
RESEARCH

INTERPRETING MOET'S 2018 GENERAL EDUCATION ENGLISH CURRICULUM

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Received 16 April 2022

Revised 20 July 2022; Accepted 15 September 2022

Abstract: In this paper as the chief developer of the document, I will attempt to interpret and clarify some essential points of the General Education English Curriculum (GEEC) promulgated by the Vietnamese Ministry of Education and Training (MoET) on December 26, 2018. Three questions raised for exploration are: (1) “What are the backgrounds to the development and promulgation of MoET’s 2018 GEEC?”, (2) “What are the prominent characteristics of MoET’s 2018 GEEC?”, and (3) “How is MoET’s 2018 GEEC structured and why is it structured in the way it is?” These questions will be addressed in detail throughout the paper.

Keywords: MoET’s 2018 General Education English Curriculum

1. Introduction

The General Education English Curriculum (hereafter referred to as the GEEC) is a national-level curriculum designed for three levels of the Vietnamese general education: primary, lower secondary, and upper secondary. It was promulgated on December 26, 2018 by the Ministry of Education and Training of Vietnam (MoET). The GEEC is the first curriculum which exercises MoET’s policy “one curriculum, multiple textbooks”. Since the promulgation of the GEEC, many implementation activities have been carried out such as training and retraining teachers to meet new required English language proficiency standards, training teachers in new teaching methodology and techniques,

writing new textbooks and supplementary materials, renovating schools’ physical facilities, improving teaching and learning equipment, and introducing new modes of testing and examination. In the process of implementation, however, a number of problems have occurred partly due to administrative deficiencies, partly due to the negligence and misunderstandings of the contents of the curriculum document by educational administrators, English teachers, textbook writers, and test and examination makers. It is precisely the second reason that constitutes the focus of this paper: interpreting and clarifying some essential points of the GEEC so as to minimise misunderstandings and to better implement the goals of the curriculum at present and in the years to come. The paper

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<https://doi.org/10.25073/2525-2445/vnufs.4866>

is organized around four main parts. Part one introduces the rationale of the study. Part two provides the contexts leading to the development and promulgation of MoET's 2018 GEEC. Part three – the focus of the paper – presents and interprets some essential points that lay theoretical and practical bases for the development of the GEEC. And Part four gives a résumé of the paper, sensitising readers to the complexity in the implementation of MoET's (2018b) GEEC – a national-level and long-term foreign language curriculum in MoET's (2018a) Total General Education Curriculum.

2. Backgrounds to the Development and Promulgation of the GEEC

Since the last quarter of the twentieth century, English language teaching and learning has been increasingly given special status in Vietnam (Viện Khoa học Giáo dục Việt Nam [VNIES], 1989; Hoang, 2010, 2016, 2020a, 2020b). This can be seen in the ever increasing amount of time allocated for the teaching and learning of the language over different periods of time. In the period of 1982–2006, English was introduced nationally as a compulsory subject at upper secondary level (from Grade 10 to Grade 12), 3 teaching periods per week, making up the total of about 300 teaching periods. The period of 1982–2006 witnessed two noticeable events. First, in 1986 Vietnam launched an overall economic reform known as *Đổi mới* (Renovation), opening its door onto the world. Secondly, in 1994 the US lifted trade embargo against Vietnam and normalized relation with the country. These important events generated a strong boost for the country's economic development in general and the teaching and learning of English in particular, making English the most needed foreign language to be taught and learnt, particularly in the general education of Vietnam.

To promote the teaching and learning of English, on May 5, 2006, MoET issued

the English language curriculum entitled *Chương trình giáo dục phổ thông: Chương trình môn tiếng Anh* (General Education English Curriculum) (hereafter referred to as the 2006 GEEC). According to the 2006 GEEC, English was taught nationally as a compulsory subject for seven years from lower secondary school to upper secondary school level (from Grade 6 to Grade 12) with a total number of 700 teaching periods (455 periods more than it was allocated for in the period of 1982–2006).

In a world in which integration and globalization are becoming an inevitable trend, the need for high-skilled and highly qualified people who can communicate confidently in foreign languages, especially in English has almost become a must for Vietnam. This urgent requirement has made it difficult for the country to maintain the current standards of teaching, learning and use of foreign languages. Increasingly, decision-making bodies (the Government and MoET) were becoming aware that without a radical change in foreign language policy, curriculum design, textbook development, teaching methodology and testing and assessment, Vietnam's standards of performance in foreign languages in general and in English in particular would be left behind. Being aware of the importance of improving the quality of teaching and learning foreign languages, on September 30, 2008, the Prime Minister of the Government of the Socialist Republic of Vietnam signed Decision No. 1400/QĐ-TTg to promulgate the national foreign language project entitled *Quyết định về việc phê duyệt Đề án “Dạy và học ngoại ngữ trong hệ thống giáo dục quốc dân giai đoạn 2008-2020”* (Decision on the Approval of the Project “Teaching and Learning Foreign Languages in the National Education System for the Period 2008–2020”) – commonly known as “Decision 1400” or “National Foreign Languages Project 2020” (Thủ tướng Chính phủ [The Prime Minister], 2008).

In 2017, recognizing that some problems incurring in the process of implementing the National Foreign Languages Project 2020 might hinder the goal of Decision 1400, the Vietnamese Government had the National Foreign Languages Project 2020 reviewed and adjusted for the period of 2017–2025. The result of this review was that the adjusted and extended foreign languages project was promulgated by the Prime Minister’s Decision 2080/QĐ-TTg entitled Quyết định phê duyệt, điều chỉnh, bổ sung Đề án dạy và học ngoại ngữ trong hệ thống giáo dục quốc dân giai đoạn 2017–2025 (Decision on the Approval, Adjustment and Supplementation of the Project “Teaching and Learning Foreign Languages in the National Education System for the Period of 2017–2025”) – commonly known as “Decision 2080” (Thủ tướng Chính phủ [The Prime Minister], 2017).

According to Decisions 1400 and 2080, English is introduced nationally as a compulsory subject for ten years running from primary to upper secondary school level (from Grade 3 to Grade 12) with the total number of 1155 teaching periods (455 periods more than it was allocated for in the 2006 GEEC and 855 periods more than it was allocated for in the 1982–2006 period).

To implement the Prime Minister’s Decisions 1400 and 2080, MoET designed and promulgated three pilot English language curricula for the general school education of Vietnam known respectively as (1) Chương trình tiếng Anh thí điểm tiểu học (Pilot English Curriculum for Primary Schools in Vietnam), (2) Chương trình giáo dục phổ thông môn tiếng Anh thí điểm cấp trung học cơ sở (Pilot English Curriculum for Lower Secondary Schools in Vietnam), and (3) Chương trình giáo dục phổ thông

môn tiếng Anh thí điểm cấp trung học phổ thông (Pilot English Curriculum for Upper Secondary Schools in Vietnam). (For details of these pilot English language curricula, see Bộ Giáo dục và Đào tạo [MoET], 2010, 2012a, 2012b; see also Hoang, 2018). Each of these curricula was piloted in 300 selected schools throughout Vietnam from 2011 to 2017 with both successes and problems that remained to be solved (see Hoang, 2018).

The history of modern Vietnamese general education has undergone five main educational reforms. The first educational reform was initiated in 1950; the second in 1956; the third in 1981; the fourth in 2006; and the fifth in 2018. In the 2018 educational reform, MoET developed an overall curriculum known as Chương trình giáo dục phổ thông tổng thể (Total General Education Curriculum) covering 27 subject curricula, of which the GEEC is just one (for detail about the history of educational reforms in Vietnam, see Viện Khoa học Giáo dục [VNIES], 2012; see also Bộ Giáo dục và Đào tạo [MoET], 2018a).

It can be seen from the above details that the five educational reforms in Vietnam, the Prime Minister’s Decisions 1400 and 2080, MoET’s (2018a) Total General Education Curriculum, and MoET’s (2010, 2012a, 2012b) three pilot English language curricula for schools in Vietnam have constituted the traditional, legal and scientific bases for the development and promulgation of the GEEC, some essential details of which will be examined and clarified in Part 3 below.

3. The GEEC¹

What should a curriculum look like? What kinds of elements should serve satisfactorily as organizing elements of a viable curriculum? How many elements

¹ The original document of the GEEC was written and promulgated in Vietnamese. Unless otherwise stated, I am responsible for all Vietnamese-English translation of the GEEC in this study.

should be included in the design of a viable curriculum and what are they?" The literature of curriculum development studies in the world has shown that there is no consensus about the answers to these questions. Tyler (1949, p. 1), for example, who is sometimes referred to as the "father" of curriculum development suggested four elements expressed in the form of four fundamental questions that must be answered by any curriculum designer(s): (1) What educational purposes should a school seek to attain? (2) What educational experiences can be provided that are likely to attain those purposes? (3) How can the educational experiences be effectively organized? (4) How can we determine whether those purposes have been attained?

In her influential book *Curriculum Development: Theory and Practice*, Taber (1962, p. 12) modified Tyler's model to become more representative of curriculum development in American schools. Following a scientific method and developing a rational design, Taber (1962, p. 12) proposed a curriculum model which consists of seven orderly elements (she called "steps"): (1) diagnosis of needs, (2) formulation of objectives, (3) selection of content, (4) organization of content, (5) selection of learning experiences, (6) organization of learning experiences, and (7) determination of what to evaluate and ways and means of doing it.

In second and/or foreign language teaching, Richards (2001, p. 41), who sees curriculum development as a process and curriculum development is mainly the task of the language teacher, proposed a curriculum development process of seven elements: (1) needs analysis, (2) situational analysis, (3) planning learning outcomes, (4) course organization, (5) selecting and preparing teaching materials, (6) providing for effective teaching, and (7) evaluation.

Based on its nature and characteristics (which will be presented below), the GEEC is developed around eight elements, all of which are central to the discussion of this study: (1) subject characteristics, (2) views of curriculum design, (3) curriculum objectives, (4) requirements to be met, (5) educational contents, (6) educational methodology, (7) assessment of learning, and (8) explanations for and guidance on curriculum implementation.

3.1. Characteristics of the GEEC

The GEEC is characterized by the following characteristics:

1. It is designed to be delivered as one of 27 subject curricula of MoET's (2018a) Total General Education Curriculum.
2. It is a national-level subject curriculum: unlike many other curricula developed by an individual teacher or an institution (school) as commonly discussed by some second and/or foreign language scholars of curriculum development (e.g. Nunan, 1987, 1991; Graves, 2000, 2005; Richards & Rodgers, 2014), the GEEC is developed and promulgated by the Ministry of Education and Training of Vietnam – the highest tier in the three-tier administrative structure of the educational system of Vietnam: central, provincial, and district.
3. It is a compulsory and multi-grade curriculum, by which is meant students must learn English as a compulsory subject from Grade 3 through to Grade 12.
4. It is a long-term curriculum; and it serves a huge body of students and teachers throughout Vietnam: every year about twenty million students and a hundred thousand teachers of English from Grade 3 through to Grade 12 are the consumers of the curriculum.
5. It is a foreign language curriculum. As a foreign language curriculum, it does not attempt to serve as a medium of instruction.

What it aims to do is to provide students with an important tool for international communication, enabling them to exchange information, scientific and technical knowledge and to learn about other cultures, thereby contributing to understanding between peoples, forming in students a sense of global citizenship, contributing to the development of their personal qualities and capacities. Through learning English and learning about different world cultures, students can better understand and love the language and culture of Vietnam.

6. As part of MoET's Total General Education Curriculum, the goal of the GEEC is not only to help students develop their communicative competences in English but also to contribute to the formation and development of their general competences such as living and working more effectively, learning other subjects better, and sustaining life-long learning.

7. As a compulsory subject which is placed within the framework of MoET's Total General Education Curriculum, English is directly inter-related with other subjects such as Vietnamese Language and Literature, Natural and Social Sciences, History and Geography, Arts, Physical Education, Computing, Experiential Education. This suggests that some components of CLIL (content and language integrated learning) should be incorporated into the GEEC to broaden students' cross-curricular vision and understanding.

8. The main objective of the GEEC is to develop students' communicative competence in English which consists of linguistic competence, sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980; Canale, 2013; see also Stern, 1993; Tarone & Yule, 1999). These aspects of communicative competence are built on the basis of a system of themes broken down into topics relevant to the learning needs, the

language abilities, and the age of students, and are achieved through using correctly linguistic knowledge (pronunciation, vocabulary, and grammar) to communicate appropriately in the four skills of listening, speaking, reading and writing. The final goal is to help students achieve the required standards as specified in the 6-Level Foreign Language Proficiency Framework of Vietnam (hereafter referred to as the VNFLPF) (see Bộ Giáo dục và Đào tạo [MoET], 2014). Specifically, students who finish primary school will have mastered Level 1 (equivalent to CEFR Level A1), students who finish lower secondary school will have mastered Level 2 (equivalent to CEFR Level A2), and students who finish upper secondary school will have mastered Level 3 (equivalent to CEFR Level B1). (For detail of CEFR standards, see Council of Europe, 2001)

3.2. Views of Curriculum Design

The GEEC has been designed to emphasize communicative competences and therefore seeks to promote more communicative teaching methods. The views of developing the GEEC are therefore:

1. To ensure that the GEEC complies with the provisions set out in MoET's (2018a) Total General Education Curriculum.
2. To ensure that communicative competences are the target of teaching; linguistic knowledge is the means to be provided to help students develop communicative competences through the four skills of listening, speaking, reading and writing; at primary level, priority is given to developing students' listening and speaking skills; at lower secondary level, listening and speaking skills continue to be developed progressively with reading and writing skills so that at upper secondary level equal attention is paid to all the four skills of listening, speaking, reading, and writing.
3. To ensure that the GEEC is delivered

through coherent and interrelated themes and topics which are meaningful and relevant to the students' worlds in terms of content and culture. These themes and topics will be revisited throughout the ten grades to enable learning to be consolidated and to ensure the spiral nature of the curriculum. Through the selection of these themes and topics, students can be equipped with contents of other subjects at an appropriate and learnable level.

4. To ensure that the teaching methods are learning-centred. Students' communicative competences are developed through creative and active communicative activities. The teacher organizes and facilitates the learning process, encourages students to engage maximally in communicative activities, and step by step helps them to take increasing responsibility for their own learning.

5. To ensure that there is continuity and connectivity of English language knowledge and skills from primary to lower secondary and to upper secondary level so that after finishing each level students' learning outcomes will be aligned with Level 1 at primary, Level 2 at lower secondary, and Level 3 at upper secondary school as specified in the VNFLPF.

6. To ensure that the GEEC is open and flexible enough to meet the local concerns, needs and capacities across a wide range of contexts in Vietnam.

3.3. Curriculum Objectives

Formulation of clear and comprehensive objectives provides essential platform for any curriculum. It helps determine what contents are important, how they should be organized (i.e. how they should be graded and sequenced), how they should be delivered, and how the learning of those contents should be assessed (Taber, 1962; Nunan, 1991; Stern, 1993).

In any national-level curriculum like the GEEC which covers a number of levels

of education, each of which covers a number of grades, there is danger that the learning contents could be broken, fragmented, discontinued and inconsistent. To overcome this problem and to systematically move students along the path towards the level of proficiency required for each level and each grade, the overall perspective of the development path from Grade 3 to Grade 12 should be carefully handled and specified in the GEEC. The view of language proficiency as a progression of stages on a continuum, which is explicit in the distribution of classes into relevant levels is extremely important for the policy of the GEEC as it helps not only textbook writers but also teachers and test/examination makers to follow exactly the same guidelines. Accordingly, the objectives of the GEEC are classified into two broad categories: general objectives and specific objectives.

The general objectives section comprises two aspects. The first aspect is linguistic and communicative in nature. It states the English language proficiency level related to what students are supposed to be able to do at the end of the general education: upon successful completion of upper secondary level, students will have mastered Level 3 as specified in the VNFLPF. This lays a foundation for what has been referred to as "transfer objective" (Stern, 1993, p. 93): English is taught in such a way that students not only acquire proficiency in the language but can generalize appropriate learning strategies and study techniques to learn other foreign languages. The second aspect is cognitive and affective. It states that the GEEC enables students (1) to acquire some general understanding of the land, people and culture of some English-speaking countries as well as of other countries in the world; (2) to have positive attitudes towards the English language, the land, people, and culture of some English-speaking countries and of other countries in the world; and (3) to form and develop

students' general qualities and competencies needed for future employment such as sense of and responsibility for labor, orientation and choice of careers appropriate to students' abilities, interests, and adaptability in the context of Industry 4.0.

The specific objectives section is related to what students can do in terms of the abilities they are supposed to be able to do with English in four communicative skills of listening, speaking, reading and writing, the linguistic and cultural knowledge they are required to acquire; their attitudes towards English language learning, and the ability to become autonomous foreign language learners; for example, in tackling other foreign languages efficiently if they are called upon to do so, in taking responsibility for their learning outcomes, and in forming life-long learning habits. Accordingly,

Upon successful completion of the primary level, students will be able to:

- communicate in simple English through the four skills of listening, speaking, reading and writing, among which listening and speaking are given priority.

- acquire basic knowledge of English language including pronunciation, vocabulary, and grammar; and through learning English, acquire some preliminary understanding of the land, people and culture of English-speaking countries and of other countries in the world.

- develop positive attitudes towards English language learning; and through learning English, have pride in and appreciation of the language and culture of Vietnam.

- develop effective learning strategies, which will support students' ability to transfer eventually to learning other foreign languages.

Upon successful completion of the lower secondary level, students will be able to:

- use English as a means of communication through the four skills of listening, speaking, reading and writing to meet basic and direct communication needs in familiar and everyday situations.

- acquire basic knowledge of English language including pronunciation, vocabulary and grammar; and through learning English, have some general understanding of the land, people and culture of English-speaking countries and of other countries in the world; and also through learning English, have some better understanding of and pride in the values of the language and culture of Vietnam.

- develop positive attitudes towards the subject English, initially know how to use English to learn other subjects.

- use different learning methods and strategies to develop communicative competences in English both inside and outside the classroom, form skills to manage study time, and develop self-learning habits.

Upon successful completion of the upper secondary level, students will be able to:

- use English as a means of communication through the four skills of listening, speaking, reading and writing to meet basic and practical communication needs on familiar topics related to school, recreational activities, career, etc.

- (continue to) acquire basic knowledge of English language including pronunciation, vocabulary, and grammar; and through learning English, have a deeper understanding of the land, people and culture of English-speaking countries and of other countries in the world; and also through learning English, understand and respect cultural diversity, and, initially know how to express in English the cultural values of Vietnam.

- use English to improve learning quality of other subjects.

- use English for future employment

and/or further education upon completion of upper secondary level.

- use a variety of learning strategies to manage learning time, apply IT in learning and self-learning, consolidate self-learning and self-assessment methodology, take responsibility for learning outcomes, and form life-long learning habits.

3.4. Requirements to be Met

The requirements that students are supposed to meet are stated in terms of general qualities and competences and in terms of specific competences.

In terms of general qualities and competences, the GEEC places its responsibility as a subject curriculum within the framework of MoET's (2018a) Total General Education Curriculum, stating that English language learning has to contribute to the total general educational development of students and promote good moral values appropriate to participation in Vietnamese society such as patriotism, compassion, diligence, honesty, accountability, and general competences such as autonomy and self-learning, communication and collaboration, problem-solving and creativity.

Specific competences are expressed in performance terms in each of the three levels of the Vietnamese general education which can be represented below.

Primary level

Upon successful completion of the primary level, students will have mastered Level 1 of the VNFLPF. Specifically, [students] "can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, acquaintances and friends. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help".

Through learning English, students will acquire some basic understanding of the land, people and culture of English-speaking countries and of other countries in the world; have positive attitudes towards English language learning; have pride in and appreciation of Vietnamese language and culture; develop good qualities including affection, self-respect, respect for friends, family, environment, diligence and honesty.

Lower secondary level

Upon successful completion of the lower secondary level, students will have mastered Level 2 of the VNFLPF. Specifically, they "can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need".

Through learning English, students will acquire some general understanding of the land, people and culture of English-speaking countries and of other countries in the world; have positive attitudes towards English language learning; have some knowledge of and pride in the values of Vietnamese culture; develop good qualities including compassion, love for family, pride in their homeland, protection of the environment, sense of self-training, and responsibility for themselves and their families.

Upper secondary level

Upon successful completion of the upper secondary level, students will have mastered Level 3 of the VNFLPF. Specifically, they "can understand the main points of clear standard input on familiar matters regularly encountered in work,

school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where English is spoken. Can produce simple connected texts on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans”.

Through learning English, students will acquire more extensive understanding of the land, people and culture of English-speaking countries and of other countries in the world; have positive attitudes towards English language learning; understand and respect cultural diversity, and basically can reflect on the values of Vietnamese culture in English; develop good qualities including love for the country and people, honesty, compassion, and responsibility for the environment and community.

3.5. Educational Contents

As with the Requirements to be met section, the Educational contents section is organized into General contents and Specific contents.

3.5.1. General Contents

It should be noted that the term “educational contents” is a translation of the Vietnamese original “nội dung giáo dục”, which sounds a bit too scholastic to many Vietnamese school teachers of English. Two similar terms which are more familiar to them and are commonly used in English language teaching are “syllabus” and “content of teaching”. For the purpose of this discussion and to avoid confusion of terminology, we shall not use the term “educational contents” but, instead, we shall use the terms “syllabus” and “content of teaching” interchangeably.

How many components should the GEEC syllabus consist of? What contents of teaching should be included in the GEEC syllabus? How much English language knowledge and what levels of English

language skills should be incorporated into the GEEC syllabus so that upon successful completion of Grade 12, students will have achieved Level 3 of the VNFLPF?

It should be noted that “... there are many different conceptions of a language syllabus. Different approaches and methods reflect different understandings of the nature of language and different views as to what the essential building blocks of language proficiency are, such as vocabulary, grammar, functions, or text-types” (Richards & Rodgers, 2014, p. 364). It is, therefore, not surprising that language syllabuses are of various types. Scholars such as Corder (1977), Wilkins (1983), Strevens (1985), Nunan (1988), Munby (1997), and many others categorise language syllabuses into grammatical or structural syllabus, situational syllabus, notional syllabus, notional-functional syllabus, communicative syllabus, and so on. In actual practice, however, there is hardly any language syllabus which focuses exclusively on one single aspect of language or communication as such. Unlike these types of syllabuses, the GEEC has taken an integrated approach, organizing the syllabus into experiential content consisting of “chủ điểm (themes) and chủ đề (topics)”, “năng lực giao tiếp (communicative competences/functions)”, and “kiến thức ngôn ngữ (linguistic knowledge)”. In the conception of the GEEC, “theme” is a superordinate unit and thus is general, and “topic” is a subordinate one and thus is specific; and the delineated sequence of themes – topics – communicative competences/ functions – linguistic knowledge can be roughly explained as follows: the contents of teaching consist of themes each of which is realized in a number of topics each of which is expressed in a number of communicative competences/ functions each of which is expressed in pronunciation (sounds), vocabulary (words), and grammar (structures). It can be noted here that cultural

contents are not explicit in the design of the GEEC syllabus with the implication that they are not taught systematically. They appear in actual topics realized in texts. Which topic/text is selected is the task of the textbook writers. Students can acquire or learn the cultural contents when they are tackling these selected topics/texts (see Hoang, 2015). These elements of themes – topics – communicative competences/

functions – linguistic knowledge are thought to be adequate for the purpose of the GEEC syllabus. Below are some details of each of these elements.

Themes. Based on the requirements to be met and on students’ age, experiences, needs, abilities, the GEEC syllabus has selected twelve themes, four for each level of education which can be presented in Table 1.

Table 1

Themes Selected for the GEEC Syllabus

Primary level (Cấp tiểu học)	1. Me and my friends (Em và những người bạn của em) 2. Me and my school (Em và trường học của em) 3. Me and my family (Em và gia đình em) 4. Me and the world around (Em và thế giới quanh em)
Lower secondary level (Cấp trung học cơ sở)	1. Our communities (Cộng đồng của chúng ta) 2. Our heritage (Di sản của chúng ta) 3. Our world (Thế giới của chúng ta) 4. Visions of the future (Tầm nhìn tương lai)
Upper secondary level (Cấp trung học phổ thông)	1. Our lives (Cuộc sống của chúng ta) 2. Our society (Xã hội của chúng ta) 3. Our environment (Môi trường của chúng ta) 4. Our future (Tương lai của chúng ta)

Topics. Once a theme has been selected, it can be broken down into several related topics. Table 2 provides a fragment

of themes and their derived topics selected for the primary level. (For more detail, see Bộ Giáo dục và Đào tạo [MoET], 2018b, pp. 11-16)

Table 2

A Fragment of Themes and Their Derived Topics Selected for the Primary Level

Themes	Topics
Me and my friends (Em và những người bạn của em)	Myself (Bản thân)
	My friends (Những người bạn của em)
	Things I can do (Những việc có thể làm)
	Daily activities (Hoạt động hằng ngày)
	Where I live (Nơi em sinh sống)
	My hobbies, dreams (Sở thích, ước mơ)
	... ²

² The three dots (...) put at the end of each list of topics are intended to show the flexibility and openness of the GEEC. It means that apart from the topics suggested by the curriculum developers, textbook writers and teachers can select other topics to meet the needs of their students and to suit the diverse teaching and learning conditions of their localities.

	My school (Trường học của em)
	My classroom (Lớp học của em)
	School objects (Đồ dùng, phương tiện học tập)
Me and my school	School learning activities (Hoạt động học tập ở trường)
(Em và trường học của em)	My favourite subject(s) and school activities (Môn học và hoạt động yêu thích ở trường)
	Jobs (Nghề nghiệp)
	...

Communicative competences. Since Dell Hymes's (1972) seminal study "On Communicative Competence", a number of definitions of communicative competences have been offered in foreign and/or second language teaching. In the GEEC, communicative competences are defined generally as the abilities to communicate appropriately and successfully using phonological, lexical and grammatical systems of language in meaningful contexts. Communicative competences are demonstrated

through communicative functions and tasks and are developed through integrated practice of the four skills of listening, speaking, reading and writing. In addition, the GEEC states that communicative competences are selected on an open-manner basis and are closely related to themes and topics. Table 3 presents an example of communicative competences selected in relation to Themes for the lower secondary level. (For more detail, see Bộ Giáo dục và Đào tạo [MoET], 2018b, pp. 19-21)

Table 3

Themes and Their Related Communicative Competences Selected for the Lower Secondary Level

Themes	Communicative Competences
Our communities (Cộng đồng của chúng ta)	Describe favourite school activities (Miêu tả hoạt động yêu thích ở trường) Describe a person (appearance, personalities, etc.) (Miêu tả một người cụ thể: ngoại hình, tính cách, ...) Describe a simple experience (Miêu tả trải nghiệm đơn giản) Ask about and describe famous places (Hỏi và miêu tả những địa danh nổi tiếng) Talk about leisure activities (Nói về hoạt động những thời gian rảnh rỗi) Talk about types of community services (Nói về các loại dịch vụ cộng đồng) Write simple texts (messages, notes, invitation cards) (Viết các văn bản đơn giản: lời nhắn, ghi chép, thiệp mời, ...) ...
Our heritage (Di sản của chúng ta)	Express agreement/disagreement and give reasons (Diễn đạt sự đồng ý/không đồng ý và giải thích lí do) Give simple pieces of advice (Đưa ra lời khuyên đơn giản) Describe and compare famous natural wonders, discuss ways to protect and preserve natural wonders (Miêu tả và so sánh một kì quan, thảo luận cách thức bảo vệ, bảo tồn các kì quan) Describe a traditional family (Miêu tả gia đình truyền thống) Describe festivals (Miêu tả các lễ hội)

Describe food and drinks of a locality (Miêu tả thức ăn và đồ uống của một địa phương)

Discuss family customs and traditions (Thảo luận về phong tục và truyền thống gia đình)

...

Linguistic knowledge

Linguistic knowledge includes three elements: pronunciation, vocabulary, and grammar. These linguistic knowledge elements act as a means to enable students to form and develop their communicative competences through the four skills of listening, speaking, reading and writing. They are introduced sequentially and can be recycled and expanded over the three levels of education in concentric spiral direction. The elements of linguistic knowledge are stated generally in the GEEC as follows.

Pronunciation

Primary level. The phonological contents introduced at the primary level fall into two domains: oral domain and written domain. The contents selected in the oral domain include vowels, consonants, some consonant clusters, word stress, sentence stress, basic rhythm and intonation. The content selected in the written domain concerns the letter-sound correspondence to enable students to correctly spell, pronounce, read and write the words and phrases introduced.

Lower secondary level. The phonological contents introduced at the lower secondary level include monophthongs and diphthongs, semivowels, consonants, consonant clusters, word stress, sentence stress, rhythm and intonation.

Upper secondary level. The phonological contents introduced at the upper secondary level include diphthongs, consonants, consonant clusters, word stress, strong forms, weak forms, elision, assimilation, linking, sentence stress, rhythm and intonation.

Vocabulary

Primary level. The vocabulary introduced at the primary level includes common and simple words at the VNFLPF Level 1 related to the themes and topics. The number of vocabulary items to be learnt suggested for the primary level is around 600-700.

Lower secondary level. The vocabulary introduced at the lower secondary school level includes common words in spoken and written English at the VNFLPF Level 2 related to the themes and topics. The number of vocabulary items to be learnt suggested for the lower secondary level is around 800-1000 (excluding the vocabulary already introduced at the primary level).

Upper secondary level. The vocabulary introduced at the upper secondary level includes common words used in spoken and written English at the VNFLPF Level 3 related to the themes and topics. The number of vocabulary items to be learnt suggested for the upper secondary level is around 600-800 (excluding the vocabulary already introduced in the primary and lower secondary levels).

Altogether, upon successful completion of the GEEC, students will have acquired around 2,500 vocabulary items.

Grammar

Primary level. The grammar introduced at the primary level includes items and structures which serve to develop students' communicative competences at the VNFLPF Level 1 such as statements, questions, imperatives, affirmatives, negatives, simple sentences, simple present tense, present continuous tense, past simple tense,

future simple tense, modal verbs, singular and plural nouns, countable and uncountable nouns, possessives, comparatives, pronouns, cardinal numbers, ordinal numbers, common prepositions, conjunctions, articles, etc.

Lower secondary level. The grammar introduced at the lower secondary level consolidates and extends the grammatical items and structures already introduced at the primary level. They include items and structures which serve to develop students' communicative competences at the VNFLPF Level 2 such as reported speech, questions, imperative sentences, exclamatory sentences, affirmative sentences, negative sentences, simple sentence, compound sentences, conditional sentences (Type 1), relative clauses, present simple tense, present continuous tense, past simple tense, past continuous tense, future simple tense, immediate future, modal verbs, infinitive, gerund, countable and uncountable nouns, possessive case, cardinal numbers, ordinal numbers, comparative adjectives, demonstrative pronouns, interrogative pronouns, relative pronouns, reflexive pronouns, possessive pronouns, adverbs, prepositions, conjunctions, definite and indefinite articles, etc.

Upper secondary level. The grammar introduced at the upper secondary level consolidates and extends the grammatical items and structures already introduced at the primary and lower secondary levels. They include items and structures which serve to develop students' communicative competences at the VNFLPF Level 3 such as relative clauses,

Table 4

Alignment of Themes, Topics, Communicative Competences Stated in Terms of Language Skills and Elements of Linguistic Knowledge

Themes	Topics	Communicative competences	Linguistic knowledge
		Listening - Understand the main points of dialogues, monologues of 200-230 words on the topics of	Pronunciation Strong and weak forms of words, contracted forms, link-ups, stress, rhythm, elision.

conditional sentences (Type 1), conditional sentences (Type 2), active voice, passive voices, direct speech, indirect speech, compound sentences, complex sentences, present simple tense, present continuous tense, present perfect tense, past simple tense, past continuous tense, past perfect tense, future simple tense, future continuous tense, immediate future, conjunctions, modal verbs, phrasal verbs, etc.

3.5.2. Specific Contents

Specific contents take up the largest textual space in the GEEC. They are designed horizontally and vertically. Horizontally, specific contents are organized around themes, topics, communicative competences/functions stated in terms of language skills of listening, speaking, reading, and writing, and linguistic knowledge elements of pronunciation, vocabulary, and grammar. Vertically, these four aspects of content are delivered in a way that learning is stimulating, consolidated and expanded to affirm the spiral nature of the curriculum. The purpose of the horizontal and vertical design is to enable textbook writers to see more clearly the body of linguistic knowledge and the levels of language skills needed to develop in their textbooks for each grade and each level of education. Below is an example of the alignment of themes, topics, communicative competences stated in terms of language skills and linguistic knowledge elements designed for Grade 11 (For details of the Vietnamese original, see Bộ Giáo dục và Đào tạo [MoET], 2018b, pp. 43-44).

<p>Our lives (Cuộc sống của chúng ta)</p>	<p>- Healthy lifestyles</p>	<p>personal interest specified in the curriculum. - Follow the main points of discussion, provided speech is clearly articulated. - Understand short narratives and form hypotheses about what will happen next.</p>	<p>Rising intonation, falling intonation, intonations of Yes/No questions, Wh-questions, alternative questions, tag questions, offer questions, suggestion questions ...</p>
<p>Our society (Xã hội của chúng ta)</p>	<p>- Generation gap - Becoming independent - Current social issues</p>	<p>Speaking - Pronounce clearly and relatively accurately the stress, link-ups, intonation and rhythm of different types of sentences. - Start, maintain and close a conversation, discussion of the topics specified in the curriculum. - Give detailed instructions. - Present preparedly projects on the topics specified in the curriculum.</p>	<p>Vocabulary Words related to themes and topics of Grade 11 Grammar Past simple tense and present perfect tense Modal verbs: <i>must vs. have to</i> Linking verbs: <i>be, seem</i>, etc. Stative verbs in progressive tense Gerunds (used as subject, object, etc.)</p>
<p>Our environment (Môi trường của chúng ta)</p>	<p>- Preserving world heritage</p>	<p>Reading - Read and comprehend the main points, specific contents of texts of 250-280 words on current and familiar topics. - Read and comprehend the main points, specific contents of news and articles on a current topic or event and understand the overall meaning of the text. - Skim short texts to find relevant facts and information.</p>	<p>Participles and clauses with <i>to</i> infinitive Perfect gerund and perfect participle Connectors Word formation: compound nouns Cleft sentences: <i>It is/was ... that</i> clause ...</p>
<p>Our future (Tương lai của chúng ta)</p>	<p>- Health and longevity</p>	<p>Writing - Write texts (with opening, development and conclusion) of 150-180 words on familiar topics. - Write personal letters asking for complete and detailed information about products or services. - Write to convey short and simple factual information to friends or acquaintances.</p>	<p>...</p>

3.6. Educational Methodology

The history of second and/or foreign language teaching in the world has witnessed the prevalence and decline of quite a number of methods and approaches: Grammar Translation Method, Direct Method, Structural Method, Reading Method, Audiolingual Method, Silent Way, Suggestopedia, Total Physical Response, Situational Method, Communicative Language Teaching, and many others (see Rivers, 1970; Larsen-Freeman, 2003; Brown, 2014; Brown & Lee, 2015; Richards, 2017; Richards & Rodgers, 2014). It has been observed that although there has been a preference for particular methods at different times, these methods often continue in some form long after they have fallen out of favour with the grammar translation method still alive and well in several parts of the world including Vietnam.

Today, foreign language teaching is not easily categorised into methods and trends. Instead, each teacher is called on to develop a sound approach to various English classrooms he or she is teaching. It is for this reason that the general approach to English language teaching in Vietnamese schools suggested in the GEEC is Communicative Language Teaching (CLT). There are a number of reasons to adopt CLT, but two seem to stand out. First, CLT is an approach (see Widdowson, 1978; Nunan, 1991; Brown, 2014; Harmer, 2007; Brown & Lee, 2015). As an approach, it can accommodate different methods and techniques of teaching, focusing not only on the formation and development of students' communicative competences but also on their ability to use linguistic knowledge (pronunciation, vocabulary, and grammar) to produce correct and appropriate utterances through the four communicative skills of listening, speaking, reading and writing. And secondly, CLT has many points in common with the learner-centered approach (Nunan,

1991; Hoang, 2007) which has been recognized worldwide.

Two things should be noted here. First, although CLT is adopted in the GEEC, it is advisable that teaching English in general education schools should be based on a locally appropriate application of CLT and an understanding of the psychological characteristics of students who are moving from childhood (primary level) to adolescence (lower secondary) and to young adulthood (upper secondary). Secondly, although the learner-centred approach to foreign language teaching has been recognized worldwide, in actual classroom practice both the learner-centred and the teacher-centred approaches can co-exist; neither of them can monopolise over the other. The dominance of one approach over the other depends on a number of factors, but in Vietnamese general education context, age and the level of language proficiency that the students have reached seem to be the main ones.

Primary school children (aged 6-10) start learning English from the beginning. At these ages, they are still developing their cognitive skills. They are concrete in their thinking and need a curriculum which arises from their own personal experiences. They can learn best when they are actively engaged both physically and mentally. They have the capacity to learn a new language, but this is best achieved when their language learning arises from themes and topics which interest them, and which start from their own personal experiences. At this stage, young children do not have the capacity to analyse English formally or abstractly. They learn by doing, which means they must have many opportunities to practise their developing skills in familiar settings and when talking about topics they know and are interested in (Stern, 1967; Rivers, 1970; Cameron, 2011; Scott & Ytreberg, 2011; Rixon & Papp, 2018; Hoang, 2020b). In the classroom, primary

school children are still strongly dependent on the teacher. They understand English only in bits, guided from smaller bits to larger ones by the teacher, until the mysterious moment which children can understand and produce the whole meaningful utterance for themselves. While children are at the beginning stage of English language learning, the teacher should first draw them along through a series of prepared learning activities. The predominant teaching method in these ages is naturally more teacher-centred. It is characterized by the facts that students produce and create utterances in English not perfectly and with many errors and mistakes, and the teacher's task is to encourage students to communicate, to steer them away from errors and misleading, to provide them with many opportunities to practice their language skills in meaningful contexts so that gradually they can infer for themselves the rules for constructing sentences, using new vocabulary, and raise awareness of usage, acceptability and appropriateness.

Lower secondary school students (aged 11-14) have reached Level 1 of the VNFLPF. They are in the stage of transitioning from childhood to adolescence. They are developing rapidly, both emotionally and physically, and are able to accomplish more complex cognitive functions. They are developing the capacity for logical thinking – to analyse English in ways that they could not do as primary-age students – and the ability to think in more abstract ways. At the same time, they are becoming more independent in their social worlds. While the teacher needs to take account of these changes, he or she should also recognise that students at these ages still need considerable guidance and structure in their lives and in their learning. In terms of English language knowledge and skills, lower secondary school students can understand and produce rather correctly and appropriately some connected sentences for

themselves. It is time the teaching approach should be changed: the teacher can exercise both teacher-centred and learner-centred approaches alternatively depending on the particular activity he or she is teaching.

Upper secondary school students (aged 15-17) have reached Level 2 of the VNFLPF. They are in the stage of transitioning from adolescence to young adults (late teens). They are increasingly developing in terms of mentality, intelligence and complex cognitive functions. At these ages, upper secondary school students can develop empathy, see others' viewpoints and put themselves in others' perspectives. Logical thinking and the ability to solve theoretical issues are also increased. Moreover, students are also becoming more dependent in social settings. The teacher needs to consider these changes, to help them become more confident in their abilities, as well as help them improve their skills to take responsibilities of themselves and their studies. Also at these ages, upper secondary school students' English language knowledge and skills have considerably improved and expanded compared to the knowledge and skills of English language attained in primary and lower secondary schools: they can understand and make themselves understood rather easily and freely in English. The teaching approach should, therefore, be more learner-centred. The teacher's task is to supply students with great quantities of reading and listening materials, to facilitate and monitor their practice in speaking and writing, to plug gaps in their learning, to stretch their capacity for learning, and to lead them towards that state in which they can come to think in English – to depend less and less on the mediation of Vietnamese (see MoET, 2018b; see also Strevens, 1985; Breen & Candlin, 2001). In other words, young adult school students should be given maximum opportunity to increase the language fluency and accuracy to attain Level 3 of the

VNFLPF. This process must be maintained consistently to encourage students to gain skills in life-long learning, nurture positive moral values and global citizens' awareness to participate in social and cultural activities.

It can be seen that both learner-centred and teacher-centred approaches have their part to play in successful learning-centred lessons. However, teachers must remember that if their students are going to acquire the ability to communicate in English they must have sufficient opportunity to use the language in the classroom. Lessons which are predominantly teacher-centred will not provide students with sufficient opportunity to use the language in meaningful contexts. Meaningful use of language is essential for achieving any degree of communicative competence. This meaningful use of language requires students' interaction with all the resources available to them, the teacher, other students, the textbook and, wherever available, electronic resources. The curriculum shall be implemented in the classroom through tasks and activities for all the four skills which require students to engage in meaningful interaction using the language.

The adoption of CLT and the learner-centred approach redefines the role of the teacher and student. The CLT teacher assumes many roles, among which four are considered prominent: an instructor and educator, a mentor, a participant in the teaching-learning process, and a learner and a researcher. Similarly, the CLT student assumes a variety of roles, among which three are considered important: an active and effective negotiator with himself/herself in the learning process, an active and effective negotiator with peers in groups and in the class, and an active and effective participant in a collaborative teaching-learning environment (Bộ Giáo dục và Đào tạo [MoET], 2018b, pp. 48-50; see also Breen & Candlin, 2001; Hoang, 2007).

3.7. *Assessment of Learning*

Teaching without assessment of learning is not teaching at all. Assessment of learning provides feedback on the communicative competences acquired by students during and by the end of a learning stage. This contributes to encouraging and guiding students in the learning process, enabling teachers and schools to assess students' performance, thereby adjusting the teaching methodology of the subject to suit specific teaching and learning context. The principles, methods, and formats of assessing students' learning are explicitly stated in the GEEC as follows:

Assessment of students' learning must adhere to the teaching objectives and contents of the curriculum, must be based on the requirements for communication skills at each grade, and must aim at enabling students to achieve respective levels of communicative competences at the end of primary, lower secondary and upper secondary levels.

Assessment of students' learning suggested in MoET's (2018b) GEEC includes formative assessment and summative assessment. Formative assessment is carried out continuously through teaching activities in the classroom. In the teaching process, priority should be given to formative assessment as it enables both students and teachers to see students' progress towards achieving the objectives of the curriculum. At designated points throughout the school year, such as at the end of each term and each school-year, summative assessment will be used to gauge students' achievement of the objectives. The assessment at the end of primary, lower secondary and upper secondary levels should be based on the language proficiency requirements specified in the VNFLPF: Level 1 for the primary, Level 2 for the lower secondary, and Level 3 for the upper secondary.

Throughout the teaching process, assessment of students' learning must include a combination of quantitative assessment and qualitative assessment which consists of teachers' assessment, students' peer assessment, and students' self-assessment. Formats of assessment should be consistent with the teaching methodology used in the classroom, including speaking test (in the form of dialogue or monologue) and written test in the form of integrated language skills (listening, reading, and writing) and linguistic knowledge (pronunciation, vocabulary, and grammar), combining both objective (multiple-choice questions) and subjective (sentence, paragraph, and essay writing) modes. The national examination at the end of Grade 12 must conform to the objectives of the GEEC and must resonate with the teaching methodology suggested in the GEEC.

3.8. Explanations for and Guidance on Curriculum Implementation

A national-level curriculum such as the GEEC will be incomplete or even incomprehensive without providing conditions for successful implementation since it would be hard for institutions and people in the lower tiers (provincial departments of education, teachers, teacher-training institutions) to exercise the curriculum successfully. Below are MoET's (2018b) GEEC guiding details.

3.8.1. Allocation of Teaching Time

English as a subject in the GEEC is taught from Grade 3 to Grade 12 and complies with the provisions defined in MoET's (2018a) Total General Education Curriculum regarding the allocation of time for teaching the subject, specifically:

Primary (4 periods/week)			Lower secondary (3 periods/week)				Upper secondary (3 periods/week)			Total
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
140	140	140	105	105	105	105	105	105	105	1155
420 periods			420 periods				315 periods			

3.8.2. Conditions for Successful Curriculum Implementation

Teachers

- There should be sufficient number of teachers to cover sufficient periods according to teaching plans in school. Teachers must have minimum English language qualification and pedagogical competency relevant to their educational level as prescribed by the MoET.

- Teachers should receive adequate training to be able to deliver the teaching contents of the GEEC. For teachers who are qualified, in-service training should be provided on a regular basis to enable them to

implement successfully the objectives, teaching contents and teaching methodology specified in the GEEC. Teachers should also receive training on testing and assessment and using modern teaching equipment.

- The capacity to evaluate textbooks and teaching materials of teachers should be strengthened to meet the learning outcomes prescribed for each educational level.

Teacher-training institutions

- In-service English teacher training institutions should refer to the GEEC to ensure their training programs are in line with actual requirements.

- In-service English teacher training

institutions should provide teachers with opportunities to strengthen their capacity to design appropriate formative and summative tests and examinations, and support students to develop their communicative competences equivalent to the designated levels of proficiency specified in the GEEC.

Facilities

- Minimum conditions for textbooks, infrastructure and equipment must comply with the regulations of the MoET.

- Schools with available resources should connect to the Internet, equipped with computers, screens and projectors, and English teaching software; encourage the use of information technology equipment to support English language teaching and learning.

- The class size must not exceed what is prescribed by the MoET.

3.8.3. Direction for Development of General Competences

Learning methodology

Good learning methodology will enable students to effectively develop their communicative competences in English. Students need to formulate some basic learning methods such as how to define learning objectives and plans, how to practice communication skills and learn linguistic knowledge, how to use learning materials and electronic resources, how to actively engage in interactive learning activities, self-assess and adjust their own learning activities and plans.

Students should choose learning methods that are suited to their personal capacities, characteristics and learning conditions. Appropriate learning methods enable students to learn actively and effectively, thereby becoming learners capable of learning independently in the future.

Life-long learning

The world is in a strong process of

globalization. Globalization creates both opportunities and challenges for each nation and each individual. To be able to compete on a global scale, students need to constantly develop the ability to update their knowledge and skills. Learning does not stop once students finish upper secondary school, even if they do not progress to further education. Therefore, as a part of MoET's (2018a) Total General Education Curriculum, the GEEC should contribute to providing students with appropriate learning methods, step by step orienting them to form life-long learning habits.

The GEEC aims to develop in students the skills and capacities to become independent learners, taking advantage of both formal and informal learning opportunities as appropriate to their individual needs. Together with enabling students to develop their capacity for self-assessing their existing knowledge and skills to identify areas for future development, students should be provided with a strong foundation of independent learning and life-long learning habits, thereby identifying their future careers so as to contribute their part to the development of Vietnam throughout their lives.

4. Conclusion

In this paper, we have made an attempt to present and interpret some of the most essential points of MoET's 2018 General Education English Curriculum. To achieve the goal of the study, we raised three questions for exploration: (1) "What are the backgrounds to the development and promulgation of MoET's 2018 GEEC?", (2) "What are the prominent characteristics of MoET's 2018 GEEC?", and (3) "How is MoET's 2018 GEEC structured and why is it structured in the way it is?". In addressing the first question, we tried to show that the promulgation of the GEEC is the result of successive periods of educational reforms in

Vietnam since the 1950s, and the development of the GEEC is based on sound legal, scientific and practical foundations: The Prime Minister's Decisions 1400 and 2080 issued in 2008 and 2017, MoET's 2018 Total General Education Curriculum, MoET's three pilot English language curricula promulgated in 2010, 2012a, and 2012b respectively, and the strong needs to improve the level of English language proficiency for young Vietnamese people in the context of integration and globalisation. To answer the second question, our study indicated clearly that the GEEC is a subject, national-level, compulsory, long-term, and multi-grade foreign language curriculum. And in addressing the third question, we observed that different from other foreign language curricula, the GEEC is organized around eight elements: (1) subject characteristics, (2) views of curriculum design, (3) curriculum objectives, (4) requirements to be met, (5) educational contents, (6) educational methodology, (7) assessment of learning, and (8) explanations for and guidance on curriculum implementation. We examined in some depth all these eight organizing elements of the GEEC, highlighting a number of the important points that characterize the curriculum.

A curriculum which is designed and implemented by an individual teacher or an individual institution (school) is extremely complex. A curriculum which is of national level and implemented nationwide for a number of years, covering quite a number of dimensions, and involving the participation of a huge body of people as the GEEC is surely much and much more so. Misunderstandings of the curriculum document and encountering problems in the process of implementation are inevitable. Hopefully, this study will be of benefit to Vietnamese school teachers of English, English textbook writers, English test and examination makers, and educational administrators – those people who are

directly involved in the implementation of the GEEC and contribute their parts to the success of the curriculum at present and in the years to come.

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GIẢI THÍCH CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG MÔN TIẾNG ANH NĂM 2018 CỦA BỘ GIÁO DỤC VÀ ĐÀO TẠO

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Tóm tắt: Trong bài viết này với tư cách là người phát triển chính tài liệu, tôi sẽ cố gắng giải thích và làm rõ một số nội dung cơ bản của Chương trình giáo dục phổ thông tiếng Anh được Bộ Giáo dục và Đào tạo ban hành ngày 26 tháng 12 năm 2018. Ba câu hỏi được nêu ra để nghiên cứu là: (1) “Cơ sở của việc phát triển và ban hành Chương trình giáo dục phổ thông môn tiếng Anh năm 2018 của Bộ Giáo dục và Đào tạo là gì?”, (2) “Các đặc điểm nổi bật của Chương trình giáo dục phổ thông môn tiếng Anh năm 2018 của Bộ Giáo dục và Đào tạo là gì?”, (3) “Chương trình giáo dục phổ thông môn tiếng Anh năm 2018 của Bộ Giáo dục và Đào tạo được cấu trúc như thế nào và tại sao nó được cấu trúc như vậy?” Những câu hỏi này sẽ được giải quyết chi tiết trong suốt bài viết.

Từ khóa: Chương trình giáo dục phổ thông môn tiếng Anh năm 2018 của Bộ Giáo dục và Đào tạo