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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.

1. Introduction:

The field of ESL instruction has just emerged onto the global stage. According to Jain and Patel (2008), English has risen to become one of the most widely used business languages in the world. The Vietnamese government places a high priority on improving the standard of education nationwide, including instruction in foreign languages. There are several potential influences on the outcomes of both English instruction and acquisition. Several high-ranking government authorities, instruction directors, instructors, and guardians have all communicated their endorsement of the new methodology and applauded the Service of Schooling and Preparing's endeavors to further develop educator quality. These drives have been finished by the public authority and partners to work on the educating of English as an unknown dialect. They have taken many steps to improve classroom education, including the creation of new textbooks with a focus on effective communication and the hosting of workshops for educators on the most proficient method to incorporate more understudy focused exercises into their lessons. The effectiveness of English instruction in Vietnamese secondary schools is still up for debate, but it is undeniable that many variables are seen to fundamentally affect how English is educated and scholarly in Vietnam, particularly factors influencing the educator's instructing. Numerous research on the elements that impact English instruction have been carried out in diverse settings. However, research on the elements that impact English instruction in Vietnamese secondary schools has shown up few results. As such, this research aims to (a) identify contextual factors that have a significant impact on English instruction at three high schools in Ho Chi Minh City, Vietnam, and (b) explore whether educators at these schools have different perspectives on the factors that impact their English instruction. The present investigation looks to answer the accompanying two examination questions:

1. To what extent do various circumstances influence the English instruction provided by instructors at three different high schools in Ho Chi Minh City, Vietnam?
2. Are there noticeable discrepancies in how instructors at the three schools see the elements that influence their English lessons?

2. Review of literature:

2.1. The English language programs of Vietnamese secondary schools:

Vietnam has made improving English education a top priority because of the vital role that the

English language plays in the country's government, economy, culture, and society. Because to Vietnam's membership in the World Trade Organisation (WTO) in 2006 and the Relationship of South East Asian Countries (ASEAN) in 1995, the situation with the English language in Vietnam has expanded fundamentally. The requirement for Vietnamese residents to learn English for intercultural correspondence is developing as an ever increasing number of English-speaking outsiders come to Vietnam for business. Among the many foreign languages taught in Vietnam, English is the most popular (Hoang, 2010). In Vietnam, the grammatical structure of the target language has long been emphasised in EFL classrooms. In particular, grammatical structure and test preparation have become focal points of English language education in Vietnam. According to Hoang (2010), there are three levels to the Vietnamese schooling system. Understudies matured 6-11 go to elementary school (grades 1-5), while those matured 11-15 go to secondary school (grades 6-9) and upper secondary school (grades 6-9). (For those 15 to 18 years old, grades 10 through 12).

Standard courses (also called "regular English") and intense classes (sometimes called "advanced English") are used to teach English in the secondary school setting. Students in Standard English classes spend three to four times each week studying, while those in advanced classes spend five to seven periods doing so. Each semester, they are given an English exam to gauge their improvement in the language. Throughout the school year, students may take a number of different English tests, counting oral, fifteen-minute, 45 moment, and two semester-finishing tests. When it comes time to graduate from high school, students are required to take the General Certificate of Secondary Education (GCSE) exam, which includes an English language component. Scores on English proficiency exams are also considered for admission to colleges and universities.

Teachers have the responsibility of ensuring that their pupils have acquired the following prior to leaving high school. Diphthongs, consonants, consonant combinations, stress, strong and weak pronunciation, consonant sound, assimilation, articulation, sentence stress, rhythm, and intonation are only a few of the "Phonetics" principles that students need to grasp before moving on. Second, vocabulary is the collection of words that people typically employ in everyday conversation and writing. High school grads should have a vocabulary of around 2500 words at the very least. When it comes to "Grammar," instructors go over and go deeper into topics like relative statements, contingent expressions, dynamic versus latent voice, direct versus roundabout discourse, compound versus confounded sentences, tenses, and so forth, that were shrouded in rudimentary and middle school.

High school classrooms are often difficult environments due to their large size (45 pupils on average). Teachers with large classrooms need to proceed with care while trying to determine the best ways to get all of their students involved. Further, educators are often responsible for instructing anywhere from three to five courses concurrently. Teachers also have the duty to tailor their illustrations to the necessities of their understudies, making sure that everything is neatly presented and engaging for their students. Grammar is taught and studied in most high schools nowadays with a focus on memorization of lists of words rather than practical application of concepts acquired (Vo & Nguyen, 2021).

2.2. Aspects of English language instruction:

According to Richard (2014), the success of any educational endeavour depends not only on the competence of its educators but also on the establishment of conditions and procedures befitting the finest educational institutions. The first step is to develop a community-wide commitment to improving education by putting in place the appropriate procedures. For teachers to be successful, they must be able to guide their pupils towards success (McKeachie, 1979). Therefore, it is crucial to identify influences on English instruction in the classroom. The many factors that influence ELT have been extensively examined. To work on the nature of English language schooling, it is expected to initially recognize the elements impacting teachers' English teaching, as noted by a number of experts (Aydin, 2012).

2.2.1. Factors of the student:

Several elements connected to students have been shown to influence instructors' EFL classroom practises. Most students' low vocabulary, poor grammar, and impaired listening comprehension in a foreign language classroom may be attributed to (a) issues connected to their English competency. According to Phan (2017), most Vietnamese high school students have a poor level of English proficiency; (b) psychological factors: research suggests that Asian students, and in particular Vietnamese students, seem to be rote learners. These qualities become apparent when study abroad (Exley, 2005). According to Park (2000), Asian students are more likely to remain quiet and remain in the background throughout class. Students in ESL classrooms may not speak out during class discussions because of fear of seeming foolish in front of their classmates, according to research by Vang (1999). In addition, students in Vietnam lack independence and detest ambiguity (Rao, 2001). Rao demonstrated that these problems stem from a focus on the "teacher" and on "closure" in the classroom. Many adolescents in their teenage years are "authority-focused." Students who had their own textbook, took notes, and focused on grammar performed best (Nunan, 1991); and (c)

Inspiration related factors: It is evident that inspiration factors and explanations behind learning English are basic worries to address to upgrade educational program materials and instructing rehearses that propel understudies to learn English. As per Mitu (2019), motivation is an unquestionable necessity for fruitful language study. Ellis (1997, p. 75) gives the accompanying meaning of inspiration: "the work that students embrace to concentrate on their very own L2 because need or need to learn." Subsequently, how much an individual learns or endeavors to procure the language out of want and joy is related to the degree to which they are inspired to do so.

2.2.2. Issues concerning educators:

The literature shows that the following have an effect on the guidance of English as an unknown dialect teacher. According to Sanders (2000), the classroom teacher has the greatest impact on student learning. According to their analysis of the available data, individual variations in teachers' efficacy are the single most important determinant of students' academic growth. Good teachers, according to Wright, Horn, and Sanders (1997), are able to motivate and inspire their pupils no matter what their current skill level is. Regardless matter how similarly or differently pupils are doing, if their teacher is unskilled, neither group will achieve enough academic progress. Educator effectiveness and student outcomes are strongly linked, according to Borman and Kimball (2005), Al-Issa and Sulieman (2007), and Akram (2019). (b) Showing technique related factors: as per Mackey (1969), choosing a showing strategy ought to be founded on how well it matches the educational plan, the understudies, and the instructors. Understudies' impression of their instructors' ability likewise relate emphatically with understudies' exhibition.

Furthermore, after learning goals have been met, appropriate methods and tactics for education may be assessed. It is important that the curriculum be adapted to the setting. The curriculum contents must be accurate and presented in a clear manner. It also has to be understandable by the vast majority of its target audience. Due to the long-term nature of the job, educators must rely on their professional judgement while using both scholarly and anecdotal sources. A firm understanding of the students' learning and teaching styles is crucial for the teacher to choose the most appropriate pedagogical approach. Learning is improved when instructors, students, and strategies all work together; (c) mental and emotional factors: In his research, Al Darwish (2017) examines educators' perspectives on what makes a good teacher and what led them to enter the field. The outcomes show that the teachers are keen on extending their insight into the objective language and culture.

2.2.3. Environmental considerations:

Several elements have been identified by researchers as potentially influencing the efficiency of the classroom, including (a) those directly connected to the classroom setting: The classroom setting is an important consideration when teaching English as a foreign language. According to Golam's (2012) research, high school English students in big class sizes perform worse than their peers. About 45 pupils make up an average Vietnamese classroom, with the maximum limit set at 50. Students in big classes have trouble approaching the instructor for help and making themselves heard, as noted by Baker and Westrup (2000). It is undeniable that there is a lack of assets for English materials in a secondary school, and this is one of the primary components influencing English language educating and learning; (b)Textbook-related issues: Understudies put quite a bit of their work on gaining from the English course reading, which is principal and insufficient for further developed study. It's additionally conceivable that the school library has no significant perusing material since the majority of the books there are for different courses. (d) Office related factors: Learning is improved when the furnishings and space permit the instructor to notice and communicate with all understudies from an agreeable distance (Seifert and Sutton, 2009). Teaching is simplified and enlivened with the right equipment and setting. Teaching aids have gained prominence and influence on the standard and efficiency of education with the emergence of technology. A teacher may just need to arrange student activities using teaching aids. Reduce teacher stress and maximise productivity by cutting down on class time without sacrificing students' learning. It improves students' motivation, memory, and capacity to use English in context (Lai, Yeung, & Hu, 2015); (d) variables connected to administration:Teachers, in whatever capacity they serve, are ultimately accountable for transferring information to their charges. They may need to wing it in order to make up for lost time if a lesson doesn't go as planned. Hickman, Bartholomew, Mathwig, and Heinrich (2008) all agree that teachers play a critical role in providing a high-quality education. The most important thing they do is teach the kids who have been put in their care. Being an educator calls for a significant time investment and dedication. They should not have to do excessive amounts of homework at home or at school. Teachers need manageable workloads so that they have time to devote to lesson planning in order to provide effective classroom assistance to their pupils. The school's priority should be to ensure that its instructors are given the resources they need to do their jobs effectively.

3. Research methods:

3.1. Sampling strategy and data collection:

The survey was completed by 33 educators from three Ho Chi Minh City, Vietnam, high schools located in the Binh Tan area. Twelve of them opted up to participate in the semi-interview. In this investigation, researchers used a sample method known as convenience sampling. There were between 11 and 13 educators at each of the schools that took part in the research. Therefore, 11 English instructors from each of the three schools were selected by the researcher, accounting for between 84.61 and 100 percent of the English teaching staff. There are a total of 33 instructors, and just 2 of them are men (6%). At the very least, they all have three years of experience in the classroom.

3.2. Methodology tools:

For this study, researchers utilized the two polls and semi-organized meetings to order their findings. The overviews incorporate 44 inquiries, and respondents are approached to pick their degree of concurrence with every assertion utilizing a Likert scale from 1 (emphatically deviate) to 4 (firmly concur). Thirteen inquiries focused on respondents' experiences as students, fifteen on their teachers, and sixteen on their surroundings. The semi-structured interview, which complemented the quantitative data, consisted of 12 questions.

3.3. Methods for gathering information:

After piloting with three educators, a questionnaire consisting of 44 questions was created in Google Forms and sent out to teacher's at all three schools. The covid-19 epidemic necessitated that instructors fill out their surveys electronically. The researchers had already briefed the respondents on the nature of the survey. The researchers had already briefed the respondents on the nature of the survey. It shouldn't take more than 30 minutes to finish the questionnaire, as stated by Dörnyei and Taguchi (2009). As a result, the surveys were finished in under 25 minutes. No incomplete replies were received. After finishing data collection, the researcher prepared a table sheet for next data analysis steps.

Twenty to thirty minutes were allotted for the interview portion, and each group instructor was allowed that time to answer questions. Since all of the instructor's notes were saved, you may rest certain that the data you gathered from the interviews is comprehensive and correct. The researcher also took copious notes throughout the interviews. After that, the answers were analysed and evaluated.

3.4. Methods of analysing data:

Factors influencing teachers' instruction of English were coded on a scale from T1 to T33, and

quantitative information was extricated utilizing SPSS Insights rendition 22.0 to lay out importance and process implies (M) and standard deviations (St. D).

The scales were used to provide the following interpretation of mean (M) scores: Strongly disagree = M 1.00; disagree = M 1.76; disagree = M 2.50; agree = M 2.51; strongly agree = M 4.00. Research question 2 was analysed using both descriptive and inferential statistics; in particular, an examination of fluctuation (ANOVA) was performed to decide whether there were any massive contrasts in educators' view of elements influencing their English instructing at every one of the three schools. The last step was summing up and dissecting the meeting information utilizing content examination. T1, T2, T12 represented the different educators.

4. Results of the study:

4.1. Influences on English instruction:

The main examination question was to check out what sorts of things affect English classes at three different high schools.

4.2. Concerning the student:

Table.1: Characteristics of the Student Factors: Descriptive Statistics

Item No	Factors	N	Mean	St.D
1	My students have low English proficiency.	33	3.15	.619
2	My students do not know many English self-study methods.	33	3.03	.770
3	My students' English background impacts their scores.	33	3.33	.595
4	My students cannot do well on tests.	33	2.70	.684
5	My students cannot understand all lessons in class.	33	2.61	.609
6	My students feel nervous whenever they have English lessons and tests.	33	3.12	.485
7	My students always prefer to speak in Vietnamese.	33	3.33	.645
8	My students are usually dependent on their teacher.	33	3.21	.545
9	My students do not want to learn English.	33	2.61	.659

10	My students lack confidence in learn English.	33	3.09	.579
11	My students are motivated in learning English because he/she has seen its advantages.	33	2.67	.736
12	My students do not have the purpose of studying English.	33	2.94	.556
13	My students actively participate in the class activities.	33	2.30	.585

Table.1 shows that the mean scores varied from 2.61 to 3.33, suggesting that the vast majority of instructors considered aspects linked to their students' English competence while planning lessons. Items 3 (M=3.33) and 7 (M=3.33, St. D=.595) had the most elevated mean scores, showing that teachers by and large trust that understudies' English capability and the propensity for deciding to talk in Vietnamese are two obstructions that influence their schooling. The outcomes likewise showed that the understudies didn't have a strong grasp of English self-study strategies (item 2), performed poorly on exams (item 4), and had trouble following along in class (item 5), with mean scores of 3.03, 2.70, and 2.61, and standard deviations of .770, .684, and .609.

The information gathered from the interviews corroborated the numerical data as well. Teachers that were polled indicated more success in the classroom with pupils who already had a solid grasp of the language. Some comments from educators are as follows.

Teachers are more effective when their students are engaged learners; nevertheless, when pupils struggle academically, it may have a detrimental effect on their teaching practise (T7). Many students struggle because they don't have a defined approach to studying English Test results in English classes tend to be lower than in other disciplines (T2). Table 1 also reveals that most students scored poorly on the English proficiency test (item 1), with a mean of 3.35 and a standard deviation of 0.619. Only 4 out of 16 educators (13%) were satisfied with their pupils' prior knowledge of the English language. "My understudies are so feeble, so they are not keen on learning English," the instructor said in the interview. For college admissions tests (T4), they are only considering studying maths, physics, chemistry, and biology.

The survey results also showed that when an English class was approaching, students were less motivated to study (item 9; M=2.61, St. D=.659) and more apprehensive about the next test (item 6; M=3.12, St. D=.485). The majority of educators (M=3.21, St. D=.545) also believed that their pupils relied heavily on them (item 8). Interview information was congruent with

numerical findings. They said that the vast majority of pupils were uninvolved in class, waiting to be told what to do instead of trying to figure it out on their own. Several lecturers came to the same conclusions:

"It scares my kids to study English... T2: "They tell me they worry a lot about their English classes"; T3: "Some of them are learning English truly in light of the fact that they love this subject or they concentrate on English since it is a mandatory subject."

The majority of instructors (M= 2.30 & St. D =.585) did not think that their pupils were engaged in class activities. Though students' M=2.67& St. D=.736 on item 11 indicates that they are becoming more conscious of the sensitive relevance of English and regularly eager to study the language. Item 10 showed they were still not confident in their capacity to learn English (M=3.09, St. D=.579), and item 12 revealed they were not motivated to learn English (M=2.94, St. D=.556). Many pupils still had a strong aversion to seeming foolish. The qualitative data was strengthened by the information gained from the interviews. Teachers have complained that students are too timid to speak out in class, leading to an atmosphere of passive learning. Students will not get ready for class until they are made to. Students are not motivated to study and often exhibit a lack of initiative(T10).

In sum, the information gleaned from the surveys and interviews provided a vivid depiction of the student-related elements influencing the English classes at the three high schools.

4.3. Variable associated to teachers:

Table.2: Factors associated with teachers: a descriptive statistical analysis

No	Items	N	Mean	St.D
14	I have good knowledge and skills.	33	3.03	.467
15	I rarely take part in in-service training courses.	33	2.42	.561
16	I get level CI certificate of English proficiency or equivalence.	33	2.39	.659
17	I have good lesson activities design.	33	3.00	.684
18	I avoid using L 1 in my class.	33	2.52	.609
19	I adapt many teaching methods to suit the different abilities among the classes.	33	3.09	.485

20	I offer students rewards in a motivational manner.	33	3.12	.645
21	I usually use modern technological aids.	33	2.91	.545
22	I usually use traditional teaching methods.	33	2.58	.659
23	I always plan my lessons carefully.	33	3.18	.579
24	I usually maintain a good relationship with students.	33	3.33	.736
25	I am satisfied with the school's support in teaching and learning English.	33	2.70	.556
26	I like discussing with my students after classes.	33	2.91	.459
27	I want to give up my job.	33	1.88	.696
28	I am usually strict.	33	2.55	.617
29	I consider that in my teaching, I am burdened with busywork.	33	2.88	.696

Table.2 ,shows that responses to the five questions varied from 1.88 to 3.33, with an overall average mean score of 2.67, suggesting that most teachers considered teacher-related issues to be a component in the instruction of English. Mean ratings suggest that educators have different opinions on three issues worried in-administration instructional classes and the C1 qualification (questions 15, 16, and 27): M= 2.42, 2.39, and 1.88. Teacher behaviour in the classroom is directly related to these traits. Most teachers participated in in-service training offered by their institution. However, they fell short of the needed C1 proficiency level. According to the interview data, nine out of the twelve instructors surveyed regularly participated in professional development opportunities. "We take part in proficient improvement programs consistently," one educator said. "... It's not uncommon for team members to take on educational opportunities, either temporarily or permanently" (T1).

Mean=1.88 and St. D=.696; 4 out of 33 (12.12 %) instructors said that they wanted to leave their current position. Every single educator who was surveyed felt the same way.

"The instructor should be the coordinator, initiator, and architect of proper learning exercises for understudies to take part. I need to finish numerous authoritative strategies. However it appears to be tiring, I feel like this work and don't have any desire to surrender it" (T9).

Besides, almost 50% of the educators (45,45%) of the overview thought they needed to involve Vietnamese in their showing practice (thing 18) with a mean score = 2.52 on the grounds

That the majority of the topic was committed to jargon and punctuation. Because of the understudies' restricted comprehension of English, educators were expected to utilize Vietnamese to help them in the perception of the illustration. Vietnamese is additionally fundamental for study hall correspondence. For instance, an educator explained: "The issue is that L1 is being utilized regularly in an English class... I like showing understudies how to convey well and how to successfully tune in. In any case, we need more opportunity to foster these two capacities (T9)." More explicitly, the discoveries uncovered that most of educators utilized an assortment of training systems to oblige understudies with shifting abilities across classes (thing 19) with $M=3.09$, $St. D=.631$. Also, they much of the time offered understudies compensations to inspire them (thing 20) with $M=3.12$, $St. D=.545$ and painstakingly coordinated examples (thing 23) with $M=3.18$, $St. D=.584$. While they utilized conventional techniques for guidance (thing 22) with $M=2.58$, $ST. D=.459$, they liked to use current innovation help (thing 21) with $Mean=2.91$, $St. D=$

For instance, one teacher said, "I frequently utilize GTM since my understudy's level can't deal with CLT or TBLT, yet I actually prefer to make a few significant exercises to persuade my understudy in learning English all the more successfully." Another teacher added, "I have found that while making exercises utilizing current data innovation applications, understudies appear to be more keen on learning, the class turns out to be more dynamic than expected (T2)."

Table 2 shows that almost all the educators surveyed reported having positive associations with their understudies the majority of the time (mean = 3.33, standard deviation = .540). Only one educator (3.03%) disagreed with this assertion. As an illustration of his solution to this issue, T10 provided the following explanation:

Although we have a lot of responsibilities, I see instructors as more than just a teacher since they are also a friend.

I still like teaching and find it rewarding (T10).

Teachers felt overworked (thing 29, $M=2.88$ and $St. D=.696$) yet appreciated examining points with understudies after class (thing 29, $M=2.91$, $St. D=.459$). Just 4 of 33 (12.12%) educators in the overview needed to find employment elsewhere (thing 27), with $Mean=1.88$ and $St. D=$

In general, educator related factors impacted the viability of English guidance with a typical

M=2.78. All the more explicitly, educator and understudy relationship got the most noteworthy typical score among the elements influencing teachers, M=3.33 (thing 24), featuring the significance of cultivating positive associations with understudies.

Table.3: Factors in the environment: A descriptive statistical analysis

No	Items	N	Mean	St.D
30	Noise from outside the classroom often leads to loss of concentration when teaching/ learning is going on.	33	3.03	.684
31	Most students can hardly see the blackboard during English language lessons.	33	2.15	.712
32	The class learning environment is always tense.	33	2.06	.496
33	The fixed tables prevent teachers from being creative in designing activites for the students	33	2.82	.727
34	The examination is always far different from what students learn.	33	2.42	.867
35	The teaching materials used by teachers are mainly textbooks and CD players.	33	2.79	.650
36	Topics in the textbooks are out of date.	33	3.24	.614
37	Teachers lack supplementary materials for classroom use.	33	2.70	.684
38	My school has a well-equipped and operational library.	33	2.45	.564
39	These are enough teaching and learning aids.	33	3.42	.502
40	The chairs and tables in my classroom are adequate for teaching and learning.	33	2.70	.529
41	In my school, different rooms are provided for different subjects.	33	2.15	.712
42	I am responsible for teaching many English classes in a week.	33	2.55	.666
43	Apart from teaching English to students, I have to do many other things at school.	33	2.94	.788

44	The school curriculum is appropriate enough for students to learn English.	33	2.52	.566
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Table. 3 shows that, on average, high school desks were arranged in a stationary fashion (item 33), with a mean worth of 2.82 and a standard deviation of .727. Because of this, educators were stifled in their ability to innovate in the classroom. The kids' ability to learn was also hindered by the school's rigid organisational structure and by the presence of some industries in the area. Item 31 shows the disparity in teachers' perceptions of students' ability to view the blackboard during English language classes (M=2.15, St. D=.712). Item 34 also found widespread agreement amongst educators that students' study and examination habits varied from year to year (M=2.42, St. D=.867). Here's what T8 was able to express:

Although most students can see the chalkboard from their seats, sitting in the typical and static stance makes it difficult to follow the instruction (T8).

Item 30 (M = 3.03, St. D = 0.648) also revealed that disruptions from the outside world happened often during lessons. This had a deleterious effect on instructors' effectiveness since pupils grew too tired while acquiring new information. The following are examples of what some lecturers have said to convey this idea:

Class sizes are too small, there are too many students in each section, and there is too much background noise. (T6)"; "Diverse student ability levels, overcrowding, and inadequate school facilities. "The learning climate influences the understudy's ability to learn; clamor influences the class effectively (T10)"; "The learning climate influences the understudy's capacity to learn; commotion from development makes understudies lose focus on the lesson(T8)"

The majority of instructors (M=2.79, St. D=.650) reported using textbooks and CD players in their classrooms. Since the textbook was released in 2011, it has been pointed out that the information it contains is now outdated (item 36) with M=3.24, St. D=.614. In addition, educators did not have sufficient resources to use in the classroom (item 37, M=2.70, St. D=.684). The textbook was the primary vehicle for transmitting the course's primary teachings to the student body.

Teachers' reservations regarding textbooks were echoed in the survey: "Teachers generally employ textbooks and CD players as instructional tools. However, there are situations when textbooks provide material that is no longer accurate. Supplemental materials for teachers are limited (T8); "We use textbooks to teach English in our classroom." In my opinion, both the

text and the images in books do little to pique pupils' attention.

Table 3 shows that instructors are divided on the question of whether or not their schools have sufficient resources and a functioning library (thing 39, $M=2.42$, $St. D=.502$). Almost 50% of the understudies (45,4%) additionally said that their schools had libraries and subject-explicit study halls that needed satisfactory educating and learning assets (thing 38, $M=2.45$; $SD=0.564$). T4 specifically expressed:

My library is well-stocked, however it lacks English-language materials and is open only during school hours. Students are often allotted no more than 20 hours a week to read for pleasure. We have access to projectors, speakers, and other pedagogical tools, but they aren't particularly effective (T4).

Teachers, however, had access to sufficient classroom space (item 40) $M=2.7$, $St. D=.529$. Specifically, numerous patients were assigned to the identical rooms (item 41) with a mean difference of 2.15 (Standard Deviation: .712). This made it difficult for educators to create a stimulating learning environment that would keep pupils engaged. $M=2.55$ and $St. D=.666$ for the number of English lessons per week that instructors feel they must teach, and teachers generally believe that this is their obligation. Item 43 ($M=2.94$, $St. D=.788$) states that instructors have responsibilities beyond instructing pupils in the English language.

Last but not least, item 44's results ($M=2.52$, $St. D=.566$) did not lend credence to the claim that pupils were provided with an adequate educational environment in which to acquire English. Half of the educators polled felt the allotted time was insufficient to properly teach the subject. Teachers' perspectives on this issue were also included in the interview: No, on the grounds that every illustration will have interesting substance, the presence of a few troublesome words or ideas will prompt a period constraint(T9)."; "Positively not." There isn't enough time for me to complete the lecture (T11)"; "I really doubt that. There are four skills that make up this lesson, and students need extra time to cover everything.

Therefore, it seems that educators held the view that environmental influences had a significant role in determining the success of their lessons.

4.4. English teachers at three different high schools have different opinions on what influences their classroom practices:

The second research question was to compare teachers' perspectives on student, teacher, and school-level influences on their classroom practises across three schools. These aspects are

explained with the use of data collected via surveys. The following descriptive statistics were analysed and discussed.

Table.4: Analysis of variance (ANOVA) description of three component categories: student factors, instructor factors, and environmental variables

		Sum of Squares	df	Mean Square	F	Sig.
Student-related factors	Between Groups	.223	2	.112	1.427	.256
	Within Groups	2.346	30	.078		
	Total	2.569	32			
Teacher-related factors	Between Groups	.044	2	.022	.673	.518
	Within Groups	.978	30	.033		
	Total	1.021	32			
Environment-related factors Groups	Between Groups	.365	2	.182	2.843	.074
	Within	1.923	30	.064		
	Total	2.288	32			

Table.4, shows that the instructors do not differ significantly (P0.05) in their valuations of the various influences on their English proficiency. There was no genuinely massive distinction in teachers' appraisals of understudies (Sig.=.256), teachers (Sig.=.518), or the environment (Sig.=.074) across the three groups. In conclusion, the research found that instructors' opinions of variables impacting teaching efficiency did not vary significantly amongst the three institutions.

5. Discussion:

5.1. Influences on English language instruction:

Consistent with the results of past studies, this one found that students, instructors, and the surrounding environment all play significant roles in influencing teachers' pedagogy with regards to the English language. Educator's referred to components associated with their understudies as the main thought while showing English as an unknown dialect. Positive understudy jobs and instructor understudy communications have been classified "basic" by a few specialists. The student is at the focal point of the instructive cycle. Once students are satisfied that studying English is essential and is on par with their other major topics, they will dive into the learning process with great passion and drive, claims Al- khairy (20130). It is crucial that English instructors understand this and make every attempt to inspire their pupils. In addition, Tran (2013b) and Mosha (2014) show that educators should pursue ongoing

training to develop their skills and effectiveness while instructing English as a foreign language. Since educators' pedagogical choices affect students' academic progress (Getie, 2020). Because every classroom is unique and its students have their own quirks and personalities, teachers may tailor their methods and come up with interesting new ways to learn to keep their students interested. The success of a teacher is greatly affected by the methods they use. Therefore, educators should make use of superior and efficient methods of instruction to preserve the standard of their profession. The results also support the viewpoints of Odden, Borman, and Fermanich (2004), highlighting the importance of instructors' attitudes in shaping their students' academic growth. Perhaps most importantly, educators were found to maintain positive relationships with their students, which greatly stimulated learning and improved student performance. The gap may be narrowed with the support of a great teacher-student connection. Dornyei and Murphey (2003) argue that it is important for students to know that their teachers recognise them by name. Teachers and students should get along, with teachers trying to see things from the students' points of view. Student motivation and performance may both benefit from interpersonal connections, as Dang (2006) showed. El-Omari (2016) and Phan's (2017) research on environmental variables are reliable with the consequences of this review. Students' inability to concentrate on their professors' lectures was exacerbated by the distracting background noise (Behroozi & Amoozegar, 2013). Therefore, educators need to work on their homerooms. To assist their pupils improve their English communication skills, school administrators should offer enough learning facilities and boost English-related activities. Among the environmental elements considered, the textbooks used by instructors tend to have the greatest influence on students' learning of English (Golam, 2012). In particular, the textbook's coverage of most subjects was both dated and dull.

5.2. The variation in perceptions of factors affecting EFL instruction across three high schools:

The exploration found no genuinely huge distinction between the three components affecting educators' English instruction: those connected to students, those related to teachers, and those related to the classroom environment. The English instructors at three different high schools have a common understanding of the issues that affect their classroom practise. This result should come as no surprise given that all three schools are situated inside the same district. They are far away from the centre of the city, therefore student participation is minimal, and

the curriculum must follow the standards established by the Ho Chi Minh City Department of Education and Training. The goals and foci of almost all forms of evaluation and instructional activity are comparable. Teachers' lessons are impacted by their students and the classroom setting. A teacher's efficacy as an educator is affected by these three factors independently. Because the position of the teacher suffers without all three, not just one. Therefore, it is very important for educators to help pupils cultivate positive impact. Educators may reduce students' anxiety through helpful learning and the utilization of fitting non-verbal communication, and they can work on understudies' longing to study by meeting their basic needs, pique their interest, and foster a sense of self-efficacy. As long as their pupils show an interest in studying English, instructors will find teaching and learning the language to be rewarding. Zhu and Zhou (2012) found that optimistic students were more likely to become well-rounded learners. Teachers also need to know how to run a class and deliver a lesson well. If educators have any desire to see improvement in their understudies' English capability, they need to focus more on creating a positive learning environment. In a positive learning environment, for instance, a teacher's expertise will determine how they structure their classes and how they interact with their students. Student engagement is increased as a result (Nguyen, Warren, & Fehring, 2014).

6. Conclusion and implications:

Three high schools in Ho Chi Minh City, Vietnam, were chosen to examine the impact of several variables on English language instruction. The research found that characteristics connected to students had a greater impact on instructors' English instruction in the classroom than did teacher and environmental variables. Students' propensity for speaking Vietnamese in class and students' poor English competence are two of the most influential student-related variables on instructors' English teaching. Most of them are too shy to speak out in English class, so they mostly just talk to each other in Vietnamese. They have a real fear of making mistakes and their understanding is still limited, therefore they avoid speaking English with native speakers whenever possible. Therefore, it's crucial that students realise how important it is to learn English and devise efficient methods of self-study using various resources such as the media and the experiences of previous generations. Students should work on their English skills in middle school to build self-assurance before high school so they can persevere through challenging material.

High school teachers in Vietnam are expected to have attained the CEFR C1 level. This study's

findings suggest that some educators are still falling short of expectations. Their lack of fluency is a result of a combination of factors, including insufficient initial training and working circumstances that limit teachers' opportunities to interact in the target language and practise their own English skills. Because of the impact that instructors' level of English proficiency has on classroom management, this is a serious problem. Given that the methods of instruction used have an impact on students' learning, it stands to reason that a teacher's proficiency in English would have an impact on how well they instruct their students. In the classroom, grammatical translation practises should be abandoned in favour of communicative ones. Educators of English as need might arise to stay aware of the most recent exploration in the field and foster creative strategies to assist their understudies with further developing their language abilities while likewise reassuring them to involve English in ordinary circumstances. Educators ought to push the significance of involving English in the study hall.

The examination found that schools ought to focus on the plan of study halls with satisfactory current innovation to help educators improve their effectiveness in the classroom. They should also do everything they can to lessen the impact of background noise on pupils' ability to focus. In addition, the research showed that several chapters of the present textbook were boring and failed to pique the students' interest in learning. Tomlinson (2008) noted that students pay closer attention when they find the subject matter to be both interesting and relevant to their lives. Therefore, even though the curriculum are flexible, administrators should still take the time to listen to the viewpoints and ideas of both students and instructors about the challenges they face in English classrooms, as well as analyse the relevant materials. The school should also fairly manage teachers' workloads by not overloading them with tasks and dividing up their time and responsibilities among them.

There are certain to be restrictions on a research that included just three high schools and 33 educators. Another research, including more high schools across more districts and more EFL instructors, is recommended to ensure the validity of the results.

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