



**ALIGNMENT OF CURRICULA, PEDAGOGIES, ASSESSMENTS,
OUTCOMES, AND STANDARDS
IN VIETNAMESE ENGLISH LANGUAGE TEACHER 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 institution 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 in the text. 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 1986.

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ABSTRACT

English Language Teacher Education (ELTE) in Vietnam is rapidly changing to address the requirements of the new socio-economic context. Vietnamese ELTE receives an increasing amount of investment, in terms of finance, resources, and teacher training. However, it may be perceived as a system that has more challenges than opportunities with many concerning issues regarding curriculum, pedagogies, and assessments. Many ELTE graduates are unable to meet Ministry of Education and Training (MoET) standards.

Given its predominant role, it is imperative to consider how policy shapes practice. My study provides an understanding of the alignment of ELTE curricula, pedagogies, assessments, outcomes, and standards.

I employed a mixed-method approach to examine policy documents, survey data, and interviews conducted with lecturers and instructional leaders from 11 institutions across all parts of Vietnam to explore potential gaps between policy and implementation.

My findings indicate that there are points of strong and weak alignment between and among ELTE curricula, pedagogies, assessments, outcomes, and standards. I found a strong alignment (i) between curricula, foundation knowledge, English language knowledge, and pedagogical knowledge standards, and (ii) between curricula and MoET's dispositional standards. But the alignment of (i) assessment, outcomes, and learning capacity standards, in terms of both content and form, and (ii) curricula with MoET's research skills, soft-skills, IT skills, and social integration skills standards is weak.

My findings also reveal that the participants express concerns regarding curricula, pedagogies, assessments, and outcomes across the curricula I sampled. They

suggested that outcome statements did not clarify MoET's assessment or research skills requirements. Reported outcomes did not meet MoET's standards. Institutions faced a variety of assessment constraints (for example, poorly equipped test systems, poorly designed assessments, time constraints, and poor assessment weighing). There was imbalance between theory and practice within the ELTE curriculum, which may not provide graduates with sufficient knowledge or skills to teach effectively.

The participants believed that they taught well, but they identified challenges of teaching (for example, students' low entry levels, large classes, poor teaching and learning conditions, limited teaching resources, and limited time along with an overburdened curriculum).

I propose recommendations to improve the ELTE system. These include increased professional development, more equitable investments across institutions, a revision of outcomes so that they relate to standards, and improvements for how students and programs are assessed. My further recommendation suggests that teaching conditions need to be improved to meet MoET's standards and social expectations.

Broader implications of my study suggest a need for a better alignment between and among these five key elements. My study findings and implications address multiple educational stakeholders. They are meaningful to ELTE governmental, institutional, and faculty policy makers. I propose a tool for evaluating alignment between curricula, pedagogies, assessments, outcomes, and standards, which may improve tertiary ELT and be helpful for other EFL researchers.

LIST OF ACRONYMS AND ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
APEC	Asia-Pacific Economic Cooperation
CEFR	Common European Framework of Reference
ELTE	English Language Teacher Education
ELP	English Language Proficiency
ELT	English Language Teaching
ENL	English as a native language
ESL	English as a second language
EFL	English as a foreign language
ELLs	English language learners
HE	Higher education
HERA	Higher Education Reform Agenda
ICT	Information and Communication Technology
IT	Information Technology
MoET	Ministry of Education and Training
NFLP 2020	National Foreign Languages Project 2020
NSW	New South Wales
P	Interviewing Participant
SR	Survey Respondent
TEFL	Teaching English as a Foreign Language
WTO	World Trade Organisation

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