Current Issues of English Teaching in Vietnam: An Analysis of the Results of the Foreign Language Teachers’ Proficiency Report

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Abstract

The study was derived from the surveyed results of the foreign language teachers’ proficiency in Vietnam. These surveys were conducted under the criterion of an on-going project with the title “Teaching and Learning Foreign Language in the National Education System, Period 2008-2020” (namely Project 2020). This project was launched by the Prime Minister of Vietnamese government and under the control of Vietnamese Ministry of Education and Training (Vietnamese MOET). Vietnamese MOET reported that the majority of foreign language teachers in Vietnam failed to reach the language proficiency as required by this national project. Thus, the study focused on investigating the reasons that caused such kind of problem, thereby providing possible solutions. By the way of using qualitative methods, especially complementing the interviews with ten English teachers in different high schools in Haiduong province, Vietnam, the study offered the reader with a meaningful understanding about the current issues of English teaching in Vietnam. Besides, the study also presented teachers/educators with various perspectives about the feasibility of the Project 2020, that is, the pros and cons.

Keywords: language proficiency, Vietnamese MOET, Project 2020, National Education System
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<td>DOET</td>
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<td>KNLNNVN</td>
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<td>BGDDT</td>
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Chapter 1 Introduction

1.1 Background of Research

With the intensifying progress of globalization, using English has become popular in most countries all over the world. Vietnam, an increasingly growing and innovating country is no exception. Thus, those of the Vietnamese people who can speak fluently at least one foreign language have the advantages in society, especially if they have good command of English. As Graddol (2006) points out: “the availability of English as a global language in accelerating globalization. On the other, the globalization is accelerating the use of English” (p. 22). To connect and expand the process of integration between Vietnamese economy and global economy, the Vietnamese government has set up plans to close the gap between localization and globalization. In the education field, the Vietnamese government has approved Project 2020 with the budget and fund accounting for 9.378 million Vietnam dongs (Decision No.1400/QD-TTg).

Project 2020 was issued by the Prime Minister of Vietnamese government in 2008 according to Decision No.1400/QD-TTg with the title “Teaching and Learning Foreign Language in the National Education System, Period 2008-2020” (namely, National Project 2020, or Project 2020 for short). The general goals of this project are:

- to renovate thoroughly the tasks of teaching and learning foreign language within national education system, to implement a new program on teaching and learning foreign language at every school levels and training degrees, in which aims to achieve by the year 2015 a vivid progress on professional skills, language competency for human resources, especially at some prioritized sectors; by the year 2012 most Vietnamese youth whoever graduate from vocational schools,
colleges and university gain the capacity to use a foreign language independently 

(Decision No.1400/QD-TTg, 2008, para. 1).

The specific goals of this project include four main points. In the (a) section, it aims at implementing an education program which foreign language is compulsory for students from grade 3 to grade 12. The plans for this goal are divided into three periods of school years (2010-2011, 2015-2016, and 2018-2019). From 2010-2011, the government would “implement language teaching in accord with new curriculum for about 20% of 3rd graders and gradually expand the scale to about 70% in school year 2015-2016, aiming to reach 100% in school year 2018-2019” (Decision No.1400/QD-TTg, 2008, para. 1).

In the sections (b) and (c), the targets for vocational education (training centers, professional vocation training schools) and undergraduate education in supplementing “a foreign language enhancement training program” (Decision No. 1400/QD-TTg, 2008, para. 2) are 10%, 60%, 100% of students respectively in school years 2010-2011, 2015-2016, and 2019-2020. The last point in the (d) section has plan to set up a target for “language level 3 and above for 5% of staff, clerk and officials from governmental agencies by the year 2015 and reaching 30% by the year 2020” (Decision No. 1400/QD-TTg, 2008, para. 4). Among the task of this project are to identify “English and other language as foreign language subjects to be taught and learned at education institutions that belong to national education system” (Decision No. 1400/QD-TTg, 2008, para. 1); to construct and issue “a detailed and unified language proficiency framework which consists of six levels” (Decision No. 1400/QD-TTg, 2008, para. 2). The framework on titled “Khung nang luc ngoai ngu Vietnam” (KNLNNVN) is based on the criteria of Common European of Common European Framework of Reference (CEFR) and some other international language proficiency frameworks. KNLNNVN is divided into three main standards (basic,
medium and high grade) with six different levels, in which level one is the lowest ranking. KNLNNVN aims to “define clearly certain requirements for competency, capacity in listening, speaking, reading and writing” (Decision No. 1400/QD-TTg, 2008, para. 2, section. 2). The requirements are basically compatible with levels in CEFR. CEFR is considered the main reference framework for learners to check the equivalent levels not only in English, but also in other languages such as French, Russian, Chinese, etc (see the Appendices A & B of this study). Another task of this project outlines a specific term for foreign language levels with such kinds of primary, secondary, and high schools within national education system. From this point, “a new program on compulsory language training at different schools levels” (Decision No. 1400/QD-TTg, 2008, para. 1, section. 3) are constructed and implemented to guarantee for learners who can hold “qualify KNLNNVN level 1 when graduating primary school; qualify KNLNNVN level 2 when graduating secondary school; qualify KNLNNVN level 3 when graduating high schools” (Decision No. 1400/QD-TTg, 2008, para. 1, section. 3). This is important task of the project. It also has caused many complicated problems since the project was executed. To achieve these criteria, the core sources should be foreign language teachers (FLTs), mostly in English, at different levels. These teachers need to hold the CEFR certificates at least two levels higher than the graduating levels they teach. For example, FLTs who are in primary and secondary schools need to pass the tests of CEFR at level B2 (60 FCE, 525 TOEFL on paper, 5.5 IELTS, 45 CAE), and others such as in high schools, continuing education centers, colleges, or training schools are required of CEFR standard at level C1 (80 FCE, 575 TOEFL on paper, 6.5 IELTS, 60 CAE).

In 2012, Vietnam’s MOET conducted the surveys about foreign language teacher proficiency (mostly English language proficiency) in the whole country. The results of the
surveys were reported by Vietnam’s MOET on the Working Conference Implementing National Foreign Language Project 2020 at the University of Danang (UD), period 2011-2013. According to Nguyen Ngoc Hung, the Chief of the 2020 project, there were 97% of high school and 93% of elementary and secondary school FLTs within 30 provinces and cities who failed in reaching the KNLN NVN standard required by Vietnam’s MOET (Thanhien News, 2012). Worse still, the number of elementary school FLTs who achieved the level at the beginning are up to 17%. Especially in Mekong Delta City of Cantho, few out of 181 elementary school FLTs passed the required level, in the view of Tran Trong Khiem, Director of the city's education department. Even in Ho Chi Minh, the biggest city and considered as the hub of Vietnam, the rates were more than 84% out of 1,100 surveyed FLTs. In Hanoi, the capital city, only 28 out of 150 surveyed FLTs passed. According to Hung, the surveys would be continuously conducted at other provinces and cities nationwide.

Meanwhile, Haiduong province’s surveys on June, 2014 announced FLTs (mostly English) gain level C1 at 31 percents with 89 FLTs in high schools; level B2 at 52 percents with 338 FLTs in secondary schools and 26 percents with 85 FLTs in primary schools (Haiduong Committees, No. 1593/UBND-VP). Some other results for testing language teacher qualification shown in Laichau, Bac Kan, Caobang, Hungyen, Ninhbinh provinces (the parts in the north of Vietnam) were not very satisfactory figures. For example, the numbers of downfall in turn were 98.5% and 100% of FLTs in Laichau and Bac Kan provinces. There were eight high school FLTs, 19 elementary FLTs passes the tests in Ninhbinh province, but none of FLTs in secondary schools achieved the B2 level in this region (Tue, 2014).

In the view of Hung, there are three main points accounting for these low rates. First of all, it is due to the education background of FLTs. Most FLTs are trained via distance learning or
unofficial course offered by universities and colleges, but some of universities and colleges are not quality ones. The second thing is teacher recruitment factors. The criteria for teacher recruitment are based on certificates, expertise in teaching skills, etc. And the last one is academic programs which focus on vocabulary and grammar only. Thus, teachers have less chances to practice and reinforce their speaking and listening skills. But the CEFR tests cover all the language skills. It is not easy to ask all teachers to meet international standards (CEFR) while their training programs as well as teaching programs were designed under Vietnamese standards, the idea from Vu Van Xuan from the HCMC-based Le Quy Don Secondary School, one of the teachers who passed the tests. On the other hand, Nguyen Ngoc Vu, Dean of the Foreign Language Department at the HCMC University of Education argues that teachers probably have good listening and speaking skills upon graduation, but the environment of teaching at schools does not allow them to practice those skills, which become lost gradually after a few years (Thannien News, 2012).

1.2 Purposes of Research

The research focuses on investigating the reasons that cause the gaps of English teachers in reaching the standard of CEFR. By the way of using qualitative methods, such as collecting, analyzing the data, collection, and consulting the ideas of related authors, the research proposes feasible solutions as the references for educators to overcome the weakness situation of English teacher qualify. Besides, the research also presents in detail teacher/educator perspectives about the feasibility of the national project 2020, that is, their pros and cons. There are some limitations of time and other resources, so Haiduong province is selected as a typical model of research, and high schools are the main targets.
1.3 Research Structure

This research includes five chapters. The first chapter mainly presents the purposes of the study. The second chapter is the literature review about former theories and related aspects. The third chapter deals with the method used in it. The fourth chapter involves the discussion. The last chapter is conclusion, summarizing the key points in this study.

1.4 Research Questions

The research questions are designed in support of the purposes of the study. There are three significant questions in this study. The first point is intended to find out reasons that cause ordinary foreign language teachers in Vietnam to have failed in reaching the standard levels of CEFR. The second one is raised to seek the possible solutions to solve problems as references for educator. Besides, the study also discusses some features of Project 2020 based on Vietnamese teachers’ pros and cons. Haiduong province, in the north of Vietnam, is chosen for this experimental research. Ten high schools English teachers there are selected as the objects of study. Three research questions are outlined as follows:

1. What are the reasons that caused the majority of the English teachers in high schools of Haiduong province to fail the tests of CEFR to achieve the goals of Project 2020?

2. What are feasible solutions for high schools English teachers in Haiduong province to matching Project 2020 regulations in terms of foreign language proficiency?

3. What are the pros and cons of Project 2020 and the prediction for the feasibility of it by the year 2020?
The literature review will take a look at the foundation and development of foreign languages teaching in Vietnam. Along with the renovation of economy, the government policy has changed significantly during the process of building and developing the country. In that sense, foreign languages play an important role in daily life of Vietnamese citizens, and also in the political sphere in terms of the government strategies.

2.1 The History of Developing Foreign Languages in Vietnam

2.1.1 One Thousand Years under Chinese Domination

For centuries, Vietnam had been considered a part of China. Thus, the history of Vietnam’s development is linked tightly with the language education system (Hac, 1995). Under Chinese domination for one thousand years, language used for administrative system was Chinese. Chinese was a construction language for training children with some basic subjects. At that time, Chinese was taught for children to be able to read and write Chinese characters that served for mandarins’ office to do clerical works (Thang, 1994; Giap, 2006; Hac, 1995). Until AD 983 when Ngo Quyen won the victory in the battle with Han Dynasty, Vietnam claimed to be a totally independent country. Because of the historical factors, the Vietnamese language had been influenced by the Chinese language until now.

2.1.2 More than Eighty Years under French Domination

In 1858, when French people fired a first shot to occupy Vietnam in Danang’s habor (Ngoc, 2006), the language system in Vietnam has also been changed since then. At that time, ‘Quoc Ngu’ which was introduced in Vietnam with the purpose of proselytizing of the Western missionaries (the period of the late 16th century), became a popular language spoken by a group of ‘Kinh’ people (Chinh, 1972). But French was proclaimed to be the official language in
education, even in higher education. French gradually replaced Chinese and became a top priority in comparison with Quoc Ngu language. People spoke French, thought in French and lived in the French style (Giap, 2006).

2.1.3 Independence in 1945

The role of Quoc Ngu had been changed since the success of August Revolution. Under the leadership of President Ho Chi Minh, the Democratic Republic of Vietnam was born in 1945. And Quoc Ngu officially became the national language (Vietnamese) which was spoken by 85% of Kinh people among 54 ethnic groups who spoke 108 different languages (Levis, 2009). Vietnamese became a common language (Giap, 2006). The Independence declaration of Vietnam was also written and proclaimed in Quoc Ngu or Vietnamese. And Vietnamese was the instruction language of the governmental, administrative, and business documents. Chinese and French were marginalized and considered as foreign languages with much fewer learners.

2.1.4 From the Reunification in 1975 to the Collapse of the Former Soviet Union in 1991

In the early 20th century, when American businessmen came to Vietnam, they needed translations which underwent at least four stages. Vietnamese was first translated into French; then, French was translated into English, and vice versa (Toan, 2010). In 1955, some English teachers were sent to Saigon, Vietnam, to teach English for government officers and training officers as a part of Colombo Plan (‘Australian to teach in Asia’, 1955). Since Americans withdrew from Vietnam in 1975, English has lost its important role and the number of people studying English became less and less (Thinh, 2006). Vietnamese economy was isolated by American Trade Embargo since many countries did not dare cooperate with Vietnam. They feared the political punishment from the United State (Shapiro, 1995). Vietnamese people, therefore, shifted to study Russian with the assistance from the former Soviet Union. English
seemed to become the language of the enemy. In 1985, the number of students who registered in training programs at a university in Ho Chi Minh City was only a dozen. This number was one of six times as much as the time before 1975 (Thinh, 2006). The Russian language became the priority language as a foreign language for several decades (after independence in 1945 and reunification in 1975). After 1975, Russian was a privileged and favored foreign language in Vietnam. There were 60% of learners who chose Russian as a foreign language to study in high schools, 25% of them selected English, and there were only 15% of them studying French (Derham, 1992).

2.1.5 Foreign Language Policies and Related Problems in Vietnam from 1986 ~ 2000s

Since 1986, Vietnam has implemented the so-called “Doi moi” (renovation) to build up and the develop country’s economy (Quynh, Lam, & Han, 2003). Along with the improvement of dynamic diplomacy and the normalization with United State in 1995, this affected all aspects of society, including, of course, education (Abuza, 1996). English has become a significant foreign language in Vietnam. English centers were set up everywhere to serve for the need of not only children, but also for adults (Thinh, 2006). English is considered as a tool that promises for a good job in the future.

The Vietnamese government has issued many Decisions/Regulations that encourage and develop the study of foreign languages in the country. At the beginning, English was not confirmed as a priority foreign language. For example, in 1968, the former Prime Minister Pham Van Dong signed a construction 43-TTg/VG about learning and teaching foreign languages in national education system, and Russian and Chinese were the main foreign languages in all levels of education. Another policy for foreign language competency was signed in 1973 (Inter-ministries Circular Letter 28/TT-LB). This was issued to adapt to the shortage of foreign
language teachers. According to the criteria, anyone could be foreign language teachers if they had competence of one of those languages such as Russian, Chinese, English, and French. According to the survey of group researchers (Van, Chi, & Hoa, 2006) with 41 high schools across the country, most English teachers have no background of being trained in pedagogical universities which are specialized in mentoring teachers’ competences in terms of not only their knowledge, but also their pedagogy skills. Some of them were Russian teachers when they shifted to teach English.

In 1994, the former prime minister Vo Van Kiet signed an instruction No 422-TTg that enhanced training foreign language competences for the administrative staff and office staff of the government in its line ministries. Following the terms of this instruction, each of state administrators, officers, cadres need to know at least one foreign language (mainly English) to serve for their job and their study. Even more, this announcement became a required standard for their promotion, working condition, and studying overseas. Since then, the demand for training and studying foreign language (mostly in English) has increased considerably. In some way, the policies about foreign language being issued by the government raise up the trend of the study of foreign languages in the citizen life.

2.2 Opposing Viewpoints about the Project 2020

Recently, the project 2020 has caused a lot of conflicting discussions about the feasibility of it. There are two opposite sides for these discussions. Some educators give optimistic ideas that support the national 2020; meanwhile, other point of views presents the doubt to this matter. During the process of conducting the Project 2020 as of 2015, there appeared a number of problems in the language competences of both teachers and students, also with financial
distributions to each academic/school unit (Long, 2013; Dien, 2013; Vuong, 2013; Tue, 2014; Minh & Thu, 2014; Hanh, 2014; Phu, 2014; Mai, 2015; Son, 2015).

2.2.1 Positive Voices

Positive voices were from the opinions of many participants of the Working Conference Implementing National Foreign Language Project 2020 at the University of Danang (UD), during 2011-2013. According to Ms. Vu Thi Tu Anh, Deputy Director of Secondary Education, Deputy Head of the Standing Management Project, the project has gained many positive results. It is creating changes in social awareness about the significance of foreign languages for quality human resources for the country in the international integration period. As the result, the sense of teaching-learning, self-study, using foreign languages of teachers, pupils and students, workers are significantly improved (Vuong, 2013). In the view of Nguyen Hoang, Deputy Director of the Department of Education and Training in Nghean province, after attending many training classes, although the standard has not really been improving teachers have a positive self-study component, not rely on payroll as before. Nguyen Hong Anh, Rector Quynhon also believes that the project has brought a new trend in teaching and learning foreign languages in his university. His students are more active in the exploration, research, and exchanging of the foreign language skills. These supply the advantages to find a good job for students after they graduate (Vuong, 2013). Besides, the rank level in English proficiency of Vietnamese is increasing. This announcement is informed by EF Education First, a private educational institution which was founded in 1965; which now has 400 offices and schools around the world, operating in 16 fields, organizing training programs from language, study, academic, cultural exchanges.
Table 1: EF English Proficiency Index 2013

<table>
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<th>Country</th>
<th>Score</th>
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</tr>
<tr>
<td>23</td>
<td>Spain</td>
<td>53.51</td>
</tr>
<tr>
<td>24</td>
<td>South Korea</td>
<td>53.46</td>
</tr>
<tr>
<td>25</td>
<td>Indonesia</td>
<td>53.44</td>
</tr>
<tr>
<td>26</td>
<td>Japan</td>
<td>53.21</td>
</tr>
<tr>
<td>27</td>
<td>Ukraine</td>
<td>53.09</td>
</tr>
<tr>
<td>28</td>
<td>Vietnam</td>
<td>52.27</td>
</tr>
<tr>
<td>29</td>
<td>Uruguay</td>
<td>51.49</td>
</tr>
<tr>
<td>30</td>
<td>Sri Lanka</td>
<td>51.47</td>
</tr>
<tr>
<td>31</td>
<td>Russia</td>
<td>51.08</td>
</tr>
<tr>
<td>32</td>
<td>Italy</td>
<td>50.37</td>
</tr>
<tr>
<td>33</td>
<td>Taiwan</td>
<td>50.95</td>
</tr>
<tr>
<td>34</td>
<td>China</td>
<td>50.77</td>
</tr>
<tr>
<td>35</td>
<td>France</td>
<td>50.53</td>
</tr>
<tr>
<td>36</td>
<td>United Arab Emirates</td>
<td>50.37</td>
</tr>
<tr>
<td>37</td>
<td>Costa Rica</td>
<td>50.23</td>
</tr>
<tr>
<td>38</td>
<td>Brazil</td>
<td>50.07</td>
</tr>
<tr>
<td>39</td>
<td>Peru</td>
<td>49.96</td>
</tr>
<tr>
<td>40</td>
<td>Mexico</td>
<td>49.91</td>
</tr>
<tr>
<td>41</td>
<td>Turkey</td>
<td>49.52</td>
</tr>
<tr>
<td>42</td>
<td>Iran</td>
<td>49.30</td>
</tr>
<tr>
<td>43</td>
<td>Egypt</td>
<td>48.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>Chile</td>
<td>48.20</td>
</tr>
<tr>
<td>45</td>
<td>Morocco</td>
<td>47.71</td>
</tr>
<tr>
<td>46</td>
<td>Colombia</td>
<td>47.07</td>
</tr>
<tr>
<td>47</td>
<td>Kuwait</td>
<td>46.97</td>
</tr>
<tr>
<td>48</td>
<td>Ecuador</td>
<td>46.90</td>
</tr>
<tr>
<td>49</td>
<td>Venezuela</td>
<td>46.44</td>
</tr>
<tr>
<td>50</td>
<td>Jordan</td>
<td>46.44</td>
</tr>
<tr>
<td>51</td>
<td>Qatar</td>
<td>45.97</td>
</tr>
<tr>
<td>52</td>
<td>Guatemala</td>
<td>45.72</td>
</tr>
<tr>
<td>53</td>
<td>El Salvador</td>
<td>45.29</td>
</tr>
<tr>
<td>54</td>
<td>Libya</td>
<td>44.65</td>
</tr>
<tr>
<td>55</td>
<td>Thailand</td>
<td>44.44</td>
</tr>
<tr>
<td>56</td>
<td>Panama</td>
<td>43.61</td>
</tr>
<tr>
<td>57</td>
<td>Kazakhstan</td>
<td>43.47</td>
</tr>
<tr>
<td>58</td>
<td>Algeria</td>
<td>43.16</td>
</tr>
</tbody>
</table>

Source: [www.ef.com/epi](http://www.ef.com/epi)
According to the survey results of the EF in 2013, Vietnam has promoted the English language for 6 years and was ranked 28th among the 60 countries and territories. Earlier, in 2012, Vietnam ranked 31/54 (Hanh, 2014). Table 1 above is a rating summary based on EF English Proficiency Index (EFEFI).

2.2.2 Negative Voices

In Vietnamese education system, foreign language subjects (FLSs) are considered as non-required subject for Vietnamese students enrolling their high school graduate examination. In contrast to the MOET’s efforts which point out the important role of foreign languages through 2020 project, only 16% of high school students register FLSs for their subject graduation (Tue, 2014). This number is giving a question mark about the inadequacies in teaching and learning foreign languages (mainly English) in Vietnam. For example, in Laichau province, there are nineteen high school students who choose FLSs to take part in graduation exam, but seventeen of them are in the only magnet school of the province. Other high schools still use old English textbook (which was designed for three years of the 10th, 11th, and 12th grade classes) instead of using new programs (a continuity program from class 6 to class 12). In addition, the English subject in elementary/primary schools is considered as the elective one which is not related to the process of assessment or clarifying the studying qualification of students. Thus, both learners and teachers haven’t set up the goal for their English teaching and learning (Tue, 2014). Another main cause is due to the disparity of registered candidate rate between the central areas and the rural, mountainous provinces within 63 of cities and province across the nation.
Table 2: Number of students registered as candidates FLSs for graduate examination

<table>
<thead>
<tr>
<th>Cities/provinces</th>
<th>Registered candidates</th>
<th>Non-registered candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanoi</td>
<td>20,040</td>
<td>76,151</td>
</tr>
<tr>
<td>Hochiminh</td>
<td>23,475</td>
<td>57,544</td>
</tr>
<tr>
<td>Laichau</td>
<td>19</td>
<td>2,645</td>
</tr>
<tr>
<td>Backan</td>
<td>140</td>
<td>3,183</td>
</tr>
<tr>
<td>Caobang</td>
<td>170</td>
<td>5,143</td>
</tr>
<tr>
<td>Hagiang</td>
<td>52</td>
<td>6,621</td>
</tr>
</tbody>
</table>

Source: www.thannien.vn

Table 2 shows the great difference between the rates of registered candidates for high school graduated examination for FLSs in Hanoi, Hochiminh cities and other mountainous provinces such as Laichau, Backan, Caobang, Hagiang, 2014 (Tue, 2014). There are 20,040 registered candidates out of 76,151 of students in Hanoi, and 23,475 of a 57,544 in Hochiminh. In contrast, the statistics in turn are 19/2,645 - 140/3,183 - 170/5,143 and 52/6,621 in Laichau, Backan, Caobang, Hagiang provinces.

Furthermore, the number of English teachers who reach the required standard levels in CEFR are quite low. As the surveys of the MOET (2012), 98.5% of the surveyed teachers failed in Laichau province, and 100% in Caobang (Tue, 2014). With such impressive figures, it’s reasonable for some negative voices predicting the impracticability of the project. After giving some examples about learning English nearby countries such as Singapore and Malaysia, Dr Dennis Berg, the educated consultant in Vietnam, states that the targets of 2020 project are
unlikely to achieve. It should be called 2030 project. And Dr Vu P T Anh, Deputy Center Director of Training and Supporting the Educated Quality Vietnam, comments that it’s too high to reach the goals of 2020 project compared to Vietnamese ability. Other negative voices also mention the inadequacy in applying the international framework (CEFR) for Vietnam at the current time (National Assembly member (MPs) in Hanoi), and using a huge budget (9000 million Vn dong) for this while the public debts are increasing (MPs in Hochiminh) (Minh & Thu, 2014).

In the parliamentary interpellation session (2014), Nguyen Vinh Hien, Deputy Minister of Education, Vietnam, stated that Vietnam’s MOET was rebuilding the plans of conducting 2020 project more suitable to the practical situation (Tue, 2014). This statement is based on the inefficiency in the usage and distribution invested capitals to each academic/school unit. For example, with five units such as the pedagogical Quangninh, Dienbien, Hue, Gialai colleges and Baclieu university, the capitals used for buying facilitative are different under the one unit of investment (2 million):

Table 3: Fund budget for buying facilitative in certain educational units

<table>
<thead>
<tr>
<th>Units (pedagogical colleges/university)</th>
<th>VND (million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quangninh</td>
<td>1.0</td>
</tr>
<tr>
<td>Dienbien</td>
<td>1.4</td>
</tr>
<tr>
<td>Hue</td>
<td>1.5</td>
</tr>
<tr>
<td>Gialai</td>
<td>1.23</td>
</tr>
<tr>
<td>Baclieu</td>
<td>1.06</td>
</tr>
</tbody>
</table>

Source: www.thanhnien.vn
Deputy Minister of Education, Vietnam also explained that educational units did not appreciate the importance of the review and retraining of teachers’ competences. Therefore, funding for retraining of teachers’ had not been previously set up.

The Dispatch No. 7842/ BGDDT-CSVCTBTH (Vietnam’s MOET, 2013) points out that the allocation of funds is unbalanced between expenditure categories, using waste budget, specifically at the stage of equipment procurement. Purchasing new equipments is without reviewing and inventorying the available equipments, or purchasing informative technology equipments is without software (only hardware). Thus, application features of the devices were not used or not fully exploited.

2.3 Featured Views about Education System in Vietnam

According to the book edited in 2013 by Vietnamese Ministry of Education and Training with the title “Education in Vietnam in the early years of the 21st century,” Vietnam education system is divided into two types of education, regular and continuous, including four levels of education and training: pre-school, general, professional, and higher education as shown below:
Figure 1: Structure of the national educational system of Vietnam

2.3.1 Pre-school Education

Pre-school education contains nurseries and kindergartens. This kind serves for children from 3 months to 6 years old. The objective of pre-school education is to develop the initial qualities of children’s personality such as the physical, emotional and intellectual. There are three types of institutions in this education: nursery schools/groups (which provide the childcare for children from 3 months to 3 years old), kindergarten schools/classes (for children from 3 to 6 years old), and the combination for both nursery and kindergarten (for children from 3 months to 6 years old). “The objective of Pre-school Education is to help children develop physically emotionally, and intellectually, forming the initial quality of their personality, thus preparing them for grade 1 at primary school” (Vietnam’s MOET, 2013, p. 28).

2.3.2 General Education

General education includes primary, lower and higher education. It takes five years at the grade from 1 to 5 and the age for enrolling is 6 years old in primary education. Lower education takes fours year from grade 6 to 9. The age for entering this kind of education is 11 years old. Higher education lasts shorter with only three years from grade 10 to 12 and age entering is 15 years old. “The objectives of the general education are to assist students with moral, intellectual and physical development; to develop basic skills, personal capacity, dynamism and creativity, to form responsible Vietnamese citizen, to prepare students for further study or to join the labor market, and take part in building and defending the country” (Vietnam’s MOET, 2013, p. 36).

2.3.3 Professional Education

Professional education consists of two types, the secondary professional and vocational. It takes 1 to 2 years for students who have secondary certificates (graduating level at high schools). And it takes 3 to 4 years to whom with lower secondary certificates (graduating level at secondary schools). Vocational education takes under 1 year for preliminary vocational
education, and 1 to 3 years for secondary or college. “The objectives of professional education are to train laborers who obtain knowledge and various levels of professional skills, with moral and work ethics, discipline awareness, industry-related practices and physical health, thus providing them with employability, self employability or the ability to further study to improve professional workmanship and qualifications, meeting the needs of socio-economic development, national defense and security” (Vietnam’s MOET, 2013, p. 60).

2.3.4 Higher Education

There are four levels at higher education. The first one is college education. This takes 2 to 3 years for students who hold secondary education certificates, and 1 to 2 years to whom with secondary vocational certificates. The second one is university education. Students need to spend 4 to 6 years for this with their secondary education certificates, 2.5 to 4 years with their secondary vocational education certificates, and 1.5 to 2 years for their college diplomas. The third one is master’s level education. The students who have bachelor degrees can attend this level with the period of time from 1.5 to 2 years. And the last one is doctoral level education. This kind of education takes 4 years for students with their bachelor degrees and about 2 to 3 years for those with master’s degrees. Higher educational aims “to develop high quality human resources, to raise people’s knowledge levels to foster the talented, and to create new knowledge and products, which is, in turns, contribute to national socio-economic development and country’s international integration” (Vietnam’s MOET, 2013, p. 74).

Besides regular formal full time/training education system, there is a continuing education system that provides opportunities for people while working. The type of education institutions includes both public and private schools. Public schools are established and supported by the government. Private schools are managed by individual
For the purposes of seeking in detail the reasons that cause the survey results introduced in the previous parts, the qualitative research is a proper choice to proceed with the study. Qualitative research indicates “any kind of research that produces findings not arrived at by means of statistical procedures or other means of qualification” (Strauss and Corbin, 1998, pp. 10-11). It is also considered as “a research technique, method or strategy that seeks to observe, describe, and interpret activities, events or individual in their natural settings” (Mohammad, 2015, p. 3). It specially emphasizes in explaining the meanings that participants adhere in social contexts, and “acknowledge the complexity and dynamism of the social world” (Mohammad, 2015, p. 3). According to Hoepfl (1997) and Barbie (1986), the qualitative research has some characteristics clarified, including: natural contexts such as observations, descriptions and interpretations which are fundamental and dominant sources of data; interpretive character implies the meanings events for those have experience in them; searching for the unique, human instrument, descriptive research, emergent character, trust and entry, and duration. These characteristics will be applied and selected properly during the process of conducting the research.

### 3.1 Design and Process

The design and process of the qualitative research is illustrated in Figure 2. The study will follow the following steps in order: develop research question, select appropriate methods and sample, collect and analysis data, develop baseline analysis summary and confirm analysis, disseminate findings. The first step sets up research questions which deal with the purposes of the research. The second step modifies the appropriate methods and sample. In this case, interviews are main choices and English teachers high schools are samples for the experimental.
The third step is the process of data collection and analysis. The following steps focus on analysis to disseminate the findings.

Figure 2: Basic qualitative research design & process
3.2 Data Collection

According to Silverman (2000): “qualitative methods, such as interviews, are believed to provide a “deeper” understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires” (p. 22). Interviews prefer listening what participants have to say than acquiring about the knowledge of the study topic (Kvale, 1996). Therefore, interviews are most appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants. They are also particular appropriate for exploring sensitive topics, where participants may not want to talk about such issues in a group environment. From these views, the study is prone to use interviews, simultaneously combined with in-depth interviews and documents analysis methods in the process of data collection. Thus, interviews with ten English teachers who come from different high schools in Haiduong province are carried out through internet media and audio-recorded. And the languages used for interviews are either Vietnamese or English.

3.2.1 Questions for Interviews

The qualitative research interviews are clarified into three types: structured, semi-structured, and unstructured. Structured interviews are designed with a list of predetermined questions. And these kinds are verbally administered questionnaires with very little or no variation for follow-up questions, and limited participant responses (Grill, Stewark, Treasure, & Chadwick, 2008). Reversely, unstructured interviews do not express or explain preconceived theories, and are perform with little organization (May, 1991). In such cases, predetermined questions with guidance are lacking, so the interviewees easily find them confusing and unhelpful. Semi-structure interviews include several key questions, which defines the areas for researching. These are also “allows the interviewer or interviewee to diverge in order to pursue
an idea or response in more detail” (Britten, 1995, p. 252). With the consulting the different types of interviews, the research chooses interview questions based on combination among structured, semi-structured, and unstructured. Specially, semi-structure interviews are chosen as the typical kinds for designing a list of questions. This supports for the process of conducting and finding the research results, and the multiple of information supplied by opened-question. According to Britten (1999), open-end questions are considered as good questions which encourage answers with more than a yes/no response. Besides, using neutral and understandable questions are also priority selections. It is suggested to ask participant questions from simple to complicated gradually. This can help to building up interviewees’ confidence and enrich the relationship among related parties.

It is imperative to ask questions which have much information related to yield of researching, both aims and objectives (Britten, 1999). Thus, the contents of questions for interviews are required to fulfill criteria in the research question section that related to Project 2020 and survey results of FLTs. The factors about FLTs’ background, experience, or foreign language proficiency level are also concerned. The scope of research is limited in Haiduong province and there certain features of foreign language education which differed to other provinces/cities are also mentioned. Furthermore, the interviews are conducted with ten English teachers from different high schools, which implicate the participants of research including ten high schools. The lists of questions are designed in the Appendix D of this study.

3.3 Data Analysis

The process of data analysis is followed by Ellen and Marcos (2003) classification with five steps in order: (1) to get to know the data, (2) to focus the analysis, (3) to categorize information, (4) to identify patterns and connections, (5) interpretation. The main data sources
contain two main branches: from interviews and from secondary data such as statistic numbers, the Official Letters, Notices, Dispatches which are related to the Project 2020 and posted on the websites authorized of Vietnam’s MOET, Haiduong provincial People's Committees and the Department of Education and Training of Haiduong province. Besides, the study also refers to the comments from students, teachers, and professionals in the education sector through other supporting documents.

3.3.1 Interviews

Interviews were conducted with ten English teachers in various high schools in the province of Haiduong for a period of one month from mid-May to mid-June 2015. Each interview lasted 45 minutes with the fundamental questions presented by the content of the research questions. The language used in the interview was primarily in Vietnamese, English, was taped, then transcribed into English by interviewer. The interviews were conducted face to face or through the visual media like telephone, skype, facebook or other supported software. Specially, interviewees were emailed about the content of the interviews and the basic questions a week before the interviews took place. And the interviewed teachers were female and aged of thirty to forty years old. Six of them reached C1 level, while other teachers reached the level B2. During interviews, the teachers were free to speak their opinions. The interviewer made the probing questions, or the open-questions, but these also had a few questions to verify information, such as questions about the number of English teachers in their schools, and the number of teachers who pass or fail in language proficiency tests at the request of the Vietnam’s MOET. These numbers are depicted in Table 4 below:
Table 4: Number of FLTs at level B2 in each school

<table>
<thead>
<tr>
<th>Schools</th>
<th>FLTs</th>
<th>Level B2</th>
<th>Level C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>9</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>E</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>G</td>
<td>7</td>
<td>0*</td>
<td>7</td>
</tr>
<tr>
<td>H</td>
<td>7</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>I</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>J</td>
<td>9</td>
<td>2*</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 4 shows that almost all schools have English teachers who have reached C1 level and B2 level. Besides, there are a few elderly teachers who do not participate in the survey. English teachers who reach the level B2 are listed to participate in training courses up to obtain C2 level according to the Official Letter No 629/ SGDDT-GDTrH issued by the Department of Educational and Training of Haiduong province issued in June, 2015. During the school year 2013-2014, there is an English teacher of a school who is supported the finance to study overseas. The highest number of English teachers of a school is 9, and the lowest number of them is 4. And their education backgrounds show that they are trained via either distance, unofficial or official courses in colleges and universities in Vietnam. As to teaching facilities, there is a school equipped with the audio-visual room, but some others with only one disk radio for each English teacher. And when English teachers were asked about the percentage predicting the feasibility of the scheme (the Project 2020), the highest prediction is 70%, while the lowest is 40% as shown in Table 5 below:
Table 5: The predicted percentage of FLTs

<table>
<thead>
<tr>
<th>English teachers</th>
<th>Prediction (%)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>50</td>
<td>C1</td>
</tr>
<tr>
<td>B</td>
<td>40</td>
<td>B2</td>
</tr>
<tr>
<td>C</td>
<td>60</td>
<td>C1</td>
</tr>
<tr>
<td>D</td>
<td>50</td>
<td>C1</td>
</tr>
<tr>
<td>E</td>
<td>50</td>
<td>B2</td>
</tr>
<tr>
<td>F</td>
<td>40</td>
<td>C1</td>
</tr>
<tr>
<td>G</td>
<td>70</td>
<td>B2</td>
</tr>
<tr>
<td>H</td>
<td>50</td>
<td>C1</td>
</tr>
<tr>
<td>I</td>
<td>60</td>
<td>C1</td>
</tr>
<tr>
<td>J</td>
<td>50</td>
<td>B2</td>
</tr>
<tr>
<td><strong>Total English teachers: 10</strong></td>
<td><strong>Means: 52%</strong></td>
<td></td>
</tr>
</tbody>
</table>

(Note: English teacher A comes from school A)

In general, the interviewed English teachers mention three key issues in their answers about why most of them do not pass the teachers’ competency survey required by the scheme in 2020. The first reason is due to the teachers themselves (R1). The second one is the students’ attitude and foreign language competency (R2). And the last one is the weakness in the combination among three factors: the content of textbook design, teaching schedule distribution, and examination system (R3). The interviewed teacher ideas are described as Table 6 below:
Table 6: FLT’s ideas in each school

<table>
<thead>
<tr>
<th>FLT</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>B</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>D</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>G</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>I</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>J</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The majority of interviewed teachers agree with the selection in the Column R1. But they also mention the reasons in the Column R2&3 which lead to the results of R1. Besides, they emphasize that it is necessary for Haiduong’s DOET to organize the training courses for English teachers to help them improve their language competency. However, Haiduong’s DOET has organized many training courses for English teachers (the Notice No. 798/SGDDT-GDTrH is an example), but the interviewers recognize that many of their colleagues still cannot reach the level as required. This concerned matter, the pros and cons, is specified in scope of the Project 2020, the pros and cons.

3.3.2 Secondary data

The second data sources are exploited mainly based on the Notice No. 826/TB-BGDDT, the Notice No. 896/TB-BGDDT and the Dispatch No. 2653/BGDT-GDTrH of Vietnam’s MOET; combined with the Dispatch No. 825/SGDDT-GDTrH, Official Letter No. 629/SGDDT-GDTrH, and Document No. 631/SGDDT-GDTrH of the Department of Education and Training (DOET), Haiduong province.
Table 7: MOET and DOET’s documents

<table>
<thead>
<tr>
<th>Dispatches/Notices/Official Letters/Documents</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 826/TB-BGDDT</td>
<td>1</td>
</tr>
<tr>
<td>No. 896/TB-BGDDT</td>
<td>2</td>
</tr>
<tr>
<td>No. 2653/BGDT-GDTrH</td>
<td>3</td>
</tr>
<tr>
<td>No. 825/SGDDT-GDTrH</td>
<td>4</td>
</tr>
<tr>
<td>No. 629/SGDDT-GDTrH</td>
<td>5</td>
</tr>
<tr>
<td>No. 631/SGDDT-GDTrH</td>
<td>6</td>
</tr>
</tbody>
</table>

These dispatches are related closely and coded as Table 7. All dispatches of Haiduong’s DOET are issued based on the dispatches of Vietnam’s MOET. For example, the Dispatch No. 2653/BGDT-GDTrH of Vietnam’s MOET provisions on the criterions for evaluating language skills of FLTs on May, 2013. For high school teachers, they must have minimum language skills at level 5 (C1), and their accredited competences are based on one of the following elements:

Table 8: Criterion for foreign language certificate issued by Vietnam’s MOET

<table>
<thead>
<tr>
<th>Number</th>
<th>Vietnamese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chứng chỉ tiếng Anh quốc tế như TOEFL International; IELTS; CAE; FCE hoặc tương đương còn hiệu lực với trình độ tương ứng</td>
<td>1. English international certificates like TOEFL International; IELTS; CAE; FCE or equivalent in force with a corresponding level</td>
</tr>
</tbody>
</table>

Source: Vietnam’s MOET, 2013

Similarly, the recognition of qualifications Levels 4 and 5 of FLTs in the Dispatch No. 825/SGDDT-GDTrH of Haiduong’s DOET based on one of the following elements:
Table 9: Criterion for foreign language certificate issued by the DOET of Haiduong province

<table>
<thead>
<tr>
<th>Vietnamese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Chứng chỉ tiếng Anh quốc tế như TOEFL International; IELTS; CAE; FCE hoặc tương đương còn hiệu lực với trình độ tương ứng</strong></td>
<td><strong>1. English international certificates like TOEFL International; IELTS; CAE; FCE or equivalent in force with a corresponding level</strong></td>
</tr>
<tr>
<td><strong>2. Chứng chỉ hoặc chứng nhận đạt yêu cầu do các đơn vị được giao nhiệm vụ đánh giá năng lực ngoại ngữ theo Thông báo số 826/TB-BGDĐT ngày 05/8/2011 và Thông báo số 896/TB-BGDĐT ngày 24/8/2011 của Bộ GDDT.</strong></td>
<td><strong>2. The diploma or certificate required by the units which are tasked to assess the language competency under the Notice No. 826 / TB-BGDĐT 05/8/2011 and Notice No. 896 / TB-BGDĐT 24/8 /2011 of the Ministry of Education and Training, Vietnam.</strong></td>
</tr>
<tr>
<td><strong>3. Kết quả khảo sát do Sở GDDT và Bộ GDDT tổ chức.</strong></td>
<td><strong>3. The results of the survey organized by the Department of Education and Training (Haiduong province) and the Ministry of Education and Training (Vietnam).</strong></td>
</tr>
</tbody>
</table>

Source: Haiduong’s DOET, 2014

There is a little difference in sections 3 of Numbers 3 & 4 in those above tables. In the section 3 of Number 4, the factor participates in testing FLTs competence including Haiduong’s DOET.

The sections 2 of both Numbers 3 & 4 also mentions about two Notices issued by Vietnam’s MOET: the Notice No. 826/TB-BGDĐT, the Notice No. 896/TB-BGDĐT (Numbers 1&2). In these Notices, there eight educational institutes are tasked to review the competence of English teachers. The educational institutes include:

1. University of Languages and International Studies
2. Hanoi University
3. Danang University of Foreign Language Studies
4. Hue College of Foreign Languages
5. Ho Chi Minh University of Pedagogy
6. Thainguyen University
7. Cantho University
The Official Letter No. 629 / SGDDT-GDTTrH (Number 5) is promulgated by Haiduong’s DOET on the 2nd of June, 2015. The main contents of the dispatch are about improving language skills for English teachers under the national scheme 2020. And this compiles a list of ninety high school English teachers who participate in the refreshed courses about language skills. The participants (English teachers) belong to forty different high schools (including ten different schools in this research) in Haiduong province. Most of them reach language skills at level B2. There are two of them at level B1 and one of them blanks the level section. And most of them are aged 30 to 40. Few of them are above 45 years old. Generally, the oldest one is 50 and the youngest is 26 years old. In particular, the top schools also have unqualified teachers (they reach level B2 in the list).

The Document No. 631/SGDDT-GDTTrH (Number 6) lists seventeen high schools whose English teachers are selected to teach the ten-year English program (pilot program) in accordance with the Project 2020, school year 2015-2016. None of these schools gets one hundred percent of English teacher who are qualified enough (C1 level). Each school has at least one English teacher who got the B2 level. Two of them have four English teachers who got the B2 level. These figures are calculated based on the comparison with the list of English teachers in Number 5. However, there are inconsistencies between the data from interviews with the data in Numbers 5&6. In the table of interview section, the interviewer in G school confirms that English teachers in her school get 100% at the level C1. Meanwhile, the data in Number 5 show that there are two English teachers in her school who get level B2. And they need to take part in the improving capabilities courses for English teachers announced in Number 5. The similar case
occurs with J school. While the data in the interview informs that there are two teachers at level B2, but the results in Number 5 are three. The answer should be looked at the data in Numbers 3&4. The language certificate of two English teachers in G school and one in J school are certified by Hue College of Foreign Languages (terms in section 2 of Numbers 3&4). Meanwhile, the DOET of Haiduong province only records but not recognizes for this kind of certificate. According to the Report No. 1593/UBND-VP of Haiduong Committees on August 2014, Haiduong’s DOET cooperates with the University of Languages and International Studies (not Hue College of Foreign Languages) to organize courses and verify the certificate for English teachers in Haiduong province.

It’s clear that there is lack of consensus on the approval of certificate proficiency for English teachers among educational sectors. Besides, the predicted percentage for 2020 Project’s feasibility is not high (52%, see Table 5). In addition, there at least one English teacher in high school which is selected to teach the English pilot program (ten-year program) fails in reaching the language proficiency as required. This reveals the weaknesses of the Project 2020.
Chapter 4  Discussion

The findings in the data analysis are consistent with the purposes of this research. The data results also present reasonable clues that answer for the contents designed in the research questions. Thus, this study suggests that three main factors that caused the majority of the English teachers in high schools of Haiduong province to fail the language surveys as required. These factors include teacher’s attitudes and language proficiency, student’s attitudes and language proficiency, as well as English textbook’s program and content design. By way of analyzing these factors, the research makes a combination between reasons and possible solutions as the reference for educators. Besides, the prediction of this study for the feasibility of 2020 Project is solid with the result 52% in the data analysis section. From this result, the pros and cons of this national scheme are discussed in detail.

4.1  Reasons and possible solutions

4.1.1  Teacher’s Attitudes and Language Proficiency

First of all, English teachers do not often have self-study to improve their knowledge in the process of their teaching. Thus, while participating in the surveys of foreign language capability, they do not have time and knowledge enough to perform well. These ideas can be seen in Question 2 of Interviews:

Many teachers are not properly aware of the importance of the scheme so their self-study and participation in training courses are not positive (Interview 1).

Some teachers are not focused on review to improve their professional qualifications (Interview 2).

Because teachers do not often self-study their professional qualifications, when exam are coming, they don’t prepared enough knowledge capacity (Interview 4).
Many teachers do not self-retraining frequently, many of them do not want to join the training classes (Interview 5).

Beside, language skills of teachers may be very good after graduation. But after a period of teaching in schools, some of their skills are eroded and most of their listening and speaking skills are reduced because they do not really apply these skills in their teaching process: “what they studied in university cannot be applied after graduation” (Interview 1, Question 2). This cause is due to the low proficiency language of student that limits teacher promotion. In addition, the CEFR is not totally reasonable for applying in real situation of teaching and learning English in Vietnam:

*The use of foreign languages as European standard is not really fair to the real situation of Vietnamese students. So teachers’ knowledge is eroded gradually (Interview 3, Question 2).*

*Student in Vietnam are still weak in the English language because the majority of the continent’s rural areas, knowledge of the English teachers very easily falls in oblivion (Interview 6, Question 2).*

This point is related with the idea of Nguyen Ngoc Vu, Dean of the Foreign Language Department at HCMC University of Education mentioned in the introduction part of this study (Thanhnien News, 2012). Furthermore, after the teachers are involved in the training courses organized by the MOET and DOET, the results are still not high. Some interviewed teachers explain that the program and review time in the training courses are not really reasonable. There are courses offered during the school year. When teachers still need to teach in the days of the week and attend the training courses at the weekends.
This makes it difficult for teachers to concentrate and arrange reasonable time for the review to achieve good results:

The organization of testing and training classes is interspersed with teaching activities, teachers find it difficult to arrange the time to participate (Interview 2, Question 2).

Retraining courses are often interspersed with academic year (usually on Saturday and Sunday) it is difficult for teachers to focus (Question 7, Interview 5).

Teachers are required to attend courses when they are teaching (Question 3, Interview 3).

In addition, some teachers are not aware of the importance of the Project 2020, so their participations in the retraining classes are superficial, not really positive. And this finding is related to the research of Mai (2014): “the participants expressed their disappointment regarding the focus and applicability of the course for their everyday teaching” (p. 351).

It’s necessary to have the exchange program, which creates chances for English teachers to work with native languages teachers and English teachers in other schools. By this way, they can get the knowledge from one another. Simultaneously, the MOET and DOETs keep on opening more the retraining courses for English teachers which are not only for the purposes of gaining C1 level, but also for pedagogical skills. Specially, the courses are better organized in the summer or winter holidays to help them have much time to enroll. Furthermore, the schools must regularly remind and supervise the teaching of teachers to make sure that teachers make efforts on their work.
4.1.2 Students’ Attitudes and Language Proficiency

Student’s foreign language proficiency is low. They are deficient in English competence in lower grades: “student’s levels are low” (Question 7, Interview 6). This makes it difficult for them to acquire knowledge at higher classes. They also find no motivation in studying English. And this affects teachers’ attitudes. Teachers are not encouraged in searching or deepening the knowledge for their teaching work. Because they find that it is difficult for their students to comprehend most of what they convey: “student’s input is low in all aspects, especially in English” (Question 6, Interview 2). The low student language proficiency is relevant with the results of students choose English as graduation subject exam in the literature review (Tue, 2014). Besides, Hung (2013) reports that “students cannot communicate or use English in their study after seven years at school and two more year at college (900 hours)” (n.p). Moreover, teacher quality is considered as the main factor affects student outcomes and behaviors (Foster, Toma, & Troske, 2013). While, Van (2013) pointed out that most English teachers in lower grades are disqualified, “(i) most of the English teachers, particularly those who are teaching at primary and lower secondary levels are disqualified, (ii) most teachers, except some who are teaching at tertiary level, have not had a chance to study in an English-speaking country, and that (iii) many of them do not normally communicate in English and cannot sustain teaching that mainly depends on communicative interaction” (p.15).

It is important to equip students with some language skills in their lower grades. In this way, when they move to higher grades, they have abilities to study by themselves. There many students are from poor families, so they do not have sources enough to learn foreign languages. This needs to have the combination tightly among three factors: schools, families and society.
The families, schools, and society should be more concerned about students with difficult situations to help them have better educational opportunities.

4.1.3 Textbook’s Program and Content Design

The program allocated in textbooks is not really reasonable: “new textbooks are heavy on content, teachers find very difficult to implement in detail the contents of one lesson” (Interview 4, Question 9). There are parts as in the Writing section which are very short contents but teachers must split into two lessons according to the schedule of MOET and DOET program. Meanwhile, other parts such as in the Reading and Language Focus sections which are very long contents, but the teachers are only deployed within one lesson. Moreover, the program contents are too focused on literacy. Reading and writing are considered as the most important parts because they are linked with the contents of examination system. That why it is not easy for teachers to develop all language skills for their students and create real language environment in applying these skills for themselves. This assessment is appropriate with Hung’s idea, the chief of Project 2020 (Thannien News, 2012) in this research. Van (2013) argues that English learners spend more time “on the development of reading comprehensive, vocabulary and structural patterns for the purposes of passing the en-of-school and university entrance examination into colleges or universities” (p. 16).

The research suggests that the new program (English ten-year program) should be related to what they are trained in the supported courses. The designed program needs to guarantee to develop simultaneously four language skills: listening, speaking, reading and writing. The teachers hope that they can convey what they know for their students in each lesson. And what the students acquire in English classes should be useful to them in their real life.
4.2 The Pros and Cons of the Project 2020

4.2.1 The Pros

The Project 2020 has a considerable contribution in developing the foreign languages in the education system of Vietnam. Due to this project, the foreign languages proficiency of Vietnam people is improved. The English language rank of Vietnam is increasingly considerable from 31 to 28 within 6 years (Positive Voice section). The FLTs are proud of their careers that attract learners’ interest. They also have the opportunities to refresh themselves and apply new methods in their teaching process. They find that their students have more positive attitudes in studying foreign languages, and the students’ parents regularly remind their children to study hard in English: “teachers have the opportunity to improve teachers’ proficiency. Students and parents raise awareness about the opportunities of English subject. Parents advice their children should more actively study. All schools and social concern and make good condition to promote the teachers’ ability” (Interview 4, Question 7).

These advantages are unanimous with the positive voice in the literature of this research (Vuong, 2013; Hanh, 2014). Supporting for this point, Hoa (2015) has a research to prove that the Project 2020 affect teaching and learning English in a better way with the title, “From the National Project of Foreign Language 2020, Studying the Positive Impacts on English Teacher’s Quality”. Mai (2014) also agrees with the advantages of the training program brings to English teachers, it provides “teachers with a chance to revise what they have learned and, for many, forgotten, from their pre-service education” (p. 351).

4.2.2 The Cons

The Project 2020 has caused some negative effects on high school English teachers’ life. Some of them who fail in the surveys are discriminated by their colleagues and students: “We are
being discriminated by colleges and students if we are not qualified” (Question 7, Interview 4). They are also not selected to teach the new pilot program. They suffer from the compression in reaching the C1 level. Their names and language levels are public in the internet. Some of them get the language certificates from other units which are allowed by the MOET but their DOET refuses to authenticate (Extra Interview in the Appendix). This reflects the weaknesses in the management work of the Project 2020. These negative effects not only happen to English teachers in Haiduong province. English teachers from other provinces/cities are also under the pressure of the Project 2020. There some DOETs decide to transform English teachers to other business if they cannot get the language qualify as the required by the year 2020 (Vietnam News Agency, 2014). Specially, older teachers who have worked for schools over twenty experienced years, are threaten to be layoff (Chung, 2013).

Moreover, the training program and courses that support for English teachers to reach the level C1 is not totally appropriate. There are mismatch between the programs teachers are trained with the form of testing system they participate in: “with teachers who are not qualified, they join the classes which are not really useful and effective to help them improve their professional qualifications (studying and testing is not matches) (Question2, Interview 3). Besides, many teachers are good at experienced and teaching skills but lack of language proficiency: “however, the reality shows that their levels are not uniform. Some teachers are good at teaching but lack of standard capabilities, some close to the standard capabilities but lack of teaching experience” (Interview 1, Question 2). It is unreasonable if applying the decision of some DOETs that they will stop FLTs from teaching in class with FLTs who cannot reach the level C1 until the time for the Project 2020 ends. Because, it causes the subjective thinking that teachers only need good at knowledge without any kind of pedagogical skills. In fact, there are many teachers who get
difficulties in transferring their knowledge for students, specially communicating skills. It should be more suitable for Vietnam’s MOET, DOTEs to applaud FLTs who get levels as required and encourage, support disqualified FLTs self-study hard. This contributes certain parts which reduce the pressure for FLTs in their teaching work and prevent them from pessimistic thinking.

4.2.3 The Feasibility of the Project 2020

It is less than five years away for the Project 2020 to expire. With 52% of teachers’ prediction predicted from the teachers interviewed, this study finds that the Project 2020 is difficult to achieve the desired results. The teachers are pivotal to develop new test programs, but the proportion of qualified teachers has not reached 100% so far. According to some interviewed teachers, their students’ levels are still very low in order to engage in the study of the test program. This prediction is consistent with ideas of the negative voice in the literature (Tue, 2014; Minh and Thu, 2013). According to Nguyen Quoc Hung, the consultant of the Project 2020, it is difficult for the locals to accomplish the scheme. Because there are many new problems arise when the scheme is carried out. Mostly, it is not easy to improve language proficiency for 170,000 to 189,000 FLTs across the country within a few years. Additionally, it takes time to publish the new foreign language textbooks from primary schools to high schools. Another factor is the condition of facilities in service of the teaching foreign language. The rural, remote areas are often poor, so they cannot take initiative about the budget as well as center areas (Lan, 2015).

To recover this point, there some ideas suggest that Vietnam MOET should omit using CEFR to apply for practical situation in Vietnam. This application limits the speed of completion of the project, also causes many complicated problems since the project has been conducted until the present time. According to Dr Vu Thi Phuong Anh, the Deputy Center Director of Training
and Supporting the Educated Quality Vietnam, it is impossible with the requirement that all ELTs in whole country must have the same levels as required. Instead of, Vietnam’s MOET needs to set up a supporting system that serves for FLTs in rural, mountainous areas, which help them have opportunities access to foreign language teaching methods, for example, watching movies in English, practicing pronunciation, discussing grammatical problems, making teaching aids and support materials for English language teaching. This can be done by encouraging the support of foreign countries or the units will be the winning offer for Vietnam examination system. Simultaneously, it’s necessary to omit any examination system, "according to European standards", which asks for some university implement because of the quality factors (Dien, 2014).
Chapter 5  Conclusion

The study starts with the introduction about the Project 2020. In this part, the general and specific goals of the national project 2020 are presented. By the year 2020, Vietnam’s MOET expects that “most of Vietnamese youth whoever graduate from vocational schools, colleges and universities gain the capacity to use a foreign language independently” (Decision No. 1400/QD-TTg, para. 1). One of the specific goals in this project is the building up a new program that foreign language (English) is compulsory for students from grades 3 to grade 12. And this plan aims to reach 100% by the year 2020. One of the tasks of the project is set up a language framework that consists of six levels and be equivalent with the CEFR. This framework is used to assess language proficiency for students and English teachers in different educational institutes. The research focuses on the students and English teachers in high schools and chooses Haiduong province as the object of the study. As the required of the Project 2020, students need to hold the language proficiency certificate at the level B2 when they graduate their high schools, and teacher there need to reach the level C1 if they want to enroll the new curriculums teaching under the plan of national project.

There are conflicted discussion about the feasibility of the Project 2020 when the results of surveys language capacity of foreign language teachers quite low. Specially, there are 97% of the FLTts in high schools fail in reaching the level C1 as the surveyed of MOET in 2012. FLTts should be the key factors that guarantee for the success of the project. But they are disqualified in teaching the pilot language program. In Haiduong province, there only 31% of the English teachers in high schools can get the level C1 in 2014. This makes questions about the reasons that lead the majority English teacher in high schools of Haiduong to fail in the surveys’ test. And this is also one of the purposes of this study. From the view of finding the reasons,
research suggests the solutions as the references for educators. By the method of qualitative interviews combines with analyzing secondary data, the research also brings the insights about the pros and cons of the Project 2020, and the feasibility of it.

In the literature review, the research presents the history of developing foreign language in Vietnam. This is divided into five periods of time: (i) one thousand year under Chinese dominations, (ii) more than eighty years under French domination, (iii) the dependent in 1945, (iv) from the reunification 1975 to the collapse of the former Soviet Union in 1991, and (v) foreign language policies and related problems in Vietnam since 1986~2000s. During these periods of time, there appears of different foreign languages in Vietnam such as Chinese, French, Russian, and English. Moreover, Vietnamese government also issues many language policies that serve for the purposes of developing country in each phase. In the second part of literature review, the study mentions about opposing viewpoints of the Project 2020, the positive and negative voices. The positive voices support for the advantages that the national project brings to learners. In the negative voice, there are two main factors are typical, the number of students who choose English as their graduate subject and the distribution of the capital of 2020 Project to each educational departments. The last one of the literature review part is the featured view about education system in Vietnam. There are four main types of education forms in Vietnam: pre-school education, general education, professional education, and higher education.

In the methodology section, the study explains the design process of qualitative research that is used as the main method in the process of data collection and data analysis. There are ten interviews with different high school English teachers in Haiduong province are conducted by the researcher. The time for each interview is 45 minutes and interviewers are free to agree or disagree to enjoy the interviews. The results in the data analysis supply value insights to the
validity of the research. The study found that there are three main reasons that cause English
teachers to fail in surveys tests: teacher’s attitude and language proficiency, student’s attitude
and language proficiency, English textbook’s program and content design. The study also makes
suggestions for these problems such as creating the exchange environment in education for
English teachers, opening retraining classes for teachers in improving both their abilities in
language skills and language teaching methods; designing reasonable language programs to
develop all sides of languages to learners, combining the relationship between learning, teaching
and examining system. The pros and cons of the Project 2020 are emphasized in this study.
Vietnamese people are more positive awareness about the important of foreign languages in the
process of the integration and globalization. FLTs have more opportunities to improve their
language teaching methods and skills. However, it is better if the MOET praises the qualified
teachers instead of making the pressure for disqualified teachers. It prevents disqualified teacher
from being discriminated by their colleagues and students. This is also a moral perspective in
education. There are also some suggestions from professional educators that Vietnam’s MOET
should delete the criteria for Vietnamese English teachers’ proficiency according the standard of
CEFR. This criterion is considered as the main factor that delays the progress to complete the
project, and makes the project fail at the first step. The Project 2020 has been conducted with a
long period of time (2008-2020), it is acceptable if there are flexible changes to match with the
real situation in Vietnam.

The study presents point of views to assess the feasibility of the national project. By the
way of making interviews with English teachers who are involved directly in the scheme,
consulting the precious ideas from related parties, the research proclaims the feasibility of this
project is not high. The main cues for this statement are based on the percentage of disqualified
FLTs according to the surveys of Vietnam’s MOET in 2012 (97% of high schools, 93% of elementary and secondary schools within 30 provinces and cities in whole country), surveys of Haiduong’s DOET in 2014 (the percentage of qualified high school FLTs are only 31%), prediction of interview English teachers (52%). However, the research is conducted based on ten interviews from different high schools in Haiduong province. Therefore, the number of interviewed teachers can not cover all high school English teachers’ ideas of Haiduong province. Besides, the Project 2020 is still in the progress, so the survey results for student language proficiency are unknown. The study is lacking in overall viewpoint about the language levels of students. Meanwhile, teachers and students are main roles in the feasibility of the project. Vietnam’s MOET and DOETs are making efforts to rearrange and overcome the weaknesses of the scheme. This can make the big changes and the predicted result of this study may be changed.

Although the research is limited at covering all sides of the national project, but it cannot be denied to provide a meaningful vision about current issues of English teaching in Vietnam. In summary, through Project 2020, English teachers and other teachers can see the important of self-retrain in their process of teaching. Besides, the policy makers get more awareness in assessing related factors before making decision. For example, if the policy makers in this project can recognize the weaknesses of foreign language teachers in advance, they will build the plan more suitable to the practical situation. By way, they can prevent the Project 2020 from “rebuilding” in capital investment section as the statement of Minister of Vietnam’s MOET.


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The Government of the Socialist Republic of Vietnam. (1994). Instructions 422-TTg of the Prime Minister on giving support to state administrators and cadres to enhance foreign language competence.


Vuong, Q. (2013). Giao ban cong tac trien khai thuc hien de an ngoai ngu quoc gia 2020 can phai tuan theo phuong cham chat luong la thuc chat. Retrieved from Thong tin trayen thong: http://ictdanang.vn
Appendix A Frameworks for Converting Foreign Language Levels Issued By

Thainguyen University, Vietnam

English Framework

<table>
<thead>
<tr>
<th>CEFR</th>
<th>IELTS</th>
<th>TOEIC</th>
<th>TOEFL</th>
<th>TOEFL</th>
<th>TOEFL</th>
<th>Cambridge</th>
<th>KNLNNVN</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>PBT</td>
<td>CBT</td>
<td>IBT</td>
<td></td>
<td></td>
<td>Vietnam framework</td>
</tr>
<tr>
<td>C2</td>
<td>7.5+</td>
<td>910+</td>
<td>600+</td>
<td>250+</td>
<td>100+</td>
<td>45-59 CPE</td>
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<td>80-100CAE</td>
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Top Score 990
Top Score 677
Top Score 300
Top Score 120
Pass
Pass
## Chinese framework

<table>
<thead>
<tr>
<th>HSK mới</th>
<th>Lượng từ vựng</th>
<th>Tiêu chuẩn năng lực tiếng Trung quốc tế</th>
<th>Khung tham chiếu Châu Âu (CEF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSK cấp 6</td>
<td>Hơn 5000</td>
<td>Cấp 6</td>
<td>C2</td>
</tr>
<tr>
<td>HSK cấp 5</td>
<td>2500</td>
<td>Cấp 5</td>
<td>C1</td>
</tr>
<tr>
<td>HSK cấp 4</td>
<td>1200</td>
<td>Cấp 4</td>
<td>B2</td>
</tr>
<tr>
<td>HSK cấp 3</td>
<td>600</td>
<td>Cấp 3</td>
<td>B1</td>
</tr>
<tr>
<td>HSK cấp 2</td>
<td>300</td>
<td>Cấp 2</td>
<td>A2</td>
</tr>
<tr>
<td>HSK cấp 1</td>
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<td>Cấp 1</td>
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### French Framework

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELE A1</td>
<td>trình độ giao tiếp ban đầu sơ cấp khám phá (decouverte)</td>
</tr>
<tr>
<td>DELF A2</td>
<td>trình độ giao tiếp sơ trung cấp (survie)</td>
</tr>
<tr>
<td>DELF B1</td>
<td>trình độ giao tiếp ngưỡng (seuil)</td>
</tr>
<tr>
<td>DELF B2</td>
<td>trình độ giao tiếp độc lập (independant)</td>
</tr>
<tr>
<td>DALF C1</td>
<td>trình độ giao tiếp tự chủ (autonome)</td>
</tr>
<tr>
<td>DALF C2</td>
<td>trình độ giao tiếp ở trình độ cao (maitrise)</td>
</tr>
</tbody>
</table>
**Russian Framework**

<table>
<thead>
<tr>
<th>Тəу (TEU) Elementary Level</th>
<th>A-1 (Breakthrough)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Тby (TBU) Intermediate Level</td>
<td>A-2 (Waystage)</td>
</tr>
<tr>
<td>ТPKи-1 (TRKI-1) Certificate Level 1</td>
<td>B-1 (Threshold)</td>
</tr>
<tr>
<td>ТPKи-2 (TRKI-2) Certificate Level 2</td>
<td>B-2 (Vantage)</td>
</tr>
<tr>
<td>ТПКи-3 (TRKI-3) Certificate Level 3</td>
<td>C-1 (Effective Operational Proficiency)</td>
</tr>
<tr>
<td>ТПКи-4 (TRKI-4) Certificate Level 4</td>
<td>C-2 (Mastery)</td>
</tr>
</tbody>
</table>
## Appendix B Language Proficiency Framework in Vietnam

<table>
<thead>
<tr>
<th>Vietnamese Foreign Language Framework</th>
<th>CEFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>So cap [Elementary]</td>
<td>Bac [level] 1 - A1</td>
</tr>
<tr>
<td></td>
<td>Bac [level] 2 - A2</td>
</tr>
<tr>
<td>Trung cap [Intermediate]</td>
<td>Bac [level] 3 - B1</td>
</tr>
<tr>
<td></td>
<td>Bac [level] 4 - B2</td>
</tr>
<tr>
<td>Cao cap [Advanced]</td>
<td>Bac [level] 5 - C1</td>
</tr>
<tr>
<td></td>
<td>Bac [level] 6 - C2</td>
</tr>
</tbody>
</table>

Source: No. 01/2014/TT-BGDDT, MOET, Vietnam
## Appendix C Common Conference Levels: Global Scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient user</td>
<td>C2</td>
<td>Can understand with ease virtually everything heard or read. Can summarise information from different spoken sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
</tr>
<tr>
<td></td>
<td>C1</td>
<td>Can understand a wide range of demanding, longer text, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching or expression. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td>Independent user</td>
<td>B2</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussion in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strains for either party. Can produce clear, detailed text on a wide range of subject and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td></td>
<td>B1</td>
<td>Can understand the main points of clear standard input of familiar matter regularly encountered in work, school, leisure, etc. Can deal with most situation likely to arise whilst travelling in an area where language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>Basic user</td>
<td>A2</td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
</tr>
<tr>
<td></td>
<td>A1</td>
<td>Can understand and use familiar everyday expressions and very basic phrase aimed at the satisfaction of needs a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she live, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
</tbody>
</table>

Source: Common European Framework of Reference for Languages: learning, teaching, assessment, Europe Unit.
Hello, my name is Truong Thi Luu. I am currently studying for the master's degree of the Department of Applied English at I-shou University, Taiwan. I am conducting a research with the content on the currently teaching English in Vietnam. In my study, I have focused on the analysis of the survey results of foreign language teachers’ proficiency under the project with the title “Teaching and Learning Foreign Language in the National Education System, Period 2008-2020” conducted by Vietnamese Ministry of Education and Training. The title of the subject is: Current Issues of English Teaching in Vietnam: An Analysis of the Results of the Foreign Language Teachers’ Proficiency Report.

For successful implementation of this study, your contribution ideas in this interview are very valuable.

Thank you very much for your participant in my interview. I would like to tell you some notices and your rights before we start:

- Your participant in this interview is totally voluntary
- The interview will last 45 minutes and you are free to refuse any question at any time
- You can use English or Vietnamese language in expressing your ideas. And the interview will be taped and then, translated into English by me.
- There no your identity or private information are shown in the study.

I would like to contact you after one week if I have questions to confirm or need more information from you. There is no finance budget for this interview and the content of interview will be kept confidential and only used in the analysis process by me.

If you are already, we start the interview now.
First of all, I would like to ask you some information about the Project 2020

1. Can you share something about the National Project of Foreign Language 2020?

2. Do you know the reason why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?

3. Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail?

And now we move to the solutions for the seasons you mentioned before:

4. Can you share a number of solutions to help English teachers meet the requirements of this national scheme?

5. Which solution is the most important? Why?

The following part of this interview will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

7. What are difficulties and advantages that your school experience in the implementation of the Scheme 2020?

8. What are the positive aspects of the Project 2020?

9. What are the drawbacks of the Project 2020?

10. How many percentages do you predict for the feasibility of the Project 2020?

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
Interview 1

First of all, I would to ask you about some information about the Project 2020:

1. Can you share something about the National Project of Foreign Language 2020?

   Vietnamese MOET established the Project 2020 with initial step is to survey FLTs’ proficiency at all levels according to CEFR. From this point, Vietnamese MOET has training programs that helps disqualified teachers meet the standards and enhance their expertise. These aim at developing human resource with high quality to meet the needs of modern society.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?

   In my opinion, there are the following main reasons:
   Students don’t see the importance of English subject since they were in elementary schools. Thus, their English proficiencies are low when they reach to high schools. This limits teachers’ promotion and what they studied in university cannot be applied after graduation.
   Many teachers are not properly aware of the importance of the scheme so their self studies and participation in training courses are not positive.
   However, the reality shows that their levels are not uniform. Some teachers are good at teaching but lack of standard capabilities, some close to the standard capabilities but lack of teaching experience.

3. Among reasons are answered in questions (2), what is the most important reason? Can you explain it in detail?
According to my personal opinion, the most important reason is many teachers are not properly aware of the scheme. Vietnam MOET has invested thousands of billions for the retraining of teachers who are not qualified in Haiduong province but until present, there are only about a quarter of qualified teachers at all educational levels. It is mainly the fact that teachers don’t take initiative in the process of retraining.

And now we move to the solutions for the reasons you mentioned before:

4. Can you share a number of solutions to help the English teachers meets the requirements of this national scheme?

MOET should have properly training program (possibly with foreign experts). Because most teachers are very good at grammar, vocabulary, but communications skills are limited.

Haiduong’s DOET should distribute appropriate time (as time allowances may fall in summer).

Organize more competitions, exchanges among English teachers so they have an opportunity to learn exchange experiences on knowledge and professional.

5. Which the solution is the most important? Why?

The most urgent solution is that MOET should have properly training courses for disqualified teachers. The implementation of this new language scheme associated with the replacement of the new book. If the teachers are not qualified, the implementation of new English program is very difficult. Thus, fostering the qualified teachers to help them qualified enough is extremely important and urgent.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:
6. How does your school implement the Project 2020 currently?

My school has seven English teachers and two teachers are not qualified under the standards as required (they will be trained in time from 26/5 to 26/6 forthcoming).
The school is creating favorable conditions for the teachers involved in training course.
The school has invested the visual media for learning.

7. What are difficulties and advantages that your school experience in the implementation of the Scheme 2020?

Advantage:
School creates favorable conditions for teachers participate in training courses.
School has conducted the pilot program with new English textbook for one class of grade 10 with teachers who were qualified to perform.

Hard:
Many students who enjoy the pilot program but have not yet reached the level required.
Teacher’s knowledge has been eroded, so the process of retraining takes time.

8. What are the positive aspects of the Project 2020?

The Project 2020 has helped many foreign language teachers to be more positive in self-study in order to meet the training requirement of the job, of society. From this project, parents of students are more taking notice in the learning English of their children. Since then students must also foster themselves to meet the requirements of English subject.

9. What are the drawbacks of the Project 2020?

Teachers to meet the standards will be a long process with a lot of work to do. Not to mention the teachers of each region are different levels, there are places that need to European standards, but there places no need such demands, because the students have
not met the requirements of teaching and learning as the required standard. If teachers
are training to reach the required standard for nothing, their language skills are obsolete
immediately.

10. How many percentages do you predict the feasibility of the Project 2020?

According to my personal opinion, the project to completion, only about 60-70%. All
teachers in my school haven’t still met the required standard yet. Students also need to
have more positive actions with the English subject.

Now we finish the interview and thank you very much for your corporation. If you have any
question, don’t mind to contact me.
Interview 2

First of all, I would like to ask you about some information about the project 2020:

1. Can you share something about the National Project of Foreign Language 2020?
   The scheme is implemented in several provinces with the basic content such as: assess sweeping language competency of teachers under the European Framework, output-oriented for students under European Framework, organize training courses to enhance teachers’ professional language skills and methodologies for teachers at home and abroad, apply internet technology products to support teaching foreign language, implement the construction of the typical school teaching and learning of foreign languages from which to replicate the model, organized according to the program of teaching new textbooks.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?
   Some teachers are not focused on review to improve their professional qualifications. The organization of testing and training classes are interspersed with teaching activities, teachers find it difficult to arrange the time to participate. The training content is not really close to the school student’s needs. After studying the application is not taught in the classroom.

3. Among reasons are answered in questions (2), what is the most important reason? Can you explain it in detail?
   I find that every teacher themselves must notify the importance of professional training, then, the training course is truly effective and then, if so, teachers will also actively uses their capabilities in the lectures.
4. Can you share a number of solutions to help the English meets the requirements of this national scheme?

Organize training course on professional teaching closer to reality, while reducing the amount of teaching for teachers to concentrate in training phase.

Regularly check, urge to remind teachers to practices what they are trained in classrooms.

Upgrade of student language proficiency to promote the self-motivated for teachers.

5. Which the solution is the most important? Why?

Organize training courses for teachers professionally, while reducing the amount of teaching for teachers to concentrate in training phase. Because qualified teaches will determine the other elements of the teaching process.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

Teacher: 7 teachers have self-learning and self-training in order to meet the standards.

Schools: infrastructure is poor, with 7 new radio phonograph, no audio-visual room for foreign language department.

Due to the characteristics of the school, student’s input is low in all aspects, especially in English.

7. What are difficulties and advantages that your school experience in the implementation of the Scheme 2020?

Advantage:
Teachers have opportunities to improve their training

All schools and society concern to make good condition to promote teacher develop all their possibilities.

Hard: Difficult to arrange time for training course

Weak degree student should not apply all the learning capacity

Examination is heavier in literacy, which also affects classroom teaching, applying expertise in teaching.

8. What are the positive aspects of the Project 2020?

The Project 2020 is a new step in the education sector, help social raise awareness of the subject, help teachers and students access to new learning methods, gradually improve the quality of teaching and learning languages, help for qualified teachers and students in our country access to countries around the world.

9. What are the drawbacks of the Project 2020?

There are no reasonable connection between teaching and learning, teachers do not apply all what they are trained. New textbooks are heavy on content, teachers find very difficult to implement in detain the contents of one lesson. Many machines and modern equipments are underperforming, so wasted valuable. Many places are still lack the audiovisual equipment for the students.

10. How many percentages do you predict for the feasibility of the Project 2020?

It’s about 50% because teachers and students in my school still have not met the criteria of the standard output.

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
First of all, I would like to ask you about some information about the Project 2020:

1. Can you share some information about the National Project of Foreign Language 2020?

   National Project of Foreign Language 2020 is carried out to improve foreign language teachers’ proficiency, help the English teachers can meet the standards under the European Reference Framework. With this project, MOET has done in the provinces by opening the training courses for teachers who are not qualified. Since the implementation of this project, teachers can improve foreign language skills that aims to provide students at all levels can meet the standards as required.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?

   The use of foreign languages as European standard is not really fair to the real situation of Vietnamese students. So teachers’ knowledge is eroded gradually. With teachers who are not qualified, they join the classes which are not really useful and effective to help them improve their professional qualifications. (Studying and testing is not matched).

3. Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail?

   According to my personal opinion, the most important reason is the teachers have not been trained appropriately in terms of time as well as training programs for teachers who are not qualified. Teachers are required to attend courses when they are teaching.
And now we move to the solutions for the reasons you mentioned before:

4. Can you share a number of solutions to help English teachers meet the requirements of this national scheme?

Training programs need more rational, allowing teachers master all skills. More important they can apply what they are trained for their students.

In addition, from the students, MOET should also vigorously implement, disseminate, propaganda the importance of English. Since then students should also improve knowledge that required teachers must strive to match.

5. Which the solution is the most important? Why?

According to me, the most important reason is the training program needed more reasonable, allowing teachers to master the skills. People often say: Learning with practice.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

With the teachers at the school where I work, we have participated in training course of DOET, then manually engaged to attend refresher courses and examinations, there are now qualified 7/7 teachers.

The school has added the best audiovisual equipment to help teachers and students to participate in class actively and effectively.

7. What are difficulties and advantages that your school experience in the implementation of the Scheme 2020?

Advantage:
Teachers receive more schools’ and department levels’, as well as social concerns.

Teachers can enhance the language skills to meet the language needs of today’s society.

Hard:

Refresher courses are often interspersed with time during school year.

Students at school where I am working for are too weak in English, so it is difficult to apply what we are trained in classes.

8. What are the positive aspects of the Project 2020?

Help teachers to improve themselves to cultivate foreign language skills to meet the requirements of the course of world requirements.

9. What are the drawbacks of the Project 2020?

The textbook program should be changed to better suit. These skills need to be applied strictly and can be applied outside the new society, students learn actively, enthusiastically.

10. How many percentages do you predict for the feasibility of the Project 2020?

According to my personal opinion, the completion of the project only about 40% as many teachers do not see the importance of the project, they involve in a very superficial way refresher courses.

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
First of all, I would like to ask you some information about the Project 2020:

1. Can you share some information about the National Project of Foreign Language 2020?
   The project was conducted from 2011 with the goal: the majority of Vietnamese young who graduate vocational, colleges and universities have the capacity to use language independent, confident in communicating, learning to work in environmental integration, multilingual, multicultural.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?
   Because teachers do not often self fostering their professional qualification, when exams are coming, they don’t prepared enough knowledge and capacity.
   The organization of testing and training classes is interspersed with teaching activities.

3. Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail?
   According to my subjective idea, it is due to teachers’ attitude. Teachers themselves need to know the importance of professional training. By this way, the training courses are truly effective and then, if so, teachers also will actively use their abilities in teaching.

And now we move to the solutions for the reasons you mentioned before:

4. Can you share a number of solutions to help English teachers meets the requirements of this national scheme?
   Organize training courses for teachers professionally, while reducing the amount of teaching for teachers to concentrate in training phase.
Regularly check, urge, remind teachers practice their capacity in classrooms.

5. Which solution is the most important? Why?

Organize training courses for teachers professionally, while reducing the amount of teaching for teacher to concentrate in training phase because qualified teachers will determine the other elements of the teaching process.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

English teachers in my school: 05 people including 2 teaching reach C1, 2 teachers achieve B2, 01 old teacher doesn’t participate in training courses.

2012-2013 and 2013-2014 academic years, there were 02 teachers participate in courses organized by Haiduong’s DOET, 2013-2014 school year, there was 01 teacher sent for training board.

School built an audio-visual room for foreign language groups.

School year 2015-2016 is expected to teach the pilot program with new textbook.

7. What are difficulties and advantages that your school experience in the implementation of the scheme 2020?

Advantage:

Have the opportunity to improve teachers’ proficiency.

Students and parents raise awareness about the importance of English subject. Parents advice their students should more actively study.

All schools and social concern to make good conditions to promote the teachers’ ability.

Hard:
Teachers are being discriminated if they are not qualified.

It’s difficult for teachers to arrange time for training courses.

Students with low levels could not absorbed all what teachers teach.

Examination is heavier in the literacy. This also affects the teaching methods in classes.

8. What are the positive aspects of the Project 2020?

Create a wave of foreign language learning in society, social help raise awareness of the subject, help teachers and students access to new learning methods, gradually improve the quality of teaching and learning a foreign language, help our country’s teachers and students access to countries around the world.

9. What are the drawbacks of the Project 2020?

There is no compromise were between teaching and learning. New textbooks are heavy on content, teachers find very difficult to implement in detail the contents of one lesson.

Many machines and modern equipment are underperforming so wasted value.

10. How many percentages do you predict for the feasibility of the Project 2020?

In my opinion, there is about 50% because in my school, teachers do not yet meet the standards 100% students still do not meet the criteria of the standard output.

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
Interview 5

First of all, I would like to ask you some information about the Project 2020:

1. Can you share some information about the National Project of Foreign Language 2020?

   The National Project of Foreign Language 2020 is conducted with the main purpose to improve foreign language skills of English teachers to reach the level of CEFR.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?

   Training courses are not really practical in Vietnam.
   In the class training, learning and testing to meet the standards as required is not consistent with each other.
   Many teachers do not self-retraining frequently, many of them do not want to join the retraining classes.

3. Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail?

   According to my personal opinion, the most important reason is that many teachers are not regular refresher training and inertia to cultivate knowledge. This makes their knowledge fall into oblivion, so when testing comes, it’s difficult for them to meet the standards.

And now we move to the solutions for the reasons you mentioned before:

4. Can you share a number of solutions to help English teachers meet the requirements of this national scheme?
DOET should set up more reasonable time for disqualified teachers to participate fully in training courses. (Avoid time during the school year).

Training programs need more rational to help teachers master the skills, so they can get used to with the form of testing surveys.

5. Which solution is the most important? Why?

To me, the most important reason is the DOET should arrange more reasonable time for disqualified teachers to participate fully in training courses. (Avoid time during school year). If time interspersed in the school year, it will affect a lot of the process of work as well as study time of teachers.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

With the teachers at the school where I work for, we have participated in training courses of DOET, they we self-refresher to participate in examinations. We have 6 English teachers with 2 of us reach level C1, there ones are at level B2, one old teachers doesn’t take the test level.

The school has supplied the best audiovisual equipments to help teachers and students to participate in class actively and effectively. (Such as radio, plates.).

7. What are difficulties and advantages that your school experience in the implantation of the Scheme 2020?

Advantage: English has always been considered the most important when starting the school year 2014-2015. It is a required subject for graduation examination, so the English teachers as us receive a lot of concern from school, department, society.
Can enhance the language skills for human resource to meet the language needs of today’s society.

Hard:

Retraining courses are often interspersed with academic year (usually on Saturday and Sunday), it’s difficult for teacher to focus.

Student at school where I am working are too weak for English, so it is difficult to apply.

8. What are the positive aspects of the Project 2020?

Enhance the awareness of training and retraining professionally with the vast majority of English teachers.

9. What are the drawbacks of the Project 2020?

In a number of Department of Education also have too many teachers remain vague about the Project. That is why they perform not really serious.

10. How many percentages do you predict for the feasibility of the Project 2020?

According to my personal opinion, the completion of the project is about 60% as far as I know DOETs began to implement the training time as the program offers more reasonable.

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
Interview 6

First of all, I would like to ask you some information about the Project 2020:

1. Can you share some information about the National Project of Foreign Language 2020? National Project of Foreign Language 2020 were carried out to improve language skills, help English teachers can meet the standards under the European Reference Framework. With this project, MOET has done in the province by opening the training courses for teachers who are not qualified, with teachers who have qualified to participate in training in Australia, Laos.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020? Students in Vietnam are still weak in English language because the majority of the continent’s rural areas, knowledge of English teacher very easily fall in oblivion. With Vietnamese teachers while their salaries are too low compared to the actual living standard, it is reasonable to offer them to teach and participate in training courses at the same time?

3. Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail? According to my personal opinion, the most important reason is that teachers are always considered to be an honorable while underpaid, they have to take care of their children, teaching and studying at the same time. DOET requested them to participate in training courses during the school year time (Sunday and Saturday for training courses, the remaining working days) whether they have attention to reach the standards as required or not?
And now we move to the solutions for the reasons you mentioned before:

4. Can you share a number of solutions to help English teachers meet the requirements of this national scheme?

Time for retraining courses is needed to more reasonable for teachers can be proactive in their work.

The training program will also need more appropriate with the testing form.

The project must be performed rigorous at levels in primary, middle schools, so students have basic knowledge for achieving certain requirements in high schools.

5. Which solution is the most important? Why?

The third solution is the most important. If students are qualified enough, this will force teachers to train and retrained in order to improve their competency.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

With teachers at the school where I work for, we have participated in training courses of Haiduong DOET, then self-retraining to attend the examination. There are 5 English teachers in our school. Three teachers are at level C1, one is at B2 and one left is old teachers.

The school has added the best audiovisual equipment to help teachers and students to participate in class actively and effectively (posters, radio, disc).

7. What are difficulties and advantages that your school experience in the implementation of the scheme 2020?

Advantage:
The school and department level care and help:

Hard:

Also lack of audiovisual equipment (visual room, room projectors)

Training courses are interspersed with difficult school year time.

Student’s levels are low.

8. What are the positive aspects of the Project 2020?

Help teachers to know the importance of self fostering foreign language skills to meet the requirements of the course.

9. What are the drawbacks of the Project 2020?

To perform Project 2020 well, students must study and strict implementation of all educational levels, programs also need to match the textbook.

MOET should invest more devices suitable for subjects such as audio-visual room, pictures.

10. How many percentages do you predict for the feasibility of the Project 2020?

According to my personal opinion, the completion of the project is about 70% because there are so many teachers current self training.

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
First of all, I would like to ask you some information about the Project 2020:

1. Can you share some information about the National Project of Foreign Language 2020?

   National Project of Foreign Language 2020 is a big project with the purpose of helping English teachers and students enhance their language proficiency. This can help Vietnamese young keep up with countries around the world in the globalization by using at least one foreign language to communicate.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?

   I think the main key here is due to teacher’s qualification. They are not often self-retrain to keep and enhance their teaching ability. Furthermore, the program distribution lessons in textbook also lead to the oblivion language proficiency of teachers. As you know, facilitative factors also are concerned factors.

3. Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail?

   As the required of Project 2020, there only qualified teachers can teach the pilot program. If teachers are disqualified, it’s a big challenge for the success of this project.

And now we move to the solutions for the reasons you mentioned before:

4. Can you share a number of solutions to help English teachers meet the requirements of this national scheme?

   We cannot do many things at the same time. For example, we have to participate in training course in during weekends. We don’t have time to relax because we have to teach every day in a week. To help us to do this well, DOET need to have more
reasonable for us to enjoy training course. DOET can open training courses in summer or winter vacations. Besides, the language level of students also needs to improve that helps teacher have motivation to teach.

5. Which solution is the most important? Why?

Only when students’ level is high, teachers will find the way to absorbed knowledge to teach students.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

Until this time, my school has 7 teachers get C1 level, 1 teacher will enjoy next retraining course opened by DOET.

7. What are difficulties and advantages that your school experience in the implementation of the scheme 2020?

We cannot do many things at the same time. For example, we have to participate in training course in during weekends. We don’t have time to relax because we have to teach everyday in a week. To help us do this well, DOET need to have more reasonable for us to enjoy training course. DOET can open training courses in summer or winter vacations.

8. What are the positive aspects of the Project 2020?

I feel happy because my teaching is important to the awareness of students and parents, also receive a lot of caring from school and DOET, MOET.

9. What are the drawbacks of the Project 2020?
This project with the goals very large but the time to complete is quite short. I think there is not time enough for both training teachers and students get the level as required at the same time.

10. How many percentages do you predict for the feasibility of the Project 2020?

I guess there is about 50% for the compliment of this project. There are two main factors cause this problem: student level is weak and teacher is not qualified enough.

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
First of all, I would like to ask you some information about the Project 2020:

1. **Can you share some information about the National Project of Foreign Language 2020?**
   
   The National Project 2020 is conducted within 12 years with main purposes that help Vietnamese young can use at least one foreign language to communicate with foreign countries.

2. **Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?**
   
   I think it is due to teachers themselves, teachers are lazy to self-retrain. While language is a subject needs to study again quite often. However, students in my school, their English is quite low. Teachers cannot present what they are trained in classes.

3. **Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail?**
   
   If teachers are not qualified enough, students and parents will doubt about the quality teaching of school. So I think the role of teacher is most important in this project.

And now we move to the solutions for the reasons you mentioned before:

4. **Can you share a number of solutions to help English teachers meet the requirements of this national scheme?**
   
   With disqualified teachers, DOEET needs distribute the time schedule for retraining course more suitable and match with the testing form. One more is MOET should improve and make a change in textbook program more reasonable.

5. **Which solution is the most important? Why?**
For long future, I think textbook program is most important, which should be related to real life of students. So it helps students feel interesting to study and memorize and teachers find easy to teach.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

There are 5 English teachers in my school, there is 1 teacher gets C1 level, 4 teachers are at B2 level.

7. What are difficulties and advantages that your school experience in the implementation of the scheme 2020?

Difficulties:

Language levels of teachers are disqualified.

Students’ language proficiency is low

Lack of facilitative

Advantages:

School and society care about English teaching.

8. What are the positive aspects of the Project 2020?

People understand of mastering at least one foreign language is important in the process of modern society.

9. What are drawbacks of the Project 2020?

I think the goals of project are too big in comparison with the real situation in Vietnam.

Both teachers and students haven’t met the level as required.

10. How many percentages do you predict for the feasibility of the Project 2020?
In my opinion, this project can only gain 50% until it finishes. It is not only hard to increase the numbers of qualified teachers, but also for students’ language proficiency.

Now we finish the interview and thank you very much for your cooperation. If you have any question, don’t mind to contact me.
Interview 9

First of all, I would like to ask you some information about the Project 2020:

1. Can you share some information about the National Project of Foreign Language 2020?

   National Project of Foreign Language 2020 is a big project signed by the Prime Minister of Vietnam. Project lasts since 2008 to 2020 and gets whole foreign language teachers involved. The main points of project is helping young generation in Vietnam can use at least one foreign language independently.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?

   In my opinion, majority English teachers failed in reaching CEFR because Vietnam hasn’t applied this standard before. Schools and universities didn’t set up any require for teachers about language proficiency. This is the first time many teachers they enjoy in an international language testing. Besides, many teachers didn’t see the important of self-improving their knowledge in the process of teaching.

3. Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail?

   I think many Vietnamese teachers are lack of experienced in participating international testing when graduated and applied for a teaching job.

And now we move to the solutions for the reasons you mentioned before:

4. Can you share a number of solutions to help English teachers meet the requirements of this national scheme?

   To help teacher reach the goals of the Project 2020, MOET need expand time for teachers to achieve language level as required. However, the textbook program needs to
relate with real life of students in Vietnam. Retraining course also need to related with the form of testing.

5. Which solution is the most important? Why?

I think it’s textbook program. If textbooks program is closed to students’ life, the lessons will be very meaningful and students will find it’s interesting. From this point, students like to study English and this motivates teachers to teach and research for their teaching work.

The following part of this interview will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

My school has 4 English teachers, 2 of us have C1 level, 2 left at B2.

7. What are difficulties and advantages that your school experience in the implementation of the Scheme 2020?

Difficulties:
Student level is low
Teachers are not totally qualified enough.

Advantages:
School and DOET take concern about this project and encourage teachers improve language skills.

8. What are the positive aspects of the Project 2020?

Improve the language proficiency for Vietnamese people. Teachers are concerned and encouraged to develop their teaching career.

9. What are the drawbacks of the Project 2020?
The time for completing project is too short while training is a long process.

10. How many percentages do you predict for the feasibility of the Project 2020?

My prediction for this project is 50%. It takes time to enhance the language proficiency for teachers. But MOET requires all teachers in all levels need to reach the standard of CEFR. It’s really difficult.

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
First of all, I would like to ask you some information about the Project 2020:

1. Can you share something about the National Project of Foreign Language 2020?
   This project aims at enhancing language proficiency for teachers and students in Vietnam. This helps to supply human resources in the future with using English independently.

2. Do you know the reasons why the majority of high schools English teachers in Haiduong province are disqualified as the required of Project 2020?
   Main reason is due to teachers. Teachers didn’t take notice about self-retraining to improve language teaching skills. But training courses also are not really reasonable. It’s difficult for teachers teaching at school enjoy courses at the same time. Besides, teachers they also need time to take care their children, their family.

3. Among reasons are answered in question (2), what is the most important reason? Can you explain it in detail?
   The most important thing in my opinion is teacher’s attitude. Teachers are not really notified seriously about the important of Project 2020. They are lack of self-improvement in changing new methods to teach in class and retrain themselves.

And now we move to the solutions for the reasons you mentioned before:

4. Can you share a number of solutions to help English teachers meet the requirements of this national scheme?
   First of all, teachers should take notice about the important of reaching levels as required. From this point, they will try their best to improve their language proficiency. Furthermore, students also need to have positive attitude in this subject.
5. Which solution is the most important? Why?

The most important thing is teacher attitude.

The following part of this interview we will discuss about the feasibility and the pros, cons of the Project 2020:

6. How does your school implement the Project 2020 currently?

We have 9 English teachers. Six of us get level as required. Three of us are at B2 level.

7. What are difficulties and advantages that your school experience in the implementation of the Scheme 2020?

Difficulties:
Students in my school are low at English. Sometimes, it’s hard for us to teaching all content I textbooks for them. The textbook program contains a lot of knowledge, if students lose certain knowledge in lower classes, it’s not easy for them to keep up with the speed teaching in high school program. So when teachers are qualified enough, but they get difficult in teaching all they have for students, and they cannot apply what they are trained in class. It’s waste of knowledge.

Advantages:
The advantages are teachers take more initiative in self-study to improve their language proficiency. School and society take more concern and invest, equip better conditions for teachers in teaching process.

8. What are the positive aspects of the Project 2020?

English subject has become important to students and it’s proud of us. From this point, students have positive attitude in studying English.
9. What are the drawbacks of the Project 2020?

   The goals of project are too high in comparison with the real situation in Vietnam.

10. How many percentages do you predict for the feasibility of the Project 2020?

   I think it’s about 40%. There few teachers in my schools haven’t met the C1 level.

Now we finish the interview and thank you very much for your corporation. If you have any question, don’t mind to contact me.
Hello,

Interviewer:

I appreciate that you agree to meet me again to give me some talks. I checked in the list of Haiduong’s DOET and found that there were two teachers in your school gained level B2. But in our interview last time, I got information from you that all teachers in your school got C1 level. So today could I ask you for this reason?

Interviewee:

Yeah, as you see in the list of Haiduong’DOET. We have two English teachers who are at B1 level and they are required to participate in next training course. That why they have name in that list.

Interview:

So what’s wrong?

Interviewee:

Because the certificate that recognized two of us get C1 levels are not issued by the organization Haiduong’s DOET combines with. Haiduong’s DOET said that they received certificates but they didn’t accept.

Interviewer:

Which unit did sign the certificate for two of them?

Interviewee:

It is Hue of College of Foreign Language.

Interviewer:

How about the unit that Haiduong’s DOET combines with?
Interviewee:

It is the University of Languages and International Studies.

Interviewer:

Oh, I see.

Interviewee:

Now two teachers need to participate in training course to get C1 level again.

Interviewer:

Oh, I understand. Thank you very much for your more useful information.

Interviewee:

You are welcome.