

EFL Teachers' Feedback on Professional Development Training: Implications for Program Effectiveness and Sustainability

Ngo Thi Trang Thao, Trinh Quoc Lap, Le Cong Tuan*, Dong Thanh Hai, Huynh Van Hien

School of Foreign Languages, Can Tho University, Vietnam

* E-mail of the corresponding author: lctuan@ctu.edu.vn

The research is financed by Can Tho University. No. CTCS2024-07-01

Abstract

This study focused on an evaluation of our institution's regular training program for EFL teachers' professional development. The evaluation was based on an end-of-course questionnaire survey and interviews, in which the teachers reported their satisfaction levels with the program's key aspects of organization, content, trainers' method, and assessment. A sample of 166 teachers from three provinces in the Mekong Region of Vietnam was involved in the evaluation. Descriptive statistics were reported, and they were accompanied by qualitative data gained from interviews with 10 participants. Comparison of the program's content evaluation was made regarding the teacher participants' workplace levels: primary versus lower and upper secondary schools. As for administrative aspects of the training program, differences in feedback across the provinces were recorded. The teachers' feedback was generally valuable foundations for necessary modifications of the program so that the professional development activities for EFL teachers in the region could be maintained and improved in the future.

Keywords: EFL teacher PD training, participant feedback, sustainability, improvement suggestions

DOI: 10.7176/JLLL/111-07

Publication date: August 30th 2026

1. Introduction

Regular and comprehensive evaluations are essential and should be conducted after implementing any training program. This helps to inform all stakeholders promptly about the outcomes and sustainability of the program they are involved in and responsible for (Baran et al., 2019; Le & Nguyen, 2022; Trinh et al., 2022a, 2022b). Specifically, the evaluation study reported in this article was based on authentic feedback from the participants involved in the training programs offered by Can Tho University during the past ten years. In the scheme of the Vietnamese Ministry of Education and Training's (MOET) National Foreign Languages Project 2020, major universities across the country have been designing, organizing, and delivering various training courses covering topics ranging from language proficiency upgrading to teaching professional development to technological competence enhancement (Vu, 2019; Truong et al., 2021). Annually, the training programs at our institution, in particular, attracted hundreds of in-service English teachers in the Mekong Delta to participate, be assessed, and be awarded certificates.

The current study was conducted in answering a need to assess past performance for modifications and improvements. It was carried out as a snapshot sample, focusing on the evaluation of the academic year 2024-2025 activities within the program. The results of this study were believed to provide benefits to the teacher participants as trainees, the trainer staff, the National Project 2020 Management Board, the training institutions (including Can Tho University), and the stakeholders involved in similar training programs. The study's significance was strengthened as this time was the transforming period in the English Language Teaching (ELT) domain in Vietnam – from the conclusion of the National Project 2020 to the initiation of the new project aiming to shift the role of English (from EFL to ESL) in Vietnamese schools.

The study, therefore, attempted to address the following research questions.

RQ1: What are trainee satisfaction levels regarding the program's organization and training content?

RQ2: What are the strengths and positive aspects of the program?

RQ3: What are the areas of limitation and corresponding improvement suggestions?

2. Literature Review

This section reviews relevant studies, particularly those conducted to gather participants' feedback and evaluation of various teacher training programs. By doing so, this section highlights the necessity and different methods and approaches used in program evaluation research, helping to build an appropriate methodology for the current study.

In Vietnam, continuous professional development activities for EFL teachers are carried out both intensively and extensively. Thus, evaluation of these activities is plentiful and various in terms of forms and methods. For instance, Pham (2017) looked at the effectiveness of professional development (PD) programs, focusing on advanced English proficiency courses (GEP) and in-class language courses (ELTeach/CEP) for teachers. The study used open-ended questionnaires to prompt teacher reflection and a few limited face-to-face interviews. The research showed positive changes in teachers' practices thanks to the training programs. Teachers reported that these programs were helpful for their teaching practice. Building confidence and raising awareness were also two attributes emphasized by most participants in both courses. However, the specific impact of each program type on teachers' awareness and self-competence was reported to vary significantly. However, it was noted that teachers' confidence increased through participating in the competency program, which was reflected in improvements in their fluency, accuracy, and language knowledge. For the ELTeach training program, the positive changes were linked to what participants often called a 'comfort in using English to teach'. As a result of those training programs, teachers' confidence in their English proficiency, classroom language, and teaching practice improved significantly. This study also showed that although in-service teachers with different levels of competence appreciate both forms of training, they find in-class English training (as opposed to online training) to be more suitable and practical for their teaching context. The study further indicated that in the context of a shortage of qualified foreign language teachers, where the teacher competency standards were just slightly higher than the current level, and support for in-service teachers to achieve and maintain the necessary competence was limited, in-class English training can be considered a strategic option and therefore should be prioritized.

In another study wider in scope, Nguyen (2014) conducted a large-scale investigation to compare evaluation scores among different groups of participants regarding the English Teacher Training Program for high school teachers. The author used a social survey method with three questionnaires, including 5-point Likert scale questions and open-ended questions, which were sent to 3,003 English teachers (as trainees), 180 university lecturers (as mentors), and 115 administrators from Departments of Education and Training nationwide. While significant findings were reported, the limitation of this study was its overbroad scope (covering more than 8 geographic regions in the country), so the results showed a great deal of differences between participant groups and geographical areas. Other limitations included the superficial insights and shortcomings of evaluation in some important aspects. Since the study focused only on basic factors such as course content, teachers, materials, and assessments, other factors that were not tapped into included training time, training duration, and logistics.

Similarly, program evaluation research beyond Vietnam suggested helpful ideas regarding methods and areas for investigation. Islam and colleagues (2020) studied the impact of teacher training ($N = 100$) on their professional self-confidence, which was considered an indicator of the program's effectiveness. The research took place at the university level, focusing on the importance of early-career training and maintaining it through regular, ongoing courses. The authors argue that their study was meaningful because there were very few qualitative studies emphasizing the development of positive thinking in the educational context of Bangladesh. Data were collected using a non-probability sampling technique, while the corresponding hypothesis was tested using linear regression. The results showed a significant positive relationship between teacher training and self-efficacy. The research helped policymakers and related agencies tailor their training sessions according to the designed schedule. So, the value of the training program should be used to gain a competitive edge and seen as a way to boost an individual's skills, like an important type of human capital. However, the participants in the study were university lecturers, and they were not necessarily English teachers, and the research context was at the university level. This suggested that similar issues should also be studied, with participants as secondary and high school English teachers. Similarly, more focused research was needed, for example, concentrating on aspects of learning interaction.

Using primary data collected in 2016 from the districts of Bushenyi, Rukungiri, and Sheema in southwestern Uganda, Nzairirwehi and Atuhumuze (2019) attempted to examine the relationship between teacher training programs and professional development outcomes. Interviews with key informants were conducted, and questionnaires were used to gather data from a sample of 610 primary school teachers and education stakeholders selected for the study. The findings showed that in-service teacher training had a significant impact on teachers, especially regarding their educational level, performance, and professionalism. However, these benefits could only be realized when training was properly planned, implemented, and continuously evaluated,

as well as supported by certain resources and motivation. The study recommended reconsidering teacher training approaches and reforming the school environment to better support the teaching and learning process.

The review of related literature indicates that program evaluations should be performed regularly, with studies situated in relevant context and scope appropriately defined. It is also implied that combined methods could be employed to gain sufficient information from all stakeholders. The current study was therefore designed as a participant-informed evaluation which touched upon both the *what* (content) and the *how* (organization) of our institution's training program for EFL school teachers.

3. Methodology

3.1 Research Design and Participants

The study adopted a survey design, with evaluation information collected through an end-of-course questionnaire and interviews with a selected number of participants. The combined methods allowed a breadth of participants' feedback on the program's content and implementation, while facilitating an elaborated in-depth evaluation on specific issues via interviews. The participants consisted of 166 EFL teachers from three provinces, including 10 participants randomly chosen for interviews. On the whole, participation was based on convenience, availability, and voluntariness. This sample of participants represented school teachers in the region who were actively involved in the competency-upgrading and PD modules under the framework of the Vietnamese government's National Project 2020 on foreign languages. Table 1 summarizes the study's participant representatives.

Table 1. Information on participants

Province	Primary School	Lower and Upper Secondary School	Total
Ca Mau	7	8	15
Soc Trang	29	41	70
Binh Phuoc	36	45	81
Total	72	94	166

3.2 Instruments and Data Analysis

3.2.1 Questionnaire

The questionnaire, in addition to some items eliciting basic demographics such as workplace, teaching experience, and gender, consisted of 42 items. The items were developed based on the official evaluation sheets used by the institution at the end of each module. In this way, the questionnaire's validity was ensured, with a particular focus on evaluating two primary areas of the program: organization and content. The program organization section consisted of 13 items (items 1-7 and 37-42). The remaining 29 items (items 8-36) covered the key aspects of the program's content. All items in the questionnaire were formatted as five-level Likert scale items, ranging from 1 (totally not satisfactory) to 5 (completely satisfactory). The questionnaire's reliability was found to be high (Cronbach's alpha equal to .933), indicating appropriateness for use in the study.

3.2.2 Interview

The interviews were of a semi-structured nature, and the protocol was developed by the research team and consulted with the program's administrators and the trainers' staff. The protocol comprised ten open-ended questions in total. The areas of evaluation include the effectiveness of the program's organization and logistics, content coverage, the supplementary online component, and the face-to-face training activities. In addition, the last three questions asked for teacher participants' comments on the program's strengths, limitations, and recommendations for improvement.

Data analysis in this study was supported with the software JASP for numeric information. Basic values in descriptive statistics were measured and displayed. As for the interview replies, content analysis (Krippendorff, 2018) was employed, and the prominent themes were identified and presented.

4. Results and Discussion

4.1 EFL School Teachers' Evaluation of the Organizing Aspects of Training Program

As a whole, teachers' responses to the questionnaire items reflected relatively high levels of satisfaction with the program's organization and trainers' qualifications. Detailed descriptive statistics displayed in Table 2 (consisting of values in Means and Standard Deviation) show a tendency toward very high ratings, with a majority of means above 4.355. Notably, the areas of top ratings are related to the quality of materials that

support the program and the enthusiasm of trainers. These are evident in the corresponding items 02 (materials) and 37 (trainers' instructional methods), both having mean scores of 4.620 and standard deviations of 0.511.

Table 2. Teachers' feedback on program's organization and logistics

Item	N	Min	Max	Mean	SD
<i>Program's Organization & Logistics</i>					
01 Orientation	166	2.000	5.000	4.404	0.603
02 Printed Materials	166	3.000	5.000	4.620	0.511
03 Training Schedule (weekend vs weekday)	166	3.000	5.000	4.524	0.579
04 Training Mode	166	3.000	5.000	4.554	0.567
05 Training Time (month of year)	166	2.000	5.000	4.355	0.747
<i>Online Component</i>					
06 Curriculum Exploring	166	3.000	5.000	4.386	0.524
07 Language Proficiency Upgrading	166	3.000	5.000	4.506	0.525
<i>Trainers</i>					
37 Teaching Methods	166	3.000	5.000	4.620	0.511
38 Assessment Methods	166	3.000	5.000	4.596	0.504
39 Technology Application	166	2.000	5.000	4.584	0.563
<i>Program's Assessment / Grading</i>					
40 Attendance / Participation	166	1.000	5.000	4.392	0.611
41 Collaboration Project	166	1.000	5.000	4.440	0.597
42 Final Written Test	166	3.000	5.000	4.560	0.522

The lowest rating, however, is seen in item 05 (training time), which has a mean score of only 4.355. The low rating for this aspect is understandable, as choosing an appropriate time of the year for training is critically difficult. This is because most EFL school teachers are busy with heavy teaching schedules and other tasks at their workplaces. Even summer breaks are not always available to some teachers, who have to be involved in national examinations and other activities.

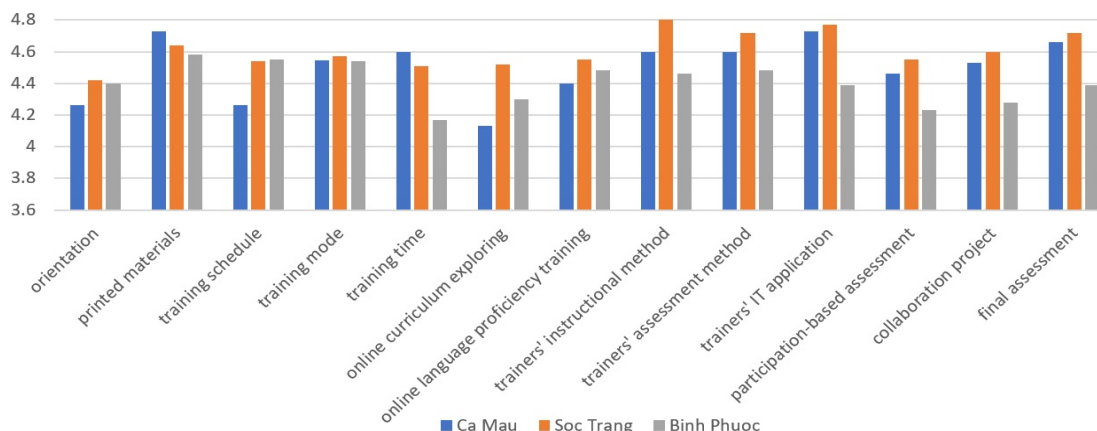


Figure 1. Feedback on the program's organization and logistics according to localities

Figure 1 visualizes the evaluation (via mean scores) of the same organizational aspects of the training program, but it is separated by teachers' home provinces. As can be seen, the differences among the provinces are not great. The only noticeable observation is that the ratings by Binh Phuoc participants seem lower than those by the other two provinces. These minor differences could be explained by the fact that Binh Phuoc is geographically distant (around 200 km) from the training institution compared with Soc Trang (around 60 km) and Ca Mau (around 100 km). Due to distance, the time and schedule for the program's modules are slightly different across the provinces. For instance, training is carried out every weekend for the proximal provinces, while it is performed in a concentrated manner of two consecutive months for the distant province.

4.2 EFL School Teachers' Evaluation of the Content Components of Training Program

This section reports the school teachers' feedback on three core components of the training program's content: training with teaching methods, assessment methods, and technology application. The feedback results are

presented, reporting the mean and standard deviation of each item and a cluster average (means of means). As the number of items in the evaluation questionnaire is different for the two education levels, primary school teachers' feedback is displayed in Table 3 (having 25 items), and lower and upper secondary school teachers' feedback is shown in Table 4 (having 29 items).

Table 3 – Evaluation of program's content by primary school teachers (N = 72)

Item	Mean	SD
<i>Teaching Methods</i>		
08 Teaching Young Learners	4.431	0.526
09 Classroom Management	4.639	0.512
10 Applying Games, Songs, Chants	4.764	0.459
11 Teaching the Skills (Listening, Speaking, Reading, Writing)	4.639	0.512
12 Project-based Learning	4.333	0.626
13 Lesson Plans	4.500	0.561
14 Mini Practicum	4.528	0.556
Average	4.540	
<i>Assessment Methods</i>		
15 Testing and Assessment	4.403	0.522
16 Formative Assessment	4.458	0.529
17 Tests & Test Items	4.500	0.531
18 Testing – Grades 1 & 2	4.389	0.545
19 Testing – Grades 3 & 4	4.472	0.556
20 Test Designing	4.514	0.531
Average	4.540	
<i>Technology Application</i>		
21 Online Teaching	4.222	0.510
22 Using Google Meet	4.208	0.555
23 Using Zavi	4.069	0.539
24 Using Teams	4.194	0.573
25 Using Zoom	4.306	0.521
26 Using Google Form	4.403	0.573
27 Using Quizlet	4.375	0.542
28 Using Kahoot	4.472	0.530
29 Teaching & Testing Apps	4.403	0.548
30 Using Snipping Tool	4.361	0.539
31 Using Audacity	4.306	0.620
32 Using Faststone Capture	4.278	0.610
Average	4.290	

Similar to general feedback on the program's organizational aspects, feedback on the content components was rather positive, with all ratings above a mean score of 4.000. Especially high ratings were seen in item 10 (Table 3), relating to motivational strategies of using games and music. This item received an impressive mean as high as 4.764 (SD = 0.459), showing the teachers found these instructional techniques very relevant and helpful in their teaching contexts working with young learners. For those primary school teachers, using technology seemed less significant. They ranked items associated with computer apps and online teaching relatively lower (with means around 4.000 to 4.200). This is quite reasonable because the teachers could be well aware that their young students were normally motivated to learn through kinesthetic activities rather than through technical work on computers.

Table 4 – Evaluation of program's content by lower & upper secondary school teachers (N = 94)

Item	Mean	SD
<i>Teaching Methods</i>		
08 Context, Curriculum, Textbook	4.330	0.537
09 Methods (Communicative, Integrated, Project-based)	4.532	0.543
10 Teaching Vocabulary	4.479	0.523
11 Teaching Pronunciation	4.436	0.578
12 Teaching Grammar	4.489	0.544
13 Teaching Speaking	4.404	0.555
14 Teaching Reading	4.457	0.542
15 Teaching Listening	4.415	0.557
16 Teaching Writing	4.415	0.576
17 Classroom Management	4.468	0.562
18 Lesson Plans	4.479	0.563
19 Mini Practicum	4.447	0.521
Average	4.430	
<i>Assessment Methods</i>		
20 Testing and Assessment	4.394	0.572
21 Formative Assessment	4.447	0.561
22 Formative Assessment in Specific Skill	4.468	0.543
23 Tests and Test Items	4.511	0.563
24 Test Designing	4.489	0.544
Average	4.450	
<i>Technology Application</i>		
25 Online Teaching	4.330	0.556
26 Using Google Meet	4.340	0.597
27 Using Zavi	4.277	0.646
28 Using Teams	4.330	0.629
29 Using Zoom	4.330	0.612
30 Using Google Form	4.383	0.607
31 Using Quizlet	4.394	0.553
32 Using Kahoot	4.426	0.595
33 Teaching & Testing Apps	4.468	0.581
34 Using Snipping Tool	4.447	0.616
35 Using Audacity	4.479	0.563
36 Using Faststone Capture	4.468	0.581
Average	4.380	

Regarding feedback by teachers at higher levels, the overall evaluation across three areas of the training program's content was also optimistic. All items received mean scores ranging between 4.300 and 4.600. High ratings were seen in items 09 and 23 (Table 4), with $M = 4.532$ and $M = 4.511$, respectively. The high level of appreciation for areas like methodology and project work (item 09) and testing design (item 23) could be attributed to the teachers' understanding of how these teaching and testing aspects are relevant for their students' learning.

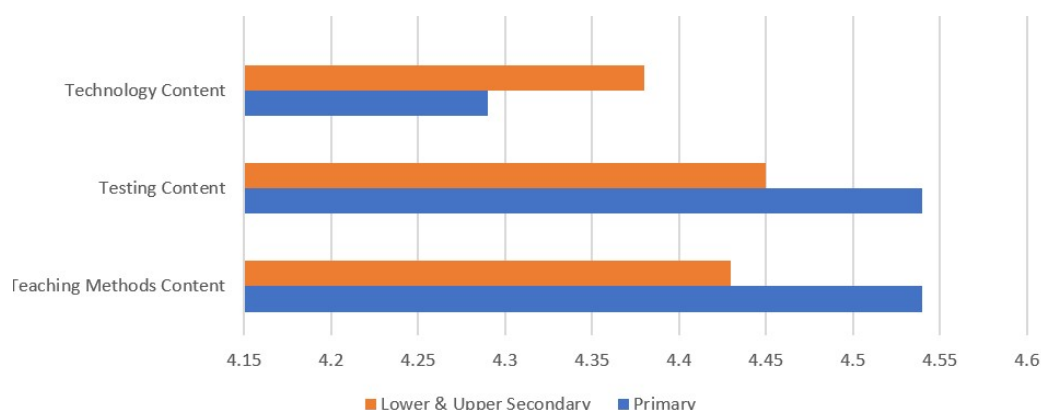


Figure 2 – Cluster average of training program's content: Primary vs Secondary Schools

Summative data by means of cluster averages is visually illustrated in Figure 2 for comparison between the feedback by two levels of education. It can be seen that while primary school teachers are more satisfied with content on teaching and assessment, secondary school teachers favor technology usage in teaching. This suggests helpful implications regarding selecting an appropriate proportion for each of the program's training content. It could be that trainers provide primary teachers with less technical IT and more teaching techniques to engage younger learners, such as using songs, bodily movements, stories, and so on.

4.3 Positive Aspects and Strengths of the Training Program

The involved teachers' feedback in the interviews centered around three important strengths of the program. The first positive comments were related to trainers' devotion to teaching and mastery of content knowledge and skills. This was accompanied by well-designed training content to cover a breadth of issues and topics while also delving into an in-depth understanding of each of these areas. Above all, the teacher highly valued the practicality of the methods, techniques, and strategies they were trained with. To illustrate, the following excerpts were extracted from the interviews.

"The training program is very useful, helping teachers understand and apply a lot of good, helpful, interesting methods for teaching, making it easier for primary students to absorb the lessons." (Teacher from Ca Mau)

"The methods are easy to apply in secondary schools. The lecturers guide and teach very enthusiastically. Teaching materials and equipment are sufficient." (Teacher from Soc Trang)

"I learned a lot of useful experience from my instructors and teachers. They gave enthusiastic guidance and feedback during the practice lessons. I really appreciate and admire them. I have also been able to apply many of the methods they taught. The teachers gave specific guidance on what to change and adapt in teaching, especially according to the 2018 General Education Program." (Teacher from Binh Phuoc)

Secondly, the school teachers were extremely appreciative of the helpful and innovative pedagogies that they could apply to enhance students' engagement and active learning. In particular, as a result of participation in the training program, school teachers' self-efficacy increased considerably. They became more confident, especially with classroom management, teaching vocabulary, organizing project-based activities, and implementing technology. These were reported as follows.

"Using children's folk songs to teach vocabulary and sentence structures is interesting. Following the melody of the song 'Look at the Little Yellow Butterfly', students learn happily, excitedly, and remember the lesson – both vocabulary and sentences. [...] I learned to use games at the beginning or end of the lesson, or even during the period to help students relax and enjoy; a lively lesson helps students grasp the lesson easily. Students remember the lesson better through songs and games." (Teacher from Ca Mau)

"... Applying project-based learning for students to do projects. Students work in groups, one learning project per semester, on suitable topics like youth volunteering, travel, future careers, etc. Projects help

students develop creativity, use English in real life, take responsibility for themselves and the team, and integrate knowledge; teachers can also spot students' abilities." (Teacher from Binh Phuoc)

"The application of the 'process approach' in teaching writing suits our lessons, helping students develop ideas, complete their writing, share and give feedback on drafts, and revise to finalize their work. Students enjoy writing more and improve their self-discipline and abilities." (Teacher from Soc Trang)

Finally, encouraging feedback was given to the technology application content. Most teachers expressed their happiness to learn to use updated applications. The apps introduced and practiced during the modules were considered to be easy to use, beautiful, and user-friendly. The trainers' demonstration and creation of opportunities for hands-on experience using these apps were perceived as practical and useful for the school teachers, allowing them to apply these in their follow-up teaching.

4.4 Program's Limitations and Recommendations

Two main areas that need improvement in the program were identified, which comprised suggestions to supplement the program with some additional content and comments related to training timing issues.

Regarding additional content, teacher trainees from Binh Phuoc, for instance, suggested including activities like 'observing yourself in the mirror' to teach pronunciation to help students see muscle movements. Other activities, for example, 'dubbing characters' voices' in dialogues, etc., when teaching pronunciation were also suggested. Primary teachers emphasized the inclusion of essential techniques to teach vocabulary, such as using pictures, flashcards, real objects, sounds, body movements, and so on. These activities are believed to help students remember vocabulary better and pronounce more accurately.

Secondary school teachers, on the other hand, recommended more focus on project work, stating that *"a project helps students experience things creatively; students can develop skills in drawing, interviewing, presenting, etc. Students are excited to complete their products."* Some teachers even suggested expanding and intensifying the training modules, confessing that *"courses are expected to be held 1-2 times a year so teachers can improve their teaching skills."*

In terms of timing, the teachers suggested several considerations that needed program organizers' attention. Specifically, the training schedule should be arranged so that it does not conflict with the teachers' work assignments at their schools or departments. The courses should be offered in semester breaks to avoid overlapping with other professional duties of the teachers. Moreover, the teachers raised concerns that summer time often coincided with the examination season of the year. Most teachers were busy with entrance exams and graduation exams around this time, and managing to join the training was a challenge for them. Therefore, a good balance between online and face-to-face training could be a solution.

5. Implications

5.1 For the Program's Effectiveness

The evaluation of the general framework for program content showed a high level of satisfaction, demonstrated through many positive comments. Teachers from all three provinces highly appreciated that the program content helped participants clearly understand the purpose, objectives, and learning tasks, with clear and reasonable program goals. Beneficiary teachers also highly valued both the organization and trainers' teaching methods. Feedback on the in-person and online components was good. This indicated an encouraging and effective outcome of the training program, though regular updates and additions to the content were still needed to meet the needs of the participants.

As for the training materials and the application of technology, the involved teachers provided significant and optimistic feedback. EFL teachers at both education levels agreed that the curriculum and training materials effectively helped enhance their English teaching skills. However, some teachers recommended that the online component somewhat needed to be expanded in terms of duration and content volume. In other words, some theoretical content that learners can self-study could be moved to an online self-study format, leaving more time for demonstration of practical techniques and teaching practicum.

Regarding overall assessment of what teachers took away after they participated in the program, most teachers in the provinces acknowledged that their self-improvement in teaching skills had improved after the training. The combination of evaluation modes through participation, collaborative project completion, and written tests was considered reasonable and should be maintained.

5.2 For the Program's Sustainability

It is recommended that the institutions responsible for school teacher training should regularly conduct small-scale surveys to understand teachers' needs and expectations in different areas of their program. Getting feedback from participants at short intervals and at different times will help trainers adjust more frequently and promptly. This is useful for having overall and holistic information that benefits summative evaluation after the training program ends.

The trainee teachers themselves need to be more proactive in giving feedback so the training providers can have enough information to adjust training content to match their specific needs. They also need to be more active in connecting theoretical knowledge they learn with practice to achieve higher teaching quality and effectiveness, better aligning with the expectations of both their school students and the leaders of the managing departments.

Most importantly, it is necessary to help teachers participating in the training realize the importance of organizing activities that build a learning environment that uses foreign languages in primary and secondary schools, and to appreciate the necessity of the course. In particular, teachers are encouraged to be interested in developing their knowledge and skills in using applications and technology software in their English teaching.

Besides that, the training content also needs to fit the actual teaching conditions, available facilities, and existing technology supports so that teachers participating in the training have everything they need to carry out what they are introduced to and presented. Provincial departments of education and other relevant authorities should pay more attention to supporting schools, especially those in remote areas, with teaching equipment, facilities, and technology so that teachers and students can effectively carry out their activities of teaching and learning English.

6. Conclusion

To enhance the training effectiveness and improve the quality of English education in general, the institutions in charge of the modules, courses, and programs should focus on regular evaluation and updating the training content to ensure their practicality and relevance to the teacher trainees' needs. Each teacher taking part in these training activities should also continuously upgrade their pedagogical competence to understand their own learners' feelings, attitudes, and learning styles, so that they can teach with strong expertise and a friendly, reasonable, and enthusiastic approach when interacting with students.

In short, the effective delivery of the training program for English teaching methods to K-12 EFL teachers under the National Foreign Languages Project 2020 by our institution has been well-received by the direct beneficiaries – the trainees or the program's participants. The training program has resulted in positive impacts on school teachers' professional development. The feedback from these stakeholders on the program's organization, materials, and content is a valuable reference for universities involved in teacher training under the project, helping them adjust their training to better meet trainee teachers' needs and further enhance the quality of English teaching and learning across the country.

Acknowledgement

The authors are grateful for the sponsorship and funding by Can Tho University for the research project numbered CTCS2024-07-01.

References

- Baran, E., Bilici, S. C., Sari, A. A., & Tondeur, J. (2019). Investigating the impact of teacher education strategies on preservice teachers' TPACK. *British Journal of Educational Technology*, 50(1), 357–370. <https://doi.org/10.1111/bjet.12565>
- Islam, A., Ali, M., & Hasan, N. (2020). Impact of training program on self-efficacy: An empirical study on the faculty members of universities in Bangladesh. *World Journal of Vocational Education and Training*, 2(1), 37-45. <https://doi.org/10.18488/journal.119.2020.21.37.45>
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Le, T. H., Dang, T. T. H., & Nguyen, V. T. H. (2022). A review on the effects of a professional development program on EFL teachers' beliefs and their classroom practices. *TNU Journal of Science and Technology*, 227(09), 389-396. <https://doi.org/10.34238/tnu-jst.6043>

- Nguyen, V. H. (2014). An evaluation of the training program of English language teaching methodology for junior high school teachers under the National Foreign Languages 2020 Project. *VNU Journal of Foreign Studies*, 30(1S), 31-43.
- Nzarirwehi, J., & Atuhumuze, F. (2019). In-service teacher training and professional development of primary school teachers in Uganda. *IAFOR Journal of Education*, 7(1), 19-36.
- Pham, T. H. N. (2017). General English proficiency or English for teaching? The preferences of in-service teachers. *RELC Journal*, 49(3), 1–14. <https://doi.org/10.1177/0033688217691446>
- Trinh, Q. L., Nguyen, T. H. L., & Le, T. T. (2022a). EFL teachers' self-efficacy and classroom management: Perceptions, practices and reflections on professional learning and development. *European Journal of English Language Studies*, 2(1), 1-15. <https://doi.org/10.12973/ejels.2.1.1>
- Trinh, Q. L., Nguyen, T. H. L., & Le, T. T. (2022b). English as a foreign language teachers' perceptions of their self-efficacy in using instructional strategies. *European Journal of Educational Research*, 11(3), 1865-1875. <https://doi.org/10.12973/eu-jer.11.3.1865>
- Truong, D. T., Dinh, T. H. V., Nguyen, T. Q. A., & Tran, H. N. (2021). Thực trạng học tập phát triển nghề nghiệp của giáo viên phổ thông trong bối cảnh đổi mới giáo dục Việt Nam. *Tạp chí Khoa học Giáo dục Việt Nam*, 37, 48-53.
- Vu, H. H. (2019). Vận dụng đường hướng tham gia trực tiếp trong công tác bồi dưỡng giáo viên tiếng Anh ở Việt Nam. *Tạp chí Nghiên cứu Nước ngoài*, 35(2), 30-43.