



## MANAGEMENT OF ENGLISH TEACHING ACTIVITIES FOR GRADE 10 IN HIGH SCHOOLS IN CAI RANG DISTRICT, CAN THO CITY, VIETNAM

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### **Abstract:**

This research investigated the management of Grade 10 English teaching activities in high schools within Cai Rang District, Can Tho City, Vietnam. The study aimed to assess the current management practices and proposed feasible solutions to improve the quality and effectiveness of English instruction. Using a mixed-methods approach, data were collected through surveys, observations, and interviews involving three educational managers, seven English teachers, and 370 high school students. The theoretical framework was developed based on an extensive literature review and analysis of educational policies and teaching guidelines. Findings revealed strong consensus among stakeholders on the need to enhance teaching methods, improve teacher training, upgrade teaching materials, and raise student awareness and engagement. School administrators emphasized improving student intake quality and adopting innovative management practices, while teachers advocated for professional development and modernized instructional strategies. Students called for more practical activities, diverse teaching approaches, and greater integration of technology. The study concluded with targeted recommendations for the City Department of Education and Training, school leaders, teachers, and students to collaboratively improve the management and outcomes of Grade 10 English education in the district. This research provided practical insights into educational management and English language teaching in Vietnam's secondary education system.

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## 1. Introduction

Education has long been the fundamental cornerstone of sustainable development and a key driver of national prosperity. For Vietnam, in the context of deep international integration and the rapid advancement of information technology, education has become even more vital. General Secretary Nguyen Phu Trong (2013, p.25) once affirmed: *"Education and training are the top national policy, the foundation for sustainable development, and an important driving force for developing high-quality human resources for the country."* This statement clearly reflects the country's strategic vision, where education not only plays a role in knowledge transmission but also helps shape core values, life skills, and adaptability for the younger generation.

Vietnam's education system is currently facing new demands, requiring not only curriculum innovation but also a shift in teaching and learning approaches. The goal is no longer merely to convey academic knowledge, but to comprehensively develop creative thinking, problem-solving skills, and the ability to integrate into the global community. Teaching must go beyond textbooks and focus on creating a learning environment that encourages interaction and student initiative, while also empowering teachers to maximize their potential in delivering knowledge and inspiring learning. In this context, education must continue to serve as a guiding torch, leading the young generation of Vietnam not only to stand firm but also to reach further in today's ever-changing world.

English is no longer simply a compulsory subject in the general education curriculum, but also a tool that enables students to access global knowledge, develop communication skills, and prepare for future career opportunities. To meet this need, the Vietnamese Ministry of Education and Training (MOET) issued Official Dispatch No. 791/HD-BGDĐT on June 25, 2013, guiding the renewal of the education program with a focus on enhancing student competencies. This document emphasized strengthening English teaching and learning. It stated that the education program must be *"aligned with the development needs of the country in the context of international integration,"* with a focus on equipping students with the ability to use foreign languages effectively in both study and daily life.

English teaching in high schools has been improved to not only focus on theoretical knowledge but also on developing practical communication skills, enabling students to apply the language in increasingly diverse international contexts. However, English teaching and management in many high schools, especially in Cai Rang District, Can Tho City, Vietnam, still face numerous challenges and limitations. First, the shortage of highly qualified teachers has made it difficult for many to effectively implement modern teaching methods as required by the 2018 General Education Curriculum. Also, many schools lack appropriate teaching materials and facilities; classrooms are often not

equipped with modern tools such as projectors or language learning software, which hampers the organization of creative learning activities.

Teaching methods remain another limitation, as many teachers still focus primarily on grammar and vocabulary, without providing sufficient opportunities for students to develop real-life communication skills. Furthermore, large class sizes and limited English learning time affect the effectiveness of group communication activities. Finally, the management and supervision of English teaching activities remain inadequate, lacking proper assessment of teaching quality and professional development programs for teachers. These limitations not only affect students' English learning outcomes but also hinder efforts to improve their ability to use the language in an international environment.

Given these difficulties and challenges, this study will investigate and evaluate the current situation of the management of English teaching activities for Grade 10 in high schools in Cai Rang District, Can Tho City, and propose management solutions aligned with the requirements of the 2018 General Education Curriculum.

## 2. Literature Review

### 2.1 Fundamental Concepts

#### 2.1.1 Management

Management is a broad concept that appears in nearly all fields of social life, such as economics, politics, culture, education, technology, and more. Depending on the approach and research objectives, the concept of management is defined from various perspectives.

In general terms, management is understood as the process of planning, organizing, directing, and controlling the mobilization and effective use of resources (human, financial, material, technological, etc.) to achieve the organization's objectives. According to the Vietnamese Encyclopedia Dictionary (2005, p. 580), "*Management is the function and activity of an organized system belonging to different domains (biological, technical, social), ensuring the maintenance of a certain stable structure, maintaining optimal operation, and ensuring the implementation of the system's programs and objectives.*"

Mary Parker Follett defined management as "*the art of getting things done through people*" (quoted in Robbins & Coulter, 2012). This view emphasizes the human element and the ability to mobilize and lead a collective to achieve the highest work efficiency. Koontz and Weihrich (1990, p.57) approach management as the process of designing and maintaining an effective organizational environment: "*Management is the process of designing and maintaining an environment in which individuals working together in groups can effectively achieve selected goals.*" Similarly, Robbins and Coulter (2012) define management as "*the process of coordinating work activities to achieve results effectively and efficiently through and with others.*" Meanwhile, Henri Fayol (1949) views management through five basic functions: forecasting and planning, organizing, commanding, coordinating, and controlling.

In Vietnam, many scholars have taken a comprehensive and practical approach to the concept of management. Nguyen Ngoc Quang (1995, p.45) states: "*Management is a purposeful, directed impact by the management subject on the management object using appropriate methods and means to achieve the set goals.*" Dang Quoc Bao (2001) emphasizes: "*Management is the continuous, organized, and purposeful influence of the management subject on the workforce within an organization to achieve common goals in a fluctuating environment.*" Le Van Hong (2001, p.27) confirms: "*Management is a purposeful, planned process of influence by the management subject on the workforce within the organization to realize the defined objectives.*"

From these approaches, it can be summarized that management is both a science and an art, carried out through functions such as planning, organizing, directing, and controlling, aiming to mobilize and effectively use resources to achieve predetermined goals amid a constantly changing environment. In the field of education, especially in managing English teaching activities at the high school level, management not only ensures the efficient operation of the teaching process but also plays a role in directing and promoting methodological innovation, developing learners' competencies, and improving comprehensive educational quality, meeting the requirements of the new general education curriculum and international integration trends.

### **2.1.2 Teaching Activities**

Teaching activities are goal-oriented, organized processes where teachers and students engage in pedagogical interactions to achieve specific educational objectives. According to Nguyen Anh Tuyet (2004), teaching is the process of organizing, directing, and coordinating between the teacher's teaching activities and the students' learning activities to achieve the holistic development of learners. Tran Ba Hoanh (2000) also asserts that teaching is a planned process where teachers actively influence students to help them actively acquire knowledge, form skills, and develop appropriate attitudes.

International scholars also share similar views. Gagné (1985) defines teaching as a systematic process that facilitates learning by arranging conditions for stimulation and feedback. Meanwhile, Joyce & Weil (2000) emphasize that teaching is the process of designing and implementing models to help learners develop intellectually and personally through experience. According to Biggs & Tang (2007), effective teaching activities must be linked to expected learning outcomes and place learners at the center, thereby creating conditions for students to become active agents in knowledge acquisition.

From these perspectives, teaching activities are not merely knowledge transmission but an organized pedagogical process where teachers and students interact actively to achieve educational goals, developing learners' competencies and qualities comprehensively.

### **2.1.3 Grade 10 English Subject**

The Grade 10 English subject in the 2018 General Education Program is oriented towards developing students' language communication competencies, contributing to the formation and development of English as a tool for learning, communication, and international integration. According to the Vietnamese Ministry of Education and Training (2018), this subject not only equips students with linguistic knowledge such as vocabulary, grammar, and phonetics, but also focuses on simultaneously developing the four skills of listening, speaking, reading, and writing in familiar and practical contexts.

International researchers also emphasize the role of foreign language subjects at the secondary level. Richards and Rodgers (2014) highlight that modern foreign language teaching should focus on developing the ability to use language in real communicative situations rather than merely teaching isolated grammar and vocabulary rules. Similarly, Harmer (2007) argues that an effective English program integrates language knowledge and usage skills, centers on the learner, and creates conditions for active student participation, fostering critical thinking, cooperation skills, and lifelong learning.

### **2.1.4 Grade 10 English Teaching Activities**

Grade 10 English teaching activities are goal-oriented, organized, and clearly directed processes where teachers and students engage in pedagogical interactions to develop high school students' English proficiency. This process is not simply knowledge transmission but emphasizes forming and practicing communication skills (listening, speaking, reading, writing), developing language thinking, collaboration skills, and self-learning abilities in a learner-centered environment (Nguyen Anh Tuyet, 2004; Biggs & Tang, 2007).

In the context of education reform following the 2018 General Education Program, Grade 10 English teaching activities are designed to be integrative and competency-based, combining language knowledge with practical topics such as community, environment, technology, and global issues. The organization of activities has become increasingly diverse and flexible, blending traditional and modern methods like project-based learning, station teaching, and task-based learning to encourage learner autonomy and creativity (Ministry of Education and Training, 2018; Joyce & Weil, 2000).

Moreover, to ensure the quality and effectiveness of teaching activities, management plays an indispensable role. Management not only controls and supervises the teaching process but also helps build plans, coordinate personnel, develop teachers' professional competencies, select suitable teaching materials, and organize standardized assessments. Effective management contributes to enhancing teachers' professional capacity, promoting innovation in teaching methods, and creating a positive learning environment, thereby improving students' English learning outcomes.

### **2.1.5 Management of Grade 10 English Teaching Activities in High Schools**

Managing Grade 10 English teaching activities in high schools is a purposeful, planned, and organized process in which management subjects act to ensure the effective

implementation of English teaching according to the orientation of the 2018 General Education Program. This management process includes basic functions such as planning, organizing, implementing, providing professional guidance, monitoring, evaluating, and adjusting teaching activities. It also focuses on fostering teachers' professional development, providing adequate facilities and teaching equipment, and encouraging methodological innovation.

According to Phan Van Kha (2009), managing teaching activities is the process of managing subjects that influence the components of teaching and learning activities to achieve educational goals. Similarly, Tran Kiem (2006) states that teaching management is the use of a combination of pedagogical measures to direct, organize, coordinate, and control teaching and learning activities to achieve optimal efficiency. In the current context of educational reform, managing Grade 10 English teaching activities goes beyond controlling content and program progress; it also ensures integration, develops learners' competencies, and creates conditions for teachers and students to actively and creatively participate in language teaching and learning.

## **2.2 Related Studies**

Niken Hasdina, Eva Devi Sofyawati, Sinta Dewi, Hanifah Oktarina (2024), through their study, focus on how to improve student engagement in high school English classes. Student engagement is considered a crucial factor in enhancing learning outcomes and classroom management. Also, Genal Hove (2011) explores the role of teaching critical thinking in high school English classrooms. Hove emphasizes that critical thinking is an essential life skill that must be explicitly taught and regularly practiced. The results show that students who received specific instruction in critical thinking made significant progress compared to those who did not. The study also proposes ways to incorporate critical thinking into the curriculum through systematic and scaffolded teaching methods.

In the article Yamith José Fandiño (2013) emphasizes the necessity of integrating 21st-century skills—such as critical thinking, creativity, collaboration, and technology use—into the teaching of English as a foreign language. It calls on teachers to raise their awareness and adopt modern teaching methods to better prepare students with the essential skills for the 21st century.

Diane Larsen-Freeman and Marti Anderson (2011) introduce widely used language teaching methods, offering a comprehensive overview of both theoretical and practical aspects of foreign language instruction. It covers communicative language teaching, the Audio-Lingual Method, the Grammar-Translation Method, and other modern approaches. The authors analyze how each method is applied, the roles of teachers and learners, and when these methods are most effective. The book helps educators select and combine appropriate techniques to create flexible and effective learning environments.

Recent international studies have emphasized various aspects of effective English language teaching and classroom management at the high school level. Astaifi and El

Allame (2024) explored Moroccan EFL teachers' perceptions of critical thinking instruction and found that although teachers value it, textbook limitations and exam structures often hinder its implementation. Similarly, Báez (2010) highlighted the importance of designing classroom tasks that integrate critical thinking, meta-cognitive awareness, and interaction to enhance both language proficiency and deeper thinking. Masadeh (2021) further supported this by identifying teacher behaviors that promote critical thinking, while also pointing out common challenges, such as limited classroom time and lack of training. Fandiño (2013) and Presdyasmara & Anam (2022) emphasized integrating 21st-century skills—like creativity, collaboration, and debate—into English classes to make them more engaging and meaningful.

Studies by Yulian (2021) and Stefanova *et al.* (2017) demonstrated that approaches like flipped classrooms and the use of literature can significantly enhance students' critical reading and reflective thinking. Engagement is also a key theme in international research. For example, Mai *et al.* (2024) examined factors that hinder student participation in English-speaking classes, finding discrepancies between students' and lecturers' perceptions, which suggests a need for more student-centered pedagogy. Caesar (2023) found that using activities such as speech, debate, and discussion improved both speaking skills and student motivation. Finally, Romdani *et al.* (2022) provided insight into how effective management practices in a boarding school context helped enhance English-speaking performance. Collectively, these studies highlight that improving English teaching quality requires not only innovative methods and integration of 21st-century skills but also supportive classroom management, professional development for teachers, and policies that empower students to actively participate and think critically.

In short, international studies have emphasized the importance of managing English teaching activities at the high school level from various perspectives. These include enhancing student engagement, fostering critical thinking, integrating 21st-century skills, applying flexible teaching methods, and improving assessment practices. The findings suggest that improving the quality of English teaching requires a balanced combination of instructional innovation, effective classroom management, and increased teacher awareness of the roles of assessment and comprehensive skill development for students.

In Vietnamese contexts, Phan Thi Thu Nga and Le Phuong Thao (2013) focused on evaluating commonly used and effective methods in foreign language instruction for students. It provided a comprehensive overview of the current practices and proposed improvements to enhance language teaching. Pham Ngoc Truong Linh (2022) emphasised the importance of renewing teaching and learning methods to improve education quality, especially in the context of global integration. Also, Tran Thanh Du (2024) investigated Vietnamese High School Students' Motivation for Speaking English. The study analyzed motivational and inhibitory factors affecting students' ability to communicate in English. It identified key motivations such as academic requirements, career orientation, and the desire to communicate with foreigners. However, limitations

related to the learning environment, confidence levels, and availability of learning resources were also highlighted as major obstacles.

Tran Thi Hong Le (2020), in the study *Factors Affecting and Strategies to Motivate 10th Grade Students' Participation in English Speaking Activities*, found that encouraging participation through engaging activities, cooperative learning environments, and flexible teaching methods significantly improved students' involvement. Factors such as language proficiency, learning motivation, and teacher support played essential roles in fostering active participation. Besides, Bui Thi Mui and Tran Luong (2010) authored the textbook "The Theory of Modern Teaching Methods", which focuses on learner-centered teaching approaches that encourage student autonomy and creativity. The book discusses the integration of information technology and innovative teaching techniques to enhance learning effectiveness, serving as a valuable resource for those interested in educational reform.

In addition, Phan Thi Thu Nga (2015) also conducted a study on *English Pedagogy Students' Feedback after Teaching Internships at High Schools*. Results showed that most students provided positive feedback, noting improvements in career awareness, pedagogical skills, and communication. However, some challenges remained in terms of professional knowledge, communication skills, and adapting to the school environment. Bui Hong Dung (2010) examined the *Current Situation and Management Measures for Innovating English Teaching Methods at High Schools in District 6, Ho Chi Minh City*. The research indicated that, despite some positive changes, innovation efforts were still limited due to a lack of consistency and clear management strategies. The thesis proposed solutions such as improved planning, organization, leadership, and supervision to enhance teaching quality.

Thuy Ho Hoang Nguyen and Anh Thi Truong (2021), in their study *EFL Teachers' Perceptions of Classroom Writing Assessment at High Schools in Central Vietnam*, found that teachers had positive perceptions of the purposes and processes of assessment, with a focus on formative assessment to improve teaching and learning. However, limitations in using alternative assessment methods could hinder diversity and effectiveness in practice.

In general, domestic studies have clearly reflected the current state of English teaching and learning at the high school level, covering aspects such as teaching methods, assessment practices, student motivation, and engagement. These studies emphasize the importance of renewing instructional strategies, promoting student autonomy and creativity, and highlighting the roles of the learning environment, teacher support, and school management. While there have been encouraging outcomes, challenges still remain, such as limited diversity in assessment, psychological and resource barriers, and inconsistent management strategies. Therefore, researching and proposing appropriate management solutions to improve the effectiveness of English language teaching, particularly in Grade 10, is both necessary and practically meaningful. Based on the review of both domestic and international literature, it is evident that studying the theoretical foundations and practical management of English teaching at the high school



level—especially for Grade 10—is essential as a basis for analyzing the current situation and proposing solutions in the context of ongoing educational reform.

### **3. Research Methodology**

#### **3.1 Research Questions**

In order to gain a deeper understanding of the management of English teaching at the high school level, it is essential to investigate the current practices and challenges faced by educational institutions. The following research questions were formulated to guide the study:

- 1) What is the current status of the management of Grade 10 English teaching activities in high schools in Cai Rang District, Can Tho City?
- 2) Based on theoretical foundations and the assessment of the current situation, what management solutions can be proposed to improve the teaching of Grade 10 English in high schools in Cai Rang District, Can Tho City, ensuring both necessity and feasibility?

#### **3.2 Research Objectives**

Corresponding to the research questions, the study aimed to achieve the following objectives in order to provide a comprehensive and practical contribution to the field:

- 1) To assess the current state of the management of Grade 10 English teaching activities in high schools in Cai Rang District, Can Tho City.
- 2) To propose practical and feasible management solutions for improving the teaching of Grade 10 English in high schools in Cai Rang District, Can Tho City, based on theoretical foundations and the analysis of the current situation.

#### **3.3 Participants**

The study surveyed key stakeholders involved in the teaching of Grade 10 English in high schools located in Cai Rang District, Can Tho City. The aim was to ensure that the collected data objectively and accurately reflected the current situation, thereby providing a solid basis for proposing appropriate solutions to improve management practices and enhance the effectiveness of English teaching activities. The survey focused on the following groups:

- Educational management personnel at various levels (Department of Education, Division of Secondary Education, school administrators, heads and deputy heads of subject departments), in which three managers in charge of each high school were surveyed.
- English teachers working at high schools in Cai Rang District, Can Tho City, among whom were seven teachers, participated in the study.
- High school students in the same district, with 370 students taking part in the survey.

### **3.4 Research Methods**

#### **3.4.1 Theoretical Research Methods**

This method involved collecting and reviewing theoretical documents, legal texts, and scientific research works related to educational management, the management of Grade 10 English teaching activities, and instructional guidelines for English teaching at the high school level. The goal was to analyze, synthesize, and systematize relevant theoretical issues to build a solid theoretical foundation for the study.

#### **3.4.2 Practical Research Methods**

##### **3.4.2.1 Observation Method**

Observations were conducted on the teaching activities and learning products of Grade 10 English lessons to assess the academic performance of students in high schools.

The actual classroom practices and instructional methods used by teachers in Grade 10 English classes were also observed to understand their approach and effectiveness.

##### **3.4.2.2 Survey Method Using Questionnaires**

A questionnaire survey was employed to collect data on the current state of teaching and managing Grade 10 English instruction in high schools in Cai Rang District, Can Tho City, from November 2024 to May 2025. The questionnaires were distributed to the following target groups: three school managers, seven English teachers, and 370 high school students.

###### **3.4.2.2.1 Purpose**

To gather information and data from specific stakeholders such as students, teachers, and educational managers, which would serve as a basis for analysis and conclusion. This aimed to provide a comprehensive view of the current situation regarding the teaching and management of Grade 10 English instruction.

###### **3.4.2.2.2 Content**

The questions were carefully designed to collect relevant information about the research topic—namely, the teaching and management of Grade 10 English classes. Additional personal data, such as age, gender, position, and educational qualifications, were also gathered to allow for a more in-depth and systematic analysis.

###### **3.4.2.3 Statistical Method**

Statistical tools were used to process and analyze data collected from various research methods such as observation, surveys, and interviews. This approach ensured that the research findings were reliable and accurate.

### 3.4.2.3.1 Content

Mathematical formulas and statistical techniques were applied to quantify the survey results, evaluate research outcomes, and support scientific conclusions.

### 3.4.2.3.2 Implementation

Software tools such as SPSS or Excel were used to analyze and process the data collected from the field.

## 4. Findings and Discussion

### 4.1 Students' Perceptions of the Implementation Level of Grade 10 English Learning Content

Students' perceptions of the implementation level of Grade 10 English learning content reflect how they understand, evaluate, and approach learning English according to the new general education curriculum. Most students recognize that the content is designed to develop competencies by integrating the four language skills with familiar and practical topics. According to the students, the frequency of engaging with Grade 10 English content ranges from "Occasionally" to "Frequently."

**Table 4.1:** Students' Perceptions of the Implementation Level of English 10 Subject Content

Teaching Content	N	Mean	Standard Deviation (SD)	Frequency
1. Implement according to the regulations of the 2018 General Education Program.	370	2.57	0.55	Frequently
2. Select important knowledge based on standards to help students achieve subject objectives and apply them effectively in real life.	370	2.62	0.54	Frequently
3. Help students clearly understand difficult content in textbooks and materials, and support them in the process of self-reading and research.	370	2.55	0.60	Frequently
4. Update and supplement relevant new information to make lessons more practical and diverse.	370	2.54	0.59	Frequently
5. Streamline theory, enhance practice, exercises, and experiences to develop language competence.	370	2.52	0.60	Frequently
6. Focus on key content in textbooks and reference materials to help students effectively grasp knowledge.	370	2.60	0.58	Frequently
7. Strengthen content orientation and provide guidance to support students in self-reading, researching materials, and self-study at home.	370	2.52	0.58	Frequently
8. Supplement and emphasize key content related to exam review to better prepare students for tests and assessments.	370	2.62	0.55	Frequently
<b>Overall Average Score</b>	<b>370</b>	<b>2.56</b>	<b>0.57</b>	<b>Frequently</b>

## 4.2 Implementation of Management Activities in Teaching English 10 by School Administrators at High Schools

**Table 4.2:** Level of Implementation of Management Activities in Teaching English 10 by School Administrators at High Schools

Statements	N	Mean	Standard Deviation	Performance Level
1. Developing the teaching plan for English 10 at high schools.	7	5.00	0.00	Good
2. Organizing the implementation of English 10 teaching activities at schools.	7	4.14	0.38	Fair
3. Directing and managing English 10 teaching activities at schools.	7	4.14	0.38	Fair
4. Inspecting and evaluating the management of English 10 teaching activities.	7	5.00	0.00	Good
5. Managing facilities, using teaching equipment, and applying information technology to support teaching activities.	7	4.43	0.53	Good
<b>Overall Average</b>	<b>7</b>	<b>4.54</b>	<b>0.25</b>	<b>Good</b>

This table presents the perceptions of seven school administrators regarding their management of English 10 teaching activities in upper secondary schools. The highest ratings (5.00) were given to developing teaching plans and evaluating teaching management, indicating these tasks are performed excellently. Organizing and directing teaching activities received slightly lower scores (4.14), rated as fair, suggesting room for improvement in these areas. Managing facilities and the use of technology scored 4.43, reflecting good performance. The overall average score of 4.54 shows that administrators generally perceive their management of English 10 teaching as good, with consistent and effective efforts in planning, evaluation, and resource management.

## 4.3 Perceptions of School Administrators about the English 10 Curriculum in High Schools

The perceptions of school administrators regarding the English 10 curriculum in high schools play an important role in the effective implementation of the program. Through supervising and supporting teachers, administrators gain a comprehensive view of the curriculum's suitability, its responsiveness to teaching realities, and its effectiveness in developing students' language skills and thinking abilities. Understanding administrators' perceptions helps identify strengths, challenges, and propose adjustments to improve the quality of English teaching. Results show that administrators perceive the current English 10 curriculum as ranging from average to more difficult. This reflects the reality of applying the 2018 curriculum, which focuses on developing language abilities based on students' competencies.

#### 4.4 Implementation of Management Activities for Teaching English 10 in High Schools

**Table 4.4:** Level of Implementation of Management  
Activities for Teaching English 10 in High Schools

Statements	N	Mean	Standard Deviation	Performance Level
1. Developing the teaching plan for English 10 at high schools.	3	5.00	0.00	Good
2. Organizing the implementation of English 10 teaching activities at schools.	3	4.67	0.58	Good
3. Directing and managing English 10 teaching activities at schools.	3	5.00	0.00	Good
4. Inspecting and evaluating the management of English 10 teaching activities.	3	5.00	0.00	Good
5. Managing facilities, using teaching equipment, and applying information technology to support teaching activities.	3	4.67	0.58	Good
<b>Overall Average</b>	<b>3</b>	<b>4.86</b>	<b>0.23</b>	<b>Good</b>

This table shows the perceptions of three school administrators regarding their management of English 10 teaching activities in upper secondary schools. All areas received high average scores, ranging from 4.67 to 5.00, reflecting a strong performance across the board. Administrators rated developing teaching plans, directing teaching activities, and evaluating management at the highest level, indicating these tasks are executed excellently. Organizing teaching activities and managing facilities, including the use of technology, also received good ratings. The overall average score of 4.86 demonstrates that administrators believe they are effectively fulfilling their roles, ensuring quality management that supports both teachers and students in the English 10 curriculum.

#### 4.5 Management Contents for Developing the English 10 Teaching Plan in High School

**Table 4.5:** Results Management Contents for Developing  
the English 10 Teaching Plan in High Schools

Statements	N	Mean	Standard Deviation	Performance Level
1. Thoroughly and creatively implement the English 10 teaching program in high schools, adapting it flexibly to the school's actual situation and academic year tasks.	3	5.00	0.00	Good
2. Disseminate the teaching objectives of English 10 at high schools as implemented by the Ministry of Education and Training.	3	5.00	0.00	Good
3. Approve teaching plans developed by departments/professional groups and teachers.	3	5.00	0.00	Good
4. Inspect the implementation of the teaching plan.	3	5.00	0.00	Good
<b>Overall Average</b>	<b>3</b>	<b>5.00</b>	<b>0.00</b>	<b>Good</b>

This table presents the evaluation of three school administrators on their management of the English 10 teaching plan in upper secondary schools. All aspects received perfect average scores of 5.00, indicating excellent performance. Administrators effectively ensure the English 10 curriculum is implemented seriously, flexibly, and creatively, tailored to the school's specific context and yearly objectives. They actively disseminate the Vietnamese Ministry of Education and Training's teaching goals, approve lesson plans developed by teaching teams, and rigorously inspect plan implementation. The flawless overall average reflects strong leadership and commitment, highlighting that administrators play a crucial role in maintaining high standards and consistency in English teaching management.

#### 4.6 Inspection and Evaluation of Management of English 10 Teaching Activities in High Schools

**Table 4.6:** Results of Inspection and Evaluation of  
Management of English 10 Teaching Activities in High Schools

Statements	N	Mean	Standard Deviation	Performance Level
1. Thoroughly instruct teachers and students to strictly follow current regulations on exams, assessments, and student classification.	3	5.00	0.00	Good
2. Train teachers on innovations in assessment and evaluation.	3	5.00	0.00	Good
3. Direct teachers to apply diverse methods and forms of student assessment.	3	5.00	0.00	Good
4. Guide the exam question-setting process.	3	5.00	0.00	Good
5. Oversee teachers' assessment and classification of students.	3	5.00	0.00	Good
<b>Overall Average</b>	<b>3</b>	<b>5.00</b>	<b>0.00</b>	<b>Good</b>

Table 4.6 reflects the evaluations of three school administrators regarding the inspection and management of English 10 teaching assessments in high schools. All areas received perfect scores of 5.00, indicating outstanding performance. Administrators ensure that teachers and students strictly follow current exam and assessment regulations, which helps maintain fairness and standardization. They also provide training to teachers on new assessment methods, promote diverse evaluation techniques, and supervise the exam question-setting process. In addition, they oversee teachers' grading and student classification. The perfect overall score highlights the administrators' commitment to upholding high standards in managing the assessment process effectively and consistently.

## 4.7 Factors Influencing the Management of English 10 Teaching Activities in High Schools in Cai Rang District, Can Tho City

**Table 4.7:** Results of Factors Influencing the Management of English 10 Teaching Activities in High Schools in Cai Rang District, Can Tho City

Statements	N	Mean	Standard Deviation	Level
<b>I. Subjective Factors</b>				
1. Factors related to management personnel				
- Ethics	3	3.00	0.00	High
- Professional qualifications	3	3.00	0.00	High
- Management capacity	3	3.00	0.00	High
2. Factors related to the managed subjects				
- Quantity and quality of teachers	3	2.67	0.58	High
- Quantity and quality of students	3	3.00	0.00	High
<b>Overall Average</b>	<b>3</b>	<b>2.93</b>	<b>0.11</b>	<b>High</b>
<b>II. Objective Factors</b>				
1. Economic, social, and cultural conditions	3	3.00	0.00	High
2. Party's policies and government education policies	3	3.00	0.00	High
3. Ministry of Education and Training's teaching program	3	3.00	0.00	High
4. Cooperation among school members and organizations	3	3.00	0.00	High
5. Facilities and teaching equipment	3	3.00	0.00	High
6. Supervision and evaluation by higher-level leaders	3	3.00	0.00	High
<b>Overall Average</b>	<b>3</b>	<b>3.00</b>	<b>0.00</b>	<b>High</b>

This table presents the factors influencing the management of English 10 teaching activities in upper secondary schools in Cai Rang District, Can Tho City, divided into subjective and objective categories. Subjective factors relate to the management personnel and the subjects managed. Key elements such as ethics, professional qualifications, and management capacity of administrators received the highest rating of 3.00, indicating a strong belief in their importance. The quantity and quality of teachers and students were also rated highly, though teacher quality scored slightly lower (2.67). Objective factors include economic, social, and cultural conditions, government policies, curriculum, cooperation within the school, facilities, and supervision by higher authorities, all rated at the highest level (3.00). The overall high scores demonstrate a consensus that both subjective and objective factors play crucial roles in effective teaching management. This comprehensive view highlights that successful management depends not only on personnel but also on external conditions and resources.

## 4.8 Discussion

The results from the study provide a detailed insight into the implementation and management of the English 10 curriculum in upper secondary schools. From the perspective of students, most learning activities were perceived as being conducted "frequently," with average scores ranging from 2.52 to 2.62 on a 3-point scale. This indicates that teaching is aligned with the 2018 General Education Curriculum,

emphasizing core knowledge, practical application, and student-centered learning. However, the emphasis on test preparation suggests a possible imbalance between language skill development and exam-oriented teaching.

Regarding instructional methods, students recognized classroom-based instruction and interactive methods like discussion and Q&A as most commonly used. In contrast, project-based learning, experiential activities, and the use of specialized classrooms were only “occasionally” implemented, suggesting limited diversity in teaching formats and learning environments. This reflects potential constraints in infrastructure, training, or time allocation.

From the teachers' side, the data highlights that a variety of teaching methods and techniques are used, although many modern techniques are still employed “occasionally.” This suggests that while teachers are aware of innovative strategies, consistent implementation may be hindered by contextual limitations.

The responses from school administrators were overwhelmingly positive. In all aspects of management—planning, organizing, directing, evaluating, and supporting English teaching—administrators self-assessed their performance as “Good,” with perfect or near-perfect scores. Especially notable were the areas of planning and assessment management, both scoring a full 5.00. Factors influencing effective management were rated as “High” across both subjective (e.g., leadership competence, teacher quality) and objective (e.g., government policies, infrastructure) categories.

In summary, while the management structure and curriculum alignment appear strong, the findings suggest that teaching practices and learning environments need further support to achieve more diverse, student-centered, and competency-based instruction, as envisioned by the 2018 curriculum.

## 4.9 Suggestions

### 4.9.1 From Students

Students made several recommendations to the school, focusing on aspects such as teaching methods management, classroom organization, learning formats, teaching materials, and teacher training. For instance, student 120 suggested: *“Increase the number of English periods, organize communication sessions with native teachers, integrate technology into teaching, and establish an English club to create a practical learning environment. Additionally, the school should improve teaching methods, organize teacher training sessions, and encourage students to participate in English competitions to enhance their skills. These solutions would help students learn more effectively and use English more confidently in real life.”*

Student 54 emphasized the importance of real-life learning: *“Support more practical learning sessions in subjects; if it's only theory, it's hard to remember and very boring.”* Bringing in native teachers was also seen as beneficial: *“Invite foreign teachers to teach more classes”* (Student 9). Students also called for more exercises (Student 28) and more engaging teaching methods, such as *“Include games related to the lessons to help students absorb the content more easily”* (Student 36).



Teaching materials also play a vital role. Some students felt that the current textbook was ineffective and suggested a change: *"Switch from the Cánh Diều textbook to Global"* (Student 126). Finally, regarding learning formats, students recommended a blended approach: *"I think combining online and in-person learning will make it easier for students to absorb knowledge and avoid boredom"* (Student 284).

#### **4.9.2 From English Teachers**

Teachers also made several suggestions for themselves, focusing on improving their professional expertise by participating in training courses and engaging in study visits to other institutions, both domestically and internationally. *"Enhancing the quality of professional training courses"* (Teacher 2) was highlighted as a key need to help teachers stay updated with new knowledge. Many also expressed the desire to *"Allow teachers to participate in experiential learning both in Vietnam and abroad to improve teaching methods"* (Teacher 3) in order to gain more practical experience. In addition, they proposed to *"Learn more new teaching methods"* (Teacher 5) and *"Focus on developing human resources"* (Teacher 7) to enhance the overall quality of English teaching.

#### **4.9.3 From School Administrators**

All three school administrators agreed that improving and enhancing the quality of Grade 10 admissions is an effective solution that the Can Tho City Department of Education and Training should implement to improve the current state of English teaching in Grade 10. The improvement should focus on raising the entry scores for Grade 10 and eliminating students who do not meet the requirements for *"Improving the quality of Grade 10 admissions"* (Administrator 1).

### **5. Conclusion and Recommendations**

#### **5.1 Conclusions**

The findings reveal that the effective management and implementation of English 10 teaching in high schools requires collaboration among administrators, teachers, and students. School leaders have demonstrated strong capacity in planning, organizing, and evaluating teaching activities, supported by both internal and external factors. Teachers expressed a need for ongoing professional development, particularly through high-quality training and opportunities to gain experience in different teaching environments, both domestically and internationally. Students offered practical recommendations, emphasizing the importance of interactive learning, increased exposure to native English speakers, improved teaching methods, and updated materials. They also suggested integrating technology and using blended learning formats to increase engagement and improve learning outcomes. Overall, the study highlights that improving the quality of English education at the Grade 10 level involves not only effective school management but also active participation from teachers and students, with a shared focus on real-world communication skills and learner-centered approaches.

### **5.1.1 For the Theoretical Foundation**

The study's theoretical foundation is based on educational management theories, language teaching methodologies, and competency-based education aligned with the 2018 General Education Curriculum. It emphasizes the roles of administrators, teachers, and students in ensuring effective teaching and learning of English at the high school level. The research draws from principles of curriculum development, instructional leadership, and learner-centered approaches, highlighting the importance of planning, implementing, and evaluating teaching activities. These frameworks support the study's exploration of management practices and teaching methods, aiming to enhance students' language competence, communication skills, and real-world application of English in the modern educational context.

### **5.1.2 For Practical Foundation**

The practical foundation of this study is grounded in the real-world management practices of English language teaching in high schools. It focuses on how school administrators plan, organize, implement, and evaluate teaching activities in alignment with the 2018 General Education Curriculum. Data from schools in Cai Rang District, Can Tho City, reveal that effective management requires strong leadership, collaboration with teachers, sufficient resources, and alignment with educational policies. The study also reflects on the challenges and needs identified by both teachers and students, offering insights into practical solutions such as professional development, updated materials, and more diverse learning environments.

## **5.2 Suggestions to Can Tho City-related Agencies**

### **5.2.1 For Can Tho City Department of Education and Training**

The Department should focus on improving the quality of English teaching by enhancing entrance standards for Grade 10, as unanimously agreed by all school administrators. This would involve raising the entry score and filtering out students who do not meet requirements to ensure a better learning environment. Also, the Department needs to unify textbooks across the city to standardize learning materials. Professional development for teachers should be increased through quality training sessions and opportunities for studying both domestically and abroad. Improving teaching equipment and integrating technology in classrooms are also key priorities to elevate the effectiveness of English instruction citywide.

### **5.2.2 For English Teachers**

Students recommend that teachers adopt more engaging, varied, and interactive teaching methods, such as incorporating vocabulary games, conversational practice, and real-life application scenarios. They desire more practice opportunities with native speakers and emphasize the importance of applying technology in teaching. Plus, students suggest changing the current textbooks to more effective ones (e.g., from “Cánh Diều” to “Global”) and diversifying teaching modes by combining in-person and online learning.

They also expect teachers to provide more exercises, fair treatment, and kind support to help them better grasp English

### **5.2.3 For Cai Rang District Department of Education and Training**

The Cai Rang District Department is urged to maintain close supervision and timely support for high schools to boost English teaching quality. Emphasis is placed on organizing regular professional development workshops and thematic exchanges for teachers to share best practices and update teaching skills. The district should encourage collaboration among school administrators, teachers, and students to identify and resolve challenges promptly. Ensuring adequate teaching facilities and supporting the integration of new teaching technologies are also essential for sustainable progress in English education within the district.

### **5.2.4 For School Administrators**

School administrators should prioritize innovating teaching methods to stimulate student interest and promote comprehensive language competency development. Organizing and approving effective teaching plans, rigorously monitoring lesson implementation, and conducting thorough evaluations are crucial responsibilities. Administrators must actively facilitate professional development by encouraging teacher participation in workshops and inter-school exchanges. Additionally, raising students' awareness of English learning importance is vital, motivating them to take initiative in self-study and active classroom participation. Administrators should foster a supportive environment by addressing both teacher and student needs, thereby enhancing the overall quality of English education at the school level.

### **5.2.5 For Students**

All teachers participating in the survey unanimously agreed that raising students' awareness is the key factor for achieving success in Grade 10 English learning. They emphasized that students should take initiative in their studies, explore the curriculum content, strengthen their foundational knowledge, and engage in self-study under the guidance of teachers. In class, students should pay attention to lessons, enhance their teamwork skills, regularly communicate with subject teachers when facing difficulties, and express themselves clearly to both their homeroom and subject teachers, as well as to their parents.

According to School Administrators, "educating students to raise their awareness" is considered the most effective method to improve the current situation. At present, many students do not fully understand the importance of the Grade 10 English program. Therefore, it is essential to help them recognize the significance of this subject. Once this awareness is developed, students are likely to adopt a more positive attitude toward learning English.

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## **Conflict of Interest Statement**

The author declares no conflicts of interest.

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