

# ĐÀO TẠO GIÁO VIÊN NGỮ VĂN TRONG BỐI CẢNH GIÁO DỤC PHÁT TRIỂN BỀN VỮNG TẠI VIỆT NAM

## PHILOLOGY TEACHER TRAINING IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT EDUCATION IN VIETNAM

TRẦN THỊ NGỌC, [ngoctt@mue.edu.vn](mailto:ngoctt@mue.edu.vn)

Faculty of Philology, University of Education, Thai Nguyen University, Vietnam.

THÔNG TIN	TÓM TẮT
<p>Ngày nhận: 23/10/2025            Ngày nhận lại: 08/12/2025            Duyệt đăng: 18/12/2025            Mã số: TCKH-S05T12-2025-B14            ISSN: 2354 - 0788</p> <p><b>Từ khóa:</b>            Đào tạo giáo viên, ngữ văn, giáo dục, phát triển bền vững, Việt Nam.</p> <p><b>Keywords:</b>            Teacher training, Vietnamese philology, education, sustainable development.</p>	<p>Để đạt được mục tiêu có một cuộc sống bền vững hơn đòi hỏi mỗi cá nhân phải có kiến thức, kỹ năng, giá trị và thái độ phù hợp để đối mặt với các vấn đề liên quan đến phát triển bền vững (UNESCO, 2017). Theo đó, vai trò của giáo viên nói chung và giáo viên Ngữ văn ở Việt Nam nói riêng là hết sức quan trọng trong việc giúp mỗi học sinh có được năng lực bền vững. Để làm được điều đó, đội ngũ giáo viên giảng dạy môn Ngữ văn tại Việt Nam cần được đào tạo, bồi dưỡng để đạt được mục tiêu vì sự phát triển bền vững trong dạy học Ngữ văn ở trường phổ thông và mục tiêu của giáo dục vì sự phát triển bền vững toàn cầu. Nghiên cứu này áp dụng thiết kế nghiên cứu định tính mang tính khám phá, tập trung vào việc phân tích các tài liệu học thuật nhằm hệ thống hóa, phân tích, tổng hợp và so sánh các nguồn tư liệu hiện có để đề xuất những đổi mới trong đào tạo giáo viên Ngữ văn, phù hợp với bối cảnh phát triển giáo dục bền vững tại Việt Nam, đó là: Đổi mới nội dung chương trình đào tạo sư phạm Ngữ văn theo hướng phát triển bền vững; đổi mới phương pháp và kỹ thuật dạy học; đổi mới phương pháp kiểm tra, đánh giá trong đào tạo giáo viên Ngữ văn trong bối cảnh giáo dục phát triển bền vững.</p> <p><b>ABSTRACT</b>            In order to achieve the goal of a more sustainable life, each individual must possess the knowledge, skills, values and attitudes which are necessary to address issues related to sustainable development (UNESCO, 2017). Accordingly, the role of teachers in general and teachers of Vietnamese Philology in particular, is extremely important in helping students develop sustainability competencies. To fulfill this mission, Philology teachers in Vietnam need to be trained and professionally developed to meet the objectives of sustainable development in teaching Philology at general education levels, as well as the broader goals of Education</p>

*for Sustainable Development (ESD) globally. This study employs a qualitative and exploratory research design, focusing on the analysis of academic data to systematize, analyze, synthesize and compare existing materials in order to propose innovations in Philology teacher education that align with the context of sustainable educational development in Vietnam. These innovations include renewing the curriculum content of Philology teacher education programs toward sustainability; innovating teaching methods and techniques and reforming assessment and evaluation approaches in Philology teacher training within the context of sustainable education.*

## 1. Introduction

Now, countries around the world have been actively implementing sustainable development goals, demonstrated through the promulgation of strategies, action plans and the integration of sustainable development goals into economic, cultural - social and environmental development policies. In particular, education is identified as playing an important role (Nguyen Phuong Thao, 2022) in equipping learners with the capacity to respond to environmental, economic and social challenges, and is the most effective way to achieve sustainable development goals (Bui Thi Thanh Nhan et al., 2024). To do that, the contents of education for sustainable development must be integrated into the university training program (Bui Thi Thanh Nhan et al., 2024). However, the issue of improving the quality of training and professional development of teachers is a major challenge in building a sustainable education system (Khong Thi Diem Hang & Nguyen Phuong Thao, 2022). Therefore, universities of education need to make changes in training programs to meet the goals of sustainable development in education.

Philology is a compulsory subject from grade 6 to grade 12, this is the subject that takes up the most teaching time. That shows that the role of Philology is very important in nurturing emotions, thoughts and forming and developing

qualities and abilities for students (Ministry of Education and Training, 2018). Therefore, the team of teachers teaching Philology in Vietnam needs to be trained and fostered to achieve the goal of sustainable development in teaching Philology in general schools to meet the requirements of the 2018 general education program and the goal of education for global sustainable development.

Studies on sustainable development education in Vietnam have shown that it is very necessary to have research on capacity development for teachers in our country today (Nguyen Phuong Thao et al., 2021). Therefore, based on the proposal of the group of authors Nguyen Phuong Thao et al. (2021), the author proposes solutions for training Philology teachers to aim at professional capacity for Philology teachers in the context of sustainable development education in Vietnam: Understanding/knowledge of the content of teaching Philology and sustainable development topics, Methods, ways to teach Philology effectively; Motivation and desire to actively create and implement opportunities for learning sustainable development education.

## 2. Research Methodology

### 2.1. Research Design

This study adopts a qualitative and exploratory research design, focusing on the analysis of academic literature to systematize,

analyze, synthesize and compare existing materials in order to propose innovations in Literature teacher education that align with the context of sustainable education development in Vietnam. The retrospective and document analysis approach establishes a theoretical foundation through a review of relevant theories and prior studies. By analyzing research reports, scholarly books, and peer-reviewed journal articles, both domestic and international, the study provides the latest theoretical and empirical evidence, thereby supporting the proposal of specific innovations in the training of Literature teachers in Vietnam.

## **2.2. Data Sources**

The data sources include research reports, scholarly books and peer-reviewed journal articles related to the following topics: Sustainable development; Education for Sustainable Development (ESD); Integration of sustainable development content into teacher education curricula; Theoretical framework of professional competencies for general education teachers within the context of sustainable education in Vietnam; Pedagogical methods and teaching approaches for developing learners' sustainability competencies; Assessment methods and techniques oriented toward sustainable development.

The publications considered span the period 2000 - 2025, including: Approximately 29 journal articles (Ceulemans, K., De Prins, M., Cappuyns, V., De Coninck, 2011; Figueiró & Raufflet, 2015; Lambrechts et al., 2013; Lozano & Young, 2013; Nguyen Phuong Thao et al., 2021; Nguyen Phuong Thao, 2022; Nguyen Phuong Thao, 2024; Tran Thi Hanh Phuong, 2024; Bui Thi Thanh Nhan et al., 2024; Do Huong Tra et al., 2025...).

Six books (David Carless, 2013; UNESCO MGIEP, 2017; Rieckmann, M., 2018; Ho Thi Nhat, 2019; Tran Duc Tuan, Nguyen Kim Hong et al., 2019; Nguyen Cong Khanh & Dao Thi

Oanh, 2025). Three research reports (UNESCO, 2005; UNESCO, 2017, UNESCO, 2025).

In addition, the study utilizes official publications from the Vietnamese Ministry of Education and Training (MOET), particularly the 2018 General Education Curriculum for Literature.

## **2.3. Document Analysis**

Screening and selection of materials were conducted based on their relevance to the theoretical framework and their contribution to innovating Literature teacher education within the context of sustainable development in Vietnam. Content analysis included the following aspects:

The concept and core content of sustainable development and education for sustainable development.

Key components of curriculum innovation in Literature teacher education for sustainability, including objectives and curriculum content.

Teaching methods and techniques in Literature teacher education aimed at fostering students' sustainability competencies.

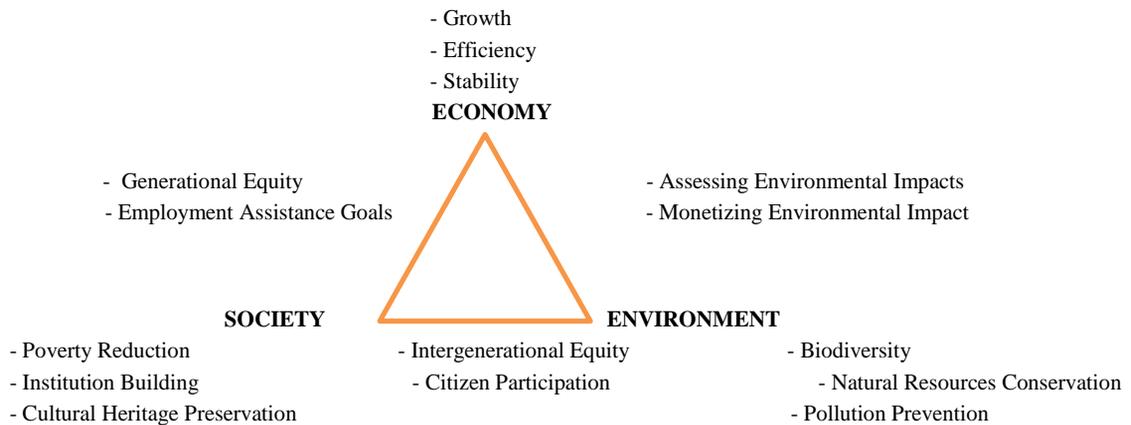
Assessment methods and techniques in Literature teacher education designed to evaluate and strengthen sustainability-oriented competencies.

Comparison and synthesis were conducted by integrating findings from academic literature, international case studies and domestic research to propose recommendations for innovating Literature teacher education in the context of sustainable development in Vietnam.

## **3. Results and Discussions**

### **3.1. Education for Sustainable Development**

Currently, there are many different views on sustainable development, but most of them ensure a close, reasonable and harmonious combination of three aspects of development: economic, social and environmental. The relationship between the three factors above can be specified in the following diagram:



**Figure 1.** Illustrates the interrelationship among the three pillars of sustainable development: economic, social and environmental factors

*(Source: Pham Xuan Hau et al., 2012)*

In the social field, education for sustainable development is an important factor contributing to global sustainable development. Up to now, in the world and in Vietnam, many researchers have had scientific works on sustainable development education. Within the framework of this article, the author mentions the following viewpoints:

UNESCO believes that education for sustainable development empowers learners to self-study knowledge, skills, values and attitudes, make wise decisions and take responsible actions for the integrity of the environment, economy and social justice (UNESCO, 2005). Nguyen Trong Hoan (2006) has summarized and presented a relatively widely accepted view by educators on education for sustainable development as follows: Education for sustainable development is the continuous refinement of knowledge and skills to train knowledgeable citizens who are committed to responsible individual and collective actions that will lead to an ecologically healthy, prosperous and economically equitable society for current and future generations (Nguyen Trong Hoan, 2006). Thus, it can be seen that sustainable development education prepares learners to become more responsible citizens not only for

themselves but also for future generations (de Haan, 2006).

Accordingly, the goal of education for sustainable development is to ensure that all people have equal access to education and lifelong learning that will prepare them for meaningful work, a high quality of life and an understanding of the concepts underlying sustainable development (Nguyen Trong Hoan, 2006). With the above goal, we can see that for sustainable development, education needs to form and develop lifelong learning capacity for learners to adapt to all changes in the environment, economy, society, etc.

According to UNESCO, education for sustainable development has a comprehensive approach and promotes transformation, including three aspects of learning content; learning environment and pedagogical methods; learning outcomes and social change (Nguyen Phuong Thao, 2022). Specifically as follows: Learning content: Integrate topical issues into the curriculum, such as climate change, biodiversity, disaster risk reduction, sustainable consumption and production.

Learning environment and pedagogy: Design teaching and learning activities with a positive, learner-centered perspective, promoting

discovery, action-oriented and transformative learning. Rethink learning environments, including real (physical), virtual and online learning environments, to inspire learners to act for sustainable development.

Learning outcomes: Promote learning and develop core competencies, such as critical and systematic thinking, collaborative decision-making and accountability. Current studies on Education for Sustainable Development have introduced various perspectives on its concepts, characteristics and recommendations for integrating ESD into the curricula and subjects at both the general and higher education levels. However, no publication has yet proposed specific and detailed innovations in Literature teacher education that align with the context of sustainable educational development in Vietnam - from curriculum reform to teaching methods, techniques and assessment.

### ***3.2. Proposing innovative content in philology teacher training in line with the context of sustainable development education in Vietnam***

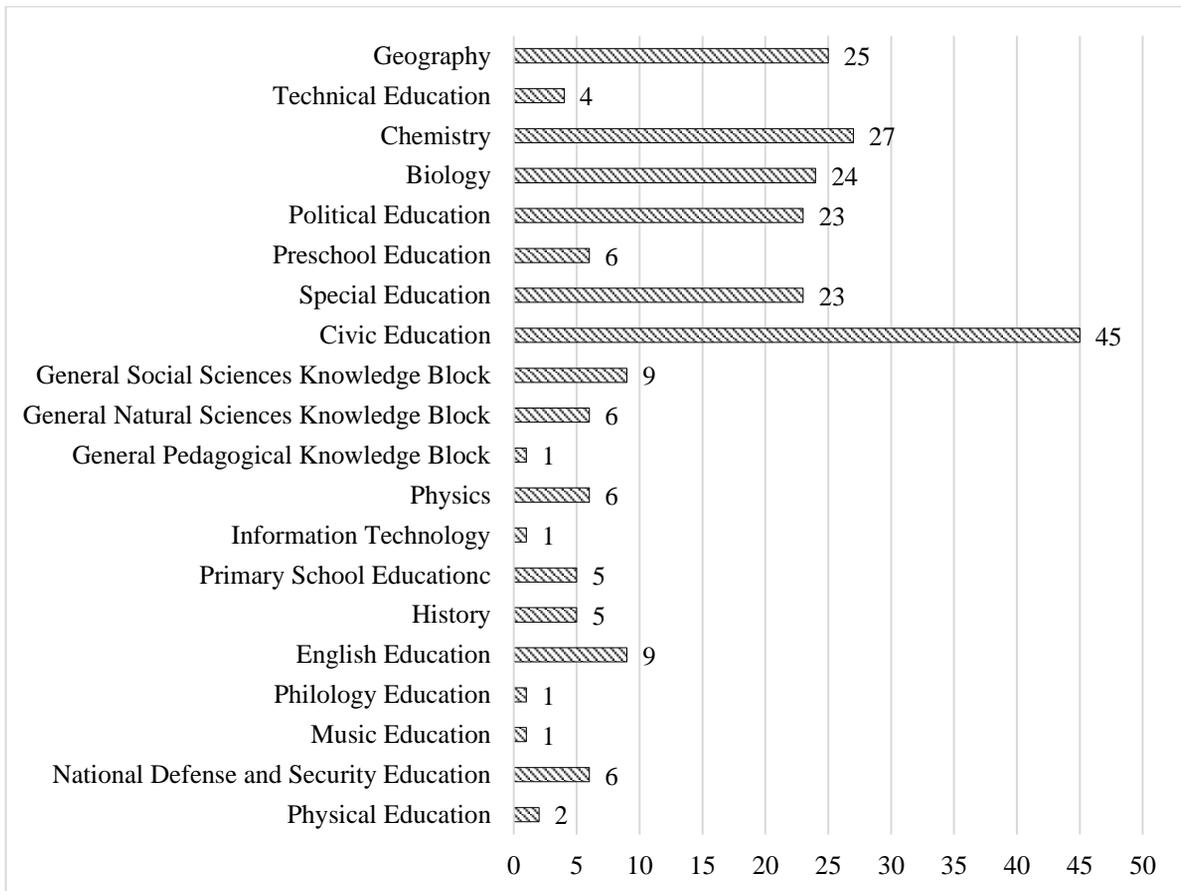
#### ***3.2.1. Innovating the content of philology teacher training programs towards sustainable development***

According to UNESCO, integrating topical issues into the training program is a way to change learning content towards sustainable development (UNESCO, n.d.). The integrative perspective is also mentioned by many world and Vietnamese researchers in their articles (Ceulemans, K., De Prins, M., Cappuyns, V., De Coninck, 2011; Figueiró & Raufflet, 2015; Lambrechts et al., 2013; Lozano & Young, 2013; Nguyen Phuong Thao et al., 2021; Nguyen Phuong Thao, 2022; Nguyen Phuong Thao, 2024; Tran Thi Hanh Phuong, 2024; Bui Thi Thanh Nhan et al., 2024; Do Huong Tra et al., 2025...)

However, according to the survey results, the ability to integrate sustainable development content in subjects in universities of education is not uniform (Tran Duc Tuan et al., 2019). The results of analyzing the training programs of Hanoi National

University of Education, VNU University of Education and Can Tho University of Pedagogy show that some majors tend to integrate a lot of sustainable development content, including Geography, Biology, Civic Education, Chemistry, Preschool Education, Special Education, Physics, Natural Sciences. In particular, the majors of Mathematics and Philology tend to have little or no integration of sustainable development content.

It is noteworthy that no subject outline or major has a sustainable development education module in the training programs of the above schools (Nguyen Phuong Thao, 2022). This is similar to the analysis results of the group of authors Nguyen et al. (2022) when analyzing 429 course syllabuses of some majors of Hanoi National University of Education (Nguyen Ngoc Anh et al., 2022). Analyzing the bachelor of education training program of the Faculty of Philology, University of Education, Thai Nguyen University in 2024, we also found similarities with the above comment. In the total of 65 courses of the training program including courses of general education knowledge, courses of professional education knowledge, courses of professional knowledge, courses replacing the graduation thesis, there is no course on sustainable development education. In some course syllabuses of the bachelor of education training program in Philology, some sustainable development contents on society and environment have been mentioned, but the integration rate is not high. Explaining the above situation, we agree with Thao's (2022) point of view because the characteristics of the Philology major are not related or very little related to the economic field, so there are no integrated economic topics in the training program. Meanwhile, the main content of the sustainable development process requires a balanced and harmonious choice in economic, social and environmental aspects, without giving priority to any aspect (Pham Xuan Hau et al., 2012).



**Figure 2:** Integration of sustainable development content by academic discipline in the training programs of the University of Education, Vietnam National University, Hanoi

(Source: Nguyen Phuong Thao, 2022)

Based on the theoretical framework of professional competence for general teachers in the context of sustainable development education in Vietnam proposed by the group of authors Nguyen Phuong Thao, Nguyen Ngoc Anh, Nguyen Dieu Cuc, Nguyen Thi Hoang Yen, Nguyen Van Hanh with 3 components of Professional knowledge, Pedagogical skills and Motivation and desire (Nguyen Phuong Thao et al., 2021), the author of the article proposes the competencies that Philology teachers in the context of sustainable development education need to have: Professional knowledge (Understanding/knowledge of the content of teaching Philology and sustainable development topics), Pedagogical skills (Effective methods and ways of teaching Philology); Motivation

and desire (Motivation and desire to actively create and implement sustainable development education learning opportunities). To do that, the Philology teacher training program needs to have changes in the direction of sustainable development. This change is reflected in both the perspective of program development and the individual (lecturer) perspective to integrate and implement education for sustainable development. This will help the sustainable development and education for sustainable development elements appear clearly in teacher training programs and promote the contribution of the field of teacher training towards sustainable development (Nguyen Ngoc Anh et al., 2022).

Currently, there are many pioneering countries in the movement to integrate

educational content for sustainable development into general education teacher training programs, such as Germany, Kenya, Jamaica... Based on international educational trends, from the reality of the Philology teacher training program at some universities in Vietnam, from the requirements for professional competence of Philology teachers in the context of sustainable development education in Vietnam and studies on integration in sustainable development education (Ceulemans, K., De Prins, M., Cappuyns, V., De Coninck, 2011; Lambrechts et al., 2013; Lozano & Young, 2013; Figueiró & Raufflet, 2015; UNESCO, 2017; Nguyen Phuong Thao et al., 2021; Nguyen Phuong Thao, 2022; Nguyen Phuong Thao, 2024; Tran Thi Hanh Phuong, 2024; Bui Thi Thanh Nhan et al., 2024; Do Huong Tra et al., 2025), we propose the following content for reforming the Philology teacher training program:

The objectives of the Philology teacher training program need to be updated to suit the current context of sustainable development in Vietnam. Education for sustainable development in Philology teacher training aims to promote the knowledge, skills, values and attitudes necessary for Philology students to overcome sustainable challenges and create great changes. That is a generation of Philology students with sustainable capacity to adapt to all changes in the context, preparing future Philology teachers with the capacity to educate students about the importance of sustainable development. Corresponding to the above objectives, teacher training institutions also need to reorient the output standards of training programs and redesign these programs towards integrating and implementing the principles of education for sustainable development to develop the capacity of general education teachers to be able to meet the requirements of education for sustainable development (Nguyen Ngoc Anh et al., 2022). UNESCO (2017)

proposes eight core competencies for sustainability: systems thinking, predictive, normative, strategic, collaborative, critical, self-aware and integrated problem-solving. Based on the above proposal of UNESCO (2017), teacher training institutions need to define the objectives and output standards of training programs that meet the requirements of developing sustainable competencies for students.

Teacher training programs need to integrate education for sustainable development to prepare today's teachers to carry out the mission of educating for sustainability in the future and is a practical, strategic measure with great impact on society (Dumitru, 2017). Therefore, we see that it is necessary to have a sustainable development education module in the Philology teacher training program. This view is also consistent with the study of Nguyen Phuong Thao (2022) when he said that training programs need to have a sustainable development education module to help future teachers have a more complete and comprehensive awareness of sustainable development education, aspects of sustainable development education in terms of content, learning outcomes and pedagogical approaches (Nguyen Phuong Thao, 2022). This module will provide theoretical knowledge about sustainable development and sustainable development education for Philology students. In which, learners will clearly understand the concept and goals of sustainable development, the basic principles of sustainable development; the goals of sustainable development education, the role of teachers in general and Philology teachers in particular in sustainable development, teaching methods when integrating sustainable development into Philology teaching, measures to develop sustainable capacity for teachers in general and Philology teachers in particular.

In addition, in the training program for teachers of Philology, sustainable development

content needs to be integrated in each specific subject. Philology is a subject in the field of social sciences, so the relevance to the factors of sustainable development (economic, social, environmental) is not high, but this subject is completely capable of integrating sustainable development content according to the recommendations of the UNESCO Mahatma Gandhi Institute for Education for Peace and Sustainable Development (UNESCO MGIEP, 2017). Although the current teacher training program in Romania does not clearly show the goal of developing educational capacity for sustainable development for students, all topics in the teacher training program of this country refer to educational capacity for sustainable development and are demonstrated by including educational capacity for sustainable development in: 1) Course on Psychology of adolescents, young people and adults; 2) Course on Design and Management of Teacher Training Programs; 3) Course on Subject Teaching Theory; 4) Pedagogical Practice. With this approach, the teacher training program has a clear and practical meaning, providing an answer to the question “How to train teachers better?” (Dumitru, 2017). Based on the Romanian teacher training program and studies on integrating sustainable development education (Nguyen Phuong Thao et al., 2021; Nguyen Phuong Thao, 2022; Nguyen Phuong Thao, 2024; Tran Thi Hanh Phuong, 2024; Bui Thi Thanh Nhan et al., 2024; Do Huong Tra et al., 2025...), we propose changes in the content of the modules of the Vietnamese Philology teacher training program as follows: modules of general education knowledge such as: Philosophy, Political Economy, Party History, Socialism, General Law, National Defense Education, English... are modules with content that can be integrated on sustainable development education. In some teacher training

universities in Vietnam, integrated content has been more or less included in the content of the modules, but this ratio is not uniform in all universities. Therefore, with the general education knowledge block, we propose the following sustainable development topics that can be integrated into the educational content: Human rights, cultural diversity, cooperation, social welfare, social inequality, sustainable cities and communities, sustainable marine economy, peace and conflict, social responsibility, ethics... With the modules in the professional education knowledge block related to Language (For example: Language foundations, Vietnamese phonetics - vocabulary, Vietnamese grammar, Pragmatics - Vietnamese learning style, Practical Vietnamese, Languages of Vietnamese ethnic minority cultures...), Literary theory (For example: Literary process, Literary works and genres, Poetics...), Vietnamese Philology (For example: Vietnamese cultural foundations, Folk Philology, Medieval Philology, Modern Philology, Contemporary Philology, Local Philology...), World Philology (For example: Asian Philology, Chinese Philology, Russian Philology, Western Philology, etc.), lecturers will choose appropriate content in each teaching module to integrate with sustainable development topics related to economic, social and environmental factors to ensure that lecturers and pedagogical students have adequate knowledge of sustainable development education and sustainable development, to understand that social sciences or economics also play an extremely important role in implementing sustainable development education in high schools (Nguyen Phuong Thao, 2022). Sustainable development topics that Philology lecturers can choose to integrate are: environment, nature protection, social volunteering, sustainable living, social responsibility, ethics, cultural diversity, peace

and conflict, population education, etc. In addition, in the content of Vietnamese Philology modules, lecturers can guide students to focus on researching authors and writers who have made contributions and influenced sustainable development. Students can study the works of writers, learn about how authors have expressed their opinions and views on sustainable development through writing (Tran Thi Hanh Phuong, 2024). With subjects belonging to the professional knowledge block such as: Educational Psychology, Pedagogy, Pedagogical Communication... lecturers can choose the following sustainable development topics to integrate into the teaching content: health, social responsibility, ethics, educational quality, cooperation, population education... Especially with specialized subjects, such as Theory of teaching Philology, Teaching Philology according to capacity development orientation, Pedagogical practice... lecturers can integrate reading, writing, speaking-listening content about sustainable development topics in Philology textbooks at all levels such as: topics on environment, climate change, environmental pollution, desertification, natural disasters, deforestation, clean water, natural resource conservation, energy, cultural diversity, gender equality, peace and conflict, ethics, green production; industry, innovation and infrastructure.

### *3.2.2. Innovation in teaching methods and techniques towards sustainable development*

Education for sustainable development requires a comprehensive and transformative approach, including three aspects: learning content, pedagogical methods and learning outcomes (Nguyen Phuong Thao, 2024). Therefore, to effectively implement the Philology teacher training program towards sustainable development, lecturers at higher education institutions in Vietnam need to innovate teaching methods and techniques, it is

important to create a fundamental change in pedagogical methods and teaching methods to foster sustainable capacity for learners (Posch & Steiner, 2006; Fortuin & Bush, 2010; Lorenzo et al., 2010; Sprain & Timpson, 2012; Orlovic Lovren, 2019). Education for sustainable development requires a comprehensive pedagogy that focuses on learner-centered learning (Rieckmann, 2018), action-oriented, and transformative learning (UNESCO, 2017; Rieckmann, 2018). Accordingly, students in general and Philology students in particular will be empowered to manage and monitor their learning process and construct their own knowledge. Along with that, transformation has been mentioned in many studies on sustainable education. Studies agree that transformative learning will encourage learners to think critically about existing beliefs, values, cultures, and practices, thereby changing their perspectives and actions based on their perspectives (Mezirow, 2000; Sahakian & Seyfang, 2018).

In addition, the use of sustainable development teaching methods and techniques by lecturers will provide Philology students - future teachers - with a system of theoretical and practical knowledge about teaching methods and techniques so that they can apply them to designing lesson plans and organizing Philology teaching towards sustainable capacity development for students in high schools. This is important to help Philology students acquire pedagogical skills (methods and ways to effectively teach Philology); motivation and the desire to actively create and implement sustainable development education learning opportunities to meet the requirements of professional capacity of Philology teachers in the context of sustainable development education in Vietnam.

UNESCO (2017) proposed eight core competencies for sustainability: systems thinking, predictive, normative, strategic, collaborative,

critical, self-aware and integrated problem-solving. Therefore, sustainable development teaching methods and techniques are understood as teaching methods and techniques that aim to form and develop the above eight core competencies in learners. Researchers around the world and in Vietnam have pointed out that the methods and techniques are: Question and Answer, Group Discussion, Group Work, Problem Solving, Project-Based Learning, Practice and Feedback, Workshops, Using Visual Aids, Case Studies, Concept Maps, 1-Minute Papers, Brainstorming, Mind Maps, Role-Playing, Jigsaw Puzzles, Games, Learning Cafes, Discovery Learning, Micro-teaching, Inquiry-Based Learning, KWL, WebQuest, Gallery Walk, Experiential Learning, Exhibition Walks, Learning Corners, Drama, Debate, Ecological Justice and Community, Interdisciplinary Group Learning, Community Service Learning, Community Education, Environmental Education in Context, Life Cycle Analysis and Traditional Ecological Knowledge... (Ceulemans & De Prins, 2010; Lozano et al., 2019; Nguyen Ngoc Anh et al., 2022; Wang et al., 2022; Nguyen Phuong Thao, 2024). In particular, according to Lozano et al. (2019), ecological and community justice, interdisciplinary group learning and community service learning are typical teaching methods that have the highest potential to promote sustainability. In addition, highly interactive methods, such as group work, Project-based learning, Problem solving and Games also contribute to strongly promoting the eight sustainable competencies (Nguyen Phuong Thao, 2024). Thus, it can be seen that each of the above-mentioned teaching methods and techniques has its own advantages in developing the eight competencies proposed by UNESCO (2017).

Currently, at teacher training institutions in Vietnam, lecturers are aware of using teaching

methods and techniques to develop sustainable competencies for students, but the rate is not uniform among universities and lecturers, and many teaching methods to develop sustainable competencies have not been focused on. The survey results of Nguyen Phuong Thao (2024) at Hanoi National University of Education, one of the key higher education institutions in Vietnam, show that many teaching methods are not known to be widely used in promoting sustainable competencies, specifically Question and answer, Practice and feedback, Workshops, Using visual aids, 1-Minute writing, Micro-teaching, Inquiry-based Learning, Discovery learning, Learning cafe, KWL, WebQuest, Learning corner, Drama. It is noteworthy that typical teaching methods that have the highest potential to promote sustainability, such as ecological justice and community, Interdisciplinary team learning, Community service learning (Lozano et al., 2019) were not included in the curriculum of Hanoi National University of Education. In addition, there are some pedagogical methods that may be relevant to teaching sustainability; however, they are not widely recognized in higher education, especially in addressing sustainability competencies such as Discovery learning and Inquiry learning, Question and answer (Nguyen Phuong Thao, 2024).

From the above studies, we see that in order to innovate teaching methods and techniques towards sustainable development, language teachers need to explore methods that can promote sustainability in education and apply them appropriately and effectively in the teaching process. To do that, lecturers need to clearly understand the methods and techniques of teaching towards sustainable development that have been proposed in the studies of world and Vietnamese scientists from concepts, requirements, processes to application capabilities. Then, based on the teaching content

of each subject, lecturers will choose appropriate methods and techniques of teaching towards sustainable development. With the modules in the Philology teacher training program, the methods and techniques: Question and answer, Group discussion, Group work, Problem solving, Project-based Learning, practice and feedback, Workshops, Using visual aids, Case studies, Concept maps, 1-Minute papers, Brainstorming, Mind maps, Role-playing, Jigsaw puzzles, Games, Learning cafes, Discovery learning, Micro-teaching, Inquiry-Based Learning, KWL, WebQuest, Gallery walk, Experiential learning, Exhibition walks, Learning corners, Drama, Debate, Ecological justice and community, Interdisciplinary group learning, Community service learning, Community education, Contextualized environmental education... can be used in teaching as an alternative to traditional methods to convey sustainability, allowing Philology students to develop different learning processes and develop sustainable competencies.

### *3.2.3. Innovation in Assessment Methods and Techniques towards Sustainable Development*

According to Ho Thi Nhat (2019), there are three approaches in assessment, namely assessment of learning outcomes, assessment for learning progress, assessment as learning activities. Accordingly, assessment for learning progress will encourage the implementation of the purpose and function of promoting learning activities rather than focusing only on summarizing and confirming learning outcomes. This approach aims to form autonomous and lifelong learning capacity for learners (Ho Thi Nhat, 2019). This approach is completely consistent with the view that sustainable development education is not only limited to school education but also a continuous lifelong learning process (Major et al., 2017), contributing to the development of sustainable capacities for learners, responding well to the requirements of society in the future.

When teachers conduct assessment in the direction of learning progress, they encourage students to change their approach to learning activities from passive to more active, forming the need and skills to self-assess learning, developing cognitive and metacognitive abilities (Ho Thi Nhat, 2019). This contributes to helping Philology students achieve the professional competencies that Philology teachers in the context of sustainable development education in Vietnam need to have, which are motivation and desire to actively create and implement sustainable development education learning opportunities.

In order to apply assessment for learning progress in teaching, lecturers training teachers of Philology need to identify students' learning activities as the center of the teaching process. At the same time, lecturers need to understand the philosophical principles and basic purposes of the assessment approach for learning progress. In higher education, the development of learners' positivity and autonomy is the basic goal, so the active participation of learners in peer assessment and self-assessment practices is agreed upon by many researchers (Boud & Molloy, 2013; David Carless, 2013; Torrance, 2012). Therefore, in addition to assessment methods and techniques from the lecturers, teachers also need to pay attention to peer assessment methods and techniques and self-assessment methods and techniques. Accordingly, each lecturer in general and Philology lecturers in particular need to understand the concepts, roles, requirements, and processes of developing and using assessment tools. Within the framework of this article, the author proposes the following specific methods and techniques that can be applied in the process of evaluating the training of Philology teachers. Based on the content of each teaching module, Philology lecturers choose appropriate methods and techniques. With assessment from the lecturer, rubric

(criteria table), question-and-answer method, brainstorming technique, and feedback from lecturers are assessment methods and techniques for students' learning progress that bring positive results. With peer assessment, Philology lecturers can choose techniques that have group confirmation (students will cooperate together to create a common product of the group) and confrontation with other groups (each group comments and evaluates the products of other groups). Techniques with this characteristic help to affirm and strengthen the collective spirit of the group, while still maintaining face when commenting on the common product of the whole group (Ho Thi Nhat, 2019). With self-assessment, Philology teachers can guide students to choose the following methods and techniques: traffic light technique (can be combined with gallery technique), checklist, learning portfolio. Philology students will compare the standards and assessment criteria with their products, self-examine their own level of achievement compared to the expected standards, thereby adjusting their own learning activities. Self-assessment is considered an important part of self-regulated learning, the core goal of assessment for learning progress (Ho Thi Nhat, 2019).

#### 4. Conclusion

Teacher training institutions in Vietnam need to innovate and update their Philology teacher training programs to suit the current context of sustainable development education. The change needs to start from the objectives of the training program, followed by rebuilding the output standards of the training programs to suit the new objectives, then redesigning the Philology teacher training program in an integrated direction. In the Philology teacher training program, it is necessary to have a sustainable development education module, and at the same time, Philology teacher training

lecturers will choose appropriate sustainable development topics to integrate into the teaching content of specific modules.

Lecturers at teacher training institutions play an important role in selecting teaching methods and techniques towards sustainable development. Therefore, to help students of Philology gain understanding/knowledge about the content of Philology and sustainable development topics, lecturers training students of Philology need to select teaching methods and techniques that promote students' initiative and creativity. The pedagogical method encouraged in education for sustainable development is a learner-centered, action-oriented and transformational method (Nguyen Phuong Thao, 2022). Accordingly, based on the content of each subject, Philology lecturers will select appropriate teaching methods and techniques towards sustainable development. Suggested teaching methods and techniques to develop sustainable competencies for Philology students include: Question and Answer, Group Discussion, Group Work, Problem Solving, Project-Based Learning, Practice and Feedback, Workshops, Using Visual Aids, Case Studies, Concept Maps, 1-Minute Papers, Brainstorming, Mind Maps, Role-Playing, Jigsaw Puzzles, Games, Learning Cafes, Discovery Learning, Micro-teaching, Inquiry-Based Learning, KWL, WebQuest, Gallery Walk, Experiential Learning, Exhibition Walks, Learning Corners, Drama, Debate, Ecological Justice and Community, Interdisciplinary Group Learning, Community Service Learning, Community Education, Environmental Education in Context, etc.

Assessment is a very important and inseparable part of the teaching and learning process. Assessment aims to provide information to evaluate the quality and effectiveness of the teaching and learning process (Nguyen Cong Khanh & Dao Thi Oanh,

2025). In order to assess the sustainable capacity of Philology students, lecturers need to use assessment methods and techniques for learning progress. Through providing and receiving feedback from Philology lecturers, peer assessment and self-assessment, Philology students recognize their strengths and limitations in their learning activities and continuously improve to achieve learning goals.

To achieve effective innovations in developing a Literature teacher education curriculum toward sustainability, administrators, experts, and lecturers need to study and learn from teacher education programs in general - both in Vietnam and around the world - in the context of sustainable development. From there, they can appropriately apply these insights to the

teaching of Literature, taking into account both general conditions and the specific circumstances of different regions across the country. At the same time, lecturers in Literature teacher education should engage with materials on teaching methods, techniques and assessment aligned with sustainable development in order to build a solid theoretical foundation. This will enable them to apply such approaches reasonably, flexibly, effectively, and creatively in their own teaching practice. The suggestions provided in this article serve as an orientation for administrators and lecturers to continue exploring and applying them appropriately in curriculum development and instruction.

*The content of the article has not been published in any document.*

## TÀI LIỆU THAM KHẢO

Boud, D., & Molloy, E. (2013). *Rethinking models of feedback for learning: The challenge of design*. *Assessment and Evaluation in Higher Education*, 38(6), 698–712. <https://doi.org/10.1080/02602938.2012.691462>

Ceulemans, K., De Prins, M., Cappuyns, V., De Coninck, W. (2011). Integration of sustainable development in higher education's curricula of applied economics: Large-scale assessments, integration strategies and barriers. *Journal of Management & Organization*, 17(5), 621–640. <https://doi.org/https://doi.org/10.5172/jmo.2011.17.5.621>

Ceulemans, K., & De Prins, M. (2010). Teacher's manual and method for SD integration in curricula. *Journal of Cleaner Production*, 18(7), 645-651. <https://doi.org/10.1016/j.jclepro.2009.09.014>

David Carless. (2013). *Sustainable feedback and the development of student self-evaluative capacities*. In *Reconceptualising feedback in higher education: developing dialogue with students*. London: Routledge.

De Haan, G. (2006). *The BLK '21' programme in Germany: A 'Gestaltungskompetenz'-based model for Education for Sustainable Development*. *Environmental Education Research*, 12(1), 19–32. <https://doi.org/10.1080/13504620500526362>

Diem.T.K, H., & Nguyen.T.P. (2022). Sustainable Teacher Education and Professional Development. *Vietnam Journal of Education*, 6(Special Issue), 1-5. <https://doi.org/10.52296/vje.2022.184>

Dumitru, D. E. (2017). Reorienting higher education pedagogical and professional development curricula toward sustainability – a Romanian perspective. *International Journal of Sustainability in Higher Education*, 18(6), 894-907. <https://doi.org/10.1108/IJSHE-03-2016-0046>

Figueiró, P. S., & Raufflet, E. (2015). Sustainability in higher education: A systematic review with focus on management education. *Journal of Cleaner Production*, 106, 1-12, <https://doi.org/10.1016/j.jclepro.2015.04.118>

- Fortuin, I. K. P. J., & Bush, S. R. (2010). Educating students to cross boundaries between disciplines and cultures and between theory and practice. *International Journal of Sustainability in Higher Education*, 11(1), 19–35. <https://doi.org/10.1108/14676371011010020>
- Hau, P. X., & Thuy, P.T.T. (2012). Education “For Sustainable Development” - Important Content in Vietnamese Educational Philosophy in the Integration Period. *Journal of Science, Ho Chi Minh City University of Education*, 39, 43-49.
- Hoan, N. T. (2006). *Education for sustainable development: Some basic issues*. Educational Science, April, 59-63.
- Khanh, N. C., & Oanh, D. T. (2025). *Assessment in Education*. Hanoi National University of Education.
- Lambrechts, W., Mulà, I., Ceulemans, K., Molderez, I., & Gaeremynck, V. (2013). The integration of competences for sustainable development in higher education: An analysis of bachelor programs in management. *Journal of Cleaner Production*, 48, 65-73. <https://doi.org/10.1016/j.jclepro.2011.12.034>
- Lorenzo, F., Casal, S., & Moore, P. (2009). *The effects of content and language integrated learning in european education: Key findings from the andalusian bilingual sections evaluation project*. *Applied Linguistics*, 31(3), 418-442. <https://doi.org/10.1093/applin/amp041>
- Lozano, R., Barreiro-Gen, M., Lozano, F. J., & Sarmalisto, K. (2019). *Teaching sustainability in European higher education institutions: Assessing the connections between competences and pedagogical approaches*. *Sustainability (Switzerland)*, 11(6), 1-17. <https://doi.org/10.3390/su11061602>
- Lozano, R., & Young, W. (2013). Assessing sustainability in university curricula: Exploring the influence of student numbers and course credits. *Journal of Cleaner Production*, 49, 134–141. <https://doi.org/10.1016/j.jclepro.2012.07.032>
- Major, L., Namestovski, Ž., Horák, R., Bagány, Á., & Krekić, V. P. (2017). Teach it to sustain it! Environmental attitudes of Hungarian teacher training students in Serbia. *Journal of Cleaner Production*, 154, 255–268. <https://doi.org/10.1016/j.jclepro.2017.03.163>
- Ministry of Education and Training. (2018). *General education program - Comprehensive program*. Circular No. 32/2018/TT-BGDĐT.
- Nguyen, A. N., Nguyen, T. P., Kieu, K. T., Nguyen, Y. T. H., Dang, D. T., Singer, J., Schrufer, G., Tran, T. B., & Lambrechts, W. (2022). Assessing teacher training programs for the prevalence of sustainability in learning outcomes, learning content and didactic approaches. *Journal of Cleaner Production*, 365(June), 132786, <https://doi.org/10.1016/j.jclepro.2022.132786>
- Nguyen Phuong, T., Nguyen Ngoc, A., Nguyen Dieu, C., Nguyen Thi Hoang, Y., & Nguyen Van, H. (2021). Theoretical framework for developing teachers’ professional competence in the context of education for sustainable development in Vietnam. *Journal of Science Educational Science*, 66(3), 11-23. <https://doi.org/10.18173/2354-1075.2021-0038>
- Nguyen, T. P. (2024). Connecting Didactic Approaches and Sustainability Competencies: Evidence from a Teacher Education Institution in Vietnam. *Vietnam Journal of Education*, 8(1), 29–37. <https://doi.org/10.52296/vje.2024.279>
- Nhat, H. T. (2019). *Assessment for learning progress in higher education*. Hanoi National University of Education.
- Orlovic Lovren, V. (2019). *Didactic Re-orientation and Sustainable Development*. *Encyclopedia of Sustainability in Higher Education*, 1–9. [https://doi.org/10.1007/978-3-319-63951-2\\_209-2](https://doi.org/10.1007/978-3-319-63951-2_209-2)

Phuong, T. T. H. (2024). Sustainable development solutions in training students of Philology at Hanoi National University of Education 2. *Journal of Science*, 3(1), 196-203.

Posch, A., & Steiner, G. (2006). Integrating research and teaching on innovation for sustainable development. *International Journal of Sustainability in Higher Education*, 7(3), 276–292. <https://doi.org/10.1108/14676370610677847>

Rieckmann, M. (2018). *Learning to transform the world: key competencies in Education for Sustainable Development*. In Issues and trends in Education for Sustainable Development. <https://doi.org/https://doi.org/10.54675/YELO2332>.

Sahakian, M., & Seyfang, G. (2018). A sustainable consumption teaching review: From building competencies to transformative learning. *Journal of Cleaner Production*, 198, 231–241. <https://doi.org/10.1016/j.jclepro.2018.06.238>

Sprain, L., & Timpson, W. M. (2012). *Pedagogy for sustainability science: Case-based approaches for interdisciplinary instruction*. *Environmental Communication*, 6(4), 532–550. <https://doi.org/10.1080/17524032.2012.714394>

Thao, N. P. (2022). Integrating Sustainable Development Contents in Teacher Education Programs: A Study at Three Teacher Training Institutions in Vietnam. *VJE Journal of Education*, 22(21), 1-8.

Thao, N. P., Anh, N. N., Cuc, N. D., Yen, N. T. H., & Hanh, N. V. (2021). Building a theoretical framework on teacher professional competence in the context of sustainable development education in Vietnam. *Journal of Science, Hanoi National University of Education*, 66(3), 11–23. <https://doi.org/DOI: 10.18173/2354-1075.2021-0038>

Thi Thanh Nhan, B., Van Dung, H. (2024). Integrating education for sustainable development in teacher training and teaching in secondary schools: A review. *Vietnam Journal of Educational Sciences*, 20(S1), 9–17. <https://doi.org/10.15625/2615-8957/12420102>

Torrance, H. (2012). *Formative assessment at the crossroads: Conformative, deformative and transformative assessment*. *Oxford Review of Education*, 38(3), 323-342. <https://doi.org/10.1080/03054985.2012.689693>

Tra, D. H., Linh, N. Q., & Huyen, H. T. (2025). Integrating Sustainable Development Education According to the Stse Model in Educational Activities in General Schools. *TNU Journal of Science and Technology*, 230(04), 425–432. <https://doi.org/10.34238/tnu-jst.12455>

Tuan, T. D., Hong, N. K., Bao, T. L., Bien, N. V., Khanh, N. T., Anh, L. T., Ngoc, V. T. H., Binh, P. T., Thanh, N. V. T., Lanh, L. T., Phuog, L. T. H., Thang, H. V., & Van, N. T. T. (2019). *Curriculum for education for sustainable development*, Ho Chi Minh City University of Education.

UNESCO. (n.d.). *Education transforms lives*. 2025. <http://en.unesco.org/themes/education-sustainable-development/what-is-esd>

UNESCO. (2005). International Implementation Scheme. *United Nations Decade of Education for Sustainable Development (2005-2014)*, 1-31. <http://unesdoc.unesco.org/images/0014/001486/148654E.pdf>

UNESCO. (2017). Education UNESCO. (2017). *Education for Sustainable Development Goals: learning objectives*. In Education for Sustainable Development Goals: learning objectives. <https://doi.org/10.54675/cgba9153>

UNESCO MGIEP. (2017). *Textbooks for Sustainable Development: A Guide to Content Integration*. UNESCO MGIEP.

Wang, Y., Sommier, M., & Vasques, A. (2022). Sustainability education at higher education institutions: pedagogies and students' competences. *International Journal of Sustainability in Higher Education*, 23(8), 174-193. <https://doi.org/10.1108/IJSHE-11-2021-0465>.