



English language proficiency for students of the English Language Teacher Education Programs: Requirements and Preparations

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Abstract

Providing students with sufficient employability skills is one necessary objective of any training programs. This objective is more important with English Language Teacher Education (ELTE) programs in which, one significant employability skill is English Language Proficiency (ELP). Many graduates lack confidence in either taking the required exams of ELP national standards for beginning in-service teachers or using English in communication. This study aims at investigating preparations of the ELTE curriculum for graduate's standards of linguistic competence so that students can perform effectively with people of another language background on their terms, which is essential in the globalisation era. The study was conducted at 12 ELTE institutions in Vietnam. The data included surveys, interviews, and policy documents.

The results of the study reveal a strong alignment between curriculum and standards of English language knowledge but a weak alignment in ELP skills. The variations in English language courses and requirements across the participating institutions are also reported.

It is recommended to revise ELTE curriculum based on national standards and social expectations so that students are better prepared to be proficient in multicultural teaching contexts. The findings and implications are meaningful for multiple educational stakeholders, including policy makers, instructors, employers, and learners.

Keywords: alignment; linguistic competence; English language proficiency; requirements; standards