



**MANAGEMENT OF TEACHING ENGLISH ACTIVITIES
OF GRADE 10 OF HIGH SCHOOLS IN NINH KIEU DISTRICT,
CAN THO CITY, VIETNAMⁱ**

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Abstract:

Managing English teaching activities for Grade 10 in high schools is one of the most important tasks and activities because it plays a decisive role in the success of teaching and the improvement of teaching quality for Grade 10 in high schools. This activity shows not only the results and quality of the students' study but also the education management of managers and teaching activities of teachers in Ninh Kieu District, Can Tho City, Vietnam. The study was conducted at 4 high schools in Ninh Kieu District, Can Tho City, namely Phan Ngoc Hien High School, Chau Van Liem High School, An Khanh High School, and Nguyen Viet Hong High School. Participants in the survey by questionnaires were school managers (n = 4), English teachers (n = 17) and 10th Graders (n = 456). And the findings showed that to achieve the desired effect in the management of teaching activities of 10th Grade English at a high school in Ninh Kieu District, Can Tho City, the administrator or the school leader needs to have appropriate management measures and implement those measures in a synchronous and unified manner. Besides, through the use of measures, school leaders can recognize the positive aspects as well as the limitations of the situation. From there, management staff can continue to promote strengths and overcome existing weaknesses and limitations, and make adjustments in a timely manner. Some measures can be mentioned as follows: organizing activities to raise awareness about the importance of teaching 10th Grade English; organizing professional and professional training activities for 10th Grade English teachers; strengthening the management of the content and curriculum development of 10th

ⁱ QUẢN LÝ HOẠT ĐỘNG DẠY HỌC MÔN TIẾNG ANH LỚP 10 Ở CÁC TRƯỜNG TRUNG HỌC PHỔ THÔNG QUẬN NINH KIỀU, THÀNH PHỐ CẦN THƠ, VIỆT NAM

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Grade English subjects; directing the renewal of teaching methods and forms of organization of teaching activities in Grade 10 English; directing the renewal of forms and methods of studying English for 10th Grade students; directing the renewal of the form of examination and assessment of students' learning results in English 10; strengthening facilities and equipment to serve the teaching of 10th Grade English in high schools.

Keywords: management, teaching English activities, high school, current situation, suggestions

1. Introduction

As we all know, at present, Vietnam is participating in and accelerating the process of globalization, deeply integrating with the region and the world. In addition, the Industrial Revolution 4.0 has been taking place strongly, having a great impact on all aspects of life, in which the economy is the most obvious and strongest affected side. Therefore, in order to meet and grasp the trend of international integration and catch up with the great development of the 4.0 Revolution, our country needs to have high-quality human resources with good and quick expertise, adapt to an internationalized, multilingual, multicultural environment. It can be said that training high-quality human resources who are able to use foreign languages fluently at work is a challenge as well as a goal for the education and training sector. To achieve the above goal, in addition to teaching cultural subjects, high schools need to pay attention to and improve the quality of English teaching and learning in order to form both professional and foreign language competence from the time students are still young in high school.

Recognizing the importance of English and facing increasing requirements for foreign languages, on December 26, 2018, the Vietnamese Ministry of Education and Training issued a new general education program, in which the English subject program at all levels is one of the subjects with many changes. In addition, the Ministry also implemented the 2020 Project to train, foster and improve foreign language skills and abilities of foreign language teachers at all levels in general and English teachers in particular. Next, the Vietnamese Ministry of Education and Training also made requirements for upgrading facilities to serve the process of teaching and learning foreign languages such as building foreign language teaching and learning rooms, audio-visual rooms and multimedia classrooms for students, schools at all levels or build a favorable environment to support the teaching and learning of foreign languages, creating motivation for the young generation of Vietnamese to learn foreign languages.

In addition, innovating methods and forms of organization of teaching English as well as innovating in testing and assessing English subjects are also among the plans that the Vietnamese Ministry of Education and Training launched in the 2020 Project. In 2020, the Government also issued a Decision approving the adjustment and supplementation of the "Project on teaching and learning foreign languages in the national education

system for the period 2017-2025" with the goal of *"Innovating foreign language teaching and learning in national education system, continue to implement foreign language teaching and learning programs at all educational levels and training levels, improve the ability to use foreign languages to meet learning and working needs; strengthen the competitiveness of resources in the integration period, contributing to the construction and development of the country; create the foundation for universalizing foreign languages for general education by 2025."* From this, it shows that Vietnam has prepared to take a shortcut to take the lead in the 4.0 Technology Revolution and the trend of globalization.

According to the new General Education Program, the basic objective of the English subject is to help students form and develop their communication capacity through training in listening, speaking, reading, writing and language knowledge such as phonetics, vocabulary, and grammar, thereby helping students reach level 3 at the end of high school according to the 6-level foreign language competency framework for Vietnam. At the same time, the subject English at the high school level helps students to have a general understanding of the country, people and culture of some English-speaking countries. Therefore, in order for English teaching activities in high schools to meet the requirements of society and the innovation requirements of education, it is necessary to have new management measures in accordance with the new requirements. In fact, in the current context, the management of teaching English at high schools faces many difficulties, especially in Grade 10 because this is the first year that the management staff follow the new educational program to improve the quality of the English language, the quantity of English teaching. In addition, because it is new and has not been fully fostered, the organizational capacity, management as well as conditions for organizing activities and facilities in high schools reveal many inadequacies and difficulties. In this first year, the teaching management of the school in general and the management of teaching English for Grade 10 in particular in Can Tho City. Although Can Tho, especially in Ninh Kieu District, has changed to meet new requirements, it still faces many difficulties and has not met the requirements of the Vietnamese Ministry of Education and Training.

For the above reasons, the topic "Management of Teaching English Activities of Grade 10 of High Schools in Ninh Kieu District, Can Tho City, Vietnam" was selected for research in order to contribute to improving the quality of teaching English Grade 10 at high schools in Ninh Kieu District as well as high schools in Can Tho City.

2. Literature review

2.1. Management of teaching activities

Education is a part of the social system and it holds the important function of training human resources for the existence and development of society in the future. Therefore, educational management is the application of management science to educational activities in order to realize the desired goals of education. Historically, the science of educational management was born after the science of economic management, so people

often apply the theory of enterprise management to the management of educational institutions

As we have known, teaching and learning activities are the main activities that occur in the school and are also the activities that play a very important role in the school. Therefore, the management of teaching activities is also an activity that needs the most attention in the science of educational management in general and school management in particular. Therefore, in the world as well as in Vietnam, the researches on teaching and management activities have been carried out by many researchers in order to improve the teaching effectiveness of each subject in general and English in particular.

Up to now, there have been many sages or researchers who have given ideas about teaching about the formation of teaching theory. For example, in the work "The Great Teaching" (1632), the great Czech educator Comenski J.A (1592-1670) asserted: Human education needs to follow the inherent natural characteristics. its laws, the laws that nature has created for all species (cited by Bui Thi Loan, 2018). According to him, the core of the training process is not to "impose", not to "force" learners. The teacher's job is to organize, control, adjust, suggest and lead the activities of the learners. That way, students will be active and self-conscious in the acquisition of knowledge. Through his above point of view, it can be seen that Comenski J.A always emphasizes the importance of positive teaching methods.

Teachers are not only the transmitters of knowledge, but also must be the guides and people who inspire and love the students, thereby helping students to be active, proactive, creative and interested in the lesson. learn. As for teaching methods of English, in the work "Teaching English" by Adrian Doff (1996) pointed out the skills that need to be practiced in the process of teaching English. The author also provides a wide range of skills and techniques when teaching English such as: Basic skills in the classroom (presentation, prompting, practice, error correction); Practical methods for developing listening, speaking, reading and writing; Using tools and materials (tables, visual aids); and Preparation and Evaluation Skills. In "Research methods for English studies" edited by Gabriele Griffin (2013), specific methods are outlined, both giving specific practical advice on how to use them and exploring some of the issues related to the method. regarding the use of a particular method.

Regarding the management of teaching activities, at the end of the 19th century and the beginning of the 20th century, researchers have deeply studied the roles and responsibilities of management staff in managing teaching activities in the classroom. The school is based on the theory of Marxism-Leninism. In particular, the work "Problems of school management" (1985) by P.V. Zimin, M.I. Kondakov & N.I. Saxerdot has deeply studied the management of teaching and educational activities in schools and considers this a key stage in management work (Dong Thi Thu Huong, 2010). In addition, researchers all believe that one of the most important tasks of the principal is to build and foster the teaching staff. Because in schools, ensuring and improving the quality of training is the goal that must be achieved in the teaching process and the management of teaching activities. Therefore, the school principal must know how to select a team of

teachers and foster them into good teachers according to certain standards by many different measures. And in the work "Some leadership experiences of high school principals" by V.A. Xukhomlinxki affirmed that the results of the entire school's management activities depend a lot on the proper and reasonable organization of teaching activities of the teaching staff; Building and fostering a teaching staff is one of the most important tasks and organizing timekeeping, pedagogical analysis of lectures is a lever to improve the quality of education of teachers (Luu Mai Huong, 2010).

It can be seen that the issue of improving the quality of teaching and learning is not only interested by domestic researchers but also by foreign researchers for a long time. The more society develops; the more attention is paid to education. As the great Vietnamese President Ho Chi Minh once said at "Politics class for middle and high school teachers in the whole North" on September 13, 1958: "For the sake of ten years of planting trees. For the sake of a hundred years of cultivating people." Through the researches of foreign authors, it can be seen that: Management of teaching and learning activities at schools plays a central role in improving teaching quality. Especially, in the strong development of the new global trend, the role of English is increasingly affirmed. The awareness of students' parents and society towards the role of English is increasing day by day. Therefore, from the program content, teaching methods to learning aids, it is necessary to change and invest in development. Therefore, the management of English teaching activities at all levels of education in general and in high school in particular needs to be focused to ensure that the goal of international integration has been mentioned in Resolution 29 on the fundamental and comprehensive reform of education of the Vietnamese Party and State.

In Vietnamese contexts, nowadays, the importance of English is increasingly affirmed along with the strong development of the trend of globalization. At the high school level, the teaching and learning of English plays an important role in meeting and ensuring the goal of international economic integration. The Vietnamese Party and State consider education to be the "top national policy", this has been clearly demonstrated in the 2011-2020 education development strategy, "Education development is the top national policy to improve people's knowledge, train human resources and fostering talents". In addition, projects such as "Teaching and learning foreign languages in the national education system for the period 2008-2020" and "Teaching and learning foreign languages in the national education system for the period 2017-2025" prove that the Vietnamese Party and State have been paying special attention to foreign languages in general and English in particular. Faced with these innovative tasks, it is inevitable to renew the curriculum content and teaching methods for all subjects, including English. Therefore, most of the measures to manage teaching activities can be applied when studying the management of teaching activities in English. Besides, studies on educational management in general or high school management, in particular, are also related to the topic.

First, there are some documents and textbooks of famous education management researchers in Vietnam related to the topic. For example, "The nature of the Vietnamese

socialist school and the issue of educational management" by Prof. Pham Minh Hac, published in the Journal of Education more than 30 years ago, identified: The management of high schools (can be expanded to the management of education in general) is the management of teaching activities (sometimes saying it is the management of the teaching process). pedagogical process training process), i.e. how to bring that activity from one state to another in order to gradually progress towards the educational goal (Dang Quoc Bao, 2014). In the work "Basic issues of the science of educational management" by Tran Kiem (2008), the basic, modern and practical knowledge about the science of educational management has been presented in a systematic way. In addition, the author also provides learners with the experience of educational development in our country through historical periods and experiences in educational management in some countries such as Russia, the US, France, and Japan.

In 2016, the work "Effective School Management and Leadership" by Tran Kiem showed that the success or failure of the school depends in part on the management and leadership activities of the principal. It is important to distinguish between the two functions of management and leadership and the relationship between them. Also in the work "Management of high schools" compiled by many researchers on the science of education management, edited by Tran Ngoc Giao, it is pointed out that education administrators need to develop the capacity for leadership and school management; actively in innovation leadership, management to develop the school in the context of fundamental and comprehensive innovation of education; know how to link vision with action, promote the values of the school with society for the cause of education and training development.

As for teaching methods, there are many documents and textbooks of researchers that have an influence on the topic. For example, "Modern Teaching Theory" (2020) by Bui Thi Mui, Pham Phuong Tam & Tran Luong has provided a system of basic knowledge about teaching theory synthesized from studies in and abroad, attaching it to the actual development requirements of Vietnam's education and training in the present and future period. In the document "Some common issues on the innovation of teaching methods in high schools" (2010) by Nguyen Van Cuong & Bernd Meier, the two authors presented some general theoretical and practical bases. method of teaching innovation, propose some measures to innovate teaching methods as well as introduce some new views, methods and teaching techniques that can be applied to the innovation of teaching methods in specific subjects.

From there, the two authors hope that teachers can apply appropriate teaching methods in the renovation of teaching methods in high schools as well as for key teachers and leaders in improving teacher training and directing change with new teaching methods in localities. As for the work "Effective Teaching and Learning Methods" (2001) by Carl Rogers translated by Cao Dinh Quat, the teaching process consists of two organic aspects: the teaching activities of teachers and the learning activities of students. There are many conceptions about the role of teachers and students, but in general, there are

two directions: either focusing on the active role of the teacher (teaching the teacher as the center) or focusing on the active role of the student (student-centered approach).

However, nowadays the direction of taking students as the center has become an inevitable trend. As for English teaching methods, there is "Innovation of English teaching methods in Vietnamese high schools" by authors Hoang Van Van (editor), Nguyen Thi Chi, Hoang Xuan Hoa, who mentioned the nature of English language teaching in Vietnam. learning a foreign language and the necessary factors to change in terms of content, methods, equipment and objectives of teaching according to the current development and integration trend in developing countries, in which Vietnam South with significant changes in awareness of changes in the education and training process (Nguyen Van Vinh, 2009). Finally, the document "Research and teaching foreign languages, languages & internationals in Vietnam" in the Proceedings of the National Scientific Conference 2018 comes from scientists, teachers, researchers to from units across the country. In this yearbook, there are 72 articles with content on language and foreign language teaching. This yearbook has a fairly wide coverage, including ontological research, language comparison, culture and translation, intercultural communication, teaching and learning methods of listening, speaking, reading and writing skills, and translation, problems of curriculum materials and practice, application of technology in teaching and research.

However, the application of research results will still depend on the actual conditions of the school, especially for high schools in Ninh Kieu District, Can Tho City. In fact, up to now, the study of the management of English teaching activities in Grade 10 in Ninh Kieu District, Can Tho City has not been implemented yet.

It can be seen that the issue of improving the quality of teaching and learning has been interested and focused by domestic researchers for a long time. The more society develops, the more attention is paid to this, especially education researchers. Through their research works, we can see the common point that is affirming the important role of management in improving the quality of teaching and learning at all levels. Besides, many authors in Vietnam have researched and proposed many measures to manage teaching activities in schools. Similarly, there are many master's theses interested in the topic "Management of teaching activities in schools" with many approaches to different management issues, in different localities, in different research areas. wide and narrow research. However, the application of research achievements will depend a lot on the actual conditions of each school.

Therefore, the topic will focus on in-depth research on the theoretical basis of teaching management activities and the current situation of managing English teaching activities in Grade 10, on the basis of the proposed measures to improve the management of English teaching activities in Grade 10 in Ninh Kieu District, Can Tho City.

2.2. Activities of teaching English Grade 10 in high schools

2.2.1. The importance of 10th Grade English teaching activities in high schools

In today's globalization trend, English plays an undeniably great role because it is widely used in all parts of the world. English is spoken in 53 countries and territories and in all fields from Technology, Medicine, Economics, Engineering to Education. Besides, English is also a necessary and effective means to exploit information, communication tools, update knowledge in order to partly help the country integrate and develop socio-economically.

In this respect, the education system of Vietnam has made English a compulsory subject in schools from primary to high school. It is also a compulsory subject in exams at all levels. For students, the future generations of the country, learning English not only serves for exams but also helps provide students with a new communication tool to acquire advanced knowledge, learn new diverse and rich cultures in the world, easy to integrate with the international community.

For high school students in general, 10th Graders in particular, English is even more important for the following reasons:

- Accessing to new knowledge, new culture

Currently, English is the most widely used language in the world. That's why, a lot of good learning materials of educational institutions and big universities are compiled in English. Besides, there are a lot of newspaper websites, tools and services on the Internet all written in English. Therefore, when high school students know this language, they can easily access many useful sources of information for their learning as well as future orientations.

- Opportunity to study at prestigious schools

As we have known, three years of high school is decisive years for the future of students. Not only will it end 12 years of schooling for students, but it will also be an important stepping stone to help them define their future. Currently, with a growing society and affected by the Industrial Revolution 4.0, English is more and more important. There are many top universities in the country that have added English to many exam blocks, such as: Vietnam National University, Hanoi, Hanoi Foreign Trade University, etc. Besides, there are some universities that double scores. English as University of Foreign Languages, School of Diplomatic Academy, Foreign Trade University, Hanoi University of Science and Technology, University of Agriculture and Forestry in Ho Chi Minh City and so on.

Besides, English is a prerequisite for students to attend good schools abroad. If students after completing high school want to study abroad or seek scholarships to study abroad, in addition to students having to be good at professional knowledge, English will be an important condition to achieve that goal.

- Easy to get good job

In the integration period, it can be seen that the most important and common language today is English. Therefore, whether in society or in the office or in business, it is necessary for employees to know and have a good level of English. Thus, it will be easier for the company to expand to international markets. Therefore, businesses often recruit graduates with good English skills along with the required basic academic results. It can be said that English is an important subject for the future of 10th Grade students in particular as well as high school students in general.

Recognizing the importance of English in high schools, the Party and State have made innovations to improve the quality of English teaching and learning in high schools through resolutions and circulars. The Vietnamese Law on Education (Law No: 43/2019/QH14) emphasizes that: *“Foreign languages specified in education programs are languages commonly used in international transactions. The organization of foreign language teaching in educational institutions must ensure that learners can learn continuously and effectively”*. Or before that, in 2008, our Party and State made a decision on approving the Project "Teaching and learning foreign languages in the national education system 2008-2020" with the goal of *"Comprehensive renovation of teaching and learning foreign languages in the national education system, deploying new foreign language teaching and learning programs at all educational levels and training levels, aiming to achieve a remarkable progress in foreign language proficiency and ability by 2015. language of human resources, especially for some priority areas; aiming at achieving a marked progress in the level and ability of human resources to use foreign languages by 2015, especially in a number of priority fields; by 2020, the majority of young Vietnamese people who graduate from secondary schools, colleges and universities will have sufficient foreign language ability to use them independently and confidently in communication, study and work in an integrated, multilingual environment, multicultural; making foreign languages a strength of the Vietnamese people, serving the cause of industrialization and modernization of the country."*

2.2.2. Objectives of 10th Grade English teaching activities in high schools

The common goal of teaching and learning English at high schools is to help students develop linguistic thinking and use this language as a communication tool at a general level through the four skills of Listening, Speaking, Reading, and Writing.

As for the 10th Grade English subject, after studying, students are able to use the knowledge they have learned in this subject to:

- **Listening:** Students can listen and understand the main content and details of monologues/dialogues with length from 180 to 200 words within the scope of the topic contents learned in the program; listen and understand general information and instructions.
- **Speaking:** They clearly and accurately pronounce combinations of consonants, intonations and rhythms in sentences; they can start, maintain, and end simple, direct conversations; use some communication functions such as agreeing, politely disagreeing, and giving advice.

- Reading: They can read and understand the main ideas of a text of about 220-250 words, revolving around the topics covered in the program; read and understand important information in brochures or advertisements; read and understand simple messages and traditional information on popular topics.
- Writing: They can write paragraphs from 120 to 150 words on topics covered in the program; They can express their personal views and opinions in their posts.

2.2.3. Content of 10th Grade English teaching activities at high schools

The English general education program in 2018 was built with the view that communication ability is the goal of the teaching process; language knowledge is a means to form and develop communication skills through listening, speaking, reading and writing and is designed on the basis of a system of closely related topics and topics. meaningful and suitable to the learning environment and students' activities, in accordance with the development of communication capacity according to the requirements to meet the regulations for each level of study.

In addition, the new English curriculum focuses on ensuring that students' learning activities are the center of the teaching process. Students' ability to communicate in English is developed through active, proactive and creative learning activities. The teacher is the one who organizes and guides the teaching process, encourages students to participate in language practice activities to the maximum extent and gradually improves their self-study ability. Based on the above points of view, English 10 textbook is also built in a communicative way to help students form and develop their communication capacity through the 4 skills of Listening, Speaking, Reading, and Writing in parallel with other language knowledge such as phonetics, vocabulary, and grammar.

The system of topics and topics of English Grade 10 is built closely related to each other, suitable to the age characteristics and living and learning environment of students. In addition, English 10 textbook also helps educate pride in the values of Vietnamese national culture through lesson content and provides students with some general knowledge about the country and people. people and cultures of countries around the world. Moreover, English 10 textbook also helps students to form the necessary qualities and competencies for labor such as awareness, community responsibility and above all, the ability to adapt to the context of the new era.

In English Grade 10, there are 4 themes and 10 topics as follows:

- Theme: Our lives; Our society; our environment; Our future
- Topics: Family life; Entertainment; Serve the community; Inventions that changed the world; Gender equality; Conservation of the natural environment; Ecotourism, People and the environment; New learning methods; Vietnam and international organizations.

2.2.4. Methods of teaching 10th Grade English at high schools

Currently, when it comes to teaching English in high schools in general or in Grade 10 in particular, we all realize that there are two main methods: the learner-centred approach and the communication method. the communicative approach. These two methods are selected and used because both of these methods take the student as the center of the teaching process and help promote the activeness, initiative and creativity of students. In contrast, in traditional teaching methods, teachers play a central role in the teaching process in the form of teachers speaking, students listening and students being put in a passive position.

In both of the above teaching methods, teachers are not only knowledge transmitters but also organizers and initiators of communication activities for students to perform. Besides, the teacher is also a helper and a reference source for students when they have problems in the learning process. In addition, in order to help students' learning process effectively, teachers also have the role of participants in the students' learning process, together with students to solve difficulties arising in the learning/communication process. On the part of students, they not only sit opposite the teacher, listen to the teacher's lecture, but also have to get used to the communication activities in pairs and in groups, ready to perform the tasks (language and communication) assigned voluntarily and actively under the supervision and guidance of teachers.

While in the traditional method, language competence such as the use of grammatical structures, correct vocabulary and correct pronunciation is the final destination of the teaching process; in the two teaching methods above, the ability to communicate through skills of Listening, Speaking, Reading and Writing is the final destination. To achieve the above goals, students must have an appropriate foreign language learning environment and a variety of situations/activities created mainly by teachers. Moreover, in these two teaching methods, it also helps students to promote their positivity in learning and take on some new roles as follows:

- Communicating with team members and practice language skills through meaningful situations/activities.
- Communicating with teachers, giving feedback on the ability and level of learning to help teachers choose content and adjust teaching methods accordingly.
- Being able to self-adjust the learning process to know their own ability; then develop a suitable learning strategy.

2.2.5. Form of organization of activities to teach 10th Grade English at high schools

In order to improve the quality of teaching in schools, the form of teaching organization is a core factor and has a direct impact. The teaching system must be used in accordance with the characteristics of the subject, with the students and with the teaching conditions. The rational use of teaching aids in the teaching process will help develop students' capacity, promote students' initiative and creativity, and create interest for students when participating in learning that subject. In the student-centered teaching method, the role

of organizing learning activities for students in the classroom in general and in the English class, in particular, is very important. Teachers need to pay attention in the design and organization of learning activities according to the program and content of the lecture.

Currently, in high schools in general and Grade 10 in particular, there are two popular forms of teaching activities for English subjects. It is pair work and group work. These are the two forms of classroom organization that are said to be the most beneficial for teaching and learning English.

In pair work, the teacher divides the class into pairs. Each student works with a friend and pairs work together at the same time. In group work, the teacher divides the class into small groups (from 4 to 5 students). As well as working in pairs, all groups are working at the same time. However, the tasks of each group may be the same or different. In summary, in these two teaching aids, these teaching activities have the following advantages

- Organizing these two activities is not too complicated and does not take much time, but also helps to make the classroom atmosphere more vibrant, creating a more comfortable teaching and learning psychology.
- Increasing students' English practice time. When the teacher assigns a topic in class, if there are five or six groups discussing at the same time, it means that all students in the class can practice and work. Moreover, participation in the group helps students feel excited and psychologically comfortable, more confident to express their ideas. It can be assumed that students will prefer working in groups or pairs rather than because students often do not like answering the teacher's questions directly in front of the class.
- Allowing students to share responsibilities with you/friends and not be pressured to shoulder the responsibility alone to complete the task. Since then, students also have the opportunity to help each other, learn from their friends by correcting each other's mistakes and supplementing each other's knowledge. From there, the students' ability to interact well will be better and together develop skills and abilities.

Besides the above two forms of organizing teaching activities, English teachers also need to create activities outside the classroom to help students have a positive and creative language training environment such as small contests. (English rhetoric, creating video clips related to the topic studied), small clubs (Movie Club, English Reading Corner and so on) or for children to participate in experiences, and exchange at your schools with many relevant and practical contents in school.

2.2.6. Examination and assessment of the results of teaching 10th Grade English in high schools

According to the General Education Program- English subject program issued together with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018 announced by the Minister of Education and Training, the basic objectives of the program are: help students

form and develop communication capacity through comprehensive training of 4 skills of listening, speaking, reading, writing and language knowledge (phonetics, vocabulary, grammar). Therefore, English at the high school level in general or in grade 10 in particular requires students to be able to apply English to everyday communication situations at school and at home. Along with the implementation of Circular 22/2021/TT-BGDĐT, the assessment of English subjects is also directed more drastically to ensure that students are fully tested on all skills in regular and regular tests period in class.

Currently, according to Circular 22/2021/TT-BGDĐT, inspection and evaluation activities need to be carried out in two forms: regular assessment and periodical assessment.

- Regular assessment is done through: Q&A, writing, presentations and classroom practice. Students will be tested and evaluated many times, in which a number of tests and assessments will be selected in accordance with the teaching progress according to the educational plan of the English subject to use in assessing the subject results according to regulations. of the Ministry of Education and Training. Furthermore, regular assessment is intended to help students and teachers monitor progress toward the goals set out in the program.
- Periodic assessment is conducted at fixed times during the school year, including mid-term assessment and final assessment, conducted through a paper-based test. This assessment aims to assess the achievement level of students compared to the requirements to be met that have been prescribed for Grade 10.

In summary, in the process of teaching, teachers need to make a comprehensive assessment: evaluate the preparation of the lesson, students' self-study, and at the same time announce to the students the teacher's evaluation with specific comments; Assess students' attendance and learning attitude; Organize evaluation through regular and periodical tests in accordance with regulations; Test by objective multiple choice; test by essay form; organize for students to self-examine and evaluate each other during class hours; Evaluation through individual work products, group products.

2.3. Research aims and questions

Research on the management of English teaching activities in Grade 10 at high schools in Ninh Kieu District, Can Tho City aims to contribute to improving the quality of English teaching in high schools with three specific objectives (1) to systematize the theoretical basis for the management of English teaching activities in high schools, (2) to survey the current state of management of English teaching activities in Grade 10 at high schools in Ninh Kieu District, Can Tho City, and (3) to propose suggested measures to manage 10th Grade English teaching activities in high schools in Ninh Kieu District, Can Tho City.

The study would cover the three research questions as follows:

- How is the theoretical basis for the management of English teaching activities in high schools systematized?
- What is the current state of management of English teaching activities in Grade 10 at high schools in Ninh Kieu District, Can Tho City?

- What are the suggested measures to manage 10th Grade English teaching activities in high schools in Ninh Kieu District, Can Tho City?

3. Research methodology

3.1. Research participants

The study was conducted at 4 high schools in Ninh Kieu District, Can Tho City, namely Phan Ngoc Hien High School, Chau Van Liem High School, An Khanh High School, and Nguyen Viet Hong High School. Participants in the survey by questionnaires were school managers (n=4), English teachers (n=17) and 10th Graders (n=456).

3.2. Research instruments

This questionnaire survey method was used to collect information about the current state of management of English teaching activities of 10th Grade students in high schools in Ninh Kieu District, Can Tho City, Vietnam.

3.3. Data analysis

Quantitative analysis was conducted to process the data obtained through 17 questions in 2 questionnaires of management staff and teachers and 7 questions in student questionnaires. Quantitative data obtained through the survey were checked, cleaned, coded and then processed through SPSS 26.0 software. In 3 questionnaires for administrators, teachers and students, the authors only used the Likert Scale 3 and 5 to choose from low to high, as follows:

A. Table of Likert values with 3 options:

Level Value Meaning

1. 1.00 – 1.66: Never;
2. 1.67 – 2.33: Occasionally;
3. 2.34 – 3.00: Regularly;

B. Table of Likert values with 5 choices:

Level Value Meaning

1. 1.00 – 1.49: Not yet implemented;
2. 1.50 – 2.49: Weak;
3. 2.50 – 3.49: Average;
4. 3.50 – 4.49: Fair;
5. 4.50 – 5.00: Good.

4. Findings and discussion

4.1. Situations of Activities Teaching Grade 10 English in High Schools in Ninh Kieu District, Can Tho City

4.1.1. The reality of awareness of the importance of 10th Grade English teaching activities in high schools in Ninh Kieu District, Can Tho City

Table 4.1: Perception of administrators, teachers and students about the importance of 10th Grade English teaching activities in high schools

Respondents	Very important		Important		Not important	
	n	(%)	n	(%)	n	(%)
School managers (4)	3	75	1	25	0	0
English teachers (17)	11	64,7	6	35,3	0	0
Students (456)	323	70,8	131	28,7	2	0,5
Total (477)	337	70,6	138	28,9	2	0,5

According to the survey results in Table 4.1, it is shown that most of the opinions affirm that teaching 10th Grade English at high schools in Ninh Kieu District, Can Tho City is important and very important (100% of administrators and teachers' opinions, 99.5% of students' opinions). Through the results, it can be shown that administrators, teachers and students were aware of the importance of teaching English in Grade 10 at high schools in Ninh Kieu District, Can Tho City.

This school year of 2022-2023 is the first year the 10th Grade English subject applies the new curriculum. Therefore, there is a big change in the program, content, teaching methods, and objectives of the 10th Grade English subject. During the survey, 75% of school leaders thought that the 10th grade English in the National Curriculum is normal, not more difficult than the old program and the remaining 25% consider it more difficult; and teachers, 58.8% thought that it is normal, 35.3% agree with the idea that it is more difficult than the old program and only 5.9% think that English in the new curriculum is easier than the old program.

In addition, the authors interviewed 4 management staff and 17 teachers at high schools in Ninh Kieu District about: "In your opinions about new points in teaching English for 10th Grade in high schools, what is the new general education program compared to the previous one?" The majority of administrators and teachers believed that textbooks in the new educational program helped students fully develop 4 skills of Listening, Speaking, Reading and Writing with situations closer to reality, helping develop students' creativity and self-study ability.

Through the above survey results, it can be seen that administrators and teachers and students are aware of the importance of teaching English in Grade 10. Besides, administrators and teachers have also prepared well for the class. changing the new curriculum and understanding the new points in the new textbook of Grade 10 English. From there, it is possible to improve the effectiveness of teaching activities and the management of these activities in the school.

However, there is still a very small part of students (0.5%) of high schools in Ninh Kieu District, Can Tho City believed that teaching and learning English was not important. This is only a small number, but it also needs attention, because the distance from awareness to attitude and learning behavior is not far away. If they perceive that learning English is not important, their learning attitude will not be positive, not interested in studying this subject and will lead to lazy learning, not self-study, not practicing. If you don't study, don't participate fully in studying, don't do enough lessons, your subject learning results will not be good.

4.1.2. Actual situation of implementing content of 10th Grade English teaching activities in high schools in Ninh Kieu District, Can Tho City

The authors conducted a survey for 4 administrators, 17 teachers and 456 students. The investigation method consisted of 8 contents. Rating level: Often - 3 points, sometimes - 2 points, never - 1 point. The survey results were as follows:

Table 4.2: Actual situations of implementing content of 10th Grade English teaching activities in high schools in Ninh Kieu District, Can Tho City

No	Teaching contents	Levels			Mean	SD	Rankings
		Managers	Teachers	Students			
1.	Complying with the provisions of the new general education program	2.75	3.00	2.83	2.86	0.500	1
2.	Selecting key knowledge content according to knowledge and skills standards in order to achieve specified outputs and course objectives, associated with practical situations.	2,75	2.94	2.71	2.80	0.743	2
3.	Explaining the problems that students will have difficulty in reading and self-studying textbooks and documents	2.50	2.88	2.60	2.66	0.909	4
4.	Supplementing and updating relevant new information	2.25	2.94	2.58	2.59	0.743	7
5.	Reducing theoretical content, increase practical content, practice, experience	2.50	2.76	2.34	2.53	1.014	8
6.	Emphasizing issues that students need to pay attention to in textbooks and references	2.75	2.94	2.70	2.79	0.743	3
7.	Strengthening content orientation and guidance, supporting students in the process of self-reading, self-collecting documents, self-studying at home	2.50	2.94	2.38	2.61	0.820	6

8.	Enhancing some key contents in exam preparation content	2.50	2.71	2.75	2.65	1.047	5
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Through the survey results, Table 4.2 can be seen that administrators, teachers and students assess that most teachers have fully implemented the teaching content. In the implementation of the teaching content, the teacher has complied with the requirements of the new educational program ($M = 2.86$, $SD = 0.500$) and also pays great attention to the selection of the key knowledge content to teach in order to gain the skills. Ability that the output results and objectives of the subject are specified ($M = 2.80$, $SD = 0.743$). In addition, teachers also have to associate teaching content with practical situations to help students apply what they have learned in practice. Besides, the results also show that most teachers emphasize and provide students with issues that need attention in textbooks and reference materials ($M = 2.79$, $SD = 0.743$). In the process of teaching 10th grade English, the teacher also explained to the students the problems that they would have difficulty reading and self-studying textbooks and documents ($M = 2.66$, $SD = 0.909$). However, when looking at the table of results, it can be seen that the reduction of the theoretical content by teachers, the increase of the content of practice, practice, and experience is still not high ($M = 2.53$, $SD = 1.014$).

Moreover, teachers still regularly implement in strengthening some key contents in exam preparation content ($M = 2.61$, $SD = 0.829$) and adding and updating new information ($M = 2.59$, $SD = 0.743$) But compared to other factors, the rankings of these two contents are not high. This will significantly affect the effectiveness of teaching 10th grade English in order to achieve the goals under the new National Curriculum - helping students develop linguistic thinking and use this language as a communication tool at a high level through the four skills of Listening, Speaking, Reading and Writing.

4.1.3. Actual situations of implementing methods of teaching English for Grade 10 in high schools in Ninh Kieu District, Can Tho City

There are many different methods of teaching 10th Grade English that teachers choose to use in the teaching process. Each method has its own strengths and weaknesses. Therefore, the selection and application of methods in the process of teaching English for Grade 10 by teachers plays an important role in improving the learning quality of students as well as achieving the goals of English subject of 10th Grade, according to the new National Curriculum. Besides, the use of appropriate teaching methods in the teaching process of teachers will help create a fun and appropriate English learning atmosphere and encourage a positive learning spirit for students.

The authors have conducted a survey for 4 administrators, 17 teachers and 456 students about the actual situation of technical implementation of 10th Grade English at high schools. The investigation method consisted of 10 contents with value level: Frequently-3 points, Occasionally-2 points, Never-1 points. Survey results on teaching methods commonly used by teachers in high schools through polls are as follows:

Table 4.3: Actual situations of implementing methods of teaching English for Grade 10 at high schools in Ninh Kieu District, Can Tho City

No	Teaching methods	Levels			Mean	SD	Rankings
		Managers	Teachers	Students			
1.	Presentation	2.75	2.71	2.20	2.55	1.702	3
2.	Q&A	2.75	3.00	2.46	2.74	1.107	2
3.	Discussion	3.00	2.88	2.65	2.84	0.874	1
4.	Role play	2.50	2.59	1.97	2.35	1.831	8
5.	Project	2.50	2.29	1.95	2.25	1.985	9
6.	Games	2.75	2.47	2.11	2.44	1.683	7
7.	Situation	2.75	2.65	1.96	2.45	1.720	6
8.	Experience	2.25	2.00	1.75	2.00	1.916	10
9.	Problem solving	2.75	2.59	2.29	2.54	1.936	4
10.	Search for information	2.50	2.65	2.43	2.53	1.725	5

Through the statistical results in Table 4.3, it can be seen that teachers use a variety of teaching methods in class. In the "discussion" method is used most often by teachers ($M = 2.84$, $SD = 0.874$). Followed by "question and answer" with $M = 2.74$, $SD = 1.107$ (2nd ranking) and "presentation" with $M = 2.55$, $SD = 1.072$ (3rd ranking). Thus, most teachers still use traditional methods in the process of teaching Grade 10 English. Next, the "Problem-solving" and "Searching for information" methods are also used. Teachers often use it with $M = 2.54$, $SD = 1.936$ and $M = 2.53$, $SD = 1.725$. It can be seen that, in addition to traditional methods, teachers have now applied active teaching methods towards developing learners' competencies such as problem-solving, research, and information retrieval. In addition, teachers also apply a number of methods such as "situations" and "games" to stimulate students' interest in learning English. However, the level of performance is only slightly above the occasional (Situations: $M = 2.45$, $SD = 1.720$ and Game: $M = 2.44$, $SD = 1.683$).

Through Table 4.3, it can be seen that 3 methods used by teachers at an occasional level are "Role play" ($M = 2.35$, $SD = 1.831$), "project" ($M = 2.25$, $SD = 1.985$) and "experience" ($M = 2.35$, $SD = 1.831$). It can be seen that the above modern teaching methods are not actively used by teachers in the process of teaching Grade 10 English. When looking at the average scores of students, it can be seen more clearly that the above 3 teaching methods are only used with occasionally, not much.

In addition to using appropriate teaching methods, teaching techniques also play an equally important role in teaching activities because they help promote the active participation of students in the teaching process, helping stimulate students' creative thinking and promoting student collaboration.

4.1.4. Actual situations of implementing the form of organization of teaching activities for 10th Grade English at high schools in Ninh Kieu District, Can Tho City

The form of teaching organization is one of the important factors contributing to improving the effectiveness of teaching. For English, a subject with particular characteristics, the appropriate selection and use of mathematical geometry in teaching

will help improve the learning efficiency of students as well as arouse and develop their self-esteem and creative thinking and be active in students' learning.

For that reason, the authors conducted a survey for 4 administrators, 17 teachers and 456 students. The investigation method consisted of 7 contents. Rating level: Often-3 points, sometimes-2 points, never-1 points. The results obtained are as follows:

Table 4.4: Actual situations of implementing the organizations of teaching activities for 10th grade English at high schools in Ninh Kieu District, Can Tho City

No	Organizations of teaching activities	Levels			Mean	SD	Rankings
		Managers	Teachers	Students			
1.	Teaching the whole class	3.00	3.00	2.92	2.97	0.298	1
2.	Differentiated teaching in groups	2.25	2.35	2.31	2.30	1.581	3
3.	Teaching in regular class	3.00	2.94	2.85	2.93	0.655	2
4.	Teaching in a simulated environment	1.25	1.76	1.69	1.57	1.856	10
5.	Teaching in a real environment	1.50	2.24	1.92	1.87	2.662	7
6.	Teaching in the subject classroom	2.50	1.82	1.60	1.97	2.093	6
7.	Self-study	2.25	2.35	2.13	2.24	2.301	4
8.	English Club	2.00	2.24	1.88	2.04	1.320	5
9.	Organizing social activities	1.75	1.88	1.88	1.78	1.802	9
10.	Learning conference	2.00	1.88	1.68	1.85	2.217	8

The results in Table 4.4 show that most teachers use different teaching methods. However, a clear disparity can be seen between different forms of teaching. Teachers still use traditional teaching methods such as: teaching the whole class ($M = 2.97$, $SD = 0.298$) and teaching in normal classes ($M = 2.93$, $SD = 0.655$) with rankings of 1 and 2, respectively. Here are two pictures most used formula. For the remaining 8 teaching methods, most teachers only occasionally use them. However, the above eight forms are teaching methods that require students to make the most of and maximize their own abilities. Thus, active teaching methods to help students form and develop the specialized force of Grade 10 English subjects have not been applied regularly by teachers. It can be seen that the active teaching methods are still directed by the school to help students achieve the output standards according to the new educational program, but in practice, teachers have not applied those methods on a regular basis.

4.1.5. Actual situations of testing and evaluating the results of 10th Grade English teaching in high schools in Ninh Kieu District, Can Tho City

Assessment is an important part of the teaching process because it helps teachers know the effectiveness and quality of their teaching. From there, adjusting learning methods for students, their teaching methods and helping administrators make decisions about students' learning outcomes.

In this situation, the authors conducted a survey for 17 teachers and 456 students. The number of people who correctly answered the set requirements was 473 people. The

survey method includes 7 items with 3 rating levels: Frequently - 3 points, Occasionally - 2 points, Never - 1 point. The results obtained are as follows:

Table 4.5: Actual situations of testing and evaluating the results of 10th Grade English teaching in high schools in Ninh Kieu District, Can Tho City

No	Ways of testing and evaluation	Levels		Mean	SD	Rankings
		Managers	Students			
1.	Organizing assessment through regular and periodical tests in accordance with regulations	3.00	2.87	2.94	0.372	1
2.	Organizing for students to self-examine and evaluate each other during class hours	2.65	1.98	2.32	1.193	7
3.	Test by multiple choice	2.94	2.82	2.88	0.652	2
4.	Test by essay form	2.88	2.70	2.79	0.849	3
5.	Evaluation through product activities (individuals and groups)	2.47	2.23	2.35	1.218	6
6.	Evaluating the student's lesson preparation and self-study and announce to students the teacher's assessment with specific comments	2.59	2.25	2.42	1.212	5
7.	Assessing students' attendance and learning attitude	2.94	2.52	2.73	0.857	4

The survey results in Table 4.5 show that teachers have done well in the regular assessment of students through regular and periodic tests in the form of essays and multiple-choices in accordance with regulations. In addition, teachers also evaluate students regularly based on their learning attitude and diligence ($M = 2.73$, $SD = 0.857$). In addition, the assessment of students' lesson preparation, self-study and announcing to students that the teacher's evaluation opinions with specific comments are also performed regularly, but not as high as the assessment activities. Maybe because this activity takes a long time, the teacher cannot do it on a regular basis. For student assessment activities through individual and group products, teachers also perform quite often ($M = 2.35$, $SD = 1.218$).

4.2. General Assessment of the Situation of Management of Grade 10 English Teaching Activities in High Schools in Ninh Kieu District, Can Tho City

Through studying the current situation of teaching activities and management of teaching activities in 10th Grade English at high schools in Ninh Kieu District, Can Tho City, it can be seen that schools have implemented many of the above operational management measures and achieved some desired results, but some limitations still exist. Thereby clearly seeing the strengths and limitations in the management of teaching activities in English subject in Grade 10 at the high school in Ninh Kieu District, Can Tho City is as follows:

4.2.1. Strengths

- Management staff, teachers and students are aware of the importance of teaching activities in 10th Grade English subject to the new curriculum. The school management board and the management staff of the schools have the correct awareness of the importance of the management of teaching activities in English subject in Grade 10 according to the new curriculum. All these activities are unified under the direction of the school principal to the leader of the English team and the English teachers.
- Management staff are leaders with professional qualifications, quality and management capacity. In addition, the management staff also did a good job of directing the implementation of teaching activities in English subject of grade 10; especially in propagating and disseminating the innovation of the new program in all subjects in general and 10th Grade English in particular in a profound and comprehensive way. In addition, the school's leaders also succeeded in directing a number of content management activities of teaching English in grade 10 in the available actual conditions of their schools. It can be seen that the management of teaching activities of English subject in Grade 10 according to the new curriculum in high schools in Ninh Kieu District, Can Tho City initially successfully implemented and achieved certain goals.
- Currently, high schools have been implementing new educational programs. High schools have also developed and issued assessment standards according to the output standards of the new program for students. In addition, the schools also issued and agreed on the content, programs, and active teaching methods and techniques for English teachers.
- The school also assigns clear tasks to subjects in general and English subjects in particular, and is responsible for the professionalism of the teacher's lecture records, lesson plans, and teaching schedule with assigned units for training management function to be responsible for monitoring and managing the lecture outlines and lesson plans of teachers.
- The activities of teaching Grade 10 English of teachers and activities of studying English of Grade 10 of students are strictly managed by the school, closely monitored to ensure the general pedagogical order of the school. Active teaching methods, teaching techniques and active teaching methods are encouraged by the school to be applied in teaching English for Grade 10 in order to comply with the requirements of the new educational program and achieve certain effective results. Moreover, the school management board regularly evaluates the innovation of teaching methods, teaching methods, teaching methods through attendance sessions; Since then, the school's leaders and management staff have made appropriate adjustments to improve the quality of teaching and help students develop specialized English skills.
- The Board of Directors has been proactive in advising the City Department of Education and Training of Can Tho City, in the procurement of additional facilities

and teaching equipment to meet the renovation of teaching methods, teaching methods, teaching aids. In addition, the Board of Directors also strengthens the socialization of education in order to obtain funding from forces outside the school.

- The management board cares, organizes experience trips and visits for teachers and students.
- The management board does a good job of rewarding and motivating teachers and students to create motivation for the teaching staff and learning motivation for students.

4.2.2. Limitations

- Teachers are not aware of the importance of innovating teaching methods according to the new educational curriculum; have not regularly applied teaching methods and positive teaching techniques to their lectures to make their lectures more interesting and attractive; have not focused on developing specialized English skills (Listening, Speaking, Reading, and Writing) for students and other competencies according to the prescribed output standards for students.
- The school is still not close enough in building the English curriculum in the direction of capacity development for students. This leads to teachers often leaning towards teaching to provide knowledge and help students pass exams.
- In addition to participating in pedagogical training courses and training sessions on new textbooks organized by the City Department of Education and Training, teachers have few opportunities to participate in other classes to improve their expertise. The management board and professional groups have not well organized the training, retraining and self-training for teachers. Professional activities are organized to solve the difficulties in the teaching process as well as improve the pedagogical capacity of the teachers in the group. However, at present, the English language groups in the schools have not yet implemented the true goals of professional group activities. Most of the professional activities rarely discuss expertise, use teaching methods to suit the lesson, etc., but only focus on activities for the specified number of times per month or just reports. about the situation of the expert group or implementing the directive documents of the superior, disseminating the school's plan, reviewing the emulation.
- The direction of renewal of teaching methods, teaching methods, and teaching methods has been carried out but still faces many difficulties because some teachers are afraid to innovate, afraid to apply information technology in teaching. Most teachers still use traditional teaching methods and easy teaching techniques. For active teaching methods. Teaching techniques that are complex but bring high results are often shown by teachers in sample lessons or in exams for good teachers.
- The work of renewing the assessment of the English language assessment in general and the 10th Grade English subject is concerned and directed by the

school's leaders. However, the achieved results are not effective because most of the teachers focus on the implementation of periodic assessment forms according to the regulations of the education sector. As for the forms of assessing students' capacity, teachers have not been boldly implemented.

- The situation of public facilities and equipment for teaching activities in English is still difficult. The school still has modern equipment for teaching but only within a certain limit. The lack of equipment for active teaching methods leads to the fact that the effectiveness of active methods has not been fully promoted.
- Management staff at Ninh Kieu District high schools is still not quick to update the changes to the new program. Leading to the work of directing the implementation of the innovations is still awkward.

4.2.3. Causes of limitations

- Management staff of high schools in Ninh Kieu District has directed and implemented the teaching activities of 10th grade English subjects and the management of this activity according to the new educational program. However, because the school year 2022-2023 is the first year at the high school level to apply for the new program, the administrators have not had much experience in implementing the program content according to the new program, and have not kept up with the innovation. Both management staff and teachers have just been trained. In addition, management staff and teachers have not clearly defined the requirements of the output standards under the new educational program; Since then, many contents are still heavy on theory, not focusing on practical skills.
- Both management staff and teachers have not been bold and proactive in innovating the teaching of 10th Grade English and this teaching activity management.
- Leaders of specialized groups in schools have not yet been able to update the situation quickly, and have not been flexible and creative, so professional activities have not been able to promote its strengths.
- A small number of students are not aware of the importance of learning English, leading to no motivation to study this subject; learning methods are not good; not actively active in the learning process or cooperating with teachers to improve their knowledge of close friends.
- The state's sanctions are still rigid in purchasing additional equipment for teaching in general and 10th Grade English in particular. This has a significant influence on the innovation of teaching methods, teaching techniques, and active teaching methods.

5. Conclusion and suggestions

5.1. Conclusions

Currently, according to the new curriculum, the goal after completing the high school English program is that students can use English as a communication tool through the four skills of listening, speaking, reading and writing to meet the needs of students. the need for basic and practical communication on familiar topics; to form, strengthen and improve the system of capacity and quality of students according to the output standards; help students apply to higher education levels or future career activities effectively, prepare learners for integration and development. In order to achieve the above goal, teaching activities of English at high schools in general and 10th Grade English in particular need to be carried out in a planned manner and properly and appropriately directed by school leaders. Thus, the management of 10th Grade English teaching activities in high schools is the impact of the management subject on the teaching process of 10th Grade English in order to ensure that the requirements of the new curriculum are met.

Research on the current situation of teaching activities and management of teaching activities in 10th grade English at high schools in Ninh Kieu District, Can Tho City, shows that: high schools have been teaching 10th grade English under the new National Curriculum; However, there are still difficulties in the implementation process. For the management of teaching activities in English in Grade 10, there are initially certain achievements, but limitations and ineffective advertising still exist. One of the main reasons is that the school year 2022-2023 is the first year of applying the new program; therefore, administrators and teachers are still confused in implementation and they have only attended the training program for a few days. In addition, the effectiveness of the management of teaching activities in 10th grade English at high school in Ninh Kieu District, Can Tho City, is also influenced by other factors; in which, the capacity of the managers and the quality of the English teachers are the two factors with the highest level of influence.

To achieve the desired effect in the management of teaching activities of 10th Grade English at high school in Ninh Kieu District, Can Tho City, the administrator or the school leader needs to have appropriate management measures and implement those measures in a synchronous and unified manner. Besides, through the use of measures, school leaders can recognize the positive aspects as well as the limitations of the situation. From there, management staff can continue to promote strengths and overcome existing weaknesses and limitations, and make adjustments in a timely manner. Some measures can be mentioned as follows: organizing activities to raise awareness about the importance of teaching 10th Grade English; organizing professional and professional training activities for 10th Grade English teachers; strengthening the management of the content and curriculum development of 10th Grade English subjects; directing the renewal of teaching methods and forms of organization of teaching activities in Grade 10 English; directing the renewal of forms and methods of studying English for 10th Grade

students; directing the renewal of the form of examination and assessment of students' learning results in English 10; strengthening facilities and equipment to serve the teaching of 10th Grade English in high schools.

5.2. Suggestions

From the above conclusions, the authors of this study would propose a number of recommendations to improve the results of evaluation activities as follows:

5.2.1. For the Department of Education and Training of Can Tho City

- Completing the guiding documents, and specific instructions on the new program. In which, there must be the implementation of teaching in general and English in particular, along with the management of teaching activities in English.
- Directly direct and closely supervise schools on the organization of teaching activities in English in general and 10th Grade English in particular and the management of this activity.
- Strengthening the assessment of the implementation of teaching activities in all subjects, including 10th Grade English.
- Developing a unified roadmap between renewing the form of assessment of students' learning outcomes with the renovation of the content and program of the 10th Grade English subject according to the new curriculum.
- It is necessary to pay attention to fostering teaching activities management capacity in general and teaching activity management capacity in Grade 10 English in particular for high school administrators in general and principals in particular. In addition, it is also necessary to pay attention to professional and pedagogical training for English teachers according to the new curriculum.
- Strengthening the organization of training courses, refresher courses, seminars on content development, English curriculum in general and 10th Grade English in particular; on the organization of teaching activities and management of teaching activities in English in general and 10th Grade English in particular.
- Invest in infrastructure, equipment for teaching and learning English in general and 10th grade English in particular in high schools to encourage English teachers to use teaching methods, teaching techniques, and interactive teaching methods. to meet the output standard requirements of the new curriculum.

5.2.3. For High school Director Board

- Regularly updating and reviewing the guiding documents of the Vietnamese Party, State, Vietnamese Ministry of Education and Training, Department of Education and Training of Can Tho City on the education sector. From there, propagandizing and disseminating to the management staff, English teachers about the teaching activities of Grade 10 English in order to raise the awareness of the management staffs and teachers about teaching and managing the teaching activities of the 10th Grade English subject according to the new curriculum.

- Directing the professional team to seriously develop a plan to teach Grade 10 English according to the new National Curriculum to suit the actual situation of the school and the locality. Strengthen the inspection of the implementation of the plan in order to detect and correct shortcomings in a timely manner.
- Strengthening propaganda about the innovation of teaching English in general and 10th grade English in particular in accordance with the new National Curriculum for English teachers to help raise their awareness.
- Creating conditions for management staff as well as English teachers to participate in training sessions, seminars, refresher courses on the renewal of teaching activities in English subject of Grade 10 and management of this activity.
- Encouraging English teachers to innovate content, teaching methods, teaching techniques and teaching methods to improve learning efficiency for students.
- Regularly organizing emulation movements for good teaching and learning in schools; from which can evaluate the implementation of innovation of the teaching staff.
- Promoting the socialization of education to help strengthen the infrastructure, teaching equipment for the school.
- Organizing experiential activities, collective activities, visits to other high schools inside and outside the area to enhance the exchange of experiences between teachers.
- Holding experiential activities, field trips in combination with foreign teachers for students to make English more interesting, lively and realistic in the thinking of students.

5.2.4. For English teachers

- Regularly participating in training sessions, refresher courses to improve professional qualifications as well as pedagogical skills. Since then, clearly aware of the renovation of the National Education Program and the new goals to be achieved for English in general and 10th Grade English in particular.
- It is necessary to be proactive in renewing teaching methods, teaching methods, and teaching methods for teaching English. In particular, it is recommended to select and use positive and appropriate teaching methods and techniques in the lecture to help students understand the lesson and be more interested in learning English.
- Increasing the use of teaching equipment and information technology applications in teaching 10th grade English in particular and English in general.

5.2.5. For students

- Raising awareness about the importance of learning English. In addition, students also need to be aware of the innovation in the current education program, the output standards to be achieved by each subject, each class, and each grade level.

From there, students will self-consciously train themselves, and actively study to achieve the requirements of the new educational program.

- Forming and developing self-study ability; proactive access to knowledge; creative thinking ability; cooperation capacity; problem-solving ability.
- It is necessary to form and develop specialized competencies of English subjects (Listening, Speaking, Reading, Writing) under the guidance and instruction of teachers.

Acknowledgments

The researchers would, firstly, like to express their sincere thanks to lecturers at Can Tho University (CTU) Vietnam, who taught the first program of Education Administration in CTU, especially those from CTU Board, Department of Psychology-Education, School of Education (SoE), School of Social Sciences & Humanities (SSSH), School of Foreign Languages (SFL) and other centers and institutes in CTU as well. Secondly, their great thanks would come to school managers (n = 4), English teachers (n = 17) and 10th Graders (n = 456) at 4 high schools in Ninh Kieu District, Can Tho City, namely Phan Ngoc Hien High School, Chau Van Liem High School, An Khanh High School, and Nguyen Viet Hong High School, Vietnam for their kind co-operations to the research through questionnaires and interviews. Thirdly, the authors would show their great thanks to Miss Thai Phan Bao Han, teacher of English at Can Tho University of Technology, Vietnam, for her proofreading and great ideas to its format. And last but not least, their respectful thanks would go to the European Journal of Alternative Education Studies Board for this paper to be published to the public, especially those interested in managing learning and teaching English activities at high school's contexts.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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