

# Chapter 14

## The Implementation of Outcome–Based Education in EFL Courses in Vietnamese Higher Education: Teachers’ Practices and Beliefs

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### **ABSTRACT**

*This chapter demonstrates teachers’ practices and beliefs about the implementation of OBE in English as a foreign language (EFL) courses in Vietnamese Higher Education; particularly, they are the EFL courses for non-English majored students at a private university in Vietnam. The chapter begins with the introduction mentioning the objectives of the study. Second, a review of literature is provided with a theoretical background for the research problem under investigation. It consists of 1) a discussion of the concepts of outcome-based education and learning outcomes, 2) a discussion of constructive alignment of teaching, learning and assessment as a*

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*principle of OBE, and 3) beliefs about OBE. The chapter next turns to the research study that examines EFL teachers' practices and beliefs about the implementation of OBE in EFL courses, including a summary of the results, and recommendations for further research.*

## **INTRODUCTION**

The integration of Vietnam into the global economy requires a high-quality workforce, which means tertiary education quality needs to be continuously improved. This highlights the pressure for quality improvement in Vietnamese higher education in order to foster student employability and workplace readiness to meet the demand of society. Among many teaching and learning approaches applied in Vietnamese higher education, over the last decade, outcome-based education (OBE) has been widely employed as a framework of teaching, learning and assessment.

The term “outcome-based education” was first introduced in 1988 by William G. Spady (Thirumorthy, 2021). Since the 1990s, OBE has been widely applied in Higher Education Institutions (HEI) in such countries as Australia, China, Canada, Ireland, South Africa, the United Kingdom, and the United States, and later in Hong Kong, Singapore, Korea, Malaysia, India, and Europe since 2000s. Nevertheless, it was not until 2010, Vietnamese HEIs started to apply OBE for their training programs. The term “intended learning outcomes” first appeared in the government documents issued by the Ministry of Education and Training of Vietnam (MoET) in Directive 7823/CT-BGDDT dated 27 October 2009, requiring that all HEIs generate ILOs for their training programs, and that in the academic year 2010-2011, all program ILOs be publicized (MoET, 2009). Obviously, MoET placed emphasis on the importance of the outcome-based approach to improving education quality in HEIs, which means that all Vietnamese institutions must be ready for this approach. This was also considered one of the measures to enhance institutional education quality which would serve as all institutions' commitment of their education and training quality to stakeholders.

Additionally, in 2003, the first foundation for the Vietnamese national quality assurance (QA) system in higher education was laid (Do et al., 2017), largely driven by the state's goal to enhance the global standing of its institutions (Dao, 2015). Since then, Vietnam has engaged actively in the development of QA in higher education in the Association of South East Asian Nations (ASEAN) and joined international QA organizations to help Vietnamese HEIs step by step determine their position in the world. That is why Vietnamese HEIs have had a variety of programs accredited, using internal standards proposed by MoET and external standards proposed by international agencies. Among many standards proposed by both internal and external

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