



# NEWSLETTER

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## Graduate Student Shoutout

### The SWOT Analysis of the Bilingual Teacher Education Policy and Practices in Vietnam

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#### Keywords:

Preservice Teacher Education, English as a Medium of Instruction, Vietnam.

Preservice Teacher Education in the English language has been developed in six key universities of education in Vietnam, which are Hanoi National University of Education, Vietnam National University – University of Education, Thai Nguyen University of Education, Ha Noi Pedagogical University 2, Hue University of Education, The University of Danang–University of Education, and Ho Chi Minh City University of Education, to create new generations who can work in the global education environment. However, the policymaking and practices in terms of bilingual education policies in the universities of education are not implemented consistently and synchronously. Following the 2020 national foreign language project, it is not difficult to see that the preservice teacher training by EMI courses would create an international quality labor force in the educational sectors in the future. Thus, it is necessary to analyze and look backward at the strengths, weaknesses, opportunities, and threats to refine the strategy and action plans of the universities to be relevant to the global and local context of bilingual education in higher education.



EMI is a growing global phenomenon in higher education in Asian countries such as Vietnam (British Council). Through the lens of policy approach, mandated policy-making, international program adoption, workload, and linguistic barriers need to be improved to promote supportive conditions for teachers and students to build their EMI capacity building (Nguyen et al., 2017). The EMI policy is unbalanced emerging the non-educational purposes in which the students and faculty members are under-considered as the main key point of successful policymaking. The lack of specific directions and regulations restrains the effectiveness of bilingual education.

The readiness of EMI teachers is a barrier to the process of bilingual education policy-making and implementation (Pham & Doan, 2020). Faculty members and learners are not representatives in policy development (Pham, 2022) meanwhile they are the key agents to successful policy deployment (Pham & Barnett, 2022). It needs professional development to enhance the EMI teaching method. (Barnett & Pham, 2022).





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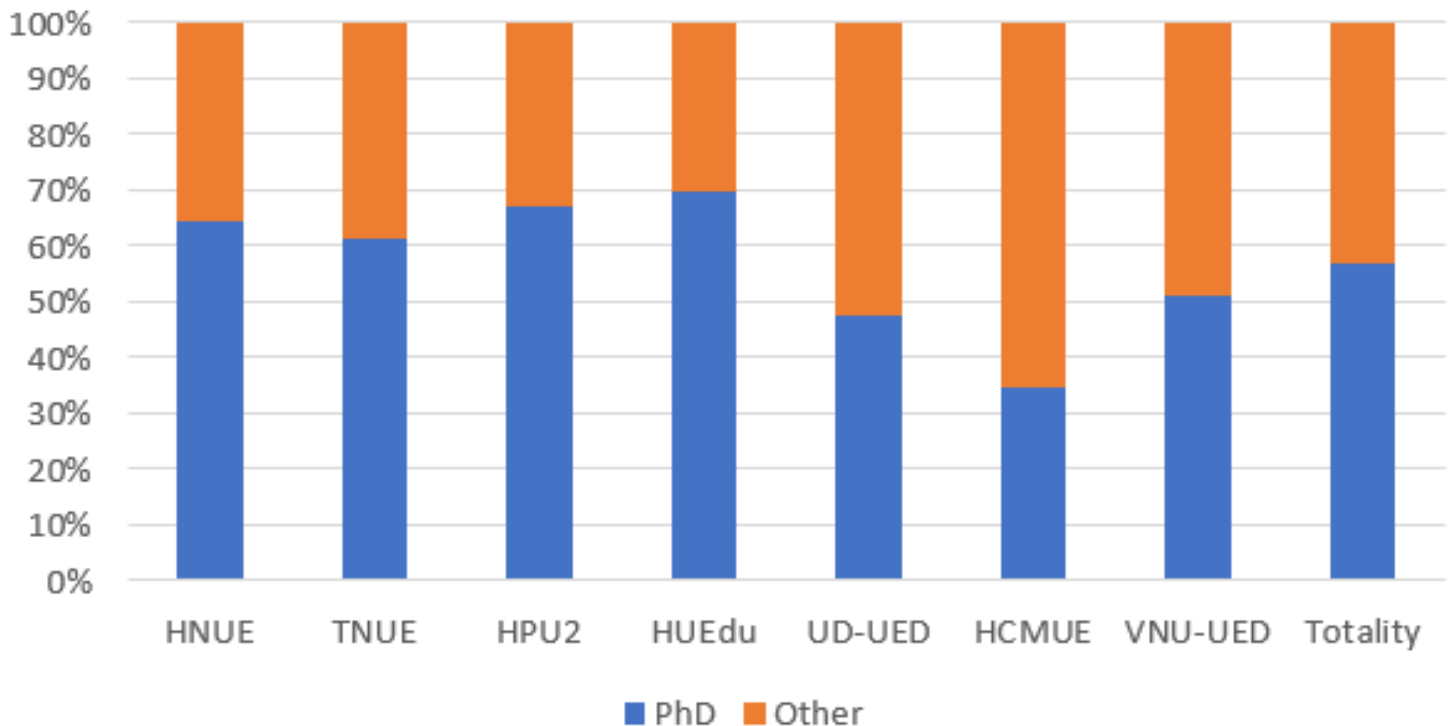
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In the EMI communities of practices, it aims to create EMI graduates who can enhance employability in multicultural working environments, and achieve greater empathy and understanding in the wider community (British Council). Furthermore, teaching and learning in English early focuses on technology, engineering, and economics. The pedagogical approach embraced the theoretical and practical issues of subject content delivery and language (British Council). In talent development, the universities should consider the EMI teachers' evaluation to improve the job satisfaction of all the faculty members (Pham et al., 2022).

**Strengths.** The faculty members have a qualification level above the general standards: almost all six universities have approximated 57% of lecturers who have PhD degrees in which Hue University of Education is the leading rate of PhD lecturers with 70% of faculty members (see in Figure 1). In the international accreditation, universities of education has been participating in external evaluation by ASEAN Universities Network. In addition, the STEM education is the priority in the curriculum development along with the digital transformation process is transiting the entire universities to enhance the digital literacy for staffs and students. It is not difficult to see that universities have developed the EMI curriculum for teacher education in Mathematics, Physics, Chemistry, Biology, Informatics as well as Primary Education and Preschool Education. Figure 1.

The Ph.D. Faculty Members at Preservice Teacher Education Institutes in 2023–2024

## Ph.D. lecturers



**Weaknesses.** Shortage of finance in implementing the EMI programs is the general problem due to the public investment for the teacher training institutions. The EMI Professional Development system is not interested constantly to improve the readiness of lecturers in teaching and learning in English. Lack of long-terms EMI policies and strategy in universities of education as well as EMI practice guideline are barriering the implementation of bilingual education in teacher education as a result of the various amount of EMI courses in the programs from the several pilot selective courses to all specialized courses (about 50% of courses), and up to 90% courses of the study.



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**Opportunities.** It is the advantage of geographic diffusion in the EMI programs benchmark in the neighbor countries such as Singapore, Hong Kong and Taiwan. Internationalization of higher education in Vietnam with the inbound EMI programs, and outbound faculty exchange in teaching and research are the powerful opportunities to enhance the EMI capacity building programs. Disruptive technology development is intensive to EMI curriculum design and reform, especially generative AI-intensive technological solutions, and platforms. The number of EMI student enrollments is in the maintaining and increasing tendency from seniors to freshmen in universities. Number of bilingual schools (IB schools, ISA schools) is significantly considering the EMI graduates in the universes of education comparing with the English native teachers.

**Threats.** Multilingual policy approach with unclear strategic action plans at the macro, meso, and micro level under the impact of the sensitive political geography in Asia Pacific and La Francophonie in which students can choose the selective foreign language subjects such as English, French, Russian, Chinese. In addition, Brain drains which faculty members transit to study and work overseas is challenging the talent development in implementing the EMI curriculum and instruction. Another supportive resource as the financial mechanism threatens the bilingual policy development. It the fact that low salary of faculty members is the current issue in the entire educational system in which the teacher education institutions are



In sum up, universities need to create an ecosystem of EMI teacher training focusing on pedagogical development, learning learning-inspiring environment, supportive resources, and digital leverage for administration, teaching, and learning in the process of the policymaking, practice and evaluation. The role of faculty members and students are centered of the bilingual teacher training policy development and implementation in order to reinforce their readiness of EMI change maker through the professional development with the diversified professional learning community within and beyond the universities.

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## Outstanding members

### Jerome T. Buenviaje. Ph.D.

University of the Philippines Diliman, Philippines  
Ph.D., Division of Educational Leadership and Professional Services, College of  
Education, University of the Philippines Diliman, Quezon City, Philippines

#### Selected publications

1. Buenviaje, J. (2016). Embracing work passion: Perspectives of Filipino principals and school heads. *International Studies in Educational Administration. Journal of the Commonwealth Council for Educational Administration & Management*, 44(3), 5-19.
2. Buenviaje, J. (2019). Basic Education ICT for Governance, Finance, and School Improvement. *Key Issues in Governance, Finance, School Improvement, and ICT in Basic Education. University of the Philippines Center for Integrative Studies*. c2019, 16-23.



#### **Research expertise**

- Educational Leadership and Administration
- Curriculum and Instruction Management
- Organization Development
- Educational Planning and Policy

### **Reflections and Actions Toward Sustainability: Institutional Milestones and Pandemic Gains of the University of the Philippines College of Education**

**Jerome T. Buenviaje**

Connecting Multiculturalism, Sustainability, and Teacher Education Abstract  
(2023 APATE Annual Conference)

The historical lockdown in the Philippines due to the COVID-19 pandemic affected different industries and disrupted the education system. In this time of uncertainty, it further highlighted the learning crisis being experienced in the country. Thus, at the height of this global health concern, the University of the Philippines College of Education (UPCEd) published a white paper titled, "Stay Well, Keep Learning: Education Resilience and Learning Continuity Plan in the Time of COVID-19". This paper suggested eight key strategies that were successfully adopted during the education emergency by government agencies and different schools nationwide. Guided by the solutions provided in the paper, innovations developed during the past years are now being considered as pandemic gains. Therefore, these key strategies are valuable knowledge that can still guide education systems in the post-pandemic era. This presentation features UPCEd's innovative practices using the eight key strategies as a framework. Specifically, these are practices on health and well-being, teaching and learning processes, research direction, and extension programs. The alignment of these education practices and the key strategies put emphasis on the principles of inclusion that every education institution should promote and prioritize. Finally, as a parameter for quality, higher education institutions all over the world are expected to voluntarily advocate for the United Nations Sustainable Development Goals (SDGs) in order to address diverse global concerns. Hence, this presentation also highlights UPCEd's 2022-2025 goals that are anchored on the SDGs. As the premiere College of Education, these are concrete contributions to fulfilling the mandate of the University of the Philippines, the country's National University.



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## Outstanding members

### Rudi Susilana, M.Si. CIT. Ph.D.

Dean, Faculty of Education, Universitas Pendidikan Indonesia, Indonesia  
Doctor of Curriculum Development Universitas Pendidikan Indonesia (UPI) Bandung

#### Selected publications

1.Kurniady, D. A., Susilana, R., Widodo, M., & Komariah, A. (2022). Managerial Performance in Developing School Climate to Improve School Quality. *Journal of Education*. DOI:10.1177/00220574211016405

2.Susilana, R., Rullyana, G., Johan, R. C., & Ardiansah, A. (2022). Web-based Pedagogical Application as a Learning Resource During the Covid-19 Pandemic. *Jurnal Pendidikan Dan Pengajaran*, 55(2), 446-455.  
<https://doi.org/10.23887/jpp.v55i2.37624>

Susilana, R., Dewi, L., Rullyana, G., Hadiapurwa, A., & Khaerunnisa, N. (2022). Can Microlearning Strategy Assist Students' Online Learning? *Cakrawala Pendidikan*, 41(2), 437-451. <https://doi.org/10.21831/cp.v41i2.43387>



#### Research expertise

- Curriculum Development
- Educational Technology

### Teacher Education Curriculum for Multi-Cultural Education

#### Rudi Susilana & Dinn Wahyudin

Connecting Multiculturalism, Sustainability, and Teacher Education Abstract  
(2023 APATE Annual Conference)

Indonesia is a big country with thousands of islands, hundreds of ethnics, hundreds of local languages, diverse of variety, and diverse of religions. During the last two decades various efforts have been made to reform system of curriculum on multi culture (MC) in Indonesia. It is believed as one tools of education system in order to provide diverse communities.

This paper presents policies and programs held by UPI on developing teacher education curriculum for multi culture and global citizenship. It also identified general trends and indigenous aspects developed by schools in implementing curriculum on MC; and presenting best practices of schools efforts in implementing MC. Some purposes of the programs are among other are: having a multi -cultural insights of the purpose of nation and as a world citizen; increasing global ethnic and cultural development of literacy; strengthening values and attitudes of cross cultural & global citizenship competences; improving ability of basic skills on educational excellence concerning MC; strengthening peaceful education as a basic of peaceful world.

Final notes are among others: In Indonesia, MC program has been implemented vary among Teacher Institution Education (TIEs); it is found that MC has been put as important issues in school curriculum as well as in HE education curriculum, however there are some discrepancies in the actualization of curriculum. MC is regarded as a part of national citizenship rather than global issues. The approaches of MC shall be converted beyond knowledge-based to lead bring change of positive behavior on global issues. It was also important to spread out students interest of MC of their own, then spread to regional and global issues.



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## Outstanding Educators

### Hideki Kozima, Ph.D.

Dean, Graduate School of Education,, Tohoku University, Japan  
Ph.D. in Computer Science and Information Mathematics, Graduate School of Electro-Communications, The University of Electro-Communications

#### Selected publications

- 1.Hideki Kozima (2023). Communication as joint prediction: A case study of robot-mediated pretend play with children at a kindergarten. Proceedings of IEEE RO-MAN 2023 (Korea), WeAT3.3, 1-6.
- 2.Hideki Kozima (2013). Cognitive granularity: A new perspective over autistic and non-autistic styles of development, Japanese Psychological Research, 55(2), 168-174.

#### Research expertise

- Cognitive neuroscience of developmental disorders (esp. autism/ASD,LD/dyslexia)
- Cognitive models of social communication and its development
- Assistive technologies (esp. therapeutic/educational robots)
- Computational linguistics and natural language processing



### Recent Educational Activities at Tohoku University

#### Hideki Kozima

Connecting Multiculturalism, Sustainability, and Teacher Education Abstract  
(2023 APATE Annual Conference)

#### **Introduction**

Tohoku University, located in the center of northeast Japan, is one of the top-ranked research universities in Japan. It was recently selected as the first and only recipient of the "University for International Research Excellence Program" by the Japanese government to regain Japan's advantage in diverse academic fields. Graduate School of Education of Tohoku University has contributed to developing various education-related sciences.

#### **Multicultural Education**

The graduate school has organized AELC (Asia Education Leader Course) since 2014. AELC is a joint master's program with \_ve universities in East Asia, including NTNU. Students gather at a host university (in rotation) each summer and winter and take intensive lectures. Post-course questionnaires suggest that AELC provided the students with objective knowledge and skills and a subjective attitude toward multicultural engagement in their future professions.

#### **Sustainability Education**

SDGs (Sustainable Development Goals) allowed us to discuss and share the future view of the world. We are developing a standard and shared course in "Green Literacy" in collaboration with other world-leading universities and other sectors. This project could transform the style of education.

#### **Teachers' Re-professionalization**

Teachers need to update their knowledge, teaching skills, and mindset constantly. Since 1965, the graduate school annually provides \Seminars for Educational Leaders" for regional elementary, junior, high, and special-needs school teachers. In the workshops, the participants share current issues and discuss solutions. According to the post-course questionnaires, this activity helps them establish shared visions toward the future of education.



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## Upcoming Events

### **The 10th Asian Conference on Education & International Development (ACEID2024):**

This conference will be held from March 25 to 29, 2024, at the Toshi Center Hotel in Tokyo, Japan, and online. It will focus on the theme of "Leaving No One Behind: The Future of Education & International Development". It will address the challenges and opportunities of education in the post-pandemic world, especially for vulnerable and marginalized groups. It will also feature keynote speeches, panels, workshops, poster sessions, and networking events.

### **The Asia-Pacific Association for International Education (APAIE) Conference and Exhibition:**

This conference will be held from March 4 to 8, 2024, at the Perth Convention and Exhibition Centre in Perth, Australia. It will focus on the theme of "Bridging Oceans: Internationalisation Beyond Boundaries". It will examine how internationalization can foster collaboration, innovation, and inclusion across borders and cultures. It will also feature keynote speeches, panels, workshops, poster sessions, exhibition booths, and networking events.



### **2024 AERA ANNUAL MEETING**

Philadelphia, Pennsylvania April 11–14, 2024

AERA is excited to host an annual meeting for 2024 that will be accessible, flexible, and rewarding for all participants! The theme for 2024 is "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action."

The primary site of the Annual Meeting in Philadelphia is the Pennsylvania Convention Center. The headquarter hotel where additional sessions will be held is the Philadelphia Marriott Downtown. Due to a very low number of virtual submissions, the AERA Executive Board decided on August 18, 2023, to cancel the virtual component of the meeting scheduled for April 25–26. An email was sent to virtual submitters with the opportunity to decide how they wish their work to be considered. Tips for 2024 Annual Meeting virtual component submitters are also available on the AERA website.





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Dear APATE Members and Contributors,

As we gear up for the next edition of the APATE Newsletter, we are excited to invite you to contribute your insights, experiences, and expertise to enrich our community.

## **Theme:**

For the upcoming newsletter, we are focusing on the theme of "Teacher Education" We welcome articles that explore recent developments, case studies, and best practices related to the field of teachers education with a particular emphasis on how these innovations are shaping the cybersecurity landscape.

## **Submission Guidelines:**

Length: Articles should be between 500 and 1000 words.

Format: Please submit your articles in Microsoft Word format.

Images: Include relevant images, charts, or graphs to enhance the visual appeal of your article.

Author Bio: Provide a brief author bio (100 words) along with a high-resolution headshot.

Deadline: The deadline for submissions is [31st April 2024].

## **Submission Process:**

Email your articles to [apate.office@gmail.com](mailto:apate.office@gmail.com)/[lydiama@ntnu.edu.tw](mailto:lydiama@ntnu.edu.tw) with the subject line "APATE Newsletter Submission: [Your Article Title]." Submissions will undergo a review process, and selected articles will be featured in the upcoming newsletter.

## **Benefits of Contributing:**

Showcase Your Expertise: Share your knowledge and insights with a diverse community of professionals.

Networking Opportunities: Connect with fellow APATE members and industry experts.

Professional Development: Enhance your writing and communication skills by contributing to our newsletter.

We look forward to receiving your submissions and creating an engaging and informative newsletter together. Thank you for your continued support in making APATE a hub of knowledge and collaboration.