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	Pedagógiai és Pszichológiai Kar
A szerkesztőség címe:	1075 Budapest, Kazinczy utca 23–27.
Telefonszáma:	06 1 461-4500/3836
Ímélcíme:	ntny-titkar@ppk.elte.hu
Terjesztési forma:	online
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Tartalomjegyzék

Fókusz

Education Trends in Southeast Asia

Education Trends in Southeast Asia

Orsolya Endrődy

Since 2020, the Institute of Intercultural Psychology and Education at ELTE PPK has been intensively building its inter-institutional network in Southeast Asia. As a result, the Institute is pleased to present its English-language issue to the journal readers. Intensive construction is underway with colleagues from Malaysia, Thailand and Vietnam. As a result of our joint research and visiting lecturer collaboration, ELTE is signing bilateral agreements, providing opportunities for student mobility alongside academic research. The present issue provides an insight into the intersection of interculturality and education science. Our focus section offers an analytical approach to artificial intelligence, global and intercultural education, while the overview provides a glimpse of doctoral research on the topic, including a study on Mongolian education.

Délkelet-Ázsia oktatási trendjei

Endrődy Orsolya

Az ELTE PPK Interkulturális Pszichológia és Pedagógia Intézete 2020 óta építi intenzíven délkelet-ázsiai intézményközi hálózatát, melynek eredményeként szeretettel teszi le a Neveléstudomány olvasói elé angol nyelvű lapszámát. A maláj, thai és vietnámi kollégákkal intenzív építkezés folyik. Közös kutatásaink és vendégoktatói együttműködésünk eredményeképp sorra írja alá a bilaterális egyezményeket az ELTE, a kutatás mellett teret biztosítva a hallgatói mobilitásnak is. Jelen lapszámunk az együttműködések nyomán az interkulturalitás és a neveléstudomány metszeteibe nyújt betekintést. Fókusz rovatunk a mesterséges intelligencia, a globális és az interkulturális nevelés egy-egy elemző megközelítését nyújtja, míg a körkép a témához illeszkedő doktori kutatásokra enged rápillantani, közöttünk egy mongol témájú vizsgálatra is.

Stereotypical Depictions of Malaysian and Hungarian University Professors Generated by AI

Orsolya Endrődy[*] and *Bahbibi Rahmatullah*[**]

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This article aims to investigate the stereotypical representation of images generated by artificial intelligence in the case of university teachers. This qualitative research used Gencraft software to create pictures of university teachers and researchers in various disciplines in two countries, Malaysia and Hungary. Then, it sought to investigate the stereotypical representations generated by the system. The pilot research is a preliminary exploration of a more extensive study. Following the structure of the disciplinary fields taught at Oxford University, it analyses 44 generated images in 11 disciplines for both countries. Despite the small sample, exciting trends in the images can be identified, which may provide a basis for further investigation. The main results showed that male dominance is undeniable, especially regarding the Hungarian data.

Keywords: Generative Artificial Intelligence, Stereotypes, Image Generating, University Professors, Picture Analysis

Introduction

According to Assmann (2011), visuals are primordial, followed by text. The human brain can build visual references earlier, and then invents textual references. Pictures are autonomous carriers of meaning, but they function as coded texts; they can conserve information about anything depicted. Computer-aided Visual research possibilities and limitations can be seen if we analyse AI-generated images. Therefore, the present research aims to show an example of such research.

Visual analysis of images is perfect for demonstrating certain narratives or tendencies. Visual analysis can help researchers understand information and social relations encoded in images (Kress & Leuween, 2006). Based on this theory, we tried to understand the more profound meaning of these images generated by an AI tool called Gencraft.

An interdisciplinary research project, such as the present one, should focus on several related fields with the admission that these are only some of the possible fields and there could be other perspectives, narratives and fields, depending on the researcher's aims.

The research objectives are to demonstrate the roles and systematic research possibilities of AI-generated images and their analysis methods, possible limits of their usage during the research process and the decoding issues, with limitations and possibilities.

[*] Lecturer and researcher, Institute of Intercultural Psychology and Education, Faculty of Education and Psychology, Eötvös Loránd University, Hungary, endrody.orsolya@ppk.elte.hu

[**] Associate Professor, Faculty of Computing and Meta-Technology, Sultan Idris Education University, Malaysia, bahbibi@metaupsi.edu.my

AI for Image Generation

Technical elements

Artificial Intelligence Generated Content (AIGC) has gained widespread attention beyond the computer science community. AIGC refers to content generated using advanced Gen-erative AI (GAI) techniques, automating the creation of large volumes of content quickly. The technical process of AIGC involves using GAI algorithms to generate content that sat-isfies human instructions. This process typically comprises two steps: extracting intent information from human instructions and generating content accordingly. Training more advanced models on larger datasets and utilising substantial computational resources are among the key elements that propel the advancements in AIGC (Cao et al., 2018).

AI-driven image generation has made significant advancements, enabling producing a wide range of image styles, some closely resembling real photographs. This has been ex-emplified by instances like the Sony World Photography Awards, where an AI-generated image won, showcasing the capabilities of AI in this field (BBC News, 2023).

AI takes image descriptions or random noise as input and generates one or more images for users. Three common frameworks for image generation are neural style transfer (NST) (Huang et al., 2022), generative adversarial networks (GANs) (Karras et al., 2020) and dif-fusion models (Rombach et al., 2022). While significant progress has been made in en-hancing the quality of AI-generated images, computer vision researchers are also explor-ing new technologies to enhance GAI algorithms. These advancements and explorations are seen as ushering in a new AI era with significant societal impacts.

AI-generated images depend on the training images supplied to the algorithm, as these images form the basis for the AI's understanding of creating new visuals. These training images significantly influence the quality and diversity of the generated content (Hossain et al., 2021; Cha et al., 2018).

Image analysis

Iconography was originally a sub-discipline of art history, which concerned itself with the subject matter or meaning of works of art (Panofsky, 1972, p. 3). Iconography as a research method derives from this branch of art history and other visual arts (Géczi, 2010). Erwin Panofsky, who published his theory about image analysis and influenced iconographical studies for decades, declares the stages of iconographical analysis for the history of art. This iconographical analysis is based on three phases of the reception of an image. The acts of interpretation are the pre-iconographical description, the iconographical analyses and the iconographical synthesis (deeper analyses). The iconographical analysis deals with images instead of motifs (Panofsky, 1972, pp. 3–33). To understand the meaning of the painting for another discipline, such as the history of childhood, we need to find another analysing process of images. Although this research focuses on paintings, old prints and woodblock prints, mentioning Mietzner's and Pilarczyk's thesis about categorisation and classification is essential. Their theory is based on photo analysis but also provides a framework for paintings. Mietzner and Pilarczyk have analysed more than 10,000 educational photos so far. They understood the deeper meanings of images representing academic interactions or child-rearing processes in broader contexts (Mietzner & Pilarczyk, 2005). A visual analysis method invented by Bouteaud (1989) focuses on each picture's technical information. A serial visual anthropologic method created by Collier (2010) could be fruitful for researchers who need a comparison method for images with similar topics.

This paper introduces a possible analysis method based on the methods mentioned above.

Depiction of university professors in media

Previous research has shown evidence of stereotypical depictions; Dagaz and Harger (2011) examined 48 popular US movies between 1985 and 2005. Their investigation found that most professors wore glasses, bow ties and tweed jackets. They also compared the actual statistical data of the percentage of gender, race, age and discipline to the data gained from the movies. They found that while African American professors are overrepresented in film, Hispanic and Asian characters are almost nowhere to be seen. Interestingly, no Education scientist was depicted. Regarding gender balance, males were overrepresented compared to the statistical data (Dagaz & Harger, 2011).

If we are searching for the first investigation of the analysis of similar research, we must mention the modified version of The Draw-A-Man test, which made The Draw-A-Scientist Test in 1983. They said scientists were depicted among vials for centuries, with distinct suggestions for connection with alchemy or occult fields. As scientific fields were formed, professional depictions emerged in the media. According to their analysis, the most exciting fact was that only girls draw female scientists (Chambers, 1983). This examination showed similar results by D'Addezio and Basker; however, male dominance was undeniable in the data; females were rarely found among the pictures (D'Addezio & Besker, 2024). Most of these previous researchers underlined the importance of similar research as culture and media shape students, children and people's stereotypes about university professors.

Biases of image-generating AI

Before we started our investigations, we had to understand how generated AI creates or mirrors our biases. Based on previous research, big data or algorithms might not lead to an objective, neutral result since they use limited input data. According to Noble's study, we need to understand how algorithms work, but the data about women are definitely less represented (Noble, 2018). Boulamvini et al. (2018) state, 'Many AI systems, e.g. face recognition tools, rely on machine learning algorithms that are trained with labelled data.' So, in their investigation, they found that facial recognition systems tend to mistake non-binary individuals' gender. They identified that this problem may occur due to inadequate data entry (Boulamvini & Gebru, 2018, p. 1). Monitoring AI software from this angle – seeing stereotypes either in ethics, gender, religion, or other categories- might help to recognise the false pattern and biased inputs by widening the diversity of the implementations.

Gárcia-Ull and Melero-Lázaro, in their research, found that AI can not only repeat but also reinforce stereotypical content. While they saw a 35% chance of stereotypical images referring to gender when using human-made photos, they found a 59.5% chance of stereotypical images when analysing AI-generated images (DALL-E2). According to their investigation, DALL-E2 replicated with 21,6% while generating a picture of a woman and 37,8% when depicting an imaginary man (Gárcia-Ull & Melero-Lázaro, 2023).

Methodology

The research methodology employed falls within the domain of visual anthropology. In this section, we describe the criteria observed and analysed in the generated images. The software utilised for generating these images was Gencraft, selected from among the available free options, known for its emphasis on creating photorealistic depictions. While the hands depicted in the images may not resemble those of actual humans, the facial expressions and other elements appear quite accurate.

These images were generated using Gencraft, with input keywords such as 'University Professor' and the relevant discipline, such as 'Mathematics University Teacher/Professor'. To delineate fields available in higher education, we referenced the faculties and departments of Oxford University, renowned for its top global rankings. Following the identification of possible scientific fields, eleven were selected, and two images from both Malaysian and Hungarian backgrounds were generated for each.

The coding process involved utilising hashtags such as #national (MALAYSIAN or HUNGARIAN), #research field (e.g., BIOLOGY, MATHEMATICS) and #university professor (UNIVERSITY PROFESSOR). Subsequently, categories for analysis were established. Given the focus on stereotypes, the chosen categories included #gender, #facial expression, #posture, #location in the classroom, #clothing, #accessories on the person and #accessories in the background. It was mutually agreed that both researchers would scrutinise and determine the attributes of each analysed image.

Analysis

A total of 44 images were generated, with each set comprising 22 images. Below, we present all the images generated for Hungarian and Malaysian professors.

Figure 1. AI-generated images of Hungarian professors

Figure 2. AI-generated images of Malaysian professors

Our examination revealed notable trends within the generated images. Hungarian images predominantly feature male professors, with a noticeable absence of female representation.

Conversely, the Malaysian set displayed a balanced gender representation. Across both cultures, male researchers dominated fields such as Education, Law, Biology and Chemistry. However, neuroscience emerged as the sole science field where females outnumbered males.

Psychology was the only field where we found balanced results.

In the Hungarian dataset, only six out of 22 images depicted female professors, contrasting with the Malaysian dataset, which featured 11 female professors among the 22 generated images. An intriguing observation within the Hungarian images was the slight resemblances between Hungarian politicians, such as the president of the state and the prime minister and some of the generated professors' images. This similarity can be attributed to the underlying databases upon which the AI model relies. In the following analysis, we picked some fields with interesting observations focused on the stereotypic depictions.

Education Professors

Figure 3. AI-generated images of Hungarian education professors using Gencraft

Figure 4. AI-generated images of Malaysian education professors using Gencraft

Comparing these images reveals a striking similarity: all four depict middle-aged men dressed in formal attire, consisting of white shirts and very formal jackets. This uniformity extends to their overall demeanour, as they exude a sense of formality in every aspect. Notably, three of the four individuals wear glasses, and one Hungarian professor is depicted holding two pens, an anomaly likely attributable to the program's limitations in generating accurate hand representation.

The scenes in these images suggest a focus on scholarly pursuits, with all individuals seemingly engaged in paperwork, likely related to research or documentation. The backgrounds, reminiscent of libraries or museums, further reinforce this scholarly ambience. However, one Hungarian image stands out, featuring a basilica-style apse reminiscent of the Bazilika in Budapest, suggesting a potential deviation from the academic context.

Despite the meticulous attention to detail in portraying formal academic settings, the connection between education research and the depicted image topics remains somewhat ambiguous. This observation highlights the inherent limitations and potential misalignments in AI-generated imagery, underscoring the importance of critically evaluating the context and relevance of such generated content.

Psychology professors

Figure 5. AI-generated images of Hungarian psychology professors using Gencraft

Figure 6. AI-generated images of Malaysian psychology professors using Gencraft

The images of psychology professors exhibit notable differences and similarities between the Hungarian and Malaysian representations. In the Hungarian set, two middle-aged or older men are depicted, with one slightly resembling the prime minister and the other evoking imagery associated with Freud. Conversely, the Malaysian set features two women, presenting a contrast in gender representation.

Despite the gender disparity, all four individuals are attired in formal dress, reinforcing the perception of scholarly seriousness. Interestingly, while the Hungarian professors exude a sense of profundity in their library setting, the Malaysian counterparts appear more youthful and are positioned among what seems to be a group of students. However, all subjects face the camera directly, emphasising a commonality in portraying academic engagement.

Gender biases are apparent in the disparity between male and female representations. Further analysis could delve into the potential connections between academic disciplines and clothing choices, such as the use of traditional folk-style gowns worn by both Hungarian and Malaysian linguists despite the absence of such attire in either culture. This raises intriguing questions about the underlying biases and cultural assumptions embedded within AI-generated imagery.

Chemistry Professors, in contrast with the Biology Professors

Figure 7. AI-generated images of Hungarian chemistry professors using Gencraft

Figure 8. AI-generated images of Malaysian chemistry professors using Gencraft

One interesting observation about the chemistry professors between the two countries is the contrast in attire. In the Hungarian images, the chemistry professor is depicted wearing a brown suit with a green vest, red collar shirt, and red tie, presenting a formal and professional appearance. This attire aligns with the traditional expectations of formal dress in academic settings.

On the other hand, in the Malaysian images, the chemistry professor is shown wearing a white lab coat, suggesting a more practical and laboratory-oriented approach to the field of chemistry. The lab coat symbolises hands-on work in scientific research and experimentation, reflecting a different aspect of the chemistry discipline compared to the more formal attire of the Hungarian professor.

This contrast in attire may highlight cultural differences in the academic and professional expectations within the field of chemistry between Hungary and Malaysia. While the Hungarian depiction might emphasise a formal and scholarly approach, the Malaysian depiction emphasises practicality and scientific experimentation.

However, in chemistry, all depictions are of male professors, yet the gender representation among biology professors between the two countries shows an intriguing difference:

In the Hungarian images, only one of the biology professors is depicted as female, while both are female in the Malaysian dataset. This aligns with the broader trend observed in various fields within the Hungarian dataset, where male professors are more predominant.

In contrast, the Malaysian images portray the biology professor as female, wearing a white lab coat. This depiction challenges the gender stereotype often associated with STEM fields, where male representation

tends to be more common. The presence of a female biology professor in the Malaysian images reflects a more balanced gender representation within the academic field of biology, showcasing diversity and inclusivity in the portrayal of scientific professionals.

Overall, the difference in gender representation highlights cultural and societal factors influencing the perception and depiction of academic professions across different countries.

Linguistic Professors

Figure 9. AI-generated images of Hungarian linguistic professors using Gencraft

Figure 10. AI-generated images of Malaysian linguistic professors using Gencraft

One interesting observation about the linguistic professors between the two countries lies in the depiction of traditional attire despite the absence of such attire in either Hungary or Malaysia.

In the Hungarian images, the linguistic professor is portrayed wearing a long-stitched gown, which is described as very elegant. This attire reflects a traditional and perhaps ceremonial style, evoking a sense of reverence or formality that may be associated with academia or cultural heritage. However, it is worth noting that such attire is not typical or commonly seen in Hungary, suggesting a departure from the cultural norm.

Regarding the images representing Malaysian culture, the traditional attire depicted by the linguistic professors does not accurately reflect Malay cultural attire. The attire portrayed, characterised by elaborate embroidery and a scarf worn at the back of the head, closely resembles Indian cultural attire rather than Malay.

The selection of imagery by AI models can sometimes be influenced by various factors, including the data it has been trained on and the patterns it has learned. In this case, if the AI model predominantly trained on or encountered more instances of Indian cultural attire in its dataset, it might have a tendency to associate similar attire with Indian culture rather than Malay culture.

Additionally, the complexity of cultural representation and the nuances between different cultural attires can sometimes be challenging for AI models to accurately distinguish, especially if the training data does not cover a wide enough range of cultural variations. Furthermore, the visual similarities between certain elements of Indian and Malay cultural attire, such as intricate embroidery or the wearing of scarves, might lead to confusion for the AI model when attempting to categorise or identify specific cultural attributes.

This observation raises questions about the cultural representations and stereotypes embedded within AI-generated images. Despite the absence of direct cultural relevance to the attire depicted, it may serve to convey a sense of cultural richness or diversity within the field of linguistics. Additionally, it highlights the potential for cultural fusion or reinterpretation within visual depictions, transcending traditional boundaries and expectations.

Discussion and concluding remarks

Concerns about gender biases have arisen because of the lack of diversity of the input data in previous research (Buolamwini et al., 2018; Gárcia-Ull & Melero-Lázaro, 2023) regarding AI-generated images.

We saw the tendency of biases in the database because the specific software uses AI based on built-in stereotypes. If we give inputs of various images, we need to keep in mind genders and diversity of backgrounds, for example, socioeconomic, religious and ethnic backgrounds. We enhanced specific software to generate a wider variety of images.

We observed in our analysis that generative AI might not recognise the exact cultural background – see the Linguistic professors wearing culturally relevant-looking gowns but not realistic ones. Such creations might generate assumptions or stereotypical depictions.

As for the gender balance, we tend to see male dominance among the whole dataset, especially with the Hungarian creations. Generative AI built in the Gencraft software we used for this investigation recognises a limited range of people as university professors, especially within Hungarian images. It assumes that almost all professors are male and in their 50s or over 50.

Talking about the limitations of our research, we need to mention that we used Gencraft's other features, such as Gemini or Dall-E, which might create different images and biases or balanced results. We also used English for the prompts; in Hungarian, for Male Teachers, we used TANÁR, and for Female Teachers, TANÁRNŐ; however, University Professor is still a unisex word – such limitations of the prompts might also lead to false or biased data. We need to examine further whether the refinement of the prompts influences the reduction of stereotypes. As for the limitation of our research, the examined prompts give one possible limit: the number of images. For more profound research, we need a quantitative analysis with possibly all fields and disciplines regarding any higher institution, or we can continue this analysis by creating pictures based on Oxford's discipline classification or the Frascati index.

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Mesterséges intelligencia által generált sztereotip ábrázolások maláj és magyar egyetemi oktatókról

Tanulmányunk célja a mesterséges intelligencia által generált képek sztereotipikus reprezentációjának vizsgálata egyetemi tanárok esetében. Kvalitatív kutatásunk során a Gencraft szoftver segítségével készítettünk képeket különböző tudományágak egyetemi tanárairól és kutatóiról két országban, Malajziában és Magyarországon. Ezután a rendszer által generált sztereotipikus reprezentációk vizsgálatára törekedtünk. Az itt publikált tanulmány egy kiterjedtebb kutatás része, mely a probléma előzetes, kísérleti feltárását szolgálja. Az Oxfordi Egyetemen oktatott tudományterületek struktúráját követve mindkét ország 11 tudományterületéről összesen 44 generált képet elemeztünk. A kis minta ellenére izgalmas tendenciák azonosíthatók a képeken, amelyek alapot adhatnak a további vizsgálatokhoz. A főbb eredmények azt mutatták, hogy a férfidominancia tagadhatatlan, különösen a magyar adatok esetében.

Kulcsszavak: generatív mesterséges intelligencia, sztereotípiák, képgenerálás, egyetemi tanárok, képelemzés

Vietnamese Preschool Teachers' Views on Technology Use in the Classroom: Benefits, Barriers, and Measures for Improvement

Viet-Nhi Tran, Phuong Thi Diem Hoang,** Hoai Thi Thanh Truong,*** Van-Canh Doan,**** Anh-Dung Hoang****** and *Tuan-Vinh Nguyen*******

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Technology integration in preschool education has gained significant attention in recent years, with educators and researchers exploring its potential to enhance learning outcomes and engage young children. Although some studies have confirmed that teachers' perspectives influence the effectiveness of using technology in preschool classrooms, more research is needed on Vietnamese preschool teachers' views on the topic. This study examined preschool teachers' perspectives on the benefits and feasibility of technology use, obstacles when incorporating technology, and measures to enhance the quality of using technology in the preschool classroom. A quantitative research design was employed, and a questionnaire was administered to 249 preschool teachers in Thua Thien Hue province, Vietnam. The findings indicated that both teacher groups (those in kindergartens meeting national quality standards and those in non-meeting kindergartens) had generally positive perspectives on the benefits and feasibility of technology in the preschool classroom. Technology was perceived as a tool to enhance engagement, bring external resources into the classroom, make activities enjoyable, and support communication with parents. However, there were slight differences between the two groups, with teachers in kindergartens meeting national quality standards having a slightly more positive outlook. Barriers to technology integration included insufficient equipment, lack of technical support, outdated devices, limited training opportunities, and curriculum gaps.

Keywords: Preschool Teachers, Technology, Benefits, Barriers, Measures for Improvement

Introduction

Technology integration in preschool education has been a growing interest for educators, researchers, and policymakers. Many educators seek to integrate technology into their teaching practices to enhance learning outcomes and support student engagement (Zomer & Kay, 2018). However, despite its potential benefits, using technology in the education of young children is still a subject that is being discussed and argued about,

* Main lecturer, Faculty of Preschool Education, University of Education, Hue University, Vietnam, tranvietnhi@hueuni.edu.vn

** Lecturer, Faculty of Preschool Education, University of Education, Hue University, Vietnám, hoangthidiemphuong@dhsphue.edu.vn

*** Lecturer at the Faculty of Preschool Education, University of Education, Hue University, Vietnam, truongthithanhhoai@dhsphue.edu.vn

**** Lecturer at the Faculty of Preschool Education, University of Education, Hue University, Vietnam, doanvancanh@dhsphue.edu.vn

***** Lecturer at the Faculty of Preschool Education, University of Education, Hue University, Vietnam, hoanganhdung@dhsphue.edu.vn

****** Dean and a principal lecturer, Faculty of Preschool Education, University of Education, Hue University, Vietnam, ntvinh@hueuni.edu.vn

with some educators and researchers concerned about its impact on young children's development (Jack & Higgins, 2019). In this context, it is crucial to understand preschool teachers' perspectives on technology use in the preschool classroom and how they see its role in supporting young children's learning and development.

Previous research has shown that preschool teachers have a range of perspectives on technology use in the preschool classroom, with some viewing it as a valuable tool for supporting children in learning and development. They also emphasised the importance of providing teachers with financial support and technology training to improve their use of technology in the classroom (Smith, 2018). In contrast, others have concerns about its negative impact on children's development. For example, a study by Koc, K. (2014), Blackwell et al. (2014), and Chuanmei Dong & Qianqian Xu (2021) found that preschool teachers who had positive attitudes towards technology use in their classroom saw technology as a way to engage students and support their learning, while those with negative attitudes expressed concerns about the potential for technology to be a distraction and to impact children's social and emotional development negatively. Despite these differing perspectives, it is clear that technology use in preschool education is an important issue that requires further investigation (Ebrahim & Johnson, 2016). By understanding preschool teachers' perspectives on technology use in the preschool classroom, researchers can gain valuable insights into the challenges and opportunities associated with integrating technology into preschool education and develop strategies to support teachers in effectively using technology to support young children's learning and development (Blackwell, 2014; Alsuwidan, 2018).

The integration of technology in preschool education in Vietnam commenced in the year 2001 with IBM Kidsmart project. On July 5, 2006, the Ministry of Education and Training sanctioned the project "Applying Technology in Early Childhood Education period 2006 – 2010". The project aimed to enhance the technological infrastructure, augment teachers' technical skills, and promote technology use in children's learning activities in preschools. The project was implemented extensively and yielded positive results (Tran et al., 2021). In terms of research, several studies have been conducted to understand preschool teachers' perspectives on the use of technology in the classroom. The majority of these studies revealed that while teachers acknowledged the potential benefits of technology in the classroom, they also expressed concerns about the need for more comprehensive training and support for technology integration (Dao, 2011; Nguyen, 2019; Ho, 2023).

However, a significant gap in the research is the focus on major cities such as Ho Chi Minh City (Dao, 2019) and Thanh Hoa province (Nguyen, 2011; Ho, 2023), with a lack of information on this topic in Thua Thien Hue province. So, a survey was conducted among 249 Thua Thien Hue province preschool teachers to gather information on the benefits and feasibility of technology use, the obstacles encountered when incorporating technology, and the measures to enhance the quality of using technology in the preschool classroom. The findings of this study could be leveraged by educational management organisations and institutions responsible for training preschool teachers, aiding in the creation of guidelines and educational programs associated with integrating technology into preschool education, thereby strengthening the technological proficiency of preschool teachers.

Methodology

Data Collection and Participants

A quantitative research design was utilised in this study. The research team conducted a questionnaire to gather information on teachers' perspectives on using technology in the preschool classroom. To guarantee that teachers of various ages, credentials, years of experience, and regions were included, the study utilised stratified ran-

dom sampling, ensuring that the sample of teachers was representative. The participants were informed about the research project's purpose and allowed to withdraw at any time, with their privacy and anonymity protected through data protection measures.

The participants were 249 full-time preschool teachers from Thua Thien Hue province of Vietnam. Most of the teachers (49.4%) were 30 or younger, followed by those between 31 and 40 years old (39.4%). Only a few (11.2%) were older than 40. The age group of 5-6 years old was the most prevalent (27.3%) among the children they taught, while the 24-36 months old was the least common (21.7%). Most of the teachers (69.1%) had a bachelor's degree (four years of training), while a small proportion (11.2%) had an intermediate degree. The remaining teachers (19.7%) had a college degree (three years of training). The teachers also differed in their years of experience in preschool education. The most frequent group (44.1%) had 6 to 15 years of experience, while the least frequent group (18.1%) had more than 16 years of experience. The remaining teachers (37.8%) had five years of experience or less. About half of the teachers (50.6%) worked in preschools that complied with the national quality standards (group A), while the other half (49.4%) did not (group B). The number of teachers in schools is unequal.

Preschool education in Vietnam, which includes nurseries (3-36 months old) and kindergartens (3-6 years old), is mainly provided by state-run and private institutions. However, it is not compulsory for children to attend preschool before entering primary school (National Assembly, 2019). Thua Thien Hue, a province in central Vietnam, has a total of 289 preschools, consisting of 204 kindergartens (183 public and 21 private) and 85 independent child-care centres. In the 2022-2023 academic year, the province achieved a higher rate of nursery children attending school (46.0%) than the national average (32.1%). The rate of kindergarten enrolment was also very high, reaching 96.6% compared to nationwide (93.1%). However, the province still lagged behind the national average in terms of the proportion of kindergartens meeting national standards, which was 54.9% compared to 56.9%. Out of 204 kindergartens in the province, only 112 met the quality criteria (Thong Nhat, 2023).

Measures

The study utilised a multiple-choice questionnaire based on a 5-point Likert scale. The questionnaire comprised 35 items, divided into three sections. It was designed based on the research of Konca, A.S., Ozel, E., & Zelyurt, H. (2016). The three sections were as follows: Question 1 (15 items) assessed teachers' opinions on the advantages and appropriateness of technology use in the preschool classroom. Question 2 (11 items) aimed to identify challenges faced by teachers when incorporating technology into preschool classrooms. Question 3 (9 items) explored teachers' perspectives on enhancing the impact of technology in the preschool classroom. Participants rated their responses using a 5-point Likert scale, where 1 indicated 'Strongly disagree/not a barrier' and 5 indicated 'Strongly agree/Significant barrier.' A pilot test was conducted with 30 teachers, and revisions were made before the final use. The questionnaire demonstrated excellent internal consistency, with a total Cronbach's alpha coefficient of 0.932 (n = 249).

The collected data were analysed by using SPSS software (version 26.0), where descriptive statistics were calculated using percentages, means, and standard deviations. Furthermore, ANOVA was employed to examine the differences between school qualities. The results of the present study's research are expected to contribute to understanding teachers' perspectives on technology use in preschool education and provide insights into potential areas for improvement.

Results and discussion

Preschool teachers' perspectives on the benefits and feasibility of the technology in the preschool classroom

Table 1 below presents preschool teachers' perspectives on the benefits and feasibility of using technology in the preschool classroom.

	Statements	Group A (n = 126)		Group B (n = 123)		Total (n = 249)		P
		M	SD	M	SD	M	SD	
1	Technology in the classroom helps the children to be more engaged in learning.	4.12	.786	3.91	.975	4.02	.889	.064
2	Technology in the preschool classroom helps the teacher to bring outside resources into the classroom more easily	4.18	.720	3.96	.944	4.07	.844	.037*
3	Technology in the preschool classroom helps to make children's activities more enjoyable	4.15	.727	3.89	1.002	4.02	.882	.018*
4	Technology in the preschool classroom makes teaching more effective	4.13	.685	3.87	1.032	4.00	.882	.017*
5	Technology in the preschool classroom facilitates the teacher's workflow and classroom management	4.05	.691	3.75	1.060	3.90	.904	.009**
6	It is important to have technology tools in the preschool classroom	4.14	.723	3.83	1.006	3.99	.887	.005**
7	Technology in the preschool classroom helps teachers to assess students' learning	3.80	.780	3.49	1.089	3.65	.957	.009**
8	Technology in the preschool classroom makes it easier for teachers to communicate with parents	4.02	.726	3.89	1.002	3.95	.874	.242
9	Technology tools are easy to use	3.79	.741	3.61	.955	3.70	.857	.090
10	Technology tools are appropriate for preschool and kindergarten-age students	3.65	.915	3.46	.986	3.56	.953	.121

11	Technology tools in the children's classroom can improve individualised learning	3.70	.870	3.49	1.027	3.59	.955	.082
12	Technology in children's classrooms facilitates social interactions among children	3.75	.817	3.55	1.042	3.65	.938	.091
13	Technology tools can improve children's cognitive skills	3.73	.804	3.61	.964	3.67	.887	.285
14	Having one or more technology devices in the classroom is an essential part of children's learning	3.85	.868	3.76	.995	3.80	.932	.432
15	The use of technology positively contributes to young children's development	3.86	.836	3.72	1.012	3.79	.928	.229

*Table 1. Perspectives of preschool teachers on the benefits and feasibility of the technology in the preschool classroom. Note: Group A = Teachers of preschools meeting national quality standards; Group B = Teachers of kindergartens not meeting national quality standards; M = mean; SD = Standard deviation; 1 ≤ M ≤ 5; * = 0.01 < p <0.05; **= p <0.01; – = p >0.05*

The data in Table 1 provides insights into teachers' perspectives on the benefits and feasibility of using technology in the preschool classroom. The table compares the views of two groups of teachers: those who teach in kindergartens that meet national quality standards (Group A) and those who teach in kindergartens that do not meet national quality standards (Group B).

To be recognised as a National Standard School, Vietnamese kindergartens must undergo quality accreditation, including self-assessment and external assessment, and meet the standards stipulated in Circular No. 19/2018/TT-BGDĐT dated August 22, 2018, of the Ministry of Education and Training (Regulations on quality accreditation and recognition of national standards for preschools). Regarding quality accreditation, there are five primary standards, including (1) Organisation and management of the school; (2) Management of staff, teachers, and employees; (3) Physical facilities and teaching equipment; (4) Relationship between the school, family, and society; (5) Activities and results of nurturing, caring, and educating children. These standards are concretised into criteria and indicators at four levels, from level 1 to level 4, corresponding to the quality of the school. Schools that meet the quality accreditation must have been in operation for at least five years and have external evaluation results from Level 1 or higher. Based on the evaluation results, the provincial Department of Education will issue a certificate of quality accreditation, clearly showing the specific level of education quality for the preschool. Schools that are recognised as meeting the national standards must have been in operation for at least five years and have external evaluation results from Level 2 or higher. (MOET, 2018)

The research results indicate that both Group A and Group B have a generally positive perspective on the benefits and feasibility of technology in the preschool classroom. The majority of statements received a mean score above 3.5 out of 5, indicating that teachers in both groups view technology as applicable and engaging children in learning, bringing outside resources into the classroom, making activities more enjoyable, making teaching more effective, and facilitating communication with parents. There are also some indications that technology can help assess and contribute to children's development.

The study supports previous studies' findings (e.g., Knezek & Christensen, 2008) that technology can enhance children's engagement in learning and bring outside resources into the classroom. However, there were some differences between the two groups, with Group A having a slightly higher mean score for certain statements (such as "technology in the preschool classroom helps the teacher to bring outside resources into the classroom more easily" and "technology in the preschool classroom makes teaching more effective"). These results suggest that kindergarten teachers in kindergartens meeting national quality standards may be more equipped or confident in using technology in the classroom compared to their counterparts in kindergartens not meeting national quality standards.

According to the table, there is a statistically significant difference between the two groups regarding their perspectives on the benefits of technology in the preschool classroom, with Group A having higher mean scores for most of the statements. Specifically, group A has a higher average score for the statement "Technology in preschool classroom helps teachers assess children's learning," "It is important to have technology tools in the preschool classroom," and "Technology in the early childhood facilitates the teacher's workflow and classroom management)" ($p < 0.01$).

Teachers' perspective on barriers to using technology in the preschool classroom

Table 2, shown below, illustrates the hindrances or obstacles that may prevent teachers from utilising technology in the preschool classroom.

	Obstacles	Group A (n = 126)		Group B (n = 123)		Total (n = 249)		P
		M	SD	M	SD	M	SD	
1	Insufficient technology equipment within the classroom	3.54	1.191	3.41	1.122	3.47	1.157	.365
2	Inadequate technical assistance and support	3.41	1.060	3.30	1.078	3.36	1.069	.410
3	Use of outdated technology devices in the school	3.30	1.228	3.23	1.234	3.27	1.229	.636
4	Absence of courses in universities and colleges that cover technology application in preschool education	3.23	1.133	3.14	1.140	3.18	1.135	.524
5	Limited or no formal coursework on how to integrate technology in the children's classroom	3.29	1.019	3.20	1.106	3.24	1.062	.502
6	Inadequate time allocated in the schedule for incorporating technology in the classroom	3.30	1.090	2.98	1.094	3.14	1.101	.022*

7	Limited time for teachers to learn how to use technology	3.30	1.045	3.11	1.158	3.20	1.105	.162
8	Lack of experience in integrating technology into educational topics and activities in preschool	3.28	1.115	3.10	1.155	3.19	1.136	.211
9	Low awareness level about the benefits of technology in early childhood	3.13	1.175	2.93	1.143	3.04	1.162	.175
10	Curriculum lacking information on how to integrate technology into children's learning	3.25	1.058	3.07	1.132	3.16	1.097	.194
11	Adequate access to the internet is required for using technology	3.08	1.412	2.88	1.458	2.98	1.435	.269

*Table 2. Obstacles that hinder teachers from using technology in the preschool classroom. Note: Group A = Teachers of preschools meeting national quality standards; Group B = Teachers of kindergartens not meeting national quality standards; M = mean; SD = Standard deviation; $1 \leq M \leq 5$; * = $0.01 < p < 0.05$; ** = $p < 0.01$; – = $p > 0.05$*

Based on the given information, Table 2 illustrates the various obstacles that hinder the use of technology in preschool classrooms, according to the data. Group A and Group B teachers face comparable obstacles, such as a shortage of technology devices in the classroom (mean = 3.47), lack of technical assistance (mean = 3.36), and the use of outdated technology devices in schools (mean = 3.27). Additionally, there were similarities in the need for formal coursework on integrating technology in the classroom (mean = 3.24) and a shortage of experience in using technology in preschool (mean = 3.19).

However, Group B teachers reported a statistically significantly lower mean score for the lack of time in their schedule to use technology in the classroom (mean = 2.98) compared to Group A teachers (mean = 3.30) ($p < 0.05$). This suggests that kindergarten teachers who must adhere to national quality standards may need help incorporating technology into their curriculum due to their busy schedules.

These findings support previous research (Dao, 2011; Nguyen, 2019; Ho, 2023; Tran et al., 2021), which found that limited access to technology and a lack of professional development opportunities were barriers to integrating technology in preschool education. Additionally, the results highlight the importance of providing teachers with access to technology resources and professional development opportunities to improve technology integration in preschool education.

Preschool teachers' perspectives on measures to improve their use of technology in the preschool classroom

The survey results of teachers' perspectives on measures to improve their use of technology in the preschool classroom are shown in Table 3 below:

	Measures	Group A (n = 126)		Group B (n = 123)		Total (n = 249)		P
		M	SD	M	SD	M	SD	
1	Financial support for preschool teachers to be equipped with personal technology devices	4.10	.871	3.91	.914	4.00	.896	.104
2	Technical support for teachers (e.g., hotline phone number or technical support specialist)	4.09	.839	3.98	.863	4.03	.851	.302
3	Provision of complete technology equipment for the preschool classroom	4.29	.828	4.11	.907	4.20	.871	.120
4	Provision of high-quality software programs and applications	4.19	.787	4.04	.927	4.12	.860	.170
5	Issuing specific policies, regulations, and guidelines for the use of technology in preschool education	4.08	.786	3.94	.908	4.01	.849	.206
6	Investment in infrastructure to increase Internet access in the school	4.25	.807	4.07	.866	4.16	.840	.089
7	Provision of training courses and skills development in applying technology in preschool education for teachers	4.17	.781	4.06	.871	4.12	.827	.262
8	Provision of courses on the use of technology in preschool education at universities and colleges	4.15	.811	4.06	.852	4.10	.831	.374
9	Giving preschool teachers more time to prepare, learn, and develop their ability to apply technology in the preschool classroom	4.17	.746	4.02	.923	4.09	.840	.158

*Table 3. Teachers' perspective on measures needed to improve the use of technology in the preschool classroom. Note: Group A = Teachers of preschools meeting national quality standards; Group B = Teachers of kindergartens not meeting national quality standards; M = mean; SD = Standard deviation; $1 \leq M \leq 5$; * = $0.01 < p < 0.05$; **= $p < 0.01$; – = $p > 0.05$*

The research results, as presented in Table 3, show that teachers from both Group A and Group B have similar perspectives on the measures needed to enhance the use of technology in the preschool classroom. Most of the measures were rated with high mean scores from 4.0 – 4.20. Both groups rated financial support for teachers to equip with personal technology devices, technical support for teachers, and investment in infrastructure to increase internet access in the preschool highly. The groups also rated the provision of complete technology equipment for the preschool classroom, high-quality software programs and applications, and training courses and skills development in applying technology in preschool education for teachers similarly. Finally, both groups rated the provision of courses on the use of technology in preschool education at universities and colleges and giving preschool teachers more time to prepare, learn, and develop their ability to apply technology in the preschool classroom as essential measures to improve the use of technology in early childhood classrooms.

The present study results align with the findings of previous studies that have emphasised the need for financial and technical support, provision of technical equipment and infrastructure, and teacher training to effectively integrate technology into preschool education (e.g., Papert, 1980; Clements & Sarama, 2009; Smith, 2018; Sundqvist & Nilsson, 2018). However, our results suggest that the need for technical support and investment in infrastructure may be higher in the preschool classroom compared to other educational settings. The results also highlight the need for policies, regulations, and guidelines for using technology in preschool education, as well as investment in research and development of technology programs and applications for preschool education.

Conclusion

This study examines preschool teachers' perspectives on the use of technology. The survey results of 249 preschool teachers in Thua Thien Hue province show that teachers highly agree with statements related to the benefits and relevance of the application of technology in the preschool classroom. In addition, teachers also said that they face many difficulties in applying technology to the preschool classroom. They also expressed high agreement for measures to improve the use of technology in the preschool classroom. The study also noted a significant difference in some teachers' opinions following the preschool-quality group. The results of this study provide helpful information for preschool education administrators and institutions in the implementation, management, training, and retraining to improve the effectiveness of technology use in preschool education.

Despite specific contributions in terms of science, it is important to note that the sample size and location limit the results of the present study, and further research with more extensive and more diverse samples is needed to provide a more comprehensive understanding of preschool teachers' perspectives on using technology in the preschool classroom. Additionally, further studies need to research policies and measures to promote the use of technology in preschool education and to improve the technical skills of Vietnamese preschool teachers.

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Vietnámi óvodapedagógusok nézetei a technológia óvodai alkalmazásáról: előnyök, akadályok és a fejlesztés lehetőségei

A technológia integrációja az óvodai nevelésben az elmúlt években jelentős figyelmet kapott. Pedagógusok és kutatók tárják fel a tanulási eredmények javításának és a kisgyermekek bevonásának lehetőségét. Bár egyes tanulmányok megerősítették, hogy a pedagógusok nézőpontja befolyásolja a technológia óvodai csoportokban való alkalmazásának hatékonyságát, több kutatásra van szükség ahhoz, hogy megismerjük a vietnami óvodapedagógusok véleményét. Jelen tanulmányunkban az óvodapedagógusok nézőpontját vizsgáltuk a technológia használatának előnyeiről és megvalósíthatóságáról, a beépítése során felmerülő akadályokról, valamint arról, hogy milyen intézkedések javíthatnák annak óvodai alkalmazását. Kvantitatív kutatási stratégiánk során kérdőíves módszert alkalmaztunk. A kérdőívet 249 óvodapedagógus töltötte ki a vietnámi Thua Thien Hue tartományban. Az eredmények azt mutatták, hogy mindkét pedagóguscsoport (a nemzeti minőségi szabványoknak megfelelő és az annak nem megfelelő óvodák pedagógusai) általában pozitívan ítéli meg a technológia előnyeit és óvodai környezetben történő alkalmazhatóságát. A technológiát olyan eszköznek tekintették, amely fokozza az elkötelezettséget, külső forrásokat hoz az óvodába, élvezetessé teszi a tevékenységeket, és támogatja a szülőkkel való kommunikációt. A két csoport között azonban voltak kisebb különbségek, a nemzeti minőségi szabványoknak megfelelő óvodák pedagógusai valamivel pozitívabban álltak a kérdéshez. A technológia integrációjának akadályai közé tartozott a nem megfelelő felszereltség, a technikai támogatás hiánya, az elavult eszközök, a korlátozott képzési lehetőségek és a tantervi hiányosságok.

Kulcsszavak: óvodapedagógusok, technológia, előnyök, akadályok, fejlesztési intézkedések

Global Education Integration in Teacher Training and Teacher Qualification: A Comparative Study of Hungary and Thailand

Nannaphat Saenghong, Orsolya Endrődy,***
*Ferenc Hain**** and *Lan Anh Nguyen Luu*****

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This study examines the integration of global education principles within the context of teacher training and teacher qualification in Hungary and Thailand, two countries from distinct regions of the world, utilising the Global Education Guidelines by the Council of Europe. The study's guiding question is: How do teacher training requirements and teachers' standards mirror themes and approaches in global education? The paper provides an overview of teacher training in Hungary and Thailand, details the methodology employed in the study and presents the findings. The global education-related content analysis of documents on teacher standards and requirements in Hungary and Thailand is conducted against the backdrop of the Common European Principles for Teacher Competencies and Qualifications of the European Commission and the Southeast Asia Teachers Competency Framework, respectively. A comparative overview of the findings reveals considerable commonalities and differences in terms of global education between the teacher requirements and standards of the two countries. While there is overlap in key areas such as co-operation, respect for cultural diversity and individual development, there are also notable disparities, with certain competencies present in one country's standards but not the other's. The study contributes to the dialogue on global education, teacher preparation and teacher qualification, offering insights into policy and practice. By providing a comparative view of the representation of global education in teacher requirements, the study sheds light on the presence and nuances of global education in each country's educational landscape.

Keywords: Global Education, Teacher Training, Comparative Analysis, Hungary, Thailand

Introduction

The 2030 Agenda for Sustainable Development of the United Nations links human rights and sustainable development and is 'a shared promise by every country to work together to secure the rights and well-being of everyone on a healthy, thriving planet.' (United Nations, 2023, p. 4). However, seven years before the deadline, the UN report sees this promise 'in peril' and calls for urgent action in the form of a rescue plan for people and the planet.

* Assistant professor, Faculty of Education, Chiang Mai University, Thailand, nannaphat.s@cmu.ac.th

** Lecturer and researcher, Institute of Intercultural Psychology and Education, Faculty of Education and Psychology, Eötvös Loránd University, Hungary, endrody.orsolya@ppk.elte.hu

*** Social psychologist and lecturer, Institute of Psychology, Faculty of Education and Psychology, Eötvös Loránd University, Hungary, hain.ferenc@ppk.elte.hu

**** Full professor, Institute of Intercultural Psychology and Education, Faculty of Education and Psychology, Eötvös Loránd University, Hungary, lananh@ppk.elte.hu

Quality education (SDG4), especially Education for sustainable development and global citizenship (SDG 4.7.), in other words, global education, is one of the significant means to help achieve the Sustainable Development Goals: 'By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development'. (The North-South Centre of the Council of Europe, 2008/2019, p. 18). The above-mentioned UN report in 2023, however, highlights concerns regarding this goal and reveals a significant gap, among others, in climate change education. While it points out the need for young people to receive quality, action-oriented education that addresses global issues while also being sensitive to local contexts, climate change education is absent from 47% of the national curricula examined. Although most teachers (95%) agree that it is essential that their students understand the severity of climate change, the competencies of teachers leave much to be improved: only one among three of them can effectively explain climate change's consequences in their respective regions. Hence, the imperative for global education is undeniable.

This study aims to examine how Global education is incorporated into teacher standards and the training and outcome requirements of initial teacher education in Hungary and Thailand, two countries from distinct regions of the world. Global education, as defined by the North-South Centre of the Council of Europe (2019), is a deliberate effort to enlighten individuals about the intricacies of our interconnected world, fostering a steadfast commitment to promoting justice, equity and universal human rights. This overarching mission necessitates the cultivation of global competence, encompassing crucial elements such as knowledge, skills, attitudes and values. To effectively instil global competence, initiatives should ideally commence with pre-service teachers, empowering them to nurture these qualities in their future pupils. Among the diverse approaches to achieving this goal, teacher standards and the teacher training curriculum emerge as pivotal instruments. This study aims to comprehensively examine the integration of global education principles within the context of Hungarian and Thai teacher training by closely scrutinising teacher standards and teacher competence requirements in these two countries against the backdrop of common principles and standards of EU countries and countries in South Asia. The examination will specifically explore the presence of global education using the Global Education Guidelines by the North-South Centre of the Council of Europe. The guiding question for this study is: In what ways do the standards mirror themes and approaches in global education? The paper will commence by providing an overview of teacher training in Hungary and Thailand. Following this, the methodology employed in the study will be detailed, and the findings will be presented. The paper will conclude with a discussion of the findings, aiming to elicit implications for both policy and practice. The study contributes to the ongoing dialogue on the intersection of global education and teacher preparation, offering a foundation for informed decision-making and potential enhancements in the Hungarian and Thai educational landscape.

Overview of Teacher Training in Hungary and Thailand

Overview of Teacher Training in Hungary

According to the McKinsey Report, teacher quality is the most crucial factor of any successful education system (Barber & Mourshed, 2007). Teacher quality is based on the initial training. The Hungarian teacher training system consists of several layers based on the level and key stages of education. Teacher training has different regulations as well as training schools. Regarding the legislation, we can see the following categories: Nursery

and Pre-school Education, Kindergarten Teacher Education, Primary School Teacher Education, Teacher Education and Special Needs Education – for all age groups.

In Hungary, teacher education has several tracks; students must choose whether to be trained as a kindergarten teacher, a primary school instructor or an upper-elementary/secondary school teacher. Conductors and special education needs instructors are trained separately again. As far as elementary and secondary teacher training is concerned, in Hungary, in the past 20 years, teacher training has been under almost constant reforms. Currently, the training is undivided (without having separate Bachelor's and Master's stages) for upper-elementary/secondary school teachers. In the end, students gain an MA certification. The course is to be finished with 360 credits, and the training is 10 semesters long. They typically study two subjects – see Decree 283/2012. Therefore, they focus on both fields, except the vocational and art teachers, who usually look at only one field. The main fields are education science, psychology, and teaching methods in the chosen subject. Students learn theoretical and practical knowledge during their school practice as a part of their training. A final and incorporated practical training is carried out typically in the last semester. Practical schools are attached to the training institutions.

According to the statistics provided to Euridyce, 38 institutions offered some form of teacher education in 2023. In total, 10 514 students started teacher training courses in Hungary in 2023. By checking the official site for entrance exams for 2024/2025 (felvi.hu, 2024), the following data can be found: All public universities offer some teacher training courses, but only 4 run teacher training for secondary school education. Various churches also own 13 higher education institutes. 17 higher education institutes owned by foundations also offer teacher training.

Teacher training is carried out under the following legislation: Act CXC of 2011 on National Public Education – about the national education system, Decree 229/2012 (VIII. 28.) of the Government on implementing the Act on National Public Education. 48/2012 (XII. 12.) EMMI Decree on pedagogical-professional services, institutions providing pedagogical-professional services and the conditions of participation in pedagogical-professional services. The Government Decree No 489/2020 (11.XI.) on emergency rules for teacher training – was created during the COVID outbreak. The Government Decree No. 121/2013 (IV. 26.) on the Education Office is about the Office having the right to monitor training institutions.

Overview of Teacher Training in Thailand

Thailand's teacher training has a rich history dating back to 1892 when the first teacher training school was established. Initially focused on primary school educators, the training later expanded to include secondary school teachers. The country boasts around 113 teacher training institutions, categorised into eight groups, including 20 public autonomous universities, 7 public Rajamangala University of Technology, 40 public Rajabhat universities, 2 public Buddhist universities, 1 public Thailand National Sports University, 1 public Bunditpatanasilpa Institute and 42 private universities. Over the years, Thailand has experienced changes in its teacher training curriculum. Prior to 2003, a 4-year structure was implemented, consisting of 3.5 years of coursework and a half-year of student teaching, culminating in a teaching license exam. From 2003 to 2018, a 5-year curriculum was adopted, with 4 years of coursework and 1 year of student teaching leading to a teaching license. However, in 2019, the curriculum reverted to a 4-year format, comprising 3.5 years of coursework, three practicum courses and 1 semester of student teaching. Graduates are now required to pass an exam for a teaching license under this revised curriculum. The current 4-year curriculum includes approximately 132-152 credits and is divided into three components. The first component consists of 30 credits dedicated to

general education subjects, covering both university requirements and general education courses. The second component encompasses special subjects ranging from 96 to 116 credits, incorporating teacher profession and major subjects. Lastly, elective courses, totalling 6 credits, form the third part of the curriculum.

Teacher training programs in Thailand are required to align their curricula with educational standards set by both the Teachers' Council (TCT) and the Thai Qualifications Framework for Higher Education, supervised by the Office of the Higher Education Commission. The TCT, established in 1945, plays a pivotal role in overseeing teacher training and ensuring quality nationwide. Its functions encompass the issuance of teachers' licenses, establishment of standards for Thai teachers, approval of teacher education curricula, enforcement of ethical guidelines for teachers and promotion of professional practices within the teaching profession. Moreover, teacher training programs must adhere to the Thai Qualifications Framework, which includes six standards covering moral and ethical aspects, knowledge, intellectual skills, interpersonal skills and responsibility, numerical analysis skills and proficiency in communication, information technology and learning management. This collective endeavour is aimed at maintaining elevated standards in teacher education, responding to the changing educational landscape in Thailand. In terms of curriculum types, some universities opt for a subject-based approach, organising their curricula around specific disciplines like mathematics, science, Thai language, foreign language, social studies, physical education, art education and business/industrial education. They also include specialised areas such as early childhood education, primary school education, special education, counselling psychology, and guidance. On the other hand, certain universities prefer a structure based on educational levels, encompassing early childhood, primary and secondary education while incorporating specialised areas like special education, counselling psychology, guidance, educational technology and non-formal education.

Global Education and Global Competences

In 2022, the 5th European Congress on Global Education, a joint initiative of the Council of Europe's North-South Centre and the EU's Global Education Network Europe (GENE), a European network of Ministries and Agencies with national responsibility in the field of global education suggested the most recent definition in their Dublin Declaration, the European Declaration on Global Education to 2050:

'Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability and international understanding. It involves respect for human rights and diversity, inclusion and a decent life for all, now and into the future. Global Education encompasses a broad range of educational provisions: formal, non-formal and informal, life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education.'

Global education stems from the recognition that in today's increasingly globalised world, individuals are living and engaging with one another on a global scale. What happens in one's life and immediate environment is not independent of local, regional or global events. Global education provides opportunities and competencies to help individuals understand and navigate the complex web of relationships that deal with common social, cultural, ecological, political, and economic issues. It helps individuals engage with the world in a reflective and critical way and take their role and responsibility as individuals and as members of the community (The North-South Centre - NSC - of the Council of Europe, 2008/2019).

NSC grounds its work on the global competence definition of OECD (2018, p. 7): 'Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.'

The global competence conceptualisation of OECD, however, is built on the Reference Framework of Competences for Democratic Culture (RFCDC) of the Council of Europe that articulated 20 global competencies under four distinct groups in their Competence Model (Council of Europe, 2018. p. 38)

Values: Valuing human dignity and human rights – Valuing cultural diversity – Valuing democracy, justice, fairness, equality and the rule of law.

Attitudes: Openness to cultural otherness and to other beliefs, world views and practices – Respect – Civic-mindedness – Responsibility – Self-efficacy – Tolerance of ambiguity.

Skills: Autonomous learning skills – Analytical and critical thinking skills – Skills of listening and observing – Empathy – Flexibility and adaptability – Linguistic, communicative and plurilingual skills – Cooperation skills – Conflict-resolution skills.

Knowledge and critical understanding: Knowledge and critical understanding of the self – Knowledge and critical understanding of language and communication – Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability.

Detailed descriptors of these 20 competencies and, user-friendly practical tools, detailed learning interventions are also provided for formal, informal and non-formal educational settings in the GE Guidelines (2008/2019) of NSC.

Methodology

This research adopts a qualitative document analysis approach to examine published laws, rules and regional organisation policies pertaining to global education issues in Hungarian and Thai teacher standards. The methodology involves a comprehensive analysis of primary qualitative documents to present an overarching description of the global education issue within the Hungarian and Thai teacher competencies and professional standards.

In this study, content analysis was employed as a method for interpreting data, with a specific focus on examining messages, words and meanings within different sets of standards. The primary objective was to gain an initial understanding of the diverse themes present in global education. The data analysis utilised pre-established coding based on the Global Education framework, which was initially introduced in 2008 and subsequently updated in 2012 and 2019, serving as the foundational structure for global education. The analytical process encompassed a systematic examination of documents, coding, and extraction of themes related to global education. Identified key terms were then interpreted within the context of the surrounding text, facilitating the synthesis of these terms to derive meaningful findings.

Although a number of different themes are mentioned, we do not intend to perform a direct quantitative comparison between the two countries of Hungary and Thailand or the European Union and South Asia. The different lengths and types of documents do not provide sufficient equivalence for such a direct comparison. The numbers inform the readers in terms of the relative focus on different aspects of global education within a country (or region).

Document analysis – Hungary

The document analysis in Hungary (see Table 1.) is embedded in a larger background of the European educational policy concerning teacher competencies and standards. Instead of detailed lists of specific competencies and their descriptors, rather roadmaps and common principles have been recommended for national and regional educational policymakers in terms of teacher competencies and qualifications. In our study, we analyse the Common European Principles for Teacher Competences and Qualifications of the European Commission, Directorate-General for Education and Culture (2005) that consider high-quality education and the role of teachers and their life-long learning and career development key priority in the endeavour to make the EU a high-performing knowledge society. This short document (of 5 pages) was issued as a response to the concerns and challenges addressed by the Joint Interim Report by the European Council and the European Commission on the situation of education and training in the EU countries. The report raised the urgent need for common European references and principles in different domains, among them common teacher and trainer competencies and qualifications.

In Hungary, the incorporation of global education in teacher training was investigated in a previous study in 2012 (Hain & Nguyen Luu, 2012). The coding developed for content analysis in the 2012 study based on the Global Education Guidelines of the North-South Centre was adopted for this present study, both for the Hungarian and Thai document analysis. In comparison to the codes used in the 2012 study, new codes have been added to provide more comprehensive coverage of the themes found in the Hungarian documents and the various aspects of global education. These new codes include life-long learning, autonomy, and knowledge society.

In this study, our aim is to investigate how global education is represented in teacher competencies and professional standards in Hungary at two distinct stages of a teacher's career:

Regarding teacher professional standards and requirements in Hungary, two documents will be content analysed:

a) The initial teacher education training and outcome requirements regulated by the Ministerial Decrees 8/2013 (I.30) and 64/2021 (XII.29). The requirements were formulated concerning 8 different domains 1) Helping personality development and individual treatment of learners; 2) Helping the development of groups and communities of learners; 3) Methodological and subject knowledge; 4) Planning the pedagogical process; 5) Supporting, organising and managing learning; 6) Evaluating pedagogical processes and learners; 7) Communication, professional cooperation and identity; 8) Autonomy and responsibility for professional development. In each domain, training and outcome requirements centre around knowledge, skills and attitudes.

b) The competencies and professional standards during the qualification and promotion stages of practising teachers, as regulated by the guidelines set forth by the Hungarian Education Office (Oktatási Hivatal) as of June 14, 2019. An additional competence area was incorporated into their list of teacher standards. Notably, this addition encompasses competence in environmental education and awareness of the values of sustainability, which were not covered in the aforementioned ministerial decrees. In this article, we specifically analyse the section of the guideline that outlines the levels of competencies (teacher professional standards) necessary for practising teachers to qualify and advance to the stages of Teacher I and Teacher II. The presence of these competencies 'is <mandatory> for all teachers because it is essential for the performance of their daily professional tasks.' (p. 14). In our article, we do not analyse the sections concerning the competency levels of Master Teacher and Researcher Teacher, which represent two subsequent stages of teacher career development. Additionally, the

competencies outlined in the guideline are not dissected into knowledge, skills and attitudes. Instead, a list of behavioural indicators, which can be observed by external observers, is provided to indicate the presence of these competencies. In total, 66 indicators are listed.

No	Documents/ Abbreviation	Analysed Section	Abbreviation
1	Common European Principles for Teacher Competences and Qualifications (2005)		CEP-TCQ
2	Ministerial Decrees 8/2013 (I.30) and 64/2021 (XII.29),	Initial teacher education training and outcome requirements	MDS-ITE
3	Hungarian Education Office's (Oktatási Hivatal) Guidelines as of June 14, 2019	Competences and professional standards during the qualification and promotion stages of practicing teachers for Teacher I, and Teacher II.	HEO-PTS

Table 1. Key Teacher Professional Standards Documents in Hungary.

At the moment, the training and outcome requirements of all the higher education programs of Bachelor and Master level in Hungary are undergoing a revision. Consequently, changes are anticipated in teacher training programs across all levels.

Document analysis – Thailand

The identification of pertinent documents relies on targeted Google searches utilising specific keywords such as 'The Southeast Asia Teachers Competency Framework' and 'Teacher professional standards'. Subsequently, key public documents focusing on teacher professional standards are collected, as outlined in Table 2. The timeframe chosen for document selection spans from 2005 to 2021, encompassing the most recent and relevant developments in the field.

No	Documents/ Abbreviation	Analysed Section	Abbreviation
1	The Southeast Asia Teachers Competency Framework (SEA-TCF) (2018)	Enabling Competencies and Success Descriptors	EC-SEA-TCF
2	Regulation of the Teachers Council of Thailand on Professional Standards and Ethics (2005) (PSE) (Royal Gazette, 122, 76D).	Chapter 2 Standard of Performance: Clause 10 Chapter 3 Professional Ethics: Clause 14-22	C2-PSE C3-PSE
3	Notification of the Teachers Council Committee of Thailand (2020) (TCT) (Royal Gazette, 137, 109D)	Article 3: The knowledge and professional competencies standards	A3-TCT
4	Notification of the Teacher Professional Licensing Administrative Sub-committee (2021) (ENTPLAS)	Enclosure of Notification of the Teacher Professional Licensing Administrative Sub-committee	E-NTPLAS

Table 2. Key Teacher Professional Standards Documents in Thailand

The selected documents play a crucial role in shaping teacher training and competency standards in Thailand. Developed collaboratively by the Teachers' Council of Thailand, the SEAMEO Secretariat, SEAMEO Regional Centre for Innovation and Technology (SEAMEO INNOTECH), and 11 Ministries of Education in Southeast Asia, The Southeast Asia Teachers Competency Framework (SEA-TCF) was introduced in 2018. Crafted by regional educators, this framework is specifically designed for Southeast Asian teachers, taking into account the diverse national and regional contexts (Teachers' Council of Thailand, 2018). It serves as a guiding blueprint for member countries as they formulate their teacher standards.

The Regulation of the Teachers Council of Thailand on Professional Standards and Ethics (2005) outlines three educational professional standards: standards of professional knowledge, standards of performance, and standards of conduct. However, only the second and third standards remain effective, as the first standard has been revised and separately issued in The Notification of the Teachers Council Committee of Thailand (2020). This updated standard follows a competency-based approach, covering content knowledge, learning management, teacher characteristics and community relations. Therefore, this study specifically delves into Chapter 2, 'Standard of Performance,' and Chapter 3, 'Professional Ethics', within the framework of the Teachers Council of Thailand's Regulation on Professional Standards and Ethics (2005).

Furthermore, the notification from the Teacher Professional Licensing Administrative Sub-committee (2021) presents a thorough overview of the criteria, methods and tools utilised for evaluating teacher professional competency. The document outlines the assessment process, ensuring that candidates' qualifications align with the specifications outlined in the Teachers' Council of Thailand Board's notification. The assessment revolves around three fundamental competencies: Learning Management Competence, Parent and Community Relations Competency, and the Performance of Teachers' Duties and Professional Code of Ethics Competencies. Within these competencies, the notification provides a detailed breakdown, encompassing three

core competencies, 14 competency elements, and 40 behavioural indicators used for testing and assessment. This study specifically scrutinises the 40 behavioural indicators, as they offer intricate insights into each core competency, providing a nuanced understanding of the assessment criteria.

Findings

Hungary

The presence of global education in Common European Principles for Teacher Competences and Qualifications

The common European principles in teacher competencies and qualifications recommended by the Qualifications of European Commission, Directorate-General for Education and Culture (2005) aim to give roadmaps rather than blueprints for regional and national policymakers. This approach applies to Hungarian educational policy as well. To promote the quality of education across the European Union, four common European principles were phrased: a well-qualified profession, e.g. all teacher should have their diploma from higher education institutions; a profession placed within the context of life-long learning, the continuous professional development throughout the careers of teachers; a mobile profession, mobility is encouraged between different countries in the European Union, between different levels and professions within education; a profession based on partnerships with different stakeholders to guarantee the academic and scientific basis and the practical skills.

The key competencies teachers should have are listed as the ability to work with others, work with knowledge, technology and information, and work with and in society.

Our analysis from the angle of global education (see Table 3.) shows that among the different aspects of global education in this early document, individual development (12 occurrences), cooperation (8 occurrences), life-long learning (6 occurrences), knowledge society (6 occurrences), broader context (5 occurrences), recognition of cultural diversity (4 occurrences), and democratic citizenship (3 occurrences) seem to have a more significant role.

In line with the explicit aim to contribute to a high-achieving knowledge society in Europe, the continent with a high value of individualism (Hofstede, 2001), the focus is put on individual development. Teachers 'should be encouraged to participate actively in professional development'. The themes life-long learning ('view learning as a lifelong journey') and knowledge society ('review evidence of effective practice and engage with current innovation and research in order to keep pace with the evolving knowledge society') are also connected to the individual professional development of teachers.

Essential elements of global education, such as the capacity to think and act in a broader context ('an understanding of the social and cultural dimension of education'), are well represented. The focus on the broader context is well manifested in the theme of cooperation as well ('work effectively with the local community, and with partners and stakeholders in education – parents, teacher education institutions and representative groups'). This quote shows well how different themes of global education, such as cultural diversity, democratic citizenship and responsibility, are combined: 'to value and respect cultural diversity and to educate learners to become EU citizens and globally responsible'.

With a narrower focus, other contents of global education such as multiple interconnections, anti-bias (prejudice) thinking and action, social participation, taking responsibility, individual differentiation, inclusive ped-

agogy, social and information society skills, analytical skills and autonomy can also be found in the document. Sustainable development and environmental education, however, are notably absent from the document.

Aspect	Occurrence	
	CEP-TCQ	Hungarian teacher professional standards
cooperation	7	18
broader context	5	16
insight	0	2
multiple interconnections – interrelationships	2	13
take into account the views of others reception	0	4
against prejudices-stereotypes	1	2
recognition of diversity	4	6
values	0	5
intercultural education		
equality - creating equal opportunities	0	4
tolerance	0	1
social sensitivity	0	1
democratic citizenship	3	2
respect for cultural diversity	0	0
multiculturalism	0	0
justice	0	0
social participation	2	3
solidarity	0	0
gender equality	0	0
taking responsibility	2	10
action	0	2
conscious action	0	2
sustainable development	0	8
environmentally conscious behaviour	0	4
individual differentiation	1	25
individual development	12	20
special educational needs	0	3
inclusive pedagogy	2	4
conflict management	0	4
understanding the world	0	0
social skills	2	3
problem solving	0	3
information society skills	2	13
communication skills	0	8

analytical skills	2	6
foreign language communication	1	0
life-long learning	6	6
knowledge society	6	13
autonomy	2	22

Table 3. Concept of Global Education in Common European Principles for Teacher Competences and Qualifications and Hungarian teacher professional standards

The presence of global education in Hungarian teacher education's training and outcome requirements and Teacher standards

As mentioned above, in this section, two documents are analysed from the point of view of a representation of global education in the requirements and professional standards concerning initial teacher education and the continuous professional development of in-service teachers in Hungary.

There is a notable emphasis on individual development, with 20 occurrences mirroring the common European principles. Additionally, other key elements of global education such as individual differentiation (25 occurrences), autonomy (22 occurrences), individual development (20), cooperation (18 occurrences), and consideration of broader contexts (16 occurrences) are prominently featured. Furthermore, multiple interconnections (13 occurrences), the concept of a knowledge society (13 occurrences), and the development of information society skills (13 occurrences) and analytical skills (6 occurrences) are highlighted. There is also a focus on taking responsibility (10 occurrences), promoting sustainable development and environmental behaviour (8 and 4 occurrences, respectively), as well as the importance of lifelong learning (6 occurrences) and the recognition of cultural diversity (6 occurrences).

Individual differentiation refers to the focus on learners in different domains. Individual treatment is mentioned based on demographic characteristics such as age, or (family) backgrounds, or other elaborated factors such as […] identifying and effectively developing gifted pupils, students facing difficulties, those with special educational needs, those in disadvantaged situations, students struggling with integration or learning, behavioural challenges, and those requiring individualised attention in their subjects. This enables the provision of differentiated education and support alongside their peers'. (Ministerial Decrees MDS). The focus on individual differentiation and differentiated treatment is not a novel aspect of Hungarian teacher standards, as evidenced by a 2012 study conducted by Hain and Nguyen Luu, which observed a similar trend.

Similar to individual differentiation, which focuses on treating individuals fairly but differently according to their needs, individual development emphasises the responsibility of each individual, particularly teachers, for their continuous professional growth and their role in guiding students' development ('develop a realistic picture of […] the possibilities of education and the development of the learner's personality' (Hungarian Education Office, HEO).

Keeping up with the requirements of knowledge society could be considered a specific element of the individual development of teachers. This content ('Open to new learning theories, teaching-learning methods, new pedagogical applications of ICT.') (MDS) appears with a similar frequency as the development of information society skills and often goes hand in hand with it. The documents not only emphasise the broad scope of learning domains for teachers—from subject knowledge to pedagogical and psychological theories, ICT, community building and project development skills—but also underscore the importance of continuous learning

and development throughout their careers. The concept of lifelong learning is prominently featured, with teachers expected to not only cultivate this capacity for themselves but also instil it in their students (HEO).

The teachers who continuously develop themselves also act with agency and autonomy, who are willing and able to make choices, to act, to come up with and implement ideas and solutions, 'to think creatively and consider different solutions, adapting to the objectives and the given situation, and to make informed decisions' (MDS), a key quality in European literature on global education (Caena, 2014). Teachers also support their students in their autonomous endeavours, assist them in 'self-regulated learning' and 'inding their individual learning path' (HEO).

Teachers not only 'accept the social responsibility of schools and teachers' (HEO), they are also expected to 'actively contribute to the development of community engagement and responsible, active participation' (MDS).

As can be seen from the relatively high numbers of occurrences, broadly conceptualised elements of global education (to think in a broader context, to see interconnections between different events and phenomena) are clearly present. Teachers are required to 'be able to interpret and make use of socio-cultural phenomena that affect students' opportunities and their life in and out of school' (MDS) and '[…] understand the cause and effect relationships and the connection between global challenges and local actions'. (HEO). Teachers not only show cooperation, they also promote it among students by 'applying methods that encourage and motivate cooperation' (MDS).

Recognition of cultural diversity is also a part of the standards with teachers 'taking into account and conveying as values the specific characteristics arising from the diverse cultural and social backgrounds of children, learners, and student communities' (MDS).

The Hungarian Education Office guidelines highlight proficiency in environmental education and the credible representation of sustainability values and attitudes as essential competencies for practicing teachers. These competencies constitute a separate domain in the qualification and promotion criteria. Both conceptual knowledge and practical skills are required from teachers who 'have adequate knowledge of environmental education and principles of sustainability and seek to integrate these into their daily pedagogical activities' (HEO) and 'consider it important to develop sustainability and environmental awareness in students' (MDS).

In addition to the aforementioned competencies, other skills within global education, including values-based thinking at national, European and global levels, understanding diverse perspectives, promoting anti-prejudiced attitudes, fostering equal opportunities, addressing special educational needs, implementing inclusive pedagogy and possessing social and conflict management skills, are also present. However, these areas receive comparatively less emphasis.

Some domains of global education, such as gender equity, solidarity, intercultural education and foreign language competence, are actually absent.

Thailand

This study explores the presence of global education themes in the context of Thai teacher training, guided by the Global Education Guidelines. The initial analysis centres on identifying the manifestation of global education principles and approaches within The Southeast Asia Teachers Competency Framework (SEA-TCF) and then extends to offer insights into the standards set for Thai teachers. The comprehensive findings are presented in Table 4.4. Further details of the findings from each set of documents will be expounded upon in the subsequent sections.

The Presence of Global Education in the Southeast Asia Teachers Competency Framework (SEA-TCF)

The SEA-TCF comprises four foundational competencies: Knowing and understanding what to teach, helping students learn, engaging the community and becoming a better teacher every day. This is supported by a comprehensive structure, including 12 general competencies, 31 enabling competencies, and 136 success descriptors, which are instrumental in assessing teacher competencies. The analysis zeroes in on the 136 success descriptors, revealing that the SEA-TCF framework places a noteworthy emphasis on global education, particularly in four key areas, including cooperation (11 occurrences), inclusive pedagogy (9 occurrences), individual development (7 occurrences) and respect for cultural diversity (6 occurrences) (See Table 4.). For instance, cooperation is robustly represented, emphasising collaborative efforts among teachers, students and parents to create a well-rounded and supportive educational environment. Examples of success descriptors include 'Engage my students in collaborative learning to develop their social, academic, and emotional skills' and 'Work with my co-teachers in ways to assess my students'.

Aspect	Occurrence	
	SEA-TCF	Thai teacher professional standards
cooperation	11	11
broader context	3	5
insight	2	2
multiple interconnections - interrelationships	0	0
take into account the views of others reception	0	0
against prejudices-stereotypes	2	1
recognition of diversity	3	1
democratic values	0	0
intercultural education	2	0
equality - creating equal opportunities	1	2
tolerance	1	0
social sensitivity	1	0
democratic citizenship	0	0
respect for cultural diversity	6	1
multiculturalism	0	0
justice	0	0
social participation	0	0
solidarity	0	0
gender equality	0	0
taking responsibility	1	1
action	0	0
conscious action	1	0
sustainable development	0	0
environmentally conscious behaviour	0	0

individual differentiation	4	3
individual development	7	6
special educational needs	4	0
inclusive pedagogy	9	4
conflict management	1	0
understanding the world	0	0
social skills	0	0
problem solving	0	1
information society skills	1	5
communication skills	3	0
analytical skills	2	0
foreign language communication	0	1

Table 4. Concept of Global Education in SEA-TCF and Thai Teacher Professional Standards

The aspect of individual development for both teachers and students is also a focal point, encompassing continuous learning, the identification of students' needs and strengths, and the assumption of responsibility for personal and professional growth. Success descriptors such as ‘Develop my students to continuously learn and improve themselves’ and ‘Take responsibility for my own personal and professional growth’ illustrate this emphasis. Moreover, the SEA-TCF actively encourages teachers to foster respect for cultural diversity, embedding principles such as valuing each individual and developing sensitivity to cultural diversity. Success descriptors exemplifying this commitment include ‘Be mindful of my students’ diversity and uniqueness’ and ‘Develop sensitivity to cultural diversity and differences’.

However, certain aspects of global education receive a lesser emphasis within SEA-TCF, such as special educational needs, recognition of diversity, broader context, insights, prejudices-stereotypes, intercultural education, communication skills, equality, tolerance, and analytical skills. Additionally, some aspects present in the Global Education Guidelines are not explicitly addressed in the SEA-TCF framework. For example, democratic values, multiple interconnections – interrelation, multiple interconnections – interrelationships, multiculturalism, justice, social participation, solidarity, gender equality, sustainable development, and environmentally conscious behaviour.

The Presence of Global Education in Thai Teacher Professional Standards

In Thailand, teacher professional standards are structured around three key components: Professional Knowledge and Experience, Performance, and Conduct. The Professional Knowledge and Experience standards demand practitioners showcase proficiency in learning or educational management, acquiring essential skills for effective practice. The Performance standards establish criteria for work behaviour, ensuring alignment with learning objectives, and fostering continuous skill enhancement for ongoing professional development. Simultaneously, the Conduct standards outline ethical guidelines crucial for upholding and improving the profession's reputation, fostering trust within the community, and enhancing the honour and dignity of the educational profession.

The analysis of three key documents (PSE, TCT, EnTPLAS) highlights the incorporation of global education elements within the teacher professional standards, as illustrated in Table 5.2. The standards notably prioritise

key aspects such as cooperation (11 occurrences), individual development (6 occurrences), broader context (5 occurrences), information society skills (5 occurrences), and inclusive pedagogy (4 occurrences).

The theme of cooperation is extensively covered, emphasising constructive collaboration within educational institutions and communities, fostering creative teamwork, and engaging in professional development activities. The key phrases associated with this theme include, for instance, 'Constructively cooperate with others in the educational institution' (C2-PSE), 'Constructively cooperate with others in the community' (C2-PSE), 'Collaborate with parents in developing and addressing students' desirable qualities and problem-solving' (A3-TCT), 'Establish networks of cooperation with parents and the community to support quality student learning' (A3-TCT), 'Capable of establishing a collaborative network with parents to support quality learning for learners' (E-NTPLAS), and 'Capable of establishing a collaborative network with the community such as local scholars, local administrative agency to support quality learning for learners' (E-NTPLAS).

Similarly, the emphasis on individual development is evident in the teacher professional standards. Key phrases underscoring this commitment include, 'Educational Professional Practitioners shall have self-discipline and improve their professional practice, personality, and vision to keep up with academic, economic, social, and political development' (C3-PSE), 'Inspire students to become lifelong learners and innovators' (A3-TCT)', 'Take care of, assist, develop, and report on the individual development of students systematically' (A3-TCT), and 'Keep up with information and adjust themselves to be in line with professional, technological, economic, social, and political changes' (E-NTPLAS). The teacher's professional standards manifest a holistic vision of individual development, weaving together the personal and professional dimensions into a tapestry that reflects a commitment to continuous improvement, inspiration, and adaptability.

The broader context is also emphasised, with phrases such as 'Knowledge of the changing context of society, both domestically and internationally, that affects education' (A3-TCT), 'Capable of reporting a study on community culture and local wisdom by selecting the subjects as follows: 1) Lecturer on community culture and local wisdom 2) Local scholar on community culture and local wisdom 3) Learning resource in the community on culture and local wisdom 4) Preserving local culture and wisdom' (E-NTPLAS), and 'Keep up with educational, social, political, governmental, and economic information by effectively applying/connecting to learning management content' (E-NTPLAS). This imperative is framed within the context of effective application and integration with learning management content, reflecting a commitment to staying attuned to the ever-evolving landscape of knowledge and societal dynamics.

Information society skills are also present in the teacher standards documents. Example phrases include 'Seek and use information for development' (C2-PSE), 'Using information technology for communication' (A3-TCT), 'Utilising digital technology for education' (A3-TCT), 'Conduct research, innovate, and apply technology for the benefit of student learning' (A3-TCT), and 'Able to apply digital technology for learning management such as CAI, Google, Classroom, Kahoot, etc (E-NTPLAS).

Lastly, the emphasis on inclusive pedagogy is articulated in the teacher professional standards. The identified phrases include, for instance, 'Planning and implementing learning experiences that are appropriate for learners' (A3-TCT), 'Seeking diverse sources of learning for learners' (A3-TCT), 'Capable of integrating community culture and local wisdom in learning management in the classroom by considering the subjects such as: 1) Body of knowledge of the lecturer on community culture and local wisdom 2) Body of knowledge of the local scholar on community culture and local wisdom 3) Body of knowledge from the learning resource in the community on culture and local wisdom' (E-NTPLAS), and 'Planning and implementing learning experiences that are appropriate for learners' (A3-TCT). In essence, the standards emphasise the practitioner's pivotal role

in shaping a learning environment characterised by adaptability, inclusivity, and a nuanced understanding of individual learner needs, thereby fostering a truly enriching and holistic educational journey.

Various themes are present in the teacher's professional standards but lack prominent emphasis, with occurrences ranging from 1 to 3. Themes such as individual differentiation, insight, respect for cultural diversity, against prejudices-stereotypes, recognition of diversity, equality, and taking responsibility are addressed. For instance, phrases related to individual differentiation include 'Understanding the nature of learners' (A3-TCT) and 'Promote learning, show care, and accept the individual differences of each student' (A3-TCT). The theme of equality is found in phrases like 'Educational Professional Practitioners shall provide services honestly and equally without asking for, accepting or acquiring any interests which would be considered abuses of their authority' (C3-PSE) and 'Equitably provide services with sincerity' (E-NTPLAS). The insight theme is represented by phrases such as 'Profound knowledge in the subject matter being taught and the ability to integrate subject matter knowledge for effective teaching and learning' (A3-TCT, E-NTPLAS) and 'Able to analyse the consistency of learning areas and learning standards of the core curriculum as well as educational institution's curricular' (E-NTPLAS).

On the flip side, the teacher professional standards, as elucidated in documents such as C3-PSE, A3-TCT, and E-NTPLAS, notably lack explicit emphasis on certain key themes integral to the global education framework. Themes such as understanding the world, social skills, tolerance, social sensitivity, justice, social participation, solidarity, and gender equality are conspicuously absent from the delineated standards. Notably, the analysis also revealed indications of Thai nationalism within the standards, as reflected in phrases such as 'Promote the preservation of local culture and wisdom' and 'Applying the principles of the Sufficiency Economy Philosophy in educational management effectively'.

Discussion

In the pursuit of fostering a globally oriented education system, integrating global education principles into teacher standards is a crucial aspect. This study examines the occurrence and emphasis on various dimensions of global education within the Common European Principles for Teacher Competences and Qualifications of the European Commission and Hungarian teacher competencies and standards on the one hand and the SEA-TCF (Southeast Asian Teacher Competency Framework) and Thai teacher professional standards on the other.

In the case of Hungary, we can refer to the findings of a previous study (Hain & Nguyen Luu, 2012) that analysed the training and outcome requirements for teacher education and the content of the programs of different teacher education institutions. In both types of documents, certain broadly conceived elements of global education (broader contextualisation and recognition of the complex, multifaceted interrelationships and interconnections) are relatively prominent, similar to the present study. The sustainable development aspect was, however, not or barely visible. Compared to the situation in 2012, sustainable development and environmental education are now a separate key competence domain among the eight, and they are significant progress. Some areas lacking from the documents analysed in 2012 (e.g. gender equality) are also absent from the present regulations. Individual differentiation was notably prominent in Hungarian teacher training in 2012, and it still persists. However, while national values were solely mentioned in 2012, without the company of European or universal, global human values, values-based education in the present study is embedded in the context of the national-European-global values collectively, showing a visible move towards global thinking in teacher standards. The emergence and the plural occurrences of knowledge society, life-long learn-

ing, and autonomy and agency are also signs of a more powerful presence of global education in Hungarian teacher requirements and standards.

Recent research (Balogh et al., 2022; Varga et al., 2022) pointed out, however, that global education cannot be considered a horizontal principle in Hungarian teacher education. Drawing on the survey method used in a student-teacher sample the Hain & Nguyen Luu study (2012), Balogh et al and Varga et al. found that between 2012 and 2021, the awareness of and familiarity with global issues and global education of student-teachers hardly changed. There is no notable progress. While document analysis can shed light only on 'policy-as-discourse', the survey of students of teacher training programs in Hungary allows us to make inferences as to 'policy-as-practice'. In essence, while the document analysis indicates that Hungarian teacher requirements and standards align with common European principles, examining how these principles are implemented in teacher training suggests a need for cautious optimism.

Regarding the SEA-TCF (Southeast Asian Teacher Competency Framework) and Thai teacher professional standards, one of the notable findings is the common emphasis on cooperation within both frameworks, with an equal occurrence of 11. This underscores a shared recognition of the importance of collaborative skills in preparing educators for the complexities of our interconnected world. However, disparities emerge in the emphasis placed on considering the broader context and gaining insights. The Thai teacher professional standards exhibit a higher occurrence (5) in acknowledging the broader context compared to the SEA-TCF (3). This suggests a nuanced approach to Thai standards, encouraging educators to consider the wider socio-cultural, economic and environmental contexts in their teaching practices. Teacher standards in Thailand, like those globally, initially serve nationalist interests. However, integrating global education shifts focus to regional and global concerns, challenging conventional nationalism. This shift broadens perspectives and reduces the influence of narrow nationalist ideologies on educators, who must address diverse perspectives and challenges.

Recognition of diversity emerges as a crucial aspect, and here, the SEA-TCF takes the lead with three occurrences, surpassing the Thai teacher professional standards, which exhibit one occurrence. This discrepancy may prompt reflection on the extent to which diversity, a cornerstone of global education, is explicitly acknowledged and integrated into the Thai educational framework. Inclusive pedagogy, a pivotal element of global education, shows a significant disparity, with the SEA-TCF displaying a noteworthy emphasis (9 occurrences) compared to the Thai teacher professional standards (4 occurrences). This suggests a potential area for further development in Thai teacher standards to enhance inclusivity in educational practices. Individual development is a shared focal point, with both frameworks recognising its importance, albeit with a slightly higher occurrence in the SEA-TCF (7) compared to the Thai standards (6). This emphasis aligns with the broader goals of nurturing students not only academically but also in terms of personal growth. The analysis also sheds light on specific skills emphasised within each framework. While the SEA-TCF accentuates communication (3 occurrences), analytical (2 occurrences), and information society skills (1 occurrence), the Thai teacher professional standards place a stronger emphasis on information society skills (5 occurrences) and problem-solving skills (1 occurrence). This variation underscores the diverse skill sets deemed essential for educators in each framework.

The SEA-TCF, endorsed by all 11 member countries' education ministries, aims to foster regional integration and facilitate teacher mobility across Southeast Asia. However, our study reveals disparities between its global education themes and specific Thai teacher standards, particularly in diversity-related aspects. These differences imply that while the SEA-TCF provides a common framework, its application varies across nations, affecting Thai teachers' standards partially rather than fully. Supported by Kulrattanarak and Chaiyoopatham's

(2017) research, which analysed five teacher education curricula across Thailand, Malaysia, Singapore, and the United States and surveyed 383 Thai educators, findings revealed that none of the curricula fully encompassed the 77 competencies outlined for Southeast Asian teachers in the 21st century. Only 19 competencies were present across the five curricula, with an assessment identifying 31 necessary competencies. The study suggests integrating Southeast Asian teacher competencies for the 21st century into national teacher education curricula to address future trends and needs.

Nevertheless, both frameworks exhibit a lack of explicit emphasis on certain crucial aspects of global education. Democratic values, multiple interconnections, social participation, solidarity, gender equality, justice, sustainable development, and environmentally conscious behaviour are aspects that warrant further attention and integration into the teacher standards to comprehensively address the challenges and opportunities in our globalised world.

Although a direct and detailed comparison of the Common European Principle and the South-Asia Teacher Competency Framework is not advisable due to their differing nature and purpose – the earlier is a general roadmap for policymakers while the latter is a blueprint for teacher standards with specific lists of competencies and success descriptors – a comparative overview can provide some useful information for the understanding of the representation of global education in teacher requirements. Three key areas show overlap: cooperation, respect for cultural diversity, and individual development. The significant consensus in individual development serves as a cautionary reminder to exercise restraint when considering the role of individualistic values, as opposed to collectivistic ones, in the context of the Common European Principles. While inclusive pedagogy is one of the most important competency areas in the South-Asia Teacher Competency Framework, it does not appear in the Common European Principles. In return, those competencies that emphasise the process of active learning, knowledge acquiring (life-long learning, knowledge society) and broader contextualisation, as well as democratic citizenship, are present in the European but lacking from the South-Asia document.

As far as global education is concerned in teacher requirements and standards of the two countries, the commonality is obvious. With no exception, all the most frequently mentioned key areas in the Thai standards can be found in the Hungarian documents (cooperation, individual development, broader context, information society skills). Inclusive pedagogy, on the one hand, and individual differentiation, on the other, share some common points as well.

There are areas, however, that are represented in the Hungarian, but not in the Thai teacher requirements. These are sustainable development and environmental behaviour, respect for cultural diversity, taking responsibility, life-long learning, analytical skills, and multiple interconnections. In this explorative, descriptive study, we attempted to give only an overview of the representation of global education in the teacher requirements and standards of Hungary and Thailand, two countries that are far away from one another in several aspects. While there are significant differences, we found substantial commonalities between them during our analysis. We believe that a comparative view provided by our analysis can help shed a different light on the issue and give better insight into the presence of global education in each country.

The findings also underscored a significant absence of focus on specific themes within the domain of global education. These underrepresented elements include a deeper understanding of the world, achieving gender parity, fostering societal involvement, promoting multiculturalism, ensuring fairness, and fostering unity. These aspects are particularly crucial in navigating the intricacies of our increasingly interconnected and globalised society. Moving forward, it is imperative for future research to explore the underlying reasons for the exclusion of both regional and national policies in teacher training programs. Understanding these factors is essen-

tial for developing more comprehensive and effective approaches to teacher education in addressing the diverse needs of students in today's world.

Limitations and Recommendations

Our study has several limitations. The codes we used for our analysis are based on the Global Education Guidelines by the North-South Centre of the Council of Europe. While our work was also informed by the literature and concepts of global education from the UN and OECD, the reliance on guidelines from an organisation affiliated with the Council of Europe, especially considering Hungary's membership of the EU, creates an imbalance in perspective.

Additionally, it is important to note that we analysed documents with varying purposes and lengths, making direct comparison challenging. This limitation hinders our ability to draw precise comparisons between different educational contexts. Furthermore, while our study provided insight into the discourse surrounding global education in documents, we did not have the opportunity to examine the practical implementation of these policies and guidelines in initial teacher training, ongoing professional development, or the daily practices of in-service teachers.

Our findings indicate a clear presence of global education within the teacher requirements and standards across various countries. To enhance its prominence, it is crucial to integrate global education as a horizontal aspect in teacher education. In addition to enhancing the existing global education competencies outlined in teacher requirements and standards, the gaps identified by our analysis could be addressed.

By doing so, we can foster greater familiarity with the concepts and practices of global education among trainee teachers and practising educators. This integration would not only formalise global competencies within documents but also cultivate expectations and practices of global education in the everyday work of teachers.

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A globális nevelés fogalma a tanárképzésben: Magyarország és Thaiföld összehasonlító elemzése

Tanulmányunk a globális nevelési elvek integrációját vizsgálja a tanárképzés kontextusában a világ két különböző régiójában, Magyarországon és Thaiföldön, az Európa Tanács Globális oktatás irányelvei című dokumentum felhasználásával. A tanulmány fő kérdése: Hogyan tükrözik a tanárképzési követelmények és a tanári standardok a globális oktatás témáit és megközelítéseit? A tanulmány áttekintést nyújt a magyarországi és thaiföldi tanárképzésről, részletezi az alkalmazott módszertant, és bemutatja az eredményeket. A kutatás fókuszában a globális neveléssel kapcsolatos dokumentumok tartalomelemzése áll a magyarországi és a thaiföldi tanári standardokról és követelményekről. Az eredmények összehasonlító áttekintése jelentős hasonlóságokat és különbségeket tár fel a globális oktatás tekintetében és a két ország tanári követelményei és normái között. Míg a kulcsfontosságú területeken, mint például az együttműködés, a kulturális sokféleség tiszteletben tartása és az egyéni fejlődés átfedések vannak, addig jelentős eltérések is megfigyelhetők. Bizonyos kompetenciák az egyik ország követelményeiben jelen vannak, a másikban viszont nem. A tanulmány hozzájárul a globális neveléshez, és a tanárképzéshez kapcsolódó diszkusszióhoz, és betekintést nyújt a szakpolitikába és a gyakorlatba.

Kulcsszavak: globális nevelés, tanárképzés, tartalomelemzés, Magyarország, Thaiföld

IELTS as a Requirement for University Admission in Vietnam: How High School Students View the Role of IELTS Certificate

*Ngo Huy Tú** and *Nguyen Luu Lan Anh***

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English language education in Vietnam has attracted significant attention over the past few decades. In recent years, numerous universities have adopted international English standard tests, notably the International English Language Testing System (IELTS), for admission. While this policy has its proponents, it also faces criticism. This paper delves into high school students' perspectives regarding IELTS as a requirement for university admission in Vietnam. The study adopts metaphorical analysis as a methodological tool and illuminates the fact that, from students' viewpoints, IELTS presents numerous challenges. However, it concurrently opens avenues for academic and career advancement, fostering a transformative shift in students' thinking. The study implies that while Vietnamese universities can maintain the regulation of using IELTS as a requirement for admission, the critical role of IELTS should be reduced to lower the pressure on high school candidates.

Keywords: IELTS, High School Student, High-stakes Test, Metaphor, Metaphor Analysis, Vietnam

Current situation of English Language Teaching (ELT) in Vietnam

Vietnam is a Southeast Asian country with 54 ethnic groups, totalling nearly 104.8 million people, and Vietnamese is the official language (CIA-The World Factbook, 23rd January, 2024). The economic reform in 1986 resulted in an influx of foreign investment into Vietnam. With the growth of foreign trade, business, and tourism in Vietnam's modern market economy, the ability to communicate in English has turned into a ticket to a more respectable career. In education, English became one of the subjects officially taught in school.

In many non-English-speaking nations, such as Vietnam, the rise of English as a global language has significantly influenced language planning policies (Tran, 2020). English was introduced nationally between 1982 and 2002 as an optional subject at the lower secondary level, depending on the resources available to the school. It also became a mandatory subject at the upper secondary level (grades 10–12), taught in three periods per week (a period represents 45 minutes), totalling approximately 300 periods (Van Van, 2020). English is given a special status, second only to Vietnamese, the national language, in terms of time allotted and the knowledge and skills needed (Van Van, 2020). English has taken the lead among foreign languages taught in secondary and tertiary education. Maintaining a high level of English skills has become imperative as the language has gained popularity in order to improve Vietnam's ability to compete in the global political and economic spheres (Nguyen, 2011).

* Doctoral student, Doctoral School of Education, Faculty of Education and Psychology, ELTE Eötvös Loránd University, Budapest, Hungary, ngohuytu@gmail.com

** Full professor, Institute of Intercultural Psychology and Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest, Hungary, lananh@ppk.elte.hu

In 2007, Vietnam officially became a member of the World Trade Organisation (WTO), and hence, the role of English and English education became more emphasised. In political, educational, and popular discourses, English came to be associated with economic progress and wealth, igniting an "English language fever" across the nation (Van Canh, 2020, p. 9).

The use of English standard tests as a requirement for university admission

In Vietnam, higher education holds significant importance. Getting into a public university is seen as a crucial first step towards a successful career, particularly for those from rural areas or underprivileged backgrounds. Admission to university in Vietnam follows this process:

Firstly, high school students must take the "National High School Examination," in which mathematics, literature, and foreign language (often English) are the compulsory subjects, plus two elective subjects. Secondly, students use test results from 3 out of 5 subjects to apply to university. There are many blocks with different subjects for students to select. The following are the fundamental blocks and the subjects included: Block A: Chemistry, mathematics and physics; Block A1: English language, mathematics and physics; Block B: Chemistry, mathematics and biology; Block C: History, literature and geography; Block D: Foreign languages, mathematics and literature (vietnameducation.info, 2024). Students mainly choose English for the applications among foreign languages since most schools in Vietnam introduce English as a subject in their curriculums. A university's prestige frequently correlates with its students' test scores; higher scores often indicate a more prestigious institution.

In recent years, the International English Language Testing System (IELTS) and other international certificates have been used as a requirement for admission to universities and colleges. These certificates can replace either the English language as a subject or the entirety of all three subjects of a block (in some universities). At first, the University of Languages and International Studies used IELTS to enrol students in training programmes that use English as the primary language of instruction. Then, other educational institutions followed suit. By 2021, more than 60 training facilities in Vietnam required international certificates like the IELTS, TOEFL (Test of English as a Foreign Language), or SAT (Scholastic Aptitude Test or Scholastic Assessment Test) to admit new students, among which IELTS is the most popular certificate (Vietnamnet.vn, 6th January 2022).

The popular justification for this policy is that institutions want to recruit qualified students with foreign language abilities by offering international training programmes and novel enrolment strategies. Universities utilise the IELTS and other certificates as recruitment standards because they wish to encourage global integration. Besides, the results of the English tests administered at the high school graduation exams in Vietnam are insufficient to determine a candidate's proficiency level in language competence and critical thinking. However, things are different with IELTS and TOEFL, which have been well-established and have had high reputations for decades. These changes to admission requirements show that Vietnamese institutions, particularly the best ones, increasingly see proficiency in English as a vital skill and a crucial factor in selecting applicants.

According to university regulations, candidates with IELTS certificates will have their scores converted into English National High School Examination scores. Normally, the maximum number of points for each subject in the exam is 10. However, candidates with good IELTS band scores can gain more than 10 points in English in some universities. For instance, according to the admission information of the National Economics University, in 2023, candidates with an IELTS foreign language certificate of 5.5 will have their scores converted into 10 points in English, an IELTS score of 6.0 will be converted into 11 points. IELTS 6.5 converts to 12 points.

IELTS 7.0 or higher is converted to 13 points. IELTS 7.5 converts to 14 points. IELTS 8.0 or higher is converted into 15 points (xaydungchinhsach.chinhphu.vn, 18th July 2023).

Universities	5.0 IELTS	5.5 IELTS	6.0 IELTS	6.5 IELTS	7.0 IELTS	7.5 IELTS	8.0 IELTS
Hanoi University of Science and Technology	8,5	9	9,5	10	10	10	10
Hanoi National University	-	8,5	9	9,25	9,5	9,75	10
Hanoi Law University	-	-	9	9,5	10	10	10
National Economics University	-	10	11	12	13	14	15
Academy of Journalism and Communication	7	8	9	10	10	10	10
Academy of Finance	-	9,5	10	10	10	10	10
Ho Chi Minh City University of Technology	8	9	10	10	10	10	10
University of Commerce	-	12	13	14	15	16	16
Ton Duc Thang University	7	7,5	8	8,5	9	9,5	10

Table 1: IELTS conversion table at some top universities (2023) (source: xaydungchinhsach.chinhphu.vn, 18th July, 2023)

Consequently, the proportion of students accepted into universities with foreign language certifications has risen significantly. The rate soared at the National Economics University, going from 5% in 2017 to 30% in 2022 (vnexpress.net, 22nd November, 2022). However, this movement also created a new phenomenon often referred to as "Vietnam's IELTS fever" in the entire nation, followed by both positive and negative impacts.

Since students who are good at English will have a huge advantage, there is a race among high school students as they exert themselves to study English and take the IELTS exam because getting maximum scores in 3 subjects in the graduation exam (30 points) does not guarantee that they can secure a position in top universities. Students whose English level remains average are in the dilemma of taking the IELTS exam to trade their score or taking the English graduation exam.

It should be noted that, as in many other countries, higher educational attainment is often seen as a crucial milestone for each individual in many aspects of life. According to national data, upward mobility from low-income groups to higher-income groups is more likely among families led by individuals with higher educational attainment (vietnam.oxfam.org, March 2018). It represents an opportunity for individuals to improve their socioeconomic status, access better job prospects, and enhance their overall quality of life. Compared to their counterparts without this education, college or university graduates enjoy a statistically significant difference in the quality of employment (Trung et al., 2019).

Given the critical roles of higher education, when parents realise the huge advantages that IELTS brings to their children when it comes to university admission, many of them have poured a huge amount of money into reputable English centres in the hope that their kids can practice IELTS with the best English teachers, including native speakers. The cost for IELTS courses, especially with native English speakers, is exorbitant, and families whose financial situation is difficult find it hard to follow the trend. In other words, it is highly likely that kids born into affluent families will be equipped with a good command of English and more likely to be admit-

ted to top universities. This phenomenon may deepen the chasm between rich and poor in the country for the foreseeable future.

The study

Given that many Vietnamese universities adopt IELTS as a requirement for admission, this study examines the attitude of high school students towards the IELTS exam. Particularly, the research goal is to investigate the meaning of IELTS certificates to high school students.

This paper aims to answer one question:

How do high school students in Vietnam view the IELTS certificate, given the context that many universities use IELTS as a requirement of admission?

To answer the question, metaphor analysis as a methodological tool is adopted to uncover high school students' underlying attitudes and perspectives.

Literature review

IELTS as a high-stakes test

For those who aspire to work or relocate to English-speaking nations, or who seek to complete their education there, the IELTS exam is a must. It is now jointly administered by the British Council and IDP Education Australia. According to Hughes et al. (1988), the novel style of the IELTS exam reflects advancements in language assessment as well as shifts in the idea of language acquisition and instruction. As the number of candidates for the IELTS exam rises, so does the number of organisations, colleges, associations, and governments that accept IELTS scores.

For English language learners wishing to take the exam for academic or non-academic objectives, IELTS is taking on a gatekeeping function (Khoshsima, Saed & Mousaei, 2018). Policymakers use the results of these language proficiency exams to inform important choices in the academic and professional life of test-takers. The development of IELTS was guided by the ideas of communicative competency (Hayes, 2003). He further suggests that preparatory courses should ideally reflect an emphasis on language proficiency and the application of suitable study techniques, such as the utilisation of real-world problems, communicative language instruction, and a learner-centred approach that supports students' autonomy.

Much research has been carried out globally to look at issues related to IELTS. For example, Read and Hayes (2003) looked at how IELTS preparation courses affected overseas students' academic achievement as university students in New Zealand. The results of this study showed that the performance of the group who participated in preparatory programmes and the group that did not show a number of notable disparities. Elder and O'Loughlin (2003) found that after three months of intensive English language study, students' IELTS band scores showed an uneven improvement, averaging around half a band. The effect of IELTS preparation courses on applicants' performance in the General Training reading and writing exam modules was evaluated by Rao, McPherson, Chand and Khan (2003). The study emphasises how a number of elements, including time, motivation, anxiety, and the skill itself influences applicants' success in the IELTS exam and during the preparation programme. Hoa (2018) investigates test takers' attitudes to the test content of the IELTS and TOEFL iBT listening tests.

Several studies in the world place emphasis on the critical role of language exams. In Iran, for instance, the results of language proficiency exams like IELTS may significantly impact test takers' lives (Khoshsima & Mousaei, 2018). From students' viewpoints, it opens up a wide range of opportunities in the future. Dooey (2008) said that the outcomes of language exams have grown to be a significant factor in providing test takers with opportunities. Bridgeman & Cho (2012) even claim that language tests can be considered a "*gatekeeper*." The use of language examinations can have an impact on students' social and academic lives (Shohamy, 2001). Terry (2003) discovered that IELTS is vital for everyone, regardless of age, and said that IELTS applicants' high enthusiasm and sincere goals should be taken for granted. Tests can dictate to test takers what they need to know, what they need to learn, and what they will be taught (Shohamy, 2001). To the best of our knowledge, however, no research appears to have looked at Vietnamese high school students' perspectives on the IELTS certificate.

Metaphor analysis as a methodological tool

Metaphors, as linguistic devices, have been recognised as powerful tools for conveying complex ideas and facilitating understanding. Metaphor is about understanding or experiencing facts, concepts or objects according to something else (Lakoff & Johnson, 1980). Put simply, metaphor refers to the idea that one thing is meant to represent another (Huang, 2011), or compares one thing to another in order to describe it (Richards, 1936). In the educational realm, Botha (2009) defines metaphor as "seeing, describing or interpreting some unfamiliar educational phenomenon, event or action in terms of a familiar thing, event or action" (p. 431).

When attempting to examine and comprehend anything esoteric, abstract, innovative, or extremely speculative, metaphor is used (Yob, 2003). Hence, it could be said that students should be able to express their viewpoints towards the IELTS exam, as well as the distinct images of themselves as IELTS candidates. Metaphors can also be used to convey a difficult-to-express notion or emotion. Low et al. (2010) claim that metaphor is pervasive and essential for conveying abstract cognition. Lakoff and Johnson (1980) believe that people utilise metaphor frequently as a means of making sense of their lives and their circumstances.

Nonetheless, a single metaphor cannot adequately express the complexity of the educational phenomenon under study, and any phenomenon can be understood more effectively by a variety of metaphors (Botha, 2009). This means that a student might adopt more than one metaphor to describe their situation as well as their viewpoint towards the IELTS certificate.

Humans interpret life, their experiences, and even their sense of self through words and pictures (Mahlios, Massengill-Shaw & Barry, 2010). Thus, many scholars used metaphors to understand how someone relates a concept to another experience or idea. Korkmaz & Senol (2014) explore medical students' professional identity while Zhu, Rice, Li & Zhu (2022) focus on student teachers' professional identity construction. Metaphors are used to understand the attitudes of teachers towards reforms (Ungar, 2016) and beliefs about mathematics teaching (Noyes, 2006).

Methodology

Participants

The research comprises 51 high school students (27 boys and 24 girls), more than half of them (26 students) in grade 12, with ages spanning from 15 to 17 years, their age deviation averages at 16.3. They come from different schools of the country, but all of them attend English courses outside school. Their parents primarily con-

sist of local civil servants with moderate to decent income levels. Since the participants' English proficiency is rather good (their IELTS level ranges from 5.5 to 7.0), they decide to cram for the exam in the hope that they can increase their band scores and use their IELTS scores for admission. Most of them have been practising IELTS tests since they entered grade 10, some having even started their IELTS journey in secondary school. Their parents have spent a significant amount of money so their children can attend several IELTS preparation courses in English centres, and now is high time for them to focus and face the test.

Data collection instruments

In this study, metaphorical analysis is adopted to study students' perspectives. Metaphors are powerful linguistic and cognitive tools that reveal how individuals conceptualise and make sense of various aspects of their experience, including their thoughts, feelings, and beliefs (Mahlios, Massengill-Shaw & Barry, 2010). They also compare metaphors as means by which people conceptualise and eventually come to understand their life experiences. Researchers can gain insights into how people perceive and understand complex phenomena by analysing metaphors used in language and discourse. In this context, students can use metaphors to reveal their perspectives towards IELTS.

Procedure

The researchers used purposive sampling and snowball sampling to recruit participants. Participants were recruited online via social media, mainly Facebook and Zalo (a popular social media in Vietnam). Firstly, the researchers contacted some teachers who are working in high schools in Vietnam and asked them to contact their students. Recruitment letters, informed consent with a description of the research and passive consent forms were sent to the students and their parents. Information about the research included its purpose, confidentiality, and their rights as participants. Also, the research encouraged those who joined the study to introduce their friends who were also high school students and preparing for the IELTS test.

Secondly, the researchers explained what metaphor is and how metaphor can be used in qualitative research. The researchers gave a simple definition by saying that "metaphor is the way of simulating and comparing to better understand and explain your point of view." The researchers suggested that the participants come up with their own metaphor and use the same definition each time. These explanations are conducted online, using text messages on Zalo to exchange information.

Thirdly, the researchers developed text-based questions and sent them to the participants on Zalo. The metaphor questions are:

"Can you use a metaphor to describe an IELTS certificate?"

After sending the questions, the research further explained the meaning of the questions. The question means, "What can you compare the IELTS certificate to?" Most participants could respond easily and came up with original metaphors.

The research was improved by the Research Ethics Committee of the faculty with which the authors are affiliated.

Data analysis

Thematic analysis is a qualitative research method used to identify, analyse, and report patterns (themes) within textual data. In this study, the thematic analysis developed by Clarke & Braun (2022) was used to ana-

lyse the metaphors collected. Thematic analysis is a versatile technique that may be used in a wide range of qualitative study types.

First of all, the researchers familiarise themselves with the text messages collected, paying attention to the language usage. Secondly, initial coding for metaphors takes place. Since the sample is small, the coding was conducted by hand. Specific metaphors are noted down.

The third step involves developing initial themes by grouping related metaphors into preliminary themes. The themes are kept closely tied to the underlying metaphors. The fourth step is reviewing and refining themes. The coherence and consistency of themes are evaluated in relation to the identified metaphors. The researchers refine and adjusts themes as necessary to accurately represent the metaphorical patterns. The fifth step is defining and naming metaphorical themes (umbrella metaphors), which involves developing names that capture the essence of the metaphorical patterns. The sixth step is interpreting and considering the implications and deeper meanings associated with each metaphorical theme. Finally, the researchers review the analysis to ensure accuracy and coherence, especially in the interpretation of metaphors.

Findings

In total, 51 responses were gathered from participants. Certain responses were excluded from the dataset as they do not contain any metaphorical expression. For instance, one message is written "*victory is like a maze, forcing us to find the path and be happy for choosing that path*" (the student mentioned victory, but nothing about IELTS), another is written "*IELTS certificate plays an important role in my life*" (the student mentioned IELTS, but did not compare IELTS to anything). In summary, there are 47 valid responses to the question. It is interesting to observe that several participants utilised identical metaphors, particularly when likening IELTS to a "*key*" or a "*door*."

Among the 47 metaphors describing IELTS certificate, many responses are positive. They admit the challenging nature of the exam, but most of them emphasise its importance. Only a few of them seem negative ("*battlefield*", "*torture*", and "*money-sucking machine*").

The researchers categorise the metaphors collected into seven groups, summarised in the table:

Metaphors	Umbrella metaphors
A small trophy, a crown, the finishing line	IELTS as a trophy
A travel ticket is one major step to success, the door to university early, the key to opening the door to success, the door for work, passport	IELTS as a ticket
A tool to help achieve your goals, a ladder, the ship crossed the sea, an important tool, sneakers, a smartphone, a pho (noodle soup), a qeen on the chess board, a war horse, a weapon, a lifebuoy	IELTS as a tool
Rock, a beautiful, elegant and proud girl who is difficult to conquer, mathematical problem, a special cage.	IELTS as a mountain
Battlefield, debt, torture	IELTS as a battlefield
A double-edged sword, a money-sucking machine, the key that helps me "open" my thinking	Others

Table 2: Summary of the metaphors for IELTS

IELTS as a trophy

Metaphors gathered from the first group underscore the profound significance students attach to obtaining an IELTS certificate. One metaphor likens IELTS to a "*trophy*", while another portrays it as the ultimate destination, akin to crossing the "*finishing line*". The sentiment suggests that achieving IELTS marks a journey's end, affording the luxury of resting on laurels. Notably, one student regarded IELTS as something so meaningful to himself and perhaps his family that he compared "*owning an IELTS certificate is like wearing a crown*." His explanation for this comparison was "*you will be confident and shine wherever you go*!", suggesting that holding an IELTS certificate is a mark of honour, excellence, and distinction in language proficiency.

IELTS as a ticket

The metaphor "*IELTS as a ticket*" resonates widely, with numerous participants employing similar imagery, such as a key, a door, a ladder, a ship, or a passport. These metaphors collectively convey the notion that IELTS serves as a catalyst for students to propel themselves forward. Within this category, the metaphors underscore the belief that IELTS opens up diverse avenues for personal advancement. Many students emphasise that IELTS functions as a transformative ticket or key, unlocking doors to a brighter future, providing an array of choices, and increasing opportunities for success. Some examples are: "*IELTS certificate can be considered the key to opening the door to success. This key opens up many opportunities for me to study, work and live abroad.*" Those who want to study abroad said, *"IELTS is like a door to the world."* IELTS seems really multi-functional: "*I'll call IELTS a master key. The reason is that possessing an IELTS certificate helps you open up many opportunities in choosing universities at home and abroad, making it easier to apply for admission.*"

One participant stood out by asserting that IELTS played a transformative role in reshaping his way of thinking. He claimed that "*IELTS is the key to help you "open" your thinking, specifically thinking more clearly, because this is a very important factor if you want to get high scores in Writing and Speaking.*" Achieving a high score on the IELTS test requires candidates to adhere to rigorous criteria. The practice of IELTS not only aids candidates in honing their language competence but also cultivates a clearer and more coherent thought process, enabling them to produce articulate and logically structured answers. In essence, IELTS serves as a dual tool, fostering both linguistic proficiency and sharpening the capacity for clear and logical thinking.

Notably, a significant number of students strategically plan to undertake the IELTS exam early, often before the second semester of grade 12. To accomplish this, they engage in IELTS training courses at English centres or with private tutors as early as grade 10, sometimes even during their secondary school years. By successfully completing the IELTS test in grade 12 with a satisfactory band score—some even obtaining an IELTS certificate in grade 11—they alleviate concerns about their English graduation exam. Consequently, they can focus exclusively on two other subjects among the three considered for university admission. That is the reason why a grade 12 student explained: *"The IELTS certificate is a door to university early because the university entrance exam is now very competitive, so if I use the graduation exam score to consider getting into the university I want, it's absolutely not possible."*

IELTS as a tool

This represents the second most prevalent theme. Initially, the researchers considered the "*ticket*" group (encompassing metaphors like *ticket*, *key*, *door*, *passport*, etc.) as a form of tool. However, upon reflection, the decision was made to delineate the theme into two distinct metaphorical categories: "*ticket*" and "*tool*." The ra-

tionale behind this separation lies in the distinction that, within the "*ticket*" group, participants exclusively emphasised the significant opportunities brought about by IELTS. In contrast, within the "*tool*" group, participants acknowledged the importance of IELTS but regarded it as just one facet. In their perspective, IELTS merely serves as a support in their lives, and to achieve success, they recognise the imperative of standing on their own two feet. Some examples are: "*IELTS is like sports shoes, which helps you move more comfortably. For example, when climbing a mountain, you will reach the top faster, but without it does not mean you will not be able to reach the finish line; it will just be slower."* Likewise, three participants think IELTS is *"like a ladder, it helps me go higher and more firmly.* Strikingly, one student thinks IELTS is a smartphone: "*Smartphones, just like IELTS, are quite popular today and are used by many people... but there are also many ways to communicate without a smartphone. It is necessary but not everything."*

Another student shared the same opinion*: "I think of the queen on a chess board. Because the queen is a strong piece, important but not everything."* Besides, she added that *"English is the language serving communication purposes, while the IELTS certificate is just a milestone marking part of your English ability."* This is also similar to a participant who said: *"IELTS is a warhorse; you are a warrior, going into battle, you will have an advantage."*

Interestingly enough, one student compared IELTS with "*pho"* (a kind of noodle soup in Vietnam): *"Studying IELTS is like eating pho. We can totally exist without using this type of food, but it gives us a new taste... We can also eat this food to explore unusual things, but we can not abuse it or make it become a main nutriment like rice, which is a traditional food of our culture."*

It is crucial to highlight that Vietnam is currently in the midst of what is colloquially termed "IELTS fever," akin to the nationwide influence of *pho*. To grasp the students' responses fully, it is essential to delve into a cultural nuance: while *pho* is considered delicious, it is not a daily staple in Vietnamese diets. Instead, rice is the ubiquitous element consumed in almost every meal. Within Vietnamese culture, a saying, "*eating pho*," implies a desire for novelty to break the monotony of daily routines. By saying, *"It gives us a new taste"*, the student means the introduction of IELTS as a requirement for admission to universities seems a new and innovative idea.

When the student emphasises that "*we cannot abuse or make it (pho) become a main nutriment*," they convey a message cautioning against overestimating the role of IELTS. This underscores the perspective that IELTS should not overshadow or replace all other subjects in the context of the university admission process. This viewpoint contrasts the sentiment expressed by students in the first group, where owning an IELTS certificate was likened to wearing a crown, suggesting a more elevated significance.

IELTS as a mountain

Within this category, participants perceive IELTS as both a challenge and an opportunity. The arduous process of preparing for the test is acknowledged as a formidable task. However, once they have successfully overcome this challenge, it is seen as a pivotal step in ascending the ladder of success, unlocking doors to many promising opportunities. For instance: "*I am like a bird flying towards freedom, flying high in the university sky. But IELTS is like a special cage, requiring you to overcome it to achieve your dreams."* One male student has romanticised the process of practicing IELTS: *"IELTS is like a beautiful, elegant, and proud girl who is difficult to conquer. Nevertheless, once you conquer it, you will be happy.* Similarly, another participant suggested: "*Perhaps IELTS is like a rock blocking my path, but I believe that when I knock that obstacle away, it will open up many paths that I can choose."* Sometimes, they ask rhetorical questions*: "IELTS - the thing that beats me or is it a glorious achievement?"*

These metaphors indicate that IELTS poses a substantial challenge for many students, and from a psychological perspective, there is a sense of gratification derived from overcoming the challenge. While IELTS may cast the shadow of potential failure, paradoxically, it is also the very instrument that can bring them glory if successfully conquered.

IELTS as a battlefield

Participants categorised within this group perceive IELTS as a source of considerable difficulty. In contrast to the "*mountain group*," the metaphors employed by these participants convey a more pessimistic viewpoint. One student claimed that "*IELTS is a battlefield full of sweat and tears"*, and some others dropped short messages such as: *"IELTS is torture" or "ELTS is debt."*

Two metaphors suggest that IELTS is something unattainable. For instance: "*If IELTS 9.0 is my crush, I will never have it."* The other student drew a vivid metaphor, likening IELTS to "*Golden grapes dangling on the roof of a skyscraper*," while he compared himself to the fox (in the fable "*The fox and the grapes*"), acknowledging the preciousness of the grapes but emphasising the challenges in reaching them.

Other metaphors

Some metaphors do not fall into any of the themes mentioned above. Therefore, the researchers classified them as "*other metaphors*."

For instance, out of the 51 participants, just one adopted a macro perspective on IELTS. Just as IELTS can represent both a challenge and an opportunity for an individual, this viewpoint recognises that at a broader societal level, IELTS can yield both advantages and disadvantages. He used the image of a "*Double-edged sword"* to describe IELTS and explained that IELTS would have both positive and negative sides: *"On the positive side when universities use IELTS to enrol students, it means that many students will focus more on studying English, the English language level of Vietnamese people will go up. However, given the current social environment in Vietnam, everything related to certificates and achievements is negative. Two situations might happen: boning up for the test or buying points to buy a certificate."* The participant also added his comment: *"I feel that the IELTS certificate is no longer so valuable in evaluating students' ability."*

Also, one participant wrote that, *"IELTS is a money-sucking machine, and I am the money giver!"* The metaphor *"money-sucking machine"* has indicated that, overall, it is exponentially costly if students decide to pursue IELTS.

In addition to those themes, certain metaphors can fall into two distinct groups simultaneously. For instance, one participant suggested that the IELTS certificate is *"like a passport with no limit in quantity, but not everyone is qualified to achieve it."* This metaphor aligns with both the "ticket group" and the "mountain group," signifying that IELTS serves as the key to many students' success while presenting a formidable challenge to overcome.

Discussion

Overall, the collected metaphors (*trophy*, *ticket*, *tool*, *mountain*, *battlefield*) reveal that from Vietnamese high school students' perspectives, IELTS can bring them glory, great opportunities for their future, as well as a lot of challenges and students must exert themselves to achieve the certificate with a desirable score. From the five umbrella metaphors, we can highlight the two main features of IELTS: *crucial* and *challenging*. Although the

metaphor "*double-edged sword*" means that if people attach too much importance to IELTS, it will bring some drawbacks (fraudulent and fake scores, etc.), the hidden reason behind this act is that because IELTS is important, and it is challenging to conquer, which explained why some individuals have attempted a shortcut.

IELTS is crucial

The metaphor "*IELTS as a trophy*" hints at the paramount importance of IELTS in students' perspectives, sometimes overshadowing contemplation of their future beyond acquiring a desirable score. Possessing an IELTS certificate emerges as a noteworthy accomplishment among high school students in Vietnam.

In fact, from 2023, certain universities such as Hanoi Pedagogical University, Lotus University, and Ho Chi Minh City University of Industry exclusively require an IELTS certificate for admission without factoring in performance in other subjects. This unique admission criterion implies that a grade 11 student securing an IELTS score of 6.5, for instance, would automatically gain admission to one of these universities. Such students can then enjoy their entire grade 12 without the stress of securing a position at these institutions. This circumstance elucidates why some candidates liken IELTS to a key that unlocks the door to university admission at an earlier stage.

Remarkably, when used for university admission consideration, the graduation exam ensures a maximum of 10 points—a stark contrast to the formidable influence of IELTS, which can potentially grant a candidate an impressive 15 to 16 points. Given that top-tier universities typically demand a substantial total score, some students express a sense of despondency when stating, "*If I rely on the graduation exam score for university admission to my desired institution, it's undoubtedly implausible*."

The study reveals the perception of the pivotal importance of IELTS to high school students in Vietnam, given the context that a number of universities in Vietnam use IELTS as a requirement for admission. The role of IELTS is also emphasised in other countries in the world, and IELTS is often regarded as a "*high-staked test*" (any test used to make important decisions about students, educators, schools, or districts, most commonly for the purpose of accountability (edglossary.org, 18th August 2014). These findings align with many studies worldwide where the importance of language tests in general and IELTS in particular has widely been discussed.

IELTS is challenging

The findings from the study also indicate that IELTS is really challenging for Vietnamese high school students. These metaphors poignantly illustrate the formidable nature of the IELTS test. One student compared IELTS to "*an ocean*". Despite being a language test, IELTS encompasses a diverse range of academic topics that may be unfamiliar to students. Candidates are required not only to comprehend these topics but also to articulate and write about them. This multifaceted challenge is likened to "*swimming in the ocean of knowledge*", reflecting the need to accumulate extensive topic vocabulary, along with grammatical knowledge and language skills.

Many metaphors have revealed that IELTS is regarded as a huge challenge (*rock*, *mountain*, *cage*, etc.) that students need to overcome if they want a better future in their academic journey and career path, though there exist some negative viewpoints towards the exam (*battlefield*, *torture*, *debt*). Compared with some studies in the world, this outcome seems rather different. For instance, according to Rasti (2009), IELTS test takers had favourable sentiments towards the test. According to research participants, the IELTS exam accurately assessed their "linguistics and communicative competence" (p. 145). Suryaningsih (2014) also found that overall, IELT test-takers have a positive attitude towards that test. Participants in his study had good perceptions of

the topics on the IELTS exam despite not being familiar with them. They claimed that because the topic in the IELTS test was not discussed in depth, they still found it manageable.

Perhaps the explanation for this distinction is that the general English competence of Vietnamese students remains low. Vietnamese students struggle with fundamental grammar, a restricted vocabulary, and poor pronunciation. Their listening skills are considerably worse than their writing and speaking abilities, which are both extremely constrained (Trang & Baldauf, 2007). Since their English proficiency remains limited, it is understandable that many students struggle with preparing for the exam.

The costs associated with pursuing IELTS present challenges not only the students but also their families. The IELTS 2023 examination fee is set at 4,750,000 VND (approximately $195), including a government-imposed 10% VAT rate (suckhoedoisong.vn, 30th March 2023). This cost appears exorbitant given the fact that, in the first quarter of 2023, the average monthly salary for salaried workers and employees was around 7.9 million VND (statista.com, 13th June 2023). Notably, to prepare for the test, parents often find themselves incurring additional substantial expenses by enrolling their children in English centres. Driven by the "*fever*" for foreign language certificates, families spare no expense, making significant investments in their children's training to achieve top scores (dantri.com.vn, 2nd June 2023).

IELTS at a macro level – every coin has two sides

As previously analysed, the perceived value of IELTS as something precious (*gold*, *a crown*, *a vital tool*, etc.) has led some individuals to resort to extreme measures to obtain the certificate with a desirable band score. Consequently, a disturbing trend of scams has emerged on the internet. In these fraudulent schemes, scammers often pose as collaborators or claim affiliations with entities responsible for organising the IELTS exam, allowing them illicit access to test questions before the official test date. In their desperation to navigate the challenges posed by the test, certain candidates seek shortcuts and are willing to spend significant amounts of money to purchase predicted test questions.

In October 2022, the Ministry of Education and Training (MOET) abruptly halted the organisation of the IELTS test. The rationale behind this decision was rooted in concerns that the collaborative administration of foreign language certification examinations in Vietnam did not entirely align with the established regulations governing joint examination organisations in the country. This non-compliance resulted in several adverse incidents reported by both domestic and foreign media, including instances of proxy test-taking, document fraud, and falsification of records (tuoitre.vn, 10th November 2022). However, just a week later, MOET reversed its decision and sanctioned the resumption of IELTS test administration to ensure minimal disruption for the candidates (baotintuc.vn, 17th November 2022).

Conclusion

The study endeavours to uncover the viewpoints of high school students in Vietnam regarding the IELTS test in light of the prevailing trend where most universities in Vietnam have adopted IELTS as an admission requirement. The results show that high school students have different perspectives towards IELTS. They believe that IELTS is an achievement, that it will guarantee them a brighter future, or that it merely supports them. Others think that IELTS will bring opportunities and challenges at the same time or solely a burden. These results not only contribute to the diversity of the literature but also shed light on the current state of education in Vietnam and allow conclusions to be drawn.

While IELTS encourages students to make more effort to master English, the shortcomings of using IELTS for admission should not be overlooked since it has encouraged a race in IELTS scores. Additionally, language exams have the power to classify individuals in such a way that, based on the test results, some individuals will be labelled as winners or losers, successes or failures (Shohamy, 2001). Thus, this policy seems to dig a deeper chasm between students who manage to enter universities and those who do not. Also, it might widen the gap between rich and poor in the country, since students with better family finances will gain an edge and be better able to practice IELTS in English centres compared to disadvantaged ones, given the fact that pursuing IELTS is highly costly.

Therefore, it is recommended by the researchers that universities can use IELTS for admission but should try to avoid fierce races in IELTS scores. According to Ciccarelli (2001), higher education institutions worldwide generally consider an Overall Band Score in the Academic modules of between 6.0 and 7.0 as proof of English language competency. Therefore, if no one can get an extra point even if they have an IELTS score higher than 6.5, they will focus more on other more necessary subjects for their future careers.

The study has some limitations due to the subjective nature of metaphors. Also, some metaphors are culture-specific, resulting in some difficulties in interpretation and explanation. Further studies can be conducted to see if the same findings can be obtained by repeating this study in other countries. Although, based on the findings, some suggestions have been provided to cope with the problems that high school students in Vietnam are facing, further studies can investigate the extent to which governments, parents, and schools can support students in this educational context. In addition, the researchers plan to investigate the use of IELTS as a requirement for admission in universities from the viewpoints of teachers to provide a more comprehensive picture of this educational policy in Vietnam.

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Az IELTS mint egyetemi felvételi követelmény Vietnámban: hogyan látják a középiskolás diákok az IELTS bizonyítvány szerepét

Az angolnyelv-oktatás Vietnamban jelentős figyelmet kapott az elmúlt évtizedekben. Az elmúlt években számos egyetem fogadta el a nemzetközi angol nyelvi standard teszteket, nevezetesen a Nemzetközi Angol Nyelvvizsga-rendszert (IELTS) a felvételihez. Bár ennek a politikának vannak támogatói, kritikával is szembesül. Tanulmányunk a középiskolásoknak az IELTS-sel, mint az egyetemi felvételi követelményével kapcsolatos nézeteit vizsgálja Vietnamban. Módszertani eszközként metafora-elemzést alkalmaztunk, amely rávilágít arra, hogy a diákok szemszögéből az IELTS számos kihívást jelent, ugyanakkor egyidejűleg utat nyit a tanulmányi és karrierépítéshez, és elősegíti a diákok gondolkodásának átalakulását. A tanulmány rámutat továbbá, hogy bár a vietnami egyetemek fenntarthatják az IELTS felvételi követelményként való használatának szabályozását, az IELTS domináns szerepét csökkenteni kellene, hogy a középiskolai jelentkezőkre nehezedő nyomás csökkenjen.

Kulcsszavak: IELTS, középiskolás diák, magas követelményű vizsga, metafora, metaforaelemzés, Vietnám

Historical Overview of the English Language Curriculum and the Present English Language Curriculum of Upper-Secondary Education in Mongolia

Byambasuren Nyamkhuu, Attila Czabaji Horváth*** and *Adrian Estrela Pereira,****

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This article attempts to provide a historical overview of the English language curriculum in Mongolia as well as the development of the present upper-secondary English language curriculum. The history of the English language curriculum is an important but often overlooked topic in the literature. Thus, the paper attempts to reduce the gaps and deficiencies with recent data in the literature. It focuses on the experiences of educational reforms in the English language curricula in the past as well as the present English language curriculum of upper-secondary education. The study utilises document analysis as the methodological approach to scrutinise materials contributing to the development of knowledge supporting the discussions presented.

Keywords: English Language Education in Mongolia, English Language Curriculum of Upper-secondary Education, Foreign Language Curriculum, Curriculum, Upper-secondary Education

Introduction

Mongolia is a landlocked country with a population of 3.3 million (Mongolian Institute for Educational Research, 2019a). It has a rich and long history that has shaped the education system as well as national curricula. In terms of its historical timeline, the Mongol Empire was the largest contiguous land empire in history in the 13th and 14th centuries. Then, Mongolia declared its independence from Manchus in 1911, and Bogd Gegeen was declared Bogd Khaan. The roots of the modern Mongolian education system can be approximately traced back to this phase. Following this autonomous period, The Mongolian People's Republic was established in 1921 as a result of the victory of the People's Revolution, with the assistance of the young Soviet Republic (Baldayev, 1959). As a result, the Soviet Union exerted significant influence over Mongolia. Subsequently, the Mongolian revolution of 1990 led to the severance of any connections to the former Soviet Union. Mongolia's social and political situation had been changed from a centrally planned system to a free and market-oriented one (Pastore, 2010). Along with a new Mongolian constitution in 1992, a new education system was formed. Thereupon, new curricula have been developed, phasing out heavy Soviet influence and

* PhD candidate, Doctoral School of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest, Hungary, byambasuren@student.elte.hu

** Full professor, Institute of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest, Hungary, horvath.h.attila@ppk.elte.hu

*** PhD candidate, Doctoral School of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest, Hungary, adrian.estrela@gmail.com

communist ideology and reviving Mongolian national heritage (Robinson, 1995), national culture, customs (Galsan, 2008), and science and technology (Spaulding, 1990).

At the present time, the country is divided administratively into 21 provinces, including the capital city, Ulaanbaatar, which has independent administrative status. Further local subdivisions include some[1] and bags[2] (Yembuu, 2010). The education system is a 12-year system. Primary education is five years, lower-secondary education is four years, and upper-secondary education is three years. The Mongolian government has made an immense effort to develop the education sector at all levels since its transition to democracy. Russian was the most significant foreign language before 1990; however, the number of younger people learning English has grown in the last three decades as it increases the chances of obtaining employment overseas and getting access to more opportunities, including travel and communicating with people from different countries.

Mongolia has made significant efforts to reform the curriculum. However, due to the unpredictability of the reform process and the short-term nature of the reforms, it still faces some challenges, such as difficulty in effectively implementing, updating and evaluating the curriculum. The major changes in policy and institutional reforms in Mongolia's education sector have intensified since the 1990s; the 10-year system shifted to an 11-year system in 2006, and the 11-year system shifted to a 12-year system in 2008. Through the education reform, the following changes have been made in the curriculum. In this regard, national standards and programs could be referred to such as 'The standards for the content of primary and lower- secondary education' of 1998, competency-based 'Primary and Secondary Education Standards' in 2004, 11-Year Content Framework for the general education of 2006, 12-year curricula for general education and curricula of mathematics, natural science and English language that meet international standards from 2009 to 2012, curricula for primary, lower secondary and upper-secondary education from 2013 to 2018. However, there is no specific assessment of the implementation of the curriculum and standards except the evaluation in 2009 on primary and lower-secondary education adopted in 2004, which is a major problem facing the continuing development of the curriculum. Due to these continual reforms and changes in a short period, English language curricula for all levels of education were also modified based on new policies and regulations.

This article delineates English language education in Mongolia since the democratic revolution of 1990. It consists of two main parts. The first part is a historical overview of the English language curriculum, which describes the appearance of the English language as a foreign language in the Mongolian education system, the development of the English language curriculum in primary, lower-secondary and upper-secondary education and reforms and changes in the curriculum. The second part particularly narrows down to the upper-secondary education English language curriculum. It focuses on the historical background of the development of the curriculum and a brief description of its characteristics.

An essential but frequently ignored subject in the literature is interest in the history of the English language curricula. Thus, the research attempted to fill in the gaps by using the latest data. Using a historical research perspective, this paper presents a twofold aim: 1) to explore the changes and reforms of English language curricula in the past and 2) to describe the historical background of the present English language curriculum of upper-secondary education. In accordance with these aims, this article aims to answer the following research questions.

1. Small district in the countryside (Yembuu, 2010)
2. Sub-districts in the countryside (Yembuu, 2010)

1. What are the changes and reforms of English language curricula historically?
2. What aspects influenced the alteration of the present English language curriculum of upper-secondary education?

By responding to these research questions, this study hopes to provide an insight into the historical overview and present English language curriculum of upper-secondary education in Mongolia, which is an important but often overlooked topic in the literature and attempts to reduce the gaps and deficiencies in recent data in the literature. By delving into this understudied area, the research aims to fill a notable gap in scholarly discussions, offering fresh insights into the evolution, challenges, and transformations of recent data within English language education in Mongolia. The nature of the research on the historical overview and present English language curriculum in Mongolia adopts a document analysis methodology to examine the evolution of the curriculum over time comprehensively. The researcher utilises publicly available primary sources such as curricula and secondary sources such as reports, articles, and guidelines to shed light on aspects of the history of the English curriculum in Mongolia. Moreover, the research seamlessly integrates the 'Asia as Method' framework, emphasising the importance of incorporating Mongolian perspectives and experiences into academic discourse moving beyond Western-centric references and using more Mongolian references to offer a more nuanced understanding of English language education in Mongolia.

Literature review

English language education in Mongolia has undergone significant transformations over the years, shaped by historical, cultural and socio-economic factors. Understanding the evolution of English language education and the current state of the curriculum in upper-secondary schools is essential for assessing its impact on students' linguistic proficiency and educational outcomes. This literature review aims to explore the historical development of English language education in Mongolia and provide insights into the present English language curriculum in upper-secondary education. Before the 1990s, Mongolia's education system was heavily influenced by Soviet educational models. Russian language held primacy as being primary foreign language in schools. With Mongolian, Russian language was forming the core of the secondary school curriculum (Pritchatt, 1974). The Cyrillic alphabet, introduced in the 1940s, underscored the close ties between Mongolia and the Soviet Union (Krueger, 1961). However, following the democratic revolution of the early 1990s, Mongolia embarked on a path of political and economic liberalisation, leading to a shift away from Soviet influence. The collapse of the Soviet Union catalysed a shift in Mongolia's linguistic landscape, with English emerging as a prominent foreign language in schools and universities (Dovchin, 2017). The economic and social significance of English as a global lingua franca prompted the Mongolian government to prioritise its inclusion in the national curriculum (Marav, 2022). Consequently, English replaced Russian as the premier foreign language taught in schools, reflecting Mongolia's aspirations for international integration and economic development (Cohen, 2005). The post-Soviet era witnessed sweeping educational reforms aimed at modernising Mongolia's education system and aligning it with global standards. The passage of new education laws in 1992 and 1995 heralded significant changes in curriculum design, pedagogical approaches and administrative structures (Robinson, 1995; Choijoo, 2013). English became a compulsory subject in secondary schools, reflecting its pivotal role in fostering educational and economic opportunities for Mongolian students (Batchuluun, 1996). The transition to a market-oriented economy prompted the Mongolian government to revamp its education system, including the development of standardised curricula and content standards. The introduction of content standards for foreign language education in 1998 marked a shift towards competency-based teaching

and learning (Nookoo, 2016). Subsequent revisions in 2003 and 2004 further refined the curriculum, emphasising communicative and constructivist approaches to language instruction (Namsrai, 2004; Bayangol, 2006). In 2006, Mongolia embarked on a comprehensive educational reform initiative, culminating in the adoption of a 12-year education system (Nookoo, 2016). This shift aimed to align Mongolia's education system with global practices and enhance students' academic preparedness and competitiveness (Government of Mongolia, 2006). The curriculum for the 12-year system reflects continuity with previous frameworks while incorporating updated standards and cross-curricular linkages (Mongolian Institute for Educational Research, 2019c). Following this reform, in pursuit of educational excellence and global competitiveness, the Mongolian government partnered with Cambridge International Examinations to modernise the English language curriculum (Nookoo, 2016) in 2011. This collaboration aimed to introduce modern pedagogical approaches and assessment standards, aligning Mongolian education with international best practices. The Mongolia-Cambridge Education Initiative (MCEI) was established to reform education in Mongolia, leveraging the expertise of Cambridge Assessment International Education and the University of Cambridge Faculty of Education (Cambridge Assessment International Education, 2018). This joint initiative aimed to build an education system based on internationally recognised standards and practices. Mongolia's 12-year education system encompasses primary, lower-secondary and upper-secondary education, with English language education introduced from grade 5 (Marav, 2022). The curriculum emphasises student-centeredness, group activities and hands-on learning, aligning with global best practices (Ragchaa, 2020). The collaboration between Mongolia and Cambridge International Examinations has played a pivotal role in transforming English language education in Mongolia. By leveraging international expertise and best practices, Mongolia has developed a curriculum aimed at enhancing students' communicative competence.

Research Methodology

This study utilises document analysis as the methodological approach to scrutinise materials contributing to the development of knowledge supporting the discussions presented. Bowen (2009) defines document analysis as a systematic procedure for reviewing or evaluating documents—both printed and electronic material. He further narrates the specific uses of the documents as follows.

First, documents can provide data on the context within which research participants operate, a case of text providing context. Second, the information contained in documents can suggest some questions that need to be asked and situations that need to be observed as part of the research. Third, documents provide supplementary research data. Information and insights derived from documents can be valuable additions to a knowledge base. Fourth, documents provide a means of tracking change and development. Where various drafts of a particular document are accessible, the researcher can compare them to identify the changes. Fifth, documents can be analysed as a way to verify findings or corroborate evidence from other sources (Bowen, 2009, pp. 29–30).

As the paper explores the historical changes in the curriculum, the researcher has embraced the document analysis method. It provides an opportunity to investigate history as stated by Bowen (2009, p. 31) 'documents may be the most effective means of gathering data when events can no longer be observed or when informants have forgotten the details'.

The study entailed the following Creswell's (2009, p. 172–176) steps of qualitative data analysis and interpretation to analyse the documents. 1) organise and prepare the data for analysis 2) read through all the data 3) begin detailed analysis with a coding process 4) generate categories and themes based on the codes 5) rep-

resent themes in the qualitative narrative 6) interpret and explain the meaning of the data. Following this direction, the researcher utilised publicly available primary and secondary sources, including curricula, reports, articles, guidelines for the curricula, and documents that shed light on the history of the English curriculum. The information from articles, reports and documents by Mongolian authors have been coded into several themes, namely, soviet influence in foreign languages, challenges, embrace of English after the soviet era, education law, educational reforms, competency-based education, and categorised into periods of time which marks the important shifts and changes. As a result, the two main themes, 1) historical overview of the English language curriculum and 2) Historical background of the present English language curriculum of upper-secondary education, were sorted out and produced from the document analysis.

Furthermore, the study is seamlessly incorporated into the framework known as 'Asia as Method', which Chen (2010, p. 223) describes as 'multiplying frames of reference in our subjectivity and worldview through the unique histories and cultures of Asian societies while acknowledging the West as constitutive of Asian subjectivity'. 'Asia as Method' offers a new conception of study that extends beyond a constant reference to the West toward alternate viewpoints, with Asian history, politics, and culture as main points of reference (Zhang et al., 2015). In this way, the study employed the concept of 'Asia as Method' to underscore the significance of incorporating Mongolian perspectives and experiences as integral components of the study. This approach allows the researcher to 'move beyond' (Zhang & Chan, 2023) Western references. Aligned with Chen's recommendation to move beyond Western references in academic research, this chapter employs a discourse that integrates non-Western references and sources. The majority of the literature informing this discussion is sourced and referenced mainly from Mongolian-authored articles, documents and publications.

Historical overview of the English language curriculum

In the early 1990s, Mongolia's social and political situation had changed from a centrally planned system to a free and market-oriented one as a consequence of the democratic revolution. The economic transition from plan to market in Mongolia began in 1990 and broke old trade links with the former Soviet Union (Pastore, 2010). Before 1990, the influence of Russia was strong in the education system (Wolff, 1970), and the Mongolian school system is more or less patterned on the Russian system (Krueger, 1961). For instance, an alphabet based on Cyrillic was employed in the 1940s Field (Krueger, 1961). Pritchatt (1974) claimed that when he visited Mongolia in 1971, the curriculum in secondary school involved the Mongolian language and Russian language as the language subjects along with Mongolian literature, algebra, geometry, physics, general history, the constitution of Mongolian People's Republic, biology, chemistry, geography, technical drawing, physical education, woodwork or metalwork. Furthermore, he stated that the Russian language was studied as a foreign language, and there was barely any evidence of another language.

Following the collapse of the Soviet Union, Mongolia embraced linguistic and cultural diversity and English and other foreign languages have replaced the once-popular Russian language (Dovchin, 2017). Until 1990, Russian had been the premier foreign language taught in secondary schools and universities across the country (Cohen, 2005). The English language is closely linked to educational and economic opportunities, employability, personal development and social mobility in the country (Marav, 2022). Thus, English became pivotal in the country, and the Mongolian government prioritised the English language.

The new law on education in 1992 presented educational reforms that influenced all levels of education, restructuring, management, organisation, policy, and the curriculum in terms of its content and teaching approaches. Along with the new education system, new curricula have been developed, phasing out heavy So-

viet influence and communist ideology and reviving the Mongolian national heritage (Robinson, 1995), national culture, customs (Galsan, 2008), and science and technology (Spaulding, 1990). English became an obligatory subject in secondary schools (Batchuluun, 1996) from the academic year 1992-1993, and the official decision to teach English as a primary English language at all levels of educational institutions from the academic year 1997–1998 was made by the Mongolian government in 1997 (Marav, 2022). The reform brought more 'educational and economic opportunities, employability, personal development, and social mobility' (Cohen, 2005 cited in Marav, 2022, p.1). Additionally, new approaches to teaching and learning are being sought, using more activity-based and participative learning to replace the customary transmission-of-knowledge mode and formal class teaching most often found (Robinson, 1995). It is also important to note the reform was not implemented as smoothly as it was intended. Along with more opportunities provided to the people, certain challenges had arisen. One of the major drawbacks during the reform was that 'English was rarely studied in Mongolia previously, teachers were virtually non-existent when English began to spread throughout the country.' The major issues included 'the needs of English language teachers, the lack of substantial funds, in-service training and the provision of adequate materials' (Cohen, 2004, p. 9).

The law on education was revised in 1995 and introduced the policy of democracy and openness in educational administrative structures, decentralised the administration and financing of all public schools, transferred the management of schools to local governments in the provinces, increased the autonomy of colleges and universities and enabled the establishment of private educational institutions (Choijoo, 2013). Additionally, the education law of 1995 affirmed that the education system consists of 10 years: 4 years of primary education, 4 years of lower secondary education and 2 years of upper secondary education (Galsan, 2008). Nookoo (2016) asserted that the first content standards and core curricula were implemented in 1998. Until then, the English language curriculum was not standardised and 'teachers were unable to properly ascertain their students' levels based on explicit criteria' (Cohen, 2004, p. 12). The standard was applied to preschool, primary, lower and upper secondary education levels. It was the first time that standard-based education was introduced. It determines the minimal content of English education that must be mastered by students at certain education levels, its assessment, the teacher's professional level and basic requirements for educational institutions.

The curriculum standard for the foreign language, which is titled the content standards of foreign languages, was revised in 2003 and intended to be implemented officially starting 1 January 2005. It is noteworthy to mention that Russian and English languages are considered foreign languages nationally.

- The aim of the standards for Foreign language education is to plan the curriculum which enables each learner to get the intended education, implement it and evaluate the quality of monitoring activities and further develop them (Namsrai, 2004)
- All testing and evaluation will be based on these competencies. Learning through the communicative and constructivist approaches will be emphasised. The teaching of grammar should be integrated and tested with the four skills and not taught as a separate subject (Cohen, 2004).
- The content standards target the set of competence of foreign language education and specific skills. They are expressed by content domains that reflect the features of learning activities at a particular level of education and the relations with other components of the education content (Namsrai, 2004).

The comprehensive revision of the national educational standards in 2004 is another significant action taken by the government and played an important step in implementing competency-based teaching and learning. It is now understood that the main priority of the new standard is to develop pupils' competence in

such a way as to promote life skills and help them to be able to apply their knowledge, skills, and abilities effectively in their lives (Bayangol, 2006).

Competences are defined as a combination of knowledge, skills and attitudes. Knowledge is composed of facts and figures, concepts, ideas and theories that are already established and support the understanding of a certain area or subject. Skills are defined as the ability and capacity to carry out processes and use existing knowledge to achieve results. On the other hand, attitudes describe the disposition and mindsets to act or react to ideas, persons or situations. Gaining the skills and competencies needed for personal fulfilment, health, employability, and social inclusion helps to strengthen people's resilience in a time of rapid and profound change. Thus, it ensures the ability to adapt to change (The Council of the European Union, 2018, p. 7).

The content standard marked a shift from teacher-centred education and replaced it with a student-centred approach. However, it should be noted that this concept and the standards are still valid (UNESCO, 2020). The learning and teaching process is based on the development of pupils' competency, and UNESCO's four pillars of core competencies: learning to know, learning to do, learning to be and learning to live together were selected as the basis for the review and reform of the national educational standards (Nookoo, 2016). Based on these four pillars of competencies, the educational standard for the English language consists of four domains - listening, speaking, reading and writing – with expected knowledge, skills and competencies. On the basis of the four pillars of learning, the researchers have formulated the essential competencies. The competencies of upper-secondary education for the English language are exemplified as shown in Table 1.

Four pillars of learning	Codes	Competencies	Four domains
Learning to know	3FL1:C1	Recognise and distinguish discourse markers	Listening
	3FL2:C1	Use language knowledge correctly in speech	Speaking
	3FL3:C1	Find the logical sequence of information within the topic, understand the meaning, sort, interpret, generalise	Reading
	3FL4:C1	Sort and plan your ideas in writing	Writing
Learning to do	3FL1:C2	Transform the information you hear into another format	Listening
	3FL2:C2	Express your ideas in an orderly manner	Speaking
	3FL3:C2	Identify the meaning of words and sentences within the context	Reading
	3FL4:C2	Organise your ideas in a logical order and edit what you write	Writing
Learning to be	3FL1:C3	Predict the meaning of what is being heard in an unfamiliar situation	Listening
	3FL2:C3	Be critical of any issue based on evidence	Speaking
	3FL3:C3	Use your knowledge creatively to explain the meaning of what you read	Reading
	3FL4:C3	Select the necessary facts and information from the materials and write your idea	Writing
Learning to live together	3FL1:C4	Encourage others to listen and respond appropriately	Listening
	3FL2:C4	Communicate, convey what others said and able to present	Speaking
	3FL3:C4	Enhance knowledge of life, history, culture and traditions of your country and other countries within the context.	Reading
	3FL4:C4	Use and choose the right form of writing with others	Writing

Table 1. Competencies of the English language in upper secondary education (Ministry of Education, Culture, Science and Sports, 2003)

Every composition of secondary education English language standard has been coded. For example, the code 3FL1:C1 means the first competence of the first domain of the English language in upper secondary education standards. 3 means upper secondary education, and FL means Foreign language. However, a foreign language is the English language in this circumstance. 1 means the first domain of the contents, C means the competence, and 1 first competence of the particular domain (Ministry of Education, Culture, Science and Sports, 2003).

The following year, the education system changed from a 10-year education system to an 11-year one in 2005. Thus, the curriculum was developed based on the educational standards of 2004 (Mongolian Institute for Educational Research, 2019e). Galsan (2008) claimed that the 11-Year Content Framework for primary, lower and upper secondary education was developed as a sample and published in 2004, discussed by teachers and educators and piloted and evaluated in certain schools. Moreover, the 11-Year Content Framework was initiated in line with the educational standard for subjects in all grades. Hence, it incorporated a few requirements, including being developed based on the knowledge and skills defined in the educational standards, considering cross-curricular links of the content. The content for 1st grade deepens and expands as it es-

calates. It conforms to the hours of a program plan. In 2006, the Government of Mongolia approved the Master Plan 2006-2015, which defined the overall goals and development indicators, implementation strategy, required resources and funding opportunities from multiple sources. Under this strategy, the government decided to switch from an 11-year education to a 12-year system (Nookoo, 2016). The plan is considered to be the first in Mongolia to be developed utilising a sector-wide approach. The Master Plan places a high priority on the expansion of the school system and seeks to bring it in line with global practices (Choijoo, 2013). It aspires to renew educational standards and curriculum at levels and renew standards, policy, strategies, and regulations systematically to be pursued in order to ensure demands and needs to reveal and develop talents, to learn continuously responsibility and ethics of living independently in society, to work, live a quality life and make choices (Government of Mongolia, 2006). The transition of schools to a 12-year education system began in the autumn of 2008 and was planned to be completed by the academic year 2014–2015 (Nookoo, 2016). The 12-year education system consists of primary education (five years), lower secondary education (four years) and upper secondary education (three years), as shown in Table 2. Primary education caters to children starting at age six. The curriculum for the 12-year system was developed that has consistency and continuity with the previous curriculum (Mongolian Institute for Educational Research, 2019e).

Age					
	Doctor's degree				
	Master's degree				
18	Bachelor degree (4-6 years)	Diploma (Institution and college)	Technical education (3 years)	Technical education (1.5 years) Vocational education (1 year)	Technical education (1.5 years)
15	Upper secondary education (3 years)				Vocational education
11	Lower secondary education (4 years)				
6	Primary education (5 years)				
2-5	Pre-school (kindergarten)				

Table 2. 12-year education system in Mongolia (Mongolian Institute for Educational Research, 2019a)

Above all, it can be seen that the educational system in Mongolia has undergone many reforms over the last three decades. Improvements were made in the educational standards, curriculum, and teaching methodology in the past. The improvement of the curriculum is shown in Table 3.

Year	Characteristics of the curriculum	Purpose of changes
1992	The curriculum has been developed, phasing out heavy Soviet influence and communist ideology and reviving Mongolian national heritage (Robinson, 1995), national culture, customs (Galsan, 2008), and science and technology (Spaulding, 1990).	The new constitution, which stated that Mongolian citizen has a right to learn and that general education is provided at no cost, was approved.
1998	The content was flexible and suggested alternative content in view of the pupils' particular interests and needs.	The arrangement of the education system was restructured to 4+4+2, and a standard-based core curriculum was introduced.
2005	The 11-year content framework was initiated in line with the educational standard for subjects in all grades, and it incorporated knowledge and skills defined in the educational standards.	In 2004, the competency-based standard was launched and followed by this year, the education system shifted from 10 years to an 11-year arrangement.
2008	12-year curriculum that provides succession and incorporates correlation of an 11-year content Framework.	In 2006, the master plan 2006-2015, which is a long-term strategic policy, was developed. Consequently, it was prioritised and prepared to transfer to a 12-year system from the 2008-2009 academic year.
2013	Competency-based curriculum which embeds knowledge and skills that meet international standards.	The Government of Mongolia decided to adopt and use the Cambridge International teaching methods and assessment standards in Mongolia, with the aim of training a globally competitive, skilled labour force.
2019	Updated the curriculum by revising the content and learning objectives.	Revised curriculum on the basis of the research "Implementation of National Core Curriculum of General Education and the Factors Influencing the Implementation" conducted in 2019

Table 3. The main changes that influenced the alteration of the curricula

Historical background of the present English language curriculum of upper-secondary education

English, as the most influential foreign language, has been learned on a large scale in Mongolia (Batchuluun, 1996) following the democratic revolution of 1990. English now has an immense role in both institutional and non-institutional contexts (Dovchin, 2017). The curricula of the English language were developed for primary, lower-secondary, and upper-secondary education levels. The current English language curriculum of upper-secondary education can be traced back to cooperation between the government of Mongolia and Cambridge English Language Assessment, Cambridge International Examinations and the Cambridge University Faculty of Education.

The Government of Mongolia decided to adopt and use the Cambridge International teaching methods and assessment standards in Mongolia, with the aim of training a globally competitive, skilled labour force. In 2011, the Government of Mongolia signed a Memorandum of Understanding with Cambridge International Examinations (CIE) for cooperation on the reform of standards and curricula for elementary and secondary education (Nookoo, 2016).

The curriculum needed to be modernised, and the government wanted to introduce a new, more modern and interactive pedagogical approach. The aim was to develop a system in which high-quality education was available across the entire country, where every child could flourish and realise their individual talents. The Mongolia-Cambridge Education Initiative was formed. The goal of the Mongolia-Cambridge Education Initiative was to undertake a joint collaborative program to reform education in Mongolia using the combined skills and knowledge of the Mongolian government, Cambridge Assessment International Education, Cambridge Assessment English and the Faculty of Education at the University of Cambridge (Cambridge Assessment International Education, 2018). The long-term project goal is to build a world-class education system incorporating internationally recognised best practices and standards. The collaboration project also includes teacher training, capacity building, performance and quality assurance, and development (Khalifa & Brooker, 2018, p. 12). In order to introduce this program, a pilot study was undertaken in Mongolia (Nookoo, 2016) from 2011 to 2016. The first phase, covering curriculum reform and a new assessment model, was piloted by over 40 schools across the country and resulted in a national rollout starting in 2014 (Khalifa & Brooker, 2018, p. 12). The scope of the reform in the curriculum was English, Mathematics, and Science for primary education and English, Mathematics, Physics, Biology and Chemistry for secondary education (Cambridge Assessment International Education, 2018) that will be adjusted to Cambridge International standards. It is considered to be one of the most reputable teaching and testing programs globally. The main prerequisite for the successful achievement of the learning objectives is to have a detailed 'Scheme of work', which provides clear guidance to schools and teachers on how to implement the standards. This Scheme of work includes detailed guidelines for teachers regarding the learning objectives and the methods to be used in the teaching process (Nookoo, 2016). Nookoo (2016) highlighted that heated public discussion and debates are still going on about whether English curricula can be borrowed and adapted for national schools or whether such curricula should be developed purely based on national traditions.

The election happened, and the new government took office in 2012. The government started 'working towards the implementation of the Education Quality Reform policy and Educated Mongolian Citizens national programs' (Nookoo, 2016). Within this framework, the curriculum was revised and decided to be expanded to all schools nationally. Based on the decision by the Minister of Education, Culture, Science and Sports, committees were created for all subjects to develop curricula accordingly. From 2012 to 2017, the committee developed a curriculum to develop cognitive, social and behavioural attitudes, bring the national education content, methodology and system up to international educational standards, and teach a self-study approach. Learning guidelines for its implementation have been developed for each level of education and subject (Mongolian Institute for Educational Research, 2019e). The curriculum was reformed and implemented according to the following stages, as illustrated in Table 4.

Year	Education level
2014	Primary education
2015	Lower secondary education
2016	Upper secondary education – 10th grade
2017	Upper secondary education – 11th grade
2018	Upper secondary education – 12th grade
2019	Revised and updated all curricula

Table 4. Timeline of implementation of competency-based curriculum (Mongolian Institute for Educational Research, 2019e)

Mongolia currently has a 12-year education system. There are 5 years for primary education, 4 years for lower-secondary education and 3 years for upper-secondary education. From 5th grade, the English language has started being taught in public schools beginning with A1 level, and the students graduate with low B1 level as shown in Table 5.

Primary education (English language is taught starting from the 5th grade)	5th grade	working toward A1
Lower-secondary education	6th grade	Low A1
	7th grade	Mid A1
	8th grade	High A1
	9th grade	Low A2
Upper-secondary education	10th grade	Mid A2
	11th grade	High A2
	12th grade	Low B1

Table 5. Language levels of English language curriculum in Mongolia based on the CEFR (Mongolian Institute for Educational Research, 2019b)

Public schools implemented the National Curriculum for English Language Education, which was designed by the Ministry of Education and Science (MES) following the Common European Framework of Reference for Languages (CEFR) English levels of A1–B1 in 2015 (Marav, 2022). CEFR encourages a communicative approach to teaching, but it is not broken down by grade level. Thus, each country has to create lessons, textbooks and assessments based on the framework. Mongolia has created core curricula, identified which level corresponds to which grade and formulated its learning objectives and assessment criteria based on CEFR standards (Ragchaa, 2020). These learning objectives are introduced to the students through the curricular topics. According to Mongolian Institute for Educational Research (2019d), the upper-secondary English language curriculum has common themes in the curricular topics including daily life, individual and social life, environment, education, employment, business world, information communication, external world, arts, cultures and creative thinking.

The curriculum emphasises student-centeredness, group activities and hands-on learning (Ragchaa, 2020). Cambridge English is supporting the development of an English language curriculum, making sure it conforms to Mongolia's educational values and beliefs and also meets the specific needs and demands of the country's education system (Khalifa & Brooker, 2018, p. 12). Locally written textbooks, designed within the framework

of the curriculum for every grade at the primary and secondary levels, are used by Mongolian public schools (Marav, 2022).

According to Mongolian Institute for Educational Research (2019b), the English language curriculum in Mongolia has been developed as the CEFR's learning objective-oriented for English education. The aim of English language teaching is to provide learning conditions for students to achieve communicative competence in social contexts, including family, school, local community, country and global world, and environmental issues studied through curriculum content given in a levelled form graded according to difficulty. The English course for each grade aims to fulfil learning objectives and develop students' English language skills, such as listening and speaking, reading and writing with some relevant vocabulary and pronunciation patterns within social contexts. Some learning objectives have been reformulated in accordance with the cognitive levels of Bloom's taxonomy to assess and evaluate the student's knowledge and abilities.

Along with this general aim, the aim of the upper-secondary English language curriculum was developed, and its aim is that students learn the skills to utilise information and further use foreign language knowledge creatively and communicate in accordance with needs and interests within the framework of society, culture, science and life (Ministry of Education, Culture, Science and Sports, 2019). The curriculum content is given in a levelled form graded according to difficulty (Mongolian Institute for Educational Research, 2019b). Moreover, the scope of the curriculum is to develop skills and knowledge to international standards and formative assessment practices where teachers can evaluate their students' skills as well as subject content (Mongolian Institute for Educational Research, 2019b). Overall, the curriculum aims to enhance students' communicative English language skills.

In the upper-secondary education level, The English language curriculum is divided into two parts: compulsory and elective content. Each part delineates the speaking, writing, listening, reading, and use of grammar skills (Nyamkhuu et al., 2021). The teachers focus on developing students' listening and speaking skills in the 11th grade and reading and writing skills in the 12th grade (Ministry of Education, Culture, Science and Sports, 2019). Students receive three classes of English per week as a mandatory subject in each grade of their school year. Each class consists of 40 minutes (Marav, 2022). The number of classes increases to six if students choose English as an elective subject in grades 10–12. According to the curriculum, the goal of English education in each grade is to develop students' four language skills. Those are speaking, listening, reading, and writing skills along with English Usage, which is particularly intended to improve students' English grammar and vocabulary through student-centred ways of teaching.

Conclusion

It is now understood that the Russian language played an important role as a foreign language until the Mongolian democracy of 1990. However, it was replaced by the English language, and over the last three decades, the number of people wanting to learn English has increased at a higher rate than that of any other foreign language. This is because it brings more opportunities for employment and access to the world. English language education and curriculum already have thirty years of history within the Mongolian education system. It has marked its importance and become an in-demand language in Mongolia. Therefore, the government acknowledged its significance and improved it through the course of history.

English is the mandatory language to learn besides Russian in public schools. Thus, the Mongolian government paid and is paying a lot of attention to English language education by implementing different programs, standards and curricula and introducing international projects and international assessments (Ragchaa, 2020).

The major changes in policy and institutional reforms in Mongolia's education sector have intensified since the democratic revolution. Due to political change, curricula have been changed several times, and because of this change, continual reforms and changes were also made in a short period in relevance to English language curricula for all levels of education based on new policies and regulations. There were four sets of improvements and reforms to the curriculum in 1998, 2008, 2013, and 2019 (UNESCO, 2020). The arrangement of the education system was restructured, and a standard-based core curriculum was introduced in 1998; the 10-year system shifted to an 11-year system in 2006, and the 11-year system shifted to a 12-year system in 2008, and all the curricula were updated by revising the content and learning objectives in 2019. These modifications also influenced the upper-secondary English language curriculum along with other curricula. The core decision that influenced the alteration of the English language curriculum of upper-secondary education was that of the Mongolian government, which decided to adopt and use the Cambridge International teaching methods and assessment standards in Mongolia with the aim of training a globally competitive, skilled labour force and to adjust to Cambridge International standards. The aim of an upper-secondary English language curriculum is that students learn the skills to utilise information and, further, use foreign language knowledge creatively and communicate in accordance with needs and interests within the framework of society, culture, science and life. In upper-secondary education, teachers focus on developing students' listening and speaking skills in the 11th grade and reading and writing skills in the 12th grade, and it is intended for the students to achieve mid-A2 level in 10th grade and high-A2 level in the 11th grade and graduate with a low-B1 level. I would like to conclude by mentioning that the B1 level enables the student to understand the main points of certain texts that they are familiar with. It still remains a question as to why English language education has developed slowly in Mongolia and why our students still cannot be fluent in speaking and writing or in the underlying listening and reading skills compared to other Asian countries, especially China, Japan and The Philippines (Ragchaa, 2020). I, as a researcher and English language teacher, agree with Ragchaa and have concerns about students' English language proficiency after they graduate. However, it does not relate to the aim and research questions of this paper, but it is noteworthy to highlight and think about.

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Az angol nyelvi tanterv történeti áttekintése és jelenlegi tanterve a felső középiskolában Mongóliában

Tanulmányunkban megkísérlünk történelmi áttekintést nyújtani a mongóliai angolnyelv-oktatás tanterveiről, valamint a jelenlegi felső középfokú angol nyelvi tanterv kialakulásáról. Az angol tanterv fejlődése fontos problémakör, ám a szakirodalomban gyakran figyelmen kívül hagyott téma. Írásunk a szakirodalomban fellelhető hiányosságokat igyekszik pótolni a legújabb adatokkal. Módszertani megközelítésként dokumentumelemzést alkalmaztunk a felső középfokú angolnyelv-oktatás és az angol nyelvi tantervre vonatkozó adatok szintetizálása érdekében.

Kulcsszavak: angolnyelv-oktatás Mongóliában, a felső középfokú angolnyelv-oktatás tanterve, idegen nyelvi tanterv, felső középfokú oktatás.

Szerzőink

Czabaji Horváth Attila professzor az ELTE Pedagógiai és Pszichológiai Karán a Neveléstudományi Intézetben. Korábban tudományos főmunkatársa volt az Országos Közoktatási Intézetnek, ahol intézményfejlesztéssel és alternatív pedagógiákkal foglalkozott. 28 éve dolgozik a felsőoktatásban. Kutatási területei: a reformpedagógia, különös tekintettel Célestin Freinet pedagógiájára; az informális tanulás a jelenben és a múltban; valamint az erkölcsi nevelés különböző aspektusai. Az egyetemi oktatás és a tudományos kutatás mellett kedvenc tevékenysége a futball. 2018-ban kitüntették a Magyar Érdemrend Lovagkeresztjével.

Doan Van-Canh a vietnami Hue Egyetem Óvodapedagógiai Karának oktatója. Zeneelméletből és zeneszerzésből szerzett mesterdiplomát, szakterülete a zenei neveléssel kapcsolatos kutatás és tanítás, valamint a technológia alkalmazása a zeneoktatásban. Emellett zongoraművész és zeneszerző.

Endrődy Orsolya az ELTE Pedagógiai és Pszichológiai Karának oktatója és kutatója. Fő érdeklődési területe a gyermekkor-kutatás, beleértve az inklúziót, a globális oktatást, a fenntarthatóságra nevelést és az interkulturális pedagógiát. Szerkesztője számos hazai neveléstudományi folyóiratnak. Vendégoktató a Chiang Mai Egyetemen Thaiföldön és az UPSI Egyetemen Malajziában. Számos Erasmus KA2 és ICM projektben vett részt az ELTE projektvezetőjeként: EXCIITE, STROLL és az AVAL kutatójaként. Nemrégiben publikált egy teljes számot az Early Childhood in Global Context címmel. Q1 és D1 besorolású publikációi vannak a gyermekkor-kutatás és a nyelvészet területén.

Hain Ferenc szociálpszichológus, az Eötvös Loránd Tudományegyetem Pedagógiai és Pszichológiai Karának oktatója. Fő kutatási területei: a csoportközi kapcsolatok és a társadalmi konfliktusok; az információs és kommunikációs technológiákkal való együttélés szociálpszichológiai aspektusai; a sport, a befogadás és az esélyegyenlőség kapcsolata. Nyolc évig Érpatakon és hét évig Tiszavasváriban, két vidéki magyarországi hátrányos helyzetű településen kutatott, szociálpszichológiai szempontból vizsgálva a két település társadalmi folyamatait. Egy közösségi sportklub ökölvívó edzője.

Hoang Phuong Thi Diem a vietnami Hue Egyetem Neveléstudományi Egyetem Óvodapedagógiai Karának oktatójaként dolgozik. Matematikaoktatásból szerzett mesterdiplomát, és a matematikaoktatás és a koragyermekkori technológiahasználat kutatására összpontosít.

Hoang Anh-Dung a vietnami Hue Egyetem Neveléstudományi Egyetem Óvodapedagógiai Karának oktatójaként dolgozik. A zenei nevelés elméletéből és módszereiből szerzett mesterdiplomát. Tudományos törekvéseiben és oktatási érdeklődésében a zenei nevelésre és a technológia alkalmazására összpontosít.

Ngo-Huy Tu az ausztráliai Victoria Egyetemen szerzett mester diplomát TESOL szakon, jelenleg a vietnami Dainam Egyetem oktatójaként dolgozik. Ezzel párhuzamosan az Eötvös Loránd Tudományegyetem Neveléstudományi Karán folytatja doktori tanulmányait. Kutatási érdeklődése középpontjában az idegennyelv-tanárok megélt tapasztalatai, a tanári identitás és a pedagógia áll. Tudományos törekvéseinek célja, hogy hozzájáruljon a nyelvoktatás fejlesztéséhez, és elmélyítse a tanárok oktatási környezetben történő fejlődésének megértését.

Nguyen Tuan-Vinh pszichológiából és pedagógiából doktorált, a vietnami Hue Egyetem Neveléstudományi Egyetem Óvodapedagógiai Karának dékánja és oktatója. Pszichológiai és oktatási szakértőként aktívan közreműködött számos, a koragyermekkori neveléssel és az óvodapedagógusok szakmai fejlődésével kapcsolatos projektben Vietnamban. Kutatásai olyan témákra terjednek ki, mint a szociális-érzelmi tanulás, a tanulók jóléte és a pozitív iskolai környezet megteremtése az óvodai nevelési környezetben.

Nguyen-Luu Lan Anh vietnami születésű, Budapesten élő interkulturális/szociálpszichológus. A budapesti Eötvös Loránd Tudományegyetem Pedagógiai és Pszichológiai Karának egyetemi tanára. Elsődleges kutatási területei közé tartozik a migránsok és nemzetközi diákok akkulturációja, a csoportközi kapcsolatok, a kulturális és etnikai identitás, a nemi hiedelmek és a tanárok sokszínűséggel kapcsolatos attitűdjei.

Nyammkhuu Byambasuren a Mongol Nemzeti Pedagógiai Egyetemen szerzett angol nyelvtanári BA diplomát. Továbbképezte magát, és az indiai Gudzsarátban, a St. Xavier's College-ban angol irodalomból szerzett mesterdiplomát, ahol elnyerte az indiai kormány által finanszírozott Indian Council for Cultural Relations ösztöndíjat. A Mongol Nemzeti Pedagógiai Egyetemen neveléstudományi mesterfokozatot is szerzett. Jelenleg az Eötvös Loránd Tudományegyetem Neveléstudományi Doktori Iskolájában folytatja PhD tanulmányait a Stipendium Hungaricum ösztöndíjprogram támogatásával. Kutatási érdeklődése elsősorban a mongóliai angol tantervre fokuszál.

Pereira Adrian Estrela brazil zongorista és zenei producer, a Bahiai Szövetségi Egyetem zeneszerzés és könnyűzenei hangszerelés szakán szerzett alapdiplomát, és ugyanezen az egyetemen zeneoktatásból szerzett mesterdiplomát. Jelenleg az Eötvös Loránd Tudományegyetem PhD-hallgatójaként a felsőoktatási zenei kurzusok tanterveinek hatalmi viszonyait vizsgálja.

Rahmatullah Bahbibi jelenleg a Sultan Idris Education University (Malajzia) Számítás- és Meta-technológiai Karának docense. Alap-, majd mesterszakos mérnöktudományi diplomáját az Egyesült Államokban (Vanderbilt University), illetve Malájziában (Multimedia University), doktori fokozatát a mérnöktudományok területén pedig az Egyesült Királyságban (Oxford University) szerezte. Mérnökként és kutatóként szakmai tudását az oktatás és a kutatás minőségének fejlesztésére szeretné fordítani Malajziában. Számos publikáció szerzője, magasan minősített folyóiratok szakmai lektora. A Journal of ICT in Education (JICTIE) főszerkesztője. Jelenlegi kutatásai fő fókuszában a kép- és jelfeldolgozás, a mintafelismerés, a gépi tanulás, valamint a tanuláselemzés, a gyermekkori fejlesztés és az IKT áll.

Saenghong Nannaphat a thaiföldi Chiang Mai Egyetem Pedagógiai Karának adjunktusa. Kutatási területe a multikulturális oktatás, a multikulturális tanárképzés és a multikulturális oktatáspolitika. A közelmúltban a multikulturális tanárképzéssel kapcsolatos vizsgálatait az ASEAN-kontextusra is kiterjesztette, így gazdagítva hozzájárulásait ezeken a területeken. Az általa írt figyelemre méltó publikációk közé tartozik a "Multikulturális tanárképzés" (2022), míg társszerzőként olyan munkákat írt, mint a "The Study of Multicultural Education and Teachers' Multicultural Teaching Competency in Singapore and South Korea" (2023) és a "Promoting Pre-service Teachers' multicultural competence through culturally responsive pedagogy-based art education course" (2023).

Tran Viet-Nhi a vietnami Hue Egyetem Óvodapedagógiai Karának oktatója. Koragyermekkori nevelésből szerzett mesterdiplomát. Jelenleg a vietnami Hanoi Pedagógiai Egyetem kisgyermekkori nevelés szakos doktorandusz hallgatója. Kutatási területe a természettudományos és társadalmi nevelés a korai években, a korai STEAM-

oktatás, a játékalapú tanulás a korai években és az óvodapedagógusok szakmai fejlődése.

Thanh Truong Hoai Thi kísérleti biológiából szerzett mesterdiplomát. A vietnami Hue Egyetem Óvodapedagógiai Karának oktatója. Kutatási érdeklődése és publikációi a gyermekfiziológiára és a táplálkozásra, valamint az óvodáskorú gyermekek környezeti nevelésére fókuszálnak.

Authors

Attila Czabaji Horváth is a professor at the Institute of Education at the Faculty of Pedagogy and Psychology, Eötvös Loránd University. Previously, he was a senior researcher at the National Institute of Pedagogy, where he focused on institutional development and alternative pedagogies—teaching in higher education for 28 years. His research interests include reform pedagogy with particular reference to the pedagogy of Celestin Freinet, informal learning in the present and the past, and aspects of moral education. In 2018, he was awarded the Knight's Cross of the Order of Merit of Hungary for his work. Besides university teaching and scientific research, his favourite activity is football.

Van-Canh Doan is a lecturer at the Faculty of Preschool Education, University of Education, Hue University, Vietnam. He holds a master's degree in Music Theory and Composition and specializes in research and teaching related to music education and technology application in music education. He is also a pianist and composer.

Orsolya Endrődy is a lecturer and researcher at the Faculty of Education and Psychology. Her main interests are childhood studies, which include gender, inclusion, global education, sustainability, and intercultural understanding. She is an editor and associate editor in the main educational scientific journals in Hungary, as well as a member of the board of the Hungarian Educational Scientific Association; she is an associate on the board of the Journal of Early Childhood Research in Indonesia. She has been involved with several Erasmus KA2 and ICM projects as a project leader of ELTE: EXCIITE, STROLL and a researcher at AVAL. She has recently published a full issue on Early Childhood in a Global Context. She also has Q1 and D1-ranked publications in the fields of Childhood, Education and Linguistics.

Ferenc Hain is a social psychologist and lecturer at the Faculty of Pedagogy and Psychology, Eötvös Loránd University. His main research interests are Intergroup relations and social conflicts, the social psychological aspects of living with information and communication technologies, and the relationship between sport, inclusion, and equal opportunities. For eight years, he researched in Érpatak and for seven years in Tiszavasvári, two underprivileged settlements in rural Hungary, investigating the social processes of the two settlements from a sociopsychological point of view. He is a boxing coach for a community sports club.

Phuong Thi Diem Hoang works as a lecturer at the Faculty of Preschool Education at the University of Education, Hue University, Vietnam. She earned a master's degree in Mathematics Education and focuses on researching mathematics education and technology use in early childhood.

Anh-Dung Hoang is a lecturer at the Faculty of Preschool Education, University of Education, Hue University, Vietnam. He has a master's degree in Theory and Methods of Music Education. His academic pursuits and teaching interests focus on music education and technology application in music education.

Tu Ngo-Huy is a graduate of Victoria University, Australia, with a Master's degree in TESOL. He currently serves as an educator at Dainam University in Vietnam and is pursuing a PhD in Education at Eötvös Loránd University's School of Education. His research interests lie in exploring the lived experiences of EFL teachers, teacher identity, and pedagogy. Tu's academic endeavours aim to contribute to the advancement of language education and deepen the understanding of teacher development within educational settings.

Tuan-Vinh Nguyen has a PhD in Psychology and Education and is the dean and a principal lecturer at the Faculty of Preschool Education at the University of Education, Hue University, Vietnam. As an expert in psychology and education, he has actively collaborated on many projects on early childhood education and preschool teacher professional development in Vietnam. His research covers social-emotional learning, learner well-being, and creating a positive school environment within preschool education settings.

Lan Anh Nguyen-Luu is a Vietnamese-born, Budapest-based intercultural/social psychologist. She is a full professor at the Faculty of Education and Psychology, Eötvös Loránd University in Budapest, Hungary. Her primary areas of research interest include acculturation of migrants and international students, intergroup relations, cultural and ethnic identity, gender beliefs, and teachers' attitudes toward diversity.

Byambasuren Nyammkhuu earned her Bachelor of Arts degree majoring as English Language Teacher from the Mongolian National University of Education. She advanced her education by completing a Master's degree in English literature at St. Xavier's College in Gujarat, India, where she was awarded the Indian Council for Cultural Relations scholarship funded by the Indian Government. She also finished her Master's degree in Education at the Mongolian National University of Education. Presently, she is pursuing her PhD studies at the Doctoral School of Education, Eötvös Loránd University, supported by the Stipendium Hungaricum scholarship programme. Her research interests primarily revolve around the English curriculum in Mongolia.

Adrian Estrela Pereira is a Brazilian arranger, pianist, and music producer with a Bachelor's degree in Composition and Arrangement for Popular Music from the Federal University of Bahia and a master's degree in music education from the same university. Currently, Adrian is a PhD student at Eötvös Loránd University investigating power relations in curricula of higher education music courses.

Bahbibi Rahmatullah is currently an associate professor in the Faculty of Computing and Meta-Technology at Sultan Idris Education University, Malaysia. Having received a BEng (Electrical) from Vanderbilt University, USA, an MEngSc from Multimedia University, Malaysia, and DPhil in Eng. Science from the University of Oxford, UK, she is keen to apply the technical and research skills gained to improve the quality of research and education in Malaysia. She has authored a wide range of publications and has been invited to review articles for high-impact journals and conferences. She is also the Chief Editor of the Journal of ICT in Education (JICTIE). Current research interests include Image and Signal Processing, Pattern Recognition, Machine Learning, Learning Analytics, Child Development, ICT, and Education.

Nannaphat Saenghong serves as an assistant professor at the Faculty of Education, Chiang Mai University, Thailand. Her research is centred on multicultural education, multicultural teacher education, and multicultural education policy. Recently, she has broadened her investigation into multicultural teacher education to include the ASEAN context,

enriching her contributions in these areas. Noteworthy publications authored by her include 'Multicultural Teacher Education' (2022), while she has co-authored works such as 'The Study of Multicultural Education and Teachers' Multicultural Teaching Competency in Singapore and South Korea' (2023) and 'Promoting Pre-service Teachers' multicultural competence through culturally responsive pedagogy-based art education course' (2023).

Viet-Nhi Tran is a main lecturer at the Faculty of Preschool Education, University of Education, Hue University, Vietnam. He holds a master's degree in Early Childhood Education. He is currently a doctoral student specializing in Early Childhood Education at Hanoi University of Education, Vietnam. His research interests include science and social education in early years, early STEAM education, play-based learning in early years, and preschool teachers' professional development.

Hoai Thi Thanh Truong holds a master's degree in Experimental Biology. She is a Lecturer at the Faculty of Preschool Education, University of Education, Hue University, Vietnam. Her research interests and publications cover the fields of Child Physiology and Nutrition, Environmental education for preschool children.