



In-Service English Teacher Professional Development Lessons from an ASEAN Nation Context

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Abstract

As a language for communication in the ASEAN community, English holds a bigger position in general education curriculum in Vietnam. To enhance the quality of foreign language teaching and learning, including English, in the country, the Vietnamese government took an initiative in developing and implementing the National Foreign Languages Project which aims to promote learners' competence in using the target language. This present addresses issues relating to in-service English teacher professional development activities in the scope of the project. Guskey (1999) 's framework of evaluating teacher professional development will be discussed in light of the Vietnamese context. Insightful lessons learned from the implementation and evaluation of training courses for in-service English teacher professional development will be a focus of the paper in order to present possibilities for developing and implementing professional development courses for in-service teachers.

Keywords: *Asean nation context, curriculum in vietnam*
