

**MINISTRY OF EDUCATION AND TRAINING
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DO THANH TU

**MANAGING PROFESSIONAL COMPETENCE
DEVELOPMENT FOR ENGLISH LECTURERS
AT NON-FOREIGN-LANGUAGE-MAJOR
UNIVERSITIES**

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INTRODUCTION

1. Rationale of the research

English is a global language, with more than 350 million people around the world speaking English as a first language and more than 430 million people as a second language. It is the language used in a wide range of areas such as education, business, entertainment, etc. English is the most-used online language and is a tool to access and take advantage of infinite intellectual resources. English in non-foreign-language-major universities plays a particularly important role because every profession has its own specialized English subject (English for Specific Purposes, ESP). English is not only a connecting tool to help students explore more deeply about their major, but also opens up new career opportunities. With the current pace of international integration, if there is a shortage of academic English, young intellectuals will face many difficulties and limitations in future career development. Reality shows that the training of ESP lecturers is not appropriate and cannot meet the increasing needs of professions in society, making ESP training not only ineffective but also financially wasteful.

In the context of international integration, which is both competitive and interdependent, in order to survive and develop, it is impossible not to use the international language, which is English, and ESP is the professional language, professional culture, a tool for learning, research and personal development. To create a young generation with good English skills that can take on important responsibilities in country building and international integration, the role of English language lecturers in non-foreign-language-major universities is extremely important. English language lecturers, therefore, need to have specific competences to be able to meet the requirements of teaching, scientific research, community service and personal development, associating English with other scientific majors of the university to affirm the role of ESP in non-foreign-language-major universities. However, the professional competences of English language lecturers is still limited due to the previous training and recruitment history. As most English language lecturers start their careers with a bachelor's degree in English with a pedagogical certificate, not a bachelor's degree in English pedagogy, they need to be trained pedagogical methods. Furthermore, these lecturers are often converted from teaching Social English to teaching ESP without having a certain understanding of the university's training programs in other majors. For that reason, fostering the competence to develop ESP programs and materials for English language lecturers is extremely urgent. However, this team has not received adequate attention from management levels. Most English language lecturers do not receive any training or refresher training on program development competence, ESP materials, and the transition from teaching Social English to teaching ESP is implemented mainly through the self-training process of individual lecturers. Furthermore, due to the shortage of ESP lecturers at Vietnamese universities, they are often assigned to teach more than one ESP course. These are also practical problems in countries that share the same educational context with Vietnam. Therefore, fostering professional competences for English language lecturers in non-foreign-language-major universities is an urgent issue that needs special attention.

Currently, in the context of globalization associated with the goal of building high-quality human resources, improving the quality of training at the university level and international integration, most Vietnamese universities put foreign language modules,

especially General English and ESP, into the curriculum. In response to the autonomy policy of the education sector, the innovative methods of foreign language teaching and learning at universities in Vietnam are being adopted. However, synchronous change from the teaching to the management of functional departments, especially management of training activities for English language lecturers is required to make the innovation more effective. It is necessary to adopt effective, synchronous and comprehensive management solutions to improve the teaching and learning ESP in universities.

Meanwhile, our Party and State are especially interested in developing the teaching staff at all levels, especially university lecturers, through the provision of scholarships, foreign language projects, etc. However, the quality of the English teaching staff is not commensurate with that investment. In recent times, apart from the achievements higher education have faced with a number of problems including the difficulties in training and managing professional competences for English language lecturers in non-foreign-language-major universities to meet the current requirements of foreign language teaching and learning innovation. Although lecturers in non-foreign-language-major universities are responsible for teaching ESP, they have not been trained in terms of science majors nor professional competences for teaching ESP. Lecturers and administrators themselves are not properly aware of the role of English language lecturers in linking English with other scientific majors of the universities so that ESP can truly be useful in real life.

Although many scientific studies on the training and management of teacher training activities (mostly at the secondary level) have been carried out recently, there has not been a complete and systematic research focusing on analysis and management of professional competence development for English language lecturers in non-foreign-language-major universities. Some studies mention the competences of English language lecturers but do not clarify the specific competences of English language lecturers in non-foreign-language-major universities. Given the abovementioned reason, the author chose the topic: *"Managing professional competence development for English language lecturers in non-foreign-language-major universities"* to research in a doctoral thesis of Education Management.

2. Aims of the study

Based on theoretical research on the management of professional competence development for English language lecturers at universities, the evaluation of the current situation of managing professional competence development for English language lecturers in non-foreign-language-major universities, the thesis proposes a number of solutions to manage professional competence development for English language lecturers in non-foreign-language-major universities in Vietnam to improve the professional competence of English language lecturers to meet the requirements of university innovation and enhance the quality of higher education.

3. Object and subject of the study

3.1. Object: Professional competence development for English language lecturers in non-foreign-language-major universities.

3.2. Subject: Managing professional competence development for English language lecturers in non-foreign-language-major universities.

4. Research questions

What training management solutions do university managers at all levels need to help English language lecturers in non-foreign-language-major universities to develop

professional competences that meet the requirements of high-quality human resource training, international integration in different training fields?

5. Research tasks

5.1. Research on the theoretical basis for managing professional competence development for English language lecturers in non-foreign-language-major universities.

5.2. Research on practical basis for managing professional competence development for English language lecturers in non-foreign-language-major universities.

5.3. Propose solutions to manage professional competence development for English language lecturers in non-foreign-language-major universities.

5.4. Organize testing of urgency, feasibility and test 01 solution proposed in the thesis.

6. Scientific hypothesis

Organizing and managing professional competence development for lecturers is an urgent issue that needs to be prioritized and properly invested. In recent times, educational institutions have focused on fostering professional competences for lecturers in general and English language lecturers in particular, but there are still many limitations and constraints. Researching and proposing solutions for managing professional competence development for English language lecturers on the basis of scientific and practical arguments, which are suitable to the conditions of non-foreign-language-major universities, will contribute to improving competence of teaching staff meeting the current requirements of innovation in higher education.

7. The scope of study

7.1. Content Delimitations: Research and propose solutions to the subjects who are leaders of non-foreign-language-major universities in managing professional competence development for English language lecturers.

7.2. Geographic Delimitations: The survey is conducted at 12 public non-foreign-language-major universities (Universities which do not offer majors in English language or English pedagogy) in the North of Vietnam. These selected universities represent various fields, professions, civilian, police, and military sectors. All these institutions share the commonality of teaching ESP.

7.3. Target Population Delimitations:

The survey includes: managers, English language lecturers, and students.

7.4. Duration Delimitations: Data collection: from 2019 to 2023

8. Research approach and research methodology

8.1. Research approach: Operational approach; competence approach; System approach, Management function approach, Interdisciplinary approach

8.2. Research Methodology: Group of theoretical research methods; Group of practical research methods; Mathematical statistics methods

9. Recommendations

9.1. Considering professional competence development as a continuous training activity tied to teaching and scientific research requirements for lecturers with the mission of training human resource to enter the labor market and to communicate in the integrated multicultural workplace environment

9.2. Clarifying the specific competences of English language lecturers in non-foreign-language-major universities. Apart from the general competences of lecturers, English language lecturers in non-foreign-language-major universities need to have

specific professional competences tied to the university's majors. This specific competence will strengthen the position and role of English language lecturers in non-foreign-language-major universities. Based on these specific competences, training activities could be organized in accordance with the actual needs and conditions of the university.

9.3. Managing professional competence development for English language lecturers in non-foreign-language-major universities must be based on an interdisciplinary perspective, combining English with other scientific majors of the university. Thus, English language lecturers can shape and develop professional competences for themselves and lecturers of other scientific majors and at the same time improve their professional competences based on conditions and development goals of the university.

9.4. Managers must create favorable conditions in terms of environment, facilities, mechanisms, policies, and time as well as synchronously adopt solutions to manage professional competence development for English language lecturers in non-foreign-language-major universities to deal with the limitations of the current situation of training and managing professional competence development for English language lecturers in non-foreign-language-major universities.

10. New findings of the thesis

10.1. Theoretically:

Enriching the theory of training and managing professional competence development for English language lecturers in non-foreign-language-major universities in the context of higher education innovation.

10.2. Practically

Helping managers of all levels at the surveyed universities identify strengths and weaknesses through surveys, analyzing training practices and managing professional competence development for English language lecturers in non-foreign-language-major universities to find solutions and improvements in the process of managing training activities.

The system of solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities is developed to suit the target audience, challenges and characteristics of the profession, contributing to changing the perceptions and awareness in choosing content, organizing and managing training activities of managers of all levels and training organizations.

The research results are a necessary reference for leaders of non-foreign-language-major universities.

11. Thesis structure

In addition to sections of introduction, conclusions and recommendations, references and appendices, the thesis is presented in 3 chapters:

Chapter 1. Theoretical basis for managing professional competence development for English language lecturers in non-foreign-language-major universities

Chapter 2. Practical basis for managing professional competence development for English language lecturers in non-foreign-language-major universities

Chapter 3. Solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities

CHAPTER 1

THEORETICAL BASIS FOR MANAGING PROFESSIONAL COMPETENCE DEVELOPMENT FOR ENGLISH LANGUAGE LECTURERS IN NON-FOREIGN-LANGUAGE-MAJOR UNIVERSITIES

1.1. Literature review

1.1.1. Research on management of lecturer training at higher education institutions

Research on management of lecturer training discusses different topics including the importance of training activities, content of training, form and method of training.

1.1.2. Research on fostering professional competences of English language lecturers at higher education institutions

Research on fostering professional competence of English language lecturers at higher education institutions focus on competence requirements and competence groups such as language competences, pedagogical competences, scientific competences, technological competences, civic competences, intercultural competences and competence frameworks.

1.1.3. Comments on the overviewed scientific works and the issues to be researched in the thesis.

Scientific works and projects have affirmed the important role of training and management of training activities in improving the quality of education to meet the requirements of society and international integration.

In recent years, there have been several studies on the training and management of professional competence training activities for English language lecturers in Vietnam. These studies have referred to language teaching and learning competencies, standardizing foreign language competencies, and identifying the need for developing ESP pedagogical skills in higher education institutions. Yet, there has not been a comprehensive and systematic study focusing on analyzing the management of professional competence training activities for English language lecturers in non-foreign-language-major universities as most of these studies put their emphasis on secondary school level.

Although the competences of English language lecturers have been mentioned in some research, the specific competences of English language lecturers in non-foreign-language-major universities have not been clarified. Besides, there have not been any research that proposes solutions of professional competence development for English language lecturers in non-foreign-language-major universities.

1.2. Definition of terms

1.2.1. Professional competence

Based on various perspectives on professional competence, in this thesis “professional competence” is defined as flexible and well-structured combination of knowledge, skills, behaviors, attitudes, and values of lecturers with the aim at developing personal qualities and competences to meet the demands of educational innovation in the context of integration.

1.2.2. Fostering professional competences for English language lecturers

In this thesis, professional competence is the combination of specialized knowledge, pedagogical and educational expertise, research competences, and individual psychological attributes (such as interest, passion for the profession, etc.), empowering

lecturers to undertake training activities and scientific research in alignment with the goals and mission of the university.

1.2.3. Non-foreign-language-major universities

Non-foreign-language-major universities refer to colleges or institutions within national education system providing tertiary education, conducting scientific research, and serving the community without specializing in English language or English pedagogy.

1.2.4. Managing professional competence development for English language lecturers

“Managing” is defined as the organized, directional impact of the managerial subject on the managed object through specific regulations, policies, and solutions to create a suitable and conducive environment to optimize the development for the managed object. “Managing professional development activities for English language lecturers” involves the organized, directional impact of the managerial subject on the managed object through specific regulations, policies, and solutions to create a suitable and conducive environment that optimizes the development of the managed object in terms of knowledge, skills, attitudes, behaviors and values in order to meet the teaching and educational requirements in university educational institutions.

1.3. Current context and requirements for the professional competences of English language lecturers in non-foreign-language-major universities

1.3.1. Educational innovation and international integration in education

1.3.1.1 Educational innovation

The guiding perspective on educational innovation in Resolution No. 29-NQ/TW dated November 4, 2013 indicates: "Profoundly shift the focus of education from primarily imparting knowledge to comprehensively developing learners' competencies and qualities."

Alongside the undeniable convenient products and services, the Fourth Industrial Revolution also brings about considerable challenges. These challenges include figuring out how to equip English language lecturers with the necessary competences and qualities to be able to train qualified workforce meeting the constantly changing demands of today's market.

Moreover, the scientific and technological advancements pose a challenge for both English language lecturers and educational institutions that is how to effectively utilize and optimize technology by turning it into a support tool for lecturers to unleash their creativity.

In addition, decentralization and autonomy affect requirements for the professional competences of English language lecturers in non-foreign-language-major universities.

1.3.1.2 Educational integration

In the era of globalization, universities and educational institutions worldwide has encouraged international cooperation and partnerships to provide students with a wide range of learning and research opportunities over the world. International integration has also brought diversity in learning and teaching methods. Therefore, it is necessary for universities to adapt in order to meet the needs of students from many different countries and territories, and for lecturers to foster their professional competencies to keep up with this integration trend.

The international integration in education has turned universities into popular destinations for international students, fostering a diverse learning environment with the

variety of students' languages, cultures and backgrounds. This enables domestic students to experience and learn in an international setting.

The international integration in education has promoted diversity, competition, and global learning opportunities. This necessitates universities to enhance the quality of teaching and research as well as develop strategies to attract international students.

Given the demands of the current context and the requirements placed on the professional competences of university English language lecturers in non-foreign-language-major universities, it is inevitable to improve their professional competences.

1.3.1.3. Digital technology

Digitalization and the development of digital technology has exerted a profound impact and pose numerous challenges for higher education and English language lecturers at universities including (1) Technology Challenges (2) Teaching Method Challenges (3) Social Connection and Interaction Challenges (4) Information Sharing and Interaction Challenges; (5) Online Assessment and Evaluation Challenges, and (6) Challenges regarding Diverse Student Populations.

1.3.2. Requirements for the professional competences of English language lecturers

1.3.2.1. General requirements for English language lecturers

Educational innovation and international integration in education impose new demands on the professional competences of English language lecturers at universities. As education is constantly changing, lecturers must keep updated with new knowledge and teaching methods, attend training courses, participate in research groups and share experiences with colleagues to develop their professional competences.

International integration in education also fosters a diverse learning environment in terms of language, culture, and learning and teaching methods, requiring English language lecturers to equip themselves with a range of skills and knowledge to meet the diverse needs of students and the modern world.

1.3.2.2. Requirements for the professional competences of English language lecturers in non-foreign-language-major universities

Requirements for professional ethics: In addition to the general professional ethical characteristics of lecturers, English language lecturers in non-foreign-language-major universities need to exhibit additional attributes such as “friendliness”, “enthusiasm” (promoting high interaction) and “empathy”. This means lecturers would be serious in class but friendly outside of class as well as creative in teaching methods and utilizing learning materials.

Requirements for professional competences: In addition to the general professional characteristics of lecturers, English language lecturers in non-foreign-language-major universities need to grasp and keep updated with knowledge and innovation orientation in domestic and international higher education. Moreover, English language lecturers need to possess deep understanding of the languages and the cultures of both English-speaking countries and specific majors that their students are studying or are likely to pursue in their future careers so that they are able to integrate these cultural insights in their lectures.

Requirements for pedagogical competences: ESP as a multi-disciplinary activity designed for specific fields creates the uniqueness of ESP lecturer training, requiring English teaching lecturers to perform various roles such as a researcher, course designer

and learning materials developer, language instructor, learning assessor, course evaluator, collaborator, supporter, innovator and motivator.

Requirements for specialized program and document development competences: Dudley-Evans and St. John (1998, p.83) asserted that English teaching lecturers must take different roles such as course designer and learning materials developer, learning process assessor, and course evaluator, collaborator, supporter, innovator and motivator.

Requirements for scientific research competences: In addition to the requirements for scientific research competences for all university lecturers, English language lecturers in non-foreign-language-major universities also need to be able to collaborate and coordinate with lecturers from other majors in scientific research to develop ESP programs and specialized programs in English.

Requirements for social relationship development competences: English teaching lecturers need to possess ability to build up and develop social relationships with professional communities and academic associations, organizations, and businesses.

Requirements for professional development competences: In addition to the general professional characteristics of lecturers, English teaching lecturers need the ability to collaborate, share, and exchange knowledge and technology with their colleagues from other science majors, thereby attaining and strengthening their position in a specialized academic environment rather than solely focusing on language proficiency.

Requirements for digital competences: Lecturers are required to have digital competences to adapt and develop in the Fourth Industrial revolution.

1.4. Professional competency framework for English language lecturers in non-foreign-language-major universities.

1.4.1. Aims of developing the competence framework

The framework will serve as a unified basis for competence requirements for all English language lecturers in non-foreign-language-major universities. Hence, English language lecturers could understand the requirements for each standard and criterion, enabling them to self-assess their own competences.

The framework will provide a channel for scientific assessment of the competences of English language lecturers in non-foreign-language-major universities. Consequently, this serves as a foundation for developing programs, compiling curriculum, and planning professional competence development programs for English language lecturers in non-foreign-language-major universities along with providing a basis for managers to select and implement content, methods of professional development, and assessment and evaluation of training activities.

1.4.2. Basis for establishing competence framework

1.4.2.1 Legal basis

The Legal basis of policies and legal documents of the Government, Ministry of Education and Training and National Foreign Language Project 2020 on standards of English language lecturers at Colleges, Universities and Vocational institutions.

1.4.2.2. Practical basis

The thesis is based on practical basis from the published database system and the results of practical survey conducted by the researcher on the current situation of managing professional competence training activities for English language lecturers in non-foreign-language-major universities, on the competences of English language

lecturers and the demand to develop competences for English language lecturers in non-foreign-language-major universities.

1.4.3. Competence framework proposal for English language lecturers in non-foreign-language-major universities.

On the basis of legal documents and practical surveys, and by comparison and contrast the areas in the competency framework models and educational development trends in the digital technology era, a competence framework for English language lecturers in non-foreign-language-major universities is proposed, comprising 08 competence groups and 40 specific competences

Table 1. Competence framework for English language lecturers in non-foreign-language-major universities.

TT	Competence/ Qualities Group	Specific competences
1	Political and professional ethics	1.1. Comply with the Party's guidelines, policies and laws of the State of Vietnam
		1.2. Comply with the Law on Higher Education, industry charters and regulations and university regulations
		1.3. Strictly comply with codes of professional ethics, and safeguard the image and dignity of the education profession
		1.4. Be committed and responsible
2	Professional competences	2.1. Meet training standard
		2.2. Keep updated with the latest knowledge and innovative orientation for higher education both domestically and internationally
		2.3. Possess competence in the cultures of English-speaking countries and be able to integrate them in the lectures
		2.4. Have competence in language and culture of specific majors that students are studying or are likely to pursue in their future careers.
3	Pedagogical competences	3.1. Have pedagogical skills; Support colleagues and learners in career development
		3.2. Apply innovative teaching methods and techniques flexibly in planning and organizing teaching activities
		3.3. Manage pedagogical situations arising in the educational process
		3.4. Design and utilize assessment tool and assessment data to develop training programs and adjust teaching activities
		3.5. Develop training programs and curriculum
		3.6. Have competence in consulting and supporting students.
		3.7. Analyze students' needs and discourse forms to prepare course materials.
		3.8. Foster students' understanding of cultures and language of the professional community to which they belong.
	Specialized	4.1. Design and develop curriculum, coursebooks and materials for ESP courses

TT	Competence/ Qualities Group	Specific competences
4	curriculum and materials development competences	4.2. Exploit specialized materials to help students acquire knowledge and improve language skills used in their professional field
		4.3. Evaluate students performance and ESP courses
		4.4. Collaborate with students and lecturers from other science majors in all stage of specialized curriculum and materials development.
5	Scientific research competences	5.1. Conduct scientific researches and projects; write books, ESP textbooks, monographs, and reference materials following innovative orientation
		5.2. Publish research result and release publications and learning materials for training activities in Vietnamese and English.
		5.3. Present reports and participate in discussions at domestic and international conferences and workshops in Vietnamese and English.
		5.4. Implementing research findings into practical applications of inovative education to meet social requirements
		5.5. Scientific research guidance: Instruct learners to write internship reports, dissertations and thesis, etc. in Vietnamese and English.
6	Social relationship development competences	6.1. Develop relationships with social organizations and educational institutions
		6.2. Develop relationships with professional communities and academic associations, organizations, and businesses
		6.3. Participate in activities in communities and associations within the communities
7	Personal and professional development competences	7.1. Orient career development goals
		7.2. Establish goals and put them into practice
		7.3. Lifelong learning competence: Have competence in self-study, self-improvement and scientific research
		7.4. Have competence in collaboration, sharing, and transferring knowledge and technology
		7.5. Possess adaptability competence
8	Digital competences	8.1. Operate equipment and software
		8.2. Exploit, manage and store digital information and data
		8.3. Create content and digital lectures
		8.4. Apply information technology in teaching to facillitate comprehensive development of students
		8.5. Apply information technology in testing and evaluation
		8.6. Effectively communicate, cooperate and share in the digital environment
		8.7. Ensure digital safety and online sercurity

1.5. Professional competence development for English language lecturers in non-foreign-language-major universities

1.5.1. Aims of professional competence development for English language lecturers

Professional competence development for English language lecturers in non-foreign-language-major universities is to develop the competences of English language lecturers including professional competence, pedagogical competence, research competence, social relation competence, and digital competence.

1.5.2. Program and content of professional competence development for English lecturers

Training activities are based on professional competence framework for English language lecturers in non-foreign-language-major universities.

1.5.3. Forms and methods of professional competence development for English language lecturers

The form and method of training are flexible and well-suited to the content and conditions for implementing training activities.

1.5.4. Result evaluation of professional competence development for English language lecturers in non-foreign-language-major universities

The evaluation of training activities should be diversified in forms, methods, and content. Assessing the results of training activities should not only take the current situation into consideration but also propose solutions to improve the quality and effectiveness of professional competence development for English language lecturers in non-foreign-language-major universities

1.5.5. Conditions of professional competence development for English language lecturers

For the effective implementation of professional competency development activities for English language lecturers in non-foreign-language-major universities, it is essential to ensure clear guidelines and regulations as well as suitable content, training programs, venues, time and facilities.

1.6. Managing professional competence development for English language lecturers in non-foreign-language-major universities

1.6.1 Decentralization of management of professional competence development for English language lecturers in non-foreign-language-major universities

Decentralization of management of professional competence development for English language lecturers in non-foreign-language-major universities includes management levels ranging from the principals, deans, department heads and lecturers. Each level has specific responsibilities in managing and supporting the professional development of English language lecturers.

1.6.2. Conducting survey to identify the need for professional competence development for English language lecturers

A survey is conducted to recognize the actual gap between the professional competence of English language lecturers in practice and the requirements and differences in professional competences to identify the training needs

1.6.3. Organizing professional competence development programs for English language lecturers

A *Board of Experts* is established to develop modules linked with the standards in the professional competence framework for English language lecturers in non-foreign-

language-major universities. The Board will assign tasks to establish subcommittees to develop each module linked with the standards in the professional competence framework for English language lecturers in non-foreign-language-major universities

1.6.4. Developing professional competence development plan for English language lecturers

The development of professional competence development plan for English language lecturers should follow a bottom-up approach (lecturers themselves propose, register, receive feedback from the Faculty of Foreign Languages/English Department and finally obtain approval from the Principal). The plan must involve the democratic participation of English language lecturers to facilitate smoother implementation.

1.6.5. Guidelines for selection of training forms and methods based on the needs of English language lecturers

The conventional view of training as an inconsistent activity throughout the year or a summer training course is no longer suitable with the rapid changes in science and technology. Developing the competence of lecturers need to shift from the discrete approach to a more comprehensive and strategic one.

1.6.6. Managing testing and evaluation the results of professional competence development for English language lecturers

The professional competence framework for English language lecturers in non-foreign-language-major universities used in pre-training and post-training activities serves as a basis to evaluate the effectiveness of development.

1.6.7. Ensuring conditions of professional competence development for English language lecturers

Training resources such as participants, facilities and financial support need ensuring

1.7. Factors affecting management of professional competence development for English language lecturers in non-foreign-language-major universities

Documents, policies and orientations for developing English language lecturers in non-foreign-language-major universities of the Industry and higher education institutions; Awareness of university leaders about the importance of managing training activities; Awareness of English language lecturers in non-foreign-language-major universities about the importance of training activities; Demand for innovation in training activities for lecturers; Facilities and technical equipment serving training activities; Programs, content and materials for training activities.

End of Chapter 1

CHAPTER 2

PRACTICAL BASIS FOR MANAGING PROFESSIONAL COMPETENCE DEVELOPMENT FOR ENGLISH LANGUAGE LECTURERS IN NON-FOREIGN-LANGUAGE-MAJOR UNIVERSITIES

2.1. International experience and lessons learned for Vietnam in managing professional competence development for university lecturers

2.1.1. International experience in managing professional competence development for university lecturers

Experience from many countries includes the UK, the USA, the Philippines, Germany, Australia, India, Thailand, and Malaysia.

2.1.2. Lessons learned for Vietnam in training and managing professional competence development for English language lecturers in non-foreign-language-major universities

International experience shows that training activities for lecturers in developed countries are focused on two phases: (1) initial training at higher education institutions; (2) Post-training professional development phase (regular training phase and professional development phase). Innovating traditional training practices for lecturers involves shifting from a "static" notion (training is sufficient for lecturers to perform their role in their educational career) to a "dynamic" concept (training for lecturers must be a continuous development process after initial training, through the probationary period, to regular training and professional development).

2.2. Overview of the selected universities for the survey on current situation

2.2.1. Reasons for selection

The selected universities represent different professional fields in List of education and training level IV at university level in Circular No. 09/2022/TT-BGDDT dated June 6, 2022 by the Minister of Education and Training.

All of these institutions do not specialize in English language or English pedagogy but their curriculum includes General English and ESP courses.

2.2.2. Introduction to the selected universities for the survey

The History and Development; Scale of training programs and the number of students; English language lecturers; Duration of General English and ESP courses.

2.3. Introduction of the survey

2.3.1. Aims of the survey

- Identify the strengths and limitations in the professional competences of English language lecturers in non-foreign-language-major universities.
- Identify strengths and weaknesses of training activities and managing professional competence development for English language lecturers in non-foreign-language-major universities along with causes leading to that situation.

2.3.2. Survey content

Current situation of professional competence of English language lecturers in non-foreign-language-major universities; Current situation of professional competence development for English language lecturers in non-foreign-language-major universities; Current situation of managing professional competence development for English language lecturers in non-foreign-language-major universities.

2.3.3. Subject and scope of survey

The survey sample includes three groups: Group of Managers; Group of Lecturers and Group of Students.

2.3.4. Survey method

Method: using a combination of 04 methods: (1) Observation; (2) Questionnaire; (3) Interviews and (4) Expert.

2.3.5. Survey samples and tools

The number of survey samples was determined based on the survey theory of Taro Yamane (1967); A standard Likert interval scale with 5 levels was selected for use.

2.3.6. Conducted methods and techniques

Develop a set of questionnaires and interview report form; conduct surveys and interviews; Undertake formal quantitative research.

2.3.7. Data processing

Survey data are processed using the weighted average formula in mathematical statistics.

2.4. Current situation of professional competence of English language lecturers in non-foreign-language-major universities

2.4.1. Current situation of professional competence of English language lecturers in non-foreign-language-major universities

The overall average value of the professional competence of English language lecturers in non-foreign-language-major universities evaluated by managers, lecturers, and students is 3.32, 3.12, and 3.95, respectively. Among the 03 surveyed contents, the competence of having knowledge of languages and cultures of other scientific majors to support ESP teaching was the poorest, with the \bar{X} values of 3.25 (by managers) and 2.99 (by English language lecturers)

2.4.2. Current situation of pedagogical competence of English language lecturers in non-foreign-language-major universities

Managers evaluate the pedagogical competence of English language lecturers in non-foreign-language-major universities at a high level of Good with the overall average value of 3.23

Lecturers evaluate the pedagogical competence of English language lecturers in non-foreign-language-major universities as Good with the overall average value of 3.20.

Students evaluate the pedagogical competence of English language lecturers in non-foreign-language-major universities at a high level of Good with the overall average value of 4.04

2.4.3. Current situation of the scientific research competence of English language lecturers in non-foreign-language-major universities

The overall average value of the scientific research competence of English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 2.84 and 2.77, respectively.

Both managers and lecturers ranked the competence of *collaboration with lecturers in other science majors to publish research projects in other science majors* of English language lecturers in non-foreign-language-major universities at the lowest level, followed by the competence of applying scientific research findings into practice. (assessment by lecturers and students) and competence of presenting reports and

participating in discussions at domestic and international conferences and seminars. (assessed by managers).

2.4.4 Current situation of the social relation development competence of English language lecturers in non-foreign-language-major universities

The overall average value of the social relation development competence of English language lecturers in non-foreign-language-major universities evaluated by managers, lecturers, and students is 2.77, 2.80 and 4.01, respectively. Among the 03 surveyed contents, the competence of participating in community activities and associations was the poorest, with the \bar{X} values of 2.61, 2.70 and 3.83 respectively.

2.4.5. Current situation of the career development competence of English language lecturers in non-foreign-language-major universities

The overall average value of the career development competence of English language lecturers in non-foreign-language-major universities evaluated by managers, and lecturers is 2.93 and 3.17, respectively.

Among the 05 surveyed contents, the competence of planning and orienting career development goals was the poorest, with the \bar{X} values of 3.93 (by managers)

2.4.6. Current situation of the digital competence of English language lecturers in non-foreign-language-major universities

The overall average value of the digital competence of English language lecturers in non-foreign-language-major universities evaluated by managers, lecturers and students is 2.64, 2.67 and 3.59, respectively.

2.4.7. General assessment on the current situation of the professional competence of English language lecturers in non-foreign-language-major universities

2.4.7.1. Strengths

2.4.7.2. Limits

2.5. Current situation of professional competence development for English language lecturers in non-foreign-language-major universities.

2.5.1. Current awareness of the necessity of professional competence development for English language lecturers in non-foreign-language-major universities.

The overall average value of the necessity of professional competence development of English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 4.02 and 3.83, respectively.

2.5.2. Current situation of implementing the goals of professional competence development for English language lecturers

The overall average value of the current situation of implementing the goals of professional competence development for English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 2.84 and 2.93, respectively.

2.5.3. Current situation of implementing the content of professional competence development for English language lecturers

The overall average value of the current situation of implementing the content of professional competence development for English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 3.24 and 3.12, respectively.

2.5.4. Current situation of using the methods of professional competence development for English language lecturers

The overall average value of the current situation of using the methods of professional competence development for English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 2.81 and 2.74, respectively.

Both managers and lecturers evaluate the current situation of concentrated/direct training as Good while that of online training as Average.

2.5.5. Current situation of evaluating the results of professional competence development for English language lecturers

The overall average value of the current situation of evaluating the results of professional competence development for English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is the same at 2.78.

According to both managers and lecturers, the testing method to evaluate the results is consistent with the goals of the development program at a Good level, but the assessments focusing on measuring the level of applying knowledge into practical competence development is evaluated as Average by lecturers.

2.5.6 General assessment on the current situation of the professional competence development for English language lecturers in non-foreign-language-major universities

2.6. Current situation of managing the professional competence development for English language lecturers in non-foreign-language-major universities

2.6.1. Current situation of identifying the need for professional competence development for English language lecturers

The overall average value of the current situation of identifying the need for professional competence development for English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 3.29 and 3.33, respectively.

According to lecturers, there is a need for professional competence development, but their busy teaching schedules leave no room for training activities. Moreover inappropriate mechanisms and policies discourage their participation in such activities.

2.6.2. Current situation of planning professional competence development for English language lecturers

The overall average value of the current situation of planning for professional competence development for English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 3.08 and 3.04, respectively.

2.6.3. Current situation of implementing professional competence development activities for English language lecturers

The overall average value of the current situation of implementing for professional competence development activities for English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 3.21 and 3.22, respectively.

2.6.4. Current situation of directing the implementation of professional competence development activities for English language lecturers.

The overall average value of the current situation of directing the implementation for professional competence development activities for English language lecturers in

non-foreign-language-major universities evaluated by managers and lecturers is 3.23 and 3.33, respectively. Both managers and lecturers evaluate regularly urging the implementation of development program by the leadership was the poorest, with the \bar{X} values of 3.15 and 3.20, respectively.

2.6.5. Current situation of managing the conditions of professional competence development for English language lecturers.

The overall average value of the current situation of managing the conditions of professional competence development for English language lecturers in non-foreign-language-major universities evaluated by managers and lecturers is 3.24 and 3.25, respectively. Both managers and lecturers believe that lecturers' awareness of participating in training is the most influential and financial resources for training activities are the least influential to the professional competence development for English language lecturers in non-foreign-language-major universities.

2.6.6. Current situation of evaluating professional competence development for English language lecturers

Managers and lecturers both evaluate the current situation of testing and evaluating professional competence development for English language lecturers in non-foreign-language-major universities at a Good level. The average of \bar{X} values are similar in two surveyed groups at 2.98.

The results of interviews with lecturers reveal that the difficulties and challenges in directing the evaluation of professional competence of English language lecturers in non-foreign-language-major universities originate from the lack of a professional competence framework for English language lecturers as a basis to identify criteria for objective and fair evaluation of English language lecturers.

2.6.7 Current situation of managing and using professional competence development results

Managers and lecturers both evaluate the current situation of managing and using the results of professional competence development for English language lecturers in non-foreign-language-major universities at a Good level. The average of values evaluated by two surveyed groups is 3.10 and 3.14, respectively. Moreover, both groups evaluate the Presenting/reporting development results as the poorest.

2.7. Evaluation of the influence of factors on managing professional competence development for English language lecturers in non-foreign-language-major universities

Managers and lecturers evaluate the influential level of factors on the managing professional competence development for English language lecturers in non-foreign-language-major universities at the level of Influence. The average values evaluated by managers and English language lecturers are 3.49 and 3.60, respectively.

2.8. General assessment of current situation of managing professional competence development for English language lecturers in non-foreign-language-major universities

2.8.1. Strengths

Survey data reveals that both managers and lecturers evaluate the current situation of managing professional competence development for English language lecturers in non-foreign-language-major universities at a Good level, with no content being Rated as Average or Poor.

2.8.2. Limits and Causes

Limits

Both managers and English language lecturers say that none of the professional competences of English language lecturers in non-foreign-language-major universities that is rated as either Weak and Average or Good and Very Good. In particular, the top 3 poorest competences are digital competence, social relation development competence and scientific research competence.

Regarding professional competence, while lecturers themselves are clearly aware of the need to associate English with the majors of the university where they are working, the competence of having knowledge of languages and cultures of other scientific majors to support ESP teaching was the poorest.

Regarding pedagogical skills, although lecturers are aware of the need to associate English with the majors of the university, the competence of collaborating with students and lecturers from other science majors in all stage of specialized curriculum and materials development is in the top 2 poorest competences of English language lecturers.

Regarding scientific research competence, while the scientific research is a mandatory and important task for university lecturers, the scientific research competence is in the top 3 poorest competences of English language lecturers. It is difficult to find novelty in linguistic research, especially English, requiring lecturers to cooperate with other lecturers from other science majors in order to develop scientific research and and publication competences. However, the competence of collaborating with lecturers from other science majors to publish research works in other science majors is considered the second poorest competence of English language lecturers. While amid the constant advancement of science and technology, the application of information technology in teaching becomes inevitable, digital competence is the poorest competence of English language lecturers, with values evaluated by managers, lecturers and students are 2.64, 2.67 and 3.59 respectively.

Both managers and English language lecturers say that none of the management of professional competences development for English language lecturers in non-foreign-language-major universities that is rated as either Weak and Average or Good and Very Good.

Causes

Given the increasing demand for quality English language education in the context of international integration and rapid advancements in science and technology, the requirements for regular educational innovation are placed on educational institutions, universities, and English language lecturers.

The economic, political, technological, and social conditions both domestically and internationally present unprecedented opportunities as well as significant challenges that non-foreign-language-major universities have yet to fully identify and address.

English language lecturers in non-foreign-language-major universities are not fully recognized importance of integrating foreign languages with specialized majors, nor have they realized the need to collaborate with colleagues, consultants, and experts from various professions and majors to develop expertise and professional relationships.

Low salary and excessive teaching hours discourage lecturers from participating in training activities, research, and career development. Non-foreign-language-major

universities also lack policies or mechanisms to truly encourage lecturers to enhance their competences.

Moreover, there is a lack of a framework for professional competency development among lecturers as a basis for (1) evaluating professional competences of English language lecturers, (2) developing short-term and long-term training plans, and (3) organizing professional competence development activities, as well as for establishing criteria for (4) guiding and supervising such activities.

End of Chapter 2

CHAPTER 3

SOLUTIONS FOR MANAGING PROFESSIONAL COMPETENCE DEVELOPMENT FOR ENGLISH LANGUAGE LECTURERS IN NON-FOREIGN-LANGUAGE-MAJOR UNIVERSITIES

3.1. Development orientation of non-foreign-language-major universities

The general development orientation of universities aims at fostering human development; serving the nation; providing high-quality human resources, especially with English proficiency through education and training to meet the increasing demands and integration trends of society; putting an emphasis on training lecturers with professional qualifications, pedagogical skills as well as the competence of scientific research competence and application of information technology to teaching.

Along with the trend of economic globalization and knowledge economy, globalization in higher education is also progressing strongly, aiming at academic exchange, lecturers and students exchange, and mutual recognition of diplomas, certificates and credit transfer among educational institutions and systems; deploying and publishing joint research finding among scholars and scientists; fostering connection, cooperation and development among universities in various countries.

Nowadays, universities today not only fulfill their traditional mission of providing high-quality human resources, conducting scientific research, and developing technology but also emphasize knowledge transfer and close collaboration with businesses and communities.

Given the constant development of science and technology coupled with international integration, non-foreign-language-major universities prioritize investing resources in developing the professional competence of lecturers as a foundation to train a workforce with high professional qualifications and language proficiency to meet societal demands.

3.2. Principles for proposing solutions

Ensure systematicity; Ensuring inheritance; Ensuring feasibility; Ensuring practicality; Ensuring effectiveness; Ensuring appropriateness to the target subject.

3.3. Solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities

3.3.1. Organize activities to raise awareness for managers and lecturers about the meaning and importance of training and management of professional competence training activities for English lecturers in non-foreign-language-major universities

3.3.1.1. Aims and significance of the solution

The solution aims to change perceptions about training activities and ensure that professional competence development and their management to be implemented clearly

and correctly, and to meet the demands of lecturers, educational institutions, and society as a whole.

3.3.1.2. Content of the solution

- Training should not be mass activities, applied to all lecturers, but should be based on the individual competence and needs of each individual.
- The fundamental method must be self-training and mutual support rather than relying on centralized training method in the reality as not all educational institutions have alternative lecturers in case of lecturers participating in training
- Training methods and content also need changing
- Managers and lecturers need to recognize the importance of integrating English with the specialized majors at the universities where they are working.

3.3.1.3. Implementation

- Establish clear regulations outlining the responsibilities, content, methods for managing and evaluating professional competence. Develop policies regarding training budgets, service conditions, and specific regulations on the number of training hours that lecturers must complete annually.
- Lecturers are required to conduct periodic evaluations of professional competences, analyze strengths and limitations as a basis for planning and developing appropriate training and self-training programs.
- Individuals and units should develop and implement annual plans for training and self-improvement. Training result is a criterion for evaluating the level of task completion of each lecturer and one of the criteria for evaluating the training activities of the entire unit.
- Establish regulations to reward and raise salaries ahead of time for lecturers who perform well in training and self-training activities. Implement disciplinary measures and reminders for lecturers who neglect or fail to complete their registered or assigned training tasks.
- Regularly disseminate, promote, and educate on positive exemplary cases in training and self-training to raise the awareness of lecturers and staff about training activities.

3.3.1.4. Conditions for implementation

- Managers at all levels must be fully aware of their management roles and responsibilities in raising awareness, drastically implementing and regularly supervising competence development and competence development management.
- It is necessary to thoroughly grasp the educational guidelines and policies of the state, the industry, the institution for professional competence development.
- There is a need to raised awareness of English language lecturers in non-foreign-language-major universities when applying the professional competence framework for English language lecturers in non-foreign-language-major universities.

3.3.2. Concretize the professional competence framework applied to the development of programs, content and training materials for English lecturers at non-foreign-language-major universities, suitable for each major and university

3.3.2.1. Aims and significance of the solution

The solution aims to enhance the quality of English language teaching at non-foreign-language-major universities by organizing and managing the process to ensure

that the programs, content, and training materials for English language lecturers lend themselves to each university and major.

3.3.2.2. Content of the solution

A proposed professional competence framework for English language lecturers in non-foreign-language-major universities consists of 07 competence/quality group (corresponding to 07 Standards) and 40 specific competences (corresponding to 40 Criteria). Each criterion will be equivalent to a competence index and each index will have 3 levels of performance: Level 1: Pass, Level 2: Good, Level 3: Very Good. Each level of competence development includes illustrative suggestions.

3.3.2.3. Implementation

- Direct the establishment of the Subcommittee for developing professional competence framework for lecturers.
- Direct the Subcommittee for developing professional competence framework for lecturers to build up a framework.
- Request for comments and appraisals of the professional competence framework for lecturers.
- Issue the professional competence framework for lecturers.

3.3.2.4. Conditions for implementation

Principals of universities and non-foreign-language-major universities must mobilize managers with human resource management qualifications, experts and lecturers with professional experience to join the Subcommittee to build the professional competence framework for English language lecturers and in Assessment Council for the framework. The principals and functional departments should be in line with Subcommittee to fulfill the tasks.

A certain budget is necessary to fund developing and concretizing the professional competence framework for English language lecturers in non-foreign-language-major universities.

3.3.3. Manage the development and implementation of training plans for English lecturers each school year based on the competence framework, in accordance with the university's practical requirements.

3.3.3.1. Aims and significance of the solution

The solution aims to build up a long-term, stable and effective professional competence development roadmap for English language lecturers in non-foreign-language-major universities that aligns with the mission, vision, and core values of the university.

3.3.3.2. Content of the solution

Based on (1) Individual development plans; (2) Overall evaluation reports of English language lecturers from the English Departments; (3) Mission, vision, and core values of the university; (4) University resources such as personnel, materials, finances, intellectual resources, and time; (5) Economic, political, technological, and social conditions, the university will develop a 5-year, 10-year, and 15-year training plan to enhance the competences of English language lecturers.

The Foreign Language Department develops and implements its annual plan and tasks for training English language lecturers based on the university's 5-year plan.

The university annually evaluates the implementation of the plan to surmount difficulties for the plan to be effectively implemented.

3.3.3.3. Implementation

- Direct the establishment of the Subcommittee for building and implementing annual professional competence development plan for English language lecturers based on the competence framework and tailored to the practical requirements of the university (Subcommittee for building and implementing professional competence development plan):

- Direct the Subcommittee for building and implementing professional competence development plan.

- Request for comments and appraisals of the draft professional competence development plan for English language lecturers.

- Issue the professional competence development plan for English language lecturers along with providing guidance to departments in the universities for implementing the strategy.

3.3.3.4. Conditions for implementation

- Identify the right orientation for the university's development and evaluate properly lecturers' competences, age structure, academic titles, degrees, as well as perceive and predict economic, political, technological trends, and social needs.

- Vigorously implement training activities, regularly monitor, periodically evaluate, to adjust competence development training activities for lecturers to meet the requirements of educational innovation and international integration, ensuring flexibility, scientificity, and democracy.

- Ensure consistency and continuity in the quality management process from planning, organizing, directing, inspecting to evaluating the results of competence development activities in the educational institutions.

3.3.4. Organize and build a network to support the development of professional competence for English lecturers among departments and universities in the same field of training

3.3.4.1. Aims and significance of the solution

The network supporting professional competence development for English language lecturers among faculties and universities in the same field of training (Support network for professional competence development for English language lecturers) fundamentally serves as a network that connects lecturers with colleague, consultants, and experts from various professions and majors to foster professional development and professional relationships. The network aims to share ideas, experiences, and knowledge; to collaborate; to enhance professional skills; to expand professional relationships; to build a continuous and professional learning environment; and to provide support for consulting and figuring out inquiries.

3.3.4.2. Content of the solution

Establishment of support network for professional competence development for English language lecturers among faculties and universities in the same field of training is beneficial solution for both English language lecturers and lecturers from other majors to gain practice experience and mutually develop professional competence via specific activities.

3.3.4.3. Implementation

- Establish regulations for organizing activities to connect and support the professional competence development for lecturers in addition to introducing policies to reward the products brought about by the support network for professional competence development for English language lecturers.

- Mobilize qualified and seasoned managers, scientists, and English language lecturers to participate in the support network for professional competence development for English language lecturers, thereby spreading, encouraging, and supporting other lecturers to proactively join in the network.

- Organize networking events such as professional gatherings to facilitate connections among English language lecturers.

3.3.4.4. Conditions for implementation

- Awareness of the importance and benefits of support network for professional competence development for English language lecturers.

- Mobilize qualified and seasoned managers, scientists, and English language lecturers to participate in the support network for professional competence development for English language lecturers.

- Recognize of research hours, with reward benefits for the products brought about by the support network for professional competence development for English language lecturers.

3.3.5. Manage the development and implementation of policies to create motivation to promote self-improvement of professional competence for English lecturers in non-foreign-language-major universities

3.3.5.1. Aims and significance of the solution

- The solution aims to empower English language lecturers to proactively update and develop their competence in line with professional competence framework to keep pace with the developments of the era as well as to fulfill the assigned educational tasks.

- The solution also creates a flexible training corridor based on the needs of each lecturer in terms of methods, time, locations, etc., to establish a fair, effective, and timely training environment for each lecturer.

3.3.5.2. Content of the solution

- Raise awareness
- Identify the needs and content for self-training.
- Develop a self-training plan.
- Identify the forms of self-training.
- Implement and evaluate self-training activities.

3.3.5.3. Implementation

- Develop and introduce a Professional competence framework for English language lecturers in non-foreign-language-major universities, a table of Competence development levels and evidence guides, and Self-evaluation forms for lecturers and Personal training plan.

- Identify self-training needs

- Establish self-training regulations, clearly specifying self-training goals, content, duration, reward, punishment mechanisms, and disciplinary actions.

- Evaluate and recognize self-training results of English language lecturers.

- Use the results of self-training to adjust, supplement, and implement annual periodic training activities for English language lecturers within their respective units.

- The Subcommittee for building and implementing professional competence development plan uses the results of self-training of lecturers to adjust, supplement, and implement professional competence development plan for English language lecturers.

3.3.5.4. Conditions for implementation.

Managers at all levels and English language lecturers must fully understand the importance and value of self-development activities; English language lecturers must assess and identify their own self-development needs; Regulations on the content of self-development must be evident; The results of self-development must be measurable.

3.3.6. Organize digital competence training for English language lecturers at non-foreign-language-major universities

3.3.6.1 Aims and significance of the solution

- The solution aims to enhance the competence of applying information technology in teaching, thereby gradually fostering other competences. The essence is to integrate technology with professional competence, pedagogical competence, scientific research competence, social relationship development competence, and career and personal development competence

- The solution aims to help lecturers master modern digital tools and applications to improve the quality of teaching allowing them to monitor and manage their own professional development activities as well as to experiment and solve simulated problems in the real world, collaborate, and share experiences.

- The solution aims to contribute to the synchronous and effective implementation of other management solutions in a timely, efficient and cost-effective manner.

3.3.6.2 Content of the solution

- Organize seminars, training sessions on digital competence; empower the Foreign Language Department/English Department to proactively organize professional development sessions. Based on needs and actual competence, the content of professional development may include but is not limited to the topics: Operating equipment and software; Information and data management and storage; Content Creation and digital lesson planning; Application of IT in teaching for comprehensive student development; Application of IT in assessment and evaluation; Communication, collaboration, and sharing in a digital environment; Safety and security skills online.

- In addition to on-the-job professional development, the university should assign lecturers to participate in training courses organized by the Ministry of Education and Training or external organizations.

3.3.6.3. Implementation

The content, process, and conditions for implementing the solution are specialized in the following diagram:

Regular Evaluation and Adjustment	Planning				Regular Evaluation and Adjustment
	Mutual development goals				
	Ministry-level/ Institution-level/ Faculty-level Programs				
	Evaluation the needs				
	Gap between lecturers’ competences and requirements				
	Detailed objectives				
	Infrastructure system and resources				
	Classroom system	Electricity line system	Technology infrastructure		
	Institutions’ resources				
	HR	Learning materials	Educational technology	Funding	
	Lecturers Mentors Scientists	materials repository (textbooks, teaching materials, etc,..)	Labs, studios, multipurpose room	State budget, school budget and voluntary contribution	
	Technological solutions				
	Audio	Computer	Television/ video	Internet	
	Financial resources				
Monitoring & Evaluation					

Diagram 3.1. Planning process for digital competence development

3.3.6.4. Conditions for implementation

- Managers at all levels and English language lecturers must fully understand the importance and value of digital competence.
- English language lecturers must assess and identify their own digital competence ensuring the content, time, location, and method of profession development are appropriate to actual conditions and development orientation of the institution
- The institution should provide favorable conditions in terms of equipment and learning conditions for English language lecturers participating in training.
- The results of digital competence development for English language lecturers must be fairly evaluated, and widely applied and deployed.

3.3.7. . Organize periodic professional competence assessments for English lecturers at non-foreign-language-major universities based on the professional competence framework

3.3.7.1. Aims and significance of the solution

- The solution aims to ensure that the professional competence evaluation for English language lecturers in non-foreign-language-major universities are implemented in a synchronized, objective and fair manner creating motivation for lecturers to continuously learn and develop.

- The solution aims to evaluate the level of professional competence of each English language lecturer according to the standards and criteria for competence requirements in the professional competence framework for English language lecturers in non-foreign-language-major universities, and to assess the level of achievement of the competence development goals regarding quantity, structure, quality, and professional competence outlined in the professional development plan for English language lecturers in non-foreign-language-major universities. This provides a practical and objective basis for adjustments in the professional development plan for English language lecturers in non-foreign-language-major universities

3.3.7.2. Content of the solution

- Evaluate English language lecturers according to the competence standards outlined in the professional competence framework for English language lecturers in non-foreign-language-major universities.

- Utilize the assessment results of English language lecturers based on the competence standards in the professional competence framework for English language lecturers.

- Adjust the content of professional competence development for English language lecturers based on concluded evaluation of English language lecturers according to the professional competence framework.

3.3.7.3. Implementation

- Direct the evaluation of the English language lecturers according to the competence standards outlined in the professional competence framework for English language lecturers in non-foreign-language-major universities.

- Direct the utilization of the evaluation of the English language lecturers according to the competence standards outlined in the professional competence framework for English language lecturers.

- Direct the adjustment of professional competence development for English language lecturer's content based on concluded evaluation of English language lecturers according to the professional competence framework.

3.3.7.4. Conditions for implementation

Properly implement the operating procedures of the Criteria Set in all steps: from scoring, evaluating to summarizing while ensuring objectivity, scientific accuracy, fairness and democracy. The performance indicators in the set of evaluation criteria need to be specified into quantifiable tasks.

3.4. Interrelationship among solutions

The solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities contexts form a unified, coherent system with mutual impacts and support. While each solution may have different purposes, implementation processes, and conditions for implementation, they all share a common objective of enhancing the quality of the English language lecturers to meet the demands of educational innovation and international integration. These solutions have multidirectional impacts and serve as prerequisites, foundations, and conditions for the implementation of other solutions, and vice versa.

3.5. Testing the urgency and feasibility of solutions

3.5.1. Aims of testing

The testing aims at identify the level of urgency and feasibility of the solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities.

3.5.2. Content of the test

The level of urgency and feasibility of the solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities

3.5.3. Subjects and scope of the test

- The subjects participating in the testing include managers and lecturers who participated in the survey in Chapter 2. Specifically:

+ Group of managers: 61 people, including management staff (University administrators, heads, deputy heads of functional departments, deans, vice dean, heads, deputy heads of subjects) in 12 selected non-foreign-language-major universities are surveyed.

+ Group of English language lecturers: 128 lecturers in 12 non-foreign-language-major universities are surveyed.

3.5.4. Testing method

The test deploys the method of asking for expert opinions by questionnaire and a standard Likert interval scale with 5 levels in which the lowest level is 1, and the highest is 5. According to the 5-level scale, the distance value is calculated according to the formula: Distance value = (Maximum - Minimum) / n = (5-1)/5 = 0.8.

3.5.5. Data processing tool in testing

The survey data is processed using the weighted average formula in statistical mathematics (also known as weighted arithmetic mean).

3.5.6. Testing results for the level of urgency

The average values of the urgency level of the solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities, as assessed by managers and English language lecturers, are 3.84 and 3.58, respectively, indicating both urgent and very urgent levels.

3.5.7. Testing results for the level of feasibility

The average values of the feasibility level of the solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities, as assessed by managers and English language lecturers are both 3.70.

3.6. Testing Solutions

Among the 07 testing solutions, the researcher selected Solution 6 "Organize digital competence training for English lecturers at non-foreign-language-major universities" for testing in this thesis.

3.6.1. Aims of testing

The purpose of testing this solution is to enhance digital competence and the competence of applying information technology in teaching and training English language lecturers in non-foreign-language-major universities according to the competence framework. This aims to raise awareness of competence development and ensure such training activities and managing such activities are fully understood, properly implemented, meeting the needs of both lecturers and educational institutions.

The purpose of testing this solution is to enhance digital competence to help English language lecturers master advanced digital tools and applications, thereby improving the quality of teaching, accessing new educational knowledge and trends, creating a professional learning environment, and saving time and resources.

Digital competence development fundamentally involves integrating technology with pedagogical and professional competencies, empowering lecturers to effectively use new technology. Step-by-step support is provided to train lecturers in the effective use of information technology to improve teaching, learning, scientific research, and the creation of a professional learning environment, fostering learning and experience sharing among lecturers, thereby building a network within the lecturer community.

3.6.2. Content of testing

Test the content and implementation of the solution 06. *Organize digital competence training for English lecturers at non-foreign-language-major universities.*

Test to investigate the frequency and level of proficiency in using software/applications to develop lectures, test, and evaluate students before and after conduct training activities for English language lecturers in non-foreign-language-major universities

3.6.3. Testing time, form, subjects and location

- Time: From November 2022.

- Form: offline and online

- Subjects: Offline training involves 18 English language lecturers from the Electric Power University and others in non-foreign-language-major universities training online via Zoom (voluntary).

- Location: M203 Foreign Languages Department - Electricity Power University.

3.6.4. Implementation

Step 1: Researcher proposes the testing idea.

Step 2: Invite English language lecturers in non-foreign-language-major universities to participate

Step 3: Pre-training survey.

Step 4: Organize training.

Step 5: Post-training survey.

3.6.5. Analysis of testing results

3.6.5.1. Using frequency of some software/applications by English language lecturers in non-foreign-language-major universities

Using frequency of some software/applications by English language lecturers in non-foreign-language-major universities before competence development reached an Average level. None of the 18 English language lecturers surveyed has ever used Prezi for any teaching activities.

Using frequency of some software/applications by English language lecturers in non-foreign-language-major universities after competence development increases to an Regular level (from Average level). Although the using Prezi frequency was still considered the lowest, its \bar{x} value increased from 1 to 2.61.

3.6.5.2. Level of proficiency in using software/applications of English language lecturers in non-foreign-language-major universities

Level of proficiency in using software/applications by English language lecturers in non-foreign-language-major universities before competence development reaches an Average level. Level of proficiency in using Prezi is evaluated as the poorest with \bar{x} value at 1.00.

Level of proficiency in using some software/applications by English language lecturers in non-foreign-language-major universities after competence development was

Very Good. Although Level of proficiency in using Prezi is still considered the poorest, its \bar{x} value increased from 1 to 2.94.

3.6.5.3. Utilization of competence development results

The results of interviews with lecturers and managers at the University where solution 06 was tested show that, after competence development, the Department is the focal unit to continue implementing post-training management steps.

Digital competence development, specifically the application of Prezi to teaching and research not only produces significant effects on teaching and research but also contributes to raising awareness and consciousness of managers and lecturers about training activities, creating a movement of emulation, academic exchange, competence development network, especially digital competence among lecturers and students in broader sense. The products of competence development are measurable such as scientific projects, digital lectures and group assignment of students shared publicly on the open exercise system in the school library. Furthermore, the fact that Foreign Languages Department and English Department are also planning to formulate a strategy for the development of digital lecture banks and digital exercises demonstrates that the competence development and managing digital competence development for English language lecturers according to the professional competence framework for English language lecturers in non-foreign-language-major universities have had positive effects, leading to significant advancements.

End of Chapter 3

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

Based on theoretical and practical foundations, the thesis has proposed 07 solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities. These solutions can be applied to address the limitations in managing professional competence development for English language lecturers in non-foreign-language-major universities, contributing to the realization of the goals of educational innovation. The proposed solutions for managing professional competence development for English language lecturers in non-foreign-language-major universities are based on the requirements to develop the qualities and competences of English language lecturers in the upcoming period. These solutions are synchronized, unified, mutually supportive, and have reciprocal impacts. The proposed solutions aim to optimize strengths and minimize limitations in managing professional competence development for English language lecturers, thereby enhancing the quality and effectiveness of managing professional competence development for English language lecturers in non-foreign-language-major universities.

2. Recommendations

2.1. For the Leaders of Ministry of Education and Training

- Incorporate professional development and self-development into the labor standards of lecturers.
- Research and issue a set of criteria for evaluating the professional competence of English language lecturers in non-foreign-language-major universities as well as a professional competence framework for English language lecturers.

- Standardize the content and methods for evaluating the professional competence of English language lecturers in non-foreign-language-major universities.

2.2. For the Administrator of non-foreign-language-major universities

- Consider applying the professional competence framework of English language lecturers to evaluate and develop training plans for English language lecturers.

- Consider applying the proposed solutions for managing professional competence development for English language lecturers in the implementation of training activities.

- Consider establishing mechanisms and policies to provide time and financial support for English language lecturers to participate in training and self-training activities.

2.3. For English Department (Specialized Teams) of non-foreign-language-major universities

- Consider applying the professional competence framework of English language lecturers to evaluate and develop training plans for English language lecturers within the Department.

- Consider applying the proposed solutions for managing professional competence development for English language lecturers in the evaluation of performance and identification of the need for professional competence development based on that assessment.

2.4. For English language lecturers in non-foreign-language-major universities

- Fully aware of the significance of ESP in non-foreign-language-major universities.

- Develop self-training plans and roadmaps.

- Promote collaboration with lecturers from other scientific majors and experts from various professions and majors inside and outside the university.

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