

MINISTRY OF EDUCATION AND TRAINING  
**QUY NHON UNIVERSITY**

**UNDERGRADUATE PROGRAM**

Level of Education: Undergraduate

Major : English Language Teacher Education

Major Code : 7140231

Mode of Education : Full-time

*Gia Lai, 2025*

MINISTRY OF EDUCATION AND TRAINING SOCIALIST REPUBLIC OF VIET NAM  
QUY NHON UNIVERSITY Independence - Freedom - Happiness

## UNDERGRADUATE PROGRAM

*(Issued in conjunction with Decision No.: 2094QĐ-ĐHQN dated July 22, 2025  
by the Rector of Quy Nhon University)*

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### 1. PROGRAM OBJECTIVES (POs)

#### 1.1. General Objectives

Upon completion of the program, graduates are able to demonstrate a solid foundation in basic sciences and educational sciences; exhibit strong professional and pedagogical competence in English Language Teaching; apply digital competence effectively in teaching and professional practice; uphold sound political qualities and maintain good health; engage in autonomous learning and independent research; and adapt to diverse working environments to effectively teach English at various educational levels within the Vietnamese education system, in alignment with current general education reforms.

#### 1.2. Specific objectives

+ PO1: To equip students with knowledge of educational sciences, political studies, psychology, pedagogy, linguistics, and culture and literature.

+ PO2: To provide students with knowledge of English language teaching methods to design, organize, and evaluate effective teaching activities in accordance with a competency-based orientation toward student development.

+ PO3: To equip students with English language teaching skills, including lesson planning, organizing learning activities, assessing students, classroom management, and applying technology in teaching.

+ PO4: To equip students with communication, collaboration, and teamwork skills in educational settings, as well as the ability to guide, advise, and support students in their learning process.

+ PO5: To develop students' spirit of autonomous learning and independent research, continuous professional development, and to cultivate ethical qualities, professional responsibility, and accountability both individually and in group work.

## 2. EMPLOYMENT OPPORTUNITIES AND FURTHER STUDY PROSPECTS

Graduates of the Bachelor's program in English Language Teacher Education are qualified to pursue a variety of career paths, including:

- Teaching at upper secondary schools, as well as at universities, colleges, professional secondary schools, and vocational institutions;
- Teaching English at foreign language centers and international schools;
- Pursuing postgraduate studies at the master's and doctoral levels in English Language Teaching Methodology or English Linguistics.

## 3. LEARNING OUTCOMES

The program is designed to ensure that upon graduation, students attain the following learning outcomes:

<p><b>PLO1: Apply</b> general education knowledge, foundational disciplinary knowledge, and sectoral knowledge to perform professional tasks.</p>	<p><b>PI 1.1: Identify</b> general education knowledge, foundational disciplinary knowledge, and sectoral knowledge required to perform professional tasks.</p>
	<p><b>PI 1.2: Apply</b> general education knowledge, foundational disciplinary knowledge, and sectoral knowledge to perform professional tasks.</p>
<p><b>PLO2: Apply</b> knowledge of English/American language, culture, and literature in professional practice.</p>	<p><b>PI 2.1: Accurately use</b> knowledge of phonetics, grammar, vocabulary, and semantics in professional practice.</p>
	<p><b>PI 2.2: Apply</b> knowledge of English and American culture and literature in professional practice.</p>
<p><b>PLO3: Apply</b> theories and methodologies of English Language Teaching (ELT) in instructional practice.</p>	<p><b>PI 3.1: Identify</b> the strengths and weaknesses of different English language teaching methods..</p>
	<p><b>PI 3.2: Apply</b> appropriate English language teaching methods in alignment with students' characteristics and learning needs in order to enhance instructional effectiveness.</p>

<p><b>PLO4: Plan, implement, and evaluate</b> instructional activities aligned with the competency- and character-based development orientation of learners.</p>	<p><b>PI 4.1: Design</b> lesson plans and instructional activities based on objectives targeting students' competency and character development.</p>
	<p><b>PI 4.2: Organize</b> instructional activities effectively, fostering active student engagement and thereby promoting the holistic development of knowledge, skills, and attitudes.</p>
	<p><b>PI 4.3: Assess</b> students' learning processes and outcomes based on criteria aligned with competency and character development.</p>
<p><b>PLO5: Apply</b> interdisciplinary knowledge and pedagogical communication skills in academic study and professional practice.</p>	<p><b>PI 5.1: Apply</b> relevant interdisciplinary knowledge and pedagogical communication skills to enhance instructional effectiveness and foster collaborative relationships among the school, family, and community.</p>
<p><b>PLO6: Demonstrate</b> English language proficiency at Level 5 of the Six-Level Foreign Language Proficiency Framework for Vietnam.</p>	<p><b>PI 6.1: Demonstrate</b> receptive skills (listening and reading) at Level 5 of the Six-Level Foreign Language Proficiency Framework for Vietnam.</p>
	<p><b>PI 6.2: Demonstrate</b> productive skills (speaking and writing) at Level 5 of the Six-Level Foreign Language Proficiency Framework for Vietnam.</p>
<p><b>PLO7: Apply</b> digital competence to address professional issues within the field of specialization.</p>	<p><b>PI 7.1: Demonstrate</b> foundational understanding of digital competence in accordance with the Digital Competence Framework for Learners.</p>
	<p><b>PI 7.2: Utilize</b> digital technologies and artificial intelligence (AI) tools to enhance the quality of learning, research, and professional practice, foster educational innovation, and create modern, effective, and creative learning environments.</p>

<p><b>PLO8: Demonstrate</b> autonomy in learning and research, personal responsibility, and effective collaboration in academic and professional environments.</p>	<p><b>PI 8.1: Demonstrate</b> autonomy in learning and research, along with personal responsibility, to proactively acquire knowledge, develop independent thinking, and construct effective learning strategies.</p>
	<p><b>PI 8.2: Demonstrate</b> effective collaboration to enhance learning quality, support learners' holistic development, and contribute to the development of an educational environment that reflects the institution's distinctive culture.</p>
<p><b>PLO9: Demonstrate</b> professional ethics, teacher responsibility, and community engagement in contributing to holistic human development.</p>	<p><b>PI 9.1: Identify</b> key issues related to teachers' professional ethics, professional responsibility, and community engagement.</p>
	<p><b>PI 9.2: Demonstrate</b> professional ethics, professional responsibility, and active community engagement in order to guide learners' character formation, cultivate a positive learning environment, and contribute to holistic human development.</p>

#### 4. PROGRAM DURATION AND TOTAL CREDITS

4.1. **Program Duration:** 04 years

4.2. **Total credits:** 138 credits (excluding 03 credits of Physical Education and 09 credits of National Defense and Security Education)

Program structure	Credits
<b>General Knowledge</b>	24
<b>Professional Knowledge</b>	114
- Fundamental knowledge	26
- Disciplinary Knowledge	47
- Supplementary Knowledge	35
- Graduation thesis, Alternative courses	6
<b>Total</b>	138

#### 5. ADMISSION REQUIREMENTS

Applicants who wish to apply for admission to the English Language

Teacher Education program must meet the following requirements:

- Have graduated from upper secondary school (high school) or an equivalent qualification.
- Satisfy the requirements specified in Article 6 (Eligibility for applicants) of the Regulations on Admissions to full-time undergraduate programs and full-time college programs in teacher education issued by the Ministry of Education and Training under Circular No. 05/2017/TT-BGDĐT dated January 25, 2017 of the Minister of Education and Training.

## **6. MODE OF STUDY AND GRADUATION REQUIREMENTS**

**6.1. Mode of study:** Credit-based system

**6.2. Graduation Requirements:** To be eligible for graduation, students must satisfy the following requirements:

- *Academic Requirements:* Students must complete all required courses and accumulate the total number of credits prescribed in the curriculum. In addition, they must obtain a minimum cumulative grade point average (CGPA) of 2.00 on a 4.0 scale.

- *Physical Education and National Defense and Security Education:* Students must complete all required Physical Education courses and obtain the National Defense and Security Education Certificate in accordance with current regulations.

- *Foreign Language Requirement:* Students must meet the foreign language proficiency requirement in accordance with the current regulations of the training institution.

- *Information Technology Requirement:* Students must meet the basic information technology competency standards as stipulated in Circular No. 07/2015/TT-BGDĐT, as well as other specific regulations of the training institution.

- *Conduct and Ethical Requirements:* At the time of graduation consideration, students must not be subject to criminal prosecution and must not be under disciplinary action at the level of suspension from study.

## 7. TEACHING METHODS AND LEARNING ASSESSMENT

### 7.1. Teaching methods

No	Teaching Strategies	Teaching methods
1	<p><b>Direct Instruction:</b> Direct instruction is a teaching process in which the instructor directly delivers information and fundamental knowledge to learners. In this approach, the teacher plays a central role in controlling, guiding, and organizing instructional activities. Through presentation, explanation, and detailed guidance, the teacher helps learners access, acquire, and clearly understand the lesson content. This teaching strategy is effective for providing systematic knowledge and introducing new skills, thereby establishing a solid foundation for learners to apply such knowledge to professional practice and develop practical competencies.</p>	<ul style="list-style-type: none"> <li>- Lecture/Presentation</li> <li>- Explanation and Illustration</li> <li>- Question–Answer Interaction</li> <li>- Problem-posing</li> <li>- Simulation</li> <li>- Demonstration</li> </ul>
2	<p><b>Indirect Instruction:</b> Indirect instruction is a teaching strategy in which learners are provided with opportunities to explore and construct knowledge through learning activities without relying entirely on the lecturer’s direct transmission of information. In this strategy, the lecturer acts as a facilitator who organizes, guides, and supports the learning process rather than delivering all the instructional content directly. Learners are encouraged to actively engage in the learning process, apply critical thinking skills, and develop their ability to analyze and solve problems. Through various learning activities, this strategy helps learners enhance their capacity for self-directed learning and independent inquiry, while also fostering a stronger sense of responsibility and autonomy in their learning.</p>	<ul style="list-style-type: none"> <li>- Case-based learning</li> <li>- Problem-based learning</li> <li>- Guiding questions</li> <li>- Online teaching</li> <li>- Assignments</li> <li>- Discussion</li> <li>- Debate</li> <li>- Project-based learning</li> </ul>

3	<p><b>Experiential Learning:</b> Experiential learning consists of four stages: concrete experience, in which learners participate in practical activities such as group discussions, experimental practice, or field trips; reflective observation, during which learners reflect on and analyze the results, behaviors, and emotions arising from their experiences; abstract conceptualization, in which learners formulate concepts or theoretical insights based on their reflections; and active experimentation, where learners apply the acquired knowledge to new situations in order to test and refine their understanding. This approach not only facilitates the development of knowledge and skills but also enhances learners' attitudes and engagement in the learning process.</p>	<ul style="list-style-type: none"> <li>- Experiential learning</li> <li>- Internship</li> <li>- Fieldwork</li> <li>- Simulation</li> <li>- Practice</li> <li>- Discussion</li> <li>- Project-based learning</li> </ul>
4	<p><b>Interactive Teaching:</b> Interactive teaching is a teaching strategy in which learners not only receive knowledge from the instructor but also interact with their peers, the instructor, and the learning content. In this approach, the instructor organizes and facilitates the learning process, while students actively participate in discussions, dialogue, and collaborative activities to construct knowledge. This process involves two-way interaction, continuous feedback, and adaptation, thereby fostering the development of communication, collaboration, critical thinking, and problem-solving skills, as well as enhancing learners' confidence and active engagement in learning.</p>	<ul style="list-style-type: none"> <li>- Interactive lectures</li> <li>- Group work</li> <li>- Discussions</li> <li>- Debates</li> <li>- Practice</li> <li>- Internships</li> <li>- Fieldwork</li> <li>- Project-based learning</li> </ul>

5	<p><b>Blended Learning (Face-to-Face and Online Instruction):</b> A form of instruction in which part of the learning content is delivered through face-to-face classes and the remaining part is conducted through an online environment using LMS, videos, discussion forums, and online assignments.</p>	<ul style="list-style-type: none"> <li>- Face-to-face theoretical instruction</li> <li>- Online practice and discussion (via LMS)</li> </ul>
5	<p><b>Self-directed Learning:</b></p> <p>Self-directed learning is a learning strategy in which learners guide and regulate their own learning process with little or no direct supervision from the instructor. Learners actively seek knowledge, plan their learning activities, and carry out learning tasks through assignments, projects, or problems suggested by the instructor. This strategy helps develop learners' capacity for independent learning and research, as well as their autonomy and sense of responsibility in the learning process.</p>	<ul style="list-style-type: none"> <li>- Online learning</li> <li>- Homework assignments</li> <li>- Self-directed learning</li> </ul>

## 7.2. Learning Assessment

The assessment of learning complies with the current undergraduate training regulations of Quy Nhon University.

### 7.2.1. Grading scale

<p><b>Grading scale</b></p>	<p>The 10-point grading scale is used to assess each course, including component scores, the final examination score, and the overall course grade. The course grade is calculated as the weighted sum of the component scores. A letter grading scale is used to classify academic performance based on the overall course grade.</p>
	<p>The 4-point grading scale is used to calculate the semester grade point average (GPA) and the cumulative grade point average (CGPA) in order to evaluate students' academic performance after each semester and determine their overall academic results.</p>

**Grading System Table**

<b>Classification</b>	<b>10-point scale</b>	<b>Letter grade</b>	<b>4-point Scale</b>
<b>Pass</b>	From 9.0 to 10	A+	4.0
	From 8.0 to 8.9	A	3.5
	From 7.0 to 7.9	B+	3.0
	From 6.0 to 6.9	B	2.5
	From 5.0 to 5.9	C	2.0
	From 4.0 to 4.9	D	1.5
<b>Fail</b>	From 0 to 3.9	F	0

**7.2.2. Assessment Methods, Criteria, and Weighting**

*a) Theoretical Courses:* Students are assessed through tests, assignments, discussions, and the final course examination. The course grade is calculated in accordance with the current regulations of Quy Nhon University.

No	Assessment Method	Criteria	Weighting
1	Formative Assessment	<ul style="list-style-type: none"> <li>- Activeness and level of participation: the degree of initiative, preparation, and active participation in classroom activities.</li> <li>- Class attendance: attendance in required sessions; depending on the number of absences, the instructor determines the corresponding score based on the absence rate.</li> <li>- Homework assignments: accuracy and completeness of the submitted work.</li> <li>- In-class assignments: accuracy of the work and the ability to express personal viewpoints.</li> <li>- Presentations: level of preparation, knowledge content, and presentation skills.</li> <li>- Written tests: correctness of the answers, evaluated based on the answer key or marking scheme.</li> <li>- Discussions and group activities: level of preparation, knowledge content, communication skills, active engagement, and the ability to express personal viewpoints.</li> </ul>	40%
2	Summative Assessment	<ul style="list-style-type: none"> <li>- Written examination: accuracy of answers, evaluated based on the answer key or marking scheme.</li> <li>- Presentation: level of preparation, quality of content, and communication/presentation skills.</li> <li>- Oral examination: accuracy of responses in relation to the required knowledge, effective communication skills, and the ability to express personal viewpoints.</li> </ul>	60%

*b) Practical Courses:* Students are required to attend all practical sessions according to the teaching schedule. The grade for a practical course is calculated as the average of all practical assignments completed during the

semester and is rounded to one decimal place.

*c) Teaching Practicum Courses:*

Students are required to attend all observation and teaching practicum sessions in accordance with the practicum plan. The practicum content includes: studying the educational context in practice; observation and teaching practice; and observation and practice of educational activities. The assessment criteria are specified in detail in the Teaching Practicum Regulations issued by Quy Nhon University.

*d) Graduation Thesis Course:* Students are assessed based on several criteria, including the format of the thesis report, the quality of the report content, and the quality of the thesis defense. The assessment components are defined according to specific criteria in the evaluation rubric. The graduation thesis is evaluated by the Graduation Thesis Assessment Committee established by the Rector of Quy Nhon University.

### 7.2.3. Assessments Methods

<b>Assessments Methods</b>	
Observation Method	This method is used to assess students' attendance and learning attitudes, including their learning awareness, independence, and creativity. It involves monitoring class attendance, preparation for lessons, participation in discussions, and contributions to classroom activities.
Assignment Assessment	This method evaluates the extent to which students complete the assignments given by the instructor related to the lesson during and after class. These assignments may be completed individually or in groups and are graded based on criteria that have been communicated to students in advance.
Presentation Assessment	Students are required to work individually or in groups and present their results to other students. This activity not only assesses the extent to which students achieve the required subject-specific knowledge but also evaluates the development of skills such as communication, negotiation, and teamwork.
Written Assessment Methods	Written assessment methods include essay-type tests and objective tests in the form of multiple-choice questions, or a combination of both.

Practical Assessment	Students are assessed based on criteria such as the accuracy of procedures and operations performed, the outcomes achieved, and the quality of the practical report.
Oral Assessment	Students are assessed through interviews and direct question-and-answer sessions. This method is used in certain courses to evaluate students' overall competence, including their knowledge as well as communication and presentation skills.

Group Work Assessment	This method is used in group-based learning activities to evaluate students' teamwork skills.
Term Paper / Major Assignment Assessment	Students are assessed through writing a report on a topic related to a course or a practical issue in order to draw conclusions, provide insights, and propose solutions for implementation or improvement of the identified problem. The assessment of the term paper includes evaluation of the structure, content, conclusions, and the format of presentation.
Learning Project Product Assessment	Through the products developed by students, the instructor evaluates the level of development, creativity, and effectiveness of the completed product. The criteria and standards used to assess the product may vary. Product assessment is conducted based on the specific context of real-world situations.

### Assessment Methods – PLOs Alignment Matrix

Assessment Methods	Program Learning Outcomes (PLOs)								
	1	2	3	4	5	6	7	8	9
Observation				X	X			X	X
Assignment	X	X	X			X	X	X	X
Presentation	X	X	X			X	X	X	X
Written Tests	X	X	X	X	X	X	X	X	X
Practical work				X	X	X	X	X	X

Oral Assessment	X	X	X		X	X	X		X
Group Work	X	X	X	X	X	X	X	X	X
Term Paper / Major Assignment		X			X			X	X
Project Product			X				X	X	

## 8. PROGRAM CONTENT

No	Course codes	Course Name	Semester	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge of the course	Note
					Theory	Exercise	Discussion						
<b>I. General Education Knowledge</b>				<b>24</b>									
<b><i>1.1. Political Science and Law</i></b>				<b><i>13</i></b>									
01	1130299	Marxist–Leninist Philosophy	1	3	40		10			95		Political Theory, Law and Public Administration	
02	1130300	Marxist–Leninist Political Economy	2	2	27		6			62	1130299	Political Theory, Law and Public Administration	
03	1130049	Introduction to Law	1	2	27		6			62		Political Theory, Law and Public Administration	
04	1130301	Science Socialism	3	2	27		6			62	1130300	Political Theory, Law and Public Administration	
05	1130302	History of the Communist Party of Vietnam	4	2	27		6			62	1130301	Political Theory, Law and Public	

												Administra tion	
06	1130091	Ho Chi Minh Thoughts	5	2	27		6		62	1130302	Political Theory, Law and Public Administra tion		
<b><i>I.2. Physical Education and National Defense– Security Education</i></b>				<b>12</b>									
<b><i>Physical Education: Choose 1 of the following 8 courses:</i></b>				<b>3</b>									
07	1120172	Physical Education 1 (Football 1)	1	1	4			26		15		Physical Education	
08	1120173	Physical Education 2 (Football 2)	2	1	4			26		15	1120172	Physical Education	
09	1120174	Physical Education 3 (Football 3)	3	1	4			26		15	1120173	Physical Education	
10	1120175	Physical Education 1 (Volleyball 1)	1	1	4			26		15		Physical Education	
11	1120176	Physical Education 2 (Volleyball 2)	2	1	4			26		15	1120175	Physical Education	
12	1120177	Physical Education 3 (Volleyball 3)	3	1	4			26		15	1120176	Physical Education	
13	1120178	Physical Education 1 (Basketball 1)	1	1	4			26		15		Physical Education	
14	1120179	Physical Education 2 (Basketball 2)	2	1	4			26		15	1120178	Physical Education	
15	1120180	Physical Education 3 (Basketball 3)	3	1	4			26		15	1120179	Physical Education	
16	1120181	Physical Education 1 (Badminton 1)	1	1	4			26		15		Physical Education	
17	1120182	Physical Education 2 (Badminton 2)	2	1	4			26		15	1120181	Physical Education	
18	1120183	Physical Education 3 (Badminton 3)	3	1	4			26		15	1120182	Physical Education	
19	1120184	Physical Education 1 (Vietnamese Traditional Martial Arts 1)	1	1	4			26		15		Physical Education	
20	1120185	Physical Education 2 (Vietnamese Traditional Martial Arts 2)	2	1	4			26		15	1120184	Physical Education	
21	1120186	Physical Education 3 (Vietnamese Traditional Martial Arts 3)	3	1	4			26		15	1120185	Physical Education	
22	1120187	Physical Education 1 (Taekwondo 1)	1	1	4			26		15		Physical Education	
23	1120188	Physical Education 2 (Taekwondo 2)	2	1	4			26		15	1120187	Physical Education	
24	1120189	Physical Education 3 (Taekwondo 3)	3	1	4			26		15	1120188	Physical Education	
25	1120190	Physical Education 1 (Karate-do 1)	1	1	4			26		15		Physical Education	
26	1120191	Physical Education 2 (Karate-do 2)	2	1	4			26		15	1120190	Physical Education	
27	1120192	Physical Education 3 (Karate-do 3)	3	1	4			26		15	1120191	Physical Education	
28	1120239	Physical Education 1 (Pickle ball 1)	1	1	4			26		21		Physical Education	

29	1120240	Physical Education 2 (Pickle ball 2)	2	1	4			26		21	1120239	Physical Education	
30	1120241	Physical Education 3 (Pickle ball 3)	3	1	4			26		21	1120240	Physical Education	
<b>National Defense and Security Education</b>				<b>9</b>									
31	1120168	National Defense and Security Education1	5	3	37		8			100		National Defense and Security Education	
32	1120169	National Defense and Security Education 2	5	2	22		8			65		National Defense and Security Education	
33	1120170	National Defense and Security Education3	5	2	14			16		56		National Defense and Security Education	
34	1120171	National Defense and Security Education4	5	2	4			56		35		National Defense and Security Education	
<b>I.3. Foreign Languages</b>				<b>7</b>									
<i>Choose 1 of the following 2 courses</i>													
35	1090169	French 1	1	3	30	15				100		. Foreign Languages	
36	1090170	Chinese 1	1	3	30	15				100		. Foreign Languages	
<i>Choose 1 of the following 2 courses:</i>													
37	1090167	French 2	2	4	40	20				135	1090169	. Foreign Languages	
38	1090168	Chinese 2	2	4	40	20				135	1090170	. Foreign Languages	
<b>I.4. Social Sciences/Mathematics; Natural Sciences–Environment; Management Sciences</b>				<b>4</b>									
39	2010156	Pedagogical Communication	4	2	20			20		55		Education	
40	2010171	Experiential and Career-Oriented Activities in Schools	5	2	20			20		55		Education	
<b>II. Professional Education Knowledge</b>				<b>114</b>									
<b>II.1. Fundamental knowledge and Disciplinary Knowledge</b>				<b>26</b>									
<b>II.1.1. Compulsory Courses</b>				<b>22</b>									
41	1050242	ICT Fundamentals for Education	1	3	30			30		85		Information Technology	
42	1100086	Psychology	3	3	30	10	10			95	1130299	Social Sciences and Humanities	
43	2030410	Education Studies	4	4	36	20		8		131	1100086	Social Sciences and Humanities	
44	2030099	Introduction to Linguistics and Practical Vietnamese	2	2	25		10			60		Social Sciences and Humanities	

45	1090271	Speech Training	1	2	20	10				65		Foreign Languages	
46	1090272	English Grammar	1	2	20	10				65		Foreign Languages	
47	1090281	Phonetics and Phonology	2	2	20	10				65	1090271	Foreign Languages	
48	1090276	Morphology	5	2	20	10				65	1090272	Foreign Languages	
49	1090290	Semantics	6	2	20	10				65	1090276	Foreign Languages	
<b>II.1.2. Elective Courses</b>				<b>4</b>									
<i>Choose 1 of the following 2 courses:</i>													
50	1090444	British Culture	6	2	20	10				65	1090289	Foreign Languages	
51	1090445	American Culture	6	2	20	10				65	1090289	Foreign Languages	
<i>Choose 1 of the following 2 courses:</i>													
52	1090446	British Literature	7	2	20	10				65	1090296	Foreign Languages	
53	1090447	American Literature	7	2	20	10				65	1090297	Foreign Languages	
<b>II.2. Major and Specialization Knowledge (if any)</b>				<b>47</b>									
<b>II.2.1. Major Knowledge</b>				<b>47</b>									
54	1090273	Speaking 1	2	3	30	15				100	1090271	Foreign Languages	
55	1090277	Speaking 2	3	3	30	15				100	1090273	Foreign Languages	
56	1090282	Speaking 3	4	2	20	08	04			63	1090277	Foreign Languages	
57	1090286	Speaking 4	5	2	20	10				65	1090282	Foreign Languages	
58	10900291	Speaking 5	6	2	20	08	04			63	1090286	Foreign Languages	
59	1090274	Writing 1	2	3	30	15				100	1090271	Foreign Languages	
60	1090278	Writing 2	3	3	30	15				100	1090274	Foreign Languages	
61	1090283	Writing 3	4	2	20	10				65	1090278	Foreign Languages	
62	1090287	Writing 4	5	2	20	10				65	1090283	Foreign Languages	
63	1090292	Writing 5	6	2	20	10				65	1090287	Foreign Languages	
64	1090275	Listening 1	2	3	30	15				100	1090272	Foreign Languages	
65	1090279	Listening 2	3	3	30	15				100	1090275	Foreign Languages	
66	1090284	Listening 3	4	2	20	10				65	1090279	Foreign Languages	

67	1090288	Listening 4	5	2	20	10				65	1090284	Foreign Languages	
68	1090293	Listening 5	6	2	20	10				65	1090288	Foreign Languages	
69	1090270	Reading 1	1	3	30	15				100		Foreign Languages	
70	1090280	Reading 2	3	2	20	10				65	1090270	Foreign Languages	
71	1090285	Reading 3	4	2	20	10				65	1090280	Foreign Languages	
72	1090289	Reading 4	5	2	20	10				65	1090285	Foreign Languages	
73	1090294	Reading 5	6	2	20	10				65	1090289	Foreign Languages	
<b>II.3. Supplementary Knowledge</b>				<b>35</b>									
<b>II.3.1. Professional Training and Skill Development</b>				<b>29</b>									
<b>II.3.1a. Compulsory Courses</b>				<b>25</b>									
74	1090053	English Language Teaching Methodology 1	4	3	30	10	10			95	1090277	Education	
75	1090054	English Language Teaching Methodology 2	5	3	30	10	10			95	1090053	Education	
76	2010214	English Language Teaching Methodology 3	6	3	20	9	14	18		88	1090054	Education	
77	2010215	Teaching Skills Development 1	4	2				60		35	1090054	Education	
78	2010216	Teaching Skills Development 2	5	2				60		15	1090055	Education	
79	2010088	Testing, Assessment in English language teaching	6	2	20	5	10			60	1090289	Education	
80	2010217	Task-Based and Project-Based English Language Teaching	7	2	20	5		10		60	1090059	Education	
81	2010218	ICT in English Language Teaching	7	2	16	12	4			63	1090053 1090054	Education	
82	2010219	Applied Pedagogical Research	3	2	20	10				65	1090053	Education	
83	1090295	Translation	6	2	20	10				65	1090276	Foreign Languages	
84	1090298	Interpreting	7	2	20	10				65	1090291	Foreign Languages	
<b>II.3.1b. Elective Courses</b>				<b>4</b>									
<i>Choose 1 of the following 2 courses:</i>													
85	1090448	English Presentation Skills	7	2	20	10				55	1090291	Foreign Languages	
86	1090449	English Negotiation Skills	7	2	20	10				55	1090291	Foreign Languages	
<i>Choose 1 of the following 3 courses:</i>													
87	1090304	English for Hospitality and Tourism	7	2	15	15				65	1090291	Foreign Languages	

88	1090450	Business Correspondence in English	7	2	20	10				55	1090292	Foreign Languages	
89	1150422	Start-up	7	2	20	5	10			60		Finance and Banking & Business Administration	
<b>II.3.2. Professional Internship</b>				<b>6</b>									
90	1090059	Teaching Practicum 1	7	1					Teaching Practicum		2010089	Education	
91	1090060	Teaching Practicum 2	8	5					Teaching Practicum		1090059	Education	
<b>II.4. Graduation Thesis, Alternative Courses</b>				<b>6</b>									
92	2010092	Graduation Thesis	8	6					Graduation Thesis			Education	
<b>Alternative Courses</b>				<b>6</b>									
93	2010089	Teaching English to Primary School Students	8	2	20		10	10		55	2010086	Education	
94	2010095	Action Research	8	2	20	5	10			60	1090059	Foreign Languages	
95	2010094	Professional Development for Teachers	8	2	20	5	10			60	2010091	Education	
<b>Total:</b>				<b>138</b>									

## 9. TENTATIVE TEACHING PLAN

### Semester 1

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge of the course
				Theory	Exercise	Discussion					
01	1130049	Introduction to Law	2	27		6			62		Political Theory, Law and Public Administration
02	1130299	Marxist–Leninist Philosophy	3	40		10			95		Political Theory, Law and Public Administration
03	1050242	ICT Fundamentals for Education	3	30			30		85		Information Technology

04	1090271	Speech Training	2	20	10				65		Foreign Languages
05	1090272	English Grammar	2	20	10				65		Foreign Languages
06	1090270	Reading 1	3	30	15				100		Foreign Languages
<b>Choose 1 of the following 2 courses:</b>			3								
07	1090169	French 1	3	30	15				100		Foreign Languages
08	1090170	Chinese 1	3	30	15				100		Foreign Languages
<b>Choose 1 of the following 8 courses:</b>			1								
09	1120172	Physical Education 1 (Football 1)	1	4			26		21		Physical Education
10	1120175	Physical Education 1 (Volleyball 1)	1	4			26		21		Physical Education
11	1120178	Physical Education 1 (Basketball 1)	1	4			26		21		Physical Education
12	1120181	Physical Education 1 (Badminton 1)	1	4			26		21		Physical Education
13	1120184	Physical Education 1 (Vietnamese Traditional Martial Arts 1)	1	4			26		21		Physical Education
14	1120187	Physical Education 1 (Taekwondo 1)	1	4			26		21		Physical Education
15	1120190	Physical Education 1 (Karate-do 1)	1	4			26		21		Physical Education
16	1120239	Physical Education 1 (Pickle ball 1)	1	4			26		21		Physical Education
<b>Total (excluding Physical Education courses):</b>			<b>18</b>								

## Semester 2

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge of the course
				Theory	Exercise	Discussion					
01	1130300	Marxist–Leninist Political Economy	2	27		6			62	1130299	Political Theory, Law and Public Administration
02	1090281	Phonetics and Phonology	2	20	10				65	1590271	Foreign Languages
03	2030099	Introduction to Linguistics and Practical Vietnamese	2	25		10			60		Social Sciences and Humanities
04	1090273	Speaking 1	3	30	15				100	1090271	Foreign Languages
05	1090275	Listening 1	3	30	15				105	1090272	Foreign Languages

06	1090274	Writing 1	3	30	15				100	1090271	Foreign Languages
<b>Choose 1 of the following 2 courses:</b>			4								
07	1090167	French 2	4	40	20				135	1090169	Foreign Languages
08	1090168	Chinese 2	4	40	20				135	1090170	Foreign Languages
<b>Choose 1 of the following 8 courses:</b>			1								
09	1120173	Physical Education 2 (Football 2)	1	4			26		21	1120172	Physical Education
10	1120176	Physical Education 2 (Volleyball 2)	1	4			26		21	1120175	Physical Education
11	1120179	Physical Education 2 (Basketball 2)	1	4			26		21	1120178	Physical Education
12	1120182	Physical Education 2 (Badminton 2)	1	4			26		21	1120181	Physical Education
13	1120185	Physical Education 2 (Vietnamese Traditional Martial Arts 2)	1	4			26		21	1120184	Physical Education
14	1120188	Physical Education 2 (Taekwondo 2)	1	4			26		21	1120187	Physical Education
15	1120191	Physical Education 2 (Karate-do 2)	1	4			26		21	1120190	Physical Education
16	1120240	Physical Education 2 (Pickle ball 2)	1	4			26		21	1120239	Physical Education
<b>Total (excluding Physical Education courses and National Defense and Security Education):</b>			<b>19</b>								

### Semester 3

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge of the course
				Theory	Exercise	Discussion					
01	1130301	Science Socialism	2	27		6			62	1130300	Political Theory, Law and Public Administration
02	1100086	Psychology	3	30	10	10			95	1130299	Social Sciences and Humanities
03	1090276	Morphology	2	20	10				65	1090272	Foreign Languages
04	1090277	Speaking 2	3	30	15				100	1090273	Foreign Languages
05	1090278	Writing 2	3	30	15				100	1090274	Foreign Languages
06	1090279	Listening 2	3	30	15				100	1090275	Foreign Languages
07	1090280	Reading 2	2	20	10				65	1090270	Foreign Languages



## Semester 5

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge of the course
				Theory	Exercise	Discussion					
01	1130091	Ho Chi Minh Thoughts	2	27		6		62	1130302	Political Theory, Law and Public Administration	
02	2010171	Experiential and Career-Oriented Activities in Schools	2	20			20	50		Education	
03	2010219	Applied Pedagogical Research	2	20	10			65	1090053	Education	
04	1090286	Speaking 4	2	20	10			65	1090282	Foreign Languages	
05	1090287	Writing 4	2	20	10			65	1090283	Foreign Languages	
06	1090288	Listening 4	2	20	10			65	1090284	Foreign Languages	
07	1090289	Reading 4	2	20	10			65	1090285	Foreign Languages	
08	1090054	English Language Teaching Methodology 2	3	30	10	10		95	1090053	Education	
09	2010215	Teaching Skills Development 1	2				60	35	1090054	Education	
<b>National Defense–Security Education</b>			<b>9</b>								
10	1120168	National Defense-Security Education 1	3	37		8		82		National Defense-Security Education	
11	1120169	National Defense-Security Education 2	2	22		8		52		National Defense-Security Education	
12	1120170	National Defense-Security Education 3	2	14			16	44		National Defense-Security Education	
13	1120171	National Defense-Security Education 4	2	4			56	36		National Defense-Security Education	
<b>Total (excluding National Defense-Security Education courses):</b>			<b>19</b>								

## Semester 6

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge of the course
				Theory	Exercise	Discussion					
01	1090290	Semantics	2	20	10			65	1090276	Foreign Languages	
02	10900291	Speaking 5	2	20	10			65	1090286	Foreign Languages	
03	1090292	Writing 5	2	20	10			65	1090287	Foreign Languages	
04	1090293	Listening 5	2	20	10			65	1090288	Foreign Languages	
05	1090294	Reading 5	2	20	10			65	1090289	Foreign Languages	
06	1090295	Translation	2	20	10			65	1090276	Foreign Languages	
07	2010088	Testing, Assessment in English language teaching	2	20	5	10		60	1090289	Education	
08	2010214	English Language Teaching Methodology 3	3	20	9	14	18	84	1090054	Education	
<b>Choose 1 of the following 2 courses:</b>			2								
09	1090444	British Culture	2	20	10			65	1090289	Foreign Languages	
10	1090445	American Culture	2	20	10			65	1090289	Foreign Languages	
<b>Total:</b>			<b>19</b>								

## Semester 7

No	Course code	Course name	Number of credits	In-class hours			Experiment, Practice	Others	Self-study hours	Prerequisite Course Code	Department in charge of the course
				Theory	Exercise	Discussion					
01	2010217	Task-Based and Project-Based English Language Teaching	2	20	5		10	60	1090055	Education	
02	2010216	Teaching Skills Development 2	2				60	35	1090055	Education	
03	2010218	ICT in English Language Teaching	2	16	12	4	0	63	1090053, 1090054	Education	
04	1090298	Interpreting	2	20	10			65	1090291	Foreign Languages	



## **10. GUIDELINES FOR THE IMPLEMENTATION OF THE PROGRAM**

- This training program is applied from the 2025 admission cohort for students majoring in English Language Education.

- The training process is based on the designed curriculum, training objectives, target learners, workforce requirements, and specific requirements for the program. For elective courses, depending on practical conditions, development trends, and social needs, the Faculty will advise students to select appropriate courses.

- The Dean of the Faculty is responsible for organizing and providing guidance on the principles for developing detailed course syllabi to ensure that the objectives, contents, and requirements of the program are met, while also satisfying the needs of learners and society.

- The program is regularly reviewed, evaluated, and updated. The results of the review and evaluation are used to improve and enhance the quality of the program. The cycle for comprehensive program evaluation is no more than five years.

*Gia Lai, July 22, 2025*

**RECTOR**

**Assoc. Prof. Dr. Doan Duc Tung**