

Realizing 2371/QĐ-TTg: Investigating Vietnamese Pre-service Teachers' Views, Orientations, Challenges, and Expectations in Developing Linguistic Readiness.

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1. BACKGROUND

Vietnam has increasingly emphasized English education as part of its international integration. Decision No. 2371/QĐ-TTg aims to promote English as a second language in schools for 2025–2035, with a vision to 2045.

As future implementers of this policy, pre-service teachers need adequate linguistic and professional readiness. However, limited research has examined their perspectives, challenges, and expectations regarding this initiative.

2. RESEARCH GAP

Mainly focused on EFL teaching, CLIL/EMI implementation

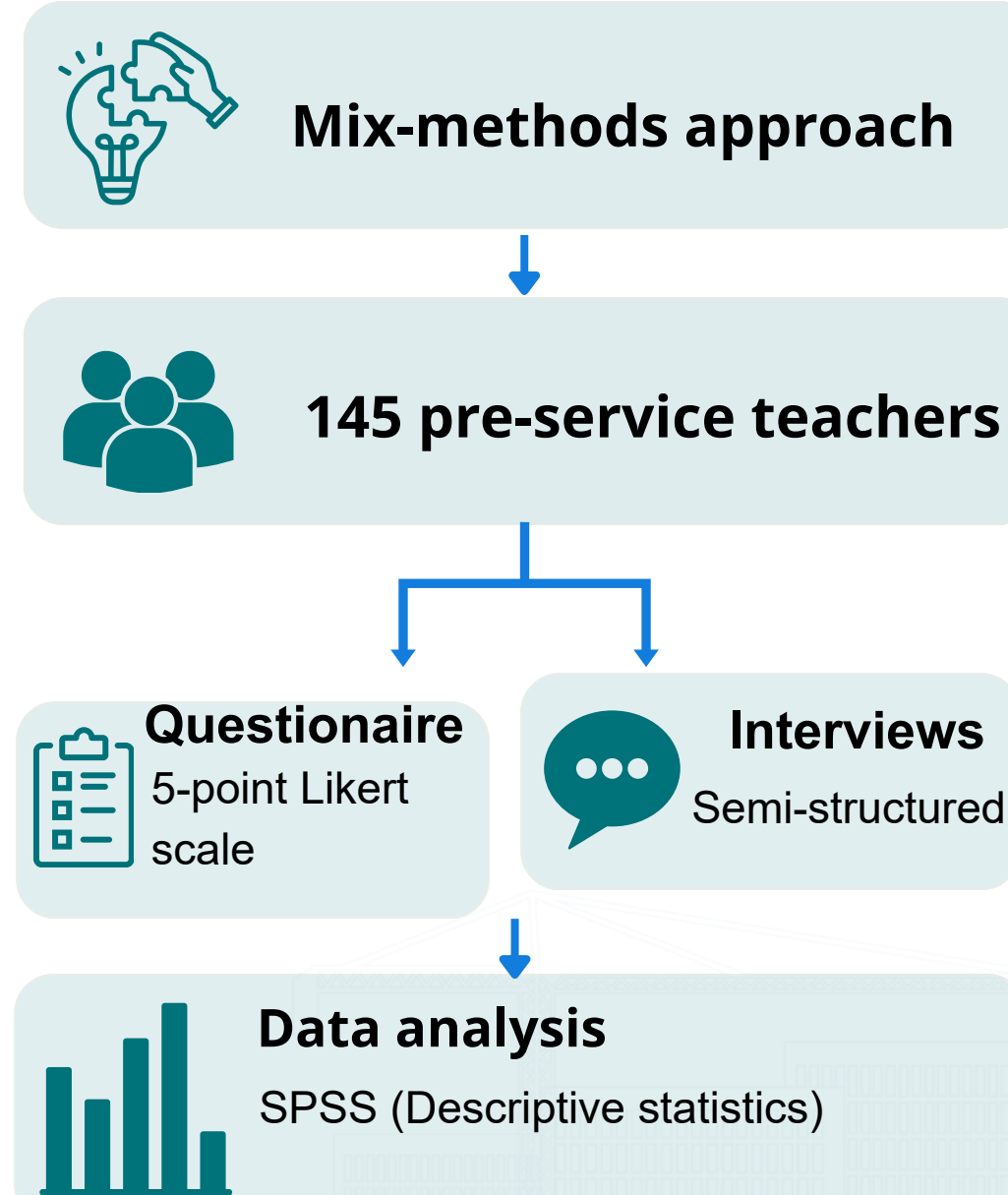
Limited attention has been paid to Vietnamese pre-service teachers.

More evidence is needed to understand their readiness.

3. RESEARCH QUESTIONS

1. What are pre-service teachers' perspectives on Decision 2371/QĐ-TTg?
2. What challenges do pre-service teachers face in developing linguistic readiness?
3. What suggestions do pre-service teachers have for effective implementation of Decision 2371/QĐ-TTg?
4. What are pre-service teachers' future orientations regarding the implementation of Decision 2371/QĐ-TTg?

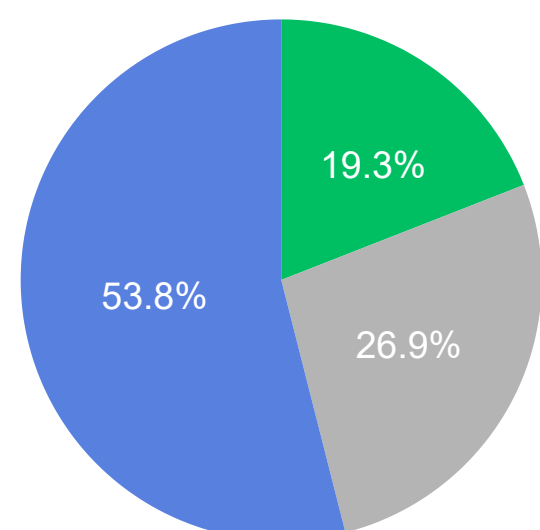
4. METHODOLOGY



5. KEY FINDINGS

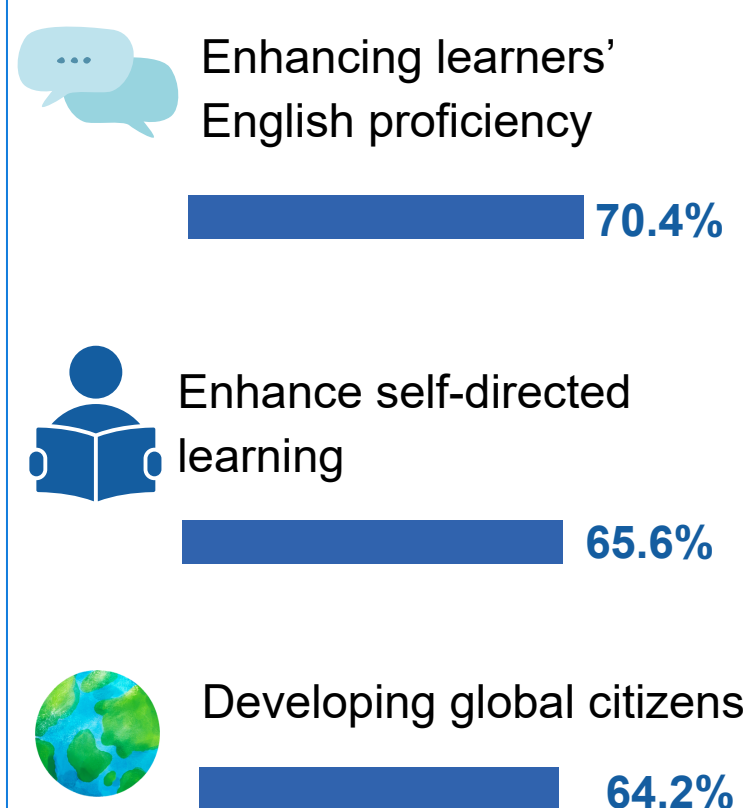
① PRE-SERVICE TEACHERS' PERSPECTIVES

AWARENESS OF DECISION 2371 QĐ-TTg

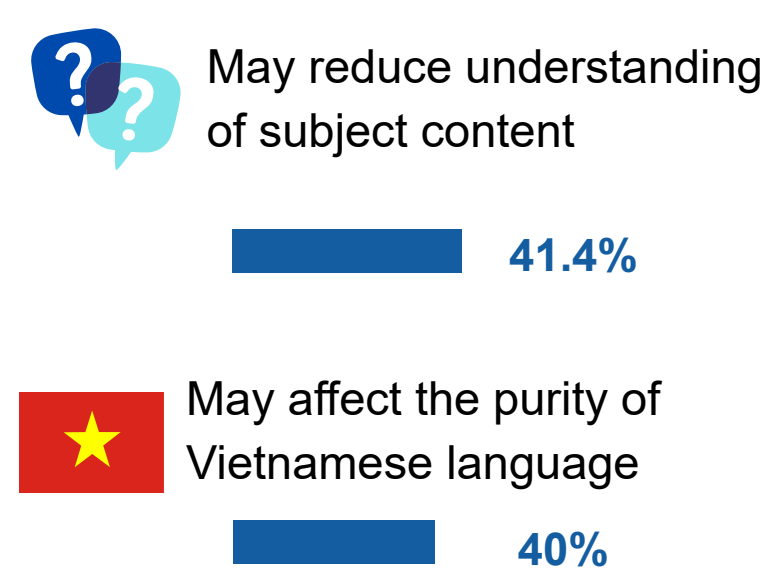


■ Heard but unclear
■ Heard and understood
■ Never heard

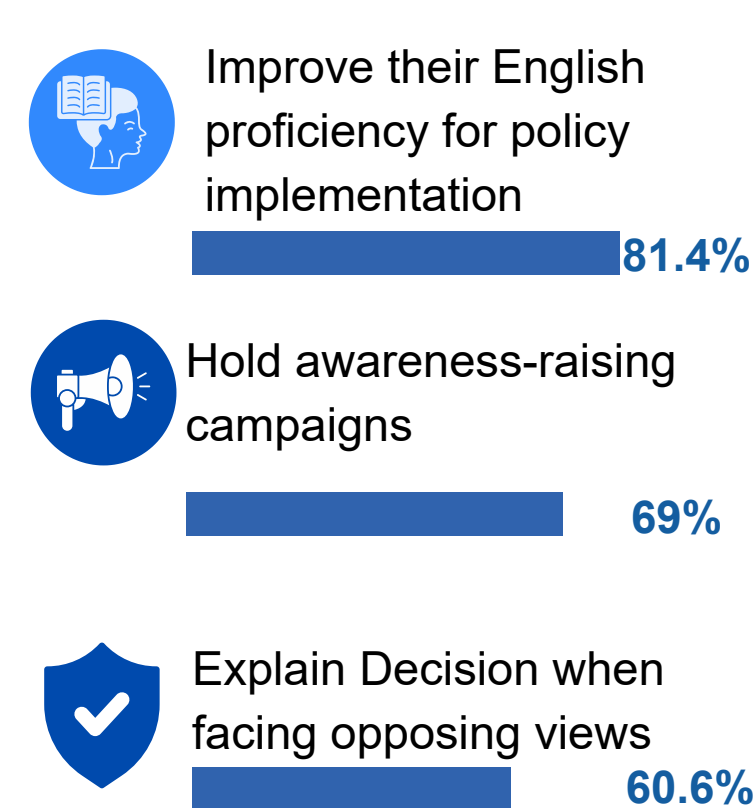
PERCEIVED BENEFITS (Positive responses)



CONCERNS & BIASES (Agreement)



FUTURE ACTIONS (Positive responses)

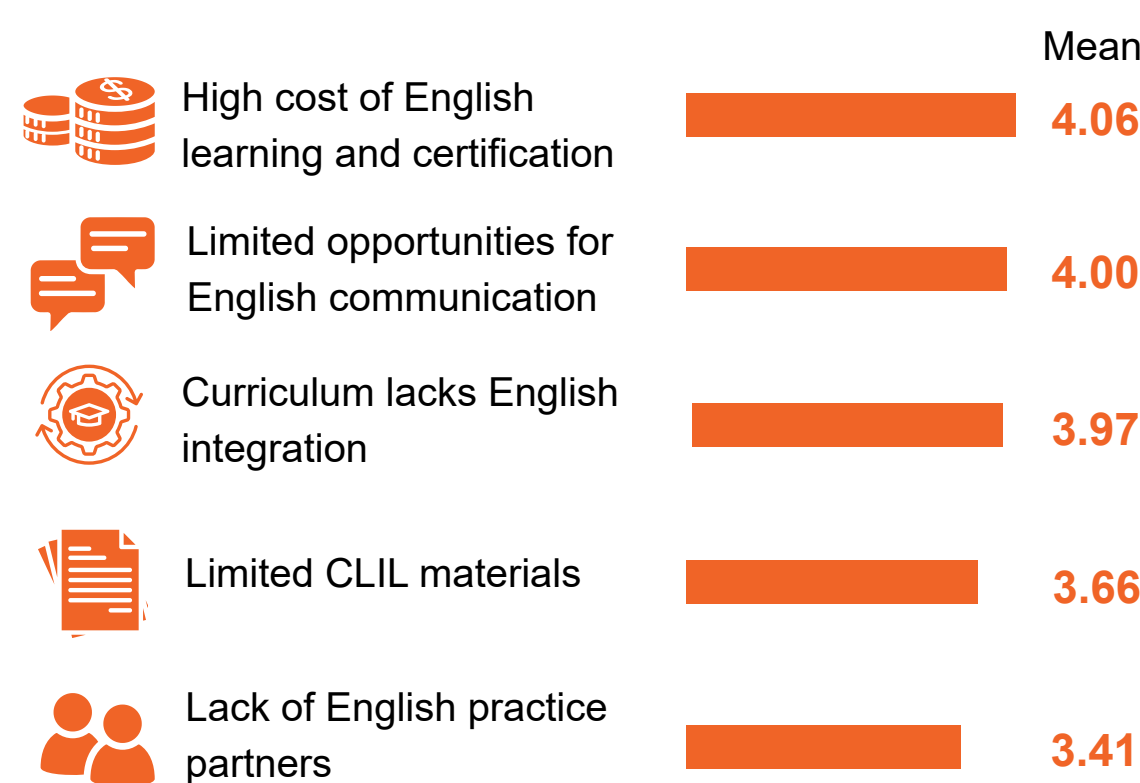


② CHALLENGES TO LINGUISTIC READINESS

INDIVIDUAL CHALLENGES

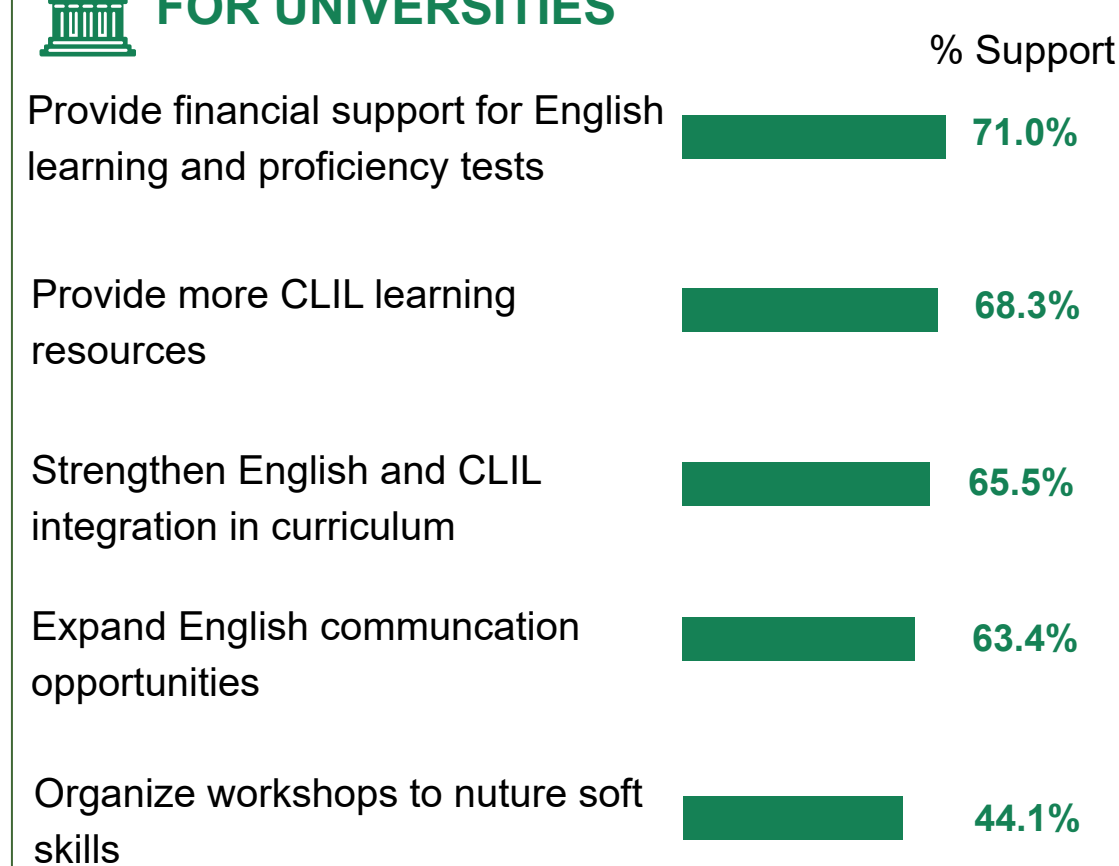


INSTITUTIONAL CHALLENGES

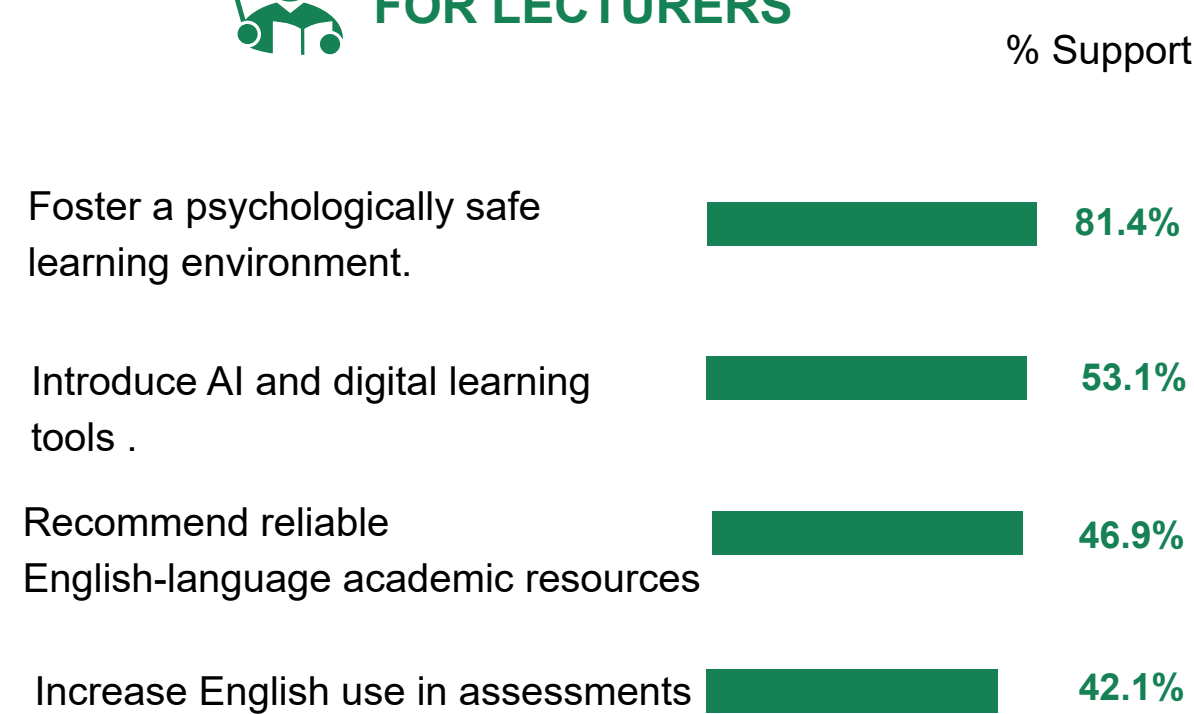


③ EXPECTATIONS AND SUGGESTIONS

FOR UNIVERSITIES

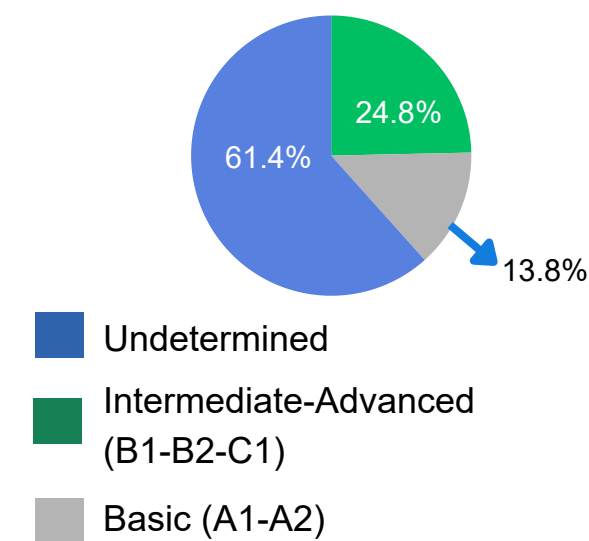


FOR LECTURERS

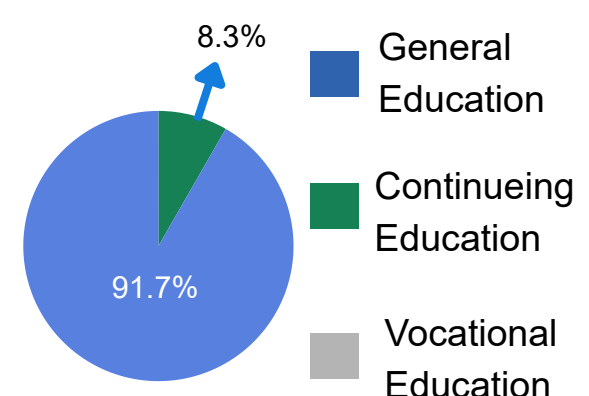


④ ORIENTATIONS

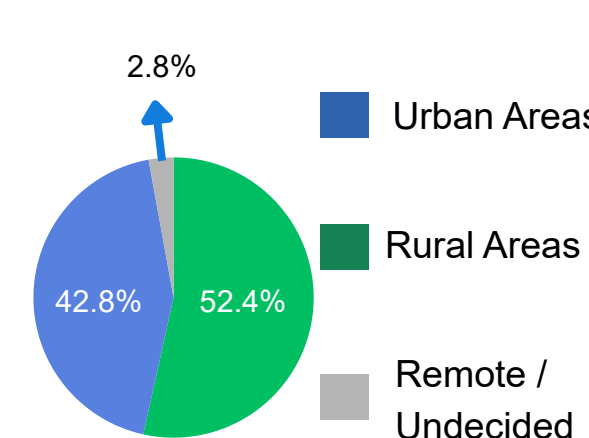
CURRENT ENGLISH LEVEL



INTENDED TEACHING LEVEL



INTENDED WORKPLACE



IMPLICATIONS

Institutions

Strengthen ESL-oriented training, English learning opportunities, and financial support.

Teacher Educators

Integrate AI/digital tools and strengthen pedagogical & assessment skills.

Policymakers

Provide targeted teacher preparation, funding, and institutional support for Decision 2371.

REFERENCES (Selected)

1. Government of Vietnam. (2025). Decision No. 2371/QĐ-TTg: Making English a Second Language in Schools for the period 2025–2035, with a vision to 2045.
2. Hang, N. T. T. (2021). Vietnamese upper-high school teachers' views, practices, difficulties, and expectations on teaching EFL writing. *Journal on English as a Foreign Language*, 11(1), 1–20.
3. Vũ, M. H. (2025). Tổng quan những nghiên cứu về phát triển đội ngũ giáo viên tiếng Anh. *Tạp chí Khoa học Đại học Đồng Tháp*, 14(05S), 1–14. <https://doi.org/10.52714/dthu.14.05S.2025.1636>

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