BRITISH COUNCIL

An evaluative report on the Project 2020 Vietnamese National Open Online Learning Centre proposal

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Acronyms used

P2020	Vietnam's National Foreign Language 2020 Project
MOET	Ministry of Education and Training
TTHLM	The proposed Open Online Learning Centre
KNLNN	National Foreign Language Assessment Centre six-level proficiency framework
CEFR	Common European Framework of Reference for languages
VTSN	Virtual Teacher Support Network

Executive summary

Project 2020, a project set up with the aim of seeing all high school leavers exiting with a minimum CEFR level B1 in their chosen foreign language(s) by the year 2020, is now in its second phase. A team of six Vietnamese educational experts have been brought together into a working group to review the progress made on the project to date, and to steer it in this second phase, which now extends to the year 2025.

In this next phase, there is a renewed focus on creating resources for learners, and on catering for the whole population, rather than only high school leavers. An Open Online Learning Centre (TTHLM) has been proposed by the team of experts, as both a storage space for the new resources, and as an interactive platform where communities of practice among teachers will emerge and then thrive, and where learners will also be able to interact with the objective of increasing English language proficiency levels.

This is an extremely ambitious proposal, not least because it aims to reach such a wide proportion of the population and to cater to such varying needs. The team envisions the platform using artificial intelligence to curate learning paths and personalise the experience for thousands of users. They have also identified multiple technological features to be included on the platform to create a dynamic learning environment that learners will make good use of as their platform of choice for learning English.

The team has stated that the TTHLM should be freely available for the whole population.

Though ambitious, the TTHLM is achievable if certain conditions are met:

- The project is suitably future-proofed through ongoing review of the TTHLM plan against the changing technological environment, i.e. what is delivered in 2025 must still meet the needs of the audiences.
- An appropriate platform is selected.
- Processes for online content material creation are set and followed that include quality assurance of all content.
- The materials are organised in a logical order that encourages learner progression (this will involve tagging of content and setting up push notifications).
- The platform and resources are promoted and there is a communications plan in place.
- There is sufficient support for end users.
- There is sufficient training on using the platform for all administration staff.

The bulk of the work in realising this project will lie in the development of an extensive bank of quality-assured materials. The numbers of hours of work for this part of the project alone should not be underestimated. There are six proficiency levels, and within each level there are multiple learner types of different ages. There must also be enough materials to provide learners with an element of choice for them to tailor their own learning paths.

The team has also specified from the outset the desire to incorporate artificial intelligence features to encourage use of the platform. This will involve adapting the platform in response to user behaviour, and gathering enough data to create algorithms that are able to suggest content for individuals to work through. It is recommended that the team prioritises the groups of users and language levels to focus content creation on, and considers outsourcing content creation for lower-priority groups, at least in the first year.

Other strong recommendations are that:

1. Multiple domains are set up on the platform and ring-fenced, so that interaction is promoted within age groups of school learners, and so that points in common between other members of the population can emerge within their sub-groups.

2. The first round of content is user-tested, both to inform subsequent phases of content development and to allow for processes such as customer-journey mapping to be carried out.

The UK sector is available to support the implementation of TTHLM; this report includes an annex with examples of how British education organisations are helping individuals and institutions prosper around the world with particular focus on online delivery.

Terms of reference

This report was commissioned as part of a collaboration with the Vietnamese Ministry of Education and Training and the British Council to inform the next phase in the plans of Project 2020. It aims to use our experience in designing online language and teaching resources to evaluate and support the proposal of a new stream of work, known as the Open Online Learning Centre (TTHLM). The report follows a consultancy in December 2017 in the Project 2020 office with British Council E-learning consultants, Zoe Tysoe and Kirsteen Donaghy. It aims to provide comprehensive recommendations for the implementation of the project plan, including recommendations for capacity building, products and services needed and timelines for implementation.

Background

In 2008 the Vietnamese Prime Minister approved a project entitled Teaching and Learning Foreign Languages in the National Education System, Period 2008–2020 (commonly referred to as Project 2020). The basic aim of the project is to see all high school leavers exiting with a CEFR level B1 in their chosen foreign language(s) by the year 2020. Work already completed by this project includes establishing a new National Foreign Language Assessment Centre; constructing the national six-level proficiency framework, which is mapped to the Common European Framework (CEFR); introducing a new National Curriculum for English; and the introduction of English as a foreign language in schools three years earlier than before (starting in Grade 3 instead of Grade 6).

Project 2020's plans are ambitious in both nature and scale. They aim to address the complex problem of raising language proficiency levels and target a large cross-section of the Vietnamese population. One of the next stages in the project for the National Foreign Language Resource Centre is to provide access to online language learning resources.

In November 2017 the Project 2020 leadership and the British Council's Online Teacher Development Team met to discuss the terms of reference for a consultancy. In December 2017 two members of the British Council's Online Teacher Development Team were invited for a four-day consultancy visit to Hanoi. This involved British Council staff working alongside a team of Vietnamese experts, who had recently been organised into a working group by Project 2020. This report was the agreed output from this collaboration.

The working group present in December were:

- Do Van Hung, Dean of Faculty of Information and Library Science, Vietnam National University
- Thuong Dinh Ha, IT, Vietnam Education Publishing House
- Professor Thuong Anh Hoang, Department of Technology, Vietnam National University

- Khoa Anh Viet, Director of ICT and Learning Resources, ULIS, Vietnam National University
- Nguyen Quoc Tuan, Consultant English Teaching and Learning Online, Vietnam Education Publishing House
- Duong Khanh Linh, Vice Director of ICT and Learning Resources, ULIS, Vietnam National University

The December meeting took place at the offices of Project 2020 and began by reviewing the team's project proposal and working through the project logic framework. An abridged English translation is in Appendix 1.

The logic framework sets out the key issues with language learning, as seen by the Project 2020 team, and initial proposals to address these key issues. The proposed solutions centre around the building of a platform hosting content and offering interaction and other features to aid language learning and teacher development. The British Council team were asked for input on these proposals, and to offer insight into what has worked well and what has been challenging on similar projects in its experience.

During the consultancy the working group:

- described work completed to date
- revisited and modified their logic framework that sets out the key issues to be addressed
- came to an agreed understanding of what the new project aims to achieve, including carrying out a MOSCOW analysis of what the new platform should offer
- reviewed recommendations.

The team of Vietnamese experts come from different departments and have different specialities, so a large part of the consultancy was spent on articulating and agreeing upon the main objectives, what is essential to include in the proposed solution and what might be incorporated at a later date.

Each day of the consultancy began with a recap of the main themes of the previous sessions, with statements of understanding that were agreed upon by all stakeholders to ensure that the often complex ideas had the same meaning for all involved. This report follows the same structure in that it first describes the issues identified by the team of Vietnamese experts, summarises their proposed solution and then moves on to our analysis of the approach required and our recommendations. The structure is outlined in the following section.

Report structure

The report findings and recommendations will take the following structure:

The key issues identified by the project team
- summary of the logic framework with three key issues identified by the project team

The proposed solution
- description of a platform and system, currently still at a solution-creation stage, drawing on the statements of understanding from the consultancy

The approach required
- list and description of considerations for the four areas of audience, pedagogy, technology and capacity

Recommendations
- summary of key recommendations, linked to throughout the report.

The key issues identified by the Project 2020 team

In this second phase of the project there is a new focus on materials, resources and online interaction for the Vietnam population, to help them achieve the same overall target of increased language proficiency levels. There is also a new timeline, reaching towards 2025.

Project 2020 has also undertaken extensive research around and assessment of the needs of learners, with the following three issues identified as the key problems that are currently impeding language proficiency progression:

1. Lack of qualified foreign language learning resources with free and open access.
2. Lack of advanced technologies to support learners and teachers to learn and teach foreign languages effectively.
3. Lack of a supportive community for teaching and learning foreign languages.

Key problem #1: Lack of qualified foreign language learning resources with free and open access

As part of the first phase of Project 2020, the grade at which primary school children begin their English language studies was lowered to Grade 3 (eight years old). This aims to give school children sufficient guided input hours to achieve the school-leaving CEFR levels. Alongside the lowering of the school starting age for English, new textbooks have been written, corresponding to the new curriculum. More input is still necessary, considering the number of hours of guided input that are needed at each level to progress to the following level.

Table 1 (below) shows the number of hours of guided input that Cambridge English Language Assessment estimate are needed to reach each CEFR level:

Level	Hours of guided input needed to reach the level
A2	180–200
B1	350–400
B2	500–600
C1	700–800
C2	1,000–1,200

Table 1: Hours of guided input needed to reach each proficiency level
Source: https://www.britishcouncil.pt/en/our-levels-and-cefr

Here, guided input is taken to mean focused study, traditionally in a classroom setting (i.e. the above figures may not translate directly to self-study language learning in an online learning environment – see the Recommendations section below). In Vietnam, the time allocated to study English at primary level is typically two hours per week, in four sessions of 30 minutes each. A resulting issue, therefore, is a lack of input. It is envisioned that extra resources may help to fill the deficit here, along with interaction and communities of practice to help with the practical and productive side. This will be discussed further in the following section.

Key problem #2: Lack of advanced technologies to support learners and teachers to learn and teach foreign languages effectively

Learners

The second key problem identified by Project 2020 is that of the limitations of offline language practice. Although English language lessons are provided in schools, they are not sufficient to equip learners with the necessary skills to attain the target language levels. Children need to study outside of the classroom and this requires increased levels of learner autonomy. Although there are many offline solutions, these are often costly and may not be appropriate for all learners. For example, private English language tuition, where affordable, may be within easy reach in cities, but difficult to access in provinces. Online options, then, are seen as a potential solution.

Target levels for university students are currently:

- Level 3 (B1): for all students to graduate from university or college when English is not the major.
- Level 4 (B2): for all students majoring in English to graduate from college
- Level 5 (C1): for all students majoring in English to graduate from university

Teachers

Teachers have been assessed over the last ten years and their progress monitored by MOET.

Two issues have been drawn from the MOET findings:

1. Teachers are in need of raising their own levels of proficiency. The aim is both for learners to achieve higher levels at the end of each key school stage, and for teachers to formalise their English. They should reach a CEFR level that is at two levels higher than the pupils they teach, as shown in Table 2:

Stage	Target level for pupils	Target level for teachers
End of primary	A1	B1
End of lower secondary	A2	B2
End of upper secondary	B1	C1

Table 2: Target CEFR levels for pupils and teachers for each stage of the curriculum

2. Teachers need guidance in planning classes so as to align with the new curriculum.

Citizens (general population)

The general population, too, may not have sufficient language levels for entry into a global workforce. Being outside of a formal education setting, citizens have the additional issue of not having easy access to learning opportunities. A digital platform is seen as a solution to this problem, especially one that will allow individuals to curate their own learning experience with the help of technological features that assess, suggest content and use push notifications to keep users engaged.

Key problem #3: Lack of a supportive community for teaching and learning foreign languages

> 'Teachers make the most effective and deep changes in their teaching when they are part of a community of practice that is driving that change.'
> (Wenger 2000)

As the quote suggests, communities of practice are necessary in order for teachers to actively participate and drive forward changes in teaching. There are many examples of successful communities of practice among teachers, and this project team has specific experience with VTSN, a previous project run by MOET and the British Council including an online community for teachers. It should be noted, however, that teacher communities often have a limited lifespan, and interaction may naturally cease when members opt to move to using newer technologies, such as social media sites, and as other options for interacting become available to them. How any teacher communities are set up will need careful consideration, with a range of questions to consider. For example:

- Will teachers be encouraged to use English or Vietnamese as the language for communicating?
  - Vietnamese may aid the building up of a community with more genuine sharing, though it will not have the benefit of improving language proficiency, which is also an aim for the teacher audience segment. Insisting on English only, on the other hand, may limit the discussion and the sharing of best practice.

- How will conversations be structured?
  - By teaching themes? By language points? By types of teachers/learners? By geography?

- What is the role of any administrators or moderators?
  - To prompt discussions? To facilitate? To monitor and feed in suggested content for teachers to then access?

These questions will be revisited in the Recommendations section.

Establishing communities of practice for non-teachers, or for the general population, will be a much more complex task. General users of the platform may not see the value in contributing to discussions (e.g. How will communicating with other learners improve my English?) or may not have areas of common interest that provide the required intrinsic motivation to communicate. Again, consideration will need to be given to how such communities can be best set up to promote interaction. This is discussed in the following section.

The proposed solution

An online learning resource centre

The Vietnamese National Foreign Language Resource Centre has proposed an online learning resource centre that will provide multiple language learning portals for young learners, vocational college and university students, English language teachers and adults. The platform or project is currently known as the TTHLM and aims to reach 20 million users by 2025.

In line with the new National Foreign Language Assessment Centre's six-level proficiency framework (KNLNN), the TTHLM will provide innovative online language learning programs for users to access for free across Vietnam. As well as free self-access language learning resources to help users progress from one proficiency level to another, the TTHLM will provide test preparation resources for the National Foreign Language Assessment exam. Teachers will also have access to additional resources to help them teach the new National Curriculum at each level of the proficiency framework.

Proposed language learning resources

In line with the recommendations by Cambridge for traditional focused learning (see Table 1 above), this project aims to deliver at least 400 hours of language learning at each level in order to help the user progress. For example, a user currently with National Proficiency Level 1 should be equipped to meet the required ability for Level 2 after 400 hours online language input at Level 1. Using a purpose built Learning Management System (LMS), online language input will include self-access language resources using contextualised practice to cover all four language skills, listening, speaking, reading and writing, and the language systems of lexis, pronunciation and grammar. Learning objects will meet the project's agreed pedagogical approach and the LMS will support various innovative tools to provide feedback on speaking and writing, allow the users to communicate with other users via video conferencing to complete communicative tasks with feedback, and a community area where communication can be exchanged freely, furthering opportunities through the sharing of resources and ideas.

Characteristics of the proposed solution

An obvious advantage of the TTHLM is that it will fit to the National Curriculum and the National Foreign Language Assessment Centre proficiency framework. However, to make this online resource centre stand out from private providers, the TTHLM proposes to use learning analytics and artificial intelligence resources within the LMS to provide users with unique pathways to improving language ability. By deploying data analysis of competence and progress, predictive analytics within the LMS will make recommendations to the user and provide them with suggested content and learning pathways. This should mean that users avoid repetition and feel that the course is tailored to their individual needs. It is hoped this will have a positive impact on learner motivation and reduce attrition rates:

> 'Providing learners with choice compared with no choice enhanced intrinsic motivation, effort, task performance, and perceived competence, among other outcomes.'
> (Patall et al. 2008).

It is also important that the TTHLM is open. This refers to using open-source content and tools as well as being accessible to all users regardless of culture, gender or geographical location. The TTHLM team also want the communities to be open for users to develop, upload and share additional resources. This bottom-up content generation is a good way of future-proofing the system and ensuring the platform appears dynamic to end users. However, it should be noted that relying on user-generated content may present issues related to both quantity and quality of material generated.

Finally, to ensure the TTHLM retains users, each level will include self-directed study materials on 'how to learn' and the LMS will use gamification functionality to track, report and celebrate each individual's progress.

The approach required

Audience segmentation

The National Open Online Learning Centre has the potential to help millions of users in Vietnam. During the consultancy it was recognised that the use of data analysis to provide personalised learning pathways requires audience segmentation with specific learning content targeted to each audience group.

Six audience segments were identified:

- Kindergarten learners: Learners below six years of age
- Primary school learners: Learners aged 6–12
- Lower secondary and Upper secondary learners: Learners aged 13–18

- Teachers and adults: Learners over 18 years old who are either English language teachers or other adults (including parents) improving their English proficiency
- Vocational learners: Learners over 18 years old who are studying in vocational college or working in professions with specific language needs (e.g. taxi drivers)
- University students: those at university (in higher education) preparing to graduate non-English subjects (graduation requires KNLNN Level 3) and those studying English language courses (graduation requires KNLNN Level 5)

The National Foreign Language Assessment Centre's six-level proficiency framework (KNLNN) targets for users within these segments are shown in Table 3:

Segment	Audience	KNLNN target 2020	KNLNN target 2025
Kindergarten learners	Kindergarten learners	N/A	N/A
Primary school learners	Primary school learners	1	2
Lower secondary and Upper secondary learners	Lower secondary school learners	2	3
	Upper secondary school learners	3	4
Vocational learners	Some employment industries	3	3
University students	Higher education students (non-English subjects)	3	4
	University students in certain subjects	5	5
Teachers and adults	Primary school teachers	3	4
	Lower secondary school teachers	3	4
	Upper secondary school teachers	4	5
	Adult learners	3	3

Table 3: Proficiency framework targets by audience

Audience needs

The needs for each audience have been identified as:

- language proficiency input and practice to progress from one level to another (for learners at school and teachers it will also help them build awareness of the new curriculum)
- test practice resources to help them prepare specifically for the KNLNN test.

Teachers will have additional resources to help English language teachers teach learners at KNLNN levels 1 to 4.

To ensure that users can complete 400 hours of online language learning with choices, at least 600 hours of content will be specifically assigned for each audience at each relevant level on the proficiency framework.

Figure 1 shows the distribution of content for each audience segment at each level of the proficiency framework. The need for content is pyramid in shape as currently most needs are at the lower levels of the framework. The TTHLM team recognise this need and will focus largely on addressing the needs at the lower levels and use resources from universities to meet the needs at Levels 4, 5 and 6.
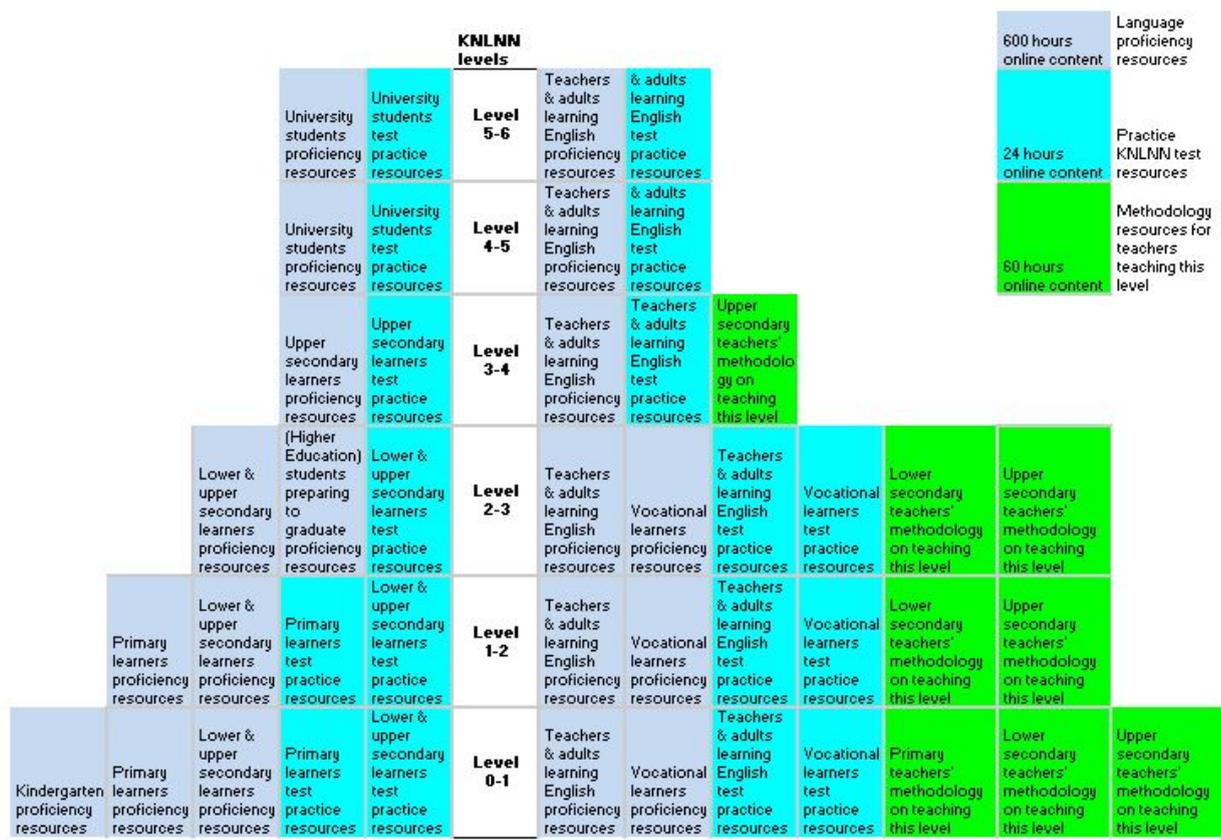
KNLNN levels

Left resources	KNLNN level	Right resources	Methodology resources
University students proficiency resources / University students test practice resources	**Level 5-6**	Teachers & adults learning English proficiency resources / & adults learning English test practice resources	
University students proficiency resources / University students test practice resources	**Level 4-5**	Teachers & adults learning English proficiency resources / & adults learning English test practice resources	
Upper secondary learners proficiency resources / Upper secondary learners test practice resources	**Level 3-4**	Teachers & adults learning English proficiency resources / Teachers & adults learning English test practice resources	Upper secondary teachers' methodology on teaching this level
Lower & upper secondary learners proficiency resources / (Higher Education) students preparing to graduate proficiency resources / Lower & upper secondary learners test practice resources	**Level 2-3**	Teachers & adults learning English proficiency resources / Vocational learners proficiency resources / Teachers & adults learning English test practice resources / Vocational learners test practice resources	Lower secondary teachers' methodology on teaching this level / Upper secondary teachers' methodology on teaching this level
Primary learners proficiency resources / Lower & upper secondary learners proficiency resources / Primary learners test practice resources / Lower & upper secondary learners test practice resources	**Level 1-2**	Teachers & adults learning English proficiency resources / Vocational learners proficiency resources / Teachers & adults learning English test practice resources / Vocational learners test practice resources	Lower secondary teachers' methodology on teaching this level / Upper secondary teachers' methodology on teaching this level
Kindergarten proficiency resources / Primary learners proficiency resources / Lower & upper secondary learners proficiency resources / Primary learners test practice resources / Lower & upper secondary learners test practice resources	**Level 0-1**	Teachers & adults learning English proficiency resources / Vocational learners proficiency resources / Teachers & adults learning English test practice resources / Vocational learners test practice resources	Primary teachers' methodology on teaching this level / Lower secondary teachers' methodology on teaching this level / Upper secondary teachers' methodology on teaching this level

Legend:
- 600 hours online content — Language proficiency resources
- 24 hours online content — Practice KNLNN test resources
- 60 hours online content — Methodology resources for teachers teaching this level

Figure 1: Online language learning content required for each national proficiency level

Pedagogy

Online pedagogical implications

At the time of the consultancy visit, the team had not yet formulated a final specification for pedagogical approach. The immediate need, then is for the team to produce a statement (or statements) of methodology for the project.

In terms of pedagogy, two key forms of online learning are typically deployed:

- Self-access or self-study learning
- Moderated or instructor-led learning

Self-access learning has typically been associated with learners being able to select supplementary materials to work through individually at their own pace. Moderated learning, on the other hand, incorporates elements of a classroom context, with learners being guided through appropriate content in groups in a collaborative learning environment. Moderated learning is typically time-bound (i.e. with designated start and end dates for a period of learning).

The TTHLM project is proposing a predominantly self-access approach, with large banks of resources available to users. However, the working group are aware of the limitations of self-access learning, and are therefore exploring certain elements of moderated input, such as an area where online tutors can offer their services for marking and assessing written work.

Five additional pedagogical limitations of self-access learning were also explored during the consultancy, and solutions brainstormed for each potential issue. These are shown in Table 4:

Limitation	Possible solutions
Lack of collaboration opportunities	Online discussion forums are one way to enable an online community to emerge and promote collaboration. It may also be possible to offer opportunities for one-to-one interaction or peer collaboration, with two users working on the same materials. The possibility of site-wide facilitators, for the monitoring of forums, is something that may be considered further into the project.
Motivation – low completion rates	Motivation is critical to the success of any learning, yet notoriously difficult to maintain in self-access, online study. Features of an online platform that may help in this area include progress charting, personalised reminders (notifications) and elements of gamification such as leaderboards, badges and rewards.
Learner autonomy	Learner autonomy, the taking of responsibility to steer one's own learning, is another critical success factor in any self-directed learning. Younger learners in particular need training in how to manage their own learning and to get the most out of their studies. The team has considered this and a certain amount of materials with learning outcomes with an explicit focus on learner training are to be included in new content.
Appropriacy and personalisation	This project aims to reach a diverse set of audiences, each with distinct needs. Content must not only be appropriate for language level and cognitive ability, but also for the interests and social needs of learners. Some technological features may help to suggest appropriate content paths

	for learners, but the main need here is for enough content to be produced in the first place to allow for this kind of tailoring.
Tailoring of content	With the new curriculum in place and new textbooks now being used, there is a call for high volumes of supplementary materials to be produced. While these can now better fit the needs of learners at the group level, the tailoring of content to suit individual needs still requires further exploration. In a class or a moderated online environment it would normally be part of the teacher or moderator's role to select content appropriate for learners. In self-access learning, however, individual learners are typically expected to do this themselves. Technological features that use artificial intelligence to 'learn' about users' progress and use algorithms to suggest subsequent materials may help to bridge the gap here and provide users with appropriate tailored content.

Table 4: Potential limitations of self-access learning and possible solutions

Pedagogical implications by age group

Kindergarten pupils

The pedagogical approach to developing materials for kindergarten level is distinct from that of any other age group. It includes a number of important additional considerations. For example, the materials:

- need to appeal to children who cannot yet read, and therefore will involve a higher degree of audiovisual content than any other audience segment
- must include extra security considerations to take into account issues around child protection
- must involve parents or carers, whose involvement is key at this stage
- should involve play, music and stories
- should include a certain amount of materials that stimulate learning offline (e.g. craft activities).

There are many other considerations for this particular group of learners. However, as they do not sit within the priority segment audience of pupils and university students, it is recommended that kindergarten materials development is outsourced to an external provider.

Primary pupils

Many of the considerations for kindergarten also apply to primary materials development. One of these is that parents will need to be considered in the overall design of any content:

> 'Parental involvement has a significant effect on children's achievement and adjustment even after all other factors (such as social class, maternal education and poverty) have been taken out of the equation between children's aptitudes and their achievement.'
> (Desforges and Abouchaar, 2003)

> 'Parental involvement... leads to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better attendance, and fewer behavioural problems at school.'
> (Melhuish et al., 2001)

In an online context, involving parents in the learner experience may involve some or all of the following:

- Child protection considerations
- A dashboard for parents showing the progress of their child/children
- Rationale and learning outcomes explained in two ways – for both the learner and the parents to easily understand (for parents this could be in Vietnamese, if deemed appropriate).

Younger learners learn through play, and in an online context this is no different. The project team have already considered gamification for the platform, with the following features:

- A leaderboard
- Badges and virtual trophies
- Physical prizes for progress

Content for primary learners in particular needs to be visually appealing and to take into account the child's cognitive ability at each stage. Materials writers should be specialised in this area and quality assurance needs to involve user testing with primary learners.

Secondary pupils

Motivation is also critical for learners at secondary level, and elements of gamification may be of particular appeal. Supplementary material closely linked to the school curriculum and/or catering to their outside school interests is more likely to be accessed and completed. A thorough needs analysis as well as monitoring of uptake for this audience segment is highly recommended, with this feeding into the design of further content.

University students

Since university students are aiming for the higher language proficiency levels, they are likely to need more specific, targeted practice, along with feedback on their language production.

Vocational learners

Vocational learners could be further segmented by vocation, and they will have different needs depending on their previous learning experience. As with kindergarten learners, this group falls outside the priority areas of school pupils and university students, so it is again recommended that the creation of these materials is outsourced.

All learners: Learner autonomy

Learning to learn and learner autonomy are important aspects to be embedded in the methodological approach for all audience segments, allowing for self-reflection and promoting study skills for increased and more successful participation. There could be specific materials focusing on aspects of learning to learn, as well as the encouragement for learners to regularly review their own progress and set new learning goals.

Technology

The proposal sets out desired specifications (MOET, National Foreign Language Resource Centre Proposal, pages 22–23). Further findings from our discussions indicate that due to the needs of Vietnamese learners, the system must include:

- automated tools to measure and give feedback in speaking and writing
- opportunities for authentic, communicative tasks with two-way communication
- forums
- video chat
- push notifications
- moderator/teacher presence with feedback.

In short, this platform requires functionality and pedagogical tools that closely mirror the experience of working directly with a teacher. For some of these tools, the team are looking at vendors including Echo, SpeechAce and EssayJack.

In order to prioritise the LMS development, a MOSCOW analysis (Must have, Should have, Could have and Won't have) was carried out during the consultancy visit. The results of the analysis are summarised in Table 5 below:

Must have	Should have	Could have	Won't have
Groups separated by age (over 18, 12–18, 6–12, under six)	MOOCs	Diary planner for learning goals reflections and achievements	Integrated payment provider
Listening practice tools	Predictive analysis including learning paths	Limited offline access	
Speaking practice tools	Low-connectivity compatibility	Integrated webinar/video conferencing capability (plug-in)	
Forums for teachers, students and parents	The ability for users to upload documents and other media: - assignments - social - sharing	The ability for users to contribute to the test bank	
Social 'playground' for students including social interaction and ability to exchange notes on learning, share games and receive prizes (with achievements displayed on leaderboards)			
An environment to facilitate communicative tasks with feedback			
The ability to add third-party extensions through API with data still stored and applied			
Stories and content including news which is up to the minute (plug-in) with same meta tags (to match users' topics of interest, provided at registration)			
Reports accessible to heads (registration process must include school, district, province)			
'Playground' for school teachers to share achievements and best practices			
Content to help teachers deliver every English textbook			

Gamification – visually attractive with success scored for community interaction as well as for learning object completion			
Integrated social sharing of achievements (e.g. via Facebook)			
Ratings for learning content			
Mobile-responsive design			
Teacher access to all content for all levels and ages to use in class			
Teacher access to methodology and language content (same language content as for higher education)			
Different roles giving teachers and markers permission to grade assignments and give feedback			
Test building database for teachers to create tests for their learners			
Test feedback explaining answers (can be text and video)			
Test building (AI) for learners based on their work and progress			

Table 5: MOSCOW analysis of LMS specifications

At time of writing, the LMS provider and hosting agreement is still at early procurement stage. Before initiating the LMS build, a learning and development strategy is required with statements of approach on the following:

- learning objectives for each audience
- instructional design
- e-learning course design
- site navigation
- agreed accessibility measures (to ensure equitable access)
- hardware and software requirements
- maximum load on connectivity
- systematic monitoring and evaluation.

Selection criteria agreed within the team should ideally also have input from teachers to ensure as many aspects of classroom learning and the habits of the Vietnamese learners are integrated within the system to support independent learning (see Laurillard at al. 2017; Wright et al. 2014 provides more considerations for selecting an LMS).

To be able to offer individual learning pathways, there has to be a large volume of content for guided selection and the LMS requires an integrated adaptive learning or recommendation engine to analyse and use data appropriately. Data-tagging learning objects to lexis, language use and level of challenge in skills in line with the core language needs at each stage of the proficiency framework will enable the software to respond to users, identify their strengths and areas for improvement and suggest further learning objects for them.

For sustainable success, the platform has to be inherently motivating and engage users for an extended period of time. The planned social element will be key in achieving this.

Social features enabled by the platform technology should include:

- forums with distinct topics
- gamification tools that allow users to interact in meaningful manner
- progress tools and scoring that accounts for effort, speed, number of attempts, social interaction, completion, etc.
- individual and team-based activities that award points to a leaderboard
- access to moderators or teachers and opportunities to contact experts in the field.

The solution will be provided by a single LMS, but with a number of tailor-made sub-portals to meet the needs of each audience segment. Each portal should have a different design to effectively motivate the target group.

The highest recurrent costs will be the variable server and support costs based on the potential scale of the online community. The next section on capacity looks further into the fixed costs of developing the content.

Capacity

The project proposal outlines the basic plans for the project execution and operational management (MOET, p28-32), but at time of writing the teams are still to be recruited and appointed.

It is understood that Project 2020 will provide a minimum of two full-time members of staff. The Business Sponsor for all teams and other project managers and staff members will be drawn from the Vietnam Education Publishing House and Management Unit. Additional capacity is through access to university faculty staff (part-time or full-time for a semester), providing expertise in language proficiency and ICT/online learning resources.

The successful delivery of an ambitious project of this size and nature will require significant resourcing. For example, it is estimated that to develop and produce the minimum proposed content locally for all six National proficiency KNLNN levels will require around 25,000 working days or 55 full-time workers working over a two-year period.

In terms of overall programme requirements we would recommend the following:

Firstly, the programme requires separate solution development teams focusing on the resources needed for language proficiency, KNLNN specific exam preparation and teacher methodology support (specifically linked to the National Curriculum). Figure 2 shows a simplified recommended organogram structure for each content development team (required for each audience segment) and the associated LMS resource. This organogram does not include additional necessary roles for internal training, administration, quality assurance, etc.
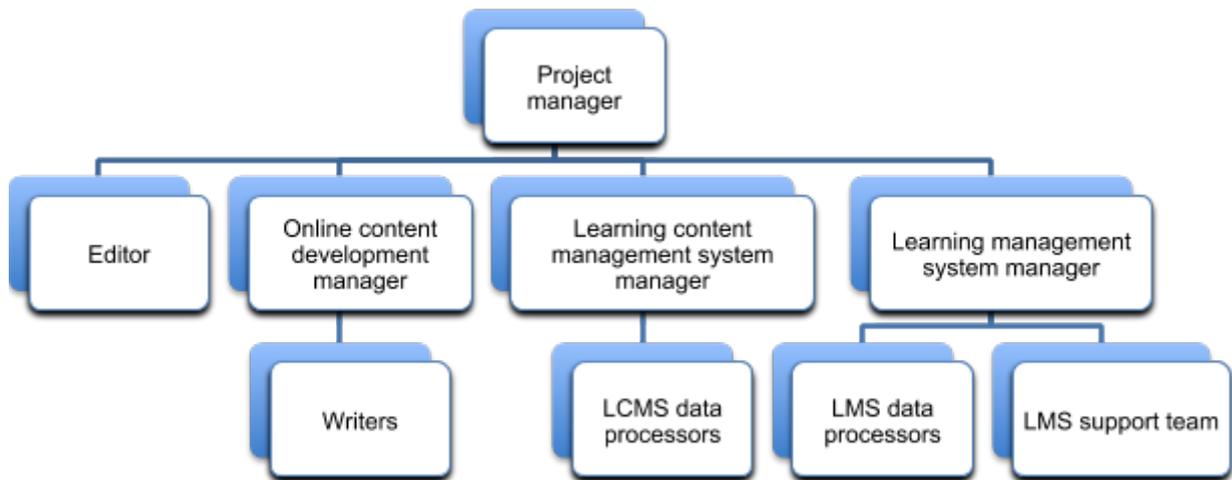

Figure 2. An example of the structure of a content production team

The importance of having the right balance of skills within each team cannot be overstated. For example, as the content writers need to be guided by strong principles based on online learning theories, it is essential that team members are experts in both instructional design and language teaching.

Although the project plan is to outsource the user support function, regular (and systematic) communication between the LMS manager and the LMS vendor and user support teams is still required. Likewise, although an external marketing company will coordinate campaigns, manage awards, work with social media, etc., it will still be necessary to appoint an internal Marketing Director to implement strategy and liaise with project managers and external consultants.

Recommendations

This report has provided findings from detailed discussions on the proposal for the TTHLM approach to improving language proficiency at scale, using online resources for school learners, college and university students, teachers and working adults.

To conclude, the following recommendations are made.

Audience

1. This personalised approach to successful learning requires audience segmentation with specific learning content and platforms targeted to the audience groups. Using one single LMS, multiple domains within the LMS will meet the needs of the different audience groups. On registration users' age, needs and ability will ensure they are on the most suitable site for their context and can socialise with other members with similar needs.

2. The TTHLM project team have requested that teachers are able to access language proficiency and testing content for primary and secondary learners so they can use these resources in their teaching to promote the site. It should be possible that they can access these resources, but without access to the social areas for users under 18. Specific measures should be taken to assign limited teacher access to the portals for under-18s for child protection reasons.

Pedagogy

1. The team should agree upon a statement of approach that all material writers will work within. An example of a statement of approach from the British Council can be found in Appendix 2 in English and Vietnamese.

2. Delivery requires moderator support (rather than 100 percent self-access). Moderator support includes seeding forums with prompts for discussion, monitoring user activity and reporting on this, with a view to informing further content creation.

3. The priority in terms of content development is to cater to the needs of school learners and university students. These groups of users have specific proficiency level targets, and their needs are well established; the project recently went through the process of reforming the curriculum and new coursebooks have been implemented based on the revised KNLNN framework. Two audience segments that sit outside this priority area are kindergarten learners and vocational college students, and so the recommendation is to outsource the content creation of materials catering to these learners. The Annex in this report provides examples of UK educational providers who through the Department for International Trade education network provide customised online language learning content to kindergarten and vocational learners.

4. A monitoring and evaluation plan should be put into place at the outset. This should have detailed measures of outcomes (progression/confidence/ability) and how the project will measure against non-users of the platform. This could be conducted in collaboration with university research students.

5. User testing at each stage of the platform's development is essential, and should include not only testing of the product (i.e. the platform) but also user testing of content, within its specific context. (For example, primary users should be observed testing the primary content, to ensure that the content has been designed to cater for their cognitive ability.)

6. Child protection and data security risks must be assessed and measures implemented. In particular, access to domains with children under 18 years old must be strictly controlled, e.g. so that only certain teachers with security clearance are permitted to interact with the learners in the school age social areas.

7. 'Gaming' features should be user-tested and then monitored to observe which features encourage participation and lead to improved results of learners using the platform.

8. The recommended minimum number of content hours at each level (as shown in Figure 1 above) should include sufficient material to allow users non-repetitive choice of language focus areas.

9. Remedial measures should be considered, both when developing content and when mapping user journeys. The platform should be able to identify users not progressing at the desired speed and suggest remedial content for them along with other support needed.

10. Content should have a strong focus on developing learner autonomy to enable users to work effectively in self-access mode.

11. The project team should use a self-evaluation framework to assess whether resources meet their required statement of approach to learning and agreed online methodology. As a next step, accreditation and/or membership of associations designed to approve online learning facilities may be advisable.

12. There are a number of specific considerations to be addressed around the nature of the community of practice for teachers (as outlined above in Section 3).

Technology

1. Before finalising the LMS tender proposal, the project needs clear statements of approach and selection criteria to ensure the providers understand the audiences and the educational needs of the project. Once these are articulated to the LMS providers and they fully understand the project's vision and goals, they will be better able to present how a platform meets the specific needs.

2. External agreements should be made for content and additional plug-in functionality on their platform. Considerations for agreements include the format, what can be reformatted and who is responsible for that, and if necessary, what system conversions will be made on (the CMS, LMS or the provider's own system).

3. To future-proof the project, the team should determine whether content can easily be moved from provider to provider (e.g. SCORM packages), if licence agreements ensure that add-ons are up to date, if contracts can be reviewed in light of alternative offers and if a payment solution can be easily integrated.

4. During the planning stage, an expert in data tagging should be consulted to ensure the predictive analytics work best to provide suggested content to users. Global tags, such as the United Nations Sustainable Development Goals or CEFR content, should be included so that future ties with schools in other countries are easier to develop.

5. It is important to ensure that the capacity of the site would enable international collaborations such as partner school projects in the future.

6. Content writers must be briefed on the tagging process so that they can consistently tag as much of content as possible throughout the production phase, as this is more efficient than leaving tagging to the end.

7. The team must produce a clear statement of what is required from the proposed adaptive learning/recommendation engine, as well as a procurement process that links the LMS and required learning analytics.

8. District (Ministry of Education) personnel must be consulted on how they would like to monitor learners' proficiency levels, participation, etc. There needs to be agreement on who will be able to access data and reports and how the data can be used to motivate users (e.g. push notifications, district- and school-level competitions, etc.).

9. Planning considerations should also include the data required during self-enrolment to identify users' school or university for monitoring and reporting.

10. To future-proof the product and ensure sustainable, equitable, open-access learning, accessibility frameworks should be used from the early stages of the LCMS and LMS development and monitored regularly. These include considerations such as whether the LMS can be navigated by keyboard alone and if all fields and clickable areas are easy to use. It also requires the use of alt-text, descriptive texts for diagrams and tables and video and audio transcripts, all of which must be compatible with screen reader software.

11. For the social aspect to be successful, it is important to carry out a thorough needs analysis, as well as research into online self-directed learning (including solutions that may already exist in other countries). This should take place at national level, undertaken

by universities and coordinated through different audience segment teams. This is also an opportunity to promote an online version of the KNLNN test or self-assessment tool.

12. When making decisions on the LMS requirements, it is helpful to construct user stories and customer journeys. These make it easier to build the required functional specifications by working through scenarios that may occur. By taking the situation to the level of the user, it is possible to identify when and why a particular feature may be needed, walk through what they will see and how they will interact with the LMS, and identify different options available with or without additional development.

13. It is important to ensure that the LMS and support agreement is suitable for the anticipated volume of users year on year.

Capacity

1. For the TTHLM to be effective, around 11,000 hours of content has to be developed. Content development teams should be set up for:

   - language proficiency resources
   - practice KNLNN test resources
   - methodology resources for teachers teaching the new curriculum.

2. Due to the ambitious nature of the project, it is recommended that the project engages an external consultant to manage project deadlines (the Critical Pass Schedule) and the collaboration between all project teams to ensure efficiency and quality.

3. The project requires content and a LMS domain for six distinct audiences, each with different needs. For a soft launch in September it is recommended that content development teams should initially focus on one lower KNLNN proficiency level and use this first development year to carry out user testing across all of the provinces. This will enable to the project to build an understanding of what the audiences want, what works well and what needs further development.

4. Given the time constraints of the project, it is recommended that the language proficiency content for kindergarten learners and students at vocational colleges is outsourced. English for both kindergarten and vocational language training is less context-dependent than school and tertiary levels (which are linked to the national framework and exam). Materials licensed from, for example, the providers in this report's Annex, should suit the purposes of these audiences and can be sourced immediately.

5. Once the needs of the audience groups have been analysed, the initial six months of the project could focus on developing:

   - 300 hours of language proficiency content for lower and upper secondary learners, moving learners to National Proficiency Level 1

- 300 hours of language proficiency content for lower and upper secondary learners, moving learners to National Proficiency Level 2.

6. To produce this 600 hours of language proficiency content, the language proficiency content team would require a minimum of one project manager, two editors, one online content manager, one learning content management systems manager, ten material writers and five content data processors working full time for a minimum of five months. There is no contingency factored into this estimate.

7. In terms of LMS administration and content integration, the project would also require one LMS manager, five data processors and one LMS customer support advisor for a minimum period of two months.

8. Once processes and productivity is fine-tuned by monitoring this initial plan (doubling teams to approximate 50 full-time staff), all language proficiency content (excluding kindergarten and vocational learners) should be complete within four years.

9. In the initial six months of the project, it is recommended that the project team develop the following resources to support teachers in the classroom:

- 60 hours support for teachers teaching lower secondary at level 0–1
- 60 hours support for teachers teaching upper secondary at level 0–1
- 60 hours support for teachers teaching lower secondary at level 1–2
- 60 hours support for teachers teaching upper secondary at level 1–2.

10. This additional content creation team would require a minimum of eight members with four writers, one editor, one project manager and two content data processors. The team would share the LMS administration resource as detailed above.

11. This plan would allow an initial soft launch in September 2018 to focus on upper and lower secondary learners and their teachers. The soft launch would require a staggered rollout, with further user testing and evaluation in place, before a formal launch at subsequent date.

12. To be successful, the TTHLM will need to invest in marketing. External marketing experts should be recruited to report on key performance indicators, changes in trends and to design regular campaigns including possible CSR monetary rewards (scholarships, vouchers, etc.). As this is funded by the Ministry of Education and Training and aligned with the new English curriculum, there ought to be marketing engagement at district and school level with official directives to teachers, learners and parents.

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Appendix 1 – The project logic model

Key problems	Main goals	Achievement criteria	Solutions	Products/Outcomes	Estimated construct-ion (billion)	Estimate mainten-ance update (billion)
Lack of qualified foreign language learning resources with free and open access.	To build a warehouse of qualified foreign language learning materials that are freely available online for teaching and learning needs of all Vietnamese people	Designed, appropriate organization for the handling of data by computer, convenient for display on a variety of devices. Users rated ease of use to create, edit data. Easy to expand in scale.	Look at the preparation of materials. Use of modern databases such as NoSQL, GraphDB. Sticking to the needs of users. Studying the experience of some foreign systems were successfully deployed.	Research needs of the Learners and teachers of foreign language learning materials. Research, design database management materials, KNLNN knowledge to support the machine can analyse smart for users. Visiting, learning some of the Foreign system. Giving up the process of creating in Managing materials, evaluate and publish content for HTHLM.	67	146
		Enough learning materials for English language skills, testing and assessment for learning, and learning resource capacity building for teachers. Covering the entire KNLNN and rich content for different target groups. Experts on education rated satisfactory in terms of volume and quality. English learning materials to meet the needs of teachers and learners and users rated from 3/5 points or more through surveys.	Open tender for the construction materials to meet the needs of teachers and students. Coordinate with units available quality materials, systems. Sticking to the curriculum, KNLNN and a common set of textbooks to build enough learning materials for teachers and learners. Construction courses MOOCs to deploy the online classes at scale periodically. Create metadata associated with the materials of the steps detailed in KNLNN. Regular surveys, opinions, reviews of users and experts. Editorial organization, assess, classify and manage materials.	Organizing training sessions for teachers, workshops and surveys to collect user opinions. Creating learning materials for self-study teachers warehouse, language capacity, the capacity of educators. Creating data warehouses to support school teachers, the test subjects regularly and Periodically Evaluated. Creating learning materials to learn under KNLNN practice. KNLNN create structured relations with other units of language knowledge and communication skills of learning materials warehouse to the system can support intelligent, personalized for students. Creating MOOCs teach English in KNLNN.		

		Bilingual school building some courses meet the needs of the learners and teachers and users have rated 3/5 points. Construction materials some other languages according to the needs of society, users have rated 3/5 points.	Sticking to the actual demand for building materials and other languages, bilingual learning some other subjects. Based on textbooks commonly used in the country. Mining and warehousing coordination with OCW, free of domestic and foreign organizations.	Survey the actual demand of materials other subjects, other Foreign Languages. Create Bilingual learning some other subjects textbooks and survey results. Create other language learning materials survey results. Build some MOOCs courses for Bilingual courses, and other languages. Search, Exploitation of open materials, materials for free or commercially available and suitable for reuse, Vietnamese Goods.		
Lack of advanced technologies to support learners and teachers to learn and teach foreign languages effectively	To develop and implement an artificial intelligence software system to support foreign language learners and teachers	Using modern technology, sustainability, openness, optimize the cost of deploying and operating. Easily accessible by web browsers and mobile phones. Can download some learning materials in offline mode.	Survey, selection of web technologies, modern cloud computing. Construction management software systems and provide web-based learning materials suitable for technological accessibility of people. Build applications on Android and iOS with new features, content suitable equipment and the need to learn anytime, anywhere. Some materials can be used in offline mode.	Established the Expert Support PMU. Choice of technology research, engineering, design the overall system design. Building user management and data management system Learners, school administrators and data systems. Building the system software provides Web-based learning materials and mobile. Construction management software system and academic support classes. Regularly consult the user to Ensure the system fit with reality.	37	74
		Some modules of the system is based on the ability of the system open.	Construction platform model, the API, allowing third-party operators, contributions and additional features for the system.	Build API. Building a model platform for third-party extensions. Build some examples expanded form.		
		Capable of suggesting the right lessons to learners, be learners rated 3/5 points. Computer capable of supporting part test oral and written skills. Give some statistical reporting service	Save and analyze data in order to give students learning roadmap accordingly. Application achievements in speech recognition to support dexterity said. Application achievements in data analysis, scientific	Construction features speaking support. Build Virtual Assistant support conversations. Data analysis to support Learners smart for users. Identify reporting needs, analyze data management levels, and		

		management level and those who study foreign language education.	data in order to make the synthesis report.	researchers. Analyze, design and build reports for management, BI, Decision support.		
Lack of a supportive community for teaching and learning foreign languages	To develop a platform and establish a community for all people to create, contribute, share and use learning materials, and make connections and help each other in teaching and learning foreign languages.	Over 50% of schools, classrooms, teachers, student data is updated annually.	Implemented in the education sector SIS system, connected to the management system of schools and annually updated data about schools, classes, teachers and students. Manage the operation and use of users on the system.	Thực by the Department, Bureau of Education to each school. Promotion, dissemination, training etc. Collecting data and updates to the system annually.	44	136
		Over 50% of teachers, lecturers, over 20% of students and 40% of students participate and use. 5% of people join and use.	Allows teachers to create learning materials, learning resource sharing system. Allow teachers and student assignments homework through the system. Connected family - school - society. Game of systems. Monitor and adjust content regularly, features that meet the needs of users. Manual basic computer for new users.	Community development, group activities from, help Students connect to share, and learn with your Flickr friends. Construction features for teachers to create and share personal materials. Construction features warning, censorship, Ensure quality of content users share, the help system. Construction of basic learning materials using computers and software for the small and little knowledge of IT. Coordination with other Organizations, Youth Organizations, student volunteers, the movement of foreign language learning.		
		Every day there are hundreds of thousands of visitors, tens of thousands of hours of study is completed on the system. Every year tens of thousands of active question and answer, discussion, and comment posts, by the learners.	Allows users to comment and objective evaluation system. Create some social networking features on the system. Create platform enables teaching / learning more on the system. Attractive units and businesses participating in the system.	Build some social networking features, either, allowing users to review, comment on the content, functionality, etc. Construction scoring system for the user's activities from and honors or awards Periodically to users with Highest scores. Promote and Attract sponsors to reward the user. Connection with the payment platform.		

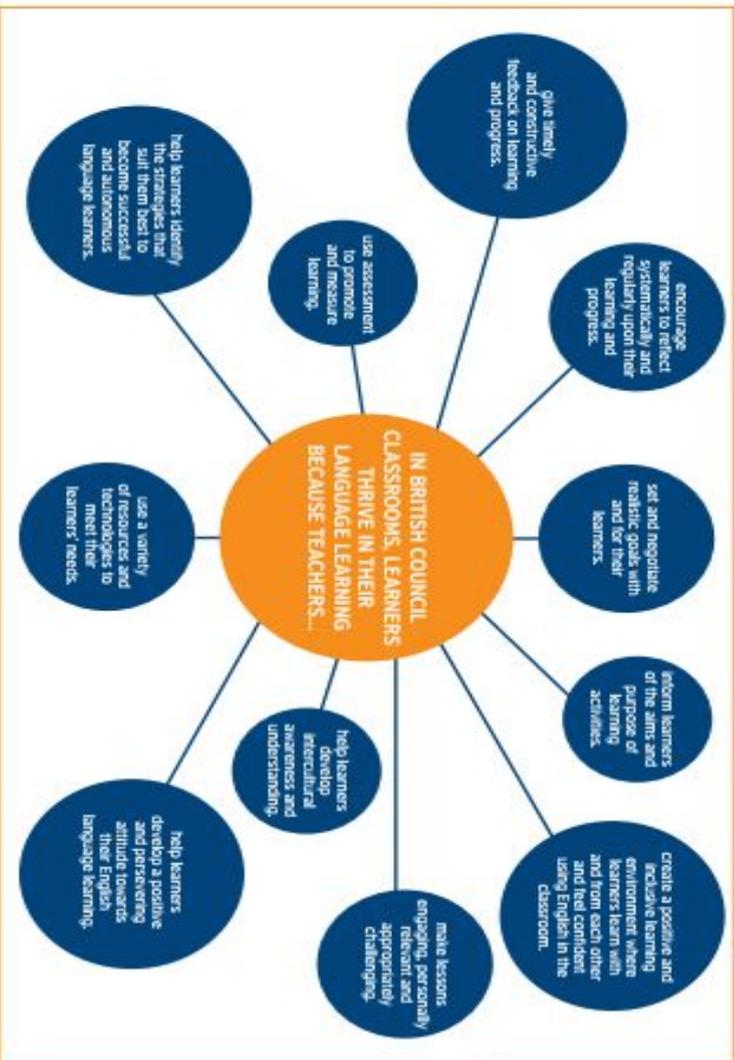# Appendix 2 – Statement of approach to English language teaching

STATEMENT OF APPROACH TO ENGLISH LANGUAGE TEACHING – TEACHING CENTRES

BRITISH COUNCIL

THE BRITISH COUNCIL PROVIDES LEARNERS WITH A REWARDING AND STIMULATING ENGLISH LANGUAGE LEARNING EXPERIENCE. WE HELP ALL LEARNERS REACH THEIR FULL POTENTIAL BY RESPECTING THEM AS DIVERSE INDIVIDUALS, AND BY ENCOURAGING THEM TO BE ACTIVE PARTICIPANTS IN THEIR OWN LEARNING.

As a cultural relations organisation, we aim to develop intercultural understanding as a core aspect of language learning. Our teaching and learning is aligned to our corporate values, we build positive relationships and create an inclusive and collaborative learning environment of mutual respect and understanding.

Our curricula offer continuity and progression for every learner, at whatever age they begin their English language learning with the British Council.

IN BRITISH COUNCIL CLASSROOMS, LEARNERS THRIVE IN THEIR LANGUAGE LEARNING BECAUSE TEACHERS...

- give timely and constructive feedback on learning and progress.
- help learners identify the strategies that suit them best to become successful and autonomous language learners.
- use assessment to promote and measure learning.
- encourage learners to reflect systematically and regularly upon their learning and progress.
- set and negotiate realistic goals with and for their learners.
- inform learners of the aims and purpose of learning activities.
- use a variety of resources and technologies to meet their learners' needs.
- create a positive and inclusive learning environment where learners learn with and from each other and feel confident using English in the classroom.
- help learners develop intercultural awareness and understanding.
- make lessons engaging, personally relevant and appropriately challenging.
- help learners develop a positive and persevering attitude towards their English language learning.

OUR PURPOSE

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide.

OUR TEACHERS

We recruit English language teachers with internationally recognised qualifications in English language teaching who have the knowledge, skills and experience to develop the language communication skills and learning strategies of our learners.

Our teachers receive on-going professional development and are supported by a team of academic managers in order to deliver a high quality learning experience for each learner.

A SAFE, SECURE AND INCLUSIVE LEARNING ENVIRONMENT

We ensure that all students and families feel included, safe and valued.

We ensure that the physical and digital settings are safe and secure.

We have safeguarding, behaviour and diversity policies. The British Council has been awarded the Keeping Children Safe Certification.
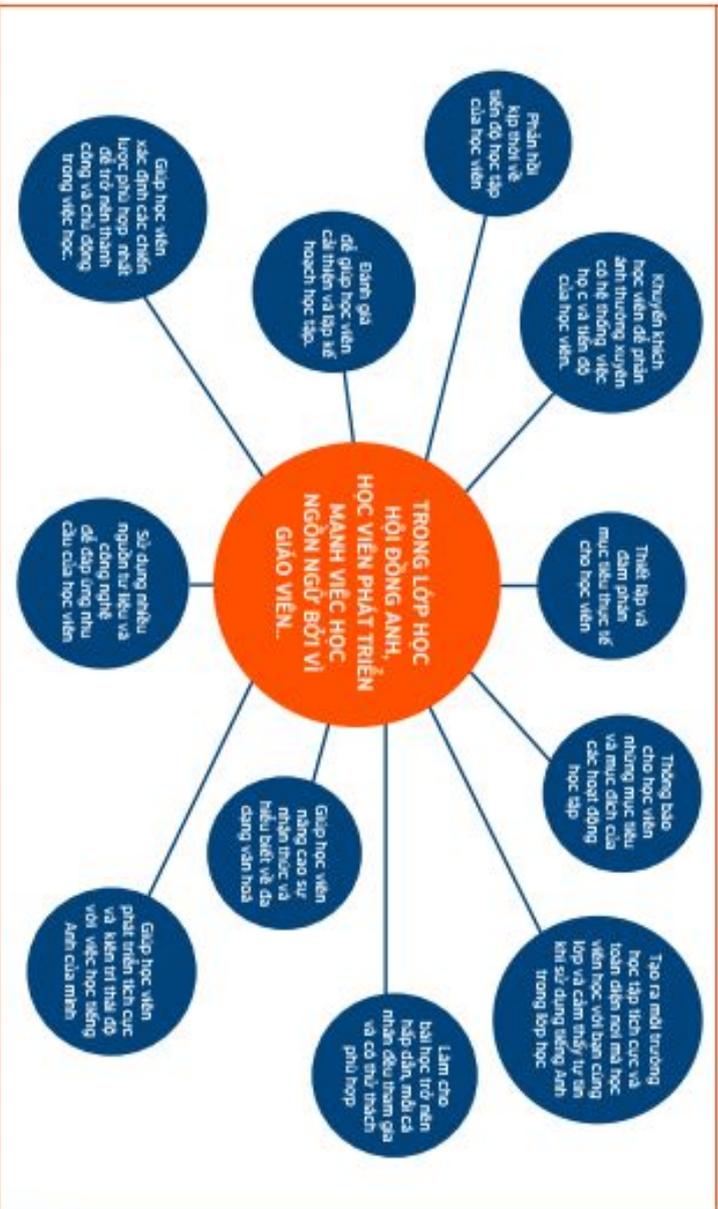
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TUYÊN BỐ TOÀN CẦU PHƯƠNG PHÁP GIẢNG DẠY TIẾNG ANH TẠI HỘI ĐỒNG ANH

HỘI ĐỒNG ANH ĐEM ĐẾN CHO HỌC VIÊN MỘT MÔI TRƯỜNG HỌC TIẾNG ANH MANG TÍNH KHÍCH LỆ VÀ BỔ ÍCH. CHÚNG TÔI GIÚP TẤT CẢ HỌC VIÊN ĐẠT ĐƯỢC ĐẦY ĐỦ TIỀM NĂNG CỦA HỌ BẰNG CÁCH KHUYẾN KHÍCH HỌC VIÊN THAM GIA TÍCH CỰC TRONG VIỆC HỌC CỦA BẢN THÂN.

Hội đồng Anh là một tổ chức quốc tế về hợp tác văn hóa, chúng tôi hướng đến phát triển sự hiểu biết đa dạng văn hóa như là một khía cạnh cốt lõi của việc học ngôn ngữ. Phương pháp giảng dạy và học tập của chúng tôi là phù hợp với các giá trị của tổ chức, chúng tôi xây dựng mối quan hệ tích cực

và tạo ra một môi trường học tập toàn diện và hợp tác tôn trọng hiểu biết lẫn nhau.

Chương trình giảng dạy của chúng tôi phục vụ liên tục và tiến triển cho mọi người học, ở bất kể lứa tuổi các em bắt đầu học ngôn ngữ tiếng Anh với Hội đồng Anh.

[Diagram]

TRONG LỚP HỌC HỘI ĐỒNG ANH, HỌC VIÊN PHÁT TRIỂN MẠNH VIỆC HỌC NGÔN NGỮ BỞI VÌ GIÁO VIÊN...

- Phản hồi kịp thời về tiến độ học tập của học viên
- Giúp học viên xác định các chiến lược phù hợp nhất để trở nên thành công và chủ động trong việc học.
- Đánh giá để giúp học viên cải thiện và lập kế hoạch học tập.
- Khuyến khích học viên để phản ánh thường xuyên có hệ thống học, cả tiến độ của học viên.
- Thiết lập và đảm phán mục tiêu thực tế cho học viên
- Trong báo cho học viên những mục tiêu và mục đích của các hoạt động học tập
- Tạo ra môi trường học tập tích cực và toàn diện nơi mà học viên học với bạn cùng lớp và cảm thấy tự tin khi sử dụng tiếng Anh trong lớp học
- Làm cho bài học trở nên hấp dẫn, mọi cá nhân đều tham gia và có thử thách phù hợp
- Giúp học viên phát triển tích cực và kiến trí thái độ với việc học tiếng Anh của mình
- Giúp học viên nâng cao sự nhận thức và hiểu biết về đa dạng văn hoá
- Sử dụng nhiều nguồn tư liệu và công nghệ để đáp ứng nhu cầu của học viên

MỤC ĐÍCH CỦA CHÚNG TÔI

Hội đồng Anh kiến tạo các cơ hội quốc tế và xây dựng niềm tin giữa người dân tại Vương quốc Anh và các quốc gia trên toàn thế giới.

ĐỘI NGŨ GIÁO VIÊN

Chúng tôi tuyển dụng giáo viên với bằng cấp được quốc tế công nhận trong giảng dạy ngôn ngữ tiếng Anh. Họ là những người có kiến thức, kỹ năng và kinh nghiệm để phát triển các kỹ năng giao tiếp ngôn ngữ và chiến lược học tập của học viên.

Giáo viên của chúng tôi nhận được phát triển chuyên môn và được hỗ trợ bởi một đội ngũ các nhà quản lý giáo dục để cung cấp kinh nghiệm học tập chất lượng cao cho mỗi học viên.

MỘT MÔI TRƯỜNG HỌC TẬP AN TOÀN, VỮNG CHẮC VÀ TOÀN DIỆN

Chúng tôi đảm bảo rằng tất cả học sinh và gia đình cảm thấy an tâm, an toàn và có giá trị.

Chúng tôi đảm bảo an toàn các trang thiết bị vật chất, kỹ thuật số khi sử dụng.

Chúng tôi có bảo vệ, hành vi và sự đa dạng chính sách. Hội đồng Anh đã được trao tặng Giấy chứng nhận Bảo vệ an toàn trẻ em.

www.britishcouncil.vn

Annex: UK capabilities in the education sector

Education has the power to transform lives. It's one of the most important investments a country can make for its people and its future. Where great schools, great universities, great teachers and great education providers exist and work together, you'll find a powerful framework for learning and success.

The UK is seen as an exemplar in the field of education, and many overseas governments and institutions look to the UK to facilitate collaboration and to support the development of excellence in their own systems.

The Department for International Trade (DIT) education network has been specifically established to work with international governments and institutions and promote the UK-wide offer. We make it as simple as possible to realise the benefits of our education offer in both small and large-scale education projects emphasizing that UK providers always adapt their offer and approach to meet each partner's individual needs, ensuring the right solution whatever the requirements or challenges.

English as a global language

The language of Shakespeare is also the international language of business and the most widely-used second language in the world. It's hardly surprising then, that it remains one of our most successful exports.

The UK is uniquely placed to provide support to countries wishing to improve their national performance in English, with the combined skills and experience of organisations including the British Council, Cambridge English, Oxford University Press, Pearson, The Open University, the BBC, International House, Bell English, plus many of the world's leading training providers, colleges and universities to draw upon.

This expertise is increasingly sought by both emerging and developed economies recognising the role that English language plays in creating the jobs, economic opportunity and wealth that are critical to stability and growth. Many organisations are also recognising that their managers and leaders need effective English language skills to participate in global dialogues. English language proficiency is also essential for students wanting to progress into higher education and employment outside of their home country

Where technology meets education

Increased use of educational technology - including ICT infrastructure, digital resources and learning platforms - can enable organisations to reach much larger audiences from a wider range of geographical locations, reduce overcrowding in classrooms and give students more flexibility to learn when and where they want, at their own pace.

The UK is a thriving hub for EdTech, with over a thousand British companies helping teachers and students, both within the UK and across the world, to learn smarter through innovation. 60% of the top 20 European EdTech companies are British and, with a history of competitive educational technology innovation, our businesses are well placed to help overseas organisations develop their educational technology capabilities to support effective learning.

As the technology sector continues to evolve (and different teaching and learning opportunities are adopted at scale), the UK is increasingly influential as a global hub for emerging EdTech.

Five reasons to choose the UK education sector

1. Education that fits around you
   We're passionate about delivering world-class education and will tailor our offer and services to meet your unique requirements.

2. Extraordinary expertise
   The home of many of the world's greatest academic institutions and most innovative research projects.

3. Global influence
   Benefit from strong intercontinental ties, a deep understanding of national and regional education systems and guaranteed partnership security.

4. A recognised reputation
   The high standing of a UK education helps attract students on the basis of academic quality and enriched prospects.

4. Commercial help and support
   Global support, advice and a range of focused schemes and initiatives make it easy to access the UK's education services.

Department for International Trade | great.gov.uk

The UK's Department for International Trade (DIT) has overall responsibility for promoting UK trade across the world and attracting foreign investment to our economy. We are a specialised government body with responsibility for negotiating international trade policy, supporting business, as well as delivering an outward-looking trade diplomacy strategy.

Explore the following case studies for examples of how British education organisations are helping individuals and institutions prosper around the world with particular focus on online delivery.

Association of Colleges

Specialism: English for Vocational Purposes
www.aoc.co.uk

The Association of Colleges (AoC) represents nearly 95% of the 275 colleges in England incorporated under the Further and Higher Education Act 1992. Colleges are transformational – they help people make the most of their talents and ambitions and drive social mobility; they help businesses improve productivity and drive economic growth; they are rooted in and committed to their communities and drive tolerance and well-being. They are an essential part of England's education system.

Colleges provide academic, technical and professional education for young people, adults and employers. The 275 colleges in England provide education and training to:

- 712,000 young people aged 16 to 18
- 1.4 million adults including 150,000 taking higher education courses
- 313,000 apprentices

Colleges engage in a wide range of work involving students, education partners and governments from other countries. Some colleges have longstanding history of working internationally. They have been at the forefront of operating English language classes for successive waves of migrants to the UK, whether those looking to settle or study here, or those seeking asylum and resettlement. Almost half of colleges involved in international education offer English language programmes.

The college sector has expertise in delivering English language teaching from beginner through to advanced level, for academic and also for vocational purposes. College English language provision focuses not only on improvement in the four language skills areas (reading, writing, speaking, listening) but also on skills to enhance employability, presentation and interpersonal skills. Colleges offer English for specific purposes e.g. tourism or engineering, and have the flexibility and creativity to design and develop tailored provision to suit international partners. The teaching delivery model at colleges can include use of blended and online learning techniques, accessible to students via learning management systems such as Moodle.

Bell

Specialism: English Language Training
www.bellenglish.com

Bell teaches English language courses to young learners and adults, prepares students for English-speaking universities and trains the world's EFL teachers. Bell has grown from one prestigious English language school in Cambridge to an internationally recognised organisation with over 60 years' experience. Bell experts run education projects all over the world.

The world's largest English language teaching project

A four-year project run by Bell to establish and manage a preparatory year programme for medical, engineering, and science students at King Saud University. 20,000 students took part.

The objectives were to prepare the students for undergraduate study at an English speaking university – both linguistically and culturally. Students were also required to progress to the Cambridge Key English Test (KET) and Preliminary English Test (PET). A key objective was to establish systems and processes to enable King Saud University to manage the project independently in the future.

Bell designed the curriculum to cater for students at different language levels, who were also preparing to study different subjects. In addition to an intensive 20-hour
week campus-based programme in Riyadh, students also had access to online learning through a bespoke Bell self-study portal.

As part of the project, over 70 teachers were trained for internationally recognised teaching qualifications by Bell and over 350 members of staff were recruited from Directors of Studies and teachers to academic managers. 100% of students achieved KET level certification and more than 50% achieved PET level. The students also showed a greater ability to problem-solve and think critically
in English. The students acquired the language knowledge and skills necessary to study on an undergraduate degree course.

British Council

Specialism: UK's international organisation for cultural relations and educational opportunities
www.britishcouncil.org

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Our work in English around the world aims to bring high-quality language resources to every learner and teacher who wants them.

We have over 80 years' experience in the design and delivery of high-quality teacher development programmes across the world and a proven track record of successful partnerships with governments and other organisations in education, English language teaching, teacher development and assessment projects. We provide training and development to thousands of teachers each year and engage with over ten million teachers a year through our global web and social media activity. We have a network of valuable connections with organisations in the UK and across the globe in education and English language teaching and assessment which enables us to make the best UK and global expertise available to partners, and we draw on the latest thinking and research on teaching methodology and practice. Our presence in over 100 countries around the world enables us to combine local insight with global expertise in designing projects to fit different education sectors and contexts.

The British Council has a range of self-access, blended and moderated courses and resources for both teachers and learners of English, using a wide range of content and learning management platforms and tools. Learners complete an on-line placement test to ensure they take a course at a suitable language level, and teachers complete a self-evaluation tool to determine their needs which is linked to our Teaching for Success framework for continuing professional development.

Modules and courses of study are supplemented by a wide range of free resources on our LearnEnglish and TeachingEnglish websites and by MOOCs (massive open online courses) on the FutureLearn platform. We also have considerable experience in working with national ministries of education to help them develop their own online and blended solutions.

EC English London & EC Fusion

Specialism: English Language Blended Learning Platform
www.ecenglish.com

With education roots going back to 1905, EC English is one of the world's leaders in English Language. More than 45,000 people from 140 countries study English with EC annually at our 26 industry award-winning schools around the world. Combing the excellence of British education with a global delivery footprint, EC English transforms lives, organisations, educational systems and societies via the best English language training in the world, today.

The English Language via EC Fusion
EC English's Blended Learning Platform: EC Fusion delivers effective and rapid English language acquisition.

EC Fusion
Blending live instruction from native English speakers with an engaging, dynamic and rich learning experience, EC Fusion brings native English learning direct to learners. With Task Based Language Training (TBLT), EC Fusion delivers 55,000 hours of learning content, live tutoring, constantly updated materials and learning around the learner's own interests.

EC Fusion for Young Learners & Schools
- General English from beginner onwards
- Engaging contextualised content
- Task based, activity focussed learning
- Live, updated content feed customised for individual interest.

EC Fusion for TVET & Higher Education
- Technical English/English for Specific Purposes
- Skills through English: multi sector technical English programmes, including business, healthcare, law, engineering, tourism, IT/software engineering, maritime.

English for Teacher Training
Scalable train the educator programmes: CLIL for multi sector technical English programmes; teaching IELTS, TESOL preparation programmes include face-to-face master workshops in-country; building train the educator teams for national and system-wide rollouts.

EC Fusion for Enterprise, Government and Mature Learners: General & Industry English
- Powerful, ROI focussed enterprise programmes
- Converts client's own materials into learning curricula
- Detailed reporting and monitoring dashboards
- Oil & Gas, Finance & Investment Banking, Hospitality, Tourism, Food Service, Aviation, Maritime, IT Support, Software Engineering, Data Analysis, Business Soft Skills, Executive Leadership, Healthcare, Medical, Dental, Civil Engineering, Law & International Trade.

Little Bridge

Specialism: Online English Language Learning Platform for Young Learners
www.littlebridge.com

Little Bridge provides successful English language learning to schools and families worldwide. It combines top quality pedagogy with an outstanding user experience, a meaningful context, empathy, creativity, critical thinking and collaboration.

As a Mexican Head teacher (Claudia Tamez Medina - Director at Moderno Tepeyac, Mexico City) recently put it:

'We are very pleased with our use of Little Bridge. Our children have not only learned English but have also learned respect and trust between different races, between people in different circumstances. I think it's a program that invites them not only to learn the language but also to understand one another so that we can live together in greater harmony.'

Designed to motivate and engage today's young learners, Little Bridge is for young digital natives worldwide (and their parents and teachers) who want to learn English and connect with their peers around the globe, using technology.

It offers challenging and effective games-based interactivity and adaptive learning – with proven results. Set in a stunning virtual 3-D world with vivid graphics and animations, the characters and places offer an authentic environment for language learning. Immersing themselves in this world, young learners and their families access 1000+ fun and stimulating activities (supports Cambridge YLE and CEFR), to develop listening, writing, reading and speaking competencies in English.

Perhaps the most innovative element of Little Bridge is its safe, fully moderated social network, where each user takes an imaginative leap and creates an animated digital avatar ('Digipal'), customizes their own homepage, and becomes a citizen in this virtual English-speaking community. Peer support, with learners of English helping other learners across national borders, is just one of the exciting outcomes as they begin to communicate effectively with each other – in English.

The program has been successfully adopted by national and regional Ministries of Education (in countries such as Mexico and Chile) and has recently won a string of major international accolades, including a British Council ELTon and the prize for 'Best International Digital Education Resource' at the BETT awards in London.

Macmillan Education

Specialism: English Language Publishing
www.macmillanenglish.com

Macmillan Education is a leading publisher of English Language teaching and school curriculum materials. For 175 years, Macmillan's pioneering spirit and reputation for quality has enabled us to build lasting relationships with educators, institutions, organisations and government bodies around the world. Macmillan Education is a part of Springer Nature – a major new force in scientific, scholarly, professional and educational publishing. Headquartered in London, we are a global publisher with a local presence, operating in over 120 countries worldwide. In many regions, we work closely with local governments and institutions to develop relevant teaching and learning materials for specific countries, local curriculum and teachers' needs.

Today, as education changes and with digital advancements, we're adapting with it to provide the solutions that enhance the English teaching and learning experience for everyone, whether it's a child learning their first words of English, a student preparing for university entrance exams or an adult attending vocational classes. Combining the creative use of data with our proven pedagogical understanding, Macmillan Education is a publisher of innovative online English resources and tools for young learners to adults. Our next-generation digital platforms include Navio, which provides a fully immersive online experience that brings course books to life, and Macmillan English Campus, which offers on-demand language practice and customized courses that can be accessed anytime, anywhere.

At Macmillan Education, we understand that good teaching makes all the difference to successful learning. Teacher professional development and training is an integral part of what we do. We have a growing community of over 500,000 teachers on our online teacher resource website, onestopenglish, and regularly host online webinars featuring ELT experts who provide the latest on academic insights and practical teaching methodology. In 2016, we partnered with world-leading centre of teaching and training excellence for English language teachers and trainers, NILE (Norwich Institute for Language Education) in the UK, to develop and promote quality teacher education programmes delivered online.

Through our comprehensive and dynamic offering of online English resources and training programmes, we help students, teachers and professionals achieve more through a lifetime of learning.

NILE

Specialism: Online English Language Teacher Training
www.nile-elt.com

NILE (Norwich Institute for Language Education) is a specialist institution focusing on all aspects of training and professional development for language teachers, trainers and other education professionals, including consultancy on educational projects worldwide. NILE has trained over 45,000 teachers of English from 70 countries since 1995 and has developed training programmes for national ministry, regional and institutional clients.

In 2014, NILE invested in a major development project to take NILE's teacher education expertise into online. The result, NILE Online, is a unique digital platform hosting a complete suite of language teacher development programmes from initial training to Master's Level, shortlisted for British Council ELTons awards in 2015 and 2017.

The bespoke online platform, designed by teacher trainers, combines innovative multimedia activities with synchronous and asynchronous NILE tutor support, feedback and assessment to help teachers develop skills, knowledge, methodology and language competence in and for their own professional contexts worldwide.

Since 2014, NILE has worked with educators from more than 50 countries in online and blended programmes and projects, including multi-national 'open-enrolment' courses and tailor-made courses for institutional groups.

The NILE Online suite of teacher development programmes ranges from introductory methodology courses for pre-service and novice teachers, through professional development and career specialisation courses, to externally-validated diploma and Master's programmes. NILE most recent development, NILE Online 'PowerUp' courses, focus on bringing practical skills to extend teachers' classroom practice.

Oxford University Press

Specialism: English Language Publishing
www.global.oup.com

Oxford University Press (OUP) is the world's authority on the English language. As part of the University of Oxford, OUP are committed to furthering English language learning worldwide. They continuously bring together their experience, expertise and research to help millions of learners of English to achieve their potential.

Using global expertise to meet local needs

Family and Friends is a tried and tested ELT resource for primary school children.
Since it launched in 2008 it has seen great success worldwide - the British and American versions now sell in more than 50 countries. It provides a comprehensive set of resources for the student and teacher, incorporating a rigorous curriculum and international teaching methods.

OUP worked with the Ho Chi Minh City Department of Education and Training to produce a special edition of Family and Friends for Vietnamese learners. The newly created series is an adaptation of Family and Friends 1st Edition: American English, and combines the proven Family and Friends methodology with recent education reforms, designed to improve English language levels in Vietnam.

A truly collaborative process, the OUP editorial team worked with consultants from the Department of Education and Training and the leading educational publisher and distributor in Vietnam, Vietnam Education Publishing House, providing expert, local advice to ensure the content was suitably revised to meet the needs of Vietnamese students and teachers. Specific content changes included Vietnamese names, places, cultural traditions, and images. Building on the success of this edition specific from Ho Chi Minh City, additional minor adaptions were made to broaden its appeal so that there would be a second version for potential national use across Vietnam in the coming years.

This is a great demonstration of the way in which OUP adapts its global content to the benefit of local customers. It's also a good example of how the Press is meeting the ever-growing need for integrated solutions, collaborating with institutions to create a bespoke package of learning materials, professional development, and learning services.

This work has helped to extend a 20-year track record of success in Vietnam, where the original Family and Friends, Let's Go, and other OUP courses are currently deployed to teach 1.5m Primary and Secondary students annually.