



The Curriculum of ELT Education in Indonesian and Vietnamese Universities: A Comparison Study

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Abstract

Both Indonesia and Vietnam provide English as foreign language instruction. In contrast to Indonesia, where English proficiency is low, Vietnam has a moderate level of English proficiency. Although Vietnam has a moderate level of English proficiency, its curriculum is nearly identical to that of Indonesia, making it suitable for comparative research. This research aimed to identify the significant differences between Indonesian and Vietnamese universities' English language teacher education curricula. This study employed a qualitative methodology to compare the English as a foreign language teacher education curriculum in Vietnam and Indonesia. In this study, descriptive analysis was utilized. The English education curricula documents obtained from the university's website were used for data analysis. The research settings were Universitas Pasifik Morotai in Indonesia and the Giao Su-IESUS Evangelical School of Universal Studies in Vietnam. The finding showed that Vietnamese Universities stressed the dimension of content knowledge, communication competence, contextual knowledge, and professionalism practice theory. However, teaching competence, research knowledge, Community Practice Membership, and general knowledge are often overlooked. Compared to the EFL curriculum in Vietnam, the Indonesian curriculum, particularly at Universitas Paisfik Morotai, emphasized communication skills, content knowledge, research knowledge, and teaching competence/pedagogical aspects

Keywords: *comparison study; curriculum; EFL teacher education*

Introduction

It is not surprising that each country included in ASIAN has its own policies regarding English language teaching and English proficiency level. Some Asian countries, such as Malaysia, the Philippines, and Singapore, use English as their primary language of instruction medium. In terms of English proficiency level,

Singapore stands out as a country with very high levels of English proficiency. Malaysia and Philippines follow closely behind, with similarly high levels of English proficiency. While Vietnam is categorized at a moderate level, Thailand and Indonesia falls into the low level of English proficiency; lastly, the other countries such as Cambodia and Laos are grouped into the lowest level of English proficiency. Studying the English language teaching curricula in several ASEAN countries, particularly Countries with a higher level of English proficiency, for instance, Singapore, Malaysia, Vietnam, and the Philippines, is considered worthy of comparison with the curriculum in Indonesia. Therefore, the curriculum from that country can be adopted and used as a supplement or guidelines to improve Indonesia's English proficiency. According to Lie (2007), how English is taught has a significant impact on its position, identity, and achievements as a foreign language in Indonesia. In general, English as a foreign language in Vietnam, even in teaching English, functions as a foreign language that is worthwhile to learn. Thus, the Vietnam curriculum is almost similar to Indonesia, so it is feasible to use it as a comparative study compared to Malaysia, the Philippines, and Singapore, where English is used as a daily communication tool and teaching English serves as a second language.

Furthermore, some prior studies have conducted studies related to the EFL teacher education curriculum. Several studies focus on the EFL/ESL area to establish well-equipped educators and students with sufficient instructional knowledge and skills. Tsang's (2017) finding clarifies that the professional competence and instructional knowledge of EFL/ESL teachers play an important role in establishing student engagement in the classroom. Alkhawaldeh (2011) states that English language teachers need to meet the following standards in order to be considered effective in their professions. These standards include the following: creating appropriate curricula with teacher input, providing high-quality instructional materials, increasing student motivation, and ensuring that students develop a positive view of English as a language of communication; having training courses for interacting with native English-speaking communities; using a variety of teaching methods; attempting to understand educators' new roles as facilitators; having a counselor and a director in the language classroom; as well as implementing an effective teacher in-service training programs. Instead, H. T. Nguyen et al. (2015) claim that Curriculum updates, modern instructional approaches, and proper facilities and equipment impact the quality of EFL learning instruction in a Vietnamese university. In his study, M. H. Nguyen (2013) compares the Australian and Vietnamese English language teacher curricula. He voices that Australian universities emphasize contextual knowledge, pedagogical skills, and knowledge, whereas Vietnamese universities emphasize English proficiency and subject material. Lan & Thuy (2018) examine a Vietnamese university's English language teacher education curriculum.

In contrast, to analyze and examine the EFL teacher education curriculum in

Indonesia is conducted by Sulistiyo et al. (2019), Susilo (2015), and Lie (2007). at the same time, Sari & Wardani (2018) try to analyze the similarities and differences between the EFL curricula designed for secondary schools in Indonesia and Turkey to improve education quality. Istiqomah (2014) conducts a comparison study of Australia and Indonesia's upper primary school English curricula. At the same time, Suarman (2011) attempts to compare the English curricula of Indonesia in 2004 and the Philippines in 2011.

However, there are limited studies in the Indonesian context to compare Indonesia and Vietnam's English language teaching curricula. Hence, this study is crucial and plays a major role in enhancing Indonesian universities' EFL teacher education curriculum, specifically in the English education study program at Universitas Pasifik Morotai. The research questions investigated: What significant differences exist between and within Indonesian and Vietnamese universities' English language teacher education curricula?

Some factors hindered the success of EFL instruction in Indonesia. Marcellino (2015); Mattarima & Hamdan (2011) assert that no more than ten percent of teachers have the expertise and inadequate resources and materials for teaching (Malik et al., 2021). In addition, most EFL students lack learning skills and motivation, skepticism (Dearden, 2014; Paziura et al., 2021; Malik et al., 2021), limited study schedules, and very few skills associated with learning English as a foreign language (Malik et al., 2021). According to Songbatumis (2017), several difficulties arise in Indonesia's EFL instruction problem. She classifies the phenomenon into three parts, firstly originating in part from students, secondly from teachers, and lastly from the school's facility. The students present the obstacles, such as; lack of vocabulary mastery, low concentration, lack of discipline, exhaustion, and speaking problems. In the meantime, teachers face a shortage of teacher training, a problem with language proficiency, limited mastery of teaching methods, lack of experience with information technology, and a lack of professional development. Inadequate resources and facilities, as well as a limited time allocated, are also facilities-related concerns

In addition, it is believed that dissatisfaction with EFL teaching in Indonesia is influenced by the fact that although the government continues to revise the curriculum, the government ignores several inhibiting factors. The inhibiting factors include the huge number of learners and different enthusiasm levels, intellectual ability, cultural background, and high access to educational resources, so the curriculum does not work effectively in all areas of Indonesia (Lie, 2007). Marcellino (2015) states that Since 1975, English curriculum changes in Indonesia have not substantially impacted the success of English Language Teaching (ELT) classes. Harmonies with Kirkpatrick's (2012) statement, he claims that English instruction in Indonesian schools and universities has been unsatisfactory over the past several decades. Due to a lack of strategies or alternatives provided in the curriculum to deal with issues related to teaching English as a foreign language.

Conversely, Moss et al. (2019); Tadesse & Melese (2016) claim that curriculum

reform is necessary to increase student's engagement in a subject matter and strengthen their understanding of a phenomenon, concepts, or ideas, as well as improve learning in the classroom and students' potential. As a result, teachers are stakeholders, and the curriculum is their product. Teachers are supposed to be able to analyze the students' needs and help them determine the content or pedagogical knowledge within the curriculum that best suits their students through close and intimate relationships between teachers and students during the teaching and learning process.

Even though Vietnam is a low-income country of 80 million people, its national education metrics demonstrate a great commitment to education, with significant gains in spreading and making improvements in schooling to achieve additional growth in the economy (Watson, 2003). Several enhancements have been made, including creating a new accreditation and quality assurance system, strengthening a national qualification system, and a 125 percent increase in higher education enrollments. Another goal of Vietnam's educational reforms is to globalize the university system by broadening English-language education (T. Nguyen, 2017). Generally, the Vietnamese school system is divided into three levels before the students enter the university. Grades 1-5 are categorized as primary level from 6 to 11 years old, grades 6-9 are grouped into the secondary level from 11 to 15 years old, and grades 10-12 are classified as high school level for the age of 15 to 18 (Thuy, 2016). Since 2002, the Vietnamese government has required all third-grade students to know and learn English as an optional subject, and English has become a mandatory subject for students in grades six through twelve. In a 35-weeks of the academic year, it is estimated that one student has spent approximately 600 periods of time studying English as a foreign language, with an average of three periods per week. At the same time, curricula can be used for foreign language studies in higher education with 10 to 12 percent of total credit hours (T. Nguyen, 2017). Although positive changes have been attempted, it cannot be denied that poor English learning quality remains a major scourge in Vietnamese education. To (2010) reveals that Vietnamese students' English proficiency remains limited. Although 98 percent of students in Vietnam have known and studied English for more than seven years, they still perform poorly in basic English communication (Nhan, 2013).

With the announcement of the Vietnam National Foreign Language Project 2020, the government adopted a policy that has had a significant impact on the teaching of English in Vietnam. The 2017 International Common European Framework of Reference for Languages (CEFR) standard is the foundation for this project. This program aims to prepare qualified English teachers to instruct English to produce students with confident English communication skills and expand their opportunities to study and work in a multilingual integrated, and multicultural environment (MOET, 2008). This project requires students to graduate from elementary school if they meet level A1 requirements, high school if they meet level A2 requirements, and level B1 for senior high school students. While university

students with Non-English majors must reach level C1, English specialization majors must reach level C1.

In addition, another step taken by the Vietnamese government to produce competent teachers is the development of the Vietnam Language Proficiency Framework (VLPF) based on the Vietnam Standardized Test of English Proficiency (VSTEP). The test consists of four skill competencies: speaking, listening, writing, and reading. The test is intended for English teachers, and every English teacher in Vietnam is required to take the VSTEP test (Manh et al., 2017)

The researchers can deduce from the description above that both Indonesia and Vietnam offer English as a foreign language. In contrast to Indonesia, which has a low level of English proficiency, Vietnam has an acceptable level of English proficiency. Although Vietnam's English proficiency is moderate, its curriculum is substantially identical to that of Indonesia, making it suited for comparison research.

Method

This study aimed to identify the differences between Indonesian and Vietnamese universities' English language teacher education curricula. This study employed a qualitative methodology to compare the English as a foreign language teacher education curriculum in Vietnam and Indonesia. In this study, descriptive analysis was utilized. The document used for data analysis was the English education curriculum obtained from the university's website.

The research settings were Universitas Pasifik Morotai in Indonesia and the Giao Su-IESUS Evangelical School of Universal Studies in Vietnam. These two universities offer a four-year degree program in education. The total number of credit points in the Universitas Pasifik Morotai curriculum was 150, while the total number of credit points in the Giao Su-IESUS Evangelical School of Universal Studies curriculum was 132. Although there were some differences between the curricula, the strengths in the curriculum at the Giao Su-IESUS Evangelical School of Universal Studies in Vietnam can be adopted by the Universitas Pasifik Morotai in Indonesia. As is well known, Vietnam had a medium level of English proficiency compared to Indonesia, which was a low level of proficiency even though both countries teach English as a foreign language.

The document was thoroughly examined and coded for the aspects of knowledge and skill for language teachers, modified from Richards' (2010) dimensions of skill and expertise in language teaching. These dimensions shape teacher education's knowledge base or content in SL/FL. Each course's goal was meticulously examined and coded using Richards' teacher knowledge and skill dimensions. Thus, the percentage of total credit points for each domain of knowledge and skill was used to calculate the proportion of each domain.

Results

Several Weaknesses of the EFL curriculum at Universitas Pasifik Morotai

According to the curriculum documents that have been analyzed, the curriculum of the English education study program at Universitas Pasifik Morotai has a number of shortcomings; therefore, curriculum development and improvement are required. The analysis of curriculum documents reveals that the English education curriculum at Morotai Pacific University is still based on the Tingkat Satuan Pendidikan Curriculum (KTSP) or the 2006 Curriculum, even though Indonesia has recently implemented two curriculum reforms, the KKNI-based curriculum and the Merdeka curriculum. Nonetheless, Universitas Pasifik Morotai continues to use a no longer appropriate curriculum.

Moreover, the curriculum used by the Universitas Pasifik Morotai is not provided via the university website; however, hard copy documents are still used, so not all academic stakeholders can access the curriculum at the Universitas Pasifik Morotai.

Furthermore, because this curriculum keeps going using the KTSP curriculum, it does not appear specifically for the courses that define the study programs offered. One of the scourges of this curriculum is the burden of overlapping courses; most courses have a credit point of 2, so students focus on contracting courses and meeting the minimum study load rather than strengthening their knowledge. Another barrier is course naming, particularly in language proficiency components that are still general and have not yet been integrated. Of course, this makes determining and achieving the ultimate learning objectives for each subject in each semester difficult for teachers and students. Universitas Pasifik Morotai, especially the English language education study program, has several elective courses. However, the number of elective courses is limited; there are only 5 elective courses that students can contract. Whereas the elective courses offered should be 10 to 11 courses, students have many options to choose and contract elective courses based on student needs to meet graduation credit points or achieve certain target scores.

Last but not least, this curriculum does not include any courses that focus on information technology-based learning media. Whereas, over the last few decades, the use of technology in education has increased dramatically, particularly in the teaching of EFL. As a result, ICT-based courses must be included in this curriculum.

The goal and content of the EFL curriculum at Universitas Pasifik Morotai in Indonesia

The goal of EFL teaching at Universitas Pasifik Morotai is to provide prospective English foreign language teachers with qualified English skills, professional academic competencies, the ability to translate and interpret target language texts into source languages and vice versa, English teaching skills and competencies to evaluate, understanding the language, language teaching, and learning theory, and entrepreneurial insight.

The total credits for the English language education study program are 150 credits, according to the Universitas Pasifik Morotai curriculum document. The total credits of English education study program courses are divided into four categories:

study program courses (104 credits), elective courses (10 credits), faculty courses (16 credits), and university courses (20 credits). Meanwhile, subjects and credits are classified as follows: 8 credits of personality development courses, 108 credits of language proficiency courses, 12 credits of creative courses, 12 credits in working behavior, and 10 credits in social life.

Table 1. Parameters of Language Teacher Knowledge and Skills at Universitas Pasifik Morotai

Dimensions	Subject Offered	Total Credit Points
Language Proficiency	Listening comprehension (1 to 4), reading (1 to 5), writing (1 to 5), Speaking (2 to 4), Vocabulary (1 to 2), Structure (1 to 4), Translation (1 to 2), Pronunciation Practice, Dictation	67 (45%)
Content Knowledge	English Phonology, Intro to Linguistic, Intro to Literature, Language Testing, Prose, English Syntax, Semantics, Curriculum and Material Development I and II, Sociolinguistics, Psycholinguistics, and Error Analysis, Applied Linguistics,	24 (16%)
Teaching Competence	English Teaching Planning, Teaching Practicum Project I and II, English Teaching-learning Strategy, Teaching English Foreign Language.	13 (9%)
Contextual Knowledge	Cross Culture Understanding, English for Specific Purposes, Bussiness Correspondence, Civic Education I and II, Religion, Bahasa Indonesia,	14 (9%)
Pedagogical Reasoning Skill	Teaching and Learning Theory	2 (1%)
Community Practice Membership	Fieldworks	4 (2%)
Professionalism practice theory	Introduction to Education, Students Development, Education Profession	6 (4%)
Research Knowledge	Research on ELT, Seminar on ELT, Statistics of Education, Thesis	16 (10%)
General Knowledge	Basic Natural Science, entrepreneurship, Computer Base	6 (4%)

The language teacher knowledge and skills indicator used was based on

indicators developed by Richards (2010). The indicator had ten dimensions. However, two indicators were missing from the EFL curriculum: practical theory and language teacher identity. However, the curriculum included two additional dimensions: research and general knowledge. The table above shows that the language proficiency dimension was reported for 45 percent of the EFL curriculum load, followed by the content knowledge dimension (16 percent), teaching competence and contextual knowledge (9 percent) respectively, research knowledge (10 percent), while general knowledge, professionalism practice theories (4 percent) respectively, and community practice members (2 percent), finally followed by pedagogical reasoning skill at (1 percent). Furthermore, Language proficiency was declared for the largest proportion of this curriculum dimension (45 percent), consistent with a previous study conducted by M. H. Nguyen (2013), which found that foreign language education teaching materials generally emphasize the language proficiency dimension over other dimensions. Richards (2010) claims that language proficiency is the greatest element for language student teachers to obtain.

The goal and content of the EFL curriculum at Giao Su-IESUS Evangelical School of Universal Studies in Vietnam

The program is intended for students who study English as a foreign language. It covers the concepts and principles required for language development and literary composition. This program is also unique because it combines English language teaching methodology, literature, and linguistics modules. The students investigate the linguistic systems that underpin language, delving deeply into how language is structured, acquired, used, and taught. The total credit points are divided into academic credits and social credits. The total academic credits are 120 credits, and the total social credits are 12 credits. Thus, the total credit points are 132 points.

Table 2. Parameters of Language Teacher Knowledge and Skills at Giao Su-IESUS Evangelical School of Universal Studies in Vietnam

Dimensions	Subject Offered	Total Credit Points
Language Proficiency	Basic Grammar of English Usage, Advanced English Grammar, Comprehensive English, Modern Grammar, Critical and Creative Thinking, Structure of English Language, Pattern to College Writing (Literary Writing Part I and II), Translation Theory and Practice	27 (20%)
Content Knowledge	Introduction of English Phonetics and Phonology, Introduction of Literary Terms, Foundations of English Language and Linguistics, Morphology of English, Phonetics and Phonology Analysis, Introduction to	39 (30%)

	literature, English Syntax, Second Language Acquisition, English Semantics and Pragmatics, Critical Discourse Analysis, Applied Linguistics, Sociolinguistics, World Literature.	
Teaching competence	Methods and Materials of English Teaching.	3 (2%)
Community Practice Membership	Social Project I to III, English Internship (Social Project IV)	12 (9%)
Contextual Knowledge	Major English Authors, Children and Adolescent Literature, Basic Composition, Literature of the Bible 1 to 2, American Realism and Naturalism	18 (14%)
Professionalism practice theory	Critical Theory and Practice, Critical theory today, History of the English Language, A History of Literary Criticism, A brief History of English and Literature	15 (11%)
Research Knowledge	Specialized Course (Research on Single Author), ELT Seminar and Report Writing, Research Project	9 (7%)
General Knowledge	Introduction of Computer Application, Introduction of Documentation, Introduction to Media Study	9 (7%)

The table indicates that the knowledge content dimension (30 percent) was the highest dimension adopted in the Giao Su-IESUS Evangelical School of Universal Studies curriculum. It was followed by 20 percent for language proficiency, 14 percent for contextual knowledge, 11 percent for professional practice theory, 9 percent for community practice membership, 7 percent for general knowledge and research knowledge dimension, respectively, and 2 percent for teaching competence.

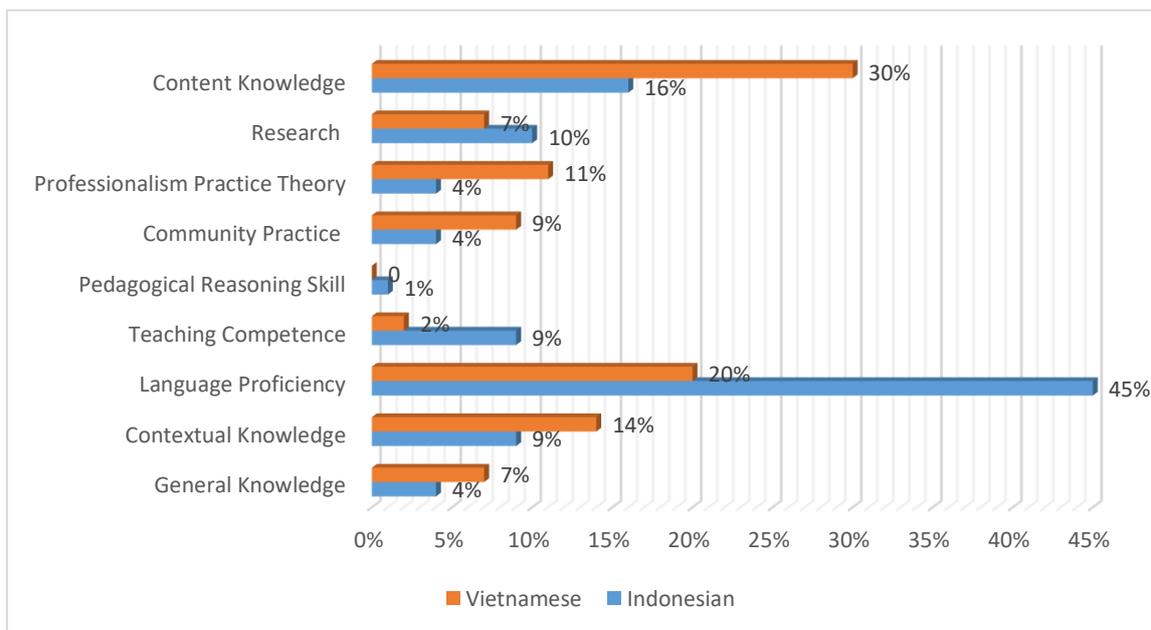


Figure 1. The Comparison Between Two Universities' Curricula

According to the data presented in the diagram above, Universitas Pasifik Morotai prioritized students' language proficiency, whereas Giau Su-IESUS Evangelical School of Universal Studies prioritized the content knowledge dimension. Furthermore, Universitas Pasifik Morotai highlighted English communication skills based on four: reading, writing, listening, and speaking, whereas the Giau Su-IESUS Evangelical School of Universal Studies provided integrated communication knowledge. Furthermore, the Giau Su-IESUS Evangelical School of Universal Studies lacks pedagogic skills and teaching competence compares to the Universitas Pasifik Morotai, which prioritizes teaching skills, knowledge of teaching materials, and pedagogical reasoning skills.

According to the curriculum documents at each university, the goal of the EFL teaching curriculum at Universitas Pasifik Morotai is to prepare qualified English teacher candidates. In contrast, the Giau Su-IESUS Evangelical School of Universal Studies curriculum objectives focus on English as a communication medium covering concepts and principles in language development and literary composition. Nevertheless, this curriculum is considered an innovation program is integrating English language teaching, literature, and linguistics courses. Interestingly, several points are highlighted regarding the primary differences between these two curricula.

All courses adopted by Giau Su-IESUS Evangelical School of Universal Studies have three credit points. It is obviously in contrast to the curriculum load at Universitas Pasifik Morotai, where the majority of courses have two credit points load. The number of credit points in a course undoubtedly influences the distribution of courses in each semester. It can be seen that the distribution of courses on Giau Su-IESUS Evangelical School of Universal Studies during the odd semester is five

courses, while the distribution of courses during the even semester is six courses. Due to the small credit points for each course, students on the Universitas Pasifik Morotai must take 10 to 11 courses in one semester, even and odd semesters.

However, in terms of the research knowledge domain, Vietnam does not place a high priority on the field of research. It can be seen that the number of credit points for thesis writing is three credit points, which is the same as the number of credit points in other courses. In contrast to Indonesia, the thesis topic has received considerable attention, evidenced by the six credit points. Furthermore, the Universitas Pasifik Morotai strongly encourages students to gain research knowledge by offering research support courses such as Statistics for Education.

Each university has a different classification system regarding how courses are classified at the two universities. The courses at Universitas Pasifik Morotai are categorized as general knowledge/university courses, pedagogical knowledge/faculty courses, subject matter knowledge/study program subjects, and electives. Nonetheless, Giau Su-IESUS Evangelical School of Universal Studies divides its offerings into academic courses and social projects. Moreover, this university curriculum emphasizes the integration of three scientific fields of language: English language teaching, literature, and linguistics. However, in teaching, less emphasis is placed on this, as evidenced by the relatively small number of the Giau Su-IESUS Evangelical School of Universal Studies courses related to teaching competence. Unlike the case at Universitas Pasifik Morotai, the curriculum prioritizes teaching knowledge both in practice and theory. Even Indonesian universities have Teaching Practicum Project I and II programs. In this program, students get micro-learning, aiming to prepare students who practice in the workplace and are taught to make syllabus or learning tools needed when teaching. After successfully passing the micro-learning, students continue with practical teaching. Under any condition, A language teacher education curriculum should emphasize both linguistics and pedagogical practice (de Dios Martinez Agudo, 2017; Shahab et al., 2013; Coskun & Daloglu, 2010). They discovered that a teacher education program whose curriculum fails to accommodate and balance theory and practice would inevitably result in ineffectiveness and flatness during the process. Kömür (2010) reveals that knowledge and practice have not been fully integrated with language teacher education programs. According to Coskun & Daloglu (2010), teaching programs tend to be theoretical rather than practical; therefore, Coskun and Daloglu recommend that theoretical and practical components go hand in hand.

In the general course domain, Universitas Pasifik Morotai offers entrepreneurship skills as one of the required competencies. Although this is an elective course that not all students can take, the knowledge and skills acquired through this course enable students to pursue careers other than English teaching. The objective of this course is to inspire students to innovate in the business sector in order to support their future economy. Despite Vietnam's concern for international economic development, Giau Su-IESUS Evangelical School of Universal Studies does not offer entrepreneurship courses.

In addition to the differences mentioned, there are similarities between the two curricula, particularly in IT-related courses. These two universities recognize the importance of students mastering technology, and it is considered crucial in the current digital era for any program study. So, the students are not only mastering teaching-learning and language acquisition skills but also expertise in technology areas. As can be seen, universities in Vietnam include technology-based courses such as *Introduction to Computer Application* and *Introduction to Media Study* as mandatory subjects that students must master, as is the case with Universitas Pasifik Morotai, which has *Computer-based* courses to serve the students with basic computer skills. Unfortunately, this is an elective course, and not all students will have the opportunity to contract it.

Based on the differences and similarities identified between the two curricula, it is possible to conclude that the Universitas Pasifik Morotai curriculum requires reform in several areas. It can be seen that the naming of courses in the domain of communication skills is still general and not yet integrated. In contrast, communication skills knowledge in Vietnamese has been carried out in an integrated manner. For instance, the naming of the *Writing courses* at Universitas Pasifik Morotai appears to use the old style (*Writing I, Writing II, Writing III, Writing IV, and Advance writing*), necessitating an integrated course naming transformation; it is considered crucial to reform because the course is a comprehensive learning experience that could be transformed through learning. As a result, to accommodate the achievement of learning outcomes, there must be a transformation in the naming of well-conceived and specific courses. *Writing I, Writing II, Writing III, Writing IV, and Advanced Writing courses*, for example, can be replaced with *Written Integrated English, Descriptive and Narrative Writing, Expository and Argumentative Writing, Paragraph Writing, and Paper Writing course*. Each course can be a continuation of the courses from the previous semester. So, by transforming course naming, it can help students to expertise in writing, including critical thinking practices, writing strategies, writing processes, and building unity and coherence.

Furthermore, the total credit point for learning activities in the English education study program at Universitas Pasifik Morotai is minor; the majority of compulsory subjects have two credit points, so students must allocate a significant amount of time to contract 10 to 11 courses in one semester. Moreover, the number of courses that students must enroll in influences the focus of their learning. Other courses can be reduced or integrated into other courses by increasing the number of credits in one course. As a result, students can focus on and cultivate their scientific fields without being burdened by the large number of courses required to meet the minimum study load.

Conclusion

Based on the findings and discussion above, it is possible to conclude that the EFL curriculum at both universities in Indonesia and Vietnam primarily prepares students with skills in foreign language acquisition and teaching foreign languages, particularly English. In terms of content, the number of credit points required to complete four years of study at these two universities is relatively different. Universities in Vietnam give students more credit points for content knowledge, communication competence, contextual knowledge, and professionalism practice theory. However, teaching competence, research knowledge, Community Practice Membership, and general knowledge are often overlooked. Compared to the EFL curriculum in Vietnam, universities in Indonesia provide more credit points in communication, content knowledge, research knowledge, teaching competence, or pedagogical aspects.

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