

Evaluating Chinese Language Training Programs at Vietnamese Universities Amid Educational Innovation: A Literary Analysis

Anh Quang Nguyen¹

Abstract

This article examines the efficacy of Chinese language training programs at Vietnamese universities against the backdrop of educational innovation. It introduces a comprehensive evaluation framework comprising 11 distinct criteria to review leading Vietnamese universities' Chinese language training programs thoroughly. These universities include the University of Languages and International Studies (ULIS), Foreign Trade University (FTU), Hanoi Open University (HOU), Hanoi University (HANU), and Hanoi Pedagogical University 2, among others, known for their Chinese language programs aimed at developing proficiency and essential 21st-century skills within an innovative educational framework. The article evaluates these training programs' goals, results, and challenges and proposes recommendations to improve their effectiveness in alignment with Vietnamese educational innovation strategies. It also discusses the necessity of continuous curriculum development, the integration of technology in teaching, and the adoption of learner-centered approaches to enhance student engagement and outcomes in the context of educational reforms. The article underscores the potential contributions of these Chinese language training programs to regional and global educational improvements. By aligning with international standards and fostering cross-cultural competencies, these programs can serve as models for educational reform, promoting best practices and innovation beyond Vietnam.

Keywords: Chinese language training, Vietnamese universities, Educational innovation, Evaluation framework

¹ Faculty of Chinese Language, Diplomatic Academy of Vietnam - Vietnam

Introduction

In the global landscape, the prominence of the English language as the principal medium of international communication has been uncontested for much of the twentieth century. However, the 21st century has heralded a significant paradigm shift, with the Chinese language emerging as a formidable contender in global languages. This shift, often referred to as the “China turn,” has been documented and analyzed by scholars such as Gil (2020), Jia (2023), and Xu (2024), who argue for the recognition of Chinese as a “global language.” This perspective gains further credence with the adoption of Chinese as one of the official languages of the United Nations World Tourism Organization (CGTN, 2021). The growth of Chinese-language education is evidenced by the establishment of over 1,500 Confucius Institutes and Classrooms across 159 countries, engaging more than 13 million learners globally. Furthermore, integrating Chinese language programs into the national education systems of 75 countries underscores the language's burgeoning global footprint (The State Council Information Office of the People's Republic of China, 2021).

The ascendancy of China as a global superpower underscores the strategic importance of Chinese linguistic proficiency, not only for individual career advancement but also for national economic and diplomatic leverage. This is particularly important for countries like Vietnam, which shares a deep and evolving economic relationship with China. The increasing demand for Chinese language skills in Vietnam highlights the need for a strategic focus on enhancing Chinese language education within its national educational framework.

Vietnamese higher education institutions find themselves at a critical juncture in teaching the Chinese language, navigating a complex landscape fraught with challenges and opportunities. The recent educational innovation in Vietnam, which prioritizes innovation and flexibility in teaching methodologies, presents a unique opportunity to revamp traditional Chinese language programs. These reforms aim to replace outdated pedagogical methods with more dynamic and engaging approaches. Despite these advancements, concerns about the quality and relevance of existing Chinese language training programs persist, raising questions about their ability to adapt to the rapidly changing educational and geopolitical environments.

This article seeks to provide a nuanced analysis of Chinese language education within the context of Vietnamese higher education institutions. It aims to critically

evaluate the current state of Chinese language training programs, examining their capacity to adapt to and thrive within the evolving educational landscape. Through a detailed investigation of program design, pedagogical strategies, and student outcomes, this study attempts to identify the existing framework's strengths and weaknesses. The goal is to offer substantive recommendations for enhancing the quality and effectiveness of Chinese language education in Vietnam, thereby reinforcing its significance in the global educational sphere.

Furthermore, this article is meant to contribute significantly to the scholarly discourse on Chinese language education in Vietnam and globally. By elucidating the efficacy of current programs and identifying areas in need of improvement, the findings of this article are expected to serve as a crucial resource for policymakers, educators, and program developers. Ultimately, this article aims to refine and enrich Chinese language education at Vietnamese universities, strengthening its role in the global education landscape and making a meaningful contribution to the broader discourse on language education policy and practice worldwide.

Review of the Literature

❖ Historical influences and cultural exchanges between Vietnam and China

The historical influences and cultural exchanges between Vietnam and China are a testament to the complex interplay of civilizations across centuries. These interactions have been pivotal in shaping the sociocultural landscapes of nations, reflecting a spectrum of dynamics from conflict and resistance to adaptation and integration. The intricate relationship between Vietnam and China serves as a case study for understanding the laws of movement and development that underpin cultural interactions within human societies.

From the earliest records, geographical proximity and the inherent openness and tolerance of Vietnamese culture have laid a fertile ground for extensive contact, exchange, and acculturation with neighboring cultures, notably with China. The historical influence and cultural exchange between these two countries have been characterized by long-term, regular engagement marked by numerous fluctuations, yet demonstrating a resilient and sustainable relationship that has significantly impacted both cultures.

Chinese cultural elements were introduced into Vietnam through various channels, each differing in intensity, method, and degree of receptivity among the Vietnamese. The court and Confucian scholars represented the orthodox avenue, meticulously documented by historical annals. This route was defined by systematic and intentional dissemination of cultural values through policies of imposed assimilation, which, however, often met with resistance from the Vietnamese populace, indicative of a solid anti-assimilation sentiment. Conversely, the folk path, characterized by trade, migration, and community integration, facilitated a more silent and seamless cultural exchange driven by the grassroots level of the Chinese working classes. This voluntary exchange adhered to the principles of “transmitting” and “receiving,” showcasing a more organic form of cultural integration (Pham and Chau, 2023).

The dichotomy between forced and voluntary pathways of cultural exchange underscores the complex dynamics of the Sino-Vietnamese relationship. Despite the challenges, conscious assimilation and localization of Chinese cultural elements have been a significant aspect of Vietnamese cultural evolution. The deliberate incorporation and adaptation of Chinese cultural values have enriched the Vietnamese national culture, manifesting in various domains such as daily life practices (food, clothing, and housing), customs, religious beliefs, language and script, as well as in the arts, including architecture, sculpture, and painting (Hoanh, 2015).

This academic exploration into the historical influences and cultural exchanges between Vietnam and China highlights the multifaceted nature of artistic interactions. It underscores the importance of understanding these exchanges not merely as transactions of cultural elements but as complex processes that involve negotiation, resistance, and adaptation. These processes have contributed to the rich tapestry of each nation's cultural heritage and provided valuable insights into the dynamics of artistic development and interaction across human history.

❖ Evolution of Chinese language education in Vietnam

The teaching and acquiring Chinese as a foreign language in Vietnam embodies a significant cultural and educational tradition, reflecting broader sociolinguistic and historical shifts. This phenomenon is a testament to the dynamic interplay between

language policy, academic practices, and cultural diplomacy, underpinning the evolving landscape of foreign language education in Vietnam.

Vietnam's engagement with the Chinese language, known as “tieng Han” or “tieng Trung”, is deeply rooted in historical, cultural, and political affiliations. The terminology itself encapsulates a nuanced understanding of cultural proximity and geopolitical realities. The term “tieng Han” underscores the cultural resonance and historical continuum, while “tieng Trung” signifies the geopolitical and contemporary association with the People's Republic of China (Pham, 2022). This dual nomenclature reflects a complex relationship with the Chinese language, which has been institutionalized in the Vietnamese educational system as a vital foreign language alongside English, Russian, French, and German.

The pedagogical approach to teaching Chinese in Vietnam has undergone significant transformations, mirroring the country's shifting socio-political landscape. Linguistic structuralism heavily influenced initial methodologies, emphasizing grammatical analysis and literary appreciation. This approach was characterized by an academic focus on literary texts and linguistic forms, devoid of practical communicative contexts, mainly due to the socio-political isolation of the period. However, the advent of “Doi Moi” in Vietnam and economic liberalization in China catalyzed a renaissance in Chinese language education, marked by the establishment of prominent language teaching centers and a surge in demand for Chinese proficiency.

The resurgence of Chinese language education in the early 1990s, facilitated by Vietnam's “Doi Moi” policy and China's opening up, signifies a pivotal shift towards integrating communicative methodologies and enhancing linguistic competencies aligned with economic integration and globalization. The proliferation of Chinese language programs across Vietnamese higher education institutions, with a notable concentration in the northern and southern regions, underscores the strategic importance of Chinese as a linguistic asset in the globalized economy.

In the contemporary educational landscape of Vietnam, a significant number of tertiary institutions are focused on studying the Chinese language, totaling over 30. Furthermore, the collaboration between Chinese and Vietnamese educational entities is exemplified through 27 joint training programs (Minh Khoi, 2023). The Ministry of Education and Training officially sanctioned these programs,

underscoring the governmental endorsement of such cross-cultural academic endeavors. This partnership facilitates linguistic and cultural exchange and strengthens the educational ties between Vietnam and China.

The “language market” concept posited by sociolinguistics provides a compelling framework for understanding the dynamics of Chinese language education in Vietnam. This paradigm elucidates the supply-demand relationship inherent in language education, where Chinese has emerged as a preeminent foreign language in response to economic imperatives, cultural affinities, and geopolitical considerations.

❖ Educational Innovation in Vietnam

The Fourth Industrial Revolution, characterized by artificial intelligence, the Internet of Things, big data, and cloud computing, has set new requirements for education and training in Vietnam. Accordingly, education needs to innovate to adapt to the times, train good human resources, and meet the demands of the labor market.

Faced with the above reality, documents of the 13th Communist Party of Vietnam Congress affirmed: “Focus on synchronously innovating goals, contents, programs, methods, and methods of education and training in the direction of modernity and international integration, comprehensive human development, meeting new socio-economic development requirements, the scientific and technological revolution, and adapting to the Fourth Industrial Revolution” (Dang Cong San Viet Nam, 2021, p.136). It can be seen that the viewpoint of the 13th Party Congress on education and training innovation is correct in response to the new requirements of the current times.

First of all, innovate education and training goals towards comprehensive human development. Accordingly, the innovation of education and training goals is to “train people in the direction of ethics, discipline, and a sense of civic and social responsibility; have life skills, work skills, foreign languages, information technology, digital technology, creative thinking, and international integration (global citizen)” (Dang Cong San Việt Nam, 2021, p.232-233). Objective innovation must be synchronous and associated with innovation in educational and training content and programs. The 13th Congress emphasized: “Pay more attention to educating morality, personality, creative capacity, and core values, especially

educating patriotism, pride, national self-respect, traditions and history, national history, a sense of social responsibility for all classes of people, especially the young generation, to preserve and promote the cultural identity of the Vietnamese people, arousing the desire to develop a prosperous and happy country, and firmly protect the socialist Fatherland of Vietnam. Integrate education of knowledge, ethics, aesthetics, and life skills with physical education, improving the stature of Vietnamese people” (Dang Cong San Viet Nam, 2021, p.136). Innovating educational goals, content, and programs need to be streamlined and practical, meeting the requirements of socio-economic development and labor market needs. The academic and training establishments must regularly update new content and professions according to the general development trend in the world and meet the requirements of Vietnam's socio-economic reality.

In addition to innovating educational and training goals, content, and programs, focus on innovating educational and training methods: “strongly shifting the educational process from mainly equipping knowledge to comprehensively developing abilities, learners' ability and quality from mainly in the classroom to organizing diverse learning forms, paying attention to teaching and learning online, via the internet, television, social activities, extracurricular activities, and scientific research; school education combined with family education and social education” (Dang Cong San Viet Nam, 2021, p.232).

Thus, it can be seen that innovation in education and training methods has developed with new forms and methods of education such as online teaching, via the internet, and television in the context of the information technology boom. Besides, diversifying forms and education methods aim to build a learning society and lifelong learning. In particular, educational methods include social activities, extracurricular activities, creative, integrated experiential education, STEM education, etc.

Innovating education and training in the context of the strong Fourth Industrial Revolution and deep international integration is now an indispensable objective requirement. This is the basis for Vietnam's education sector to continue to innovate, develop modernity, and integrate to meet new socio-economic requirements.

❖ Chinese Language Training Programs

A training program constitutes an organized educational and training system specifically designed to attain predefined training goals and facilitate the participants' acquisition of a university degree. A training program includes defined objectives, a specified quantum of knowledge, an articulated structure and content, and methodologies and evaluative mechanisms for subjects, majors, training levels, and output standards, all tailored to align with the overarching program framework stipulated by the Vietnamese national curriculum (Bo Giao Duc va Dao Tao, 2021).

Similarly, a Chinese language training program represents a structured series of educational activities meticulously crafted to facilitate students in acquiring and honing their skills in Mandarin – the official language of China. This program aims to equip students with the requisite competencies to excel in the four fundamental linguistic skills: listening, speaking, reading, and writing, spanning from elementary to advanced levels of proficiency. Predominantly hosted by universities, foreign language centers, and various educational institutions globally, these programs are pivotal platforms for linguistic and cultural immersion.

The primary objective of any Chinese language training program is to empower learners to achieve a comfortable and fluent command of the language tailored to their learning objectives. While some programs might prioritize everyday conversational skills, others could focus on comprehensive linguistic proficiency, listening, speaking, reading, and writing skills, or even preparation for national or international Chinese language examinations.

Typically, the structural design of a Chinese language training program encompasses a progression from essential to advanced levels, further segmented into short-term, medium-term, and long-term courses. These courses, whether organized weekly or by term, are characterized by a blend of theoretical instruction and practical engagement through interactive activities such as games, discussions, and role-playing to enhance communicative efficacy.

Furthermore, the curriculum of Chinese language training programs is often strategically focused on imparting knowledge of grammar, vocabulary, and pronunciation alongside developing listening, speaking, reading, and writing skills. These programs include cultural and societal insights designed to enrich learners'

understanding of China's heritage and societal norms, fostering a more holistic learning experience.

Final Outcomes

❖ Program Objective and Program Learning Outcomes

Program Objectives are crucial in orienting, developing, and evaluating educational quality while ensuring that the program meets the needs of both learners and society. Based on the Program Objective of the Chinese language training program at major Vietnamese universities such as the University of Languages and International Studies (ULIS), Foreign Trade University (FTU), Hanoi Open University (HOU), Hanoi University (HANU), Hanoi Pedagogical University 2 realize the commonality in the goals of these training programs are consistent with Vietnam's Education Development Strategy from 2011 to 2020, as well as the higher education goals specified in the Law on Higher Education No. 08/2012/QH13.

Program Objectives emphasize the knowledge, skills, autonomy, and responsibility students need when completing the program. (Truong Dai Hoc Ngoai Ngūr - Dai Hoc Quoc Gia Ha Noi, 2023; Truong Dai Hoc Ngoai Thuong, 2023). The Program Objective is built according to a competency orientation to form learners with the necessary professional qualities and competencies (Truong Dai Hoc Su Pham Ha Noi 2, 2023), professional ethics, and the ability to self-research and lifelong learning. (Truong Dai Hoc Mo, 2023). Program Objectives are specified in the teaching objectives of each module and are associated with all training activities during the time students study at school.

During reviews, adjustments, and supplements, the program objectives of the training program are always compared with those of other educational institutions with the same training major. In 2019, the Program Objective was compared domestically with Hanoi University and abroad with Fudan University, China. In 2022, continue to compare domestically with the University of Social Sciences and Humanities, Ho Chi Minh City, and abroad with Fudan University, China. (Truong Dai Hoc Ngoai Ngūr - Dai Hoc Quoc Gia Ha Noi, 2023) Or survey learners' opinions about program goals (Truong Dai Hoc Su Pham Ha Noi 2, 2023).

The Program Objectives are consistent with the school's mission and vision of training and fostering lecturers, educational administrators, and scientific staff at

university and postgraduate levels; scientific research and knowledge transfer. Advanced knowledge and technology, especially in educational science, contribute to narrowing the gap in professional qualifications for lecturers and academic managers in rural and rural areas. Northern mountainous areas with urban areas, establishing a typical model of connection network between pedagogical schools and high schools, meeting the country's socio-economic development and integration requirements. (Truong Dai Hoc Su Pham Ha Noi 2, 2023). Training high-quality human resources proficient in foreign languages, scientific research, and technology transfer according to the integration trend, promoting the sustainable development of society and the country. (Truong Dai Hoc Ha Noi, 2020).

The program objectives of the training program are frequently not precisely defined within specific modules of the general knowledge segment, and the linkage to the university's overarching mission of cultivating academic personnel at the tertiary level is not explicitly established. Moreover, the endeavor to review, refine, and contemporize the aims of the training program encounters challenges, primarily due to the scarcity of feedback from alums. The University and its Faculties have yet to implement a practical framework for conducting annual assessments to identify and respond to the evolving demands of the job market.

The Program Learning Outcomes of the training program are meticulously delineated, encompassing the broad and specific competencies that learners are expected to acquire upon completing the training program. These Program Learning Outcomes are structured to ensure a systematic decentralization and concretization from the overarching goals to the outcomes for each section and the criteria required for each chapter. This approach fosters a cohesive integration while guaranteeing that all necessary competencies expected of program graduates are comprehensively addressed. Within the program's specific objectives, educational institutions typically identify the quality and capability benchmarks that learners must attain, which are then refined into Program Learning Outcomes.

The 14 Program Learning Outcomes (Truong Dai Hoc Su Pham Ha Noi 2, 2023) span various domains, including adherence to the party's policies, fostering self-guided learning, self-exploration, and self-direction. The 15 Program Learning Outcomes (Truong Dai Hoc Ngoai Ngũ - Dai Hoc Quoc Gia Ha Noi, 2023) are delineated based on three core blocks: knowledge, skills, and ethical attributes. Additionally, 17 Program Learning Outcomes are established on three foundational blocks:

knowledge, skills, autonomy, and responsibility (Truong Dai Hoc Ngoai Thuong, 2023).

A notable challenge frequently encountered with Program Learning Outcomes is their occasionally vague representation of the specific achievements learners can expect after completing courses within some modules of the general knowledge block. This issue is compounded by the absence of a unified Program Learning Outcome across the entire institution or the need for continual updates to the Program Learning Outcomes to reflect the dynamic demands of the job market.

❖ **Training Program Description**

The description of the training program meticulously aligns with the comprehensive and current specifications outlined in Decision No. 17/VBHN-BGDDT dated May 15, 2014, which delineates the Regulations on the university and higher education system at the formal level according to the credit system prescribed by the Ministry of Education and Training, alongside the guiding documents and regulations instituted by the educational institution.

Public disclosure and widespread dissemination of the main components of the training program description are ensured through various channels, including the Admissions Project, the publication, and detailed information regarding the academic program available on the official website of the School/Faculty.

The structure of the training program description is methodically laid out as follows: **Program Information:** This encompasses the name of the academic major in both Vietnamese and English, the code associated with the training major, the classification upon graduation, the duration of the training program, and the title of the diploma awarded post-graduation also in both Vietnamese and English, in addition to the name of the unit responsible for delivering the training.

Training Objectives: These are bifurcated into general and specific objectives, outlining the overarching educational aims and the detailed competencies the program seeks to instill in graduates.

Admission Information: This section details the forms of admission and the criteria applicants must meet to be considered for entry into the program.

Output Standards of the Training Program: This includes a comprehensive breakdown of the knowledge and skills learner are expected to acquire, their autonomy and responsibility, moral and ethical standards, potential job positions learner are qualified for upon graduation and their capability for higher learning pursuits following graduation.

This structured approach ensures that the training program is transparent and complies with regulatory standards, facilitating informed decision-making by prospective learner and stakeholders.

The primary limitation identified within the training program's description is the absence of an institutional document from the University that governs its review and updating procedures. Concurrently, there is a challenge in adequately surveying stakeholders' opinions regarding the program's accessibility and utilization.

❖ **Structure and Content of the Teaching Program**

Chinese language training programs in educational institutions are meticulously designed with well-defined, specific objectives that align with the requisites of knowledge acquisition, skill development, autonomy, responsibility, and the enhancement of qualifications. These programs are structured logically and coherently, ensuring a progression from foundational industry knowledge toward more specialized industry orientation. They incorporate prerequisite courses that lay the groundwork for advanced studies, providing a sequential and integrated curriculum. Each module within these programs plays a pivotal role in attaining the desired output standards.

The pedagogical strategies adopted, including teaching methodologies and evaluation techniques, are judiciously chosen to facilitate learners in achieving the module-specific output standards and the overarching Program Objective of the training program. This dynamic approach to curriculum design and implementation necessitates ongoing review and periodic adjustments to maintain relevance and coherence within individual modules and across the training program.

In developing output standards for each module, lecturers rely on a comprehensive understanding of the training industry's requirements, ensuring precision and alignment with the expected industry standards. This entails a reasonable selection of teaching and learning methodologies and assessment practices tailored to enable

learners to meet the established output standards across all modules. The training programs provide detailed insights into the teaching and learning methods employed, aiming to fulfill the anticipated output standards for the training program and its constituent modules.

After the formulation of output standards, emphasis is placed on adopting an integrated learning approach in teaching methodologies. The design of these methodologies varies across modules, focusing on innovative teaching practices that foster learner autonomy and experiential learning. This includes activities such as presentations, discussions, case studies, and online interactions through module-specific websites, empowering learners to engage in knowledge discovery and skill acquisition actively.

Assessment strategies are carefully chosen based on their alignment with teaching methods and the necessity to fulfill output standards. These strategies provide comprehensive metrics to evaluate learner progression and the effectiveness of the instructional methodologies. Assessments are diversified to include regular evaluations, mid-term assessments, and final examinations, employing methods that encourage active participation, preparation, and engagement in both individual and group exercises. The assessment types and methods adhere to Bloom's Taxonomy, prioritizing cognitive processes at or above the 'analyze' level to encourage higher-order thinking skills among learners.

The methodology of exclusively depending on the aggregate output standards of the educational program to determine suitable modules exhibits limitations in mitigating content redundancy and enhancing interconnectivity among various courses. Specific modules within the training program disproportionately emphasize theoretical aspects akin to topics encountered in the general education knowledge domain.

❖ **Approaches to teaching and learning**

In general, the approaches to teaching and learning at schools always follow the school's educational philosophy: “social constructivism” (Truong Dai Hoc Ngoai Ngũ - Dai Hoc Quoc Gia Ha Noi, 2023); “Humanities - Liberation – Integration” (Truong Dai Hoc Su Pham Ha Noi 2, 2023); “Towards openness, attachment to practice, nurturing honesty, sense of responsibility and creative capacity of learners”

(Truong Dai Hoc Ngoai Thuong, 2023), “learning to transform” (Truong Dai Hoc Ha Noi, 2020)

Since the innovation, the approach to teaching and learning has also significantly changed, such as choosing a learner-centered approach and organizing teaching and extracurricular activities, promoting creative freedom, honesty, responsibility and openness; linking knowledge with practice; highly promoting the interaction between lecturers and learners; building the teaching-learning process into Research together, learning together, and learning from each other to ensure learners are trained in lifelong learning skills and prepare for the best life after graduation. Based on building approaches to teaching and learning towards achieving the output standards declared in the training program, using diverse teaching methods to develop initiative and creativity in learning. The training program defines training objectives and output standards according to competency orientation. This approach is concretized in the program's design with subjects that follow each other logically, basic subjects are prerequisite subjects for in-depth subjects, teaching and learning activities must have the same effect—output standard. Each lecturer and learner clearly understand the program's approach, teaching activities and output standards so that they can perform their roles and responsibilities satisfactorily.

The approach to teaching and learning employed within an educational institution inherently reflects its overarching educational philosophy. However, a notable gap exists in the current practice, as the Language Departments have yet to facilitate the translation of this educational philosophy into both simplified and traditional Chinese. This translation is paramount for ensuring accessibility to management boards, particularly for partner universities, organizations, and businesses with whom the institution collaborates. Moreover, the absence of certain educational philosophies on the school's official website, coupled with the relatively low traffic to the institution's electronic, significantly hamper the dissemination of these philosophies to relevant stakeholders in light of the evolving landscape of education and training innovation within Vietnam. There is a pressing need to develop and enhance approaches to promote philosophies. This endeavour will align with the current educational context and facilitate a more inclusive and comprehensive understanding and application of these philosophies among all stakeholders.

❖ Evaluation of Learners' Learning Outcomes

Evaluation of learners' learning outcomes is pivotal in the university education framework. Evaluating learners' performance offers critical insights for lecturers and learners, enabling them to refine educational content and pedagogical approaches. Furthermore, these evaluations assist academic institutions and their faculties in meticulously managing and revising curricular structures and teaching methodologies. Recognizing the significance of such assessments, educational institutions, adhering to the guidelines set forth by the Ministry of Education and Training, have established comprehensive regulations governing the processes and methodologies of learners' evaluation.

These regulations meticulously outline the procedural aspects, planning, formats, evaluation methods, and mechanisms for learners' feedback and grievance redressal. They precisely delineate the responsibilities of various stakeholders, including departments and individuals, across all phases of the assessment continuum—from initial evaluations and ongoing assessments during the instructional phase to final examinations, practical evaluations, internships, and culminating in graduation assessments. To ensure transparency and inclusiveness, these regulatory frameworks are widely disseminated and publicly communicated to faculty and learners alike through diverse channels of information on a semesterly and annual basis.

Post-admission, the evaluative focus shifts towards continuous assessment of the learner's academic journey, encapsulated through modular evaluations, internship performance reviews, and thesis quality. A prerequisite system ensures learners possess the foundational knowledge required for advanced study, safeguarding academic integrity and standards. The module syllabi explicitly detail the goals and instruments employed in evaluating student competencies throughout the module; learners are subject to comprehensive evaluation by their lecturers, covering aspects such as attendance, engagement in classroom discussions, preparation for coursework, participation in group activities and presentations, and performance in midterm assessments. These evaluative components collectively contribute 40% of the module's final grade. The concluding examination of the course, which may adopt various formats such as essays, multiple-choice questions, oral presentations, or extensive projects, accounts for a minimum of 60% of the final grade. Except for project submissions, which are directly submitted to instructors, all other examination formats are organized and administered by the academic institution's

Training Department. The schedule for semester examinations is explicitly communicated to learners in advance, ensuring preparedness and transparency. Moreover, practical training and internships, conducted in collaboration with external agencies and enterprises, are systematically integrated into the academic curriculum, reinforcing theoretical knowledge with real-world experience.

The process of evaluation of learners' learning outcomes necessitates the implementation of surveys designed to evaluate the suitability of employing diverse forms of examinations and tests across various modules. This analysis is paramount in determining the unity of these assessment methods with specialized training within an innovative educational framework.

The compilation of survey questions is intended to ascertain the appropriateness of applying distinct types of exams, thereby circumventing evaluations based on personal sentiments. Concurrently, this approach aims to enhance pedagogical development by promoting the training, cultivation, and augmentation of skills pertinent to assessing learning outcomes among educators.

❖ **Team of Lecturers and Researchers**

The team of lecturers and researchers engaged in the educational program is comprised of faculty members from across the institution, with the department's personnel forming the nucleus. Higher education institutions universally commit to enhancing the caliber of lecturers involved in pedagogy to fulfill the requisites of education, research, and community engagement.

To ensure that the teaching cadre meets competency benchmarks and the demands of education, research, and community service, the school will undertake human resources tasks such as recruitment, selection, and policy formulation. This includes planning, appointing, training, and developing the teaching staff while maintaining an appropriate lecturer-to-student ratio. The workload of lecturers is quantitatively assessed, monitored, and evaluated based on performance outcomes. Furthermore, the scope and volume of research activities undertaken by lecturers are prioritized for enhancement and executed in alignment with the legal and institutional frameworks.

Annually, in response to the specific needs of each division, the school devises a recruitment strategy for lecturers and researchers. The Board assesses human

resource requirements and submits recruitment requests to the University, aiding in formulating the University's strategy. The school establishes a Recruitment Council and auxiliary committees to execute the recruitment plan, disseminates recruitment objectives and criteria through mass media, and conducts selection examinations, probationary periods, and formal hiring processes.

In conjunction with recruiting staff, they also engage in numerous initiatives to sculpt the workforce with strategic goals, satisfying the prerequisites of education, research, and community service. These initiatives include the assignment of lecturers and researchers for advanced training domestically and internationally; the nomination of lecturers for professional advancement and the conferral of academic titles; the evaluation and appointment to professorial and associate professorial ranks; and the encouragement of highly qualified individuals to return and contribute to teaching and research.

Moreover, the institution has established policies concerning the termination of contracts and retirement for lecturers, grounded in the relevant guidelines of governmental bodies and detailed in the employment agreements. For lecturers holding professorial, associate professorial, and doctoral qualifications who have reached retirement age, the faculties implement a policy of extending fixed-term contracts. This allows for the continued contribution of highly skilled and experienced lecturers towards enhancing the pedagogical quality of the educational program.

The approach to the planning of lecturers and researchers must be characterized by proactivity, thorough organization, and the prompt supplementation of personnel in response to changes. It is imperative that this planning is underpinned by systematic and scientific forecasting of demand fluctuations in the new academic year. Concurrently, developing a human resources development plan requires explicitly determining the operational requirements for fulfilling community service objectives. This approach will ensure that academic institutions can effectively meet their educational and research commitments while contributing to community service.

❖ **The Staff**

Implementing the school's staff development plan has been carried out professionally, incorporating a meticulously drafted set of recruitment criteria

alongside clearly delineated processes and methods for evaluating staff capacity. This framework ensures transparency and objectivity in assessing the competencies of the school's personnel, aiming to address the demands for a proficient team of experts and staff within its various units.

A comprehensive review of job positions and a thorough job analysis for administrative staff has been performed to optimize staff efficiency by utilizing job analysis templates for all managerial roles. This strategic approach to analysis and forecasting is intricately linked to the university's broader strategic development goals, which articulate specific objectives across diverse domains such as community and social services, human resources, and facilities. The strategic planning for support staff within the university's units is meticulously designed to ensure an adequate, professionally competent workforce that can effectively fulfill the requirements of the training programs, scientific research endeavors, and the prevailing operational context of the university.

Moreover, the institution has implemented a management strategy predicated on the work outcomes of its employees, thereby fostering a culture of motivation and accountability among the staff. The cadre of support staff dedicated to the Chinese language training program comprises various departments, including, but not limited to, the Department of Testing & Quality Assurance, the Department of Financial Management, the Department of Training Management, and the Department of Political Affairs & Student Management. Additionally, the support framework is complemented by clubs and organizations such as Chinese clubs, youth unions, student associations, medical facilities, and libraries. The specialized support staff within the faculties includes administrative personnel and faculty secretaries responsible for administrative duties and academic advising. The systematic planning, recruitment, and professional development of the school's support staff are conducted annually to ensure a qualified workforce that meets the training program's demands. Homeroom teachers and supporting lecturers possess significant expertise in their respective fields, offering valuable advice and support to students on training and scientific research matters.

For the needs associated with training and scientific management, the support extends beyond specialized faculties, with students receiving additional assistance from experts within the Training Management Department, the Department of Scientific Physics, and the library. Regarding community service activities, the

School Youth Union Office, the Student Union, and various clubs play a pivotal role in supporting students' engagement in community service initiatives, such as the Green Summer campaign and charity events.

However, it is noteworthy that some institutions, such as the Foreign Trade University (Truong Dai Hoc Ngoai Thuong, 2023), currently lack dedicated support staff for the Chinese language training program. Instead, the role of support officer often falls to educators who serve as homeroom teachers, providing generalized support to students across different training programs rather than specialized assistance tailored to each program.

❖ **Learner Support Activities**

Global integration, coupled with the impetus for reforms in higher education, presents many opportunities and challenges for students, notably those engaged in Chinese language training programs. Within this context, educational institutions have recognized the pivotal role of learners within the academic ecosystem, thereby adopting a learner-centric approach in their pedagogical strategies to bolster students' attainment of educational objectives. Upon selecting eligible learners, educational endeavors are meticulously aligned with the designated curriculum, augmented by comprehensive support from the School and Faculty to ensure optimal educational provisions.

The Faculty's approach to admissions is guided by a policy framework and standards that are periodically updated in alignment with the Admission Regulations stipulated by the Ministry of Education and Training, alongside the University's annual admissions strategy. An explicit Chinese language training program admission plan is formulated annually, detailing the target demographic, enrollment methodologies, criteria, timelines, fees, and additional prerequisites. Notably, a preferential policy framework is employed, including various combinations for consideration: D01 (Mathematics, Literature, and English), D78 (Literature, English, and Social Sciences), D90 (Mathematics, English, and Natural Sciences), and D04 (Literature, Mathematics, and Chinese) (Truong Dai hoc Ngoai ngu - Dai hoc Quoc gia Ha Noi, 2024); alongside D01 (Mathematics, Literature, and English) and D04 (Literature, Mathematics, and Chinese) (Truong Dai hoc Ha Noi, 2024).

After project approval, admission notification is disseminated approximately six months before enrollment, facilitating prospective candidates' preparation. The institution advocates for academic excellence through initiatives such as scholarships for top achievers. Additionally, tailored policies are devised to support diverse learner groups, including those from socioeconomically disadvantaged backgrounds, ethnic minorities, and students with special needs, through partial or complete tuition waivers.

Annually, the University delineates the modalities, criteria, and procedures for admission or enrollment, which are then formally communicated via official dispatches to the faculties for collaborative implementation. This information is disseminated through the School's admission portal, handbooks, and schools, ensuring accessibility for prospective students, parents, and stakeholders. Moreover, pre-admission initiatives enable the Faculty to introduce the training program to potential learners across high schools in the city, neighboring, and other prospective provinces. The Admissions Consulting Board undertakes various consultative activities, including online and in-person sessions, to provide comprehensive guidance to aspirants.

The participation of lectures in defining the criteria and methodologies for selecting learners remains limited. The role of the Learning Advisory Team in pinpointing the fundamental reasons, recommending, and implementing learner-focused solutions to improve educational results has not been sufficiently clarified. Academic institutions and faculties must increase their investment in offering advisory support and assistance to students throughout their educational journey.

❖ Facilities and Equipment

In assessing the facilities, equipment, and technological provisioning within educational institutions, it is imperative to consider how these essential physical resources affect how well the schools can operate. These conditions encompass the existence and maintenance of offices, practice rooms, lecture halls, libraries, and requisite equipment designated for training and scientific research endeavors, alongside other mission-critical activities. Within this context, a specific focus on the Chinese Department at universities reveals a concerted effort by the institutional administration to furnish these departments with the essential facilities required to fulfill teaching objectives and facilitate scientific research among faculty and students alike.

Classrooms and practice rooms ostensibly meet the foundational requirements of space and equipment, supporting lecturers' and students' educational and research activities. The schools' incremental investments in teaching and learning equipment aligned with contemporary pedagogical innovations further corroborate this acknowledgment of infrastructural sufficiency.

Moreover, including technological resources in the Chinese language departments, such as computers with network and internet connectivity, underscores the institution's commitment to addressing its constituents' administrative, educational, and research necessities. The attention extended to the physical and aesthetic aspects of the working environment—comprising offices, classrooms, and practice rooms—exemplifies the schools' dedication to fostering a conducive and psychologically comforting atmosphere for faculty, staff, and students.

The library's strategy of continuous updates and expansions in learning resources in response to evolving educational innovations and requirements reflects a dynamic approach to information provisioning. The enhancement of the reading room infrastructure alongside the implementation of an open-access repository for books, newspapers, and magazines, supplemented by an electronically managed library system employing Libol software, illustrates a comprehensive effort to meet the scholarly needs of the academic community.

The deployment of an extensive network system across work areas, lecture halls, and the library facilitates unfettered access to scientific information, reinforcing the educational institution's role in adapting to and integrating modern technological advancements. This holistic approach to infrastructural and technological development within schools satisfies the immediate needs of faculty, staff, and students, and it aligns with the broader objectives of modern educational paradigms.

The infrastructure supporting specific academic disciplines requires further enhancement, particularly in equipment systems. For instance, it should augment the arsenal of equipment in cabin translation systems tailored for Vietnamese-Chinese translation modules. Concurrently, there is a pressing need to furnish comprehensive guidelines about these equipment systems. Such measures would facilitate both lectures and learners' efficient utilization and operation. Furthermore, it is crucial to foster a culture that encourages frequent visits and

habitual engagement with open learning resources, which have been made available by educational institutions for the benefit of both lecturers and learners. Additionally, periodic assessments of the efficacy of using offices, classrooms, function rooms, and other educational apparatus are essential for optimizing the academic infrastructure and enhancing the overall learning environment.

❖ Improve Quality

In higher education, enhancing the quality of training programs is a perennial priority for institutions. The university and its faculty have demonstrated a committed approach to this endeavor, especially in the context of the Chinese language training program. This dedication is evidenced through a multifaceted strategy encompassing rigorous quality assurance measures, stakeholder engagement, and continuous curriculum development.

The faculty's quality enhancement activities are underpinned by its adherence to the stringent regulations the Ministry of Education and Training set forth. A cornerstone of this approach is the implementation of an array of initiatives aimed at aligning training quality with the expectations of various stakeholders, including employers, alumni, and students. Through annual surveys conducted by the Testing and Quality Assurance Department, the faculty gains valuable insights that inform the iterative refinement of its training programs. These efforts are geared towards ensuring that the curriculum meets output standards and resonates with the evolving demands of the labor market.

Central to the faculty's approach is establishing robust communication channels with teachers and experts, whose input plays a pivotal role in curriculum adjustments. The Curriculum Development Team spearheads these modifications with a keen emphasis on collating opinions from lecturers within the faculty and individuals directly involved in program implementation. The Faculty's Science & Training Council also contributes to this process, ensuring a comprehensive and up-to-date teaching program.

The practical aspects of teaching are also subject to continual scrutiny and enhancement. Lecturers are encouraged to participate actively in the feedback process, voicing recommendations for improvements directly to the Faculty Leadership Board or through Department Heads. This participatory approach facilitates dynamic discussions within professional meetings and the Faculty's

Science & Training Council, ultimately refining course content, duration, and structure.

Moreover, the faculty integrates real-world experiences into the curriculum through internships. By forging connections with a network of employers, the faculty provides learning opportunities for learners and garners direct feedback from industry representatives. This feedback is instrumental in ensuring that the teaching program remains relevant and responsive to the practical needs of society.

Despite these comprehensive efforts, the faculty has been leveraging feedback from all stakeholders, particularly in maintaining robust connections with its alumni network. This recognition underscores the need for ongoing improvements in collecting and utilizing feedback to inform curriculum development.

❖ **Output Result**

The role of output results in the sustainability of educational programs has been acknowledged. This consensus is predicated on the understanding that the effectiveness of a training program is intrinsically linked to various indicators of success. These indicators include but are not limited to graduates' employment prospects, their adeptness at meeting real-world job demands, the caliber of scientific research undertaken by both students and faculty members, and the overall satisfaction rates of all stakeholders involved. Consequently, the rigorous assessment of these output results has become a focal point for continuous enhancement within Chinese language training programs.

A set of criteria has been established to objectively monitor and evaluate the output result. This framework encompasses the graduation rate, the temporal efficiency of program completion, the volume and impact of scientific research projects initiated by learners and lecturers, the average duration required for graduates to secure employment, and the unity of graduate competencies with job market requisites. These metrics serve not only as benchmarks for performance evaluation but also as tools for comparative analysis aimed at refining the training process's output quality.

At the institutional level, mechanisms are in place to track learners' progress meticulously. This includes monitoring dropout and timely graduation rates, irrespective of the study duration. An annual update on the lists of dropouts and

graduates is maintained, with the political affairs and student management department assuming a central role in overseeing academic performance, dropout, and absenteeism rates. Concurrently, the training department is tasked with compiling and disseminating graduate data. These departments collaborate closely, employing a variety of communication channels - including meetings, email notifications, official dispatches, and decisions - to equip faculties with the necessary data for effective student learning management and enable prompt intervention strategies.

Moreover, incorporating the “University Training Information Portal,” a sophisticated training management software, facilitates proactive and comprehensive monitoring of student academic trajectories. This tool allows for the real-time updating of student learning outcomes, dropout, and graduation records, thus ensuring that students, faculty, and administrative staff have immediate access to pertinent academic information. Through this portal, students are empowered to actively engage with their academic performance and devise strategies for improvement. Additionally, the political affairs & student management department conducts semesterly reviews of academic regulation breaches, recommending the formation of review councils to address violations through warnings or expulsions as deemed appropriate.

Despite these rigorous monitoring systems, the gap between the faculty and the student body in fostering a committed learning environment remains challenging. This disconnection hinders the achievement of optimal graduation rates. Furthermore, efforts to survey opinions on educational pathways have yet to engage relevant stakeholders fully.

Conclusions and Recommendations

The Chinese language training programs at prominent Vietnamese academic institutions, including the University of Languages and International Studies (ULIS), Foreign Trade University (FTU), Hanoi Open University (HOU), Hanoi University (HANU), and Hanoi Pedagogical University 2, among others, are designed to not only impart linguistic proficiency but also to cultivate a comprehensive set of competencies among students. These programs align with the strategic objectives outlined in Vietnam's Education Development Strategy and adhere to the stipulations of the Law on Higher Education.

The core objectives of these programs aim to foster not only the development of students' linguistic and cultural competencies but also to enhance their autonomy, responsibility, professional demeanor, ethical sensibilities, research capabilities, and commitment to lifelong learning. The Program Learning Outcomes are strategically formulated to ensure that graduates possess the requisite knowledge, skills, and ethical standards for effective policy implementation, independent learning, and adherence to professional ethics. The training program description, aligned with national regulations, is transparently disseminated.

The teaching programs are closely aligned with objectives and output standards, using various innovative methods to promote student autonomy and active engagement. The emphasis on learner-centered teaching methodologies underscores the commitment to fostering an environment conducive to initiative and creativity. Learner evaluation practices within these programs are governed by regulations that ensure transparency, further supported by the high level of commitment demonstrated by lecturers and researchers. This commitment is underpinned by recruitment and training strategies to maintain academic standards.

The role of support staff is recognized as integral to the program's overall effectiveness. Activities geared towards learner support are meticulously planned and executed, ensuring academic rigor through selective admissions processes and tailored support policies. Infrastructure, including facilities and equipment, plays a crucial role in supporting teaching and research activities, with significant investments being made in technological resources. The continuous development of the curriculum, informed by stakeholder feedback, is a testament to the dynamic nature of these programs. Monitoring output results is critical, ensuring that the programs remain responsive to the evolving demands of the job market. This is achieved through advanced tools for tracking academic performance and outcomes.

In summary, these Vietnamese universities' Chinese language training programs are a quintessential example of comprehensive educational reform characterized by an approach to program design, implementation, and evaluation. These programs aim to produce graduates proficient in Chinese and equip them with a broad spectrum of skills and attributes essential in the globalized context of the 21st century and education innovation. Building upon the foundational elements delineated in the Chinese language training programs implemented by universities and considering

the constraints identified in the results section, this article proposes enhancements (Table 1).

Table 1. Recommendations for Enhancing Chinese Language Training Programs at Vietnamese Universities

Theme	Recommendations
<p align="center">Program Objective and Program Learning Outcomes</p>	<ul style="list-style-type: none"> ▪ Orchestrate surveys that garner feedback from current students and alumni. The systematic collection and analysis of feedback should be organized periodically, with the results segmented by specific demographics, such as the occupational fields of Chinese learners, including banking, logistics, office work, and translation. Additionally, feedback should be categorized based on the duration of professional experience, ranging from recent graduates to those employed for over five years. ▪ Maintain a robust connection with employers and conduct regular surveys to solicit their opinions on the workforce readiness of the program's graduates.
<p align="center">Training Program Description</p>	<ul style="list-style-type: none"> ▪ Revisions and enhancements to the current training program, addressing identified gaps in monitoring learner progress. ▪ Advocate for revising the program structure towards greater flexibility, in alignment with Circular 04/2011/TT-BGDĐT issued by the Ministry of Education and Training. This includes a rigorous review and potential update of textbooks and learning materials used by the faculty. A comprehensive evaluation and possible republication are advised for in-house compiled textbooks. Conversely, textbooks compiled by external (notably Chinese) entities will require a formal review and permissions process, ensuring compliance with copyright and intellectual property laws. ▪ Strengthen and diversify communication channels to enhance the dissemination of the training program.

<p>Structure and Content of the Teaching Program</p>	<ul style="list-style-type: none"> ▪ Integrating online learning methodologies, particularly adopting the electronic lecture model for several elective courses, represents a significant leap towards modernizing the educational framework. ▪ Reduce the emphasis on less relevant modules that do not directly contribute to the core objectives of the language training program. Strategies might include shortening classroom hours, simplifying content, enhancing online learning components, or substituting these modules with ones directly relevant to the Chinese language training curriculum. update and supplement the current textbooks and learning materials. ▪ Increase the instructional hours led by native teachers and foreign experts, who organize seminars that feature entrepreneurs and industry professionals.
<p>Approaches to teaching and learning</p>	<ul style="list-style-type: none"> ▪ Refining and disseminating educational philosophy and instructional methodologies and enhancing educational outreach by promoting our educational philosophy and training program through the institution's website and the faculty's personal media pages. ▪ Adopting a multifaceted approach to teaching and learning. This approach includes customizing teaching methods to better suit the evolving learning outcomes anticipated in the forthcoming academic years. ▪ Assignment of specific responsibilities to homeroom teachers. These educators are tasked with devising comprehensive introductions to the elective subjects offered within the training program.
<p>Evaluation of Learners' Learning Outcomes</p>	<ul style="list-style-type: none"> ▪ Establishment of a comprehensive database containing detailed records of student learning outcomes assessment results. This database should provide easy access to information and documents about innovative methods, processes, and criteria for assessing learning outcomes. ▪ Strengthen training and foster skill development in assessing learning outcomes among lecturers. ▪ Integrating digital communication channels, such as smartphone applications and social media platforms like Facebook, is proposed to engage students actively in the evaluation process.

<p>Team of Lecturers and Researchers</p>	<ul style="list-style-type: none"> ▪ Refine the planning of the teaching staff to ensure alignment and enhance the effectiveness of community service activities. ▪ Augmentation of the Faculty with highly qualified educators, including professors, associate professors, and Ph.D. from external institutions. ▪ Proposed financial support to facilitate short-term study abroad opportunities for the Faculty's teachers and support the publication of research articles in prestigious international journals and magazines.
<p>Staff</p>	<ul style="list-style-type: none"> ▪ Restructuring and reallocating job roles and responsibilities. The objective is to achieve a more productive alignment supporting training, scientific research, and community engagement activities. ▪ Actively pursue deploying and integrating advanced management software solutions across various departments. Embracing these technological tools will optimize our administrative workflows and facilitate a more collaborative and productive work environment. ▪ Establishment of robust criteria for the evaluation of staff performance. Augment the existing assessment mechanisms by incorporating feedback and evaluations from a broader spectrum of stakeholders, including lecturers and students.
<p>Learner Support Activities</p>	<ul style="list-style-type: none"> ▪ Develop mid- and long-term enrollment strategies, proactively constructing and refining enrollment policies to better align with the evolving needs of the educational landscape. ▪ Establishment of a technical committee to directly address and provide counsel on technical discrepancies encountered during usage. ▪ Active collaboration with relevant entities for the holistic support of learners. Conjunction with the Equipment Management Department to conduct thorough classroom and equipment requisites assessments. Similarly, engagement with the Youth Union to evaluate the budgetary allocations for student activities.

<p>Facilities and Equipment</p>	<ul style="list-style-type: none"> ▪ Modernizing classroom equipment and establishing dedicated student engagement and self-directed learning spaces. ▪ Comprehensive update of reference documents, including textbooks, journals, and other relevant materials, to enrich the resources available for training programs and scientific research conducted by staff and lecturers, thereby elevating the quality of education and scholarly work. ▪ Completion and optimization of management software are essential to streamline the administration of library services. This software should enable detailed tracking of library usage statistics, including the frequency of reader visits, the inventory of available resources, and the management of document procurement and replacement tailored to each training program's needs.
<p>Improve Quality</p>	<ul style="list-style-type: none"> ▪ Comprehensive expansion in collecting feedback from recruiters, particularly those associated with Chinese language departments. ▪ The establishment of a dedicated channel aimed at meticulously investigating the needs of the labor market serves as a fundamental basis for the strategic adjustment of training programs, ensuring they are tailored to meet the specific recruitment needs prevalent within the market. ▪ Fostering partnerships with businesses to facilitate opportunities for students to engage in internships or professional practice to acquaint them with the realities of the workforce, thereby bridging the gap between academic preparation and professional expectations.
<p>Output Result</p>	<ul style="list-style-type: none"> ▪ Implement a robust monitoring mechanism within the learning environment to promptly identify and address any learning gaps, ensuring that no student is left behind or compelled to abandon their educational journey due to academic challenges. ▪ Establish more robust connections between educational institutions—specifically, faculty members and homeroom teachers—and students' families by providing continuous encouragement and support to students, thereby facilitating their adherence to and completion of the curriculum. ▪ Organization of seminars and discussions focusing on the educational program's outcomes is recommended.

	<ul style="list-style-type: none">▪ Develop high-quality training programs tailored to the demands of the labor market, particularly for cultivating high-quality Chinese human resources.
--	--

By adopting these comprehensive enhancements, Vietnamese universities can elevate the quality of their Chinese language training programs and better prepare students for the increasingly globalized world and innovative education where cross-cultural competencies are paramount.

References

- Bo Giao duc va Dao tao. (2021). Thong tu so 17/2021/TT-BGDĐT: Quy dinh ve chuan chuong trinh dao tao; xay dung, tham dinh va ban hanh chuong trinh dao tao cac trinh do cua giao duc dai hoc.
- CGTN. (2021). Chinese becomes an official language of the UNWTO. CGTN. <https://news.cgtn.com/news/2021-02-21/Chinese-becomes-an-official-language-of-the-UNWTO-Y3u391Cr9C/index.html>
- Dang Cong san Viet Nam. (2021). Van kien Dai hoi dai bieu toan quoc lan thu XIII, Tap 1. Ha Noi: Nha xuất bản Chính trị quốc gia Su that.
- Dai hoc Ngoai ngu - Dai hoc Quoc gia Ha Noi. (2020). Ngon ngu Trung Quoc. Retrieved from <https://www.hanu.vn/c/9032/Ngon-ngu-Trung-Quoc>
- Gil, J. (2020). Will a character-based writing system stop Chinese becoming a global language? A review and reconsideration of the debate. *Global Chinese*, 6(1), 25-48. <https://doi.org/10.1515/glochi-2020-0003>
- Jia, Y. (2023). Teaching Chinese as an International Language: A Singapore Perspective, by Goh, YS: (2017). Cambridge University Press. xviii+ 211 pp., \$110 (hardback), ISBN: 9781107052192.
- Minh Khoi. (2023). Nang cao chat luong dao tao ngon ngu Trung o cac truong dai hoc. VTC News. <https://vtcnews.vn/nang-cao-chat-luong-dao-tao-ngon-ngu-trung-o-cac-truong-dai-hoc-ar762993.html>
- Pham, V. T. (2022). Tieng Hoa, Tieng Han, Tieng Trung. Van hoa Nghe thuat, (500). Retrieved from <http://vanhoanghethuat.vn/tieng-hoa-tieng-han-tieng-trung.htm>
- Pham, Duc Duong, & Chau, Thi Hai. (2023). Tiep xuc va giao luu Van hoa Viet-Hoa trong lich su. Nha xuất bản Chính trị quốc gia su that. (ISBN: 6045787609, 9786045787601)
- Hoanh, Nguyen Hai. (2015). Tai sao Viet Nam khong bi dong hoa sau 1000 nam Bac thuoc? Nghien cuu quoc te. Retrieved from <https://nghienccuquocte.org/2015/09/07/viet-nam-khong-bi-dong-hoa-1000-nam-bac-thuoc/>
- The State Council Information Office of the People's Republic of China. (2021). China to support high-quality foreign language education. http://english.www.gov.cn/statecouncil/ministries/202111/10/content_WS618b1b0dc6d0df57f98e4bf8.html
- Truong Dai hoc Ngoai ngu - Dai hoc Quoc gia Ha Noi. (2023). Bao cao tu danh gia CTDT ngon ngu Trung Quoc, Han Quoc, Nhat, Phap. Retrieved from <https://ulis.vnu.edu.vn/bao-cao-tu-danh-gia-ctdt-ngon-ngu-trung-quoc-han-quoc-nhat-phap/>
- Truong Dai hoc Ngoai Thuong. (2023). Bao cao tu danh gia chuong trinh dao tao. Retrieved from <https://ftu.edu.vn/gioi-thieu/73-cong-khai/3408-bao-cao-t-danh-gia-chuong-trinh-dao-t-o>
- Truong Dai hoc Su pham Ha Noi 2. (2023). Cong bo du thao bao cao tu danh gia. Retrieved from <https://cteqa.hpuz.edu.vn/cong-bo-du-thao-bao-cao-tu-danh-gia-0607093003.html>
- Truong Dai hoc Mo. (2022). Trich luc CTDT 2022 - Ngon ngu Trung Quoc DH. Retrieved from <https://hou.edu.vn/files/anhbaiviet/files/Trich%20luc%20CTDT%202022%20-%20Ngon%20ngu%20Trung%20Quoc%20DH.pdf>
- Truong Dai hoc Ha Noi. (2020). Ngon ngu Trung Quoc. Retrieved from <https://www.hanu.vn/c/9032/Ngon-ngu-Trung-Quoc>
- Truong Dai hoc Ha Noi. (2020). Quyét dinh ve viec ban hanh Quy che dao tao trinh do dai hoc cua Truong Dai hoc Ha Noi. Retrieved from <https://hanu.edu.vn/a/86952/Quyét-dinh-ve-viec-ban-hanh-Quy-che-dao-tao-trinh-do-dai-hoc-cua-Truong-Dai-hoc-Ha-Noi>
- Truong Dai hoc Thanh Dong. (2022). Khung chuong trinh dao tao nganh Ngon ngu Trung Quoc. Retrieved from https://thanhdong.edu.vn/images/upload_file/2022/1-khung-nnt-web-final_1654508610.pdf

Truong Dai hoc Quoc gia Ha Noi. (2022). Quy che dao tao dai hoc tai Dai hoc Quoc gia Ha Noi ap dung tu khoa QH-2022-F-1. Retrieved from <https://hssv.ulis.vnu.edu.vn/quy-che-dao-cao-dai-hoc-tai-dai-hoc-quoc-gia-ha-noi-ap-dung-tu-khoa-qh-2022-f-1/>

Truong Dai hoc Mo Ha Noi. (2023). Quy che dao tao trinh do dai hoc. Retrieved from https://khoatiengtrungquoc.hou.edu.vn/tin-tuc/quy-che-dao-cao-trinh-do-dai-hoc-truong-dai-hoc-mo-ha-noi_350

Truong Dai hoc Ngoai ngu - Dai hoc Quoc gia Ha Noi. (2024). Thong bao tuyen sinh dai hoc 2024. Retrieved from <https://ulis.vnu.edu.vn/tbtsdh2024/>

Truong Dai hoc Ha Noi. (2024). Thong tin tuyen sinh dai hoc hinh thuc chinh quy nam 2024 (Du kien). Retrieved from <https://www.hanu.vn/a/143194/Thong-tin-tuyen-sinh-dai-hoc-hinh-thuc-chinh-quy-nam-2024-Du-kien/>

Xu, W. (2024). Ideology, investment, and identity in Chinese language learning: Past, present, and future. In *Linguistic Entrepreneurship in Sino-African Student Mobility* (pp. 203-213). Singapore: Springer Nature Singapore.

Article Information:

<i>Received</i>	28-Aug-2024
<i>Revised</i>	3-Nov-2024
<i>Accepted</i>	10-Nov-2024
<i>Published</i>	15-Dec-2024

Declarations:

Author's Contribution:

- **Conceptualization, and intellectual revisions**
- **Data collection, interpretation, and drafting of manuscript**
- The author agrees to take responsibility for every facet of the work, making sure that any concerns about its integrity or veracity are thoroughly examined and addressed

• **Conflict of Interest:** NIL

• **Funding Sources:** NIL

Correspondence:

Anh Quang Nguyen

anhquangng.work@gmail.com
