

CLASSROOM ENGLISH PROFICIENCY

ELTEACH IMPLEMENTATION IN VIETNAM

NATIONAL GEOGRAPHIC LEARNING | CENGAGE LEARNING
NATIONAL FOREIGN LANGUAGES 2020 PROJECT



Acknowledgments

National Geographic Learning would like to thank the following for their support and contributions throughout the *ELTeach* Implementation Programs:

NATIONAL FOREIGN LANGUAGES 2020 PROJECT MANAGEMENT UNIT

Mr. Nguyen Vinh Hien	Vice Minister, Ministry of Education and Training Executive Director, National Foreign Languages 2020 Project Management Unit
Dr. Vu Thi Tu Anh	Deputy Executive Director, National Foreign Languages 2020 Project Management Unit
Mr. Bui Duc Thiep	Head, Academic Division, National Foreign Languages Project 2020
Ms. Vu Thi Lua	Deputy Head, Academic Division, National Foreign Languages Project 2020

SOUTH EAST ASIA MINISTERS OF EDUCATION ORGANIZATION

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Ms. Nguyen Thi Thuy Trang	Deputy Dean – Division of Foreign Studies

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Assoc. Prof. Dr. Ngo Dinh Phuong	Vice Rector
Dr. Dinh Phan Khoi	Director, International Cooperation Division
Dr. Tran Ba Tien	Dean, Department of Foreign Languages

COORDINATORS

Ms. Dang Quynh Tram, Department of Foreign Languages, Thai Nguyen University
Mr. Khoa Anh Viet, University of Languages & International Studies, Vietnam National University
Mr. Nguyen Huu Quyet, Vinh University
Ms. Tran Thi Thu Suong, College of Foreign Languages, Hue University
Ms. Nguyen Bich Dieu, College of Foreign Languages, Da Nang University
Mr. Huynh Bao Phuong, SEAMEO RETRAC
Ms. Nguyen Thi Thuy Trang, SEAMEO RETRAC
Mr. Phan Viet Thang, Can Tho University

REGIONAL FOREIGN LANGUAGE CENTERS

Prof. Dang Kim Vui, Rector, Thai Nguyen University

Dr. Do Tuan Minh, Vice Rector, University of Languages & International Studies,
Vietnam National University

Assoc. Prof. Dr. Phan Van Hoa, Rector, College of Foreign Languages, Da
Nang University

Assoc. Prof. Dr. Dinh Xuan Khoa, Rector, Vinh University

Assoc. Prof. Dr. Tran Van Phuoc, Rector, College of Foreign Languages, Hue University

Dr. Trinh Quoc Lap, Dean, School of Education, Can Tho University

DEPARTMENTS OF EDUCATION AND TRAINING

Bac Can, Thai Nguyen, Hai Duong, Thai Binh Nghe An, Hue, Quang Nam, Da Nang,
Dong Thap, Ben Tre

Photography:

Time-lapse traffic, Hanoi, Vietnam (front cover, 20-21)

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¹ Prepared by Donald Freeman and Ben Alcott, Language Teacher Education Design Lab, School of Education, University of Michigan.

EXECUTIVE SUMMARY

This report offers analyses of the Vietnam NFL2020 Implementation of 1) the *ELTeach: English-for-Teaching* program for Teachers from June through September 2014; and 2) the Training-of-Trainers program, from August through September 2014.

PART A provides a **Description of Teachers** who took the course, what their experience was, and how they performed on the course assessment. These analyses show:

Who took the course:

- The majority were women (80%), between the ages of 26– and 45 (94%).
- Four out of five teachers (82%) reported three or more years of professional preparation.
- Three quarters (73%) teach in primary or middle schools.
- The great majority (89%) have five or more years' experience teaching, which suggests they are long-term members of the teaching force.
- The majority (63%) rated their general English proficiency as 'upper intermediate'.

Their experience of the course:

- When asked about their confidence doing classroom tasks in English, teachers rated their self-confidence very similarly across the three functional areas of the course.
- About half of the teachers spent between 25 and 49 hours on the course.
- 84% of the teachers enrolled in the course completed the assessment.
- 97% said that they will find *English-for-Teaching* useful to their teaching.
- 95% said that they would recommend the program to their colleagues.

How the teachers did on the assessment:

The TEFTM Assessment (Test of English-for-Teaching) is scored in three bands (see Section 3.1).

- 63% scored in Band 3, the top band; 28% of teachers scored in Band 2.
- Teachers scored strongest in writing and weakest in speaking and listening.
- For every ten additional hours spent on the course, teachers scored 6 points higher.

PART B presents **predictive models** developed to examine the factors that influenced how teachers performed in the course and on the assessment.

Putting these models together, we see that the self-access design of the course was successful in providing teachers the opportunity to study classroom language and to practice it (Model 1). Further, we see that teachers knew what they needed to study and they could effectively use their level of general English as a basis for improving their classroom English proficiency (Model 2). And teachers from different regions did equally well in the course (Model 3), showing that technology and access did not pose significant problems.

Specifically, we learned that:

- Teachers' self-assessment of their general English proficiency was the strongest predictor of their scores on the assessment.

In other words, teachers seem to know what they need to learn in order to improve their classroom English proficiency.

- Teachers who rated themselves weak in their general English proficiency and who took time with the learning materials showed marked gains in their scores on the assessment.

In other words, teachers seem able to use the self-access learning environment effectively to meet their needs.

- When teachers in urban versus rural areas were compared, there was no significant difference in how they did on the assessment.

In other words, concerns about different levels of access and technology were not substantiated.

PART C reports on the **Training-of-Trainers** course and assessment.

PART D outlines **Planning Recommendations** based on the analyses in the report.

OVERVIEW

National Geographic Learning was selected by the Ministry of Education and Training (MoET)'s National Foreign Language Project 2020 (NFL 2020) to undertake a project to train teachers in Classroom English Proficiency as part of Vietnam's overall Master Training Plan for teachers in the five domains of professional development. The goal of this project was to train teachers in Classroom English Proficiency using the *ELTeach: English-for-Teaching* program so that teachers can teach their classes in English to improve the quality of English instruction for all Vietnamese students and to reach the goals as outlined by NFL2020.

NGL was also selected to implement a Training-of-Trainers (ToT) program for Classroom English Proficiency using *ELTeach* with partners SEAMEO RETRAC and Vinh University and implemented through the Regional Foreign Language Centers. The goal of the Classroom English Proficiency ToT Project was to build capacity by training select expert trainers in the domain of Classroom English Proficiency who would then implement the training for all English language teachers in Vietnam.

(See the Classroom English Proficiency *ELTeach* Implementation in Vietnam Interim Report, October 2014, for additional detail about these programs.)

About The Teachers And Their Performance

1. WHO TOOK THE COURSE?

600 teachers were enrolled in the *English-for-Teaching* course and 506 of those completed the *TEFT* assessment. This section provides descriptive snapshots of the 506 participants in terms of their age, gender, and general ability in English as they reported it. This information can be helpful in determining the degree to which the participants reflected the larger Vietnamese teaching force.

1.1 Selecting teachers

Six Regional Foreign Language Centers (RFLCs) were designated by Project 2020 to select 100 teachers each for this implementation. Each RFLC worked with provincial Departments of Education and Training (DoETs) in their region. In total, six cohorts were created (see Table 1).^{1p}

DoET	Location	# of Teachers	RFLC Support
Bac Can	Rural	50	Thai Nguyen University
Thai Nguyen	Rural	50	
Thai Binh	Urban	50	Vietnam National University
Hai Duong	Urban	50	
Nghe An	Rural	100	Vinh University
Hue	Urban	100	Hue University
Quang Nam	Rural	50	Da Nang University
Da Nang	Urban	50	
Ben Tre	Rural	50	Can Tho University
Dong Thap	Rural	50	

This selection process ensured an even distribution of teachers from northern, central and southern Vietnam, as well as teachers from both urban and rural areas.

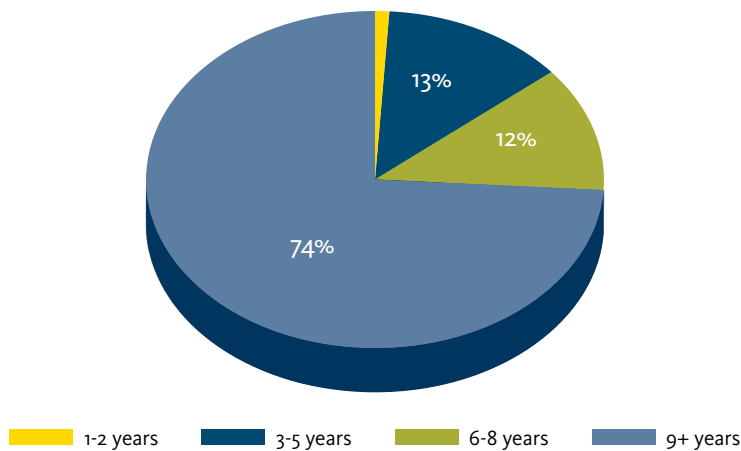
1.2 Their backgrounds

- **Age:** The majority of participants (94%) were between the ages of 26– and 45. This distribution of ages represents a range of teachers: from those who are new to the classroom (4%) to those who are fairly established in teaching, based on age (55% were 36 years old or more).
- **Gender:** Participants were mostly women (80%).

1.3 Their experience learning English

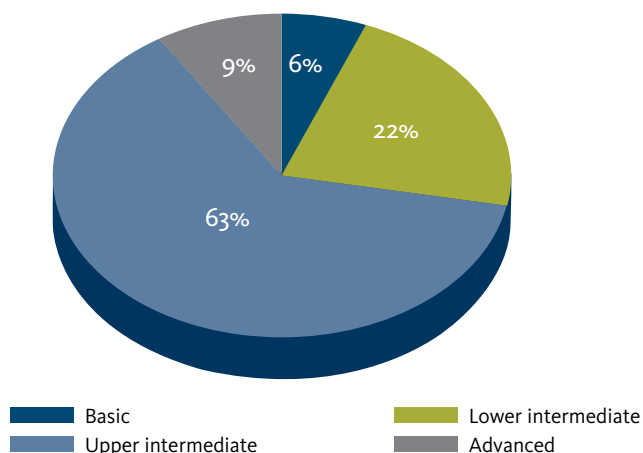
As part of the assessment process, participants are asked about their background learning English. The majority of respondents (74%) reported having studied English for at least 9 years. Most respondents (69%) began learning English in middle school or earlier. 16% did not begin studying English until university or later (see Figure 1).

Figure 1: Years Studying English



A very small number of participants (6%) rated their own English as 'basic', the lowest available option. The most common rating was 'upper intermediate' (63%). Just 9% rated their English as 'advanced', although research on self-assessment suggests that people generally tend to under-rate themselves, particularly in language use (see Figure 2).

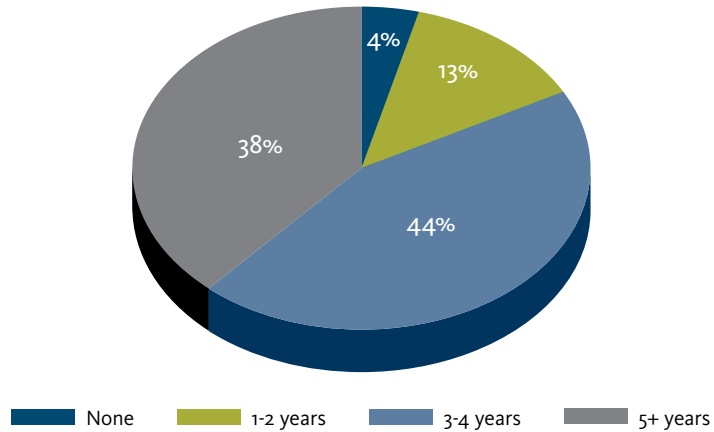
Figure 2: General English Level (Self-Reported)



1.4 Their professional preparation

The great majority (82%) reported at least 3 years of professional training in English language teaching; a small minority of teachers (4%) reported no professional training in ELT (see Figure 3).

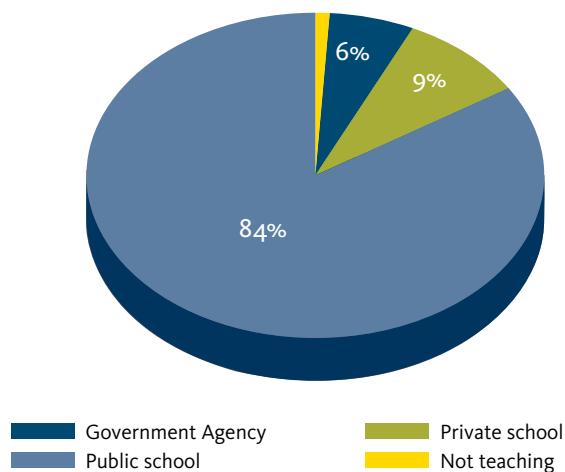
Figure 3: Professional Training



1.5 Where they teach

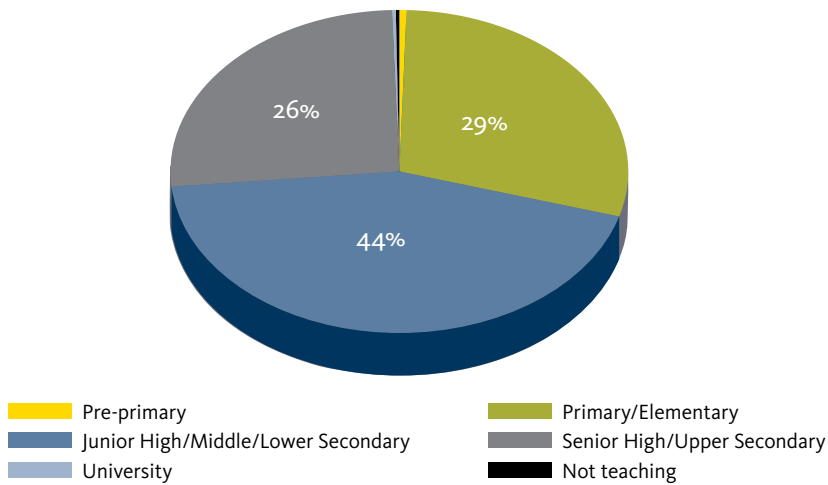
The great majority of participants (84%) teach in public schools (see Figure 4). Because the *ELTeach* program is designed to provide scalable support for public education systems, it is important to understand the degree to which the teachers in this running of the course reflected that reality.

Figure 4: Educational Institutions



Almost three quarters of participants (73%) teach at the primary/elementary and middle school-levels (see Figure 5). This is consistent with the design of the *English-for-Teaching* course, which includes functional classroom language used in teaching English across school levels, from upper primary through secondary school.

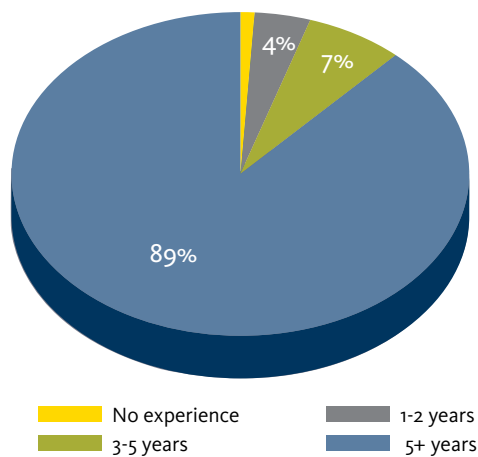
Figure 5: Grade Levels



1.6 Their experience teaching English

The great majority of teachers (89%) have at least 5 years' experience teaching. This figure suggests that participants represent a stable population within the teaching force (see Figure 6).

Figure 6: Years Teaching English



2. HOW DID TEACHERS EXPERIENCE THE COURSE?

The *English-for-Teaching* course is a bounded set of functional words and phrases to enact essential classroom activities in English. The course is divided into three functional areas:

- Managing the Classroom
- Understanding and Communicating Lesson Content
- Assessing Student Work and Giving Feedback

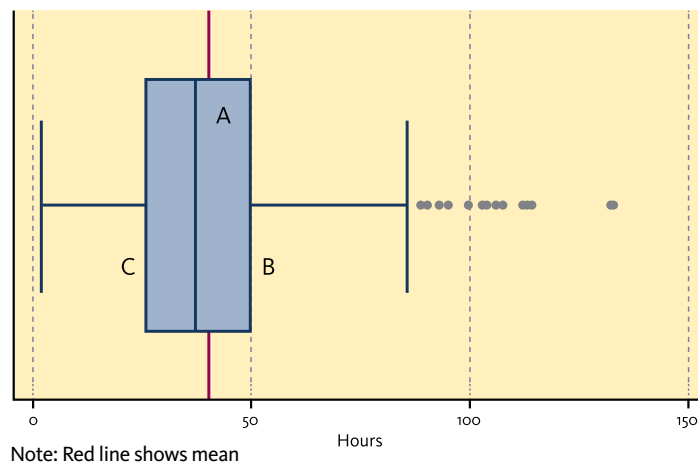
The *TEFT* assessment was developed based on the same language curriculum framework as the course materials. It documents the language test takers would use to perform these classroom tasks.

2.1. How did teachers use their time in the course as a whole?

ELTeach and its *English-for-Teaching* course are each designed as an independent self-access learning environment. This means that teachers can access the learning materials when they want and spend as much time as they choose. This design has been shown to have an impact in engaging and motivating teachers, as the 84% completion rate shows.

The median time spent on the course was 36 hours (see Figure 7)², with about half of the teachers (represented by the box) spending between 25 and 49 hours on the course in total. These times are within the usual range. However, almost a tenth of teachers (8%) spent almost three times as long on the course as a median participant. These figures indicate that the self-access design worked well for these participants.

Figure 7: Total Time Spent



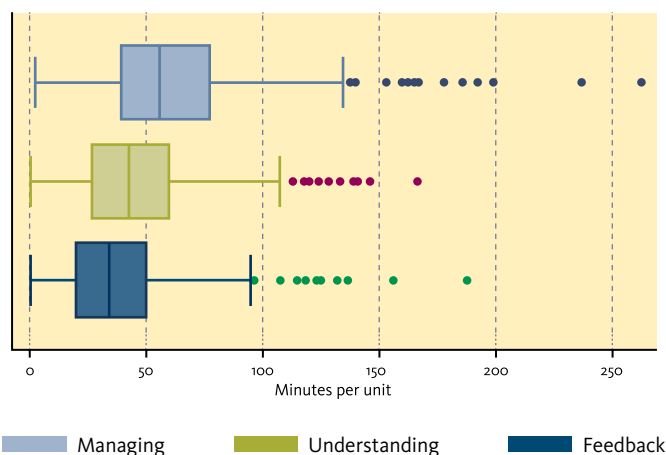
2.2. How did teachers use their time by functional area in the course?

The curriculum in the *English-for-Teaching* course is organized into three functional areas: managing the classroom (*Managing*), understanding and communicating lesson content (*Understanding*), and assessing student work and giving feedback (*Feedback*). Data in the learning management system allows us to examine how participants spent their time in each functional area. Further, as these functional areas are also reported on the assessment, this information on time spent can be related to performance on the *TEFT* assessment.

Teachers spent the most time on the *Managing* units—75% spent at least 35 minutes on these units (see footnote 2). They spent more time on the *Managing* units (median 54 minutes) than on the *Understanding* units (41 minutes) or the *Feedback* units (33 minutes) (see Figure 8).

² Explanation of Figure 7: This box plot shows the amounts of time teachers spent to complete the course. Line A is the median; areas B and C show the upper and lower quartiles respectively. The dots represent 'outliers' (i.e., 'extreme' values). The red line represents the overall mean. The closeness of the mean and median lines indicates that, except for the outliers, time spent was distributed evenly on either side of the average.

Figure 8: Time Spent by Functional Area (Weighted)



2.3 How did teachers respond to the program?

A post-implementation survey was conducted on completion of the program, to which 207 of the teachers responded. Among the many positive comments are these:

“I would like to tell you that before taking part in this course, I was not very confident about using my English in teaching. However, after two weeks attending your course, I learnt a lot from your course. I learnt the ways the teachers warm up the class, I learnt a lot of techniques that the teachers used to train us - they are very useful for my teaching... I think this course is not only very useful for me but also for my colleagues. I believe the most important thing we learnt from this course was how to teach English in English, not in native language. Now we can easily design our lessons and our online courses as well...I see that my teaching has improved clearly, and my lessons become more attractive. And my students feel more excited about my lessons. Thus, now I feel much more confident in my teaching.”

“I think this course is very useful for teachers of English, and it is convenient for us to study on line. If necessary, could you offer other courses like this so that we have more opportunities to improve our skill of teaching.”

“In my opinion, the EL Teach program is useful. It helps us feel more confident when teaching English in English. Thanks a lots, and I wish there would be more programs like this.”

3. HOW DID TEACHERS PERFORM ON THE TEFT™ ASSESSMENT (TEST OF ENGLISH-FOR-TEACHING)?

This section reports on how participants performed on the *TEFT* assessment developed by Educational Testing Service (ETS). While the test is independent of the learning materials, it is aligned to the same framework of classroom functional language and reports scores in the three functional areas discussed above.

3.1 Design of the TEFT assessment

The TEFT assessment documents the following claims:

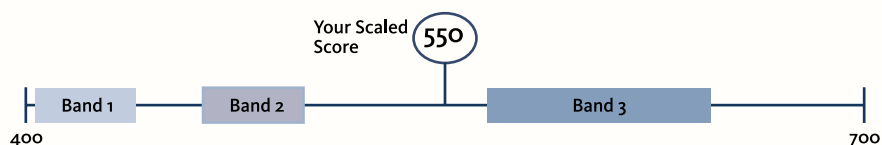
Functional Area	Test Claim
Managing the Classroom	The test taker can engage with students in simple and predictable classroom exchanges.
Understanding and Communicating Lesson Content	The test taker can understand content for students and tasks for the teacher, as included in instructional materials, and can present lessons in class based on a defined curriculum and instructional materials.
Providing Feedback	The test taker can provide basic oral and written feedback to students.

The scores are represented in three bands. Each band describes what a test taker who scores in the band can do. These descriptions are further detailed by the three functional areas of the course (see Appendix for full band descriptors).

Test takers receive both an individual scaled score and a band score. The former represents how the individual has performed on the test; the latter represents that individual's performance in terms of broad aggregate patterns described in the band description. In this way, the scoring system provides information on the individual test-taker's performance as viewed along side these general band descriptions.

Figure 9 shows a sample score report in which the hypothetical score, 550, falls between Band 2 and Band 3. In these analyses, scores that fall between two bands are treated as having realized the lower of the two bands. So for example, scores between Bands 1 and 2 are treated as meeting the band descriptors of Band 1. The rationale is that with a score between Bands 1 and 2, the test-taker has achieved Band 1 but has not fully reached Band 2. We treated scores between Bands 2 and 3 in a similar way for the same reasons.

Figure 9: Total Scaled Score

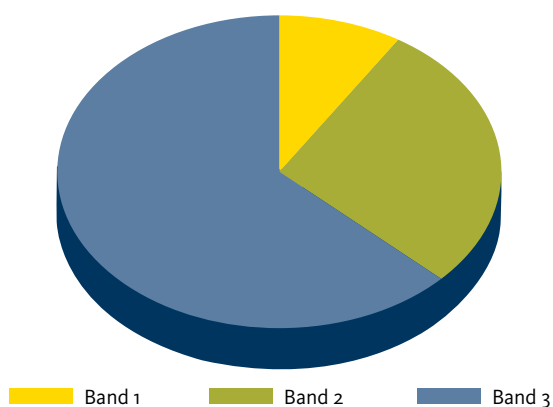


Your score of **550** is between **Band Two** and **Band Three**. This score indicates that your performance shares the characteristics of **Band Two** and may have one or more of the characteristics of **Band Three**.

3.2 TEFT™ assessment scores by band

455 teachers (90%) scored in the upper two bands. 63% scored in Band 3; 28% scored in Band 2. All teachers who took the TEFT assessment scored in at least Band 1 (see Figure 10).

Figure 10: Total Score Band



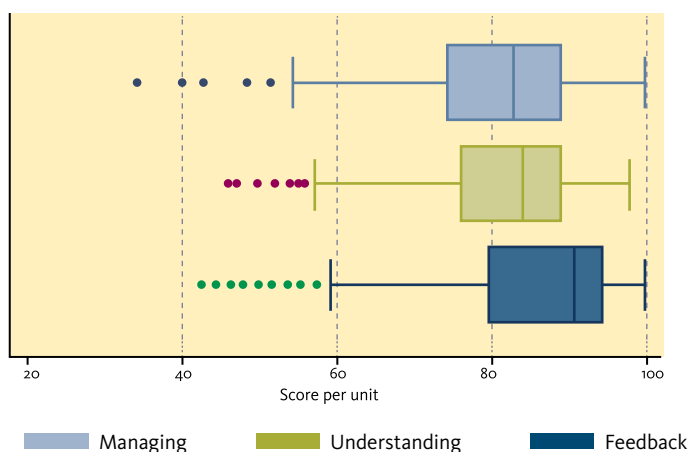
In terms of specific classroom English proficiency, these total scores indicate that the 62% of teachers scoring in band three are able to:

- Complete a wide range of classroom management tasks in English;
- Understand a range of goals and multistep written and spoken instructions;
- Locate key information in reading and listening texts;
- Consistently combine and produce language to create a broad range of written and spoken examples of lesson content;
- Give a wide variety of activity instructions accurately and intelligibly;
- Identify a wide range of students' written and spoken errors to consistently provide appropriate written and spoken feedback.

3.3 Sub-scores by functional area of classroom language

Scores were also analyzed by functional area in the course. Teachers scored similarly in the *Managing* and *Understanding* functional areas, with median scores of 83% and 84% of available score points, respectively. The median score for *Feedback* was a little higher (91%), and at least three quarters of teachers scored 80% of available points or higher for *Feedback* (see Figure 11).

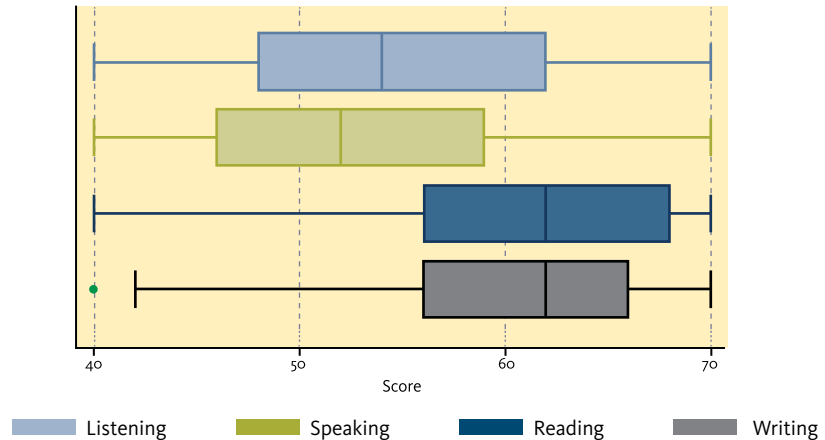
Figure 11: Score by functional area (weighted)



3.4 Sub-scores by language skill

The *TEFT* assessment scores were also analyzed by language skill⁴. This conventional view represents the particular skill areas in which test takers were stronger or less strong. The sub-scores by language skill were relatively stable. *Writing* and *reading* had the highest median sub-scores (62), *listening* the next highest (54), while *speaking* was the lowest (52) (see Figure 12).

Figure 12: Score by Skill Area



3.5 What *TEFT* assessment scores and sub-scores say about teacher performance

The analysis of total *TEFT* assessment scores show that 90% of the teachers can now function at least at Band 2. Of those, about two thirds (63%) are even stronger in classroom English proficiency, functioning at the Band 3 level. In terms of the functional areas of English classroom proficiency:

1. Overall teachers were strongest in the area of *Giving Feedback*, which may be connected to the one-on-one nature of monitoring students and providing them feedback.
2. In contrast, teachers were not as strong in the areas of *Understanding and Communicating Lesson Content* and *Managing the Classroom*. The latter involves a series of tasks that are not supported by classroom materials and often involves addressing and managing large groups of students. These tasks seem to present a language challenge for many teachers.
3. *Giving Feedback*, which can be a one-on-one process between teacher and student, was stronger than *Managing the Classroom*. This may suggest that if teachers feel in control of the specific communication, they are more comfortable using English to give feedback.

⁴ Although comparisons of sub-scores across skill areas might be informative, such comparisons should be treated with caution, because as with any test, sub-scores are less reliable than overall scores, for a variety of reasons, such as smaller number of test questions.

Factors That Influenced Teacher Performance And Test Scores

PART

B

This part of the report uses a range of inferential regression models to offer predictive analyses that link teachers' background and their engagement in the learning materials with performance on the assessment.

We developed a range of models to test the relationships between several variables (see Table 2). We tested each predictor against three types of test score—total, by functional area, and by language skill.

Table 2: Relationships tested

Possible predictor	of TEFT assessment score
Time spent on course activities	Total score
Self-reported level of English	Sub-score by functional area of classroom language
Geographic location	Sub-score by language skill
Teaching experience	
Grade at which started learning English	

Of these possible predictors, we found the following to be significant:

1. Time spent on course activities
2. Self-reported level of English
3. Geographic location

Neither of the other characteristics—teaching experience and grade at which the teacher started learning English—provided an indication of how the teacher would perform on either the functional areas of classroom language or on the language skills documented on the *TEFT* assessment. Consequently, the following models focus on only the significant predictors.⁵

⁵ In the following analyses, 'significance' indicates how likely it is that a relationship would be found in the general population of teachers were they to take the *English-for-Teaching* course. For example, a relationship at the 10% 'significance' level suggests that there would be a 90% chance that the same relationship would be found in a future group of similar participants. These 'significance' levels are reported at the 10% level (one asterisk), 5% level (two asterisks), and 1% level (three asterisks). Thus the level shows there would be a 90%, a 95%, or a 99% likelihood that the relationship between predictor and test score would be found in a future group of similar participants.

4. PREDICTIVE MODELS

We report here on three models that showed strong predictive significance.

Model 1: Time spent on course activities as a predictor

How did the amount of time spent in the course relate to test scores?

Model 2: Self-reported level of English as a predictor

How did self-reported general English proficiency relate to test scores?

Model 3: Geographic location (urban vs. rural) as a predictor

How did where teachers were from relate to test scores?

4.1 Model 1: Time spent on course activities as a predictor

This model examines how the amount of time teachers spent in the course related to their test scores. As teachers spent additional time, their scores improved in all areas. Table 3 presents the most powerful estimators of those score increases:

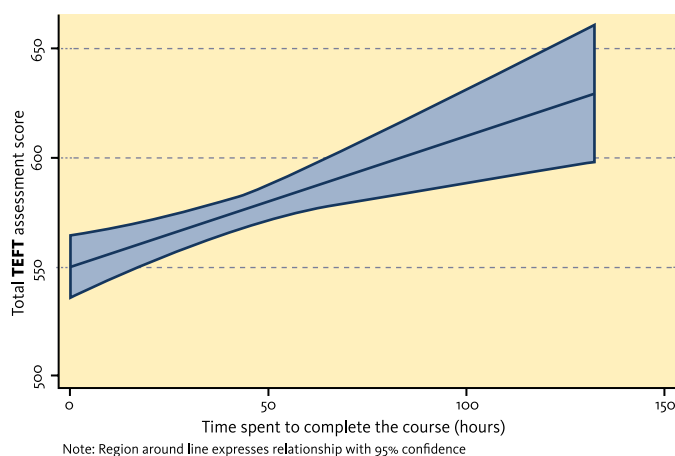
Table 3: Time spent on course activities as a predictor

Score Type	Per additional	Point increase in total <i>TEFT</i> assessment score
Total Score	10 hours on whole course	6***
By functional area of classroom language	Per additional	Point increase in functional area sub score
Managing the Classroom	10 hours within functional area	0.6***
Understanding and Communicating Lesson Content	10 hours within functional area	2***
Giving Feedback	10 hours within functional area	2**

Significance levels: * = 10%, ** = 5%, *** = 1%

It is clear from this model that teachers spent their time wisely on the course materials, which contributed to their success in the assessment. Further, it is clear that if it is well structured and organized, 'self access', independent learning can be very successful for Vietnamese teachers. More specifically, this model shows that for every 10 additional hours teachers spent on the course overall, they scored an average of 6 points higher on the total *TEFT* assessment score (see Figure 13).

Figure 13: Total score by hours spent on course



The efficiency and economy in self-access learning seems to come from the fact that little time is wasted: Teachers recognize what they already know and know what they need to learn when that content is laid out clearly and has immediate relevance to their classroom teaching. The next model further examines this point.

4.2 Model 2: Self-reported level of English as a predictor

This model examines how teachers' self-reported general English proficiency related to their test scores. Teachers recognized what they know from general English and used that knowledge through the course. Self-reported level of English was a strong predictor of success on the *TEFT* assessment. Teachers who reported their English as 'upper intermediate' or 'advanced' scored better in the areas shown in Table 4. (These two levels were not significantly different from one another.)

Table 4: Self-reported level of English as a predictor

Score Type	Point increase in <i>TEFT</i> assessment score
Total Score	33***
By skill	Point increase in skill sub score
Listening	2***
Speaking	3***
Reading	2***
Writing	3***
By functional area of classroom language	Point increase in functional area sub score
Managing the Classroom	2***
Understanding and Communicating	
Lesson Content	4***
Giving Feedback	2***

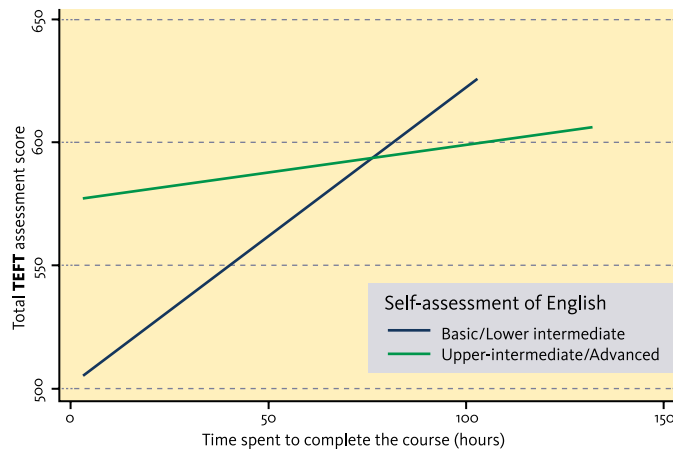
Significance levels: * = 10%, ** = 5%, *** = 1%

This table shows that teachers who rated their English as ‘upper intermediate/ advanced’ scored an average of 33 points higher on the *TEFT* assessment. They also scored higher in all four language skills (by an average of 2 points in listening, 3 in speaking, 2 in reading, and 3 in writing). And they scored higher in the three areas of functional classroom language (2 points higher on *Managing the Classroom*, 4 points higher on *Understanding and Communicating Lesson Content*, and 2 points higher on *Giving Feedback*.) All of these predictors are at the strongest level—99%.

Since self-rating in English is a powerful predictor of assessment performance, we examined whether additional time spent had an effect related to self-rating in English.

We found that spending additional time led to far higher increases in assessment scores for teachers with ‘basic/lower intermediate’ self-ratings than those with ‘upper-intermediate/ advanced’ self-ratings. Specifically, among those teachers who rated their English as ‘basic/lower-intermediate’, for every ten additional hours spent on the course overall, teachers scored an average of 11 points higher. This result is significant at the 90% level (see Figure 14).

Figure 14: Total score by hours spent and English level



This analysis further supports how well teachers were able to use the self-access learning materials to meet their specific needs. No one was telling the teachers how to spend their time; no trainer was telling them what to study. Instead, when enrolled in a well-structured, carefully sequenced learning environment, teachers used the opportunity to improve their classroom English proficiency.

4.3 Model 3: Geographic location as a predictor

This model examines how where teachers were located related to their test scores. For this analysis, teachers were grouped according to whether they lived in rural or urban areas. This analysis shows that rural teachers performed just as well as urban teachers; there was no significant difference between the groups (see Table

5). This is despite the fact that two factors generally associated with performance—confidence and self-rating in English—are significantly different between the groups: Rural teachers rated their confidence as an average of 0.5 points lower (on a 4-point scale) than urban teachers, and are 15% less likely to rate their English as ‘Upper-intermediate/advanced’.

Table 5: Geographic location as a predictor

Outcome	Rural (vs. urban) difference
All TEFT assessment score types	not significant
Hours spent on course	not significant
Confidence	-0.5***

Significance levels: * = 10%, ** = 5%, *** = 1%

4.4 Summary: What do the combined models say about improving Vietnamese teachers’ classroom English proficiency?

Putting these models together, we see that the self-access design of the course was successful in providing teachers the structured opportunity to study and to practice classroom English (Model 1). Further, we see that teachers knew what they needed to study and could effectively use their level of general English as a basis for improving their classroom English proficiency (Model 2). And teachers from all parts of the country did equally well in the course (Model 3), showing that technology and access did not pose significant problems.

Of particular significance for future implementations of *English-for-Teaching* in Vietnam are the following findings:

MOTIVATION: The 84% completion rate, combined with the strong correlation between time spent in the course produced TEFT assessment scores of 62% in Band 3 and 28% in Band 2. These findings demonstrate that Vietnamese teachers, regardless of location, are highly motivated to study, improve, and document their classroom English proficiency.

ENGAGEMENT: These findings strongly indicate that the self-access design of the *English-for-Teaching* course was highly effective: Teachers know how strong their general English is and they study the learning materials accordingly. We see these results on the assessment.

ACCESS AND SCALE OF TRAINING: Rural teachers performed just as well on the assessments despite different characteristics and expectations from their urban counterparts. This suggests that teachers in rural areas, in spite of limited resources, gain just as much from the course as those in urban areas, indicating the scalability of the course nationwide.

Training-of-Trainers Course and Assessment

In collaboration with NFL2020, and with support from SEAMEO and Vinh University, National Geographic Learning ran a Training-of-Trainers course to support the wider implementation of the *ELTeach: English-for-Teaching* program. The Training-of-Trainers course ran from August through September 2014, and included three face-to-face sessions, followed by on-line self-access study. The trainers also engaged with colleagues and academic advisers through the Vietnam ToT Online Community. ToT participants took the *TEFT* assessment at the end of September.

1. What were the goals of the ToT program?

The goals of the Training-of-Trainers course were:

- To familiarize participants with the contents and presentation of the *ELTeach: English-for-Teaching* course and the *TEFT* assessment
- To provide ways for them to support teachers who will be taking the course
- To support their development as trainers
- To motivate and help instill the importance of professional development in trainers through workshops and an online community
- To help the trainers develop and maintain professional learning communities to ensure a sustainable professional development experience for teachers

2. Who were the ToT participants?

825 TOT participants were recruited from different regions in Vietnam. They were almost evenly divided between those who taught in schools (49%) and those who taught in universities (47%). The majority (78%) were women, between the ages of 26– and 45 (68%). They had strong professional backgrounds in ELT: the great majority (87%) reported five or more years' experience teaching and almost the same number (84%) reported three or more years of professional preparation. When asked about their general English proficiency, most participants rated themselves as either 'upper intermediate' (49%) or 'advanced (39%)' users of English. 799 or 97% of the ToT participants completed the course and assessment.

3. How did the ToTs experience the course?

The median time spent on the course was 20 hours; about half of the participants spent between 10 and 29 hours on the course in total. In terms of the functional areas of the course that contribute to classroom English proficiency, participants spent the most time on the Managing the classroom units (median time 29 minutes), followed by the Feedback units (18 minutes) and then Understanding units (17 minutes).

This use of time shows that participants worked efficiently within the self-access access design to understand the course structure and contents.

4. How did ToTs perform on the *TEFT* assessment?

The *TEFT* assessment is scored in three bands (see Section 3.1). 740 participants (97%) scored in the upper two score bands. 80% scored in Band 3; 17% scored in Band 2. All participants who took the *TEFT* assessment scored in at least Band 1. Participants scored equally well across the three functional areas of *English-for-Teaching*. In terms of conventional language skills, they were strongest in writing and reading and less strong in speaking and listening.

5. Predictive models

Similar to the teachers who did the course (see Parts A and B), the ToT participants showed that a) self-assessment of their general English proficiency was a strong predictor of their scores on the assessment, and b) those who rated themselves weak in their general English proficiency and who took time with the learning materials showed marked gains in their scores on the assessment.

We also examined the relationship between employment—in school or in university—and test score, on the premise that university-based ToT participants would be more strongly prepared. For this analysis, participants were grouped according to whether they taught in public schools or worked as university lecturers. The analysis showed that participants who work as university lecturers scored 63 points higher on the *TEFT* assessment than those who teach in public schools (This predictor is at the strongest level—99%.)

6. Summary of the ToT Program

Based on the 97% completion rate, the time spent on the course materials, and the strong results on the *TEFT* assessment, the ToT participants seem well prepared to support classroom teachers across Vietnam in the *English-for-Teaching* course. The results suggest that teachers from the DoETs teaching in public schools and university lecturers are both equally prepared to train teachers in the *English-for-Teaching* course to help build Classroom English Proficiency across the country.

In the words of three of the Trainers:

“[It] helps to better the quality of teaching and learning English at schools in Vietnam. - Equip and motivate teachers in fostering their job and sharing experience with fellow teachers. - Open up new initiatives in teaching the target language.”

“The way to convey the information to the learners was great, which made us more enthusiastic. The biggest I obtained from the course is “English for teaching” that I can share with my students who are trained to be teachers, and one more think I myself appreciated is that the course highlighted my teaching.”

“I think [*ELTeach*] is useful for all teachers at all level of proficiency. It helps the teachers feel confident in using English. It provides me a lot of phrases, and some of them seem to be new to me. I think I can apply the phrases I have learnt from this program to my teaching condition. It will help my students who are to be trained as teachers of English at secondary schools in my province.”

Planning Recommendations

These analyses of the successful running of these two courses—the *English-for-Teaching* course for teachers and the ToT *English-for-Teaching* course for trainers—and their aligned *TEFT* assessments strongly support the following conclusions and recommendations.

1. **The training was effective:** Based on participants' high completion rates in both courses, combined with their successful performance on the *TEFT* assessments, it is clear that the *ELTeach: English-for-Teaching* worked appropriately for Vietnamese teachers.

Recommendation: That the course be made widely available.

2. **Classroom English proficiency was documented:** The *TEFT* assessment provided rigorous documentation, against a global framework, that participants' classroom English skills met the goals of the project and supported the broader language proficiency goals of NLF 2020. Further, participants reported a high degree of satisfaction with the immediate applicability of what they were learning to their classroom teaching, and with the self-access training environment.

Recommendation: That the self-access design of *English-for-Teaching* supports the expansion in #1.

3. **Scalability:** The successful performance of teachers from urban and rural areas show that the self-access design is effective across contexts, and thus is highly scalable.

Recommendation: That the course be expanded nationally, per #1 and #2.

4. **Outcomes:** The completion rates, how participants used their time with the self-access learning materials, and how they performed on the *TEFT* assessment are all excellent outcomes of the project. To reach all teachers, the next steps are 1) to establish national benchmarks within the *ELTeach* global framework and 2) to document how teachers who have completed the course are using it in their teaching.

Recommendations: To this end, a benchmarking study should be undertaken drawing on the data and analyses from this report; and a classroom observation study should be done using the *ELTeach* program frameworks.

5. Capacity building: The ToT program has provided the MoET and participating DoETs with a cohort of trainers who are now experienced in the design of the *ELTeach* program and highly qualified to support and monitor teachers in developing their Classroom English Proficiency.

Recommendation: The strong performance by both university lecturers and schoolteachers in the ToT program gives the project a solid capacity to implement *English-for-Teaching* nationally.

SUMMARY RECOMMENDATION: The *ELTeach: English-for-Teaching* program should be made available to all English teachers in Vietnam. The levels of participation, performance, and satisfaction among teachers and trainers strongly support the expansion of the program to help NFL2020 reach the goal of developing Classroom English Proficiency by 2020.

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