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TEACHER IDEOLOGIES OF ENGLISH IN 21ST CENTURY: THE PEOPLE'S POLICE ACADEMY AND NEW DIRECTIONS FOR ENGLISH LANGUAGE TEACHING

Dinh Thi Van Anh¹

Abstract: *The goal of English language teaching is to educate students for the demands of the global community now and in the future. In order to analyze locally applicable 21st century English language teaching (ELT), this essay investigates the ideology of English in society and English in higher education held by the People's Police Academy teachers. Language ideologies create certain social realities that influence how instructors perceive English and contextually relevant ELT. Detailed interviews with 25 teachers at the People's Police Academy produced the data. Using grounded theory methodologies, data were inductively processed to provide a conceptual framework of teacher ideologies. Findings show that English is not just a personal and frightening second language in contemporary Vietnamese culture. On the other hand, English in higher education is foreign, communicative, historical and cultural, humanistic, used for studying multidisciplinary material, and it is always changing. The last category looks into self-reflective issues instructors have with ownership and identity, diversity, technology, and global perspective. Findings point to the need for a metalanguage for English in non-native situations that better captures experiences in a world that is more varied and linked as we examine new approaches. Then, a current initiative to assist teachers in investigating fresh and locally relevant ELT directions is suggested.*

Keywords: *Self-recording videos, speaking skill, impact, students' perception*

INTRODUCTION

In the dynamic landscape of the 21st century, language teaching ideologies have evolved significantly, responding to the ever-changing needs and demands of communication in a globalized world. This is particularly evident in institutions like the People's Police Academy, where English language teaching has taken on new directions to equip law enforcement professionals with essential language skills and intercultural competence. The convergence of modern ideologies and innovative pedagogical approaches is shaping the future of English language teaching (ELT) at the academy and beyond.

This article researches on teacher ideologies which are considered as a part of a larger project investigating teachers' visions for English language teaching in 21st century. Teachers' ideologies are researched as an "epistemic matrix" (Seargeant, 2008, p.123) for finding out the answer for this question: "*What ideologies characterize teachers' conceptions of English in society and English at school?*"

¹ The People's Police Academy

Findings derive from The people's police academy context but the same as all ideologies, are linked to larger discourses relevant to other contexts ((Bernstein, 2000; Fairclough, 2010, 2015). The discussion addresses both the consistencies and discrepancies found in the perceptions of English ideologies within society and educational institutions. It delves into emerging pathways and areas of change in teachers' perspectives, aiming to enhance English Language Teaching (ELT) that resonates with local contexts. Lastly, the article outlines an ongoing program designed to assist educators in embracing these fresh directions.

LITERATURE REVIEW

Ideologies of English and English Language Teaching (ELT)

Language ideologies encompass contextualized understandings and underlying notions regarding language usage within society. These perspectives emerge from socio-cultural experiences (Kroskrity, 2004, p. 498). These notions can be either overt or implicit in the ways a community of speakers communicates. These ideologies are fluid, not fully developed, and frequently offer only partial explanations for language application. They establish specific assumptions and societal constructs that pertain to localized interpretations of English (Fairclough, 2015; Snow, 2008). In this capacity, they offer fertile terrain for examining divergence and questioning beliefs. The discourses and ideologies they encapsulate can, and frequently do, involve political, cultural, or economic viewpoints beyond the language itself - such as English representing globalization or human capital (Pennycook, 2007, 2010). In environments where English isn't the native language, ideologies about English may be seen as representing foreignness, a global community, functional communication, employability, a tool for education, a means of expressing identity, and more.

Recent investigations in English as a lingua franca (ELF) (Seidlhofer, 2011; Sifakis, 2017), English as an International Language (EIL) (Pan, 2011; Pan & Block, 2011), and World Englishes (WE) (Galloway, 2013; Galloway & Rose, 2014; Rosenhan & Galloway, 2019) exemplify a progressively global-oriented approach to English that recognizes the multiplicity and variety of Englishes worldwide. At the core of this approach lies: a) the recognition of English emerging through interactions among diverse speakers and their cultural references, b) the broadening of the spectrum of conversational partners in English Language Teaching (ELT) practices, and c) the cultivation of sensitivity, consciousness, and appreciation for the diversity inherent in the English(es) that are instructed or employed (Matsuda, 2018; Sifakis, 2017; Sifakis & Tsantila, 2019). Nonetheless, research demonstrates potential conflicts between educators' willingness to embrace diversity and constraints imposed by standardized evaluations (Ranta, 2010), or conversely, between policies that advocate for diversity and constraints within instructors' ideological stances (Pan & Block, 2011).

English language teaching (ELT) in 21st century

The fluid viewpoints on English and potential conflicts encapsulate some of the intricacies inherent in English language teaching in the 21st century. Even the classification of "English" as a school subject is subject to questioning, possibly adhering more to academic conventions and a need for clarity than to the shift towards a cross-disciplinary domain of communication (Larsen-

Freeman & Freeman, 2008; Leung & Valdés, 2019). The expansion of the subject's scope, along with the diversity of teaching contexts, has ushered in an era of ELT characterized by the absence of rigid methodologies. This requires educators to consistently conceptualize and shape their experiences, knowledge, and convictions to facilitate locally relevant English language teaching (Kumaravadivelu, 2001, 2006).

In Vietnam, a Southeast Asian nation with a rich cultural heritage, it can be clearly seen that it has been experiencing a significant transformation in its approach to English language education over the past few decades. The ideologies of English held by teachers in Vietnam have played a crucial role in shaping the country's English language teaching (ELT) practices, curriculum, and student outcomes. In addition, English has gained immense importance in Vietnam due to its role in global communication, economic advancement, and cultural exchange. Vietnamese teachers' ideologies of English are often influenced by historical factors, societal perceptions, and the English proficiency demands of the modern world. Many educators view English as a gateway to international opportunities and economic prosperity, shaping their belief that a strong command of the language is essential for students' success. The ideologies of Vietnamese teachers shape their pedagogical practices, curriculum design, and classroom interactions. Traditional approaches to ELT, characterized by an emphasis on grammar and vocabulary, have gradually given way to more communicative and interactive teaching methods. Teachers aim to equip students with practical language skills for real-life communication, aligning with a learner-centered approach that seeks to foster confidence and competence in using English.

However, challenges arise due to the gap between teacher ideologies and the actual implementation of modern pedagogies. Resource constraints, large class sizes, and examination-oriented education systems can hinder the full realization of learner-centered approaches and the incorporation of critical thinking and creativity in language learning.

The transdisciplinary framework of Second Language Acquisition (SLA), as proposed by the Douglas Fir Group (2016), underscores the significance of heightened contextual understanding. This framework integrates and underscores the interrelation between micro actions and interactions, meso sociocultural institutions, and macro ideological structures in the process of English teaching and learning. Being attuned to micro, meso, and macro aspects necessitates dismantling preconceptions of what "English" signifies to various stakeholders. It also involves engaging in introspective conversations about deep-seated notions regarding English, language, and communication within local settings (Pennycook, 2010; Sifakis, 2017). This article aims to unpack teachers' beliefs and interpretations of English as encountered in society and educational environments. Through this exploration, the article seeks to uncover relevant ideologies embedded within teachers' communicative methods, thereby facilitating contextually meaningful English Language Teaching (ELT) in a context where English is not the native language.

METHODOLOGY

Research's aims

The aim of this article is to research and find out The people's police academy teachers' deeper conceptions about English in society and English at school. To do so, a qualitative, grounded

theory approach was taken to generate and analyze the data. Participants were English teachers in Foreign Language Department at the People's police academy (PPA) which is located in Bac Tu Liem district, Ha Noi. This section provides information about the language teaching environment at the PPA as well as the detailed design of the research.

Research context: English language teaching at the PPA

The People's Police Academy (PPA) is a multi-disciplinary institution; which is responsible for training and retraining cadres with graduate, master and doctoral degrees, fostering the titles and profession for cadres, leaders and commanders of the people's police force and the Ministry of Public Security. Moreover, the PPA also carries out foreign affairs and international cooperation on education and training under the Minister's plan.

Vietnam's growing global interactions and the increasing importance of English as a lingua franca have prompted the integration of English language education into specialized fields, including law enforcement. At the People's Police Academy, the ability to communicate in English is seen as an asset that enhances officers' capacity to work effectively with their counterparts from other countries and engage in cross-border operations. Furthermore, English proficiency fosters better communication with diverse local communities, especially in instances involving international visitors, tourists, and diplomatic interactions. With a wide range of students' levels as well as larger class size, teachers at the PPA have unique challenge. Different curriculums and different textbooks are used for specific students such as English for Police, English Unlimited Elementary, Pre-intermediate. While the academy recognizes the importance of English for its officers, it also acknowledges that traditional language teaching methods may not suffice. The curriculum must align with the practical needs of law enforcement professionals who require English skills for specific tasks, such as conducting interviews, handling emergencies, and participating in international collaborations.

Participants

In order to investigate teachers' ideologies of English in the PPA, 25 English teachers from Foreign Language Department were interviewed. Educators were chosen from educational institution based on their willingness and prior experience in teaching English. Among the group, the duration of English teaching varied, spanning from a few years to more than two decades. To preserve confidentiality, both school identities and teacher names were obscured through the use of codes and pseudonyms. They hold at least Master degree in English language teaching and linguistics.

Data collection instruments

Semi-structured interviews were employed to collect interview data. One obstacle in utilizing semi-structured interviews to uncover implicit thoughts is that participants might find it challenging to verbalize abstract concepts without immediate context (Borg, 2015). To mitigate this difficulty, the interview guide employed language and phrasing familiar to participants and grouped open-ended questions under recognizable topics (Cohen, Manion, & Morrison, 2018; Kvale & Brinkmann, 2009). References to classroom practices were also used as a frame of

reference. The detailed interview guide can be found in Appendix A. Each interview lasted around 30 minutes and was conducted at the PPA. The researcher generated notes and memos immediately during interviews to ensure in-depth research of participants’ thinking. Data were transcribed and analyzed in English and Vietnamese and translated by the author for reporting the findings.

Analysis

After collecting all answers from the participants, the author used Nvivo software to transform the data from descriptive to conceptual categories. (Holton, 2007). It’s quite new and challenged for the author when using this software. However, it’s also a great opportunity to access this new kind of data’s deconstruction. Open coding reduced data to phrases about English for non-native speakers using key words English, competence, global, international, world. Axial coding provided 2 primary categories namely English in society and English at school. There 2 more core groups for English in society and 6 for English at school. The sampling and interviewing of participants was continued at 25 teachers, when new data no longer added to the emerging patterns.

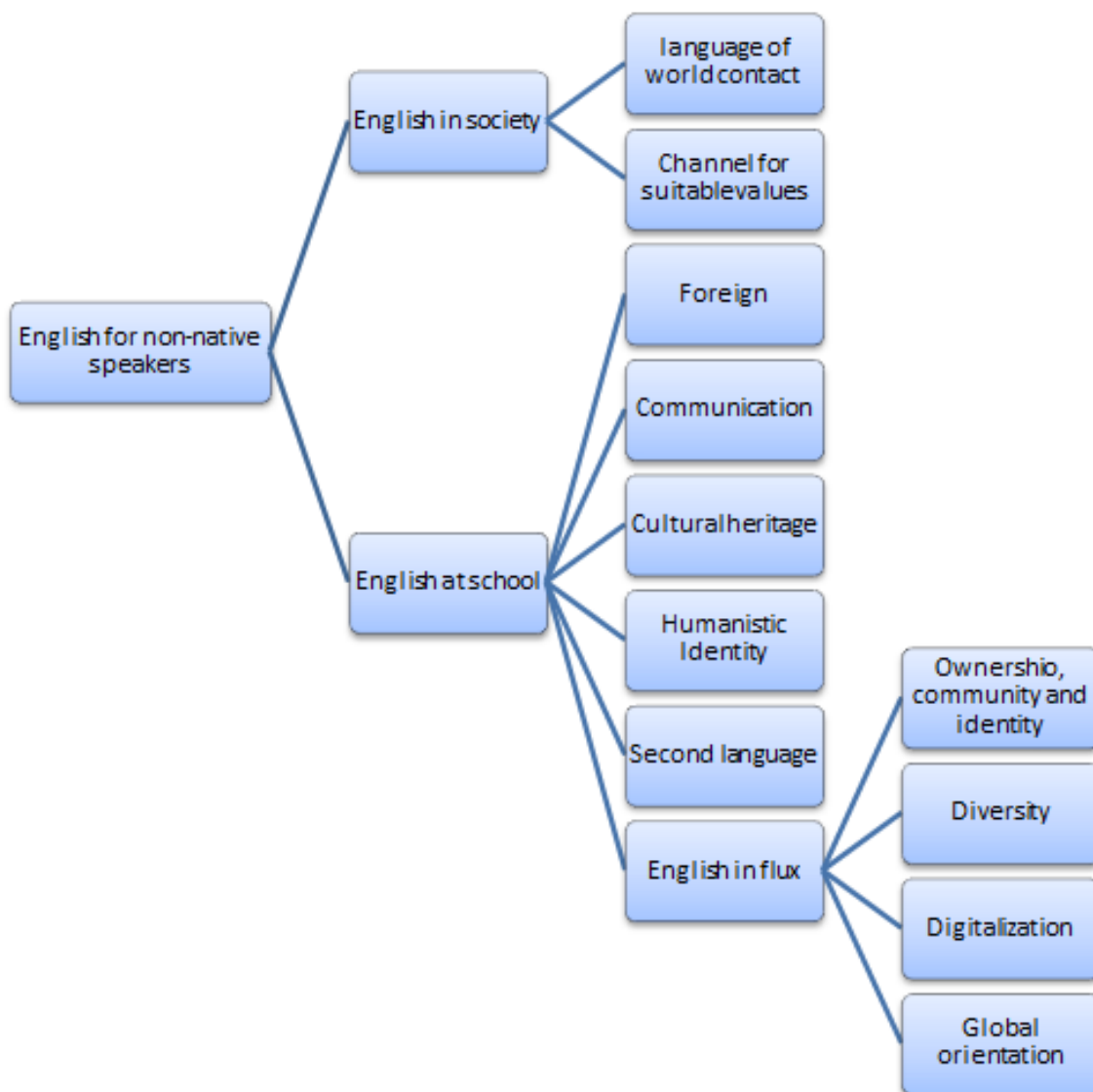


Figure 1. Analytical process and conceptual model

FINDINGS AND DISCUSSION

The PPA's teachers' ideologies of English

This article aims at exploring teachers' ideologies of English in 21st century specifically at the People's Police Academy. The ideological groups which emerged from the analysis are illustrated in figure 1. Each group is presented and described with interview data blow.

English in society

Among educators, English is perceived as both a familiar and advantageous language in contemporary society. However, it also carries a personal and potentially unsettling dimension. While favorable perspectives are linked to technological advancements and economic interactions on a global scale, the diffusion of English within the local context and its influence on individual perceptions pose challenges.

- English as a language of world contact

English is recognized as an essential method for world contact. This shifts orientation "away from the local and the national to global society". English is viewed by teachers as a channel for every fields' contact such as economy, technology, education, security, cooperation, ect. English has an explicit and tacit position as a "official (and) nonofficial language," according to teachers. It is also known as a "metalanguage" since it extends beyond the bounds of the national language. This is regarded as unproblematic because it corresponds to a maritime history necessitating an economic lingua franca. Teachers portray advanced English skill as "completely normal" and a uniting trait for "citizens in a modern society".

- English as channel for suitable values

The teachers also describe English as a language that "overwhelms" (Thuy) and "spreads and leaks" (Phong) into people's lives. They also depict English conceptions entering Vietnamese culture, making understanding of these concepts crucial to comprehend local social processes.

English at school

On the other hand, teachers underline the diverse nature of English within the educational setting. Juggling various conceptions of English - a task made more complex due to variations in student competence - results in what is described as a contradictory scenario for English in the school environment. Teachers, such as Trang, label this as an "eclectic" situation. In the classroom, English assumes roles as both a foreign language, a means of communication, a reflection of history and culture, a facet of the humanities, and a tool for acquiring knowledge across disciplines. Negotiating this intricate ideological terrain while simultaneously addressing issues stemming from student heterogeneity, the influence of technology, an increased global orientation, and concerns related to ownership and identity, poses a significant challenge for educators, (as articulated by Linh).

- English is foreign

English as a foreign language is defined as the systematic understanding of the rules employed by native speakers in the UK and the US. This understanding, once considered commonplace, is no

longer universally acknowledged and its importance varies among educators. While the instruction of these rules is often labeled as monotonous and uninteresting (as noted by Phong), a command of these rules is deemed essential for achieving high scores in final exams. Students are expected to adopt either a British or American accent and attain a pronunciation that is deemed acceptable by native speakers, as highlighted by Quynh, and distinct from their first language, unless they can establish a unique connection to another English-speaking country. In contrast to other foreign languages, English is less likely to explicitly emphasize listening skills or strategic engagement with hypothetical conversational partners. Although experiences beyond English-speaking nations are recognized as educationally advantageous, there is limited emphasis on them. Language is viewed as a vital tool for grasping these cultures, with non-native teachers seen not as the “bearers of the culture,” according to Nga, but rather as individuals responsible for acquainting learners with these cultures through both factual and fictional texts.

- English is as a mean of communication

English serves as a crucial means of communication on a global scale, playing a pivotal role in fostering understanding and connection among people from diverse linguistic backgrounds. Its widespread usage as a lingua franca enables individuals from different parts of the world to engage in meaningful conversations, share ideas, and collaborate on a multitude of levels, ranging from international business to academic discourse. The versatility of English extends beyond its utility as a tool for verbal communication, as it serves as a common language in written communication, literature, and digital platforms. In an increasingly interconnected world, proficiency in English enhances one’s ability to participate in the global community, transcending cultural and geographical boundaries. As a medium of expression, English empowers individuals to express their thoughts, share experiences, and contribute to the collective tapestry of human communication.

- English is cultural heritage

English is not just a language; it is a cultural heritage that has evolved over centuries, shaped by the rich tapestry of history, literature, and diverse influences. Rooted in the traditions of Anglo-Saxons, Normans, and other linguistic contributors, English has absorbed a multitude of words, expressions, and idioms, reflecting the complex journey of its development. Beyond its linguistic nuances, English literature stands as a testament to the cultural legacy embedded in the language, from the works of Shakespeare to contemporary novels that explore the human experience. As a cultural heritage, English encapsulates the collective wisdom, creativity, and shared narratives of the communities that have contributed to its growth. Its global spread and adaptability have allowed it to serve as a bridge between cultures, fostering a global conversation that celebrates the richness of human expression and thought. In essence, English represents not only a means of communication but also a living repository of the cultural heritage that has shaped and continues to shape our world.

- English is humanistic identity

Teachers also characterize English as a means of cultivating a humanistic identity by exploring moral considerations of right and wrong. The chosen topics serve to underscore the interconnectedness between actions, their consequences, and ethical principles, as noted by Ha,

and contribute to reinforcing learners' understanding of democracy and morality, as highlighted by Thuy. Engaging with content from diverse contexts enhances learners' sense of connection to other cultures and individuals, as expressed by Quynh, and deepens their awareness of human history, as articulated by Thuong. These topics encompass a range of issues, including injustice, human rights violations, health (both physical and mental), lifestyle choices, consumerism, pollution, migration, and poverty. English, according to teachers, uniquely integrates humanistic ideologies into practical application, urging learners to embody the values of heroic figures, apply these principles to their own lives, and utilize English as a medium to articulate these perspectives. These attitudes, according to Trang, prepare learners for their roles as responsible members of an increasingly diverse society. However, there exists a tension between the acknowledgment of a vast multicultural world as inherent to English, as observed by Thuy, and the tendency to frame English in comparison to American and British democracies, as pointed out by Thuy. For teachers, humanism and democracy represent not only a fundamental educational ideology but also an integral aspect of their personal identity, influencing most aspects of their teaching and being more reflective of themselves as individuals than solely related to the English language, according to Quynh.

- English is a second language

Teachers characterize English as a second language (L2) running parallel to the learners' first language (L1). Students are introduced to English from the onset of their academic journey and progressively acquire the ability to convey knowledge across various school subjects in English. English naturally serves as the instructional language in the classroom, with L1 instruction laying the foundation for literacy development in English, as emphasized by Trang. The development of conceptual language is pivotal, enabling learners to articulate cultural knowledge, elucidate complex phenomena and diverse perspectives, and express nuanced opinions. Proficiency levels vary, ranging from high proficiency, where learners can discuss cause-and-effect relationships, to lower proficiency, where they can respond to questions about immediate surroundings. What sets English apart from foreign languages, according to Dung, is its focus on content literacy. Highly proficient learners demonstrate the ability to write for an academic audience, having read extensively and acquired the knowledge of how to present themselves and communicate in a nuanced and almost philosophical manner with people from around the world, as observed by Hung.

- English is in flux

Educators engage in self-reflection by posing inquiries related to evolving notions of ownership, community, and identity, as well as aspects like diversity, digitalization, and global orientation. Dung raises the question of who, if anyone, "owns English" and explores how teachers and learners can contribute to a global community of English speakers. While instructional materials are perceived as lacking support for connecting with multilingual individuals, they do incorporate cultural practices from non-English-speaking contexts. However, learners question the legitimacy of such inclusions. Teachers admit to limited knowledge on these matters, speculating that they are likely connected to identity and expressing unfamiliarity with certain political events from the 1970s. Learners may resist these perspectives, displaying anti-American attitudes while still acknowledging the utility of English, creating a challenging dynamic for educators. Moreover, the

pervasive engagement of learners in the digital world is observed to reduce distances and enhance global contact, although digital interaction is only occasionally integrated into teaching. Teachers may incorporate different accents, recognizing that English involves adaptation to the context and the audience. However, they grapple with the challenge of uncertain cultural codes and whose culture holds significance. To ensure fairness, Hung suggests that ELT should extend beyond the traditional focus on Great Britain and North America. Teachers, influenced by experiences with mobility, find themselves reevaluating the concept of “English,” with one teacher emphasizing that in interactions with immigrants, English serves as “our mother tongue defined by our relationship.” The emergence of new varieties poses challenges, requiring teachers to adapt in both teaching and assessment, with a notable lack of support in these areas.

DISCUSSIONS

New directions for locally relevant ELT specifically at the PPA

This paper delves into teachers’ perspectives on English, including their underlying convictions. As demonstrated earlier, the outcomes highlight a multifaceted framework that is pertinent to ELT within specific contexts. This segment examines the interplay between teachers’ perceptions of English within society and their perceptions of its role in education. It underscores the congruencies and disparities while also shedding light on novel pathways for delivering English language teaching that resonates with local relevance. English Language Teaching (ELT) has undergone a paradigm shift in the 21st century, driven by the evolving demands of globalization, cross-cultural interactions, and effective communication. The People’s Police Academy, a vital institution in Vietnam responsible for training law enforcement professionals, stands at the forefront of embracing these changes. This article explores the new directions being taken in English language teaching at the People’s Police Academy, shedding light on how these innovations are equipping future officers with essential linguistic skills and intercultural competence.

More inclusive ELT

Focusing on inclusive English Language Teaching (ELT) is essential to cater to the diverse needs and backgrounds of learners, promote equity, and ensure that all students have equal opportunities to succeed. Inclusive ELT prioritizes meeting the diverse needs of all learners, regardless of their backgrounds, abilities, or identities. As educators, administrators, and curriculum developers, there is a collective responsibility to create learning environments that foster equity, respect, and equal opportunities for every student. The first thing towards inclusivity is recognizing and valuing the diversity present in every classroom. Teachers also need to select materials that reflect the diverse experiences of your students, provide multimodal learning, foster collaborate learning, address bias and stereotype, build inclusive classroom culture, provide clear learning objectives, send feedback, engage in ongoing professional development, advocate for inclusive ELT within institution, etc.

Beyond Language Skills: Embracing Intercultural Competence

Traditionally, English language teaching has focused on linguistic proficiency. However, the People’s Police Academy recognizes that law enforcement professionals operate within diverse

communities and engage with international counterparts. Therefore, a significant shift is being observed towards developing intercultural competence. This encompasses understanding cultural norms, sensitivities, and effective cross-cultural communication.

Task-Based and Scenario-Based Learning

A departure from rote learning, the academy is implementing task-based and scenario-based learning approaches. These methodologies immerse officers in real-life law enforcement situations, prompting them to communicate and respond effectively in English. This method ensures that the language skills acquired are directly relevant to their professional responsibilities.

Embracing Technology: Blended Learning

The integration of technology has revolutionized language teaching. The People's Police Academy is adopting a blended learning approach, combining traditional classroom instruction with online resources, language apps, and multimedia materials. This strategy allows officers to engage with authentic language content, practice communication skills, and enhance their digital literacy.

Professional Development and Experiential Learning

The academy recognizes the value of continuous professional development for its staff. As part of the new directions in ELT, instructors are encouraged to participate in workshops, seminars, and international exchange programs. These experiences enhance their language proficiency and expose them to best practices in teaching methodologies.

Multidisciplinary Approach: Integrating Law Enforcement Content

Acknowledging the need for contextually relevant learning, English language teaching is becoming multidisciplinary. Language instruction is seamlessly integrated with law enforcement content, enabling officers to apply language skills to their specific roles, such as conducting interviews, handling emergencies, and collaborating with international counterparts.

Collaborations with International Partners

The People's Police Academy is forging partnerships with international law enforcement agencies and institutions. Such collaborations offer opportunities for officers to engage in joint operations, workshops, and exchange programs, further enhancing their language skills and cultural awareness.

CONCLUSION

This article has examined the coherence, discrepancies, and emerging pathways within English Language Teaching (ELT) concerning the perceptions of the People's Police Academy (PPA) teachers regarding English in societal and educational contexts. The research delves comprehensively into the beliefs of a limited cohort of educators, uncovering an intricate microcosm of ideologies and epistemologies that shape the practice of localized ELT. The findings underscore the necessity for a nuanced vocabulary and critical viewpoints pertaining to English

and English language education, capable of encompassing historical legacies and contemporary realities while envisioning forthcoming requisites (Hornberger, 2006). The analytical framework employed to deconstruct language ideologies constitutes a noteworthy contribution for researchers exploring analogous inquiries. Cultivating profound insights into English demands sustained backing and enduring initiatives. Both instructors and educators must investigate “English” in the local context while interacting with teachers from a variety of different settings. The purpose is to assist instructors in bringing ELT ahead in ways that are locally meaningful and inclusive, as well as in accord with local realities for ELT in the 21st century.

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APPENDIX A

**Overview of teachers in the Department of Foreign Language
at the People’s Police Academy**

Numbers of English teachers: 25

Male: 5

Female: 20

Title:

- Doctor: 2

MA.: 23

Years of teaching:

- 7 years: 5 teachers

- 7 – 10 years: 10 teachers

- over 10 years: 10 teachers

Teaching subjects:

Subject	Targeted students	Number of credit
English for Police 1	Non-major	3
English for Police 2		3
English for Police 3	Full-time training	2
English 1	Non-major	2
English 2		2
Translation theory	Major in English	2
Theory of grammar		2
Practical translation		2
American – British Literature		2
Phonetics		2

APPENDIX B

Interview guide

I. Aims

1. What is the purpose of English in Vietnamese society, in your opinion?

2. How would you describe English as a school subject based on your own experience?

3. How do you think English as a school subject addresses some of the goals you mention for English in Vietnamese society?

4. Can you tell me a little bit about the sort of spoken English ability you believe your students will require today and in the future?

5. Can you tell me a little bit about the sort of written English skills you believe your students may require in the future?

6. English as a school subject is frequently referred to as both a subject for developing instrumental language abilities and a topic for the pupil’s personal development or growth. How

do you interpret the issue in light of these two factors? How can you strike a balance or include these into your teaching?

II. Global/ international/ local

7. Can you explain some of the circumstances in your classroom where English is actively used?

8. Could you describe some of the topics you cover in your classes?

9. In education, the terms “international” and “global” are frequently used in relation with English. Can you explain how you utilize the terms “international” and “global” in your classroom?

III. Identity

10. Can you describe your role as a teacher?

11. Based on your background, do you believe that instructing English as an academic discipline can play a role in enhancing democratic participation, reinforcing citizenship, and fostering the development of collaborative citizenship?

IV. Assessment

12. What is the most important thing when you assess your students’ competence in English?

13. What type of challenges do you experience in your assessment in English?

V. Local situation

14. Whether teachers at the PPA have a similar understanding about English as you?

15. What can help you or work against you in teaching English?

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Biên tập chuyên môn: PHẠM HỒNG VÂN

Biên tập xuất bản: PHAN HẢI NHƯ

Chế bản: ĐỖ THỊ HỒNG SÂM

Trình bày bìa: NGUYỄN NGỌC ANH

Đối tác liên kết: Phân hội nghiên cứu và giảng dạy Tiếng Anh VietTESOL

SÁCH LIÊN KẾT

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ELT FOR 21ST CENTURY EXCELLENCE

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In xong và nộp lưu chiểu năm 2024