International Integration at Faculty Level From the Perspective of Quality Assurance: Lessons from Vietnam

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Abstract **– On the verge when Vietnam and the countries in the region prepare to participate into the ASEAN Economic Community (AEC) by the end of 2015, higher education plays a crucial role, especially when it demands to "produce" competent graduates capable of successfully integrating into the region and the world. In this regard, this paper aims (i) to affirm the awareness and importance of quality assurance in internationalization of higher education, (ii) share the experiences and lessons learned from the practices of internationalizing academic programs from perspective of quality assurance (QA) at the Faculty of English Linguistics and Literature (EF), University of Social Sciences and Humanities (USSH), Vietnam National University-Ho Chi Minh (VNU-HCM), (iii) analyze difficulties encountered in implementing QA initiatives, and (iv) propose some suggestions on how an academic faculty or department in a context similar to that of Vietnam should do to promote internationalization efforts and initiatives.**

Keywords **– Academic Programs, Higher Education, Internationalization, Quality Assurance, English, Vietnam.**

I. INTRODUCTION

In the strategy and process of modernizing the current Vietnamese higher education system, international integration, internationalization and quality assurance have been paid due attention to by different stakeholders. It can be seen in the implementation of different national project like National Foreign Language Project 2020 aiming at training the majority of Vietnamese people graduating from colleges and universities to be capable of successfully communicating in foreign languages with confidence in a multicultural environment by the year 2020, the national human resource project 911 that provides funding for doctoral applicants to study abroad, as well as different decisions and policies such as decision on "comprehensive renewal of national education" by Vietnamese Government. Several scientific conferences, seminars and workshops on quality assurance, on international integration efforts have been organized at universities and institutes all over the country. Given such efforts and initiative at the higher levels, i.e. national and institutional levels, that has received serious attention, internationalization efforts and capacity at faculty or departmental level (hereafter referred to as *faculty level*) is of more importance since it is where immediate actions will take place and be implemented. However, in Vietnam, at the institutional level, the practices show that the university administration and international relation offices tend to mainly focus on bring in as many as possible cultural and academic exchanges for students and staffs while a limited number of MOAs (Memorandum of Agreements) on offshore programs become actualized.

The number of students (or teachers) groups sent abroad for cultural and academic exchanges is still limited and heavily dependent on external funding. The reactive attitude among the university administration can be often observed in responding to such international integration efforts.

What mentioned so far, on the one hand, indicates great efforts among the Vietnamese institutions in internationalization, but there seems a lack of sustainability in internationalization of higher education which is the essence and basic requirements of this process. Internationalizing the academic programs (including the input, process and product of such programs) at faculty level is fundamental to internationalization of higher education. Among such efforts, quality assurance is considered a basic "certificate" or "prerequisite" for integration capacity of a faculty or department. This paper therefore aims (i) to affirm the awareness and importance of quality assurance in internationalization of higher education, (ii) share the experiences and lessons learned from the practices of internationalizing academic programs from perspective of quality assurance (QA) at the Faculty of English Linguistics and Literature (EF), University of Social Sciences and Humanities (USSH), Vietnam National University-Ho Chi Minh (VNU-HCM), (iii) analyze difficulties encountered in implementing QA initiatives, and (iv) propose some suggestions on how an academic faculty or department in a context similar to that of Vietnam should do to promote internationalization efforts and initiatives.

II. SOME BASIC THEORETICAL CONCEPTS

A. Definitions of Internationalization and Cross-Border Education

In 1950, the International Association of Universities (IAU) was established as part of UNESCO with a mission to connect and build up a community of higher education institutions in the world (Polak & Hudson, 2014). In the recent two decades since 1990s, several terms like "globalization", "internationalization", "international integration", "cross-border education" have received serious attention by a great number of scientists, educators, scholars and experts in their seminal works, publications and presentations. Many organizations and associations[1] that advocate the promotion of

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[1] Examples of some initiatives: ISAS (Internationalization Strategies Advisory Service), IMPI (Indicators for mapping and profiling internationalization), NVAO (Assessment of Internationalization), MEMO (Monitoring, Exchange, Mobility, Outcomes), ECA (European Consortium for Accreditation in Higher Education), UMAP (University

internationalization and international integration have also been born, reaching a higher level of consent and agreement in mobility programs of academic, students and faculty, mutual recognition of degrees, credit transferability, cultural and experience exchanges, and so on. Recently, the **2015 IAU International Conference** has ended on a "resounding success". Participants from around the world confirmed that higher education internationalization needs to be for all, needs to serve to improve higher education quality and help take down walls and borders that can increase or give rise to gaps among peoples. More than ever, "internationalization" and "international integration" have become widely and seriously taken.

In Vietnam, several national and international seminars and conferences on international cooperation and integration held in Vietnam (like Vietnam National University-Hanoi, Vietnam National University-Ho Chi Minh, Ho Chi Minh City University of Education, among others) have attracted administrators and educators from cities and provinces all over Vietnam to analyze, discuss and debate challenges and opportunities that globalization may bring about to local higher education system.

Among the key authors, Dr. Jane Knight from Ontario Institute of Education (Toronto University, Ontario, Canada), during more than 20 years since 1994, has continuously researched, presented, published and updated her definitions, models, and theories on internationalization and globalization (Knight, 1994, 1995, 2001, 2003, 2004, 2007, 2008, 2011, 2012, 2013a, 2013b & 2013c; Knight & De Wit, 1997, 1999). Internationalization has been confirmed as a wise preparation by each institution itself to respond to the globalization expanding the whole world. In her report in 2012, Knight summarizes three important periods of internationalization and synthesizes such in a diagram of internationalization with two major pillars (Figure 1). Accordingly, internationalization is considered as both a reaction to globalization and while globalization a catalyst that promotes the former to further develop; or in other words; they are both indispensable agents of each other.
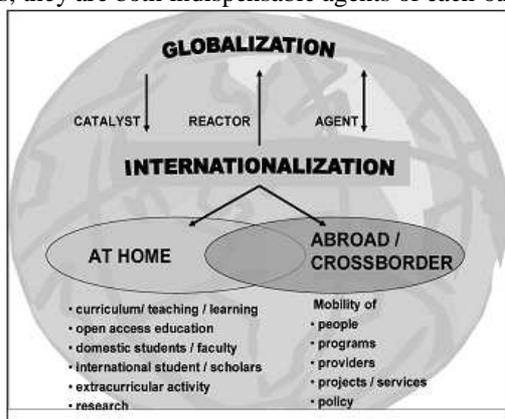

Fig. 1. Two pillars of internationalization: at home and cross-border (Source: Knight, 2012)

Internationalization, as synthesized by Knight, though named or referred to under different categories by different authors, can be categorized into two major groups in terms of internationalization initiatives (i) at home (including activities and initiatives like internationalizing academic curriculum, teaching and learning, using of open access education, the presence and participation of international student and scholars in campus, internationalizing extracurricular activities and research and (ii) abroad (or cross-border) (including "movement of people, knowledge, programs, providers, policies, ideas, curricula, projects, research and services across national or regional jurisdictional borders". The author has emphatically distinguished the commonly mistaken perception between the two terms "internationalization" and "cross-border education" by specifying that the latter is just an important part of the former. She has carefully analyzed the three generations of cross-border education as shown in Table 1.

Table 1. Three Generations of Cross-border Education (Knight, 2012)

Cross-border Education	Primary Focus	Description	
First Generation	**Student/People Mobility** Movement of students to foreign country for education purposes	Full degree or for short-term study, research, field work, internship, exchange programs	
Second Generation	**Program and Provider Mobility** Movement of programs or institutions/companies across jurisdictional borders for delivery of education	**Program Mobility** Twinning Franchised Articulated/ Validated Joint/Double Award Online/Distance	**Provider Mobility** Branch Campus Virtual University Merger/Acquisition Independent Institutions
Third Generation	**Education Hubs** Countries attract foreign students, researchers, workers, programs, providers, R&D companies for education, training, knowledge production, innovation purposes	**Student Hub** Students, program providers move to foreign country for education purposes **Talent Hub** Students, workers move to foreign country for education and training and employment purposes **Knowledge/Innovation Hub** Education researchers, scholars, HEIs, R&D centers move to foreign country to produce knowledge and innovation	

Knight's summary of the three generations of cross-border education provides a comprehensive overview of various types of activities, initiatives and efforts commonly found among the HEIs from different corners of the world in practices of internationalizing their

Mobility in Asia Pacific program), ASEAN University Network (AUN), SEAMEO (South East Ministers of Education Organization), RIHED (Regional Centre for Higher Education Development), etc.

campus. In relation to internationalization of education at institutional level in the context of Vietnam, given the limited researches in the field done in Vietnam by 2007, the author of this article conducted a multiple embedded case study among six selected HEIs in Ho Chi Minh City in his doctoral dissertation. The study found that the studied Vietnamese HEIs were well aware of the important role of internationalization of their campus but, generally speaking, their commitment was not strong enough to put into planning and implementation of internationalization efforts (Le, 2008). Since 2008 up to now, the personal and professional experiences at the faculty level internationalization of academic curriculum, quality assurance efforts, international relation initiatives at the Faculty of English Linguistics and Literature, University of Social Sciences and Humanities (VNU-HCM) as well as his active participation and involvement in seminars and workshops on internationalization (such as ICELT2012, ICELT2014, CIECIER2009, SEACOM2014, SEAAIR2015, VNU-HCM international conferences, Forum on English for ASEAN Integration held Brunei Darussalam, etc.), the author has realized that internationalization at institutional level will hardly succeed if internationalization at faculty level is not strong enough. It is the proactive preparation and participation of the academic units at faculty level to respond to the impulse and challenges imposed by globalization that will bring about achievements in realization of internationalization initiatives.

Back to the theories on internationalization, Knight defines "internationalization at the national/ sector/ institutional levels as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 1995, 2003 & 2004). The author herself, through her researches and presentations around the world has continuously updated, modified and confirmed the applicability of that definition. The realities and practices in internationalization by scholars and researchers in various areas of the world, noticeably seen in continents and areas like North America, Europe, Australiasia, Africa, East Asia, South East Asia, etc. have also proven the applicability and appropriateness of that definition of internationalization in education. Given that reputable authors like Rudzki, Phillip Altbach, Hans De Wit, Van de Wender, Bernado, Harman, Peter Scott, among many others, have defined the term "internationalization" differently in terms of levels (institutional, sector, national), rationales, and approaches, the "process" definition proposed by Knight (1995 & 2004) remain its updatedness and is well-accepted by scholars in the field. In this regard, the term "process" is used to convey that internationalization is an ongoing and continuing effort. The triad *international, intercultural and global dimension* is intentionally used to complement to each other and to give richness both in breadth and depth to the process of internationalization. More important than ever, the proactive inclusion and efforts to internationalize the academic programs and activities at faculty/departmental level remain crucial in promoting

such an ongoing and continuing effort as defined by the term "internationalization".

B. Fundamentals of Internationalization and Implications for International Integration

As depicted in her review, Knight (2012) maintains "internationalization is one of the major forces impacting and shaping higher education as it changes to meet the challenges of the 21st century." Between the two major pillars of internationalization including "At Home and Cross-border Education" in figure 1, the latter is usually mistakenly confused with the former, while, in fact, cross-border education is just a part of internationalization process. "Internationalization at home" mainly refers to that of curriculum, teaching, and learning; use of open access education; emphasizes the integration of international students/ scholars into campus life, teaching, research and extra-curricular activities. "Internationalization at home" tends to be more important at the faculty level than at institutional level in maintaining the local HEIs' competitive advantages and comparability with their regional counterparts as they are thriving for a better regional or international level.

Theoretically, as Knight (1995, 2003, and 2004) deliniates, internationalization should be a cyclic procedures of seven stages, starting with *awareness*, then *commitment*, *planning*, preparation of *structure (or functional office and insfrastructure)*, *operationalization* (or *implementation*), ending with *evaluation* and *recognition*. Feedback getting and giving is carried out throughout the seven stages in order to ensure the successful accomplishment of the cycle. Essential to this theory in its application at faculty/departmental level is to overcome the potential psychological barriers among the stakeholders as they proceed along the steps.

As Vietnam has officially joined the ASEAN Community late 2015, a big question for the stakesholders of higher education in Vietnam at both low level like individual teachers, students or faculty and higher level (institutional, sector and national) is "How well do they prepare for such a regional and international integration?" This question can be raised to different levels because all levels of higher education are expected to get ready for such intergation to be effective. Answers to the question by stakeholders of Vietnamese higher education at different levels may vary but in general regional and/or international integration requires a "real" and "inner" preperation by the stakeholders themselves at each level. In this regard, the denotion of "internationalization at home" by OECD (2004) and Knight (2012) can be well applied here. To better prepare for a more qualified and competent labour force for ASEAN Community, it is imposing for Vietnamese higher education institutions to strictly comply with certain quality standards common to the member nations. In other words, quality assurance, especially at the faculty level where actual academic programs are offered and academic activities initiated, is significantly important to the success at the higher level, i.e. the institutional level.

C. Role of Quality Assurance in Internationalization and International Integration

The discussion so far may lead to an assumption on the close and reciprocal relationship between quality assurance and international integration. Arguably, it is noted that in order to achieve the "internationalization at home", first and foremost quality assurance of training at the faculty level must be given priority. Quality assurance and accreditation can be regarded as a 'certificate' that can accelerate and promote the regional and international integration, forcing the local institutions to better prepare for it and become more proactive in their attitude, thinking and actions. Member nations of the ASEAN communities, institutions of a member nation, especially from a developing one, or faculties and departments of an institution have confronted a real challenge to improve their curricula and academic-related activities in compliance with certain quality standards (e.g. AUN-QA standards, national framework of quality assurance, or any other standards applicable). This is an initial step and basis for future credit transferability and mutual recognition of university degrees among the institutions across the region. In this aspect, quality assurance has a crucial role in regional and international integration; and "internationalization at home" should be indispensable to any institution's efforts to integrate regionally and internationally.

Another reason that requires stakeholders of local programs to pay serious attention to both internationalization of their programs and assurance of training quality is that there is an increasing number of Vietnamese students' mobility to other countries for their undergraduate and graduate education, mainly to the United States, Australia, France and Japan (as indicated by statistics in 2010 by UNESCO as cited in Schulmann, 2014), Figure 2 below.
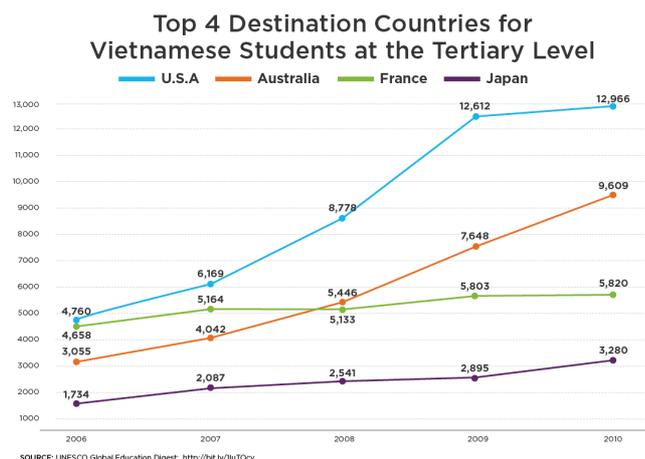

Fig. 2. Top 4 destination countries for Vietnamese students at the tertiary level (Source: UNESCO Global Education Digest; http://blt.ly/1luTOcv)

Though this phenomenon is an inevitable trend in globalization of higher education, it remains a real challenge for Vietnamese institutions, especially at institutional level and faculty level. The situation demands them to innovate and change towards the direction of better integration possibility, of which cooperation and competition will coexist. The argument continues to propose that quality assurance and internationalization of higher education should not be separated from each other; instead, they should be well aware of and fully committed to by top administrators of an institution as well as middle administrators at faculty level. In the present context of Vietnamese higher education, quality assurance and internationalization deem necessary to accompany and simultaneously promoted in order to be able to produce graduates satisfactorily meeting the demand of the new era of competition while cooperating and integrating.

III. METHODOLOGY

This article is a brief summary originated from (i) experiences and lessons withdrawn from the management practices, implementation, maintain and develop quality assurance initiatives as directed by international integration and internationalization efforts at the Faculty of English Linguistics and Literature (abbreviated as EF, the largest faculty of the University of Social Sciences and Humanities, a member institution of Vietnam National University –Ho Chi Minh, with more than 3,500 currently enrolled undergraduate and graduate students), and (ii) a partial report of a multiple case study done by the group of 10 researchers and instructors of the faculty that investigated the practices of internationalization at faculty/departmental level among the faculties (and/or departments) of English (or English Linguistics and like) at five selected well-known universities in Vietnam (one per city, including Hanoi, Hue, Da Nang, Ho Chi Minh City, and Can Tho)[2]. The research group (led by the author of this article as the principal researcher) collected the data through in-depth interviews with middle administrators of the said faculties/ departments on their practices and management in terms of quality assurance and internationalization efforts. Theoretically, the questions used in the interviews were designed basing on Knight's definition and model of internationalization (1995, 2003 and 2004) with necessary adjustment and modification to be suitable at faculty level. In the scope of this paper, the author opts to briefly present major points and highlights of the results and findings.

IV. EXPERIENCES AND LESSONS FROM THE FACULTY OF ENGLISH LINGUISTICS AND LITERATURE

The reality and practices of quality assurance in light of internationalization have indicated a number of factors advantageous to the development and combination of both quality assurance and internationalization as follows:

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[2] The results extracted from the research project funded by Vietnam National University-Ho Chi Minh (Code: C2013-18b-08/QĐ-ĐHQG-KHCN)

(i) The middle administrators' awareness and real understanding (at faculty level) of the real nature and essential role of quality assurance in international integration and internationalization process is indispensable to their commitment in practice. This is because the middle administrators are the key actors in identifying an appropriate direction for the faculty department in the process of internationalizing their academic activities, the most important of which is the academic programs and how the programs actually implemented. Once the curriculum and academic programs are well defined as the essential at the faculty level, the middle administrators well-equipped with expertise in the field will know how to lay solid foundation in terms of quality assurance as part of the internationalization process. It is noted that, quality assurance, once well done, is just the initial basis for international integration for sustainability. As part of the criteria of any quality standard (say AUN-QA, for instance), benchmarking both internationally and locally is a must to faculty academic administrators in order to know where their current programs lie. Interview results of the study showed that 4 out 5 middle administrators (deans and vice deans) of the selected faculties/ departments of English in Vietnam disclosed that the definition of the terms like "internationalization", "international integration", "quality assurance", "AUN-QA" seemed "new and unclear" to them and their staff. Sharing from deans and vice deans of other English faculties in Ho Chi Minh City universities held in August 2015 received similar difficulties in understanding and interpreting the terms into actions at their unit. The relationship between internationalization and quality assurance was not well identified by these respondents. Many of them, though well aware of the importance of quality assurance in international integration, said that they were not indeed committed to both in their current practices in those two aspects. A "reactive" attitude was commonly found, instead; which, to a large extent, inhibited the continuous improvement of quality in the long run. Evidence from the EF indicates that a clear understanding of nature of internationalization can reinforce and enhance the quality assurance initiatives.

(ii) Proactive and supportive attitude by the middle administrators and staff lead to success potential in execution and implementation of quality assurance and internationalization initiatives. This proactive and support attitude must be shown and specifically carried out in academic activities including teaching and learning, staff meetings on syllabus revision and updating, scientific seminars and conferences, staff workshops for sharing of exemplary practices, etc. For instance, the academic meetings among the lecturers at the EF before the new term commences usually ensure how the inclusion of new teaching content and teaching and learning strategy should be put in practice across classes of the same course during that semester. Questions like what skills the students need for life-long learning and for better integration into the new labor market of ASEAN Community have always been discussed and must be agreed upon by the end of the staff meeting in order to guarantee congruence in training. In this regard, the teachers' and staff's clear understanding of the potential benefits in what they are doing, they will have proactive attitude towards their practice, promising better results in return.

(iii) Inclusion of international components into the educational philosophy of the faculty, the curricula, teaching and learning activities are essential to internationalize the academic programs and better satisfying the quality standards. Being well-aware of this, since 2009 the EF administration and scientific committee, in their quarterly meetings for curriculum revision and updating, have incorporated the philosophy of "learner-centeredness" and "life-long learning" into the specific courses (for both core and elective subjects). Multicultural aspects and "intercultural/cross-cultural communication" as a subject for undergraduate and graduate programs have been added. In actualizing the syllabi, the EF teachers who are assigned to teach the same course are requested to sit together and discuss of how to incorporate at least an element (most likely a topic, or learning skills, or the like) that can promote the development and educating of "global citizenship" in the EF's vision as well as "well-rounded" educational philosophy by the institution. Guided by the EF philosophy of education, core values (EFAIR –Excellence, Flexibility, Aspiration, Integrity and Responsibility), visions and missions, the academic programs offered by the Faculty of English Linguistics and Literature were well recognized by the AUN-QA external accreditors in their evaluation report after the actual site visit at the program level in 2013. It is noted that according to the AUN-QA guidelines (version 2013), its first five most important criteria put much emphasis on academic programs offered by an institution. Practices at the EF have proven that the international and local benchmarking of its academic programs and inclusion of "international" elements into the program objectives and expected learning outcomes in terms of "knowledge, skills and attitudes" have helped confirm its quality position both locally and regionally.

(iv) Use of English as an official medium of instruction at the EF can be considered as an advantage to the combination of quality assurance (according to regional or international standards) and internationalization efforts at faculty or departmental level. Competent and effective use of foreign language, especially English, is evidently shown in accreditation practices at the EF as well as at the studied faculties at five selected institutions because the teachers' and students' English competence will bring them more and better exposure to the regional and international context of research, teaching and learning resources and updates, thus facilitating the process of ensuring academic quality towards regionally and internationally recognized quality. This will be a success in terms of combining quality assurance and "internationalization at home".

Besides the four major advantages highlighted above, the data collected from the research project led by the author, the sharing by dean participants at the seminar "Regional and International integration among the

faculties of English at Vietnamese universities: experiences and suggestions" held by the EF in August 2015, and his active involvement in internationalization and quality assurance initiatives at the EF since 2008 up to now have revealed several difficulties as barriers to quality assurance in light of internationalization as follows.

(i) *The lack of expertise and understanding of meaning, role, and relationship between quality assurance and internationalization among the middle administrators (and also at the top level) leads to reactive responses to implementation of related initiatives.*

(ii) *The lack of analysis and serious attention to the feasibility of strategic and action plans at institutional level and faculty level in terms on financial and human resource allocation is a big obstacle to realization of internationalization and quality assurance efforts.*

(iii) *The long-term planning and investment in ICT-based (Information and Communication Technology) infrastructure for teaching and learning in the new era of twenty first century is underestimated and thus inhibits sustainable development and life-long education.* A noticeable example of this is the lack and or under-equipment of an effective e-learning system among the selected institutions cannot successfully enhance life-long learning attitude and habit among the instructors and students. The majority of e-learning systems currently used at two out of five selected institutions were mainly based on free-resources other than real investment by the institution planning and resources. The interviewed middle administrators believed that this would limit the expansion and competitive advantage of the institutions as compared to regional institutions. Therefore it was not able to accelerate the regional and international integration for higher education.

(iv) *That human resources at the selected institutions (including middle administrators, instructors and support staff) are not well equipped with knowledge of regional and international integration, psychological preparation and workload assignment limits the success possibility of combining internationalization and quality assurance.*

V. SUGGESTIONS

Given the advantages and disadvantages, several major suggestions can be proposed in order to alleviate the implementation of quality assurance in light of internationalization at the faculty level for strategic and sustainable development of such, especially in the context of current Vietnamese higher education institutions. They include:

A. At the Faculty Level

(i) *Creating more forums and workshop for expertise and experience sharing related to essential knowledge of internationalization among middle administrators. One important question should be asked and provoked for further discussion as well as preparation to three different groups of stakeholders, including middle administrators, instructors and support staff, respectively, i.e. "What should you/they prepare for their regional integration in* terms of your management, your teaching or your learning?"

(ii) *Increasing faculty administrators' commitment to quality assurance and internationalization of their academic programs through more feasible planning stage in terms of human resources and financial allocation. They should consider quality assurance as a basis for better regional and international integration.*

(iii) *At the faculty level, a philosophy of training and education should be formulated in light of the new theories and literature of quality assurance and internationalization so that such a philosophy will guide the educational activities of the faculties. This is critically suggested since the absence of such philosophy has caused a lack of faculty's direction in pursuit of quality assurance efforts.*

(iv) *Internationalizing the training curricula of the faculties. It is suggested to include a subject like "Internationalization in Higher Education" or the like in* academic curricula of both undergraduate and graduate levels. Intercultural aspects and intercultural communication- or related subjects should be considered in majority of the programs. Internationalization of teaching and learning is also significant to be added in academic activities in order to better prepare for both teachers and students alike in the new era of regional and international integration, especially when the ASEAN Community is remarkably established in 2015. Through internationalization of teaching and learning, the individual students and teachers are expected to be better prepared for their own integration at individual level.

B. At the Institutional Level

(i) Since information and communication technologies (ICT) have significantly become indispensable to education and economic development; the higher education institutions are expected to strategically invest in high-tech educational infrastructure. This will better accelerate internationalization of their institution and the faculties.

(ii) The institutional administration, especially in the context of public institutions in Vietnam, where strategic planning typically fails to allocate appropriate and sufficient human and financial resources, should ensure the planning for and its implementation of quality assurance initiatives in light of internationalization in terms of human resources and financial resources allocation. This is to help guarantee better realizability and accomplishment of educational goals for sustainable development.

VI. CONCLUSION

The article has so far briefly presented insights and partial research findings from the practices of quality assurance and efforts to internationalize the faculty academic activities at the faculty of English Linguistics and Literature as well as other four selected faculties from the four selected universities in Vietnam. Though more may be put forward in this paper, it is important to strengthen and optimize the relationship between quality

assurance and international integration in light of internationalization of higher education. It is recommended that these two components should be concurrently enhanced and maximized in the design and implementation of any academic program, especially in the contemporary context of Vietnam. The success of internationalization efforts should starts at faculty level where their actualization can be done in terms of the middle administrators' awareness, commitment, planning, implementation and evaluation of such. However, at the institutional level, a culture of quality for better international integration should be simultaneously cultivated for sustainable development. Integration at the two levels should be equally recognized important as Vietnam and ASEAN nations are approaching closer to one another in the ASEAN Community.

VII. ACKNOWLEDGMENT

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AUTHOR'S PROFILE

Dr. Le Hoang Dung currently works as Dean of the Faculty of English Linguistics and Literature (EF), University of Social Sciences and Humanities, Vietnam National University-Ho Chi Minh. Mr. Dung started his career as a university lecturer in soon after graduation from the same university in 1998 when he earned a BA in English Linguistics & Literature. He obtained an MA in TESOL from the same university in 2004 and PhD in Education, specializing in Educational Leadership and Management from De La Salle University-Manila in 2008 under full scholarship sponsored by the UBCHEA (United Board for Christian Higher Education in Asia).

During 17 years of teaching and thesis supervising at the Faculty, he has taken deep interest in TESOL methodology, language assessment, materials development for language teaching, syllabus and curriculum design, translation and interpretation, intercultural communication, internationalization of higher education, quality assurance in education, application of ICT in education, leadership & administration, among others.

Dr. Le has actively participated and convened the biennial International Conference on English Language Teaching (ICELT) by the faculty since 2012 as well as presented at national and regional seminars and conferences. He's now also one of the three Vice President of the Ho Chi Minh City TESOL Association. He's a member editor of the University Annals of Social Sciences and Humanities and VNU-HCM Journal of Scientific and Technological Development.

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