK11	3.09	0.74	466	0	466
CK12	3.05	0.73	466	0	466
CK13	2.85	0.82	465	1	466
CK14	2.80	0.85	463	3	466
CK15	2.75	0.73	466	0	466
CK16	2.79	0.77	466	0	466
CK17	2.79	0.73	466	0	466
CK18	2.76	0.75	465	1	466
CK19	2.84	0.70	466	0	466
CK20	3.13	0.74	465	1	466
CK21	3.05	0.73	465	1	466
CK22	3.00	0.82	466	0	466
CK23	2.50	0.86	466	0	466
CK24	2.72	0.89	466	0	466
CK25	2.63	0.87	464	2	466
CK26	2.56	0.89	466	0	466
CK27	2.42	0.99	466	0	466
CK28	2.84	0.99	465	1	466

Table 4.5

ELT Pre-service Teachers' General Perceptions of OTL PK

Coded variables	M	SD	N		
			Valid	**Missing**	**Total**
PK1	2.98	0.76	465	1	466
PK2	3.04	0.73	466	0	466
PK3	2.95	0.75	466	0	466
PK4	2.75	0.83	466	0	466
PK5	2.80	0.83	465	1	466
PK6	2.73	0.89	465	1	466
PK7	2.74	0.86	466	0	466
PK8	2.80	0.83	465	1	466
PK9	2.73	0.84	466	0	466
PK10	2.42	0.92	465	1	466
PK11	2.42	0.92	464	2	466
PK12	2.94	0.79	465	1	466
PK13	2.58	0.86	465	1	466
PK14	2.58	0.86	463	3	466
PK15	2.75	0.83	464	2	466
PK16	2.47	0.86	464	2	466
PK17	2.54	0.94	463	3	466
PK18	2.40	1.03	463	3	466
PK19	2.40	1.00	464	2	466
PK20	2.36	0.94	463	3	466
PK21	2.39	0.94	461	5	466
PK22	2.97	0.79	464	2	466
PK23	3.09	0.75	464	2	466
PK24	3.08	0.76	463	3	466
PK25	3.23	0.74	463	3	466
PK26	3.03	0.79	463	3	466
PK27	2.94	0.81	464	2	466
PK28	2.57	0.83	464	2	466
PK29	2.54	0.85	464	2	466
PK30	2.63	0.84	464	2	466
PK31	2.58	0.87	462	4	466

Table 4.6

ELT Pre-service Teachers' General Perceptions of OTL PCK

Coded variables	M	SD	N		
			Valid	**Missing**	**Total**
PCK1	2.82	0.85	455	11	466
PCK2	2.75	0.81	455	11	466
PCK3	2.62	0.85	455	11	466
PCK4	2.39	0.91	454	12	466
PCK5	2.94	0.77	455	11	466
PCK6	3.01	0.73	455	11	466
PCK7	3.05	0.73	454	12	466
PCK8	2.98	0.77	454	12	466
PCK9	2.38	0.91	453	13	466
PCK10	2.35	0.91	454	12	466
PCK11	2.38	0.80	454	12	466
PCK12	2.53	0.78	454	12	466
PCK13	2.44	0.85	454	12	466
PCK14	2.54	0.87	454	12	466
PCK15	2.62	0.79	455	11	466
PCK16	2.62	0.83	455	11	466
PCK17	2.71	0.83	454	12	466
PCK18	2.71	0.80	455	11	466
PCK19	2.73	0.85	455	11	466
PCK20	2.43	0.91	454	12	466
PCK21	2.63	0.86	454	12	466
PCK22	2.54	0.84	455	11	466
PCK23	2.56	0.89	454	12	466
PCK24	2.62	0.89	455	11	466
PCK25	2.36	0.95	455	11	466
PCK26	1.92	0.95	453	13	466
PCK27	2.45	0.86	455	11	466
PCK28	2.59	0.80	455	11	466
PCK29	2.69	0.79	455	11	466
PCK30	2.72	0.82	454	12	466
PCK31	2.69	0.81	455	11	466
PCK32	2.72	0.79	455	11	466
PCK33	2.74	0.79	453	13	466
PCK34	2.74	0.83	455	11	466
PCK35	2.74	0.83	455	11	466
PCK36	2.75	0.83	454	12	466
PCK37	2.66	0.86	453	13	466
PCK38	2.58	0.88	455	11	466
PCK39	2.72	0.84	453	13	466
PCK40	3.00	0.83	454	12	466
PCK41	3.02	0.78	454	12	466
PCK42	2.59	0.92	455	11	466
PCK43	2.83	0.91	454	12	466

Table 4.7

ELT Pre-service Teachers' General Perceptions of OTL TK

Coded variables	M	SD	N		
			Valid	Missing	Total
TK1	3.21	0.77	466	0	466
TK2	3.20	0.85	462	4	466
TK3	3.38	0.72	462	4	466
TK4	3.33	0.81	459	7	466
TK5	3.36	0.76	462	4	466
TK6	2.87	0.92	461	5	466
TK7	3.09	0.89	462	4	466
TK8	2.95	0.91	462	4	466
TK9	3.25	0.80	462	4	466
TK10	2.38	0.97	462	4	466
TK11	2.61	0.95	460	6	466
TK12	2.85	0.90	461	5	466
TK13	2.41	0.90	461	5	466
TK14	2.82	0.90	462	4	466
TK15	2.53	0.99	461	5	466
TK16	2.82	0.87	453	13	466
TK17	2.63	0.86	454	12	466
TK18	2.95	0.83	454	12	466
TK19	2.89	0.87	454	12	466
TK20	2.84	0.90	453	13	466
TK21	2.55	0.94	453	13	466
TK22	2.53	0.94	453	13	466
TK23	2.47	0.94	453	13	466
TK24	2.72	0.92	453	13	466
TK25	2.35	0.98	454	12	466
TK26	2.48	0.89	453	13	466
TK27	2.50	0.90	453	13	466
TK28	2.28	0.94	453	13	466
TK29	2.53	0.93	453	13	466
TK30	2.30	0.99	452	14	466

Table 4.8

ELT Pre-service Teachers' General Perceptions of OTL PsK

Coded variables	M	SD	N		
			Valid	Missing	Total
PsK1	2.88	0.82	465	1	466
PsK2	2.83	0.80	466	0	466
PsK3	2.88	0.82	466	0	466
PsK4	2.90	0.85	465	1	466
PsK5	2.41	0.86	466	0	466
PsK6	2.71	0.91	464	2	466

Table 4.9

ELT Pre-service Teachers' General Perceptions of OTL Dispositional Components

Coded variables	M	SD	N		
			Valid	**Missing**	**Total**
D1	2.94	0.79	460	6	466
D2	2.97	0.77	460	6	466
D3	2.88	0.83	459	7	466
D4	2.82	0.85	459	7	466
D5	2.94	0.82	459	7	466
D6	2.80	0.85	459	7	466
D7	2.71	0.83	459	7	466
D8	2.68	0.85	458	8	466
D9	2.79	0.82	459	7	466
D10	3.23	0.76	459	7	466
D11	3.28	0.74	459	7	466
D12	2.63	0.93	458	8	466
D13	3.06	0.90	456	10	466

Appendix L: ANOVA test for eight institutions constructed into two clusters

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
General student satisfaction level	Based on Mean	5.711	7	435	.000
	Based on Median	2.795	7	435	.007
	Based on Median and with adjusted df	2.795	7	424.330	.007
	Based on trimmed mean	6.167	7	435	.000

Robust Tests of Equality of Means

General student satisfaction level

	Statistic[a]	df1	df2	Sig.
Welch	4.773	7	143.735	.000

a. Asymptotically F distributed.

Descriptives									
General student satisfaction level									
					95% Confidence Interval for Mean				Between–Component Variance
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum	
HEI1	20	2.9000	.30779	.06882	2.7559	3.0441	2.00	3.00	
HEI2	65	2.9385	.49614	.06154	2.8155	3.0614	1.00	4.00	
HEI3	37	3.0270	.49925	.08208	2.8606	3.1935	1.00	4.00	
HEI4	48	2.7708	.51528	.07437	2.6212	2.9205	2.00	4.00	
HEI5	107	2.8318	.52280	.05054	2.7316	2.9320	2.00	4.00	
HEI6	38	2.4211	.59872	.09712	2.2243	2.6178	1.00	3.00	
HEI7	64	2.7031	.55434	.06929	2.5647	2.8416	1.00	4.00	
HEI8	64	2.9375	.50000	.06250	2.8126	3.0624	1.00	4.00	
Total	443	2.8217	.53585	.02546	2.7716	2.8717	1.00	4.00	
Model Fixed Effects			.51718	.02457	2.7734	2.8700			
Random Effects				.06370	2.6710	2.9723			.02307

95% family-wise confidence level

Differences in mean levels of factor(dat$q0002)
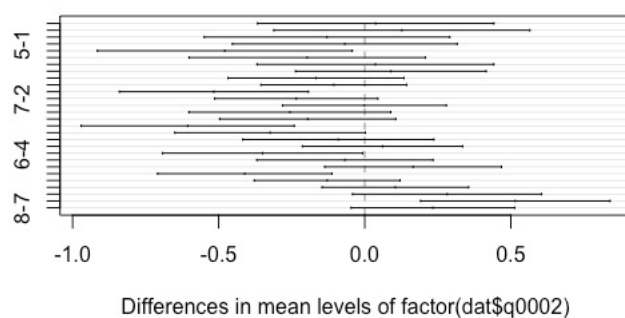
Appendix M: ANOVA test for Cluster 1 pairs of institutions

There is statistically significant difference in levels of general student satisfaction across

pairs of Cluster 1 institutions (Welch's F (6, 133.246) = 2.34, p < .05).

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
General student satisfaction level	Based on Mean	4.396	6	398	.000
	Based on Median	1.451	6	398	.194
	Based on Median and with adjusted df	1.451	6	388.291	.194
	Based on trimmed mean	4.859	6	398	.000

Robust Tests of Equality of Means

General student satisfaction level

	Statistic[a]	df1	df2	Sig.
Welch	2.341	6	133.246	.035

a. Asymptotically F distributed.

Table 5.2

ELT Pre-service Teachers' Different Views between HEI3 and HEI4 of OTL in the

Curriculum

Coded variables	N		Mean		SD		Interpretation	
	HEI3	HEI4	HEI3	HEI4	HEI3	HEI4	HEI3	HEI4
CS6	44	48	2.64	2.38	0.92	1.06	Some opportunity	Little opportunity
CS7	45	48	3.13	2.50	0.84	0.72	Some opportunity	Little opportunity
CS9	46	48	3.04	2.31	0.89	1.04	Some opportunity	Little opportunity
CS10	47	48	2.00	1.58	1.06	0.92	Little opportunity	No opportunity
CS11	49	48	3.16	2.48	0.55	0.65	Often	Seldom

Table 5.3

ELT Pre-service Teachers' Different Views between HEI3 and HEI7 of OTL in the

Curriculum

Coded variables	N		Mean		SD		Interpretation	
	HEI3	HEI7	HEI3	HEI7	HEI3	HEI7	HEI3	HEI7
CS4	46	67	2.61	2.49	0.80	0.80	Some opportunity	Little opportunity
CS5	46	67	3.41	2.87	0.58	0.58	Ample opportunity	Some opportunity
CS6	44	67	2.64	2.33	0.92	0.92	Some opportunity	Little opportunity

Table 5.4

ELT Pre-service Teachers' Different Views across the Pairs of Institutions of OTL CK

Coded variables	N		Mean		SD		Interpretation	
	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3
CK2	115	117	2.47	2.84	0.81	0.84	Little opportunity	Some opportunity
CK3	115	118	3.24	3.48	0.67	0.68	Some opportunity	Ample opportunity
CK4	115	118	2.44	2.77	0.89	0.89	Little opportunity	Some opportunity
CK8	115	118	3.02	3.29	0.69	0.56	Agree	Strongly agree
CK10	115	117	2.88	3.30	0.72	0.56	Agree	Strongly agree
CK11	115	118	3.21	3.26	0.67	0.67	Agree	Strongly agree
CK12	115	118	3.15	3.28	0.67	0.70	Agree	Strongly agree
CK20	115	117	3.08	3.35	0.76	0.62	Some opportunity	Ample opportunity
CK23	115	118	2.49	2.61	0.86	0.81	Little opportunity	Some opportunity
CK25	115	117	2.36	2.78	0.89	0.90	Little opportunity	Some opportunity
CK26	115	118	2.22	2.76	0.92	0.83	Little opportunity	Some opportunity
CK27	115	118	1.83	2.73	0.95	0.86	Little opportunity	Some opportunity

Table 5.5

ELT Pre-service Teachers' Diverse Views between HEI3 and HEI5 of OTL CK

Coded variables	N		Mean		SD		Interpretation	
	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5
CK1	49	108	3.35	2.98	0.66	0.86	Ample opportunity	Some opportunity
CK5	49	108	2.92	2.22	0.81	0.89	Some opportunity	Little opportunity
CK7	49	108	3.45	2.94	0.65	0.63	Strongly agree	Agree
CK8	49	108	3.47	3.19	0.65	0.56	Strongly agree	Agree
CK9	48	107	3.46	3.06	0.68	0.49	Strongly agree	Agree
CK10	49	108	3.47	3.07	0.65	0.51	Strongly agree	Agree
CK11	49	108	3.53	3.00	0.65	0.66	Strongly agree	Agree
CK12	49	108	3.59	2.94	0.54	0.62	Strongly agree	Agree
CK13	48	108	3.42	2.72	0.74	0.86	Strongly agree	Agree
CK14	48	108	3.56	2.61	0.62	0.76	Strongly agree	Agree
CK20	49	108	3.35	3.19	0.60	0.66	Ample opportunity	Some opportunity
CK22	49	108	3.37	3.19	0.76	0.76	Ample opportunity	Some opportunity
CK23	49	108	2.69	2.42	0.85	0.93	Some opportunity	Little opportunity
CK28	48	108	3.40	2.90	0.84	0.82	Ample opportunity	Some opportunity

Table 5.6

ELT Pre-service Teachers' Different Views across the Pairs of Institutions of OTL PK

Coded variables	N		Mean		SD		Interpretation	
	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3
PK4	115	118	2.46	2.89	0.87	0.81	Little opportunity	Some opportunity
PK6	115	118	2.48	2.86	0.96	0.75	Some opportunity	Ample opportunity
PK7	115	118	2.42	3.00	0.86	0.75	Little opportunity	Some opportunity
PK10	115	118	2.09	2.70	0.99	0.83	Little opportunity	Strongly agree
PK11	115	118	2.12	2.65	0.90	0.94	Little opportunity	Strongly agree
PK13	115	117	2.34	2.68	0.92	0.77	Little opportunity	Strongly agree
PK14	114	117	2.32	2.81	0.86	0.79	Little opportunity	Strongly agree
PK15	115	117	2.47	3.05	0.91	0.68	Little opportunity	Ample opportunity
PK16	115	117	2.16	2.74	0.86	0.69	Little opportunity	Some opportunity
PK17	115	116	2.32	2.85	0.99	0.87	Little opportunity	Some opportunity
PK18	115	117	2.10	2.76	1.08	0.92	Little opportunity	Some opportunity
PK19	115	117	2.27	2.63	1.02	0.98	Little opportunity	Some opportunity
PK20	115	117	2.06	2.65	0.94	0.88	Little opportunity	Some opportunity
PK21	114	116	2.18	2.61	0.96	0.91	Little opportunity	Some opportunity
PK28	115	116	2.36	2.77	0.84	0.78	Little opportunity	Some opportunity
PK29	115	116	2.29	2.78	0.86	0.78	Little opportunity	Some opportunity
PK30	115	116	2.40	2.80	0.86	0.80	Little opportunity	Some opportunity
PK31	114	116	2.30	2.83	0.89	0.81	Little opportunity	Some opportunity

Table 5.7

ELT Pre-service Teachers' Different Views between HEI3 and HEI5 of OTL PK

Coded variables	N		Mean		SD		Interpretation	
	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5
PK10	49	108	3.00	2.36	0.76	0.90	Some opportunity	Little opportunity
PK11	49	108	2.92	2.36	0.76	0.91	Some opportunity	Little opportunity
PK14	48	108	2.83	2.49	0.72	0.86	Some opportunity	Little opportunity
PK16	48	108	2.90	2.49	0.66	0.94	Some opportunity	Little opportunity
PK17	48	108	3.33	2.36	0.63	0.87	Ample opportunity	Little opportunity
PK18	48	107	2.69	2.26	0.90	0.99	Some opportunity	Little opportunity
PK19	48	108	3.06	2.30	0.76	0.97	Some opportunity	Little opportunity
PK20	48	107	2.83	2.39	0.83	0.88	Some opportunity	Little opportunity
PK21	48	108	2.85	2.31	0.87	0.92	Some opportunity	Little opportunity
PK23	48	108	2.90	3.28	0.66	0.69	Some opportunity	Ample opportunity
PK24	47	108	3.11	3.29	0.60	0.70	Some opportunity	Ample opportunity
PK25	47	108	3.19	3.42	0.68	0.67	Some opportunity	Ample opportunity
PK28	48	108	2.81	2.48	0.70	0.84	Some opportunity	Little opportunity
PK29	48	108	2.73	2.44	0.68	0.83	Some opportunity	Little opportunity

Table 5.8

ELT Pre-service Teachers' Different Views across the Pairs of Institutions of OTL PCK

Coded variables	N		Mean		SD		Interpretation	
	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3
PCK3	115	109	2.36	2.92	0.83	0.81	Little opportunity	Some opportunity
PCK4	115	108	2.03	2.66	0.81	0.92	Little opportunity	Some opportunity
PCK9	114	107	2.26	2.74	0.93	0.83	Little opportunity	Some opportunity
PCK10	114	108	2.17	2.78	0.89	0.80	Little opportunity	Some opportunity
PCK11	114	108	2.22	2.62	0.83	0.77	Little opportunity	Some opportunity
PCK12	114	108	2.34	2.78	0.79	0.77	Little opportunity	Some opportunity
PCK13	114	108	2.18	2.76	0.86	0.80	Little opportunity	Some opportunity
PCK14	114	108	2.30	2.80	0.90	0.79	Little opportunity	Some opportunity
PCK15	114	108	2.43	2.87	0.85	0.76	Little opportunity	Some opportunity
PCK16	114	108	2.41	2.88	0.91	0.79	Little opportunity	Some opportunity
PCK17	114	108	2.46	2.94	0.86	0.81	Little opportunity	Some opportunity
PCK18	114	108	2.46	2.92	0.85	0.79	Little opportunity	Some opportunity
PCK19	114	108	2.45	3.01	0.84	0.77	Little opportunity	Some opportunity
PCK20	114	107	2.38	2.70	0.94	0.85	Little opportunity	Some opportunity
PCK21	114	107	2.41	2.89	0.88	0.77	Little opportunity	Some opportunity
PCK22	114	108	2.34	2.82	0.81	0.88	Little opportunity	Some opportunity
PCK23	114	108	2.27	2.79	0.91	0.89	Little opportunity	Some opportunity
PCK24	114	108	2.27	2.86	0.89	0.88	Little opportunity	Some opportunity
PCK25	114	108	1.98	2.67	0.92	0.93	Little opportunity	Some opportunity
PCK26	114	107	1.53	2.39	0.71	1.02	No opportunity	Little opportunity
PCK27	113	109	2.27	2.65	0.90	0.82	Little opportunity	Some opportunity
PCK28	113	109	2.42	2.86	0.85	0.74	Little opportunity	Some opportunity
PCK30	113	109	2.49	2.97	0.87	0.80	Little opportunity	Some opportunity
PCK37	114	107	2.40	2.93	0.84	0.81	Little opportunity	Some opportunity
PCK38	114	108	2.32	2.81	0.84	0.88	Little opportunity	Some opportunity
PCK42	114	108	2.34	2.88	0.95	0.86	Little opportunity	Some opportunity

Table 5.9

ELT Pre-service Teachers' Different Satisfaction between HEI3 and HEI5 of OTL PCK

Coded variables	N		Mean		SD		Interpretation	
	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5
PCK4	41	107	2.66	2.36	0.99	0.95	Some opportunity	Little opportunity
PCK5	42	108	3.33	2.77	0.72	0.84	Ample opportunity	Some opportunity
PCK6	42	108	3.29	2.93	0.71	0.72	Ample opportunity	Some opportunity
PCK7	41	108	3.32	2.95	0.69	0.77	Ample opportunity	Some opportunity
PCK8	42	108	3.31	2.91	0.72	0.77	Ample opportunity	Some opportunity
PCK9	41	107	2.85	2.19	0.79	0.92	Some opportunity	Little opportunity
PCK10	42	107	2.81	2.19	0.80	0.90	Some opportunity	Little opportunity
PCK11	41	108	2.76	2.38	0.77	0.82	Some opportunity	Little opportunity
PCK12	41	107	2.80	2.46	0.68	0.82	Some opportunity	Little opportunity
PCK13	41	108	2.66	2.36	0.76	0.85	Some opportunity	Little opportunity
PCK20	41	108	2.71	2.31	0.84	0.95	Some opportunity	Little opportunity
PCK25	41	108	2.71	2.35	0.93	0.89	Some opportunity	Little opportunity
PCK27	42	108	2.76	2.37	0.79	0.89	Some opportunity	Little opportunity

Table 5.10

ELT Pre-service Teachers' Different Views across the Pairs of Institutions of OTL TK

Coded variables	N		Mean		SD		Interpretation	
	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3
TK2	115	114	3.43	3.20	0.77	0.80	Ample opportunity	Some opportunity
TK7	115	114	3.34	3.18	0.78	0.84	Ample opportunity	Some opportunity
TK10	115	114	2.40	2.60	0.94	1.00	Little opportunity	Some opportunity
TK11	115	114	2.43	2.83	0.95	0.89	Little opportunity	Some opportunity
TK13	115	114	2.37	2.61	0.88	0.92	Little opportunity	Some opportunity
TK21	114	107	2.45	2.86	0.97	0.93	Little opportunity	Some opportunity
TK23	114	107	2.48	2.77	0.96	0.91	Little opportunity	Some opportunity
TK25	114	108	2.12	2.74	0.93	1.01	Little opportunity	Some opportunity
TK26	114	108	2.31	2.88	0.87	0.89	Little opportunity	Some opportunity
TK27	114	107	2.46	2.72	0.91	0.91	Little opportunity	Some opportunity
TK28	114	107	2.11	2.54	0.88	0.98	Little opportunity	Some opportunity
TK29	114	108	2.47	2.65	0.90	0.88	Little opportunity	Some opportunity
TK30	114	107	2.19	2.59	0.94	1.00	Little opportunity	Some opportunity

Table 5.11

ELT Pre-service Teachers' Different Satisfaction between HEI3 and HEI5 of OTL TK

Coded variables	N		Mean		SD		Interpretation	
	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5
TK1	49	108	3.37	3.03	0.64	0.79	Ample opportunity	Some opportunity
TK2	46	108	3.30	2.96	0.73	0.90	Ample opportunity	Some opportunity
TK3	46	108	3.46	3.24	0.59	0.80	Ample opportunity	Some opportunity
TK4	45	106	3.42	3.11	0.75	0.88	Ample opportunity	Some opportunity
TK5	46	108	3.43	3.24	0.69	0.80	Ample opportunity	Some opportunity
TK10	46	108	2.65	2.03	1.02	0.91	Some opportunity	Little opportunity
TK13	46	108	2.65	2.34	0.99	0.94	Some opportunity	Little opportunity
TK15	46	107	2.67	2.14	0.84	0.99	Some opportunity	Little opportunity
TK17	41	107	2.85	2.34	0.91	0.90	Some opportunity	Little opportunity
TK21	40	107	2.78	2.36	1.00	0.93	Some opportunity	Little opportunity
TK22	40	107	2.78	2.36	1.00	0.93	Some opportunity	Little opportunity
TK23	40	107	2.55	2.28	1.04	0.96	Some opportunity	Little opportunity
TK26	41	106	2.59	2.33	0.95	0.90	Some opportunity	Little opportunity
TK27	40	107	2.50	2.37	0.93	0.91	Some opportunity	Little opportunity
TK29	41	106	2.56	2.43	0.87	1.01	Some opportunity	Little opportunity

Table 5.12

ELT Pre-service Teachers' Different Views across the Pairs of Institutions of OTL PsK

Coded variables	N		Mean		SD		Interpretation	
	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3
PSK5	115	118	2.17	2.54	0.87	0.86	Little opportunity	Some opportunity
PSK6	115	118	2.47	2.86	0.95	0.86	Little opportunity	Some opportunity

Table 5.13

ELT Pre-service Teachers' Different Satisfaction between HEI3 and HEI5 of OTL PsK

Coded variable	N		Mean		SD		Interpretation	
	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5
PSK5	49	108	2.76	2.39	0.88	0.88	Some opportunity	Little opportunity

Table 5.14

ELT Pre-service Teachers' Different Views across the Pairs of Institutions of OTL DC

Coded variables	N		Mean		SD		Interpretation	
	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3	HEI4 and HEI7	HEI2 and HEI3
D8	115	113	2.47	2.95	0.85	0.78	Little opportunity	Some opportunity
D10	115	114	3.20	3.27	0.76	0.74	Some opportunity	Ample opportunity
D12	115	113	2.41	2.67	0.94	0.91	Little opportunity	Some opportunity

Table 5.15

ELT Pre-service Teachers' Different Satisfaction between HEI3 and HEI5 of OTL DC

Coded variables	N		Mean		SD		Interpretation	
	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5	HEI3	HEI5
D1	46	108	3.35	2.89	0.60	0.73	Ample opportunity	Some opportunity
D2	46	108	3.35	2.94	0.53	0.75	Ample opportunity	Some opportunity
D10	46	108	3.24	3.25	0.67	0.76	Some opportunity	Ample opportunity

Table 5.16

ELT Pre-service Teachers' Different Views of OTL in the Assessments

Coded variables	N		Mean		SD		Interpretation	
	HEI4 and HEI7	HEI1, HEI2, HEI3, HEI5, HEI8	HEI4 and HEI7	HEI1, HEI2, HEI3, HEI5, HEI8	HEI4 and HEI7	HEI1, HEI2, HEI3, HEI5, HEI8	HEI4 and HEI7	HEI1, HEI2, HEI3, HEI5, HEI8
A3	115	306	2.69	3.25	0.83	0.72	Agree	Strongly Agree
A7	115	306	2.93	3.25	0.85	0.75	Agree	Strongly Agree
A8	115	308	2.44	3.02	0.96	0.81	Disagree	Agree
A10	115	308	2.32	2.95	0.83	0.80	Disagree	Agree
A12	115	308	2.35	2.92	0.90	0.79	Disagree	Agree
A13	115	309	2.23	2.82	0.88	0.86	Disagree	Agree
A15	115	309	2.17	3.08	0.90	0.77	Disagree	Agree
A18	115	309	2.24	3.06	0.82	0.78	Disagree	Agree
A19	115	309	2.10	2.88	0.92	0.80	Disagree	Agree
A20	115	309	1.40	2.55	0.70	0.92	Strongly Disagree	Agree
A21	115	309	1.44	2.02	0.72	1.04	Strongly Disagree	Disagree
A22	115	307	1.31	2.14	0.61	1.04	Strongly Disagree	Disagree
A223	115	308	1.39	1.87	0.71	1.05	Strongly Disagree	Disagree

Table 5.17

ELT Pre-service Teachers' Different Views at Two Pairs of Institutions of OTL in the TP

Coded variables	N			Mean			SD			Interpretation		
	HEI4	HEI5	HEI8	HEI4	HEI5	HEI8	HEI4	HEI5	HEI8	HEI4	HEI5	HEI8
TP1	36	106	63	3.00	3.15	3.44	0.96	0.73	0.74	Agree	Agree	Strongly Agree
TP2	36	106	63	3.00	3.23	3.49	0.86	0.65	0.64	Agree	Agree	Strongly Agree
TP3	36	106	63	2.78	2.99	3.27	1.02	0.78	0.72	Agree	Agree	Strongly Agree
TP4	35	106	63	3.00	3.35	3.44	0.64	0.69	0.71	Agree	Strongly Agree	Strongly Agree
TP5	36	106	63	3.08	3.31	3.30	0.55	0.65	0.82	Agree	Strongly Agree	Strongly Agree
TP7	36	106	63	3.03	3.29	3.21	0.70	0.74	0.77	Agree	Strongly Agree	Agree
TP8	36	106	63	3.14	3.40	3.37	0.76	0.67	0.68	Agree	Strongly Agree	Strongly Agree
TP9	36	106	63	3.11	3.31	3.41	0.62	0.65	0.66	Agree	Strongly Agree	Strongly Agree
TP10	35	106	63	3.09	3.40	3.14	0.70	0.63	0.76	Agree	Strongly Agree	Agree
TP11	35	107	63	2.94	3.29	3.06	0.77	0.63	0.88	Agree	Strongly Agree	Agree
TP12	35	107	63	2.80	3.29	3.05	0.80	0.62	0.77	Agree	Strongly Agree	Agree

Appendix N: Cluster 2 significant student dissatisfaction

Table 6.1

Cluster 2 ELT Pre-service Teachers' Dissatisfaction with OTL in their Curriculum

Coded variables	M	SD	N		
			Valid	Missing	Total
CU2	2.37	0.85	38	0	38
CU5	2.45	0.80	38	0	38
CU6	1.82	0.73	38	0	38
CU7	2.47	0.80	38	0	38
CU8	**1.66**	0.82	38	0	38
CU9	2.11	1.10	37	1	38
CU10	**1.37**	0.71	38	0	38

Table 6.2

Cluster 2 ELT Pre-service Teachers' Dissatisfaction with OTL in the assessment as learning

Coded variables	M	SD	N		
			Valid	Missing	Total
A10	2.27	0.93	37	1	38
A11	2.47	0.92	38	0	38
A12	2.47	0.89	38	0	38
A13	2.45	0.95	38	0	38
A15	2.38	0.89	37	1	38
A18	2.34	0.97	38	0	38
A19	2.40	0.89	38	0	38
A20	**1.74**	0.98	38	0	38
A21	1.84	0.95	38	0	38
A22	**1.58**	0.86	38	0	38
A23	**1.61**	0.95	38	0	38

Table 6.3

Cluster 2 ELT Pre-service teachers' Dissatisfaction with OTL CK

Coded variables	M	SD	N		
			Valid	Missing	Total
CK2	2.26	0.86	38	0	38
CK4	1.87	0.74	38	0	38
CK5	**1.47**	0.56	38	0	38
CK6	**1.40**	0.60	38	0	38
CK14	2.40	0.79	38	0	38
CK16	2.24	0.71	38	0	38
CK20	2.45	0.65	38	0	38
CK21	2.45	0.65	38	0	38
CK28	2.47	0.69	38	0	38
CK29	2.32	0.90	38	0	38
CK30	2.32	0.87	38	0	38
CK33	2.29	0.77	38	0	38
CK34	2.29	0.77	38	0	38
CK35	1.92	0.94	38	0	38
CK36	2.16	0.89	38	0	38

Table 6.4

Cluster 2 ELT Pre-service Teachers' Dissatisfaction with OTL PK

Coded variables	M	SD	N		
			Valid	Missing	Total
PK4	2.36	0.82	38	0	38
PK8	2.37	0.79	38	0	38
PK9	2.37	0.94	38	0	38
PK10	2.40	0.82	38	0	38
PK11	2.29	0.77	38	0	38
PK13	2.47	0.76	38	0	38
PK14	2.34	0.85	38	0	38
PK16	2.11	0.65	38	0	38
PK17	2.16	0.79	38	0	38
PK18	1.82	0.90	38	0	38
PK19	**1.76**	0.79	38	0	38
PK20	**1.74**	0.86	38	0	38
PK21	1.90	0.84	38	0	38
PK28	2.18	0.77	38	0	38
PK29	2.34	0.85	38	0	38
PK30	2.32	0.70	38	0	38
PK31	2.29	0.84	38	0	38

Table 6.5

Cluster 2 ELT Pre-service teachers' Dissatisfaction of OTL PCK

Coded variables	M	SD	N		
			Valid	Missing	Total
PCK3	2.32	0.78	38	0	38
PCK4	2.23	0.79	38	0	38
PCK11	2.08	0.85	38	0	38
PCK12	2.00	0.87	38	0	38
PCK13	2.11	0.73	38	0	38
PCK14	2.37	0.63	38	0	38
PCK15	2.26	0.83	38	0	38
PCK16	2.32	0.74	38	0	38
PCK17	2.45	0.60	38	0	38
PCK18	2.37	0.63	38	0	38
PCK21	2.26	0.89	38	0	38
PCK22	2.26	0.83	38	0	38
PCK23	2.42	0.92	38	0	38
PCK24	2.32	0.81	38	0	38
PCK25	2.29	0.77	38	0	38
PCK26	2.32	0.74	38	0	38
PCK27	2.26	0.83	38	0	38
PCK28	**1.63**	0.75	38	0	38
PCK29	2.29	0.80	38	0	38
PCK31	2.47	0.65	38	0	38
PCK32	2.47	0.65	38	0	38
PCK39	2.45	0.65	38	0	38
PCK40	2.47	0.80	38	0	38
PCK41	2.32	0.74	38	0	38

Table 6.6

Cluster 2 ELT Pre-service Teachers' Dissatisfaction of OTL PsK

Coded variables	M	SD	N		
			Valid	Missing	Total
PsK1	2.40	0.76	38	0	38
PsK2	2.40	0.76	38	0	38
PsK3	2.42	0.79	38	0	38
PsK4	2.13	0.74	38	0	38
PsK5	2.29	0.96	38	0	38