

THE PROFESSIONAL COMPETENCY OF HIGH SCHOOL ENGLISH LANGUAGE TEACHERS IN VIETNAM

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Abstract

This study aims to examine the level of professional competency of high school English language teachers in Vietnam. By using quantitative method with the distribution of 120 questionnaires to university lecturers and school principals, overall results indicate that high school English language teachers are rated as “competent” at an average level in content knowledge aspect, professionalism, multicultural, and classroom management aspects. However, they are perceived as less competent in pedagogical content knowledge aspect, teaching strategies, and use of technology. The findings also show that other competency aspects related to teachers’ communication skills and equity are rated differently between school principals and lecturers. From these findings, the pedagogical implementation is discussed for English language teacher training in Vietnam.

Keywords: professional competency, English teachers competency, high school English teachers competency.

1. Introduction

Education is seen as an essential factor to form one’s personality and his well-being, it shapes the political, social, cultural and economic scenario of the country. In other words, it is the most powerful weapon which can use to change the world (Nelson Mandela). For this reason, the quality of education is one of the top most concerns of all nations and teacher competency becomes crucial in promoting a nation’s education quality. Barber & Mourshed (2007) has stated “the quality of an educational system cannot exceed the quality of its teachers”, this statement reflects the central role of teacher in educational system, and competent teacher with effective teaching directly determines student’s learning outcomes, extensive evidence from prior studies has proven the impact of effective teaching to student achievement (Linda, 2000; Hanushek, 2011; Westbrook et al, 2013; Mustafa, 2013; Adnot et al, 2016) and their satisfaction during learning process.

Since English has been chosen as an international language with its spread to all around the world, English is formally taught in many education systems. With the diversity of English learners who speak English as a first, second, and foreign language, the quality of English teaching is even more pronounced (Trang & O’Rourke, 2013) in pedagogical practices. Consequently, language teacher’s responsibilities and qualities are expected to be standardized and continuously improve because

they are an essential actor to enhance students' English proficiency in order to use it as international language (Nhung, 2017)

Like other non-native English speaking countries, Vietnam has adapted English as compulsory subject in formal education system to prepare his citizens to be capable in the context of globalization. Although the decision No. 1400/QĐ-TTg of the Prime Minister in 2008 aims to improve foreign language teaching and learning in formal education system for the period 2008 – 2020 has significantly improved foreign language teaching in some aspects (such as the accessibility of English to all school levels, improving teaching and learning facilities, increasing the number of qualified teachers...), English language teaching has faced criticism related to problematic proficiency of English learners, poorly prepared English teachers, shortage of competent teachers, insufficient teaching material, inappropriate teaching approach, etc (Cunningham, 2009; Tien, 2013; Nguyen & Pham, 2016). In order to address teacher quality, the circular 30/2009/TT-BGDĐT regarding to teacher competence was issued and used as a guideline for teaching standard, teacher training, teacher professional development and performance evaluation.

In fact, Vietnamese English teachers are required to attain high standard of English proficiency, for instance, secondary English teachers have to accomplish 3-year college while high school English teachers have to undergo 4-year university programs to be recruited. In other words, they are expected to achieve level C1 on the references of the Common European Framework to qualify for teaching English in high school and level B2 for primary and secondary schools (Decision 3321/QĐ-BGDĐT, 2010; Decision 01/QĐ-BGDĐT, 2012b; Decision 5209/QĐ-BGDĐT, 2012a). Although the English Teacher competency framework has defined very specific and the curriculum of English teacher education focuses on teaching foundation knowledge, subject matter knowledge and professional knowledge to prepare students for their job, the quality of English teaching is still very controversial (Phuong, 2016) in many classroom contexts, especially in term of competence, teaching methods, English proficiency (Nghia, 2015; Manh et al, 2017). Therefore, teacher competencies should be reviewed, redefined and upgraded (Selvi, 2010) in order to cope with faced modern classroom challenges, the changes of education system and social needs.

Oxford dictionary defines competence as someone's ability to do something effectively and successfully, so doing something effectively requires both one's knowledge and skills to be able to accomplish it. Tigelaar et al (2004) specifically described competency as an "integration of knowledge, skills and attitudes" (as cited by Zhu et al, 2013) or it is presupposed of "the individual qualities and attitudes of teachers, their skills and knowledge that arise as a result of their work" (Liakopoulou, 2011, p.66). Competency is a set of conscious, trainable skills and abilities that determines teacher's capacities to perform their work successfully (Alqiawi & Ezzeldin, 2015). Due to the increasing of student diversity with highly complex activity and high demands of the workforce in the global economy, teachers confront with high expectation of public with their professionalism in order to help student success; this process requires their knowledge, skills (Selvi, 2010) and attitudes improvement. In other word, it requires their professional competency which is described as "inter-weaving of attributes, pedagogical skills and knowledge" (Liakopoulou, 2011; European Commission, 2013)

Generally, the teaching competency in Southeast Asia is understood as a combination of professional knowledge, professional skills, personal characteristics, professional/personal ethical standards and values, and professional development and lifelong learning (SEAMEO, 2010). This standard also defines the attributes of competent teacher include pedagogical skills, student performance assessment skills, classroom management skills, and professional development skills. Irmawati et al (2017) briefly stated that pedagogical competence, personal competence, and social

competence reflect competent teachers. The author also further explained that pedagogical competence deals with teaching skills such as teaching techniques, curriculum development and assessment; personal competence focuses on teacher's personalities; and social competence emphasizes on teacher's ability to socialize and communicate with others, and professional competence deals with teacher's mastery of subject matter and their professional development. In consideration of the diversity of classroom today, Lehman (2017) emphasized that multicultural competence is also included in teacher competence.

Nowadays, teachers are expected to teach their learners not only for present needs, but also prepare them for the ever-changing future, especially in driven-technology globalized world that challenges education system and its elements, technological competency is another requirements teachers should be equipped in teacher training and teacher professional development to help them deliver their lesson effectively (Zhu et al, 2013; ALqawi & Ezzeldin, 2015; Incik & Akay, 2017). In other words, Alqawi & Ezzeldin (2015) clearly discussed the competency of teacher in three main domains: academic, professional and personal. While academic competence requires teachers' broad knowledge base about the taught subjects with concepts, generalizations, skills and knowledge, the professional competence emphasizes on the usage of strategies, planning, methods, techniques... to help students success in their learning, and personal competence refers to teachers personal qualities such as good morals, linguistic ability, abilities to manage and innovate...

In consideration of teacher multitasks in today classroom such as instructor, evaluator, manager, communicator, administrator, demonstrator, etc, the elements of subject and curricular knowledge, pedagogical skills, classroom management skills, contextual awareness, and an understanding of their students are required for competent teachers (Council of Ministers of Education Canada, CMEC, 2013). However, to fulfill a number of roles and to be an effective teacher in teaching foreign languages, language competence is a must of teacher in this area. This element is interpreted as the complex language skills and techniques such as language fluency, language structures and forms and the usage of different verbal and non-verbal communication strategies to achieve communicative competence. (CMEC, 2013; Moradkhani et al, 2013)

Regard to the competence of language teachers, Richards (2010) has pointed out the special difference among teaching English with other subjects "it doesn't mean that someone can speak English can teach it", therefore, effective language teaching requires for teacher's subject knowledge, beliefs, and skills. The dimensions of language proficiency, content knowledge, teaching skills, contextual knowledge, awareness of teacher's identity, student-focused teaching, pedagogical reasoning skills, theorizing from practice, membership of a community of practice in order to share and to learn, and professionalism are seen as core competence of language teacher.

In another point of view, Kleickmann et al (2013) expressed that pedagogical knowledge and content knowledge are key components of teacher competence. The categories of pedagogical knowledge was described as a combination of four domains belong to language teachers, namely, knowledge of language and related disciplines, knowledge of English language teaching theories, skills and techniques, knowledge of context and social relations, knowledge of class, time and learning management, and other four belong to teacher educators, namely, knowledge of research and professional development, knowledge of practicum, knowledge of teachers and their assessments, and knowledge of reflective and critical teaching (Moradkhani et al, 2013).

According to Liakopoulou, (2011), Zhu et al, (2013), pedagogical competence of English teachers relates to their ability to design lesson plans, preparing teaching materials and implementing teaching strategies to develop student's learning. It is undeniable that competent teacher requires both personal traits and their specialized knowledge, didactic, and pedagogical skills and knowledge

(includes the usage of extra-curricular teaching materials, knowledge of teaching approach, understanding learners' needs, pedagogical contents and context knowledge). Burns (2017) emphasized that content knowledge of competent teachers is not only having the knowledge of language itself but also the knowledge of students and knowledge how to teach each specific contents to their students.

Competency frameworks for teachers, especially English language teaching has designed and developed in most of education systems, Vietnam also has its own competency framework for English teacher which focuses on the five domains that English Teachers must have, these include knowledge of language, language learning, and curricular content; knowledge of language teaching; knowledge of language learners; ethics and values in teaching; and practice and content of language teaching (No 792/BGDDTNGCBQLGD, MoE, 2014a). Although the details of teaching competency vary among education systems and there are several factors affect to teacher competence (Mustafa, 2013), the ultimate goal of these efforts is to develop student learning. So developing, implementing and evaluating, and upgrading the level of professional competency of Vietnam English teachers becomes more crucial in today's globalized world.

In light of the government effort to improve English language teaching, especially English teacher competence in order to respond to the needs of society, based on past studies where it was found that Vietnamese English teachers have insufficient professionalism, and authors' responsibilities to contribute in the key agenda of Vietnam educational reforms. For these reasons, the authors conducted this study as a first step to review English teachers competencies before going to propose further recommendation. Specifically, the study aims to answer the following questions: 1) What is the level of professional competency among Vietnamese English teachers in term of (a) content knowledge, (b) pedagogical content knowledge, (c) teaching strategies, (d) use of technology, (e) communication skills, (f) teacher's equity, (g) professional responsibilities, (h) and multicultural awareness and (g) classroom management skills 2) What pedagogical implication can be drawn from the findings?

2. Methodology

2.1 Respondents of the study

The target populations for this study were public high school principals and English lecturers in Vietnam. The researchers chose only these two groups for the following reasons, firstly, this study aims to examine the level of public high school English language teacher competency, school heads/ school principals are the ones who work with, supervise, monitor teachers' performance as well as manage their professional development, therefore, they would evaluate and give reliable information related to teacher's skills and ethics. Secondly, researchers involved university English lecturers in this survey because they train high school English teachers as well as work with them thru several in-service trainings, so they could give valid feedback related to high school English teacher knowledge, skills and attitudes. For these reasons, 48 principals and 72 university English lecturers were randomly selected to be the respondents in this study.

2.2 Research Instruments and Procedures

The questionnaire of this study was adapted from the project "Developing the Qualities and Competences Framework for the ASEAN Language Pre-service Teachers in Preparation for the Mobility Program" led by Philippines Normal University which authors were research members. Nine (9) aspects of teacher competency with 71 items were indicated in the questionnaire, and all the respondents were required to give their opinion on the applicability of each statement, a four-

point Likert scale were used that 1- not applicable/ not competent, 2 – less applicable/ less competent, 3 – applicable/ competent, and 4 – most applicable/ very competent. After gathering the data from questionnaire, the researchers used SPSS version 16.00 to encode and interpret meanings of the numbers, means and standard deviations were a focus of this descriptive statistic measurement.

Since the population of the respondents has spread to all the provinces, it was not easy to gather information in given limited time and resources, therefore, the authors decided to select the three biggest universities in training teacher education which are Ho Chi Minh Pedagogical University, Sai Gon University, and Ha Noi National University of Education as locations in selecting participants. After that the authors wrote a letter and contacted to the administrators at each university to ask for their help in distributing the questionnaire to the target respondents. The authors also discussed very carefully about the purpose of the study and selecting criteria of the respondents to these administrators, and after a couple of weeks, with the confirmation of university administrators, 120 hard copies of the questionnaire were sent to the respondents without any requirement about the demographic variable.

3. Results and Discussion

3.1 English teacher's competency as perceived by Vietnamese English lecturers.

Overall results show that public high school English teachers were perceived as quite competent in the area of content knowledge, table 1 reveals more detailed about this information.

Table 1: English Teacher's Content Knowledge as Perceived by Lecturers

<i>No</i>	<i>Teacher Competency Aspects</i>	<i>Mean</i>	<i>SD</i>
1	Theoretical foundations of human communication.	2.2	0.78
2	Principles, theories and philosophy of language learning.	2.9	0.56
3	Aspects of language learning such as phonology, morphology, syntax, pragmatics, and semantics.	3.1	0.73
4	English grammar (traditional and contemporary).	3.6	0.69
5	Language system functions (4 skills)	3.4	0.51
6	Nature of listening, speaking, reading, and writing and the theoretical bases, principles, methods in teaching these macro skills	3.4	0.51
7	Selecting literacy works from other countries	2.3	0.48
8	Theories and principles of language assessment	2.8	6.3
9	Theories and principles in preparation and design of instructional materials	3.4	6.9
10	Language research and its application to language instruction	2.9	0.56
11	Models/ frameworks of various language programs	2.7	0.82
12	Existing national high school curriculum	3.4	0.54
13	Ultimate goal of English language teaching in the country	3.0	0.71
Overall mean		3.0	

Although the average mean ($M = 3.0$) reflects that Vietnamese English teachers are quite competent in content knowledge, however, they are less competent in two items namely having deep

understanding about theoretical foundations of human communication ($M = 2.2$) and less of selecting literacy works from other countries ($M = 2.3$). This result aligns with past studies which pointed out the exam-oriented curriculum with emphasis on grammar and vocabulary (Le, 2015; Nguyen & Pham, 2016) has influenced on teacher's teaching. This is also the reason why the aspect of English grammar was rated with highest mean score ($M = 3.6$). Field competencies are the most important among other fields (Selvi, 2010), effective teaching usually parallels with teacher's qualities, content knowledge of competent teachers should be broad in term of language disciplines, theories (Kleickmann et al, 2013), therefore, these matters should be addressed in teacher training and teacher professional development.

Examine Vietnamese high school English teacher's pedagogical content knowledge, results in table 2 reveal that they less competent in this area ($M = 2.9$). Past studies have pointed out that knowing the linguistic content is not enough in teaching English but teachers also need to expose to the pedagogical aspects such as students' assessment skills, giving feedback to students, using various teaching strategies or using technology to enhance students' learning and development. This information need to be paid attention in the process to develop English language teaching especially in teachers' professional development. It was proven that content knowledge and pedagogical knowledge are the key components towards effective language teaching and learning (Burns, 2017; Irmawati et al, 2017)

Table 2: English Teacher's Pedagogical Content Knowledge

<i>No</i>	<i>English Teacher's Competency Aspects</i>	<i>Mean</i>	<i>SD</i>
1	Determine the purpose and objectives of language learning assessment.	3.0	0.66
2	Prepare test specification (key indicators of language skills.	3.0	0.81
3	Validate various teacher-constructed assessment tools.	3.1	0.87
4	Employ various assessment procedures, tools and tasks.	2.9	0.56
5	Analyze and interpret learners' academic record/information for classroom decisions and adjustment.	2.6	0.84
6	Devise alternative/ contextualized assessment procedures.	2.8	0.91
7	Provide feedback for evaluation and instructional purposes.	2.9	0.73
Overall mean		2.9	

Table 3: English Teacher's Teaching Strategies

<i>No</i>	<i>English Teacher's Competency Aspects</i>	<i>Mean</i>	<i>SD</i>
1	Using a wide range of techniques and strategies for teaching vocabulary to encourage learner autonomy.	3.2	0.63
2	Strategies for teaching grammar to support learners.	3.4	0.51
3	Teaching the different sounds and features of the English language thru isolated and integrated phonology activities.	3.1	0.56
4	Techniques and strategies for teaching listening skills and listening comprehension.	3.0	0.66
5	Techniques and strategies to negotiate for meaning and achieve oral fluency	2.8	0.63

6	Explicit instruction for readers to demonstrate comprehension	2.6	0.69
7	Strategies in developing student of lexical, syntactic, and rhetorical tools in writing academic papers.	2.7	0.82
8	Strategies for repairing trouble spots in conversations.	2.8	0.78
9	Techniques in giving feedbacks on student's errors.	2.8	0.63
10	Strategies to integrate digital resources into daily language activities	2.7	0.67
11	An effective student-centered and responsive instruction to build comprehension.	2.9	0.87
12	Techniques and strategies on differentiated instruction that address students with language learning needs.	2.9	0.73
13	Activities, assignments that develop student's authentic use of language to learn academic and content-material	2.9	0.73
Overall		2.9	

While effective English teaching demands for teacher's techniques and strategies to be able to help students achieve learning objectives in supportive and interesting classroom atmosphere, result tells out that English teachers are not perceived as "competent" in this area ($M = 2.9$). This result aligns with previous study conducted by Ha (2017), it also raises the issue in English teaching practices as well as in applying teaching methods which promote activeness, consciousness, self-motivation and creative thinking of learners (Article 5, Educational Law, 2005). Effective teachers not only require for content knowledge but they need to use various strategies in teaching so that they can support and inspire all students to learn, to correct, to improve and develop their whole potentials.

Table 4: English Teacher's Use of Technology as Perceived by Vietnamese Language Lecturers

<i>No</i>	<i>English Teacher Competency Aspects</i>	<i>Mean</i>	<i>SD</i>
1	Using various technological resources to enhance content and language instruction.	3.2	0.91
2	Using visual images for interpreting meanings and messages.	3.0	0.94
3	Utilize strategies for organizing, developing, and producing media presentations such as mapping and storyboarding, etc.	2.7	0.94
4	Model students on how to utilize multiple media and technologies, and how to judge their effectiveness in learning.	2.8	0.63
5	Develop learner's skills to critically evaluate and creatively produce presentations in a variety of media.	2.6	0.69
6	Design lessons using digital technologies	2.9	0.87
Overall mean		2.86	

Regard to teacher competence in using technology, results also indicate that English teachers are not as competent as expected ($M = 2.86$). Although the possibilities in using technology in English teaching are discussed, some past studies have proven that technological competency contributes to the effectiveness of lesson delivery (Zhu et al, 2013; ALqawi & Ezzeldin, 2015). Technology has interfered to all the aspect of our life and it has changed student's way of learning, it is perceived as a source to enhance content and instruction ($M = 3.2$), therefore, know how to make use of

technology and integrating it into teaching is an advantaged mean to communicate with students and manage students' learning practically.

3.2 English Teacher's Skills and Values as Perceived by Language Lecturers and School Principals

Table 5: English Teacher's Communication Skills

<i>No</i>	<i>English Teacher Competency Aspects</i>	<i>Lecturers</i>		<i>Principals</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>P SD</i>
1	Hold a constructive dialogue with colleagues and mentors about their professional knowledge and skills in the discipline.	3.2	0.63	3.3	0.68
2	Discuss with colleagues relevant educational issues.	2.9	0.56	3.6	0.47
3	Express ideas clearly and concisely in giving presentations.	3.1	0.56	3.4	0.61
4	Speak with confidence and competence in professional or academic oral exchanges.	3.3	0.67	2.8	0.65
5	Demonstrate ability to use English language accurately and fluently both in oral and in written form.	3.1	0.73	3.1	0.45
6	Demonstrate the ability to effectively simplify, clarify, synthesize, deconstruct, analyze, and criticize ideas.	3.1	0.56	2.0	0.91
7	Demonstrate sensitivity to various ethical standards in communication of different cultures.	3.0	0.66	2.6	0.59
Overall mean		3.1		2.97	

Communicative competence determines teacher's success in giving instruction to their students, results from this investigation show that English teachers also have ability in this aspect (M = 3.1), however, the data from school heads/ principals with mean score 2.97 is lower than lecturers, it means English teachers are perceived as less competent in communication. It was proven that fluency and competent communication strategies (CMEC, 2013; Moradkhani et al, 2013) contribute to teacher's success in managing information and active communicate with learners, effective teachers with good communication not only helps teachers deliver their lesson efficiency but also directly impact on student's achievements. Although the gap between the two mean scores is not big, improving teacher's communication skills, using different communication models, make ideas clear is an important need to respond to stakeholders' expectation (Katherine et al, 2016).

Table 6: English Teacher's Equity as Perceived by Vietnamese Language Lecturers and school principals

<i>No</i>	<i>English Teacher Competency Aspects</i>	<i>Principals</i>		<i>Lecturers</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
1	Support the development of the student's personality, self-confidence, and self-esteem.	3.6	0.49	3.1	0.83
2	Treat each student with dignity, respect, and empathy.	3.6	0.47	2.7	0.88
3	Promote mutual trust and confidentiality in relation with students, colleagues, and parents.	3.1	0.76	3.1	0.69
4	Act with transparency and fairness.	3.4	0.69	2.8	0.83
5	Foster respect and equity in the workplace, regardless of differences in values, personalities, cultural.	3.0	0.66	2.7	0.70
6	Treat with dignity and respect learners and colleagues.	3.2	0.56	3.0	0.75
7	Listen actively to and respect, consider and incorporate the views of others.	3.3	0.68	3.0	0.75
Overall mean		3.31		2.91	

Equity parallels with quality, inequitable education have a negative impact on individuals and hamper their achievement (OECD, 2012), for this reason teacher's attitudes and actions toward equity in their teaching influences student's motivation and development. In this aspect, English teachers are rated as "competent" with $M = 3.31$ by the lecturers, however, school principals perceived English teacher's equity is less competent ($M = 2.91$). These results provide important evidence for teacher education training in their effort to prepare teacher for the complexity of classroom today.

Table 7: English Teacher's Professionalism/Professional Responsibility as Perceived by Vietnamese Language Lecturers and School Principals

<i>No</i>	<i>English Teacher Competency Aspects</i>	<i>Lecturers</i>		<i>Principals</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
1	Deal proactively with interpersonal or personal matters that could affect one's own performance.	3.2	0.70	3.2	0.71
2	Develops effective networks by seeking out opportunities for collaboration and strategic alliances.	3.0	0.92	2.1	0.83
3	Support and contribute to other's professional development.	3.1	0.64	3.2	0.73
4	Collaborate for improvement and development of new ideas, professional exchange and sharing of good practice.	2.8	0.83	3.2	0.87
5	Engage in continuing education for personal and professional advancement.	3.0	0.75	3.4	0.69
6	Contribute to the strengthening of relationship between the school and stakeholders.	3.0	0.92	3.2	0.45
Overall mean		3.01		3.05	

Teacher's professional responsibility is an element of competent teachers (Selvi, 2010; SEAMEO, 2010, Richards, 2010), the level of English teachers competence in this aspect is rated as "competent" by both lecturers and school principals ($M = 3,01$ and $M = 3.05$). These results show up the strengths of Vietnamese English high school teachers, however, the needs of learners in classroom today not only learn to know but also learn to do and to live, and learn to be (UNESCO, 2004) in a changing world. Although teachers are perceived competent, continuously enhancing their ability in this aspect is significant to improve teaching quality.

Table 8: English Teacher's Cultural/ Multicultural/ Intercultural as Perceived by Vietnamese Language Lecturers and Public High School Principals

No	English Teacher Competency Aspects	Lecturers		Principals	
		Mean	SD	Mean	SD
1	Nurture relations with others based on empathy, mutual respect, and tolerance of diverse opinions.	3.0	0.53	2.7	0.53
2	Apply knowledge about cultural values and beliefs and its effects in the context of teaching and learning.	3.1	0.64	3.2	0.63
3	Use range of resources to learn about world cultures specifically the cultures of students in their learning.	3.0	1.06	2.9	0.62
4	Take pride in one's cultural heritage and appreciate other cultures.	3.0	0.75	3.2	0.56
5	Respect diversity among learners and colleagues.	3.1	0.64	3.0	0.77
Overall mean		3.04		3.0	

Multicultural element includes in teacher's competence (Lehman, 2017), actually faced classroom diversity has demanded teachers' sensitivity and respect to the differences among learners in order to provide equal opportunity to all of them. Understanding students' cultural background, raise cultural awareness and show one's appreciation to other cultures will promote students' learning (Selvi, 2010). English teachers are observed and evaluated as "competent" by both lecturers and school principals ($M = 3.04$; $M = 3.0$). This information shows that English teacher's knowledge, skills, and attitudes toward this matter are good enough and it need to be maintained in classroom today.

Table 9: English Teacher's Classroom Management Skills as Perceived by Vietnamese Language Lecturers and School Principals

No	English Teacher Competency Aspects	Lecturers		Principals	
		Mean	SD	Mean	SD
1	Organize and direct learners and learning to make the most effective use of time and resources.	3.1	0.83	3.2	0.53
2	Establish rapport with students maintaining respect.	2.7	0.70	3.5	0.51
3	Agree on clear and realistic class expectations in learning a language.	3.2	0.70	3.2	0.63
4	Develop autonomy and responsibility among students.	3.0	0.75	3.5	0.61

5	Maintain a language classroom environment conducive to learning.	3.2	0.88	3.1	0.60
6	Provide equal opportunities for students.	3.4	0.53	3.4	0.51
7	Consult with parents, administrators, co-workers and faculty on pertinent matters.	3.2	0.88	2.9	0.62
Overall mean		3.11		3.25	

In light with students' diversity as mentioned by Lehman (2017) with its complex realities, it requires for teacher's mastery of certain skills to meet teaching and learning objectives. In order to function well in everyday classroom activity, teachers need to be equipped with classroom management skills, the results from table 9 indicates that English teachers are perceived as "competent" in the point of view of both English lecturers ($M = 3.11$) and school principals ($M = 3.25$). This achievement needs to be maintained and enhanced to meet the continuously demands of learners.

4. Conclusion

This study focuses on examine nine aspects of high school English teachers competence, while content knowledge, professionalism, multicultural, and classroom management dimensions are perceived as "competent" to Vietnamese English teachers, other three relates to pedagogical content knowledge, teaching strategies, and use of technology are rated "less competent". The components of communication skills and teacher's equity need to have further investigation due to its different results between the two groups of the respondents.

Teachers' effectiveness in teaching depends on their knowledge, skills and personal qualities they had gained during training process and experiencing from the real classroom contexts. Vietnam has set English teachers competency framework, results from current study show the gap between what was learnt and intended to prepare for teachers and the actually level of competence that they are performing. This study serves as a reference for school administrators and practitioners in preparing English teachers, in teacher recruitment process, and teachers' professional development because English teachers are qualified to teach by the certification but their actual competency in teaching practice need to be considered for the classroom effectiveness.

In addition, the effort to improve education quality, particularly teachers' quality does not ever stop, therefore, other studies related to Vietnamese English teacher competency should be explored from other dimensions of competencies and from the perspective of other stakeholders'.

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