CONTEXT EVALUATION ON THE IMPLEMENTATION OF PROFESSIONAL COMPONENT OF ENGLISH TEACHER EDUCATION PROGRAMME IN A VIETNAMESE UNIVERSITY

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DECLARATION

I hereby declare that the material in this thesis is entirely my own, except for quotations and summaries sources of which have been duly acknowledged.

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ABSTRACT

Teachers of English in Vietnam have not met the current English proficiency and methodological requirements. Their low quality is found to partially come from English teacher education programmes. In order to improve English teacher education programmes in Vietnam, a context evaluation, the first dimension of the Context, Input, Process, and Product (CIPP) model developed by Daniel L. Stufflebeam, was conducted on the implementation of the professional component of the English Teacher Education Programme (ETEP) in the University of Foreign Language Studies (UFLS). The thesis aims at discovering the needs of enrolled students, the extent to which the professional component of the ETEP meets students' needs regarding the ETEP's objectives, the strengths of ETEP, the weaknesses of the ETEP, and the improvements that should be made to the ETEP. Multimethod was the approach chosen for the thesis with two instruments: dual-response questionnaires and semi-structured interviews. The total population sample is 187 students and 50 lecturers. It was found that the professional component of the ETEP had generally met students' needs at a medium level. Regarding the specific needs of students, the level to which the professional component of the ETEP meets its students is generally at a medium level when the performance gaps vary from .67 to 1.38 based on the seven-point scale. The ETEP has certain strong points such as qualified and experienced teaching staff, free tuition, language proficiency development, and pedagogical development. The weakest aspects of the ETEP are the soft skill development, teaching practice, and poor facilities. To improve the ETEP, suggestions were made by lecturers and students. Predominantly, the quality of the teaching practicum needs to be considered and more practice for a stronger link between theory and practice is suggested. Besides, it would be better if the programme designers could consider making changes to the language courses so that students can both develop their English language proficiency and get some experiences in the sub-skills of language skills for their later teaching. It is recommended that the link between theory and practice should be strengthened by integrating technology into the curriculum, improving the effectiveness of the teaching practicum and integrating soft skill development into the ETEP curriculum. Furthermore, the ETEP curriculum should be revised. Finally, the Ministry of Education and Training should provide universities with more flexibility to design their curricula.

Key words: Evaluation in education, educational programmes, teacher education, English language teaching

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ABSTRAK

PENILAIAN PERLAKSANAAN PROGRAM KOMPONEN PROFESIONAL PENDIDIKAN BAHASA INGGERIS DI UNIVERSITI DI VIETNAM

Guru Bahasa Inggeris di Vietnam belum memenuhi keperluan penguasaan Bahasa Inggeris dan keperluan metodologi semasa. Kualiti yang rendah sebahagiannnya didapati berpunca daripada program pendidikan guru Bahasa Inggeris. Bagi menambah baik program pendidikan guru bahasa Inggeris di Vietnam, dimensi pertama model Konteks, Input, Proses dan Produk (CIPP) yang dibangunkan oleh Daniel L. Stufflebeam, dijalankan dalam pelaksanaan komponen professional Program Pendidikan Guru Bahasa Inggeris (ETEP) di University of Foreign Language Studies (UFLS). Tesis ini bertujuan untuk menyelidik keperluan pelajar yang berdaftar dari segi sejauh mana komponen profesional ETEP memenuhi keperluan pelajar berkenaan objektif ETEP, kekuatan ETEP, kelemahan ETEP dan penambahbaikan yang perlu dibuat terhadap ETEP. Pendekatan kaedah pelbagai yang dipilih melibatkan dua instrumen iaitu soal selidik dwi-respons dan temu bual separa berstruktur. Jumlah sampel adalah seramai 187 orang pelajar dan 50 orang pensyarah. Kajian mendapati bahawa komponen profesional ETEP secara amnya memenuhi keperluan pelajar pada tahap sederhana. Berdasarkan keperluan khusus pelajar, komponen profesional ETEP memenuhi keperluan pelajar yang berada pada tahap jurang prestasi antara .67 hingga 1.38 berdasarkan skala tujuh mata. ETEP mempunyai beberapa kekuatan seperti aspek kakitangan pengajar yang berkelayakan dan berpengalaman, tuisyen percuma, pembangunan kemahiran berbahasa dan pembangunan pedagogi. Aspek yang sangat lemah dalam ETEP adalah dari aspek pembangunan kemahiran insani, pratikum mengajar dan kurang kemudahan. Bagi menambah baik ETEP, beberapa cadangan telah dikemukakan oleh pensyarah dan pelajar. Contohnya, mempertimbangkan kualiti praktikum mengajar dan menambah lebih banyak latihan amali bagi membolehkan pelajar menghubungkan antara teori dan amali dengan lebih baik. Selain itu, dicadangkan agar pihak yang menyusun program membuat perubahan dalam kursus bahasa supaya pelajar dapat mengembangkan kemahiran berbahasa Inggeris dan menimba pengalaman dalam sub-kemahiran bahasa untuk membantu pengajaran mereka pada masa hadapan. Oleh itu, disyorkan bahawa hubungan antara teori dan amali perlu diperkukuhkan dengan mengintegrasikan teknologi dalam kurikulum, meningkatkan keberkesanan pengajaran praktikum dan mengintegrasikan kemahiran insani ke dalam kurikulum ETEP. Selain itu, kurikulum ETEP juga perlu disemak semula. Akhirnya, Kementerian Pendidikan dan Latihan harus memberi kelonggaran kepada universiti untuk menyusun kurikulum sendiri.

Kata kunci: komponen professional, pendidikan bahasa inggeris, Vietnam

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LIST OF ABBREVIATIONS

AUN	:	Asian University Network
CEFR	:	Common European Framework of Reference for Languages: Learning, Teaching, Assessment
ETEP	:	English Teacher Education Programme
ETCF	:	English Teacher Competency Framework
MOET	:	Ministry of Education and Training
		Reflection and Revision
UFLS	:	University of Foreign Language Studies
UD	:	The University of Danang
VSTEP	:	Vietnamese Standardised Test of English Proficiency

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Evaluation in education is considered one of the most important aspects in the development of language teaching and learning. The twenty first century is seen as the time for educational evaluation to boost with the vast development of the theory and practice of educational evaluation across the world (Daniel L. Stufflebeam, Coryn, & Chris, 2014b, Zang et al., 2011). Student assessment, testing, programme evaluation, school personnel evaluation, school accreditation, and curriculum evaluation have been carried out continuously for the betterment of education in the world.

In the 20th Century, many evaluation models were created for different purposes of evaluation. Tyler's objective model originated in the 1940s with the basic principle involving matching the pre-behavioural objectives with the actual outcomes (Tyler, 1949; Scriven, 1991) Stake responsive model was developed in the 1970s (Kellagan et al., 2003). Responsive model is to collect the view of in or around the educational programme or stakeholders (Stake, 1975, 1983). The Context, Input, Process, Product (CIPP) model was developed in the late 1960s which aims at evaluating educational models, projects and so on (Stufflebeam, 1967, 1969, 1970b, 2000, 2003; Lynch, 1996; Kellaghan et al., 2003; Zhang et al., 2011; ; Sinclair, 2012; Pang, 2014; Hanchell, 2014). All these models have been revised continuously throughout the years for evaluation in education (Kellagan et al., 2003)

In Vietnam, evaluation in education is closely paid attention to as the nation is trying to upgrade the educational system, especially its tertiary education (Phan, 2005). Across the country, universities and colleges are under self-assessment in an attempt to gain national recognition of their quality (T.N. Nguyen, 2012). It is obvious

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that evaluation in education has been essential to universities and colleges. Some major universities like the University of Danang have plans to be under the Asian University Network (AUN) for their quality assessment.

Yet, the focus of the evaluation that have been done is the operation of the whole university system rather than individual programmes of the university (Phan, 2015). In this case, an official and careful evaluation of each programme is quite necessary. Besides, new standards for teachers of English have been issued in the English Teacher Competency Framework (ETCF). All pre-service English teacher education programs are required to be under revision so that the programs can produce teachers of English that meet the new set of standards (L, Nguyen, 2014; H.T.M. Nguyen, 2017). This is the reason why an official evaluation should be done to assess the English Teacher Education Programme (ETEP) in the University of Foreign Language Studies (UFLS). Yet, as the general component of the programme cannot be changed at university level, only the professional component is evaluated in the research.

1.2 Background of the Study

The University of Danang (UD) was established following the Decree 32/CP dated on April 04th, 1994. The University of Danang consists of ten members including universities, colleges and centres (The University of Danang, 2016).

The University of Danang has been developing with the main aim to become a research university by the year 2020. Therefore, UD has tried its best to boost researching and studying among its university and college members. Every year, lecturers from UD have been sent to different countries in the world for Doctor and Master Programmes. The university members of UD are responsible for providing human resources for the centre of Vietnam. These universities have not only undergraduate programmes but also post graduate programmes like doctor and master programmes (University of Foreign Language Studies, 2016).

UD's mission is to create opportunities and an environment for high quality, and creative learning that promotes the sustainable socio-economic development of

the central highland areas and also the whole country. With this mission, UD's vision is to be one of the leading universities in Southeast Asia, offering a wide range of majors in the fields of engineering, economics, natural sciences, social sciences, humanities and medicine. UD aims to be a national and international centre for collaborative research and development (The University of Danang, 2016).

Being one of the university members of UD, UFLS was established on April 14th, 1985. Now, the university is one of the three biggest foreign language universities in Vietnam with a total of 338 employees, of whom 230 are lecturers. The university's mission is training, improving knowledge of human language and culture in order to serve national construction and development as well as international integration. UFLS has 14 undergraduate majors and three post graduate majors (University of Foreign Language Studies, 2016).

The English Teacher Education Programme (ETEP) is one of the undergraduate programmes of UFLS (University of Foreign Language Studies, 2015). Every year, around 80 students enrol in this major, and it is one of the few majors that have the highest university entrance score requirement. Students graduating from this programme will become teachers of English at schools, and they are considered the key factor for English teaching development in Vietnam. Therefore, the quality assurance of the English teacher education programme has received continuously close attention to in UFLS (University of Foreign Language Studies, 2016).

The ETEP is the programme that has been implemented since the establishment of University of Foreign Language Studies (UFLS) in 1985 **(University of Foreign Language Studies, 2016)**. However, the programme has been under many revisions and has been continuously updated. The evaluation uses the version 2015 of the programme (University of Foreign Language Studies, 2015a).

2015 was the time UFLS tried to upgrade all its education system for the internal and then external accreditation in 2016. All programmes of UFLS were reviewed and rewritten so that the programmes can meet AUN QA standards.

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Furthermore, in Vietnam the National Foreign Language 2020 project was implemented throughout the country to boost the learning and teaching of foreign languages in general and English in particular. The English Teacher Competency Framework (ETCF) was issued as a guide for what knowledge and skills teachers of foreign languages need to meet (H.T.M. Nguyen, 2017). Therefore, necessary changes were made to the ETEP so that it can support the process of educating students to become English language teachers meeting the new standards in the current teaching context.

The aims of the ETEP's professional component focus on developing students' English language competency, English language skills, methodological knowledge and pedagogical skills. These aims are reflected in the objectives of the ETEP (University of Foreign Language Studies, 2015). As compared with the ETEP version 2012, the ETEP 2015 version has some changes in the curriculum and the syllabus of each course is edited to suit the AUN QA's standards. Specifically, English language courses are integrated instead of skill based courses like in the version 2012. The changes in the English courses help to prepare students to attend Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) tests later for their graduation. Textbooks selected for the courses are also those which provide students with information and skills to take CEFR tests. Besides, the two courses "Second Language Acquisition" and "Critical Thinking" were added to the curriculum. The number of selective courses is larger than before. When designing courses of the ETEP, course designers paid great attention to students' professional and soft skill development. Activities like presentation, discussion, and group work are commonly requirements of courses. Assessment had the shift from mainly tests to more formative assessment with portfolios, presentation, projects, learning journals and so on (University of Foreign Language Studies, 2015).

UFLS was under self-assessment in 2015. This self-assessment was conducted in order to prepare the university to gain the national recognition of quality. The whole university system was under careful self- assessment and a 200 page report was written identifying the strengths and weaknesses of the university in all aspects. In 2016, the "outsider" evaluation was carried out by the Vietnam

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National University (VNU) Centre for Education Accreditation. The university is trying to meet international standards in the near future. In the next five years, the university is hoping to be under the AUN quality assessment. In such a situation, there is obviously a great need for all university programmes in general, and the ETEP in particular to be under official and careful evaluation to prepare for the AUN evaluation. This evaluation not only helps to improve the programme but also serves the university's vision for the near future (University of Foreign Language Studies, 2016).

For the programme's improvement and accountability, the Context, Input, Process, and Product (CIPP) model, which is a well-known education evaluation model, is chosen. The CIPP model is one of the most thoroughly tested approaches to evaluation, which was developed by Daniel L. Stufflebeam and his colleagues over many years (Stufflebeam, 2014, 2000c, 2003b). The model has been widely used in a number of evaluation studies for all kinds of subject areas and settings from educational programmes to services even though it was originally formulated for educational programmes (Stufflebeam, 2003; Zhang et al., 2011).

There are numerous reasons for the CIPP model to be chosen for the research. Firstly, the CIPP model has very clear guidance and it has been used in hundreds of evaluation (Lynch, 1996; Kellaghan et al., 2003; Sinclair, 2012; Zhang et al., 2011; Pang, 2014; Hanchell, 2014). Secondly, the model has objectivist orientation, which helps the evaluation to be independent of human emotions or feelings (Stufflebeam, 2014). Thirdly, the model underlines both qualitative and quantitative approaches, so the effectiveness of the research can be increased. Finally, the CIPP model is subjected to meta-evaluation, by which the evaluation is assessed for better summative and formative assessment (Pang, 2014).

Yet, the researcher decided to use only the first dimension of the model: context evaluation for two main reasons. Firstly, the use of one dimension allowed the evaluator to have more time and efforts to have a deeper research into the context evaluation rather than use the whole CIPP model. Secondly, there is a need to assess whether the ETEP has met its students' needs and to revise the professional

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component of the programme so that the programme can be upgraded to increase the quality. The reasons for choosing the CIPP model are discussed in detail in the section 2.6.4.

1.3 Statement of the Problem

Foreign language use in general and English language use in particular is of supreme importance as Vietnam moves into the twenty-first century in cooperation with neighbouring countries and others in order to develop economically and globally (H. T. M. Nguyen, 2017). In response to this fact, Decision No. 1400/QD-TTg dated on September 30th, 2008 was issued by the Prime Minister on *The approval of the foreign language teaching and learning in the educational system in the period 2008 to 2020.* This project is called the National Foreign Language 2020 project (NFL 2020). The main goal of the project is to upgrade foreign language teaching and learning in order to create a society with competence language users for purposes of communication, study, and work in integrated, multi-cultural environments (V. C. Le, 2015; National Foreign Language 2020 Project, 2016; D. M. Le, Nguyen, & Burns, 2017).

The project, which began in 2008 and will end in 2020, cost 9,400 billion Vietnam Dong (approximately US $ 414 million). The project has seven major objectives: (i) deciding that English and some other languages are compulsorily taught in the educational system, (ii) developing and designing a language competency framework, (iii) developing and implementing new English programmes for all levels from primary school to tertiary education, (iv) implementing new language programmes for vocational training, (v) implementing new language programmes for tertiary education, (vi) innovating in language programmes for continuing education, (vii) innovating in testing and assessment (National Foreign Language 2020 project, 2008).

However, according to the report by Deputy Prime Minister Nguyen Thien Nhan (2012), the project was implemented only slowly in 40 cities and provinces while the other 23 cities and provinces had no chances to access the project. The report of the National Foreign Language 2020 in 2016 pointed out that the project achieved some objectives such as designing and implementing the language

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competency framework, designing and developing programmes to retrain in-service teachers of English, developing and implementing new methods of testing and assessment especially the Vietnamese Standardised Test of English Proficiency (Vstep), and the English Teacher Competency Framework (ETCF). The key factor in the project is to train teachers of foreign languages in general and of English in particular. In-service teachers are not qualified enough to meet the new requirements of English teaching in Vietnam (UFLS, 2015); therefore, the ETCF was developed to be the guide for teacher education and in-service teacher training (National Foreign Language 2020 Project, 2013).

As discussed in section 2.2, much research can be found on educational programmes in the world in general and in Vietnam in particular. Many studies have been conducted in teacher education and teacher training in Vietnam. In the in-service teacher education, studies focus on teacher's identities and in-service teacher training to improve the quality of current teachers of English in terms of their language proficiency and methodology (Nguyen, 2016, 2017; Huong & Marie, 2016; UFLS, 2015; Phan, 2015; Freeman, 2017; Pham, 2017). These studies uncover that English teacher programmes have upgraded the quality of teachers of English to some extent, but improvement regarding English language development and the process of learning how to teach still needs to be made, so the the quality of in-service teachers of English can meet the current teaching requirements.

Specifically, it is revealed from numerous studies that the proportion of in-service teachers of English from primary schools to high schools in Vietnam who met the language proficiency requirements is quite low even though there have been improvements in the number (L.Nguyen, 2014; Nguyen & Mai, 2015; National Foreign Language 2020 project, 2016). 44.6% of tertiary teachers, 55% of English specialised teachers, 87.1% lower secondary teachers and 98.1% of senior secondary school teachers do not meet the English proficiency requirements (L.Nguyen, 2014). The language proficiency requirement for primary and secondary school teachers of English is level 4 in Vietnamese Six Level Framework of Language Proficiency or B2 in Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). High school teachers of English are required to meet level 5 or