



## LECTURERS AND STUDENTS' PERCEPTION OF EFL POLICY AND PRACTICE AT A HIGHER EDUCATION INSTITUTE

Duong Doan Trang<sup>1</sup> and Trinh Quoc Lap<sup>2</sup>

<sup>1</sup>College of Aquaculture & Fisheries, Can Tho University, Vietnam

<sup>2</sup>School of Foreign Languages, Can Tho University, Vietnam

---

### ARTICLE INFO

Received date: 26/08/2015

Accepted date: 08/08/2016

---

### KEYWORDS

EFL, Vietnamese six-level scale of English Language Proficiency, Non-English majored students

---

### ABSTRACT

*Preparing human resources towards intensive integration into the world economy and especially the ASEAN community after 2015 has been a top priority for the Vietnamese government. A comprehensive national project on foreign language improvement has been implemented throughout Vietnam since 2008. Teachers and students' English language proficiency is assessed on the Vietnamese six-level scale of English Language Proficiency (ELP). From 2015, the project focused on enabling non-English-majored university students to achieve level 3 (B1) in the Vietnamese six-level scale of ELP. Achieving this aim is at present a big challenge for many universities in Vietnam due to existing EFL policies and teaching practices at these higher education institutes. This paper reports the results of an investigation into teachers' and students' perception of EFL policies and practices at a higher education institute in the Mekong Delta of Vietnam. Both quantitative and qualitative data were collected by the use of questionnaires and interviews. Results shows that most participants hold a positive perception of the effectiveness of the EFL policies implemented at the researched university and the Vietnamese six-level scale of ELP was not frequently integrated in English teaching. The proposed pedagogical practices were reported to be highly valued by lecturers, but students found them less effective. Data from interviews indicated that to help non-English majored students achieve B1 in English, the researched university should implement the Vietnamese six-level scale of ELP in English teaching curriculum.*

---

Cited as: Trang, D.D. and Lap, T.Q., 2016. Lecturers and students' perception of efl policy and practice at a higher education institute. Can Tho University Journal of Science. Vol 3: 49-56.

### 1 INTRODUCTION

In response to the increasing demand of quality English language education in Vietnam, in 2008, the Government approved the implementation of Vietnam's National Foreign Language 2020 Project (the NFL 2020 Project) aiming to improve the foreign language teaching and learning within the national education system. The ultimate objective

of the project is to enable Vietnamese students to use a foreign language, especially English, confidently in studying, communicating and working by 2020. Accordingly, the Vietnamese six-level scale of English Language Proficiency (ELP) was developed by adapting the CEFR (Common European Framework of References) as a proficiency framework for language curriculum assessment purposes (MOET, 2014).

From 2015, the project centers on enabling non-English majored university students to achieve level three (B1) in the Vietnamese six-level scale of ELP (MOET, 2014). This is a big challenge for many universities in Vietnam due to two main reasons. Firstly, the Vietnamese six-level scale of ELP is still new to many universities since its inception in January 2014. More time is required for universities to introduce that scale into their teaching and learning practices. Secondly, the requirements (Can-Do statements) for students to obtain B1 seem far from the current level of English proficiency of most non-English majored students since their levels of grammar and reading skills are considered as acceptable but writing, speaking and listening abilities are at average and below average levels (Nguyen and Dudzik, 2013).

Nguyen and Dudzik (2013) point out that Vietnamese graduates' communicative competence in English is far from satisfactory due to the lack of effective English teachers. Preparing human resources with strong English proficiency and EFL pedagogy towards intensive integration into the world and especially the ASEAN community after 2015 has been a top priority of the Vietnamese government. Teaching foreign languages in general and English in particular should undergo strategic innovations towards learners' effective communication.

To be able to improve English proficiency of non-English majored students, it is essential for universities to examine their English language education policies and practices. Besides, to realize the goal of students' achieving B1, it is also important for universities to study how to incorporate the Vietnamese six-level scale of ELP into EFL curriculum development, implementation and evaluation.

Within the scope of the current research, the frameworks of education policies from Hénard and Roseveare (2012) and the experiences on practices from Vieluf *et al.* (2012) were used as the theoretical background for the study. In addition, the framework for good practices by Cambridge ESOL (2011) in integrating the Vietnamese six-level scale of ELP into the EFL curriculum at the researched university was also employed.

The findings gained from this study will contribute to the body of literature and provide potential insights into how non-English majored students at the research site could be supported to achieve English language proficiency as described as B1 level in the Vietnamese six-level scale of ELP. The study firstly provides evidences on how the University's English lecturers and students perceive aspects of the English language education policies

that have been implemented at the researched university, and on how frequently the Vietnamese six-level scale of ELP has been integrated into the EFL curriculum at the researched university. Secondly, it contributes the participants' perception of pedagogical practices to enable to help non-English majored students achieve B1. Finally, findings gained from this study should raise both lecturers' and students' awareness of the Vietnamese six-level scale of ELP; thus, a better application of the Vietnamese six-level scale of ELP would be proposed.

## 2 METHODOLOGY

The study followed the descriptive design; both quantitative and qualitative data were collected.

Quantitative data were collected through questionnaires responded by two groups of participants. Group 1 consisted of thirty-five English language lecturers of the researched university. All of them have been teaching General English courses for non - English majored students from four to twenty years. Twenty one of them hold Master degree in TESOL, fourteen with Bachelor degree. All of them have been aware of the CEFR six-level scale of ELP from one to two years and the Vietnamese six-level scale of ELP for six months. Group 2 included eighty five non-English majored students in second-year aged 19-20. They were taking the course General English at Level 3. Their majors included Technology, Agriculture and Natural Sciences. All of them have not ever been aware of the CEFR and the Vietnamese six-level scale of ELP.

Two questionnaires were developed to investigate lecturers' and students' perceptions of the effectiveness of currently implemented policies at the University (cluster 1), the frequency levels of the Vietnamese six-level scale of ELP integrated in English teaching (cluster 2) and their perception on the effectiveness of the proposed pedagogical practices (cluster 3).

Regarding policies, Hénard and Roseveare (2012) in a report of the Organisation for Economic Cooperation and Development (OECD) define that quality teaching is the use of adequate policies and pedagogical techniques to produce quality learning outcomes. Quality teaching involves six dimensions such as effectively designed curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, etc.), collecting and using students' feedback, effective assessment of learning outcomes, well-adapted learning environments, and student support services. These di-

mensions are inter-related at university level, school/program level and individual level. Of these three levels, the program level is considered a key to ensure improvement in quality teaching of the subject matter. In accordance with the six dimensions, Hénard and Roseveare (2012) introduce methods to assist university leaders and practitioners in new approaches and practices with seven corresponding policy levers:

- (1) Raising awareness of quality teaching;
- (2) Developing excellent teachers;
- (3) Engaging students into evaluating courses and giving feedback for their lecturers;
- (4) Building effective leadership to support quality teaching and learning (e.g., creating a harmony environment where everyone (teacher, student, support staff, etc.) operates within a clear leadership structure;
- (5) Highlighting innovation as a driver for change;
- (6) Coordinating institutional policies to foster quality teaching e.g. the target of quality teaching is attached to policy aspects as human resources, technology, learning environment, student support services, and to internationalization;
- (7) Assessing impacts (e.g., developing a set of teaching and learning standards and interpreting evaluation results carefully to articulate the goals of the university's programs for lecturers and students to reflect on their teaching and learning for developmental purposes.

The mentioned aspects of policies were used to investigate the EFL policies implemented at the researched university, especially for the teaching and learning activities of General English courses. Within the context of this subject matter, these aspects of policies can be adapted to investigate continuing professional development, engaging students, highlighting teaching innovation, enhancing the collaboration of supporting units, and assessing impacts.

To investigate what pedagogical practices should be optimized to enhance the English proficiency of non-English majored students to achieve B1, the framework by Vieluf *et al.* (2012) was adopted. The authors conducted an international survey examining the teaching practices and the learning environment at schools and universities in twenty-three participating countries. The selection of the teaching practices examined in the survey was based on an underlying theoretical framework which centered on two areas of pedagogical practices: (1) *classroom instruction practices* including

structuring (i.e. organizing a lesson presentation and its ultimate goals, or checking whether all students have understood the lesson and performed their tasks well), student orientation (i.e. group work with adaptive instruction and student participation in classroom planning), and enhanced activities (i.e. students work independently over a longer period of time); and (2) *professional learning communities* including co-operation among teachers, sharing vision, practicing reflective inquiry and engaging de-privatization of practice. Both these areas show the interaction between the teacher with the whole class, small groups, or individual student. In the former area - classroom instruction, structuring practice makes lessons effective and attractive through clear organization and challenging orientation activities. Clear structuring instruction is really essential and accessible for students' acquisition, while challenging orientation and enhanced activities require more efforts from students and pedagogy investment from teachers. The latter, professional learning communities, promotes collaboration in sharing teaching and learning experience and knowledge, and practicing reflective analysis. To the end, professional learning communities help teachers enrich their prior knowledge from practical experiences.

In terms of the integration of the Vietnamese six-level scale of ELP into the EFL curriculum at the researched university, the investigation was conducted basing on three groups of principles presented in the booklet "*Using the CEFR: Principles of good practice*" written by Cambridge ESOL (2011). These principles were based to survey how frequently the Vietnamese six-level scale of ELP has been integrated into the EFL curriculum at the researched university. Moreover, these principles were used as grounds for recommendations on how to implement the scale in English teaching and learning for better applications at the researched university. The three groups of principles include the ones for teaching and learning, for assessment, and for development and use of Reference Level Descriptions (RLDs). Firstly, the principles for teaching and learning relate to using the CEFR descriptors (Can-Do statements) in designing curricula and syllabi and using the CEFR in the classroom for teaching and planning lessons. Secondly, the principles for assessment relate to using the CEFR to choose appropriate tests and develop the tests fitting learners' levels. Thirdly and finally, the principles for development and use of RDLs (e.g. specific forms of grammar, vocabulary, structures compatible with each of the six reference levels) relate to using resources from RDLs as a reference tool in learning, teaching and assessment, and to

using the CEFR to develop RLDs for each proficiency level.

The qualitative data were collected through semi-structured interviews with four key administrators and two senior lecturers from the researched university. Three of them earned Doctoral degrees and three with Master degrees in TESOL awarded by foreign institutes. The administrators have been teaching English for more than twenty years and participating in planning and managing EFL programs for five years. The interview questions focused on analyzing the strength and limitation of the EFL policies currently implemented at the researched university, discussing the frequency levels of the Vietnamese six-level scale of ELP integrated in practical English teaching at the researched university, and proposing associated pedagogical practices to make the Vietnamese six-level scale of ELP better suited to the English teaching context at the researched university.

Data from the two questionnaires were subjected to SPSS. The reliability of the questionnaires was analyzed by using the Scale Tests. Results showed that both questionnaires were reliable instruments, .85 and .82 for lecturers' and students' respectively. Descriptive Statistics Tests and *One-Sample T-Test* were run to find out:

- Participants' evaluation on the effectiveness of the University's policies in English teaching and learning;

- The frequency of integrating the Vietnamese six-level scale of ELP in English teaching at the researched university;

- Effective pedagogical practices to enhance the English proficiency of non-English majored students.

Data from the interviews were transcribed. Responses from the interviewees were analyzed in terms of three categories as policies, practices, and the frequency of integrating the Vietnamese six-level scale of ELP. In addition, proposed effective practices to enable non-English majored students achieve B1 in English were grouped and analyzed.

### 3 RESULTS AND DISCUSSION

#### 3.1 Participants' perception of the effectiveness of EFL policies

##### 3.1.1 Aspects of effective policies

Table 1 showed that the mean scores of both groups' perception of the policies were slightly lower than the scale 4 in the five-degree scale (*M group 1 = 3.89, SD = .43 and M group 2 = 3.96, SD = .38*). A *One-Sample T-test* was conducted on the mean scores of both groups to check whether they were significantly different from 4.0 - the mean for "agree" in the five-degree scale. The test results confirmed that they were not significantly different from 4.0 as group 1 ( $t = -1.56, df = 34, p = .13$ ) and group 2 ( $t = -.91, df = 84, p = .36$ ). Participants held a positive perception on the effectiveness of English language education policies implemented at the researched university.

**Table 1: Participants' perception of the effectiveness of the policies**

Variable	Participants	N	Min.	Max.	Mean	SD
Perceived effectiveness of policies	Group 1: Lecturers	35	2.60	4.70	3.89	0.43
	Group 2: Students	85	2.80	4.70	3.96	0.38

As can be seen, both groups of participants held a positive perception of the effectiveness of EFL policies implemented at the researched university. However, the lecturers did not consider *highlight-*

*ing innovation as a force for change* as an effective aspect of the policies. With the students, the aspect of *assessing impacts* was not highly evaluated.

**Table 2: Participants' perception of the effectiveness of each sub-cluster of the policies**

Policies' sub-clusters	Participants	Mean	SD
1. Continuing professional development	Lecturers	3.86	0.58
	Students	4.08	0.57
2. Engaging students	Lecturers	4.01	0.58
	Students	4.01	0.54
3. Highlighting innovation as a force for change	Lecturers	3.57	0.69
	Students	Not applied	Not applied
4. Assessing impacts	Lecturers	3.99	0.56
	Students	3.89	0.54
5. Enhancing the interrelation of supporting units	Lecturers	4.00	0.68
	Students	3.92	0.46

3.1.2 Frequency of the Vietnamese six-level scale of ELP integrated into the EFL curriculum at the researched university

The results from Table 3 showed that the mean scores of both groups' measurement of the frequency of integrating the Vietnamese six-level scale of ELP at the researched university were much lower than the scale 4 in the five-degree scale (*M group 1* = 3.64, *SD* = .45 and *M group 2* = 3.43, *SD* = .60). The *One-Sample T-tests* were conducted on the mean scores of the lecturer group

and the student group to check whether they were significantly different from 4.0 and 3.0 respectively, the means for 'frequently' and 'sometimes' in the five-degree scale respectively. The test results confirmed that they were significantly different from 4.0 ( $t = -4.73, df = 34, p = .00$ ) and from 3.0 ( $t = 6.63, df = 84, p = .00$ ) respectively. The values fall in the middle of 3.0 and 4.0. The participants confirmed that the Vietnamese six-level scale of ELP was not frequently integrated into EFL curriculum at the researched university.

**Table 3: The frequency levels of the Vietnamese six-level scale of ELP integrated into EFL curriculum at the researched university**

Variable	Participants	N	Min.	Max.	Mean	SD
Integration frequency levels	Group 1: Lecturers	35	2.75	4.50	3.64	0.45
	Group 2: Students	85	1.50	4.38	3.43	0.60

**Table 4: Participants' measurement of the frequency levels of each sub-cluster of the Vietnamese six-level scale of ELP integrated into EFL curriculum at the researched university**

Sub-clusters	Group	N	M	SD
1. Principles for teaching and learning	Lecturers	35	3.16	0.55
	Students	85	3.03	0.77
2. Principles for assessment	Lecturers	35	3.31	0.87
	Students	85	3.15	1.04
3. Principles for development and use of Reference Level Descriptions	Lecturers	35	4.39	0.55

In summary, the frequency levels of the Vietnamese six-level scale of ELP integrated into EFL curriculum at the researched university were perceived somehow equally by the two groups of participants. They both agreed that sub-cluster 1 was sometimes integrated in English teaching at the researched university and sub-cluster 3 was done frequently. However, sub-cluster 2 was confirmed to be integrated more than sometimes by the lecturers, but at 'sometimes' level by the students.

**3.2 Participants' perception of pedagogical practices**

The results from Table 5 indicated that the mean scores of lecturers' perception and students' preference for the listed pedagogical practices were lower than the scale 4 in the five-degree scale (*M group 1* = 3.89, *SD* = .43 and *M group 2* = 3.46, *SD* = .55). The *One-Sample T-tests* were conducted on the mean scores of the lecturer group and the student group to check whether they were significantly different from 4.0 and 3.0

respectively, the means for 'rather effective' and 'some' in the five-degree scale respectively. The test results proved that the lecturer group's mean score was not significantly different from 4.0 ( $t = -1.50, df = 34, p = .14$ ), and the student group's mean score was significantly different from 3.0 ( $t = 7.71, df = 84, p = .00$ ). These support to conclude that the lecturers highly valued the proposed pedagogical practices while the students preferred them less.

In summary, both groups of participants' perception and preference almost matched in evaluating the proposed pedagogical practices. They both hold positive perception of sub-cluster 1, 'structuring'. They both did not really appreciate the efficiency of sub-clusters 2, 'student orientation' and sub-clusters 3, 'enhanced activities'. However, a mismatch was found with sub-cluster 4, 'professional learning communities' i.e. while the lecturers highly supported the activities to develop their profession by learning from communities, the students neglected these.

**Table 5: Participants' perception and preference for the proposed pedagogical practices**

Variable	N	Min.	Max.	Mean	SD
Lecturers' perception	35	2.56	4.50	3.89	0.43
Students' preference	85	2.29	4.57	3.46	0.55

**Table 6: Participants' perception and preference on each sub-cluster of the proposed pedagogical practices**

Sub-clusters	Participants	Mean	SD
1. Structuring	Lecturers	4.13	0.46
	Students	3.82	0.66
2. Student orientation	Lecturers	3.58	0.63
	Students	3.45	0.76
3. Enhanced activities	Lecturers	3.63	0.55
	Students	3.49	0.70
4. Professional learning communities	Lecturers	4.02	0.57
	Students	2.97	0.85

### 3.3 Recommendations by interviewees

#### 3.3.1 Strengths and limitations of the current policies implemented

General results from question 1 revealed that all six interviewed participants had positive perceptions about the consistency and systematic implementation of most current policies for English language teaching at the researched university. They highly appreciated the policies in engaging students and enhancing the interrelation of student supporting units. However, the participants also pointed out some less effective policies, especially the activities relating to highlighting innovation as a force for change and strengthening lecturers' professional development. For the purpose of quality teaching, the six participants shared their willing to make some changes for the improvement. Their focus was placed on the activities to develop lecturers and highlight the innovative initiative to attain the quality teaching.

#### 3.3.2 Integrating the Vietnamese six-level scale of ELP into the EFL curriculum

Through the responses to question 2 about the integration of the Vietnamese six-level scale of ELP at the researched university, all of the interviewees confirmed that they have been aware of the CEFR version of six-level scale of ELP for two years, and the Vietnamese six-level scale of ELP around six months. They found useful guidance in applying the principles of the Vietnamese six-level scale of ELP to designing their lesson plan and criteria to assess students. They all strongly agreed with the plan to implement it into English teaching at the researched university. However, they claimed that the Vietnamese six-level scale of ELP has not been popular at the researched university yet. Accordingly, their suggestions focused on the ways how to publicize and implement it well in English teaching at the researched university via workshops to introduce the scale to lecturers and students, websites and leaflets; and on what they need to

prepare such as: lecturer training, material selection, facilities and test formats.

#### 3.3.3 Effective teaching practices towards enabling non-English majored students achieve B1 in English

To address effective practices for quality teaching, the interviewees maintained that instructional quality is complex, and there is no single best way of teaching. Lecturers must continually adapt their practices to serve the needs of the specific context, class and students. They suggested a combination of traditional practices and a communicative approach to instruction. For the purpose to help non-English majored students achieve level B1 in English, they highlighted the necessity to implement the Vietnamese six-level scale of ELP in English teaching at the researched university, emphasized on the effectiveness and attractiveness of the classroom practices, and extensively discussed the concept of professional learning communities.

For the effectiveness of the classroom practices, the interviewees defined that the effectiveness is considered as high quality instruction which allows for both teacher-directed and self-regulated learning. They expressed their perspectives on ways that lecturers make instructional time in the classroom more productive and rewarding through adequate instruction, classroom climate, support for self-determination, and cognitive activation and challenge. Their suggestions include reviewing previous lessons, presenting new content and skills, getting students to practise the skills to develop mastery and efficiency with speed and accuracy, implementing peer tutoring, small group discussions and activities to keep students' attention on-task, give feedback and corrections to shape the skills.

For the effectiveness of classroom practices, the participants' discussion focused on the aspect of social factors affecting students' psychological processes within the context of the learning process. They meant that language proficiency must be attached to communication in communities. To

attract students and get them involved in the classroom performance, the practices should be community-based and enhanced activities to orient them in self-directed learning and co-operative and problem-based learning. Then, these may help them develop their lifelong learning strategies.

The concept of professional learning communities was discussed extensively by the participants. Their discussion focused on central features of professional learning communities as co-operation, shared vision, reflective inquiry, and de-privatization of practice. The participants particularly emphasized on the activities for professional development suitable with the researched university's teaching context including: professional workshops or seminars, classroom observation and peer coaching.

The results from the interviews revealed that all participants agreed with the effectiveness of most current policies for Basic English courses at the researched university and the proposed pedagogical practices. However, in order to foster high quality teaching, there are still some adjustments and supplement including policies relating to lecturers' professional development, and highlighting innovation. For implementing the Vietnamese six-level scale of ELP in English teaching at the researched university, its primary duty is publicizing the scale and preparing human resources and facilities to make the implementation done well. Finally, participants' recommendations focused on the effectiveness and attractiveness of the classroom practices, and the concept of professional learning communities.

#### **4 CONCLUSIONS**

The current research was conducted to aim at determining the role of EFL policies at the researched university in helping students achieve B1 in the Vietnamese six-level scale of ELP; addressing what pedagogical practices should be optimized to enhance the English proficiency of non-English majored students; and proposing recommendations to help non-English majored students achieve B1. Accordingly, respective lessons were obtained as following:

Firstly, most current policies were evaluated to be effective in fostering teaching quality of Basic English courses at the researched university, especially the two policies of engaging students and enhancing the interrelation of student supporting units. However, two less effective policies were also found in highlighting teaching innovation and continuing professional development. Besides, the Vietnamese six-level scale of ELP has not been fre-

quently integrated in English teaching at the researched university, neither did both lecturers and students master it adequately. Therefore, with the current policies, it seems far from success in helping students achieve level B1 in English, one of the objectives of the NFL2020 project for university students' graduation benchmark. For this purpose, it is apparently for the researched university to implement the Vietnamese six-level scale of ELP in learning, teaching and assessing students' proficiency, maintain the strength of its current policies and invest more to promote the policies supporting lecturers in their professional development and teaching innovation.

Secondly, the proposed pedagogical practices were highly valued by the lecturers and the interviewees, but the students found them less effective. In details, 'structuring practice' was considered most effective and should be optimized for the effectiveness of classroom instruction thanks to its characteristics suitable with non-English majored students at the researched university, whose English proficiency is rather low. With the practices of 'student orientation' and 'enhanced activities', although the participants did not highly appreciate their efficiency due to their challenging features, they were strongly recommended to be combined in classroom instruction in gradual challenging levels to enhance the English proficiency of non-English majored students. In addition, activities for professional learning communities were highly supported and considered the basis for lecturer development.

Finally, recommendations from all interviewees confirmed that to help non-English majored students achieve level B1, the university under this investigation must implement the Vietnamese six-level scale of ELP in English teaching program. Students must be taught and practise testing explicitly with corresponding syllabus and test formats. The focus of their suggestion to make the implementation possible and effective was how to publicize the Vietnamese six-level scale of ELP and what to prepare for the implementation such as: lecturer training, material selection, facilities and test formats. In addition, findings from the interviews stressed on the pedagogical practices to suite the syllabus of the Vietnamese of six-level scale of ELP. They suggested a combination of traditional practices and a communicative approach to instruction, emphasized on the effectiveness and attractiveness of the classroom instruction and extensively discussed the concept of professional learning communities.

## **5 RECOMMENDATION**

It could be noticed from the literature review and the current research findings that the Vietnamese of six-level scale of ELP is quite newly developed and has not been implemented largely in Vietnam. Neither has any related research been conducted. Therefore, it would benefit to carry out research on this topic so that researchers, lecturers and university administrators could have more reliable and multi-dimensional information to expand it. In addition, it is suggested that innovation in teaching practices should be more invested by the administrators and lecturers. Pushing experimentation in teaching practices and involving students in the design, implementation and evaluation of innovative teaching and learning experiments are the key steps to highlight teaching innovation. Finally, since a case study with non-English majored students did not give a full picture of the matter, further research in the field should be conducted with English and French majored students at the university under this investigation and other universities

to have more diverse and valuable information on the topic.

## **REFERENCES**

- Cambridge ESOL. 2011. Using the CEFR. Principles of good practice. Retrieved on April 07, 2014 from <http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>
- Henard, F., Roseveare, D., 2012. "Fostering Quality Teaching in Higher Education: Policies and Practices. OECD Publishing". An IMHE Guide for Higher Education Institutions, OECD Publishing, Paris.
- MOET, Vietnamese Ministry of Education and Training. 2014. The Vietnamese six-level scale of English Language Proficiency Retrieved on April 07, 2014 from <http://www.moet.gov.vn/?page=6.10&view=5552>
- Nguyen, N.H., Dudzik, L.D., 2013. Vietnam's English teacher competencies framework: policies, context, basis and design. The National Foreign Language 2020 Project. Ministry of Education and Training Hanoi, Vietnam. Kuala Lumpur, 27/02/2013.
- Vieluf, S., Kaplan, D., Klieme, E., and Bayer, S., 2012. Teaching practices and pedagogical innovation: Evidence from TALIS. OECD Publishing. Retrieved on March 25, 2014 from <http://dx.doi.org/10.1787/9789264123540-en>