

MOET's Expectations of Training and Professional Development for Primary EFL Teachers in Vietnam

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English language instruction for primary students has recently become compulsory in the curriculum for General Education in Vietnam. To prepare EFL pre-service teachers and in-service teachers for the implementation of this curriculum, MOET has issued documents related to training and professional development for this cohort of teachers. This study examines MOET's expectations from the perspective of teachers' technological, pedagogical, and content knowledge (TPACK). Content analysis is employed to examine MOET's expectations related to these three types of knowledge. This study will provide primary EFL teacher training institutions with insights and evidence for designing and/or modifying their training programmes to better prepare their teacher trainees. The insights from the study will also benefit both pre-service and in-service EFL teachers at primary schools in that they know what they should teach themselves to meet expectations and to do well in their profession. Limitations of the study and suggestions for further studies will also be addressed.

Online Profile

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