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***From the teachers' perspective:  
 Factors affecting English language  
 instruction in Vietnamese high schools***

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## **Abstract:**

In Vietnamese secondary schools, teaching English is seen as a crucial responsibility. In most secondary schools, studying the English language is a must. However, several obstacles might get in the way of instructors teaching English. It is undeniably crucial to assist educators in fully comprehending these elements. This research endeavours to identify the variables that have an impact on English instruction in three high schools in Ho Chi Minh City, Vietnam. Thirty-three Vietnamese English instructors took part in the research. Both quantitative and qualitative information was collected via surveys and in-depth, in-person interviews. The information was analysed using both descriptive statistics and content analysis. The analysis of variance (ANOVA) was utilized to see whether there were any significant variations in how English instructors saw the elements that may have an impact on their classroom. The study found that factors related to students, teachers, and the classroom environment all significantly impacted teachers' ability to teach English, but that teachers' perceptions of these factors did not differ statistically. Finally, a number of suggestions were offered for relevant parties to consider in order to enhance the quality of English instruction within the academic setting.

## **Keywords:**

Factors; quality, English language teaching; English teachers, Vietnamese high schools.