

TEACHERS' PERCEPTIONS OF FACTORS INFLUENCING EFFECTIVE ENGLISH CURRICULUM IMPLEMENTATION IN HIGH SCHOOLS

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1 BACKGROUND & RESEARCH GAP

- Vietnam's 2018 General Education English Curriculum (GEEC) shifts English teaching from grammar-translation to communicative, competency-based learning.
- Implementation in the Mekong Delta remains challenging because of large class sizes, uneven student proficiency, infrastructure gaps, and exam pressure.
- This study explores teachers' perceptions of facilitating factors, hindering factors, and practical solutions through the CIPP Evaluation Model.

2 RESEARCH QUESTIONS

- 1 What factors facilitate the effective implementation of the GEEC?
- 2 What factors hinder the effective implementation of the GEEC?
- 3 What solutions do teachers suggest to improve implementation in local contexts?

TAKE-HOME MESSAGE

Teachers support the communicative orientation of the GEEC, but effective implementation requires stronger alignment among curriculum goals, assessment practices, student readiness, class size, teacher development, and local school conditions.

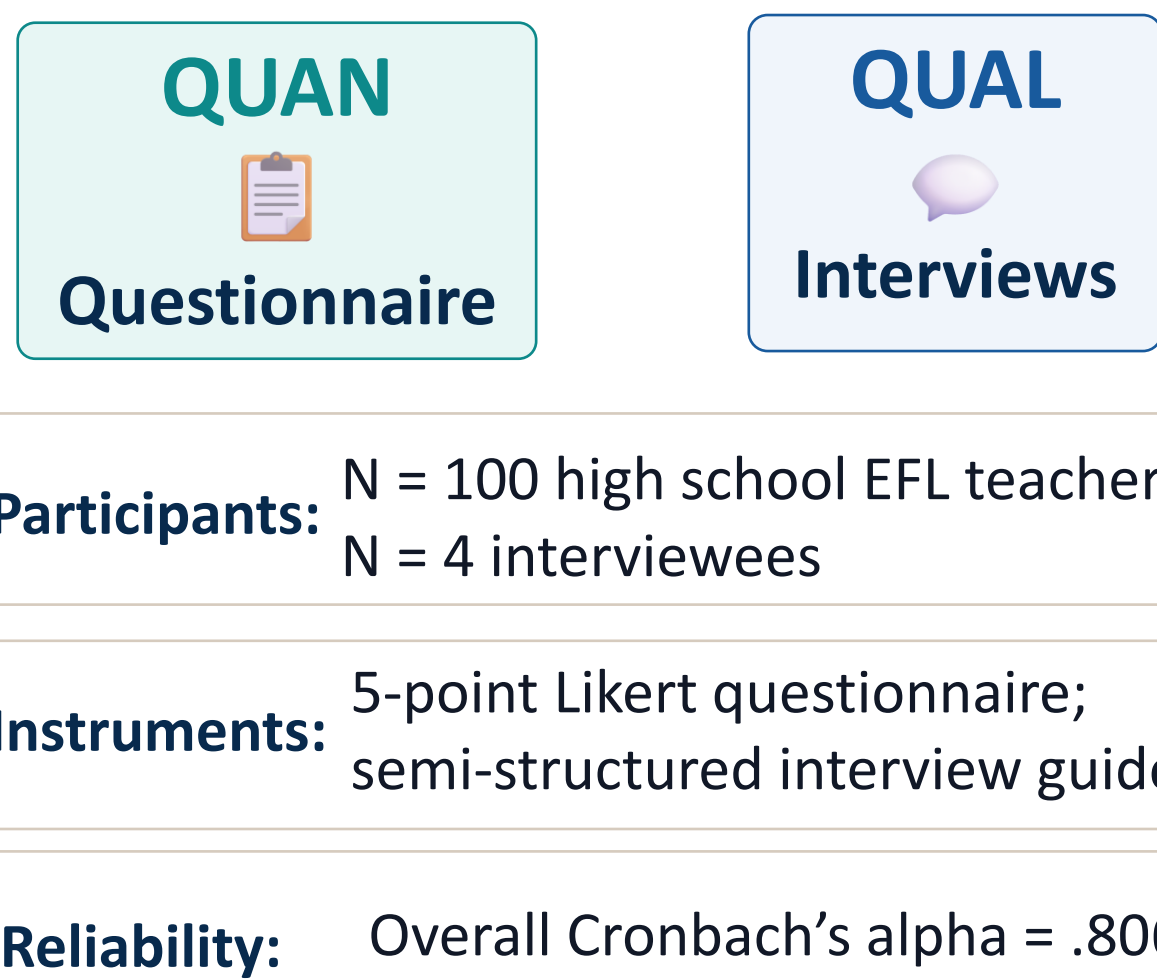
3 THEORETICAL FRAMEWORK

CIPP EVALUATION MODEL



4 METHODOLOGY

EXPLANATORY SEQUENTIAL MIXED-METHODS



5 KEY FINDINGS

Facilitating Factors	Hindering Factors	Suggested Solutions
M = 3.86	M = 4.12	M = 4.20

Scale: 1 = Strongly disagree; 5 = Strongly agree

8 SOLUTIONS

- 1 Update materials to match students' abilities 4.54
- 2 Reduce class sizes 4.54
- 3 Encourage more teacher collaboration 4.42
- 4 Provide more practical professional development 4.40
- 5 Improve facilities and teaching equipment 4.40
- 6 Align assessment with GEEC objectives 4.38
- 7 Increase teacher flexibility for local adaptation 4.32

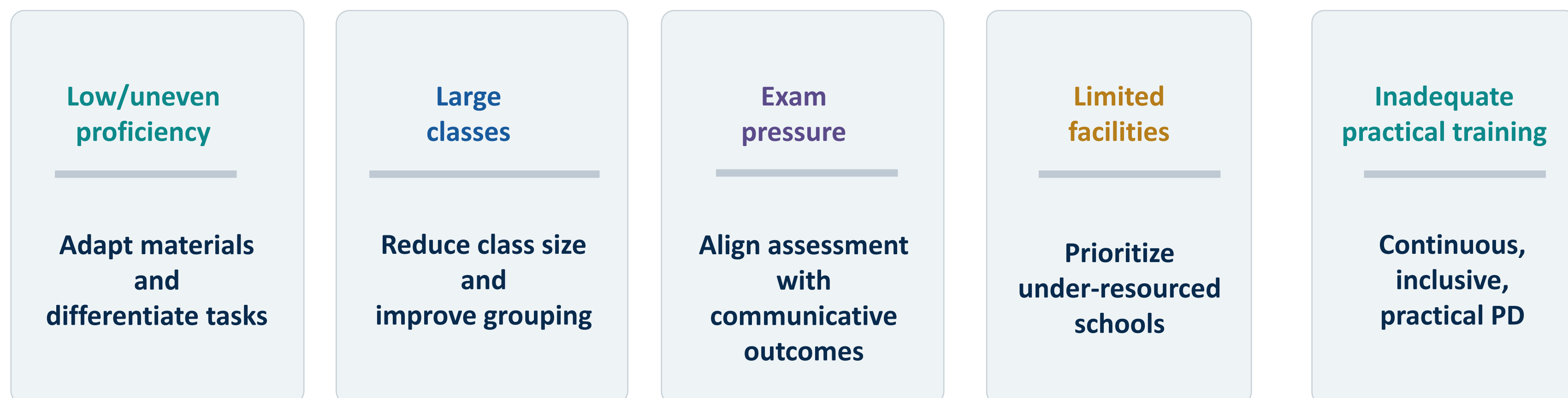
6 FACILITATORS vs. BARRIERS

TOP FACILITATING FACTORS		TOP HINDERING FACTORS	
Clear curriculum objectives	4.46	Students' low/uneven proficiency	4.52
Teacher collaboration & sharing	4.12	Large class sizes	4.48
School leadership support	4.10	Examination pressure	4.34
Professional development	4.08	Limited teaching time	4.22
School facilities	4.02	Insufficient teaching resources	3.62

7 KEY INSIGHTS

- Assessment mismatch**
GEEC promotes four language skills, but high-stakes exams still privilege grammar and reading.
- Classroom dynamics**
Overcrowded classrooms restrict meaningful speaking practice and individual feedback.
- Local conditions**
Rural and border-area contexts offer fewer opportunities for English exposure and technology use.

9 FROM BARRIERS TO ACTION



11 SELECTED REFERENCES

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CONTACT & FURTHER INFORMATION

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For Policymakers

- Align assessment with GEEC communicative goals
- Support context-sensitive implementation

For Schools

- Invest in facilities and manageable class sizes
- Strengthen leadership support and professional communities

For Teachers & PD Providers

- Use differentiated materials and tasks
- Promote continuous, hands-on classroom-based development